

Making an impression

Topic	Language study	Vocabulary	Main skills
<ul style="list-style-type: none"> It's all in the hues that you choose (The colours to wear at an interview) How much of a go-getter are you? Don't call us, we'll call you (Things that went wrong in an interview) 	<ul style="list-style-type: none"> Talking about the past (narrative tenses) <i>be supposed to / be meant to / be going to</i> 	<ul style="list-style-type: none"> Personal qualities and characteristics 	<ul style="list-style-type: none"> Reading: understanding key information Pronunciation: word stress Listening: understanding gist and identifying key information Speaking: discussing first impressions; responding to a questionnaire; telling an anecdote

Learning aims

- Can use structures to talk about the past
- Can discuss personal qualities and first impressions
- Can understand word stress

Ideas for preparation

- Magazine pictures of people of different ages (see Warmer activity below and Optional activity p26)


Warmer

- Show the students a selection of pictures of people.
- Ask: *How would you describe the people in the pictures?*
- Make a list on the board.

Lead-in

- Ask students to open their books on page 2.
 - Make sure students understand the questions. Allow them two minutes to think about their answers.
 - Students work in pairs or small groups and discuss their answers.
 - Students report back to the class.

Reading

- Make sure students can pronounce more difficult words in the list eg *superficial* /su:pə'fi:ʃl/ *enthusiastic* /ɪnθju:zi'æstɪk/.
 - Students do the task individually then compare and discuss their ideas in pairs or small groups.
 - Students report back to the class. Encourage them to justify their suggestions.
-  **01** Students read the article individually.
 - Do this as a scanning activity. Say: *Scan the text to find the colours associated with the characteristics in Ex 1.*
 - Check the answers with the class.

Answers

- | | | | |
|----------|----------|--------|---------|
| 1 yellow | 3 orange | 5 red | 7 green |
| 2 purple | 4 pink | 6 grey | 8 blue |

3

- Students read the article again and answer the questions.
- Check the answers with the class.

Answers

- | | |
|----------------------|------------------------|
| 1 red, orange, green | 3 yellow, blue, purple |
| 2 pink, grey | |

Optional activity

- Colour choices**
- You could ask further questions about the text to check comprehension. For example, *Which other characteristics does red suggest? Which colour suggests 'intellect'? What jobs might be suitable for people who wear orange? Which word in the yellow section describes a person who enjoys being with other people? What does 'unflappable' mean?*

4

- Students do the task individually or in pairs.
- Check the answers with the class.

Answers

- | | |
|---------------|---------|
| 1 go-getter | 3 clown |
| 2 team-player | 4 loner |

Note

... a bit of a ... is a very natural and common collocation with *clown* and *loner*. You use it to soften the description, which can often be seen as critical.

5

- Ask: *Do you know anyone who is a 'go-getter' – either someone you know personally or someone famous?*
- Students work in pairs and discuss the question. To model the activity, give one or two examples of your own.
- Students report back to the class.

Optional activity

He's a bit of a

- Show the students a selection of pictures of people (footballers, politicians, actors, comedians etc).
- Students work in pairs and describe each person as either *a go-getter*, *team-player*, *a bit of a loner* or *a bit of a clown*.
- Students report back to the class.

6

- Students work in pairs and make notes. Encourage them to think about and refer to the information in the article.
- Students report back to the class.

Vocabulary and pronunciation


1

- Students do the task individually.
- Check the answers with the class.

Answers

- | | |
|-----------------|--------------------|
| 1 assertiveness | 7 spiritual |
| 2 energy | 8 self-sufficient |
| 3 enthusiastic | 9 independent |
| 4 ambitious | 10 self-confidence |
| 5 efficiency | 11 creativity |
| 6 dependability | 12 impulsive |

2

- Students work in pairs.
- Elicit one or two examples.
-  **02** Students listen and check. Note that only the words with stress changes are on the recording.
- Check the answers with the class.

