

Unit 8: That's entertainment!

Goals:

- Speaking: Interaction, use of all language skills, communicative competence
- Reading for meaning: Entertainment: Active or passive?
- Discussion and interaction: Compare and contrast
- Writing: Book/movie/restaurant reviews
- Process writing (with peer-editing)
- Reflection and self-assessment

Units 8 to 10 move on from the career-based Units 1 to 7 and focus on the development of interactive skills, giving students the opportunity to demonstrate the oral, written, non-verbal, self-directed, and other skills that have been promoted and practiced throughout Books 1 and 2.

Unit 8 can be seen as a new starting point and a new direction. Coming after the mid-term exams and ushering in the end of the one-year Freshman English program, it is an opportunity to be more creative with the skills that have been acquired.

'Compare and Contrast' is an implicit written goal of this Unit, though it is not taught explicitly. The activities encourage students to perform comparisons and to contrast entertainments, but they are not told to follow any particular guidelines other than the sample reviews (page 76). Students learned paragraph types explicitly in Book 1; in Book 2, it is left to them to infer and deduce, as they would do in real life problem-solving or critical thinking activities.

At this stage, it might be appropriate to remind readers that Book 2 was composed with Inquiry-based Learning in mind, particularly the 5 stages: Engage, Explore, Explain, Extend, Evaluate (Teacher's Guide Introduction, pages 9-12). The intention is not to ask instructors to follow this approach, but simply to mention that these ideas are in the structure and content of the book, as an extension of discovery-learning and TBLL. These final Units offer an opportunity for a freer application of these ideas and promotion of creativity and autonomy.

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 71: Entertainment survey (1)

Goals	Setting the schema, reflection, discussion, comparing and contrasting
Input	Information, instructions, images, activity
Activities	Contrasting favorite entertainments in childhood and adulthood
Teacher's role	Facilitator, monitor
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).

In this activity, individuals think about their favorite entertainments when they were children and write them down in the left column. They then write their current favorites in the right column. Having done this (which can happen before the class if possible), they discuss the two lists with a classmate, comparing and contrasting their lists. Comparison/contrast words and phrases are available in the Word Bank (▶ page 118).

As (adj) as ...	Larger than ...	Or ... But ...	In contrast,
As though ...	Smaller than ...	Yet ... Still,	Rather than ...
Likewise,	More (adj) than ...	In fact,	Even when ...
Similar to ...,	More than ...	Rather,	Even though ...
Similarly,	Greater than ...	Unlike ...,	Nevertheless,
Better than ...	Less than ...	Instead,	On the contrary,
Worse than ...	At the same time,	Whereas ...	On the one hand,
Bigger than ...	By comparison,	However,	On the other hand,

'Expressing surprise' words (▶ page 119) are also mentioned here since they can provide authentic dialog:

Are you sure?
That is amazing!
I can't believe it.
I am surprised.
I'm shocked.
That's extraordinary.
I'm surprised to hear that.

Oh? What?
Oh, really?
My goodness!
Good Heavens!
Are you joking?
You're pulling my leg.
That's one for the books.

Page 72: Campus friends: Sport

Goals	Group reading, readers' theatre, inference, discussion
Input	Information, instructions, images
Activities	Reading the dialog and reflecting on the issues
Teacher's role	Facilitator, monitor
Students' role	Participant, conversation partner
Settings	Classroom, groups

This dialog moves away from academic topics and looks at fairness in sport, helping students to look behind the entertainment function of passive observation of sporting events. Fairness in sport is a recurring theme in Korea, where doubtful decisions in the Olympics and the World Cup have regularly frustrated Korean players and fans. In this context, the following text (next page) could provide stimulating supplementary reading for students on the theme of fairness. They will also be able to find their own texts and their own examples of apparent discrimination against Korean teams and athletes. The case of the fencer Shin A-lam in the 2012 Olympics is another case in question: <http://www.guardian.co.uk/sport/2012/jul/30/south-korean-fencer-protest-olympic>.

The concept of fairness is important in competitive sports such as soccer, since the result of a game often hangs on a single goal difference. The large salaries and importance ascribed to winning ("Winning isn't everything; it's the only thing." Henry Russell "Red" Sanders, 1950) contradict the Olympic principle:

The creed, or guiding principle, of the modern Olympic Games is a quote by Baron de Coubertin: "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

The Olympic motto consists of the Latin words Citius, Altius, Fortius, which means "Swifter, Higher, Stronger." The motto, introduced in 1924, is meant to spur the athletes to embrace the Olympic spirit and perform to the best of their abilities.

