UNIT 4

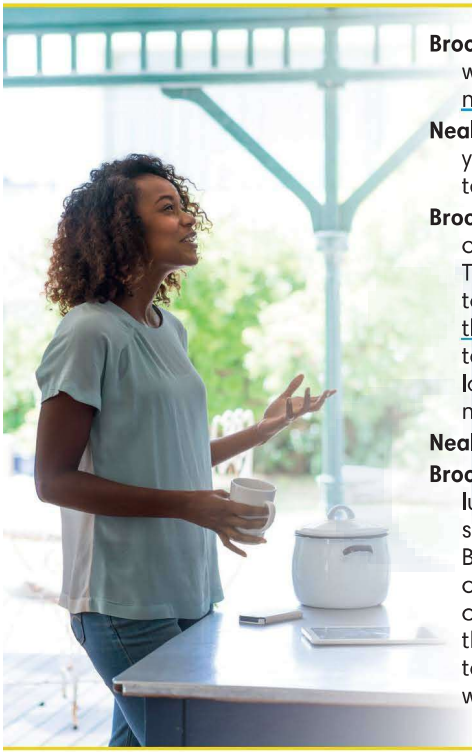
Building Relationships

PREVIEW

A RELATIONSHIPS WITH FRIENDS | Listen to a podcast about the differences between men's and women's friendships. Summarize the main differences they describe.

B ZOOM-IN | Read and listen to a woman telling her husband about an argument she had with her sister. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Brooke = British English
Neal = American English (standard)



Brooke: So I just got off the phone with my sister. Actually, I lost my cool and hung up on her.

Neal: You did what? How about you take a deep breath and tell me what happened.

Brooke: You're right. I need to calm down . . . You know Tara's a bit of a hothead, but today she just totally flew off the handle. What really gets to me is that she completely lost it over an innocent misunderstanding.

Neal: What was it that set her off?

Brooke: Well, we had a date for lunch today, and I was sure she told me it was for 1:30. But she swears she said one o'clock. When I didn't show up on time, the restaurant said they'd have to give the table to someone else because it was so busy at that hour.

Neal: OK. So what happened then?

Brooke: I'm not sure . . . But when I got to the restaurant, she wasn't there. And when I tried calling her, she wouldn't pick up. I finally got through to her just now, but all she wanted to do was tell me off for being so inconsiderate.

Neal: Wow. It sounds like she really made a big issue of it.

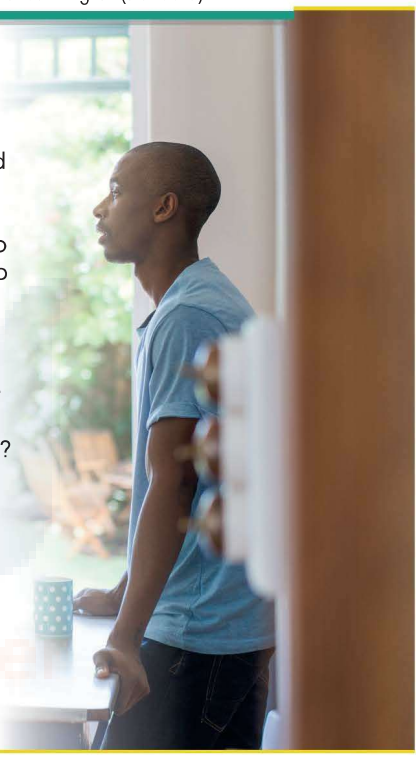
Brooke: She wouldn't even let me explain what happened.

Neal: Want some friendly advice?

Brooke: Like what?

Neal: Just call her and make up. Admit your mistake and treat her to lunch. She'll come to her senses. The two of you might even have a good laugh over it.

Brooke: I hope you're right.



C UNDERSTAND FROM CONTEXT | Choose the best meaning for each of these featured words and phrases from Zoom-In.

