

Unit 6: Work and play

Goals:

- Speaking: free-time and leisure time activities
- Reading for meaning
- Discussion and interaction (role-plays)
- Writing: personal statement
- Process writing (with peer-editing)
- Reflection and self-assessment

Having made their own résumés and having practiced interview skills, students are now ready to write a personal statement. This Unit explains how a personal statement often accompanies the résumé and cover letter, and is a chance to provide a more personal angle to the application. The biodata (Unit 1) and the autobiography (Unit 4) have been stages in the preparation for writing a personal statement, so it is hoped that students will already be familiar with many of the aspects. This is emphasized in this Unit by using the biodata of Chang-min and Kadi when making sample statements.

Students can make the 2nd draft and final draft of their personal statement on computer and save the file for later use. This should be helped by the fact that the teacher edits the 2nd draft and hands it back to the students for revision and completion. If students can submit a MS Word file, then the teacher can edit it using Track Changes. When students have 'perfect' versions of their résumé, cover letter and personal statement on file, then they can add to these when they get extra qualifications and experiences, and adapt them to the particular application they are making. It should be stressed that all these documents need to be word perfect. A spell check and grammar check can be performed easily on MS Word. At the time of writing, Ginger software (<http://www.gingersoftware.com/langs/korean/>) is a free spell checker and grammar checker that works with MS Office.

This is the second time in Book 2 that instructors mark the written homework and give feedback on it. Students will still have written homework in Unit 7 (cover letter), Unit 8 (movie/book/restaurant review), Unit 9 (drama project) and Unit 10 (print media project).

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 51: Work and play

Goals	Setting the schema the topic of balancing work and play, 'to do' lists
Input	Information, instructions, images: noticeboard and post-its
Activities	Making a 'to do' list and a 'not to do' list on how to eat well, study well, exercise well, live well, and have good relationships
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, conversation partner
Settings	Classroom, individuals, pairs

The goal of this activity is consciousness-raising, as with the first pages of other Units. This consciousness-raising also leads to reflection and goal setting. By thinking about the issue first, students are able to identify the factors themselves, rather than being told about them without preparation (learning the answer before the question has been asked).

For many students this could be a new concept, since they have not been allowed to manage their spare time before. They are therefore often confused as freshmen and do not know how to balance work and play. Many spend excessive time enjoying their 'freedom' and others spend excessive time studying, using ineffective learning techniques. They need to think about regular exercise and a healthy diet, since both are important for effective study. Many students also spend excessive time neither playing nor working – just 'hanging around.' They then panic when the inevitable mid-term/final test comes along and spend all night(s) cramming. It is a pity that many university courses actually encourage (or facilitate) this ineffective, short-term approach to learning.

The 'to do' and the 'not to' lists might remind students of Unit 2 in Book 1, in which they studied listing paragraphs. They should be familiar with this idea, and with the idea of using lists when making an outline for the personal statement.

The Freshman English program as presented in *Freshman English*, Books 1 and 2 follows a process approach, and students will not be able to score highly if they continue to resort to cramming. Instructors should not feel that they have to make sure that everyone completes every assignment. There is a measure of responsibility and autonomy in deciding whether to complete an assignment and students should be given the freedom to get low grades or to fail the course. If their lifestyle is such that it does not allow them to produce satisfactory assignments or to participate effectively in class, then they need to learn that such an attitude will not be helpful for them when they graduate and look for a job. The Freshman English program can help them to achieve this realization by showing that effort = success and that lack of effort = lack of success. In other words, there must be a balance of work and play. Freedom = responsibility. The proverbs on page 146 support these concepts.

Page 52: Campus friends: Traveling

Goals	Active reading, problem solving, critical thinking, making/writing a role-play
Input	Information, instructions, dialog, picture
Activities	Reading, devising and performing a role-play
Teacher's role	Facilitator, monitor, participant
Students' role	Active participant
Settings	Classroom, pairs

Emily went to Jusanji in the extra dialog in the Word Bank (▶ page 135), and also mentioned Seoraksan. Now she is going to Gyeongju, which is the ancient capital of Korea and has many famous artifacts as well as famous places such as Bulguksa and Seokguram. Students should know about these places and they will usually be happy to recommend places in Korea to instructors, thus helping to give them (the students) more confidence and motivation, in that they will be giving advice to a foreigner (the teacher).

