

UNIT 1

First Impressions

- READING ● identifying main ideas and supporting details
- VOCABULARY ● using the dictionary
- WRITING ● organizing and developing a paragraph
- GRAMMAR ● real conditionals: present and future



LEARNING OUTCOME

Develop a "how to" paragraph that details the steps involved in making a good impression.



Unit **QUESTION**

How do you make a good first impression?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What qualities do you look for in a friend?

What is the best way to make a good first impression on a classmate? On a boss?

Look at the photo. What are the people doing? Why?

B Discuss the Unit Question above with your classmates.



Listen to *The Q Classroom*, **Track 2** on **CD 1**, to hear other answers.

- C** Look at the questionnaire. Choose the answer that makes each statement true for you.

Do You Make a Good First Impression?

1. **When I talk to someone I don't know, ...**
 - ☐ a. I feel uncomfortable.
 - ☐ b. I can usually find something to talk about.
 - ☐ c. I ask a lot of questions.
2. **When I go to a store or a restaurant, the server or salesperson ...**
 - ☐ a. usually serves me quickly.
 - ☐ b. often ignores me or keeps me waiting.
 - ☐ c. is often rude to me.
3. **When I am sitting, I usually ...**
 - ☐ a. sit up straight.
 - ☐ b. do not sit up straight.
 - ☐ c. take up a lot of space.
4. **When I need to get someone's attention, I ...**
 - ☐ a. speak loudly or shout.
 - ☐ b. say, "Excuse me" first.
 - ☐ c. tap the person on the arm or shoulder.
5. **My friends and family talk to me about my manners ...**
 - ☐ a. often.
 - ☐ b. sometimes.
 - ☐ c. never.
6. **I usually speak ...**
 - ☐ a. a little more formally than most people.
 - ☐ b. about the same as other people.
 - ☐ c. less formally than other people.
7. **When I meet someone for the first time, ...**
 - ☐ a. I do most of the talking.
 - ☐ b. I talk about half the time and listen half the time.
 - ☐ c. I listen and let the other person talk.
8. **When people first meet me, they often think I am ...**
 - ☐ a. very serious.
 - ☐ b. shy and a little nervous.
 - ☐ c. outgoing and friendly.
 - ☐ d. other _____.



- D** Look at your answers. Do you think you make a good first impression? Discuss your answers with a partner.

READING 1 | How to Make a Strong First Impression

VOCABULARY

Here are some words from Reading 1. Read the sentences. Then match each bold word with its definition below.

- f 1. The child was afraid of the **stranger**. He feels more comfortable with people he knows.
- ___ 2. Our cooking teacher likes to **demonstrate** new things before we try them ourselves. Last week, he showed us how to make potato soup.
- ___ 3. People with **confidence** usually make better public speakers because they feel very comfortable standing in front of a lot of people.
- ___ 4. The academic **standards** at that university are high. It only accepts students with very good grades.
- ___ 5. Paris is a city that has a lot of **cultural** attractions for tourists to visit, such as museums and theaters.
- ___ 6. You should **select** what you wear to a job interview very carefully. What you wear to an interview is very important.
- ___ 7. I really **appreciate** my sister. She always gives me good advice.
- ___ 8. Andrew wanted to **impress** the interviewer, so he told her about the important project he worked on.
- ___ 9. To **maintain** your health, you should eat well and exercise.
- ___ 10. When you travel to other countries, you should learn about the culture first so you don't do or say anything **offensive** to people.
- a. (*adj.*) connected with art, music, or literature
- b. (*n.*) the feeling that you are sure about your own beliefs or abilities
- c. (*v.*) to make someone admire and respect you
- d. (*n.*) a level of quality that you use to compare things
- e. (*v.*) to choose someone or something from similar people or things
- f. (*n.*) a person you do not know
- g. (*v.*) to enjoy or to understand the value of someone or something
- h. (*adj.*) unpleasant or insulting
- i. (*v.*) to show or explain how to do something
- j. (*v.*) to continue to have something; to keep something at the same level

Tip for Success

Before you read, look at the title and subtitles or headings. How is the text organized? Reading the title and subtitles can help you understand the main points.

PREVIEW READING 1

This is a magazine article. It gives advice on how to make a good first impression. Read the title and headings. What ideas do you think the article will suggest as ways to get other people to like you?

Check (✓) your prediction.

- ☐ show people you are interested in them
- ☐ try to impress other people with your stories



Read the article.

How to Make a Strong First Impression

- 1 You've heard it before: You only have one chance to make a first impression. According to research, we have about ten seconds with **strangers** before they form an opinion of us.

Body Language and Appearance

- 2 **Demonstrate** a good attitude with your body. When you first walk into a room, show **confidence**. Stand up straight and look other people in the eye. If you smile frequently, it will make other people more comfortable. They will think you are friendly.
- 3 Appearance is important. Several years ago, a professional colleague offered to meet

me for lunch. I wore a sport coat and tie. He showed up in shorts and sandals. The message I received was: "Bill, meeting you is a rather ordinary experience. I don't need to present a businesslike appearance." Not surprisingly, that was the last time I met with him. True, **standards** for appropriate clothing have changed a lot. Maybe the best advice I can share came from someone I met. She said, "I don't dress for the job I have now; I dress for the job I want to have."

Voice

- 4 The way you speak also affects the first impression you make. Listeners judge our intelligence, our level of **cultural** knowledge, even our leadership ability by the words we **select**—and by how we say them. Your listeners hear your tone of voice before they begin listening to your words. Speak clearly and loudly enough so that people can hear you. Change the pitch of your voice to avoid a dull monotone¹. Show expression in both your voice and your face. And try not to speak too quickly.

