

# UNIT 1 THE GUY WITH GREEN HAIR

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the three company directors.
- Answer true/false questions to show understanding of the story.
- 🎧 Consider three alternative opinions about hiring or not hiring the guy with green hair and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for agreeing or disagreeing with someone.
- Extend the Topic by talking about accepting or not accepting different types of fashions.
- Read a Culture Corner extract about job interview tips.
- Share ideas about their hobbies, interests, and something unusual about themselves.
- Watch a follow-up video extract from Scott giving his views about hiring someone with unique fashion.
- 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, a guy comes to a job interview with green hair. He is an excellent student, but the interviewers have different opinions about hiring him because of his unusual hair color. Dyeing hair different colors has become common among young people around the world, and in many countries it is accepted as a fashion trend. However, many people still consider unusual hair color to be unacceptable in formal situations such as job interviews. Should they not hire this guy because he might make trouble? Or will they lose a very good person if they don't hire him?

### Questions Raised

- Should companies not hire people with unusual hair or unusual fashion? Should they be open-minded about fashion or should they be careful about how people look?
- Are looks more important than personality? Or is personality more important than looks?
- Do looks reflect or show the person's personality? Can you tell a person's personality by his or her looks?

### To Keep in Mind

- You may have students in your class with unusual or original fashion or hair color. While some students might want to talk about their original fashion, others might not want to have it referred to. It's all right if the students want to talk about their own fashion, but teachers should be sensitive about referring to someone's particular fashion in class unless they have a good rapport with their students.
- This lesson might be a good opportunity to remind your students about TPO, which is an abbreviation of Time, Place, and Occasion. It is a word invented by a Japanese fashion designer, Kensuke Ishizu, and is very common in Japan. It means you have to act or dress properly considering what time it is, where you are, and what the occasion is. A couple of common phrases are: "Mind the TPO" and "He never thinks about TPO."

## TEACHING GUIDE

### Getting Ready

→ Have students work in pairs. You could ask students to explain their answer in #1. But don't spend too much time here—try to keep the conversation “light.” There will be a more serious discussion of appearance later in the unit.

**Teaching tip:** For #1, after the pair work you can ask the whole class to raise their hands to show which of the three they think are unusual.

### Situation

→ Listen to the dialogue while reading along in the book. Make sure your students understand the general meaning of the discussion. They need to understand that three directors of a company are arguing about whether or not to hire a job candidate they interviewed.

**Teaching tip:** After students have listened to the Situation, try doing a Radio Drama activity. Select three students or ask for three volunteers to be the radio drama players. They will read Christopher, John and Min's dialogue parts. Since it is a radio drama, they have to read the dialogue realistically. Make another group of three and let them do the same thing. The class judges which group was more like a radio drama.

### Check Your Understanding

#### Answer Key

1. F   2. T   3. T   4. F

### What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Ken, Susan, and Luis. Have students do Activity A individually. Then have them move to Activity B and discuss their responses in pairs.

**Teaching tip:** It might be a good idea to go over the example as a whole class before they start the pair work activity.

**Culture Point:** Susan says it is a good idea to look like everybody else. She is saying it is safe not to stand out. In some cultures this idea is quite common, while in other cultures being original is valued. In cultures where originality is valued, people do their best to look different and cool.

### Extending the Topic: Acceptable or unacceptable?

→ Have students work individually when checking the boxes, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to decide which box to check, and be sure that they add their own ideas at the bottom. The more they think about what is acceptable and what isn't to them, the easier it will be for them to do the following discussion activity. When students are ready for Step B, ask for three volunteers to read the sample conversation. Encourage students to use their own ideas.

### Culture Corner

Have students work in pairs or groups of three. Students read through the Job Interview Tips. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Which tip should the guy with green hair follow? Which three tips are the most important? Can you add two more tips to the list? Younger students may have a difficult time relating to this topic, but try to engage them by comparing the job interview tips to what they may need to do to prepare for university applications or interviews.

## Sharing My Ideas: Talk about yourself

### Choose

Begin by having students choose a title. If students have their own ideas for a title, make sure that it relates to “Talk about yourself.” Explain that they are going to introduce themselves to the class.