1 lost my cool (forgot what I was saying / got very angry)
2 flew off the handle (caused things to break / started expressing extreme anger)
3 set her off (made her leave / made her angry)
4 tell me off (speak angrily to me / hang up the phone)
5 made a big issue of it (didn't want to talk on the phone / wouldn't stop complaining about it)
6 make up (look and act your best / make peace after an argument)

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

E SUMMARIZE | With a partner, summarize what happened between Brooke and her sister.

Afaq-lc.com

F TALKING POINTS | Take the self-test.

How **self-aware** are you?

Read what the people say about their shortcomings. Then use the rating scale to compare yourself with each one.

Rating Scale
A = Sounds just like me!
B = Sounds a bit like me!
C = Doesn't sound like me at all!



Katie ○

"My greatest weakness is that I'm a perfectionist. Even when I do something well, I can always find something wrong with it. This is bad because it spoils the satisfaction I deserve to feel for an achievement."



Jeremy ○

"I recognize that I can be a little negative. I view bad situations as more important than good ones. I need to focus on seeing things in a positive light, or at least having a more balanced perspective."



Mitchell ○

"I'm too judgmental. I'm in the habit of criticizing others for lateness, even if I'm sometimes guilty of the same thing. I need to check myself when I do that."



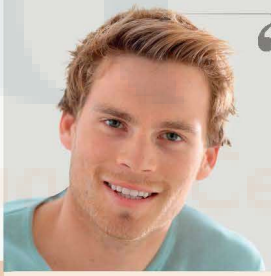
Audrey ○

"To tell you the truth, I'm pretty sensitive—maybe even over-sensitive. I often interpret what people say as criticism, even when it's not. I need to try to get over it. Being over-sensitive gets in the way of my relationships."



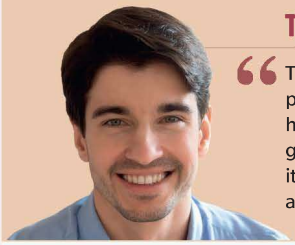
Dawn ○

"My biggest shortcoming? I'm a procrastinator! Even when I have something important to do, I still put it off until the last minute and then go into panic mode, terrified I won't finish on time. Sometimes I think I do this to keep things exciting. (Only kidding!)"



Mick ○

"My girlfriend says I'm too controlling and that I expect her to do everything my way. Others have accused me of the same thing. I know I'm not being fair when I make decisions without discussing them with others. I need to work on letting others get their way some of the time, too."



Terence ○

"They say honesty is the best policy, so here it is: I'm just a hothead. It doesn't take much to get me mad. I'm working on it, but it's been a lifelong pattern of mine and hard to change."



Sonia ○

"I'm so disorganized and I'm ashamed of it. I never know where my things are because I just leave them all over the place. My desk looks like a hurricane hit it. Gotta get a grip."

G VOCABULARY | Shortcomings | Listen and repeat.

be a perfectionist	be negative
be judgmental	be over-sensitive
be a procrastinator	be controlling
be a hothead	be disorganized

H PAIR WORK | Explain to your partner how you are—or aren't—like the people in Talking Points. Which ones, and in what ways?

START TALKING

GROUP WORK What other shortcomings do people have? Which shortcomings cause the greatest problems? Use the conversation in Zoom-In and your own experiences to discuss the consequences shortcomings can cause.

"Tara's a hothead and she isn't fair. Those shortcomings caused a big problem with Brooke over a little misunderstanding about the time of the reservation. If you ask me, she's got to get a grip."

Afaq-lc.com

1 COMMUNICATION GOAL — Introduce and respond to criticism

A GRAMMAR | Cleft sentences: review and expansion

Cleft sentences with What

Remember: A cleft sentence is a sentence divided into two parts so that one part can be emphasized. One type of cleft sentence uses a clause with What as the subject of the sentence and a form of be as the verb. Be sure the form of be agrees with its complement.

What bothers them is getting interrupted when they're talking.
What surprised them were the many apologies they received.

The complement in a cleft sentence with What is often a noun clause. Always use a singular form of be in these sentences. That is optional.