The dialog on this page is scrambled, the aim being to get the students to be active in their reading. The first task is therefore to unscramble the dialog and write an acceptable sequence of turns. A suggested solution is in the Answer Section, at the back of the book. If students can justify a different sequence, they should be encouraged to do so.

The second task is for students to make their own dialog about travel. This continues the theme of balancing work and play. Pairs can perform their dialogs to other pairs or to the class if they are comfortable with doing this.

Page 53: Reading: Work, play, and health

Goals	Group reading, finding meaning, discussion
Input	Information, instructions, text, magazine format
Activities	Reading and discussing the text
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, reader
Settings	Classroom, groups

As with other reading passages, this one presents a magazine format, with headlines, in preparation for Unit 10. Discussion questions are also included in the magazine format. In this case, the discussion emerges from consideration of related quotes by Confucius and George Sand, along with a Zen proverb.

Students might also like to consider the significance of the images. The apple suggests the proverb "An apple a day keeps the doctor away", and the picture of the author at the bottom aims to suggest health and activity. The background image is autumnal, though the picture of the swan with cygnets is about spring. This picture is also about play (for the cygnets) and work (for the swan, in looking after them).

The two articles are set at a level that should challenge every student. However, those who find them too difficult can read and discuss the proverbs instead. The two articles

present input about the topic of the Unit (work and play), but they also offer sample grammar (coordination and parallelism) that will be explained on page 55. The examples of this grammatical structure that appear on page 55 are also taken from Chang-min’s personal statement, on page 56, the aim being to show how the grammar is relevant to the writing focus of the Unit.

Page 54: Survey: Spare time activities

Goals	Interaction, data collection, discovery learning (coordination and parallelism), further investigation of work and play
Input	Instructions, survey infrastructure, gapped sentences, samples of coordination and parallelism, sample activities
Activities	Making survey questions, data collection, data analysis – sharing results and deducing trends, jigsaw activity – reporting results
Teacher’s role	Facilitator, monitor, participant
Students’ role	Participant, interviewer, interviewee
Settings	Classroom, groups, individuals, whole class

This page further investigates the topic of work and play through an authentic medium – the survey. However, it is also looking at the linguistic topics of coordination of conjunctions and parallelism. These topics are explored more explicitly on the following page (55). However, teachers should look upon this page (54) as a deficiency analysis, or as an opportunity for discovery learning. Students who know how to use “both ... and”, “not only ... but also”, “either ... or”, and “neither ...nor”, will not need to study the content of page 55. For those who do need to either review or learn this content for the first time, the teacher can encourage discovery on this page, and then move on to page 55.

The picture of a tablet screen on this page suggests that surveys can be conducted online and that data can be collected online, since quantitative data analysis is largely mechanical (in contrast to qualitative research). A follow-up activity could be to make an online survey (in English), using a free survey site.

Students (in groups) decide on the activities that they want to collect data about, using the suggested activities at the bottom of the page. They can also choose other activities. Students then decide how to collect the data. Will one person in the group research one question in the whole class? Will each person survey one group? These are questions students can discuss and decide upon (problem solving).

Item 6 might possibly cause problems, since students will be looking for negative information. Therefore they need to discover how to research this. How can they ask someone if he/she can neither swim nor drive a car (for example)? If this is a problem for students, this can be a good opportunity for the teacher to look at this issue and provide sample constructions.

Students fill in their results in the appropriate boxes on the tablet screen. Then they give feedback to the other group members.

In Step 2, each member in each group goes to a different group and explains the results of their original group's survey. It could be interesting to let the students figure out how to do this, instead of being told what to do.

Finally (Step 3), students are asked to find out the most popular and least popular spare time activities in the class. Once again, students should find the most effective way of doing this. This is an extra activity for students or classes who get through stages 1 and 2 with ease. If this page is seen as a discovery-learning page, it will be possible to promote problem solving, critical thinking, and autonomy.

The focus on work and play in pages 51–54, and on coordination and parallelism in page 55, help students and teacher to prepare for the topic of writing a personal statement, since this contains personal information and experience-related ideas, including personality and guiding principles (mottos, proverbs, philosophy, etc.).

