

# Unit 4: That's life.

## Goals:

- Reflection (important events)
- Reading for meaning
- Discussion and interaction (role-plays)
- Writing an autobiography
- Process writing (with peer-editing)
- Self-assessment

Unit 4 looks at the topic of writing autobiographies and offers a structured approach, plus samples for students, from which they can choose their preferred format. The autobiography, which builds on the bio of Unit 2, is a preparation for the personal statement (Unit 6), which is vital for students studying abroad, doing internships, or becoming exchange students. There is an increasing number of such students these days, so this topic is not aimed at a minority. The writing skills in this book are applicable in many situations and in Korean contexts as well as English.

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/](http://www.finchpark.com/KNUFLE/book-2/).

## Page 31: That's life.

Goals	Preparation for writing the autobiography, identifying important events, setting the schema
Input	Information, instructions, time frame
Activities	Identifying key lifetime events
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, conversation partner
Settings	Classroom, individuals, pairs

The first activity in Unit 4 asks individuals to identify eight key events in their lives and to write them down on the page. This is intended to get students thinking about their lives outside of the day-to-day, short-term setting. Identifying meaningful events leads to the identification of goals and careers. It can also lead to meaningful personal writing (cf. *Writing from Within* by Curtis Kelly, CUP, 2000).

A timeline has been suggested for the events, proceeding in units of three years. This is in order to encourage students to think of different times in their lives. However, if they prefer to focus on particular times and events, they can change the numbers in the timeline. If they cannot think of an event for any particular three-year period, they can leave it blank. Students need at least four important events so that they can complete the activity on the following page.

It will be good if students can work on this activity before the lesson, so that they can get on with pair and group work during the lesson.

## Page 32: Brainstorming: Important events

Goals	Further preparation for writing an autobiography, identifying four main events.
Input	Information, instructions, opportunities to write key words about main events
Activities	Reflecting, identifying and writing key words
Teacher's role	Facilitator, monitor, participant
Students' role	Active participant
Settings	Classroom, individuals

This activity follows on from page 31 by asking students to identify actual details about four memorable events. Students choose 4 key events and make a title for each, writing these titles in the jigsaw pieces on this page. They then enter the details under the titles. This helps students to prepare an outline for their essay.

The activity is for individuals, but it can be performed in groups if desired, students asking each other and helping each other to remember details. They could then compare their events.

The jigsaw pieces are symbolic, in that they suggest that events in life are connected, fitting together to form a big picture: Event + Reaction = Outcome ( $E + R = O$ ). If teachers are interested in taking this further, the following supplementary activities (next two pages) offer a selection of events, responses, and outcomes. These can be useful in helping students to identify events and also to think of how their reactions to events determine their lives, rather than the events themselves. This will be an important feature of the autobiography and the personal statement, where students will be describing how they have overcome difficulties, learned from their trials, and proceeded in a positive direction.

This activity also offers practice in various conditional and cause-and-effect concepts and the associated lexis (If ..., If I ever, If I don't, When, Whenever, As soon as, By the time, Unless). Students enjoy choosing responses and outcomes at random and sometimes like to continue the activity until all the possibilities have been exhausted.

In "What if ... ?" activity (next page), students (in pairs or groups) make sentences with "Event" words, "Response" words, and "Outcome" words, linking these with conditionals (If, When, Unless, etc.). While this can be an enjoyable activity, the purpose is to help students to understand that they make their own lives, and that it is ineffective and misguided to blame others, or to rely on excuses.

In " $E + R = O$ ", students discuss the worksheet and fill in the missing boxes with appropriate responses. If they have worked on "What if ...?", then they will have sufficient command of the conditionals, and will be able to make suggestions about suitable entries to make in the "Responses" column.

Finally, students discuss how they can affect their lives by modifying the events or the responses, in order to produce desirable outcomes.

## What if ... ?

- **Student A:** Choose an “Event” word, a “Response” word and an “Outcome word”.
  - Make a sentence, using the words at the bottom of the worksheet.  
If I go to China, then I will buy new clothes, and I will get married.
  - Cross out the Event, Response, and Outcome words you use.
- **Student B:** Choose an “Event” word, a “Response” word and an “Outcome word”.
  - Make a sentence and cross out the words you use.
- **Everyone:** Continue until you have used all the words.