What was surprising was **(that) she never came back to the office**.
What they mean is **(that) they wish they hadn't left so early**.
What was the most surprising was **(that) they never even called when they were here**.
What we've been trying to say is **(that) we're sorry we haven't been paying attention**.

Cleft sentences with It

A cleft sentence with the impersonal It emphasizes a noun or noun phrase. Use who or that to complete the thought.

sentence with no emphasis		cleft sentence with It
Toby locked the office Wednesday night.	→	**It was Toby** who locked the office Wednesday night.
Her self-confidence impresses people.	→	**It's her self-confidence** that impresses people.

GRAMMAR EXPANDER p. 123
Cleft sentences: more on meaning and use

B LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations. Then listen again and complete each statement.

1 It was her ..... that he wanted to bring up.
   a missing the meeting b not finishing the report

2 What bothered him was that Simon ..... .
   a lost his cool b refused to apologize

3 It was his ..... that made her decide to talk with him.
   a apologizing for his mistake b interrupting her meeting

4 What's surprising to him is that the two women ..... .
   a are such good friends b had such a bad argument

5 It was his ..... that upset her.
   a constant criticism b bringing it up

C GRAMMAR PRACTICE | Write cleft sentences with It, emphasizing the underlined noun phrase.

Example: The way she talks to people is so offensive.
It's the way she talks to people that's so offensive.

1 Tom's being such a hothead makes me want to avoid working with him.
.....

2 Her constant lying about what happened was unbelievably annoying.
.....

3 The way they speak to their children worries me.
.....

4 This afternoon's session might give you some strategies for getting more organized.
.....

5 Jake's negative attitude always gets in the way of his being promoted.
.....

Afaq-lc.com

D GRAMMAR PRACTICE | Combine each pair of sentences by writing a cleft sentence with What and a noun clause subject complement.

Example: People tell me I'm too controlling. That's always surprised me.
What's always surprised me is that people tell me I'm too controlling.

1 My boss always criticizes me. That makes me kind of angry.

.....

2 My manager and I get along really well. That's nice.

.....

3 Most people tell lies to protect the ones they love. That fascinates me.

.....

4 You seem to have a hard time saying no to people. That's surprising.

.....

5 It's really great working with you. That's what I've always wanted to tell you.

.....

6 I wish you'd try to control your anger. That's what I mean.

.....

E ROLE PLAY | Take turns responding with your own words and ideas to your partner's cleft sentences from Exercise D.

What's always surprised me is that people tell me I'm too controlling.

Well, I don't see you that way at all. I think you're pretty flexible and willing to share decision-making with others.

COMMUNICATION ACTIVATOR

Now let's introduce and respond to criticism.



A CONVERSATION MODEL | Read and listen.

A: John, there's something I need to bring up.
B: Of course, Ted. What's wrong?
A: Well, at the meeting this morning, you kept looking at your phone. It seemed a little disrespectful.
B: I *was* looking at my phone. You're right. I didn't realize it was so obvious.
A: What really bothered me was that you weren't paying attention to Amy's presentation, and she noticed. In fact, it was Amy who pointed it out to me.
B: I feel terrible. I didn't mean to be rude.
A: Well, I don't want to make an issue of it, but I think you should apologize to her.
B: You're right. I will.
A: I hope you don't mind my pointing this out.
B: On the contrary. You've done me a favor.

Social language
Ways to introduce criticism politely
- There's something I need to bring up.
- We need to talk about something.
- I'm having a problem with something.
- Can we talk about an issue I'm having?
- I need to tell you what's on my mind.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation. Start like this: *There's something I need to bring up.* Be sure to change roles and then partners. (Option: Use the Unit 4 Energizer Worksheet.)

KEEP TALKING!
- **Explain the problem in greater detail and how you felt about it.**
- **Offer to make up for it.**
- **Say as much as you can.**

Watch the video for ideas!

Things you might criticize someone for:
- not paying attention
- interrupting [someone] repeatedly
- being way too critical / negative / self-centered / a hothead
- being habitually late
- always missing deadlines
- being completely disorganized

Afaq-lc.com

2 COMMUNICATION GOAL Give someone positive feedback

A GRAMMAR CLOSE-UP | Read what two managers say about feedback at a conference on best employment practices. Notice the featured grammar.