(<http://www.scholastic.com/teachers/article/olympic-principles-and-traditions>)

The concept of fairness is also important for this Unit, since disinterested moral, academic, and intellectual judgment be the tools of the commentator and reviewer. The dialog is therefore accompanied by discussion questions on this page. Refereeing decisions would seem to be black-and-white and irreversible according to the rules of various sports, but students are asked to consider the related issues deeply. In view of the large sums of money involved and the pressure on everyone to win at all costs, it would be interesting to ask students (in addition to the questions on this page) whether they could be unbiased in the heat of the moment, and whether they would accept an unfair decision in their favor. For example, if they were representing an international soccer team and the referee awarded them a goal, despite the fact that the video replay showed that the scorer was offside, would they accept the goal, or ask the referee to reconsider?

The dialog also mentions that Emily plays women's soccer. This invites students to question the male-only concepts that are associated with many sports.

Calling referees out for bad calls



By Koo Hui-lyung

Umpires and referees are supposed to be impartial third parties who do not side with anyone. But, of course, history shows us that these judges are not always impartial.

In Greek mythology, Zeus was asked to judge which of three goddesses — Hera, Athena and Aphrodite — was the most beautiful. But as Hera was his sister and wife, Athena was his daughter and Aphrodite was technically his aunt, Zeus was far from an impartial observer.

Eventually, they found a referee in Prince Paris of Troy, who was not related to any of them. He still wasn't impartial, however: Aphrodite promised to give him the most beautiful wife in the world if he chose her as the prettiest goddess. So Paris chose Aphrodite, but Hera and Athena ultimately took their revenge on the prince.

Nowadays, these judges hold undisputed authority in the athletic arena. Renowned baseball umpire Nobuaki Nidegawa once reportedly said, "I myself am the rule book." It is rare for a referee or umpire's judgement to be corrected, even after a mistake has been acknowledged.

There was one exceptional case where a scoring error in a ski jumping event during the 1924 Winter Olympics in Chamonix, France, was confirmed 50 years later. Anders Haugen, an American skier who took 4th place at the time, was awarded a bronze medal at the age of 86.

Despite this precedent, at the 2004 Olympics in Athens, it was acknowledged that Korean gymnast Yang Tae-young's score was incorrectly

calculated. The officials ruled, however, that there was no way to change the results and refused to award him the gold medal he rightfully deserved.

Then at the 2008 Summer Games in Beijing during the women's handball playoffs, a video replay seemed to confirm that the final goal scored by Norway in their win over Korea was actually made after the game had ended. Officials upheld the goal despite Korea's protests.

Judges at this year's Winter Games are also giving Korean athletes a hard time. The Korean women's short-track speed skating team's dream of a gold medal in 3,000-meter relay was spoiled when a skating referee disqualified them. The official behind that call happened to be the same one who robbed Kim Dong-sung of a gold medal at the 2002 Winter Olympics in Salt Lake City and awarded it to Apolo Anton Ohno. It was the fifth time that the referee, James Hewish, sparked controversy by disqualifying Korean athletes. When things go this far, it might be difficult for him to say that he is an impartial third party.

A baseball umpire once said, "I can declare a strike as a ball, but there is nothing I can do about a home run." What Korean figure skater Kim Yu-na achieved on Friday was like hitting a home run. She knocked it out of the park in front of a judge who made questionable calls about her skating routines several times before. But if athletes are required to hit a home run each time, that's unsportsmanlike.

The writer is a city news reporter of the JoongAng Ilbo.

<http://121.253.25.110/2010/03/01/2010030110.pdf>

Page 73: Reading: Entertainment

Goals	Group reading, deduction, inference, discussion
Input	Information, instructions, texts, images
Activities	Reading the texts and discussing the questions on the page
Teacher's role	Facilitator, monitor, participant
Students' role	Active participant, discussor
Settings	Classroom, groups

This reading-and-discussion page offers a template for the magazine/print media project (Unit 10) as well as model headlines. The language level is not graded as in Book 1, but students are free to read only one article or paragraph, according to their preferences and abilities. The articles on this page suggest to students that current forms of entertainment are much more passive than they were before technology gave us the couch potato; entertainment has become something that other people do for us, rather than something we do for ourselves. Once more, a contrast is implied, and the language in the articles contains contrastive language.