Event	Response	Outcome
Go to China	Buy a Car	Go on a diet
Become famous	Become a monk	Change my job
Go to a disco	Have a party	My teacher gets angry.
Live alone	Lose weight	Get restless
Become ill	Make new friends	Get married
Sell everything	Study hard	Eat no meat
Become a movie star	Never study	Learn to drive
Get fat	Start the car	It starts to rain.
Take it easy	Buy new clothes	Go to hospital
Go to sleep	Watch TV	My boss gets angry.
Lose my job	Get a new hairstyle	Emigrate to Australia

<b>If ...</b>	<b>Whenever</b>		
<b>If I ever</b>	<b>As soon as</b>	<b>then</b>	<b>and</b>
<b>If I don't</b>	<b>By the time</b>		
<b>When</b>	<b>Unless</b>		

## E + R = O

- **Pairs or groups:** Choose an “Event” word.
  - Discuss your responses to the event. Are they positive or negative?
  - Choose an “Outcome” to match your responses.
    - How do your responses affect the outcome?

Event	Response	Outcome
I come to class		I feel lonely
I come to class		I make friends
I arrive late in class		My friends are upset
I arrive late in class		My friends are happy
I go home late		I feel unwanted.
I go home late		I feel loved.
I hand in my homework		The teacher is angry.
I hand in my homework		The teacher is happy.
My friend is moving house		We will never meet again.
My friend is moving house		We will be in contact often.
I kick a ball through a window		I am afraid.
I kick a ball through a window		I respect myself.

Based on an idea in *Educating the Heart*, Siccone & López, 2000, pp. 123 – 125.

## Page 33: Campus friends (4: Role-play)

Goals	Reader's theatre (reading with expression and intonation) in preparation for the drama project (Unit 9), and the focus on interviews in Unit 5, also encouraging students to expand on their main events.
Input	Information, instructions, dialog (model language), space for making notes
Activities	Reading the dialog, finding unfamiliar vocabulary, devising a role-play situation
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, reader, creator
Settings	Classroom, pairs

This dialog and the role-play that follows is part of the preparation for Unit 9 (Drama project) and for the interview Unit (Unit 5).

Emily and Chang-min are preparing for their interview as part of their applications to be newspaper reporters on the school English newspaper. They set up an interview situation, based on question 1, from the suggested interview questions on page 55. This interview also covers the topic of important events, which is important for this Unit. Emily's two important events mentioned in this dialog are taken from her Bio, on page 17.

Students should be creative in their role-plays, using the dialog for model language if needed, and talking about some of their important events on pages 31 and 32. Perhaps they could perform their role-plays to each other (group to group).

## Page 34: Reading: Who am I?

Goals	Reading, provision of sample autobiography, information transfer (timeline)
Input	Information, instructions, reading text, timeline
Activities	Reading the text, transferring the information on to a timeline.
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, interviewer, interviewee
Settings	Classroom, pairs

This page presents a simulated autobiography of a famous person. Students are asked to guess the identity of this person, but the answer (see Answer Section) should be very easy to guess. As with pages 3 and 14, this page presents a sample magazine page, showing students how they might design their own articles when they make their Print Media Project, in Unit 11. In this way, students can become familiar with layout and format.

The timeline at the bottom of the reading passage helps students to transfer information from a text to a chart, but also helps them to organize events in their minds. However, this chronological approach is just a beginning. The further goal is to identify important events for the job interview and the personal statement. Students need to be able to speak and write about events and concepts that are relevant and meaningful for them and for their future lives.

More autobiographies can be found on the website for Unit 2 (reading): <http://www.finchpark.com/KNUFLE/book-2/unit02/read.html>.

## Page 35: Who am I? - Discussion

Goals	Discussion, interaction on the topic of the Unit
Input	Information, instructions, discussion questions, quiz (changed names)
Activities	Discussion, guessing, finding out (accessing information)
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, problem-solver
Settings	Classroom, groups

Students discuss talent-related questions, leading to “5. Do you know a multi-talented person? Tell us about him/her.” Students can think about role models and desirable qualities in people they admire, plus the way in which those people became successful or well known. Many role models have emerged from poor backgrounds and most have broken the social mold in some way. Some role models are chosen because they have succeeded in traditional ways such as passing all the public exams or being the head of a corporation. Others are chosen because they gave up such paths and became diplomats or volunteers in underdeveloped countries.

The implicit goal of this discussion is to help students think about themselves. Rather than idolizing people, it is hoped that students will be able to see that effort leads to success. The proverbs in the Word Bank (▶ page 146) focus on this concept.