Jared Symons, Pinson Graphics International

All employees need and deserve feedback, whether or not their performance has been acceptable or unacceptable. Some managers think it's more important to deliver negative feedback—letting employees know where their performance has fallen short, than positive feedback—praise and recognition for a good job. However, even if workers are doing exceptional work, they benefit from hearing it from their managers. Positive feedback from a manager serves as a reality check. Otherwise, how would they know they're successful?

Question:

How would you describe your perspective on positive and negative feedback?



Helmut Dunn, Human Resources Online

I couldn't agree more with Jared, and I'd like to add to what he says about the value of positive feedback. We know now that even if an individual employee doesn't require much positive feedback personally, companies with a culture of providing positive feedback are more successful, whether or not they also provide negative feedback to workers on a regular basis. Recent research found that in high-performing work teams, the ratio of positive to negative feedback is approximately 6 to 1. While it's indisputable that some negative feedback is necessary, we know that only if that negative feedback is offset by positive feedback is the negative feedback helpful at all. Otherwise, negative feedback has been found to be counterproductive.

B PAIR WORK | Why do you think some managers neglect the importance of positive feedback and devote more attention to providing criticism when an employee's work falls short?

C GRAMMAR | Adverb clauses of condition

Use even if or whether or not in an adverb clause to express the fact that no matter what, there is no way to affect or change an event or situation. In writing, it's common to use a comma when the adverb clause comes first.

Even if he has plenty of time to write a report, he still waits till the last minute to begin.
(= No matter what, he waits till the last minute.)

I would have missed the deadline **even if I had started on time**.
(= No matter what, I would have missed the deadline.)

Whether or not anyone gives her feedback, Melanie always does a good job.
(= No matter what, Melanie always does a good job.)

They would have been uncomfortable at the meeting **whether or not their manager had gotten so angry**.
(= No matter what, they would have been uncomfortable.)

Use only if to express the fact that a certain condition is necessary in order for something to happen or to be true. If the adverb clause comes first, invert the subject and verb (or auxiliary) in the independent clause and do not use a comma.

Laura will be happy at her job **only if she learns to get organized**. OR
Only if Laura learns to get organized **will she** be happy at her job.

Remember: The unreal conditional with if only expresses a wish for a particular condition (or a strong regret).
If only I were more organized, I'd get a lot more done. (= I wish I were more organized OR I regret that I'm not.)

Use unless to express the consequence of an action or lack of action. (Note: unless = if . . . not.)

Unless I put something in my calendar, I'll forget all about it.
(= If I don't put something in my calendar, I'll forget all about it.)

We told him we wouldn't work with him **unless he apologized for being so inconsiderate**.
(= We told him we wouldn't work with him if he didn't apologize.)

Note: You can also use the transition word Otherwise at the beginning of a sentence to express the consequence of an action or lack of action.

I need to put things in my calendar. **Otherwise**, I'll forget all about them.
I always set my alarm for 7:00 A.M. on weekdays. **Otherwise**, I'm late for class.

GRAMMAR EXPANDER p. 124
More conjunctions and transitions

Afaq-lc.com

D UNDERSTAND THE GRAMMAR | Choose the statement with the same meaning.

1 Only if she takes a workshop about procrastination will my sister stop leaving things until the last minute.
   a Unless my sister takes a workshop, she won't stop leaving things until the last minute.
   b Whether or not my sister takes a workshop, she won't stop leaving things until the last minute.

2 People should try not to get angry when their boss gives them negative feedback. Otherwise, they might not be able to learn from it.
   a No matter how angry people get when their boss gives them negative feedback, they won't be able to learn from it.
   b Unless people try not to get angry when their boss gives them negative feedback, they won't be able to learn from it.

3 Even if I try not to be so controlling, my friends still say I am.
   a My friends say I'm controlling, no matter what I do.
   b My friends say I'm controlling unless I try not to be.

