

Unit 5: Face to face

Goals:

- Interview skills (job oriented)
- Reading for meaning
- Discussion and interaction (role-plays)
- Writing a follow up email
- Process writing (with peer-editing)
- Reflection and self-assessment

This Unit continues the career-oriented theme of Units 1 to 7 by focusing on the interview and the oral (and non-verbal) skills needed in order to succeed in a job interview. Preparation hints, interview hints, and sample interview questions and answers are offered before the students are invited to make their own interview role-plays and explore the dynamics of the interview situation. The focus in this Unit is predominantly on speaking. Because of this, the written assignment (Follow-up email) is easier than normal.

There are a number of role-play activities in this Unit: pages 41, 42, and 44. Page 44 is the main interview role-play, so teachers can focus on this page for developing oral interview skills if they wish. Suggested responses to the questions on this page can be found in the Word Bank on the website. The role-plays on pages 41 and 42 function as unstructured or semi-structured preparation and input, leading up to page 44.

As with all Units, teachers are encouraged to adapt the activities and the syllabus to match the students' needs and abilities. Advanced level students should be challenged to achieve beyond their best and lower level students should be given the opportunity to succeed in achieving goals which are appropriate for them.

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 41: Face to face

| | |
|----------------|--|
| Goals | Setting the schema for development of interview skills |
| Input | Information, instructions, names of historical people |
| Activities | Choosing a historical person to interview, making three questions, role-play |
| Teacher's role | Facilitator, monitor, participant |
| Students' role | Participant, conversation partner |
| Settings | Classroom, individuals, pairs |

As in other Units, this first activity is about consciousness-raising, introducing the main topic, and setting the schema. Students are asked to think of an historical person they would like to interview, along with three questions they would like to ask. This encourages students

to think about what is important to them and to make unambiguous and meaningful questions. If they would like to role-play this scenario (Step 2), then they can develop their Q&A skills, or at least discover that they need to acquire various interview skills.

It will be good if students can work on the first activity before the lesson, so that they can get on with the second activity (role-play) during the lesson. This role-play offers an opportunity for students to practice the interview format in a creative manner, and will be appropriate for low level students as well as more advanced ones.

Page 42: Campus friends: Interviewing

| | |
|----------------|--|
| Goals | Further preparation for developing interview skills, role-play, readers' theatre |
| Input | Information, instructions, dialog, picture |
| Activities | Reading, role-play |
| Teacher's role | Facilitator, monitor, participant |
| Students' role | Active participant |
| Settings | Classroom, pairs |

The six campus friends have to prepare for their newspaper-reporter interview. Kadi has already downloaded some interview tips (▶ page 44) and Minghua asks her to share them. This dialog thus introduces the concept of interview tips, which is developed on pages 43 and 44. Students are also introduced to the "Why?" game. In this game, the interviewer simply asks "Why?" in response to every statement that the interviewee makes. This enables students to investigate topics in surprising depth. If desired, the instructor can also ask students to practice changing the statements into questions. For example:

- A: What did you do last night?
- B: I went to the movies.
- A: Why did you go to the movies?
- B: Because I had some free time.
- A: Why did you have free time?
- B: Because I had finished my homework.
- A: Why did you finish your homework?
- B: Because I like to do things on time.
- A: Why do you like to do things on time?
- B: ...

Page 43: Reading: Body language

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|-------|--|
| Goals | Group reading, giving information, finding meaning, discussion |
| Input | Information, instructions, text |

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| Activities | Reading the text, accessing the information, discussion the implications |
| 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. This particular page has a "Contents" section in which different types of body language are highlighted.

The 'Body language' article explains that we communicate a great deal through non-verbal language, including gestures, facial expressions, eye movement, proxemics and even breathing. This is followed by a checklist that students can use when preparing for interviews and presentations. As with all the reading passages in Book 2, there is no attempt to provide graded reading here; students are expected to read whatever they feel able to read. However, the checklist and the 'Dos and Don'ts' at the bottom of this page should be accessible to students of most levels.

Output is graded rather than input in this book. It is expected that students of differing proficiencies will take different things from the common input and will accordingly produce different output. The book offers a range of input and suggestions, so that students will be motivated to achieve more. Some of this input (such as the Dos and Don'ts) is particularly important and so is presented in a simple format and at a basic level.