The second activity on this page presents the original names and the stage names (or changed names) of famous people. People like Mother Teresa might well be seen as role models and many of the others might be seen as multi-talented people, so students might find it interesting that they have changed their names. This is a ‘sparking’ activity – an indirect approach to the main topic. The answers are in the Word Bank.

It follows from the discussion of the affective, cognitive, social, cultural, and linguistic principles outlined in the Mission Statement (<http://www.finchpark.com/courses/mission.html>) that students do not have to perform every activity in every Unit. Neither does everyone need to be doing the same thing at the same time. The activities are starting points from which teachers can introduce their own materials if wished. As long as everyone is on task, a workshop atmosphere should benefit everyone: The appropriate activity for the appropriate students at the appropriate time.

Classwork is concluded and summarized by the written assignment for the Unit, which should be performed by everyone, at their own level.

## Page 36: Sample autobiography

Goals	Reading (groups), text analysis, raising awareness
Input	Information, instructions, text
Activities	Reading and discussing
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, conversation contributor
Settings	Classroom, groups

This sample autobiography is based on the bio of Deniz (▶ page 125), as mentioned in the instructions. Students can use their own bios when writing their autobiographies on pages 38 and 39. This sample is analyzed on the following page.

This is a text-only page that serves as a sample. Basic level students can use it as a substitution activity and substitute their own words and events as appropriate. Advanced level students can look for ideas, patterns and structure. The final autobiography should be appropriate in length, depth, range and accuracy for the level of the individual students.

This multilevel approach is important in both books (*Freshman English 1* and *2*). They can be described as multilevel books because they focus on appropriate output as well as input. Input is provided for all levels of students, including a glossary of all the words in the book. However, it is not expected that every student will learn the same things, or will even need to learn the same things. Instead, opportunities are offered for students to learn what they need to learn, when they need to learn it. This is the normal learning process that we follow in real life.

The books thus offer various types of input, along with opportunities for using that input in integrated and authentic ways. Students learn what is suitable for their level and their unique learning needs, and then produce output accordingly. During the semester it is expected that growth will occur and that this output will improve and the written assignments will become more accurate and fluent. In addition to peer-feedback and teacher-feedback, the output is assessed twice during the semester, when a common exam is given to all. However, these are not 'blind' exams, and students are given the chance to prepare for them, so that everyone has the potential to succeed.

Students often feel that they need to learn the whole language before they can be proficient in using it, and these unrealistic expectations, which are largely promoted by their test-driven education before college, lead to low self-esteem and self-classification as 'poor learners'. One of the goals of *Freshman English 1* and *2*, therefore, is to empower students and to give them success in small steps. Each success leads to another success, building the self-esteem and enhancing the learning process. Students can then learn to believe in themselves. Hills (1976) believed that "90% of the students with normal ability can learn 90% of the material 90% of the time if the teaching methods and media are adjusted to the student's educational cognitive style" (Hills, 1976, p. 3).

It is no accident that Korean students have been at the top of the PISA scores for some time (<http://www.pisa.oecd.org/>). They have shown that they have the ability to learn and to study, but this ability has been channeled into intellectual test-taking and passive learning. Teachers can help these students by showing them effective learning strategies and by showing them how to set realistic goals.

Finch, A. E. (2010). *A task-based university EFL program in Korea: Design, implementation and formative evaluation*. Saarbrücken, Germany: Lambert Academic Publishing.

Hills, P. J. (1976). *The Self-teaching Process in Higher Education*. Croom Helm: London.

Oxford, R. (2003). *Language learning styles and strategies: An Overview*.  
<http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

Further autobiography samples can be found on the website for this Unit:  
<http://www.finchpark.com/KNUFLE/book-2/unit02/read.html>

## Page 37: Language workshop: Past tense

Goals	Simple past tense, endings, irregular verbs, analysis of Deniz's autobiography
Input	Information, instructions, quiz, analysis tasks
Activities	Problem solving, discussion, classification
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, problem solving partner (accessing knowledge)
Settings	Classroom, pairs

This Language workshop, as with the others in different Units, is intended for students who need to check on their knowledge of the concepts dealt with on this page. If the teacher feels that students will benefit from studying this page and related supplementary activities, it can offer useful information and practice. For those who are already familiar with the concepts, however, it would be good to move on, though they could also share the benefit of their knowledge by helping their classmates or group members.

The first activity deals with the three different pronunciations of the endings of regular verbs (/d/, /t/, and /id/). Students are given regular 18 verbs in the past tense and are asked to classify them according to their pronunciation. There are 6 verbs for each ending type, and three of these have been entered in the table on this page.