4 My husband finds it hard to remember appointments unless he puts an alarm on his phone.
   a If he doesn't put an alarm on his phone, my husband finds it hard to remember appointments.
   b If he doesn't put an alarm on his phone, he doesn't find it hard to remember appointments.

5 Whether or not you believe positive feedback is helpful, you should do your best to remember to give it.
   a You should do your best to remember to give positive feedback, no matter what you believe.
   b Only if you believe positive feedback is helpful should you do your best to remember to give it.

E GRAMMAR PRACTICE | Circle the correct way to complete each statement.

1 (Whether or not / Unless) Steve is controlling, his colleagues still enjoy working with him.
2 (Only if / Unless) you start being more considerate of your co-workers, I won't recommend you for a promotion.
3 Ashley gets freaked out at presentations (only if / if only) she's not prepared to answer questions.
4 Gary's friends play soccer with him (even if / unless) he's the worst player of the group.
5 (If only / Unless) she gets completely over-sensitive, Marie usually takes constructive criticism well.
6 (Only if / Even if) he puts something off to the last minute does Ethan miss a deadline.

PRONUNCIATION LESSON p. 137
Shifting emphatic stress

COMMUNICATION ACTIVATOR

Now let's give someone positive feedback.

A TALKING POINTS | With a partner, read the tips and discuss and write a benefit statement for each one. Add one or more of your own ideas.

Tips for giving positive feedback

1 Be specific: Tell the employee how he or she is doing a good job.
Benefit: *It's motivating when your good work is praised.*

2 Don't wait too long: Praise the employee soon after a job well done.
Benefit: _____

3 Tell him or her that others have noticed the good work, too.
Benefit: _____

4 Explain how the employee's work has contributed to the success of the project or the team.
Benefit: _____

5 Express an interest in seeing the employee continue to grow professionally.
Benefit: _____

6 Discuss possible next steps.
Benefit: _____

7 Other: _____

B ROLE PLAY | Create a conversation in which an employer gives an employee positive feedback. Then change roles and role-play the conversation again. Use the tips from Talking Points and your own words and ideas.

What I love is how you . . .

It's so great that you . . .

Other ideas

He or she has recently . . .
- worked more hours than required
- contributed positively to meetings
- finished a difficult assignment
- helped a colleague or co-worker
- taken on additional or new responsibilities
- improved the quality of his or her work

KEEP TALKING!

Employer:
- Invite the employee to talk.
- Praise his or her job performance.
- Be specific about what the employee has done.
- Explain the positive effects this has on the whole team.
- Suggest how the employee might be rewarded for such good work.

Employee:
- Listen actively.
- Express gratitude that your employer acknowledges your good work.
- Ask questions about your future steps.

Watch the video for ideas!

Afaq-lc.com

3 COMMUNICATION GOAL Explain how you handle anger

A VOCABULARY | Expressing and handling anger | Read and listen. Then listen again and repeat.

Expressing anger



lose one's temper
blow one's top
flip out
lose it
go bananas
go ballistic
= get really angry

Handling anger



hold it in / keep it inside: avoid expressing your feelings or saying what's on your mind



let it go / shrug it off: not let yourself be bothered by something



vent: talk with someone in order to express your anger about something or someone



let off steam: get rid of your anger in a way that doesn't harm anyone; for example, by doing something active

B PERSONALIZE THE VOCABULARY | Use the Vocabulary to describe a time when you controlled your anger or lost control of it. What do you usually do to let off steam? Is there someone in particular whom you can vent to when you're angry?

C LISTEN FOR MAIN IDEA | Listen to the interviews. On a separate sheet of paper, write a summary in one or two sentences about the purpose of the interview.

Afaq-lc.com

D LISTEN TO INFER | Listen again and infer what each person would do, based on what the people say in their interviews.