Page 55: Language workshop: Coordination and parallelism

Goals	Review of relevant grammar for this Unit
Input	Information, instructions, samples, problems
Activities	Discussion, identification, deduction, analysis, problem solving
Teacher's role	Facilitator, monitor, language resources, participant
Students' role	Participant, discussor, agent of learning
Settings	Classroom, pairs, groups, individuals

Where page 54 used a tablet screen, page 55 uses a word processor screen. This is to reinforce the relevance of this Language workshop to the topic of writing personal statements. The grammar that appears in each Unit of this book is appropriate for the content of that Unit, and in this case, coordination of conjunctions and use of parallel structure are both useful tools in the construction of a personal statement.

The topic has been implicitly introduced in page 54. Teachers can therefore monitor students when they perform the activities on page 54, in order to ascertain whether they need to study page 55 or not. The first 5 sentences on page 55 are taken from the reading passage on page 53, Chang-min's personal statement on page 56 and Kadi's personal statement on page 137. These should therefore be good examples of how to use this grammar in this genre. Students explore the sample sentences by underlining the series words and highlighting the conjunctions.

Activity 2 is for groups of students. Their collective task is to apply the rule of 'same form' for series words and to correct inappropriate conjunctions in sentences 6 to 12. Suggested answers to these sentences appear in the Answer Section, in the Word Bank. Students sometimes come up with unexpected solutions, so these answers are only 'suggested.'

Links about coordination and parallelism can be found on the website for this Unit (writing): <http://www.finchpark.com/KNUFLE/book-2/unit06/>.

Page 56: Sample personal statement

Goals	Introduction to a 5-paragraph essay, personal statement
Input	Information, instructions, sample personal statements
Activities	Reading, discussing, comprehending, applying
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, discusser
Settings	Classroom, groups

Input language and format information for the personal statement are offered here in the form of Chang-min's personal statement and Kadi's personal statement (▶ page 137). It is significant that the graphic at the bottom left of the page shows Chang-min thinking, since the personal statement takes a lot of thought and consideration. For this reason it is the subject of the second teacher-feedback in this book. Students make two drafts of their personal statements and then receive feedback from the teacher. If they can make a 'perfect' final draft and put it on computer file, this will be a useful item when the time to apply for positions arrives. It will be worth spending a lot of effort on this.

Chang-min's personal statement has an introduction paragraphs, three body paragraphs, and a conclusion paragraph (see the flow diagram at the bottom of the page). It will be good to draw the attention of the students to this format as they read through the statement. They should also read the hints in the boxes around the statement, since these help them to understand the construction of the essay. Students could read a paragraph each (out loud), focusing on delivery and pronunciation.

There is little space to cover the format and language of personal statements adequately, so the website for this Unit (<http://www.finchpark.com/KNUFLE/book-2/>) has various samples and related instruction links. Students can go to these sites to learn more and to download samples. Especially for basic level students, there is no harm in using samples as templates at this stage.

Page 57: Personal statement: Checklist and hints

Goals	Personal statement content and process, discussion
Input	Information, instructions, checklist and hints
Activities	Discussion, clarification
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, discussion partner (accessing knowledge)
Settings	Classroom, pairs, individuals

The topic of writing a personal statement is a complex one that needs a great deal of preparation. However, this topic will be useful for all students, whether they learn how to write one in English or transfer the skills they acquire in this program to writing one in Korean. This topic is introduced here, building upon all the writing in Book 1 (emails, paragraph types, and presentations) and in Book 2 up to this point (short bios, résumés, and

autobiographies). It therefore represents an authentic and meaningful culmination of everything that has gone before. We have now arrived at a five-paragraph essay.

Sample personal statements are provided on pages 56 and 137. In addition, further samples and hints are available through the links on the course website. For example, Studential.com has samples for a wide range of majors (<http://www.studential.com/personalstatements/>). Students could look for the sample for their own particular major and use it as a template, substituting their own information, skills, experiences, etc. This would be in the nature of brainstorming (in particular for basic level students) and it would help students to understand the sort of format and content that is required. The next task would be to work on this draft and personalize it even more, finally producing something that does not simply repeat expressions from the original. The Purdue Online Writing Lab has its usual sound advice, along with samples (<http://owl.english.purdue.edu/owl/resource/642/01/>).