This can be approached as a discovery activity, getting students to perform the activity and monitoring their success. If they can classify the endings with ease, they can move onto the next activity without further ado. If there is confusion, however, then this is an opportunity for the teacher to discuss appropriate rules and perhaps offer a supplementary activity on this topic.

This is the first time that pronunciation has been explicitly looked at in this series. It is seen as important at this stage because pronunciation is an important aspect of interview skills (Unit 5). Korean-English often produces an extra vowel sound at the end of words and this is a feature that students need to be aware of. This activity on past tense word endings therefore highlights this feature and encourages students to identify and pronounce the /d/, /t/, and /id/ endings without the extra "uh". Further information and activities on this topic can be found on the website for this Unit: <http://www.finchpark.com/KNUFLE/book-2/>.



The second activity continues on this topic but also moves into analysis of Deniz's autobiography on page 36, in order to raise student awareness. The activity is presented as a series of tasks. The first two of these ask students to identify all the past tenses in Deniz's autobiography and then to enter them into the table on page 37. Empty spaces have been provided for the 7 regular verbs from page 36. Students will also find 8 irregular verbs (past tense) and a separate column has been provided for these. The completed table is in the Answer Section, at the back of the book.

The third task asks students to identify Deniz's important events and highlight them. There are two of these in his text. The fourth task asks students to underline the topic sentences and the conclusion sentences. This should remind them of the work they did on paragraphs in Book 1 and should provide an opportunity for revision if they have forgotten that work. The fifth task asks students to find the two proverbs in Deniz's autobiography. Proverbs can be useful ways of expressing learning experiences and personal attitudes in autobiographies and personal statements. The attention of students is therefore drawn to the proverbs on page 36. There are further relevant proverbs in the Word Bank, on page 146.

### Page 38: My autobiography: First draft

Goals	Beginning on the autobiography after preparatory activities, peer-editing
Input	Information, instructions, lines for writing, tips
Activities	Writing about up to 4 main events, peer-editing
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, editor and proofreader
Settings	Classroom, individuals, pairs

Students write their first draft, based on pages 32 and 36, which serve as brainstorming and outlining activities, and some autobiography tips (▶ page 38). Having identified the main events of their lives, they now need to think about the feelings and emotions that are associated with the events. In this way, they can learn how to express meaningfulness. Students can use Deniz's autobiography (▶ page 38) as a template if desired. They need not spend too much time writing in class. Perhaps they could write only the first paragraph and then give peer-feedback to each other in pairs.

The adjectives on page 114 should be useful in terms of vocabulary. The informal and personal expression of feelings related to significant events can be cathartic for the students and they offer a good starting point for the fine-tuning of this writing into a more formal style in the personal statement.

Teachers interested in the role of affect in language learning might want to read the autobiographies in order to learn about their students. They might be surprised at the sort of events that are described in these autobiographies, since this is the first piece of personal writing that students have performed in either of the two books. Hopefully this will give students a chance to open up in the target language and make the writing process more meaningful.

Students might prefer to write an autobiography of one of their parents or grandparents, writing in the first person. This will give them an opportunity to talk with these family members and ask them about their lives.

Students have been given space to write about all four events on page 32, but Deniz’s autobiography contains only two events. Students should therefore be given the freedom to write about **up to four** events, according to their ability and preference.

The lower half of this page (Tips for writing an autobiography) gives some tips, based on Deniz’s autobiography on the page 36. It is difficult and counterproductive to try to cover everything at this point and it must be remembered that students have probably had little or no experience in this sort of writing. The third tip refers to the proverbs in the Word Bank, on page 146. These proverbs should help to give a framework to the composition.

### Page 39: My autobiography: Final draft

Goals	Writing about oneself (experiences, feelings, ideas), process writing
Input	Information, instructions, space for writing, space for pictures
Activities	Writing and drawing
Teacher’s role	Monitor, facilitator, resource
Students’ role	Author, active
Settings	Outside the classroom (homework), individuals

The blank sheet on this page allows students to rewrite their autobiographies according to the peer-feedback they have received. Students might like to add photos or drawings if the task of filling the page is too much, or simply if they wish to enhance the writing. This will be suitable preparation for the Print media Project (Unit 10).

Teachers might want to suggest that students type their autobiography final drafts and stick them to this page, before putting them in the portfolio pocket. This will then provide them with digital files that they can adapt when writing the personal statement (Unit 6).

