

1 Making an impression



LEARNING AIMS

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



Lead-in 1 Work in small groups and discuss these questions.

- 1 What do you usually notice about people when you first meet them?
- 2 What can this tell you about them?
- 3 Are your first impressions usually right?

Reading 1 You are going to read an article about the importance of colour in first impressions. Match the pairs of adjectives to the colours you associate them with.

- | | | |
|-----------------------|----------------------------|-------------------------|
| 1 fun / entertaining | 4 superficial / submissive | 7 calm / level-headed |
| 2 deep / spiritual | 5 enthusiastic / ambitious | 8 dependable / rational |
| 3 creative / artistic | 6 dull / boring | |

2 01 Read the article. Compare your ideas in Ex 1 with what the writer says about colour.

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It's all in the hues that you choose

Worrying about what to wear to that all-important interview? First impressions count, but dressing right doesn't just mean looking smart. Forget the actual clothing and think more about colours: the hues that you choose could say more about you than you think to a future employer.

RED suggests assertiveness and energy. People who wear red are enthusiastic, ambitious and single-minded, which makes it a good colour to wear if you want to come across as a go-getter.

PINK conveys fluffy bunny. Avoid wearing this to an interview, as it's a colour that suggests a submissive personality and lack of depth.

YELLOW is for cheerfulness and a good sense of humour. Yellow people are fun-loving and gregarious – ideal for someone who wants to work with others as a team-player or an entertainer, but it could signal to your prospective boss that you're a bit of a clown.

BLUE is for intellect. This colour is associated with efficiency and dependability. It's good for lawyers and accountants who want to convey a rational, conventional image, but too sensible for designers and art teachers.

PURPLE has spiritual connotations. It tells an interviewer that you like to be left on your own to meditate. You're self-sufficient and independent, but people may think you're a bit of a loner.

GREEN stands for balance and tolerance. People who wear green are fair, calm under pressure and unflappable, making them suitable as doctors, lawyers and television presenters.

GREY is boring, so don't wear it. It suggests a lack of personality and self-confidence. Being neither black nor white, it shows a lack of conviction.

ORANGE is for creativity and sensuality. It tells an interviewer that you're open-minded and impulsive, and even a little eccentric. Great for entertainers, artists and writers.

3 Read the article again. According to the writer, which colours:

- 1 give a good impression?
- 2 give a bad impression?
- 3 may give a mixed impression?



- 4 Complete the definitions with words and expressions from the text.
- 1 'A go-getter' is someone who is determined to succeed and works hard to achieve this. (paragraph 1)
 - 2 'A _____ - _____' is a person who works well with other people as part of a group. (paragraph 3)
 - 3 'A bit of a _____' describes a person who likes to entertain people by doing or saying funny things. (paragraph 3)
 - 4 'A bit of a _____' describes someone who prefers to be independent and to do things on their own. (paragraph 5)
- 5 Do you know any people who fit the descriptions in Ex 4? Compare your ideas with a partner.
- 6 Work with a partner. Describe the style and colour of clothes you would wear to create a good impression in these situations.
- 1 on a first date
 - 2 meeting a girl / boyfriend's parents for the first time
 - 3 at a job interview

Vocabulary and pronunciation

- 1 Complete the table. Then check your answers in the text.

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adjective	noun	adjective	noun
1 assertive	<u>assertiveness</u>	7 _____	spirituality
2 energetic	_____	8 _____	self-sufficiency
3 _____	enthusiasm	9 _____	independence
4 _____	ambition	10 self-confident	_____
5 efficient	_____	11 creative	_____
6 dependable	_____	12 _____	impulsiveness

- 2 02 Mark the main stress on the words in Ex 1. In which pairs of words does the main stress change? Listen and check.
Example: *energetic* / *energy*
- 3 Complete these sentences with the appropriate adjectives or nouns in Ex 1.
- 1 I have this burning _____ to be number one in everything I do.
 - 2 Even though I'm not religious, I think I'm quite a _____ person.
 - 3 I come from a very artistic family and that's where I get my _____ streak.
 - 4 I'm not positive enough about myself. I wish I had more _____.
 - 5 I don't want to live at home with my parents. I'd rather have less money and more _____.
 - 6 I'm often too _____. I tend to act first and think about it later.
 - 7 I need to be more _____. I usually give in to other people too easily.
 - 8 I'm a very positive person and try to be _____ about everything I do.
- 4 Do any of the sentences in Ex 3 describe you? Compare your ideas with a partner.

Reading and speaking

- 1 Complete the questionnaire and calculate your score.
- 2 Read the analysis on page 29 and compare your answers with a partner.

HOW MUCH OF A **go-getter** ARE YOU?