A checklist (content) and hints (mostly process) are provided on this page. It is hoped that students will read these together and talk about them. In addition, this page can serve for reference when students write their drafts and peer-edit. This page is largely based on Chang-min's statement of page 56. The checklist of 12 items in boxes is supplemented by another 13 hints at the bottom of the page.

Further samples and links on this topic can be found on the website for this unit: <http://www.finchpark.com/KNUFLE/book-2/>.

Page 58: My personal statement: First draft

Goals	Brainstorming, outlining, process writing, peer-editing
Input	Information, instructions, space for outlining and writing
Activities	Brainstorming, writing, peer-editing
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, author, editor and proofreader
Settings	Classroom, individuals, pairs

This page functions as the first draft of the personal statement. However, this could take a long time to write in class. Therefore the page focuses on making an outline.

Students are asked first of all to decide upon the position they are applying for. Next they make an outline of the statement, providing a topic sentence and the ideas that they will include in each paragraph. This can be extended into a first draft if teachers feel this is appropriate for their students.

This outline/first draft can be based on pages 56, 57, 137, and the online samples (webpage for this Unit). They can use Chang-min's (page 56) or Kadi's (page 138) personal statements as templates, or they can find a sample for their major (Studential.com), or they can make their own original drafts. They need not spend too much time writing in class, since peer-feedback or assistance is important.

The page offers only space for writing. Students should be familiar by now with mind mapping, brainstorming and outlining, so they can perform these activities on their own notepaper. Pages 58 and 59 allow them to produce a page of writing.

Students peer-edit (bottom of the page), referring to the tips on page 57, Chang-min’s personal statement on page 56, and Kadi’s statement on page 137. The instructions are a little different this time. They ask students to collaborate in peer-editing their drafts/outlines. Instead of exchanging drafts, they are asked to look at each one together and discuss how it can be improved. This method has been found to be effective in related research.

Page 59: My personal statement: Second draft

Goals	Process writing, revising, essay writing
Input	Information, instructions, space for writing
Activities	Writing, revising, redrafting
Teacher’s role	Monitor, facilitator, resource
Students’ role	Author, active
Settings	Outside the classroom (homework), individuals

The page is left blank in order to allow students to write their personal statements (second draft) in any format they wish, after receiving peer-feedback. Whether they make a digital file on computer and give it to the teacher for feedback, or write their second draft on this page, they need to add a title, student name, student number, date, Unit number, etc. If students write on this page, they should cut the page out and give it to the teacher for comments and feedback. This is the second time that teachers are scheduled to give feedback on written work to their students, though of course they are free to give feedback at any time, as appropriate.

Students are not restricted by background images of sheets of paper and therefore have freedom to create. Basic level students can still use the samples as templates if the task of filling the page is too much.

If students write their personal statements on computer, this will give them a personal template that can be used later on, when applying for internships, exchange student positions, graduate schools, or jobs. This is a good approach for all the writing genres that are explored in *Freshman English, Book 2*. Once students have a ‘perfect’ template, they can add to it as further qualifications and experiences come along, and they can adapt it to the various application requirements.

Page 60: My personal statement: Final draft

Goals	Process writing, final draft
Input	Information, instructions, empty page for writing
Activities	Writing final draft, based on teacher feedback
Teacher's role	Guide, mentor
Students' role	Author, active
Settings	Outside the classroom (homework), individuals

Students make their final draft, based on feedback from the teacher. It should be remembered here that we are enabling and empowering students rather than just teaching them. If they would like to produce a professional-looking personal statement by using MS Word, this should be encouraged. It will provide a template that they can add to later. HWP (Hangeul) can be problematic in international situations, so students might consider getting used to MS Word or Open Office (<http://www.openoffice.org/>).

Students can also visit the International Writing Center (IWC) on campus and get help in producing a professional-looking personal statement, which they can add to as qualifications and other items come along.

Either the sheet containing pages 59 and 60 or the printed-out second draft and final draft should be put in the portfolio pocket. This will be a nice product of the writing process.

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). They can also take a look at page 61, and explore their Multiple Intelligences, before the next lesson.