The Dos and Don'ts are mostly about body language in an interview situation. They also cover common politeness, which is why some of them overlap with page 44. It might seem that the freshman year is a little early to be talking about these things, but students often get to their Senior year without having acquired or learned about interview skills or associated job-search skills. If we start now, then students will be more aware of their needs and can prepare for the future by continually updating their personal information and their skills.

Page 44: Interview role-plays

| | |
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| Goals | Interaction, role-plays, creativity, authentic learning |
| Input | Information, instructions, interview questions and answers |
| Activities | Reading the questions and answers, making role-plays |
| Teacher's role | Facilitator, monitor, participant |
| Students' role | Participant, interviewer, interviewee |
| Settings | Classroom, pairs |

This page offers 20 questions that frequently come up in job/scholarship/internship interviews. The method of presentation here (speech boxes) is intended to make them as accessible and understandable as possible, so that students are not overwhelmed by a long list, and so that they have time to think about them as they browse the speech boxes. Students (pairs) are asked to allocate roles, choose the situation, choose the questions, browse the sample answers (pages 131~133), and make role-plays, exchanging roles.

These interview questions will keep coming up as students apply for graduate school, exchange positions, scholarships, internships and jobs. The sample responses on pages 131~133 have been made as simple as possible in order to provide a basis for all levels.

More interview questions and answers can be found on the website for Unit 2 (reading): <http://www.finchpark.com/KNUFLE/book-2/unit02/read.html>.

Page 45: Ask the experts: Interview tips

| | |
|----------------|--|
| Goals | Discussion, further information and tips about interview procedure |
| Input | Information, instructions, text, tips |
| Activities | Discussion, accessing information |
| Teacher's role | Facilitator, monitor, participant |
| Students' role | Participant, reader, discussor |
| Settings | Classroom, groups |

A web page is used as the format for this page, making the topic more interesting and authentic. Links to similar pages are offered on the course website (www.finchpark.com/KNUFLE). The interview tips here are in three categories: 'Before the interview'; 'When you get there'; and 'In the interview'. These are practical tips that students need to read, understand and internalize. This is an important piece of input.

Authenticity is stressed not only by the webpage format, but also by the fact that Kadi has posted her question and has been answered by an expert. While there is an implicit suggestion here that the Internet offers opportunities for asking questions, it might be appropriate to tell students that they need to be careful with the websites that they choose to make postings on. The Web of Trust site (<http://www.mywot.com/>) offers a useful (FREE) tool for finding good sites and being protected from bad ones.

This is basically a reading page, so students need not spend too much time on it. They have already had a reading activity (▶ page 43) and they have just made some interview role-plays (▶ page 44). The function of this page is to calm down the dynamics and give students a page of tips for future reference. Teachers can use this page according to the needs of the students.

Page 46: Language workshop: Three types of verbs

| | |
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| Goals | Speaking, writing, awareness of verbs that take to + infinitive, or gerund. |
| Input | Information, instructions, verb classifications |
| Activities | Reading, discussing, comprehending, applying |
| Teacher's role | Facilitator, monitor, participant |
| Students' role | Participant, discussor, writer |
| Settings | Classroom, pairs |

This Language workshop, as with the others in different units, is intended for students who need to check on their knowledge of the concepts dealt with on this page. If the teacher feels that students will benefit from studying this page and related supplementary activities, it can offer useful information and practice. For those who are already familiar with the concepts, however, it would be good to move on, though they could also share the benefit of their knowledge by helping their classmates or group members.

The focus of this Language workshop is on verb types: those that take to + infinitive complement; those that take a gerundive complement; and those that take both. Students have probably studied these verbs in high school, so this is an opportunity to check their understanding. They need to be fluent in the use of these verbs in speaking and writing.

The third type of verbs (those that take both forms) present an added complication, in that some of them retain the same meaning, and other change their meaning in the different forms. Thus “Can you remember to turn off the light?” is not the same as “Can you remember turning off the light?” It is likely that students have already studied this distinction. However, if they have not, this could be inappropriate time to work on it, since there is so much to cover in each unit, and since the main focus is on performance and production. In this situation, therefore, students can be referred to the website, to advanced grammar and composition courses offered by the university, or to any supplementary activities that the teacher might like to give to students for self-study.