1 What do you never leave home without?

- a sunglasses and lip balm
- b contact / business cards and diary
- c credit card and wallet

2 In your free time

- a you like to spend time with your friends
- b you like to go shopping
- c what free time?

3 Your friends are always impressed by your:

- a sense of style
- b leadership skills
- c dedication to your work or studies

4 The present you would most like to receive is:

- a an electronic organiser
- b tickets for a concert
- c the latest mobile phone

5 Who would you most like to have lunch with?

- a Bill Gates
- b The Pope
- c Justin Timberlake

6 In the next five years, you hope to:

- a travel the world, write a book and get a well-paid job
- b make more friends and date more people
- c get a good home and a secure job

1 a-4 b-1 c-2 4 a-1 b-3 c-2

2 a-2 b-3 c-0 5 a-0 b-2 c-4

3 a-3 b-0 c-1 6 a-1 b-3 c-2



Don't call us, we'll call you

Listening

- 1 Work with a partner. Think of all the things that could go wrong in an interview.



▲ Sarah

▲ Alice

▲ Robert

- 2 Listen to Sarah, Alice and Robert talking about interviews they attended. Complete these sentences with the correct name.

- 1 _____ didn't listen to the questions the interviewer asked.
- 2 _____ didn't show enough respect to one of the interviewers.
- 3 _____ had had a previous encounter with the interviewer.

- 3 Listen again. Are these statements true or false? If they are false, say why.

- 1 At the time of the accident Sarah was talking on her mobile.
- 2 Sarah felt embarrassed during the interview.
- 3 Sarah told the interviewer that they had met before.
- 4 Alice listened to the interview before hers and jotted down the questions and answers.
- 5 Alice answered the interviewers' questions correctly.
- 6 Alice's interviewers didn't realise she had been listening through the door.
- 7 One of Robert's interviewers had been held up in traffic.
- 8 Robert was chatting away with the woman interviewer when the man arrived.
- 9 Robert shook the woman's hand but he didn't shake the man's.



LANGUAGE STUDY

Talking about the past

Narrative tenses

1 Look at these extracts from the interview stories. Match the verb forms in **bold** to the uses a–d.

I (1) **had** this really long interview. It was supposed to be with a man and a woman, but he (2) **'d been held up** in traffic. As we (3) **were chatting** away, he (4) **came in**.

I (5) **was waiting** ... outside the interview room and by the time they (6) **called me**, I (7) **'d been waiting** for ages and they (8) **'d already interviewed** three people.

Past simple	a for a completed past event <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Past continuous	b for a background activity in progress in the past <input type="checkbox"/> <input type="checkbox"/>
Past perfect simple	c for a past event that was completed before another past event <input type="checkbox"/> <input type="checkbox"/>
Past perfect continuous	d for a past activity that was in progress before another past event <input type="checkbox"/>

be supposed to / be meant to / be going to

2 Look at these extracts. Do the verb forms in **bold** refer to something that:

a happened as planned? b was intended but didn't happen as planned?

1 I had this really long interview. It **was supposed to be** with a man and a woman, but he'd been held up.

2 He asked me if we'd met before. I **was going to** tell him, but I just couldn't bring myself to do it.

3 My interview **was meant to** start at nine o'clock, but I was late.

Grammar reference page 26



3 Complete part 1 of a story about first impressions. Use an appropriate form of the verb.

I (1 visit) was visiting friends and because I (2 travel) _____ all day, I (3 go) _____ to suggest a quiet night in. But my friends (4 already / arrange) _____ to take me out to a restaurant. I (5 just / rave) _____ about the meal when the chef (6 come) _____ out of the kitchen. My mouth fell open and I realised that I (7 look) _____ at the most gorgeous man I (8 ever / see) _____. I (9 hope) _____ that my friends wouldn't notice, but it was obvious because every time he came out of the kitchen I (10 turn) _____ bright red. I (11 live) _____ quite far away at the time, so I got his email address and we (12 start) _____ writing to each other. Eventually, we (13 arrange) _____ to meet.

4 04 What do you think happened next? Listen and check.

5 Rewrite these sentences using the words in brackets so that the meaning is the same.

- I had intended to impress her with my cooking, but it was a disaster. (supposed)
- I was sure the exam would be difficult, but it was actually quite easy. (going)
- It should have been a big party, but hardly anyone turned up. (meant)
- I wanted to tell him how I felt, but I didn't get the chance. (going)
- I'd heard our new teacher was really strict, but he's actually very friendly. (supposed)

Speaking

1 Choose one of these topics. Spend a few minutes planning what you are going to say.

- a time when your first impressions of somebody were wrong
- a time when you made a bad first impression

2 Work with a partner and tell each other your stories.



CD-ROM

For more activities go to **People Unit 1**