Answers

- | | |
|----------------------------|---------------------------|
| 1 <u>as</u> sertive | as <u>ser</u> tiveness |
| 2 ener <u>ge</u> tic | en <u>er</u> gy |
| 3 enth <u>usi</u> astic | ent <u>hu</u> siasm |
| 4 amb <u>it</u> ious | amb <u>it</u> ion |
| 5 eff <u>ic</u> ient | eff <u>ic</u> iency |
| 6 dep <u>en</u> dable | dep <u>en</u> dability |
| 7 <u>sp</u> iritual | sp <u>iritu</u> ality |
| 8 self-suff <u>ic</u> ient | self-suff <u>ic</u> iency |
| 9 inde <u>pe</u> ndent | inde <u>pe</u> ndence |
| 10 self- <u>con</u> fident | self- <u>con</u> fidence |
| 11 creat <u>iv</u> e | creat <u>iv</u> ity |
| 12 imp <u>ul</u> sive | imp <u>ul</u> siveness |

Stress changes in:

- 2 energetic / energy
- 3 enthusiastic / enthusiasm
- 6 dependable / dependability
- 7 spiritual / spirituality
- 11 creative / creativity

Note

Word stress rules

The following rules about word endings in multi-syllabic words are useful to know.

Words ending in *-ty, -cy, -gy, -phy* usually have the stress on the third syllable from the end (creativity, democracy, photography etc).

Words ending in *-ic, -tion, -sion, -cian* usually have the stress on the second syllable from the end (ambition, energetic, musician etc).

3

- Students work individually or in pairs.
- Check the answers with the class.

Answers

- | | |
|-------------------|----------------|
| 1 ambition | 5 independence |
| 2 spiritual | 6 impulsive |
| 3 creative | 7 assertive |
| 4 self-confidence | 8 enthusiastic |

Note

Burning ambition is a common collocation meaning *very strong ambition*.

Creative streak is a common collocation – *streak* refers to a part of someone's character that is not typical of that person. Adjectives it is commonly used with include *artistic, generous, stubborn, wild, selfish, aggressive*.

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4

- Students work in pairs. Encourage them to discuss why or why not the sentences describe them.
- Students report back to the class.

Reading and speaking

1

- Students work individually to complete the questionnaire.

2

- Tell students to calculate their scores by reading the analysis on page 29.
- Students compare their findings with a partner.
- Students report back to the class. Ask: *Do you agree with your analysis?*

Don't call us, we'll call you


Listening

1

- Tell students they are going to listen to some people talking about interviews that went wrong. Ask: *What could go wrong in an interview – for a job or a place at university?* Elicit one or two ideas.

- Students work in pairs and answer the question.
- Students report back to the class.

2

-  **03** Students listen and complete the sentences with the correct name.
- Check the answers with the class.

Answers

- 1 Alice
- 2 Robert
- 3 Sarah

3

- Students listen again and decide if the statements are true or false.
- Students can compare their answers with other students.
- Check the answers with the class. Ask students to correct the false statements.

Answers

- 1 False (She was eating a sandwich)
- 2 True
- 3 False (She was going to tell him, but she didn't)
- 4 True
- 5 False (She answered the wrong questions)
- 6 False (Even though they didn't say so, Alice thought they had realised she had been listening through the door)
- 7 True
- 8 True
- 9 False (He shook the man's hand, but not the woman's)

Listening script 03**1 Sarah Williams**

The person who was interviewing me turned out to be a man whose car I'd hit in an accident outside my local supermarket about a year before. It was one of those silly accidents, caused by me eating a sandwich while I was driving. We swapped details and insurance stuff, and had a conversation. Even though it had all been my fault, he was nice enough. Anyway, I was really embarrassed during the whole interview while he had this look on his face like he couldn't quite remember who I was. At the end he asked me if we'd met before. I was going to tell him, but I just couldn't bring myself to do it and I just said, 'No, I don't think so.'

2 Alice Dixon

I was waiting with the others outside the interview room and by the time they called me, I'd been waiting for ages and they'd already interviewed three people. I'd been able to hear all the questions and answers through the door – all the questions were about current affairs. Because I was last and no-one could see me, I had my ear right up against the door for the third interview and I jotted down the questions and answers. When I went in, I was in such a flap because it was my first interview that I trotted out all the same answers even though the questions were different. They didn't actually say I was a liar, but they knew that I'd been listening in.

3 Robert McCrae

I had this really long interview. It was supposed to be with a man and a woman, but he'd been held up in traffic. About halfway through, as we were chatting away, he came in and at random asked me if I liked football. That was his one and only question. The woman was quite intense and scary, but I thought I was doing OK. Then, at the end I shook the bloke's hand, and totally failed to shake hers. I felt so paranoid about it that a fortnight later I wrote an email apologising. She wrote back saying the reason I didn't get the job wasn't because I hadn't shaken her hand, but because I was by far the worst candidate she had ever interviewed.

Language study**Talking about the past****1**

- Students work individually and then compare their answers with another student.
- Check the answers with the class.