	Joseph would . . .	Celina would . . .
1 **If he or she were angry with his or her boss, . . .**	☐ make an issue of it. ☐ say what's on his mind. ☐ hold his feelings in.	☐ let off steam. ☐ say what's on her mind. ☐ hold her feelings in.
2 **If he or she were angry with a friend or colleague, . . .**	☐ tell that person off. ☐ probably just shrug it off. ☐ probably lose his temper.	☐ go out to let off steam. ☐ probably just shrug it off. ☐ probably not hold it in.
3 **If he or she were angry with a complete stranger, . . .**	☐ probably keep it inside. ☐ probably lose his temper. ☐ vent about it to someone.	☐ probably let it go. ☐ tell that person off. ☐ keep it inside.

COMMUNICATION ACTIVATOR

Now let's explain how we handle anger.

A TALKING POINTS | Think about and write how you would handle your anger in each of these situations. Then compare and discuss your responses with a partner, using the Vocabulary and other ideas.



Situation	How would you handle your anger?
1 A friend arrives really late to meet you for a movie.	
2 You tell a friend something in confidence, and he or she doesn't keep it a secret.	
3 A classmate or colleague says bad things about you to people you know.	
4 Someone tells you off in front of a group of other people.	
5 Someone borrows something from you and doesn't return it.	
6 Your next-door neighbor always plays very loud music and has noisy late-night parties.	
7 Another driver cuts you off while you are driving.	
8 Other:	



B DISCUSSION | Do you act the same way when you get angry with someone you know as you would with a stranger? Explain. (Option: Use the Unit 4 Soft Skills Booster, p. 157.)

RECYCLE THIS LANGUAGE

set someone off
make a big issue of [something]
tell someone off
lose one's cool
calm down

take a deep breath
hang up on [someone]
fly off the handle
say what's on one's mind

Even if . . .
Whether or not . . .
Only if . . .

Unless . . .
Otherwise, . . .
What really bothers me is . . .

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

Afaq-lc.com

A READING | Read an interview with a social psychologist about certain aspects of friendship. When is the breakup of a friendship not painful?

Getting Along with Others

Editor Lydia Campo interviewed social psychologist Emory Dunhill about friendships and the pleasure—and sometimes the pain—that go hand in hand with them.

CAMPO: What would you say are some of the types of friends we have, and what connects us?

DUNHILL: What most frequently connects friends are similar interests and beliefs, mutual trust, and shared identity. Let's take them in order.

First, having similar interests and beliefs is what makes many friendships so close. Similar-interest-and-belief friends often feel like they're "on the same page" or "like two peas in a pod." I often hear friends say, "I start a sentence, and she finishes it."



Emory Dunhill

Next, there's mutual trust. Whether or not a friendship becomes a close one is usually based largely on loyalty. Mutual-trust friends are often partnerships of some sort, either professional or academic, or even the partnership that develops between people on a sports team.

Now let's examine shared identity. Shared-identity friendships are based on circumstances, rather than deep emotional connections: We may work in the same office, or perhaps we're all foreign students in the same country. Such friendships often only last as long as the shared identity lasts but can be quite close and sometimes less complicated than other kinds of more permanent relationships.

CAMPO: You made reference to the breakup of friendships. Obviously, many friendships don't last a lifetime. What can you tell us about that, Dr. Dunhill?

DUNHILL: So, while the breakup of a close friendship can cause lots of pain, not all breakups do. Friendships that develop as a result of the two friends' working in the same office may only serve a temporary need, and when one friend changes jobs, that natural relationship no longer exists. The friends now have less in common and just grow apart without causing mutual pain.

There are situations that can lead to the breakup of a friendship, however—and many of us have experienced them—that touch a deep psychological nerve in us. Here are two particularly difficult challenges friends often face:

One friend may be much needier than the other, wanting more attention than the other cares to give. Dealing with another person's neediness can be annoying and guilt-provoking. The situation often goes south, and in a worst-case scenario, the less needy friend might even "ghost" the other, simply disappearing from the other's life—not returning calls or texts and even unfriending the person on social media.

Another kind of challenge develops when one friend feels envious of the other friend's happiness or success—a marriage, a promotion, sudden wealth, or the like. The envious friend may feel guilty for not wholeheartedly celebrating it. The "successful" friend often senses his or her friend's resentment and is hurt. Some friendships simply can't survive such a challenge.