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

Page 47: After the interview: Follow-up email

| | |
|----------------|---|
| Goals | Thank you letter format, email format |
| Input | Information, instructions, email samples |
| Activities | Discussion, clarification |
| Teacher’s role | Facilitator, monitor, participant |
| Students’ role | Participant, discussion partner (accessing knowledge) |
| Settings | Classroom, groups |

This page introduces the topic of sending a follow-up email after the interview. Apparently this is becoming increasingly popular and companies are seeing it as a normal part of the hiring process. They consider that people who are really motivated will continue to follow up on the interview.

In addition to thanking the interviewer for his or her time, it reinforces your enthusiasm for the job opportunity, it highlights your suitability and it sends the message that you are a professional and organized job candidate. (<http://www.best-job-interview.com/interview-follow-up-email.html>)

It is also interesting that parents are getting involved in the hiring process:

We all know helicopter parents, who are always hovering overhead to make sure that their children are thriving. In one survey of 725 employers hiring recent college graduates, more than a quarter had been contacted directly by applicants' parents or received applicants' resumes from parents; some even had parents show up at interviews with their children, negotiate the terms of their job offers, and ask for a raise or promotion. <http://www.linkedin.com/today/post/article/20130421122648-69244073-helicopter-managers-the-helping-hand-strikes-again?ref=email>

It is important that students understand the courtesy involved in writing a follow-up email. This is a useful practice to engage in after an interview, but students need to be sensitive in its use. They are not asking for explicit information about the results, but basically saying "Thank you for the interview". The politeness involved in such an approach can be an effective confirmation of character for the interviewer. However, people who make a nuisance of themselves by ringing up, sending lots of unwanted emails, and asking for information about the result, tend to be unwelcome and might even affect the result adversely.

This topic also gives students an opportunity to review their email writing skills, already practiced in Units 1 and 10 in Book 1, and in Unit 1, in this book.

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

Page 48: Follow-up email: First draft

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

Students write their first draft, based on page 47 and the online samples (webpage for this Unit). They can use the emails on page 47 as templates if desired. Online templates show that we don't expect people to reinvent the wheel every time they write a letter. Rather, we are looking for politeness, respect, and sincerity. If students learn how to express these in writing through copying samples, this is a good starting point.

Students need not spend too much time writing in class, since peer-feedback and mutual assistance are important.

This page offers space for brainstorming and writing. Students are familiar by now with mind mapping and outlining, and they can perform these activities on their own notepaper if they don't have enough room. The writing space is not lined, as in a normal email. Students might need to make their own lines or else try out their handwriting without following a line.

Students peer edit, referring to the samples on page 47.

Page 49: Follow-up email: Final draft

| | |
|----------------|---|
| Goals | Process writing, revising, expressing thanks, asking for confirmation |
| 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 blank sheet on this page enables students to rewrite their follow-up emails 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 follow-up emails on computer if wished. This will give them their own template that they can use 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.

The computer-based follow-up email can be printed out and stuck to page 49. Alternatively, it can be sent to the instructor as a real email – if the instructor gives permission. Perhaps the students could also print it out and stick it in the book.

Page 50: Self-assessment and reflection

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|----------------|---|
| Goals | Self-assessment (speaking), awareness raising, reflection and preparation |
| Input | Information, instructions, rubric |
| Activities | Checking perceived speaking ability, reviewing, previewing, preparing, and organizing, goal setting |
| Teacher's role | Guide, mentor |
| Students' role | Author, active |
| Settings | Outside the classroom (homework), individuals |

This self-assessment is a simplified version of the oral self-assessment instrument on pages 19, 20, 272, and 273 of *It's Up to You!* (Finch & Sampson, 2004; downloadable from: <http://www.finchpark.com/books/u2u/>). The focus is on speaking self-assessment in this Unit, since students have been studying and developing interview skills.

As with the self-assessments of reading (Unit 4), writing (Unit 7), and listening (Unit 8), the goal is to give students some idea of their speaking level, as well as showing them that there are many aspects (READI) to speaking. Such awareness can help them to reflect on their skills and set goals for the future. Simply by identifying aspects that they are not good at, or that they had not thought about before, students can get an idea of what they need to

be able to do. It can be interesting to ask students to do the self-assessments again at the end of the semester and to see if there is any perceived improvement.

The READI rubric is used here in simplified form (see pages 108~109 in this Teacher's Guide). This can be in preparation for the mid-term oral test, which (according to whatever guidelines are being used at the time) might well use the READI criteria for assessment.

The Follow-up activity is as always to review this Unit (along with the website), to preview the next Unit (along with the website), and to put the sheet containing pages 49 and 50 in the Portfolio Pocket.