Answers

- a 1, 4, 6 b 3, 5 c 2, 8 d 7

2

- Students work individually or in pairs.
- Check the answer with the class.

Answer**1**

- Students read the Grammar reference on page 26 as a summary.


3

- Students work individually or in pairs.
- Check the answers with the class.

Answers

- 1 was visiting
- 2 had been travelling
- 3 was going
- 4 had already arranged
- 5 was just raving / had just been raving
- 6 came
- 7 was looking
- 8 had ever seen
- 9 was hoping / hoped
- 10 turned
- 11 was living
- 12 started
- 13 arranged

4

-  **04** Ask: *What do you think happened next?*
- Elicit answers from the students.
- Students listen and check.

Listening script 04

On his day off, I went to pick him up at the restaurant. When he finally appeared, I'd been waiting nervously for what seemed like an eternity ... but then, in an instant, my dreams were shattered. He'd had his hair cut, blow-dried and gelled. It was so stiff you could crack an egg on it. He was wearing a purple nylon suit with the label still attached to the sleeve. It was meant to be the date of a lifetime, but my burning passion collapsed like a soufflé.

Optional activity

Storyteller

- Ask students to write a detailed summary of how the story ended in pairs.
- To help, write the following key words (verbs / nouns) and opening sentence on the board:
~~went to pick him up~~ had been waiting
~~his day off~~ an eternity dreams
 shattered had had ... cut hair
 purple nylon suit was wearing
 was meant to be the date of a lifetime
 burning passion collapsed soufflé

On his day off, she went to pick him up at the restaurant ...

- Listen to two or three summaries with the class.

5

- Elicit the answer to the first sentence.
- Students work individually and write the other sentences.
- Check the answers with the class.

Answers

- 1 I **was supposed to impress** her with my cooking, but it was a disaster.
- 2 I was sure the exam **was going to be** difficult, but it was actually quite easy.
- 3 It **was meant to have been** a big party, but hardly anyone turned up.
- 4 I **was going to tell** him how I felt, but I didn't get the chance.
- 5 I'd heard our teacher **was supposed to be** really strict, but he's actually very friendly.

Revision activity

I was going to ...

- Ask: *Think of something you were going to do, but didn't, in the last few days, in the last year and in your whole life.*
- Students work in pairs or small groups and tell each other about things they were going to do and why they didn't do them.
- Students report back to the class.

Extra practice

Students complete the Extra practice material on page 22 either in class, or for homework.

Extra practice answers

- | | | |
|---|---------------------------|---------------------------|
| 1 | 1 impulsive | 7 assertive |
| | 2 rational | 8 tolerant |
| | 3 conventional | 9 enthusiastic |
| | 4 unflappable | 10 gregarious |
| | 5 dependable | 11 superficial |
| | 6 cheerful | |
| 2 | 1 impulsive | 7 assertive |
| | 2 rational | 8 tolerant |
| | 3 conventional | 9 enthusiastic |
| | 4 unflappable | 10 gregarious |
| | 5 dependable | 11 superficial |
| | 6 cheerful | |
| 3 | 1 bit of a clown | 3 bit of a loner |
| | 2 go-getter | 4 team-player |
| | 3 had applied | 8 rang |
| | 4 came across | 9 apologised |
| | 5 knew | 10 started |
| | 6 was driving | 11 had finished |
| | 7 came up with | 12 laughed |
| | 8 was supposed | 13 had interviewed |
| | 9 were chatting | 14 didn't get |
| 5 | 1 were going to revise | student's own answer |
| | 2 was meant to be | student's own answer |
| | 3 was supposed to give | student's own answer |
| | 4 was meant to be | student's own answer |
| | 5 was supposed to be | student's own answer |
| 6 | (individual answers) | |

Speaking

1

- Give students plenty of time to plan what they are going to say. Give them some ideas that they can talk about, for example, an interview, a date, a new classmate, a new teacher etc.

2

- Students work in pairs and tell each other their stories.
- Students report back to the class.

References

Grammar reference: Coursebook page 26

Wordlist: Coursebook page 28

Communication activities: Coursebook page 29

Photocopiable resources: Teacher's Book pages 88–89

Test: Teacher's Book pages 121–122

CD-ROM

Unit 1 Making an impression

Language exercise: Learning from experience

Vocabulary activity: Personal qualities

CEF-linked activity: I can discuss personal qualities and first impressions

Game: Cats in hats