The second article draws attention to the dangers of 'entertaining' young children rather than encouraging them to be active and to develop their motor skills, intellectual abilities, and social skills. The contrast here is between (some) current attitudes to bringing up babies (pacifying rather than developing) and pre-technology attitudes.

The discussion questions also focus on the difference (and the contrast) between active and passive entertainment.

The Language Workshop in this Unit (▶ page 75) is about Active and Passive Voice. This follows on from the title of the first article on page 73 ("Entertainment: Active or passive?") and also leads into the writing focus for this Unit. When writing a book review, movie review, or restaurant review, students can use passive constructions: *The book was written by ...*, *The food was cooked by ...*, *the main character was acted by ...*, *The movie was directed by ...*, etc.

Page 74: Entertainment survey (2)

Goals	Data collection and analysis
Input	Instructions, sets of questions related to entertainment
Activities	Initial data collection, group analysis of one set of answers
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, interviewer, interviewee, researcher
Settings	Classroom, individuals, groups,

In addition to the survey on page 71, a more detailed one is offered here. This survey looks at four entertainment genres and asks students to investigate the preferences of classmates, using a jigsaw technique. Having collected extensive information, they then analyze that information according to the frequency of responses (everybody, most people,

some people, ...). This takes the survey process beyond discussion of responses and introduces the concept of looking for trends – a normal feature of qualitative research.

In step 1, students choose one of the four SETs of questions. Teachers will need to ensure that an equal number of each SET is chosen, in preparation for step 2. In step 1, students each ask the questions in their SET to 4 people in the class (though it would be interesting to ask students in other classes if teachers wanted to set this up). They write the responses (mostly Yes/No answers) in the Q & A Boxes below SET 3 and SET 4.

Each SET has 7 questions. Teachers could make the activity less time-consuming by reducing the number of questions.

In step 2, students form groups according to their SETs. All those who have asked the SET 1 questions form a group. All the students who have asked the SET 2 questions form a group, etc. It will be good to let them find ways of doing this (problem-solving, collaboration).

Once they have formed their groups, students report the results to each other. This can be done by taking one question at a time and getting feedback from everyone in the group about that question. They can then analyze the results for that question by writing a statement in one of the rows in the table at the bottom of the page. For example, they could write: “they like comedy shows” next to “Most people say that.”

This activity is based on one in *It's Up to You!* (Finch & Sampson, 2004, pp. 120-121). This project-based coursebook can be downloaded (free) from <http://www.finchpark.com/books/u2u/>.

Page 75: Language workshop: Active/passive

Goals	Introduction/review of active/passive voice
Input	Information, instructions, active/passive board game
Activities	Discussion, problem solving
Teacher's role	Facilitator, monitor, language resource, participant
Students' role	Participant, discussor, agent of learning
Settings	Classroom, groups

The topic of active/passive voice has been chosen for this Language Workshop, since it is appropriate for writing book reviews, movie reviews, and restaurant reviews: *written by*, *screenplay by*, *produced by*, *directed by*, *acted by*, *located in*, *cooked by*, *prepared by*, *delivered by*, etc. students should have studied this in high school, so the topic is presented here in a board game format. While students play the game, the teacher can monitor the groups to find out how much they know about active/passive voice. It will then be possible to give some feedback as necessary. There are various links about active/passive voice on the website for this Unit (writing): <http://www.finchpark.com/KNUFLE/book-2/unit08/>, which can be used to help students who need to do more work on this topic.

The following page (► page 76) has a number of passive constructions in its sample reviews and students are asked to identify as many as possible. This should help in showing students how and why to use the passive voice in this context.

Page 76: Sample reviews

Goals	Introduction to book/movie/restaurant reviews
Input	Information, instructions, sample reviews
Activities	Reading, comprehending, discussing
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, discusser
Settings	Classroom, pairs

Input language and content for the movie/book/restaurant review assignment (▶ pages 77, 78) are offered here in the form of very short reviews. The format includes the 'thumbs up/down' concept and the '5 stars' concept that students will be familiar with. The icons are self-explanatory.