CAMPO: Well, you've given us much food for thought. We look forward to picking up this conversation in the future.



B IDENTIFY MAIN IDEA | Which of the following statements expresses a conclusion we can draw from the interview?

- ☐ 1 Problems between friends are too difficult to resolve.
- ☐ 2 We have a variety of types of friendships and they can lead to both pleasure and pain.
- ☐ 3 In any friendship between two people, one is needier and more envious than the other.

C SUMMARIZE | Find the paragraphs about the effects of neediness and envy on friendships. Summarize what Dr. Dunhill says about these two challenges.

Afaq-lc.com

COMMUNICATION ACTIVATOR

Now let's explore your relationships with friends.

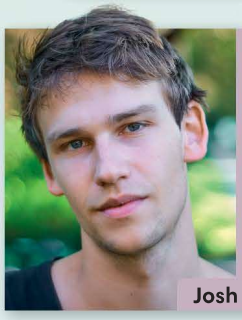
A **TALKING POINTS** | **Read each statement. Then check the responses you agree with and complete the statements about yourself.**

"My friend Kate just got an all-expenses-paid scholarship to medical school in Europe. Being a doctor is her life-long dream. I'm happy for her, but I find myself feeling a little jealous, and I'm feeling less friendly towards her these days. I don't call her up on the phone much. I can tell her feelings are hurt."



Jill

☐ I sympathize with Jill. Her envy is natural and understandable.
☐ I can't imagine feeling the way Jill does.
If I felt like Jill, I _____



Josh

"My friend Paul desperately wants to get married to his girlfriend, Nancy, but she says she isn't ready and doesn't know if she ever will be. We're all close friends, so Paul wants me to talk to Nancy and convince her to marry him. What bothers me is that it's just not appropriate for me to try to talk Nancy into marrying Paul. Paul's annoyed because he thinks I should help, no questions asked. I think he's really too controlling."

☐ I agree with Josh. He shouldn't get involved in such a personal matter.
☐ I think Josh should try to talk Nancy into marrying Paul, even if he thinks it's inappropriate.
If I were Josh, I _____

"I've been friends with Dina since primary school. But now that she's starting a new job and I'm in nursing school, I find we don't have so much in common anymore. I think we're just growing apart. But she calls me all the time and asks me to go shopping with her or to talk about her work. My hours at school are so long that I just don't have much time to spend with her. She takes it personally and keeps calling me, asking me if something's wrong. I feel myself getting annoyed and angry with her. This has affected our friendship. She's hurt, I know."



Naomi

☐ I think it's unfair for Naomi to be annoyed with Dina.
☐ I sympathize with Naomi's annoyance at Dina's neediness.
If I were Naomi, I _____

B **PAIR WORK** | **Compare your opinions and responses in Talking Points. Be specific, provide details, and say as much as you can.**

Naomi should just explain to Dina that she has less time now and ask her not to take it personally. If Dina sees that Naomi still cares about her, she won't act so needy, and Naomi won't feel annoyed. Then their friendship won't be damaged.

Wow. I just can't stand dealing with needy people, and it's just too hard to explain to them that you're moving on in your life. It's mean, but personally I think ghosting might be an easy solution.

C **DISCUSSION** | **How would you describe your friendships in general? Choose three of your friends—one from each of the friendship types Dr. Dunhill describes in the interview—and describe those relationships to your classmates. Do you or your friends have any shortcomings that make the relationships difficult?**

RECYCLE THIS LANGUAGE
We're like two peas in a pod.
We finish each other's sentences.
We're always on the same page.
He's such a [perfectionist / procrastinator / hothead].
She's so [over-sensitive / negative / judgmental / controlling / disorganized].

WRITING HANDBOOK p. 147
- **Skill:** Transitional topic sentences
- **Task:** An essay about a solution to a common shortcoming

PROGRESS SELF-CHECK

NOW I CAN

☐ Introduce and respond to criticism.
☐ Give someone positive feedback.
☐ Explain how I handle anger.
☐ Explore my relationships with friends.

