

# UNIT 1 FIRST IMPRESSIONS

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read the conversation between Sandy and Tamara.
- Answer multiple-choice questions to show understanding of the conversation.
- 🗣️ Consider four alternative opinions about how women should act, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for agreeing and disagreeing.
- Extend the Topic by talking about what's important in first impressions.
- Read a Culture Corner extract about how to make a good first impression.
- Share ideas about themselves.
- Watch a follow-up video extract from Sara giving views about women and intelligence.
- Take the Unit Test.

## Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Junko's unit introduction.

## The Issue

In this unit, two women are discussing how to attract men. The issue is what a man thinks of a woman when they first meet. There are at least two points of view. One is that men are not attracted to intelligent women. This point of view holds that men want to feel superior to women and don't want to be challenged by smart women. The other point of view is that women should not be concerned about the impression they make on men. They should just be themselves and not worry if a man feels threatened or inferior.

## Questions Raised

- Are men attracted to women who are intelligent?
- Are men attracted to women who are both intelligent and good-looking?
- How can anyone, either a man or a woman, make a good first impression?

## To Keep in Mind

- Some students may be uncomfortable talking about themselves. For example, students may be reluctant to claim they are intelligent or good-looking.
- Students might be hesitant to admit that they flirt with other people.
- Some men might be hesitant to admit that they feel threatened by intelligent women.

## TEACHING GUIDE

### Getting Ready

→ Have students work in pairs. For #3, ask them to share their answers with the class.

🎧 **Teaching tip:** To help students feel more comfortable talking about themselves, you might want to give your own answer to #3. (For example: Many people think I am shy when they meet me for the first time.)

### Situation

→ Introduce the Situation by going over the setting—a party—and the participants—a man talking with two women. The man leaves and the two women start talking. Sandy is unhappy or upset with Tamara. Ask them to listen to the conversation and find out why Sandy is upset.

🎧 **Teaching tip:** The first time, have students listen with their books closed. The second time, have them open their books and follow along. Then put the students in pairs and have them compare their answers to the question “Why is Sandy upset with Tamara?”

## Check Your Understanding

### Answer Key

1. b 2. a 3. b 4. a 5. c

## What Do You Think?

→ After you check students’ understanding of the story using the comprehension questions, have students do Activity A individually. Allow time for students to ask about unknown words. Then have them discuss their responses in pairs.

🎧 **Teaching tip:** Have students practice the sample questions and responses in the Opinion Network section before discussing their own opinions (Section B).

✍ **Culture point:** The relationships between women and men differ from culture to culture. So, for example, Mark’s opinion (an intelligent woman should hide her intelligence because men like to be smarter than women) may reflect a point of view from his culture or it could be his own personal opinion.

## Extending the Topic: What do you look for in others?

→ Have students work individually when ranking the features in Activity A. Then place them in pairs or groups of three for Activity B.

Give students plenty of time to rank the features, and make sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

Have students start with the Basic discussion. Depending on the time and the level of your students, encourage them to do the Extension discussion as well. You can suggest that they follow the example and simply substitute their own ideas. When students are finished discussing, have one student per group report the group’s ideas to the class.

## Culture Corner

Have students work in pairs or groups of three. Students read through the list of ways to create a good first impression. Give them an opportunity to ask about unknown words. You can ask for students’ general reaction to the list, or you can write a few questions on the board for discussion in pairs. For example: Do you agree with these pieces of advice? Why or why not? Are you good at remembering people’s names? Can you think of a situation in which it would be OK to tell a joke?

## Sharing My Ideas: Introduce yourself

### → Choose

The third choice, My Idea, gives students the option of talking about themselves from a different point of view. For example, a student might want to talk about the type of person he wants to be. He sees himself as shy, but he wants to be talkative.

### → Prepare and Rehearse

You might want to go over the adjectives at the bottom of the Prepare box to make sure everyone understands them. You should also point out the Language Hints and encourage students to use them. When students are rehearsing silently, stress the importance of not reading notes word for word from the page. Give students plenty of time to improve their notes before moving on to Step 4.

Because this is the first presentation of the book, you could model a presentation by using the notes in the sample presentation below. Before modeling, go over the Presentation Tip and demonstrate taking a deep breath and maintaining good posture.

## Sample Presentation

Topic: *The Real Me*

*First, I'll talk about what others think of me. Many people think I'm smart, talkative, and friendly. But really I'm shy. I don't like to talk to other people, but I try to be friendly. I love reading and going to the movies. In the future, I want to be an engineer. I don't think engineers have to be talkative. Working by myself is important to me because I am so shy. Now you know the real me.*

### → Present

Have students work with a partner, or put them in small groups. Remind them to take a deep breath before they begin speaking and to sit or stand up straight. Draw students' attention to the Listener task. Encourage them to take notes during the presentations.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

### Assessing the Activity

Positive recognition of each student's efforts in Sharing My Ideas is important. Positive recognition can be applause from the class or just a word of encouragement from the teacher.

In addition, some kind of assessment—self-assessment, peer assessment, or instructor assessment—will help the students gain more from their presentations.

Peer assessment helps the students who are listening stay involved in the activity. If the listeners have to complete a simple evaluation task, they are likely to pay more attention to the presenter.

Create a handout with a rating grid such as the one below, or simply write it on the board:

- |   |           |
|---|-----------|
| 1 – The presenter sat or stood up straight.                         | ★ ★ ★ ★ ★ |
| 2 – The presenter spoke at a good pace—not too fast or too slow.    | ★ ★ ★ ★ ★ |
| 3 – The presenter did not read word for word from the page.         | ★ ★ ★ ★ ★ |
| 4 – The presentation was well organized.                            | ★ ★ ★ ★ ★ |
| 5 – The presenter used adjectives to talk about himself or herself. | ★ ★ ★ ★ ★ |

Note that you can change the categories depending on what you wish the students to focus on. The descriptors used in this Teacher's Manual are derived from popular speaking proficiency scales, such as the Common European Framework.

To simplify the assessment system, you could modify it to a 3- or 4-star system, or just a yes-or-no rating (yes = the presenter did this; no = the presenter didn't do this).

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

## PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Sara's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

### Answer Key

Sara  
In my opinion, intelligence is sexy in a woman. Changing yourself is definitely wrong, I would say. I have female friends who do that all the time, trying not to act intelligent. When you do that, it may be really easy to get a date. But the problem is, they date that person for a while and eventually they realize it was the wrong man. And finally they break up because they pretended they were a different person. If you want the right man, you have to be yourself.

### Video Script

Well, I think that intelligence is sexy in a woman. And, um, changing yourself is, um, definitely wrong. I do have, like, many friends who does that all the time. But it is really easy to get a date. It is. But the problem is that they date that person and they realize that it was the wrong man. And they finally just break up. And, um, and it's because they pretend they were a different person. If you want the right man, you have to be yourself.

## UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

- A. Understanding the Situation:** The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.
- B. Vocabulary:** The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students match three words with their definitions.
- C. Expressions:** The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

### Answer Key

- A. 1. c    2. d    3. c    4. c    5. a  
B. 1. c    2. a    3. d  
C. 1. a    2. c

## LINKS

If you would like the class to do additional research on making a good first impression, here are some useful links:

Some tips or suggestions:

<http://www.buzzle.com/editorials/1-13-2005-64103.asp>

<http://www.mindtools.com/CommSkll/FirstImpressions.htm>

For a job interview:

<http://artofmanliness.com/2008/02/19/make-yourself-stick-with-these-first-impression-tips/>