This page offers sample input at a basic level, so that all students will be able to perform the activity on page 77. The texts also model the passive voice (▶ page 75) in a number of instances. Students are asked "How many passive verbs can you find?" and the answer to this question is provided in the Answer Section, at the back of the book.

For higher-level students, more detailed and extensive samples of reviews can be found on the webpage for this Unit: www.finchpark.com/KNUFLE.

Students are expected to produce reviews at their own level of proficiency. This is an opportunity to be creative, so students can make reviews about anything they wish. The three genres on this page are offered as starting points.

Page 77: Writing a review: Outlining

Goals	Preparation for writing a review, outlining based on the samples on page 76
Input	Information, instructions, boxes formatted for outlining
Activities	Discussion, identification, critical thinking
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, discussion partner
Settings	Classroom, pairs

Before students write their first drafts, it is useful to make notes about the content, and construct an outline of the format of the review. This page fulfills that need and is based on the samples of page 76. Students can use this page and page 76 when peer editing. The adjectives on page 114 can be useful for this activity.

Instructors might like to give more input (for example, more detailed frameworks) as appropriate to the level of the students.

If students work in pairs, they can collaborate on this page, choosing books, movies, and restaurants, and deciding what to write about them.

Page 78: My review: First draft

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

Students write their first draft, based on pages 76, 77, and the online samples (webpage for this Unit). They need not spend too much time writing in class, since peer-feedback and assistance is important.

A magazine format has been given here, preparing students for the Print Media Project (Unit 10), and hinting that this project need not be confined to news media. It could be about food, fashion, art, architecture, culture, or whatever the students choose.

The magazine format also encourages students to add some visuals. Students should now be thinking about the 'whole picture' rather than just the writing text. Visual media are increasingly important these days, and students need to be competent in the use of graphics, presentation slides, and videos, to supplement their oral and written communications. This page therefore gives them the opportunity to design a magazine logo and to provide a picture related to their review.

This first draft template also asks students to "Write your name and the date" at the bottom of the page. This is in the nature of an authentic review, in which these details about the reviewer must appear somewhere on the page.

More detailed and extensive samples of reviews can be found on the webpage for this Unit: www.finchpark.com/KNUFLE.

Students self/peer edit the first draft together, referring to the tips on pages 76 and 77 and the marking code on page 122.

Page 79: My review: Final 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, editor and proofreader
Settings	Inside and outside the classroom (homework), individuals

The blank sheet on this page allows students to rewrite their reviews according to the peer-feedback they have received. Basic level students can still use the samples as templates if the task of filling the page is too much.

Students can write their cover letter on computer if wished. The computer-based review can be printed out and stuck to page 79. Alternatively, it can be printed out and put in the

portfolio pocket. In this case, it would be advisable to add a title, student name, student number, date, Unit number, etc.

Page 80: Self-assessment: My listening skills

Goals	Self-assessment, reflection, preparation, organization
Input	Information, instructions, empty page for writing
Activities	Filling in a modified DIALANG Listening assessment sheet, reflection
Teacher's role	Guide, mentor
Students' role	Author, active
Settings	Outside the classroom (homework), individuals

This self-assessment is a simplified version of the first 4 sections (A1, A2, B1, B2) of the DIALANG and is included here with permission of the DIALANG Copyright owners. As with reading (Unit 4), speaking (Unit 5), and writing (Unit 7), students can expect an amount of overlap, but the goal is to give them some idea of their writing levels. Such awareness can help them to reflect on their skills and set goals for the future. Simply by reading about the things that they cannot do yet, they can get an idea of what they need to be able to do, and the cognitive wheels are set in motion.

It can be interesting to ask students to do the DIALANG self-assessments again at the end of the semester, and to see if there is any perceived improvement. Instructors can also be giving feedback to students during the semester on any improvement in skills that they have noticed. Such feedback can have a very positive effect.

The Follow-up activity is as always to review this Unit, to preview the next Unit (along with the website), to prepare for the next Unit by looking at the activities in the Unit, and to put the sheet containing pages 69 and 70 (and the printed-out second draft of the cover letter if appropriate) in the Portfolio Pocket. This will be a nice product of the writing process.

As with all the Units, 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).