For more practice . . . Unit Review / Connect TV ★ Test-Taking Skills Booster

Afaq-lc.com

Soft Skills Workshop 2

An Interview

Outcome

You will script and present a face-to-face interview with a famous person or a fictional character.

1 TEAMWORK Choose an interviewee.

Divide the class into teams. With your teammates, debate which interviewee would be the most interesting to interview, and provide reasons.

Assign one person to be team secretary. The secretary will take notes during the team's discussions.

After listening to all teammates' points of view, vote to choose one interviewee.

Divide your team into pairs. Using the Internet or other resources, find information about the interviewee and take notes.

Share what you learned with the whole team. The team secretary takes notes for the team.

Tips for TEAMWORK

Be polite when you disagree.
I see your point, but ___ .
That's true, but ___ .
No offense, but ___ .

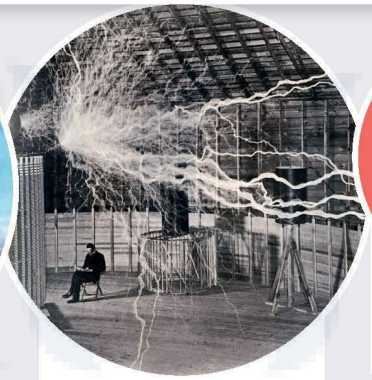
Show enthusiasm when the team reaches agreement.
What a great idea!
Why didn't I think of that?



Junko Tabei
mountaineer, author, environmentalist



King Kong
fictional monster



Nikola Tesla
physicist, inventor, engineer



Another famous person or character you're familiar with.

2 COLLABORATION With your team, write the script of the interview.

Organize the secretary's notes from Activity 1 into topics (e.g., [1] early life; [2] education; [3] achievements and awards; [4] challenges, etc.).

Assign each topic to a pair of teammates. Each pair researches that topic and brainstorms interview questions and the interviewee's fictional responses.

Meet with the whole team to read the questions and answers for each topic aloud. Provide feedback and suggestions to revise and improve the material. Shorten, lengthen, reorder, or cut the material as necessary.

Finally, combine the questions and answers for each topic into a final script for the entire interview. Review it again to be sure your team is confident that it will be interesting.

Tips for COLLABORATION

Show respect when dividing tasks.
How would you feel about ___ ?
Would you be willing to ___ ?

Encourage others to participate in finding solutions.
Do you think it might be better to ___ ?
Suppose we didn't ___ . Would that be OK?

Afaq-lc.com

Print out the **Evaluation Chart**.

3 PRESENTATION

With your teammates, rehearse your team's interview script and then present it to the class.

Rehearse: Take turns reading the script aloud in pairs. Then decide who will present the interview to the class.

Rehearse the interview several times to become thoroughly familiar with it, so it won't be necessary to look at the script continually. Focus on making your presentation natural and authentic. Ask your teammates for suggestions.

Present: Present your team's interview to the class. Maintain eye contact between the interviewer and the interviewee.

After all teams have presented their interviews, meet with your team again to review and evaluate all the interviews and provide feedback to the presenters.

Tips for PRESENTATION

Speak loudly enough so that everyone can hear you.

Pay attention to natural intonation, correct stress, and clear pronunciation.

If you are sitting, don't slouch in your chair. Maintain good posture so you convey interest and mutual respect.



EVALUATE

Improve your presentation skills.

Use the Key to evaluate each interview. Discuss strengths and weakness and make suggestions about how each interview might be improved.

KEY

Y = yes
U = usually
S = sometimes
N = no

- ☐ 1 The interview made me want to know more about the interviewee.
- ☐ 2 The presenters spoke loudly and clearly.
- ☐ 3 The presenters used natural stress and intonation.
- ☐ 4 The presenters maintained eye contact and respectful posture and body language.
- ☐ 5 The presenters weren't overly dependent on their written scripts.



Afaq-lc.com