### Page 40: Self-assessment and reflection

Goals	Self-assessment (reading), awareness raising, reflection and preparation
Input	Information, instructions, DIALANG (adapted)
Activities	Checking reading ability according to the adapted DIALANG, reviewing, previewing, preparing, and organizing
Teacher’s role	Guide, mentor
Students’ role	Author, active
Settings	Outside the classroom (homework), individuals

This self-assessment has been adapted from the original DIALANG reading self-assessment. It appears with permission of the copyright holders in Lancaster University.

DIALANG is an effective self-assessment system developed originally by the European Council and the Association of Language Testers of Europe (ALTE). It consists of “Can do” statements. Since its inception, DIALANG has been taken over by Lancaster University and software has been developed to provide an extended version of DIALANG, with questions and answers: <http://www.lancs.ac.uk/researchenterprise/dialang/about.htm> (The software can be downloaded from this site.). This site also has FAQs and explains about DIALANG in depth.

Three adapted DIALANG tests appear in Book 2 (reading, listening, writing). There is no speaking DIALANG at present. Reading has been chosen as the first to appear, since freshman students have focused on reading for most of their EFL career.

Students should read the descriptors and check (✓) those that apply (according to their perception of their reading skills). Self-assessment is largely about consciousness-raising. Students will generally have seen reading as a one-dimensional skill, and they will be interested to learn that there are many types of reading to be considered. The same will apply to listening and writing. Students will probably put checks (✓) at different levels in these self-assessments, but this is not cause for confusion. Instead, they should understand that different aspects develop at different rates, or that they have been focusing on particular aspects of reading/listening/writing. The DIALANG can show them other aspects that they need to look at.

Links to DIALANG-related sites appear in the website: [www.finchpark.com/KNUFLE](http://www.finchpark.com/KNUFLE).

As with all the 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](http://www.finchpark.com/KNUFLE)). They can also take a look at page 41 before the next lesson.

The following are some resources on the topic of language assessment and self-assessment.

- Alderson, J. C. (2005). *Diagnosing foreign language proficiency: The interface between learning and assessment*. London, UK: Continuum International Publishing.
- Bachman, L. R. (2000). Learner-directed assessment in ESL. In G. Ekbatani & H. Pierson (Eds.), *Learner-directed assessment in ESL* (pp. ix-xii). New Jersey: Lawrence Erlbaum Associates, Inc.
- Bailey, K. M. (1998). *Learning about language assessment: Dilemmas, decisions and directions*. Boston, MA: Heinle & Heinle.
- Blanche, P., & Merino, B. (1989). Self-assessment of foreign language skills: Implications for teachers and researchers. *Language Learning*, 39, 313-340.
- Blue, G. (1988). Self-assessment: the limits of learner independence. In A. Brookes & P. Grundy (Eds.), *Individualization and autonomy in language learning. ELT Documents, 131* (pp. 100-118). London: Modern English Publications and the British Council.
- Brophy, T. L., & Good, J. E. (1987). Providing students with opportunities for self-evaluation. In T. L. Brophy & J. E. Good. *Looking in classrooms* (pp. 504-503). New York: Harper and Row.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: CUP.
- Cram, B. (1995). Self-assessment: From theory to practice. In G. Brindley (Ed.), *Language assessment in action* (pp. 282-292). Sydney: National Centre for English Language Teaching and Research.
- Douglas, D. (2010). *Understanding language testing*. Hodder Education Publishers.

- Finch, A. E., & Dongil Shin, (2005). *Integrating EFL teaching and assessment in the EFL classroom: A practical guide for teachers in Korea*. Teacher-training textbook. Seoul: Sahoipyungnon Press
- Fulcher, G. (2010). *Practical language testing*. Hodder Education Publishers.
- Harris, M. (1997). Self-assessment of language learning in formal settings. *ELT Journal*, 51(1), 12-20.
- McNamara, M. J., & Deane, D. (1995). *Self-assessment activities towards autonomy*.
- Oscarsson, M. (1978). *Approaches to self-assessment in foreign language learning*. Council of Europe: Pergamon Press.
- Oscarsson, M. (1997). Self-assessment of foreign and second language proficiency. In *Encyclopedia of language and education, Vol 7: Language testing and assessment* (pp. 175-187). Dordrecht: Kluwer Academic.
- Rea, P. R., (1981). Formative assessment of student performance: The role of self-appraisal. *Indian Journal of Applied Linguistics*, 7, 66-68.
- Sullivan, K., & Hall, C. (1997). Introducing students to self-assessment. *Assessment and Evaluation in Higher Education*, 22, 289-305.