

Foreword: To the Teacher

Thank you for using **Freshman English 2**. This book helps students to acquire and develop professional and academic spoken and written skills in English, building on the conversation and paragraph writing skills they acquired in Book 1. As in **Freshman English 1**, the integrated activities are set in meaningful contexts and encourage students to see English as a living language – one that will be beneficial to them now and in the future.

Learners should by now be able to write basic paragraphs and edit each other's work, in addition to being competent self/peer assessors. **Freshman English 2** therefore explores the written and oral genres of English that they will need in their university lives and their future careers: form-filling, short bios, résumés, autobiographies, interview skills, follow-up letters, personal statements, cover letters, and reviews. These topics are explored in the first 8 Units, along with opportunities for practice and rehearsal. The two projects that follow (Units 9 and 10) focus attention on teamwork, creativity, responsibility, performance, and presentation.

Freshman English 1 promoted an 'Engage Study Activate' (ESA) approach, reflecting and facilitating a task-based, autonomous approach to learning. **Freshman English 2** extends that approach to Inquiry Based Learning (IBL), with its 5 Es: Engage, Explore, Explain, Extend, and Evaluate. IBL's discovery-based, problem solving approach offers exciting opportunities for language teachers and learners. Students need a suitable learning environment in which to develop social, cognitive, affective, and linguistic skills, and IBL satisfies this need by treating learners as intelligent, self-directed individuals with unique learning paths. The higher order thinking skills that are promoted in this way are developed through the task-based activities in this book, culminating in the final two projects, in which students have the opportunity to demonstrate their abilities to the full. A speaking/writing project (Unit 9, Drama) invites them to design, compose, and perform a mini-drama, and a writing/presentation project (Unit 10, Print Media) lets them apply their skills to producing a newspaper, newsletter, magazine, or brochure.

This is a time of great technological and social change. Smart technology is changing the way languages are used and learned, and various social trends are changing the way in which education is perceived by its clients. **Freshman English 2** therefore aims to promote open, inquiring minds. Not only will its users need English for jobs that have not yet been invented, in environments that cannot be predicted, but they will also experience major social changes. It is vital, therefore, that educators offer opportunities to develop learning strategies in a non-threatening micro-society of cooperative, problem solving, critically thinking, mutually respecting individuals. **Freshman English 2** aims to facilitate this process, empowering teachers to help their students meet the challenges of the future.

Further discussion of affective, cognitive, social, cultural, and linguistic principles can be found in the online Mission Statement: <http://www.finchpark.com/courses/mission.html>.

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