

## Background Note

### UNIT OPENER pages 2–3

This photo shows a Japanese contemporary artist. She is looking at herself in a mirror and she is getting dressed up to go out. She has very unique makeup. She is also dressed in bright colourful clothing.

## Expansion Activity 1

### UNIT QUESTION page 3

1. Explain that each unit in *Q* focuses on a Unit Question that students will consider throughout the unit and will address in their Unit Assignment at the end of the unit.
2. Introduce the Unit Question, *Are first impressions accurate?* Ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *Have you ever had a negative first impression about someone that you found was inaccurate or accurate? What happened to support or disprove your first impression?*
3. Give students a minute to silently consider their answers to the Unit Question. Then ask students whose answer is *yes* to stand on one side of the room and students whose answer is *no* to stand on the other side of the room.
4. Direct students to tell a partner next to them their reasons for choosing that side of the issue.
5. Call on volunteers from each side to share their opinions with the class.
6. After students have shared their opinions, provide an opportunity for anyone who would like to change sides to do so.
7. Ask students to sit down, copy the Unit Question, and make a note of their answer and their reasons. They will refer back to these notes at the end of the unit.

## Multilevel Option 1

### LISTENING 1: The Psychology of First Impressions

#### B. VOCABULARY page 5

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

### MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. After higher-level students have discussed their thoughts in pairs, tell the pairs to write a sentence using each vocabulary word. Invite volunteers to write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

## Background Note

### LISTENING 1 page 6

Remind students that it's important to make a good first impression, especially in job interviews. Psychological research shows that when evaluating people, we weigh initial information more heavily than later information. The first information we get about a person influences the way we perceive subsequent information. As a result, we are more likely to believe that the first things we learn about someone are true.

For example, if you show an interest in people during a first meeting, they may form an impression of you as an engaging and caring person. They might not notice or care if you are distracted or selfish later.

Conversely, a negative first impression makes an even deeper impact. If you initially appear distracted or selfish, people may ignore your later caring behavior or interest toward them. It can take many additional positive actions to overcome the impact of a negative first impression.

## Background Note

### LISTENING 2 page 12

Malcolm Gladwell is a writer for the magazine *The New Yorker*. He has also written several best-selling non-fiction books that describe various phenomena within the fields of psychology and social psychology, including popularity trends and the factors that contribute to success. Gladwell is of British and Jamaican ancestry, but was raised in Canada. He now lives in New York.

Daniel Kahneman is a Nobel prize-winning psychologist and economist. His writing explores the psychology of decision-making, specifically the factors that affect people's choices about money. Kahneman was born in Israel to Lithuanian parents. As a child, he lived in France. He now lives in the US, where he is an Emeritus Professor at Princeton University.

## Expansion Activity 2

### WORK WITH THE VIDEO page 17

1. After students watch the video, tell them they will be writing a dialogue in which one person gives his/her friend advice on how to behave in a job

interview. The advice will be based on information from the video and on their own ideas.

- Put students into pairs and ask them to take out a piece of paper. Tell them to make a T-chart on their paper. Ask them to title the left side "Things to do in a job interview" and the right side "Things not to do in a job interview." Model the T-chart on the board.
- Ask pairs to write down things in the T-chart that they learned from the video. Then give them time to add a few more of their own ideas. Examples of good suggestions might be: *don't be late, ask questions, smile, or don't cross your arms.*
- Have students write a short dialogue between two friends. Tell them that one of the friends is preparing for his/her first job interview and the other friend wants to give him/her good advice about what not to do. Instruct the students to include at least one piece of advice from the video and two more from their own list.
- Circulate and help students with vocabulary and grammar errors. Pay special attention to correct question formation and the language of giving advice.
- If time permits, have the students act out the conversation with another pair of students or in front of the class. As students are listening to each other, have them count the pieces of advice they hear. Potentially, students could even vote on the best advice they hear.

## Vocabulary Skill Note

### SUFFIXES page 18

- Direct students to read the information silently.
- Read the words aloud to model correct stress and pronunciation. Ask students to repeat them.
- Check comprehension: *What do these words mean? What base word is this noun, verb, adjective, or adverb from? Does the noun refer to a person or an abstraction?*

### Skill Note

Point out that suffixes appear at the end of many words and that students can determine the part of speech of a new or unknown word by thinking about other words they know that have the same suffix. For example, if students know that *amusement* is a noun because it ends in *-ment*, they can determine that *entertainment* is also a noun.

Explain that the suffixes may give more information than the part of speech. For example, the noun suffixes *-er* and *-or* refer to people, e.g., *writer, manager, director, sailor*, etc. Similarly, the suffix *-ness* can turn an adjective into a noun, e.g., *sad* → *sadness*; *happy* → *happiness*.

## Multilevel Option 2

### B. DISCUSS page 19

- Put students in pairs to discuss the meanings of the new words from Activity A.

- Tell students to use their dictionaries to check any meanings they are unsure of. Go over the answers as a class.

### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Help them find the words in the dictionary and check their meanings. After higher-level students have confirmed meanings in pairs, tell the pairs to write sentences using the new words. Have volunteers write their sentences on the board. Correct the sentences with the whole class, focusing on the meaning of each word as well as correct part of speech.