### → Prepare and Rehearse

Direct students’ attention to the Speaking notes. Have them answer the questions and provide examples. Explain that they are going to talk about themselves and they do not have to talk about fashion. To tie in with the theme of the unit, encourage students to talk about what makes them different from others (third question). Explain that this doesn’t have to be a difference in physical appearance. It can be about their personality, their interests, hobbies, etc. To help them get started, point out the Language Hints or go over them as a class.

Encourage your students not to just read their notes when doing silent practice. Trying to communicate their ideas is more important than speaking perfect English. The most important part of this step is that students have an opportunity to improve their notes before moving on to the Presentation step.

### Sample Presentation

*My Life Outside of School*

*When I am at home, I really like to wear jeans and T-shirts. I love to listen to my favorite music in my room. My favorite music is rock music and I have many CDs. I really like to go shopping on the weekend, too. I usually buy clothes and CDs. But recently I started a part-time job at a clothing store, so I don’t have much time to do what I like. But I hope to save money and use it for buying fashionable clothes or for going on a trip. I am different from other people because I like to make my own clothes, too. I made this shirt last year. I guess I really love clothes!*

### → Present

Before students give their presentations. Ask for a volunteer to read the Presentation Tip. Encourage the whole class to **relax** and **smile** while presenting. Because this is their first time presenting, some students may be very nervous. To help students feel less anxious, you may want to have them do this first presentation in pairs or small groups.

If you are using the assessment guide below, go over each point with the whole class. You could do the sample presentation above, stressing the points below. (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 using perfect English!

### Assessing the Activity

Have students evaluate the person speaking. Create a handout showing a checklist such as the one below, or write it on the board:

- |  |     |
|--|-----|
| 1 – The presenter’s voice was clear.   | Y N |
| 2 – The presenter did not speak too fast or too slowly.                            | Y N |
| 3 – The presenter talked about one thing that makes him/her different from others. | Y N |
| 4 – The presenter asked if there were any questions.                               | Y N |
| 5 – The presenter smiled.  | Y N |

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 grade him or her.

## 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

Scott'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

#### Scott

If I were the interviewer, I would hire him. But I would ask him to change his hair color. Basically, what it amounts to is if he's individualistic enough to have green hair, that's one of the reasons that we hired him. But obviously, our clients, the people he works with, they will care about his appearance. So I would ask him to change just that aspect of himself.

I had a similar situation myself. Usually, I wear an earring, but gradually, I've just chosen not to wear it because I don't want questions. And this guy with green hair would be subject to the same thing, and that would detract from his work.

### Video Script

I would hire him, but I would ask him to change that, that aspect of himself. Because I think basically what it amounts to is, if he's individualistic enough to do that, that's one of the reasons why we hired him. But obviously, the other clients, the other people, whoever he works with, they will care. So, you know, I would ask him to change just that aspect of himself.

You know, I had a similar thing, where usually I wear an earring, but gradually, I've just chosen not to wear it because I don't want questions. And this guy with green hair, you know, he would be subject to the same thing, and that would detract from his, you know, his work. And I still think that green hair—your appearance—while it matters, on the inside, you know, you are who you are. And he was hired for his inside, for his individualism.

## 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 opinions of the three company directors. Students answer five multiple-choice questions.

**B. Vocabulary:** The focus is on understanding three words from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

**C. Expressions:** The focus is on you check students' understanding of expressions or phrases from the What Do You Think? section. Students answer two multiple-choice questions.

### Answer Key

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

B. intelligent, hire, unusual

C. 1. a 2. C

## LINKS

If you would like the class to do additional research on unique fashion, here are some useful links:

Teacher loses a job by dyeing hair green:

[http://digg.com/odd\\_stuff/Educator\\_Sent\\_Home\\_for\\_Dyeing\\_Hair\\_Green](http://digg.com/odd_stuff/Educator_Sent_Home_for_Dyeing_Hair_Green)

Hair dye business gets a boost in Japan:

<http://search.japantimes.co.jp/cgi-bin/nb20020619a9.html>

Top ten hair dyeing mistakes:

<http://ezinearticles.com/?Top-10-Hair-Dying-Mistakes&id=139900>