

# How to use this book

## Introduction

**Freshman English 2** is the second book in the series and builds upon the holistic, task-based, student-centered foundation of **Freshman English 1**. Continuing the process of learning that focused on conversation skills and paragraph writing in the earlier book, **Freshman English 2** helps students apply these skills in a career-oriented direction, providing the theory and practice that they will need when applying for jobs and when employed in a bilingual working environment.

**Freshman English 2** begins by reviewing the learning from **Freshman English 1** and exploring the personalities of the students (Unit 1), before helping them acquire the skills needed in the job-application process (Units 2 to 7). Unit 8 then looks at entertainment and review-writing, in preparation for Units 9 and 10, which complete the series by inviting students to design and perform a speaking project (Unit 9, Drama) and a writing project (Unit 10, Print media).

Units 2 to 7 thus have a professional focus: 2) Short bios, and Application forms; 3) Résumés; 4) Autobiographies; 5) Interviews and follow-up e-mails; 6) Personal statements; and 7) Cover letters. Units 8 to 10 can be seen as the culmination of everything that has been studied in Books 1 and 2. These final Units offer students an opportunity to use their skills creatively, autonomously, and meaningfully, before coming to the end of this stage on their learning paths.

Each Unit in **Freshman English 2** takes an integrated approach, though the activities in Units 1 to 8 can be divided into two sections - oral and written production (**Lesson 1** and **Lesson 2**). However, teachers and learners should feel free to use the content in ways that are appropriate for them. It is not necessary for every student to perform every activity, or for every student to be working on the same activity at the same time. It is more effective to look upon activities as affordances, providing different learning opportunities for different students.

Flexibility and suitability are key words. Advanced level students might wish to work on the more difficult activities or spend longer on writing, producing lengthier and more polished output. On the other hand, basic level students might want to focus on simpler activities, along with the vocabulary and phrases in the Word Bank. As long as everyone produces written output in the final pages of each Unit, it should be possible to have a multi-level classroom in which everyone is working on speaking and writing tasks appropriate to their level of proficiency.

## Units 1 to 8, Part 1 (integrated activities)

The first page of each of these Units introduces students to the theme and content of the Unit. This is an individual, awareness-raising activity, which is then discussed in pairs. It is followed either by a reading and discussion activity or a 'Campus Friends' episode, in which the lives of six friends are followed as they apply to be reporters on the University English newspaper. Their experiences mirror, clarify, and supplement the content of each Unit. The reading and discussion pages offer linguistic input and are formatted as print media (mostly magazine pages). This familiarizes students with the form and content of print media, in preparation for Unit 10. Other activities in Part 1 develop the theme of the Unit in an interactive manner.

## Units 1 to 8, Part 2 (writing activities)

The writing goals of the book are addressed in the second half of each of these Units. Using a process-writing approach, students write a first draft of their short bio, résumé, personal statement, etc., have this peer-edited by a classmate, and then write a final draft, which is placed in the portfolio pocket in the back cover. Teachers give feedback on the 2<sup>nd</sup> drafts written in Units 3 and 6. Reflection and goal setting are integral to the learning process and most Units finish with a self-assessment, followed by an invitation to REVIEW the current Unit, PREVIEW the links for the next Unit on the website, PREPARE for the next Unit by looking at the activities, and ORGANIZE the portfolio.

## Units 9 and 10 (projects)

The Drama project (Unit 9) allows students to demonstrate how much they have learned in terms of creative speaking and writing, as they devise, design, rehearse, and perform their own mini-dramas. The Print Media project (Unit 10) then encourages them to employ all their newly developed linguistic, social, affective, and cognitive skills in the production of a newspaper, newsletter, magazine, or brochure. The possibilities in both projects are endless. Feedback from students has shown that they really appreciate the opportunity to work together in the design and completion of these projects, and the final results often go well beyond the teacher's expectations. Students at all levels and from all majors can be successful in these projects, often producing work of a surprising standard. The role of the teacher at this time is to facilitate learning and to be a learning resource, giving guidance and assistance where needed.

Once the projects are complete, students give performances (Drama project) and presentations (Print Media project), describing the process and product of the project and using the presentation skills acquired in Book 1. Both projects are self/peer-assessed as well as teacher-assessed, complementing the self/peer assessments and teacher assessments that are integral to the process of learning that occurs throughout the book.

## Web site

**Freshman English 2** has its own Internet web site, designed to supplement and reinforce each Unit. The site can be found at: <http://www.finchpark.com/KNUFLE/book-2/>. Students and teachers are encouraged to visit this site regularly and to browse the links:

- **Reference sites** (online dictionaries, encyclopedias, thesauruses, etc.);
- **Reading** (reading passages on the theme of the Unit);
- **Writing** (language workshop exercises and explanations, sample writing formats)
- **Listening** (online listening activities);
- **Viewing** (related videos);
- **Games and Puzzles** (activities for developing curiosity, creativity and thinking skills);
- **Links for teachers** (teaching resources relevant to the content of each Unit).
- **Grammar** (study resources and exercises for the Language Workshops in Units 1~8).