## Grammar Note

### AUXILIARY VERBS DO, BE, HAVE page 20

- Read the information about auxiliary verbs. Provide and elicit additional example sentences for students to identify the auxiliary verbs: *Do you often make a good first impression? Is he good at making first impressions? They have not made a good first impression.*
- Check comprehension by asking questions: *What auxiliary verb do we use in the simple past? (did) Which auxiliary verbs do we use in the present perfect? (has, have) Which do we use in the simple present? (do, does) Which do we use in the present continuous? (am, is, are) In the past continuous? (was, were)*

### Skill Note

Students should be familiar with the verb forms shown in the book. Point out that it is important to use correct auxiliary forms so that their English is accurate. To remind them of which auxiliary verbs to use, you may wish to create, or ask students to create, a chart showing the person and number of each subject and the auxiliary verb used for each tense.

For example:

Simple present			
I	do	we	do
you	do	you	do
he, she, it	does	they	do

## Multilevel Option 3

### B. CREATE page 22

- Have students chorally repeat the questions from Activity A, modelling the correct intonation and speech rhythm.
- Read the instructions on page 22 of the Student Book out loud. Have the students follow along in their textbooks.
- Give students time to write notes on a piece of paper in response to each question.
- Put students into pairs.
- Tell them that they are going to have a conversation about the questions. As they talk about a topic, they will try to use the turn-taking questions from the

Speaking Skill box to keep the conversation going. As they ask a question, have them put a check mark by it in their book.

6. Circulate and encourage the students to use as many of the questions as possible. Note down examples of incorrect usage from the conversations for correction later.
7. After most of the students have used most of the questions, stop the activity and take a few minutes to debrief. Ask the students which questions were the easiest and most difficult to use and which ones prompted the longest answers. Highlight on the board any examples of incorrect usage you noted and invite the class for corrections. As a class, brainstorm strategies for using the questions naturally in conversation, such as making eye contact while asking the question or pausing briefly between the statement and the turn-taking question.

#### MULTILEVEL OPTION

Pair lower-level students to ensure the conversations progress at a pace that is comfortable for them. Monitor them to ensure they are using a variety of turn-taking questions, modelling and encouraging as necessary. Encourage higher-level students to add a few more generic turn-taking questions, such as *What do you think?* *What about you?* or *Has that happened to you?*, to the list in their books and use them in the conversations.

2. Put students in pairs to give their talks. If time permits, call on volunteers to give their talk to the class.
3. Use the Unit Assignment Rubric at the end of this chapter to score each student's talk.
4. Alternatively, divide the class into large groups and have students give their talk to their group. Have listeners complete the Unit Assignment Rubric.

#### 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Taking conversational turns is an essential communication skill that is valuable in the workplace as well as in school. Students need to be able to engage with others, whether it is with a manager, a teacher, a customer, or a peer. The ability to effectively participate in a conversation, including taking turns, is one way in which people make positive first impressions. Conduct turn-taking audits periodically during group or pair discussions. Choose a group or pair of students and tell them that you are going to observe their discussion for their use of conversational turns. Point out that you are also going to note how long each person controls the conversation. As the course progresses, you may want to assign a student in the group to conduct a turn-taking audit. This student can participate in the discussion, but can also note the use of turn-taking phrases used by the participants as well as how long each speaker controls the conversation. The results of the turn-taking audit should be reviewed by the group so that participants can reflect on their strengths and areas for improvement.

### Expansion Activity 3

#### FIRST IMPRESSIONS IN CONVERSATIONS

page 22

1. Tell students, *Part of making a good first impression is being able to talk easily with people. Taking conversational turns will help you make a good first impression when you are talking to someone for the first time.*
2. After students have completed the activities on page 22, brainstorm some additional follow-up questions to keep a conversation going as a class. Write these questions on the board.
3. Conduct a mingling activity. Have the students stand and find a partner. Tell them to pretend they are meeting this person for the first time and want to make a good impression by showing that they are interested in what their partner is saying.
4. Call time after 30 seconds and tell students to find a new partner and start another conversation. Repeat the activity until students have spoken to four or five partners.

### Expansion Activity 4

#### PREPARE AND SPEAK

**C. SPEAK** page 24

1. Review the Self-Assessment checklist on page 24. Remind students that they will be completing this checklist after their talk.

# Unit Assignment Rubrics

## Unit 1 Sociology

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit Assignment:** Give a talk to a partner about a first impression.

**20 points** = Presentation element was completely successful (at least 90% of the time).

**15 points** = Presentation element was mostly successful (at least 70% of the time).

**10 points** = Presentation element was partially successful (at least 50% of the time).

**0 points** = Presentation element was not successful.

Give a Short Talk	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed) when describing an inaccurate first impression in detail.				
Student used correct suffixes where appropriate.				
Student used contractions and auxiliary verbs.				
Student used vocabulary from the unit.				
Student presented content in a coherent and organized manner.				

**Total points:** \_\_\_\_\_

**Comments:**