Conversation Skills

- 5 The greatest way to make a good first impression is to demonstrate that the other



¹ **monotone**: a way of speaking in which the tone and volume remain the same

person, not you, is the center of attention. When you are only interested in talking about yourself, other people don't feel that you **appreciate** them. Show that you are interested in others. Then new acquaintances will want to see you again. Recently I went to a conference. At lunch, my wife and I sat with several people we didn't know. While most of the people made good impressions, one man did not. He talked about himself the entire time. No one else got a chance to speak. Unfortunately, he probably thought we were interested in his life story. We decided to avoid him all weekend. I like this definition of a bore: "Somebody who talks about himself so much that you don't get to talk about yourself."

- 5 You'll **impress** other people when you practice good listening skills. Give interested responses: "Hmmm ... interesting!" "Tell me more, please." "What did you do next?" Your partner will welcome your help in keeping the conversation going. You also show you're a good listener when you **maintain** steady eye contact. Think about how you feel when someone you are talking to looks around the room. You think the person would rather be talking to someone else. Try to use the name of the person you've just met frequently. "Judy, I like that



suggestion." "Your vacation must have been exciting, Fred." You show that you have paid attention from the start, catching the name during the introduction. Equally important, you'll make conversations more personal by including the listener's name several times.

- 7 Finally, avoid making other people uncomfortable. Be careful with jokes. Something you think is funny may be **offensive** to others. You don't want to hurt someone's feelings. Also, don't disagree with someone you have just met. If you disagree too much in your first conversation, the other person may think you are just too different. When you know the person better, you can express another opinion.

MAIN IDEAS

Read the statements. Write *T* (true) or *F* (false), according to the reading.

- T 1. Appearance is important in making first impressions.
2. You should speak in a soft voice.
3. People will like you better if you show interest in them.
4. You should ask questions and make comments to show you are listening.
5. It's a good idea to tell a few jokes when you meet someone for the first time.

DETAILS

Answer these questions.

1. What are some ways you can make a good impression with your body language?

2. If you wear very casual clothing to a meeting, what message do you give?

3. How does the way you speak affect a listener's impression of you?

4. Why should you maintain eye contact with people when you talk with them?

5. What is one way to show you are paying attention?

6. Why should you avoid disagreeing with people you have just met?



WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

Tip Critical Thinking

In What Do You Think?, you are asked to choose one question and write five to eight sentences. This means you have to **explain** your ideas. When you explain, you give a more complete answer and provide enough information so others can understand.

Explaining ideas helps you understand and remember information better.

1. Are there any topics of conversation you should avoid when meeting someone for the first time? What are they?
2. Why do you think that people are more interested in themselves than in other people?
3. Do you agree that showing an interest in other people is the best way to make a good first impression? What other ways are there to make a good first impression?



A paragraph is a group of sentences about the same topic. The **main idea** is usually given in the first sentence. This is called the **topic sentence**. The other sentences add details about the topic. They are called supporting sentences and contain **supporting details**, such as examples, explanations, facts, definitions, and reasons.

Identifying main ideas and supporting details is an important skill that will help you become a more effective reader. When you read, skim for main ideas and scan for details.

A. Read the sentences from Reading 1. Write *MI* for the main idea of the paragraph. Write *SD* for the supporting details.

1. Paragraph 4

- ___ a. Speak clearly and loudly enough so that people can hear you.
- ___ b. The way you speak also affects the first impression you make.
- ___ c. And try not to speak too quickly.

2. Paragraph 5

- ___ a. He talked about himself the entire time.
- ___ b. When you are only interested in talking about yourself, other people don't feel that you appreciate them.
- ___ c. The greatest way to make a good first impression is to demonstrate that the other person, not you, is the center of attention.

3. Paragraph 6

- ___ a. You'll impress other people when you practice good listening skills.
- ___ b. Give interested responses.
- ___ c. You also show you're a good listener when you maintain steady eye contact.

B. Look again at Paragraphs 2, 3, and 7 in Reading 1. Underline the topic sentence that states each paragraph's main idea. Then compare your answers with a partner.

READING 2 | Job Interviews 101

VOCABULARY

Here are some words from Reading 2. Read their definitions. Then complete each sentence.

accomplishment (*n.*) something impressive that someone has achieved
consider (*v.*) to have something as your opinion; to think about someone or something in a particular way
exaggerate (*v.*) to make something seem larger, better, or worse than it really is
expect (*v.*) to think or believe that someone will do something or something will happen
professional (*adj.*) doing something in a way that shows skill, training, and care
punctual (*adj.*) doing something or happening at the right time; not late
research (*n.*) a detailed and careful study of something to find out more about it
responsible (*adj.*) behaving well and in a sensible way
slang (*n.*) informal words and expressions that are more common in spoken language
weakness (*n.*) a fault or lack of strength, especially in a person's character

1. When you speak to customers, you should always be _____.
You should be polite and try to help them as quickly as you can.
2. Stan's greatest _____ is junk food. He eats fast food for almost every meal!
3. You were late for work again today. I _____ you to arrive on time tomorrow.
4. Mehmet is always _____. He's never late for anything.
5. Takeshi is very _____. He always pays his bills on time and never does anything he knows is dangerous.
6. Many teenagers use so much _____ when they talk to each other that their own parents can't understand them.
7. You are not allowed to use your cell phone in some restaurants now because many people _____ it rude.
8. My grandfather did a lot of interesting things during his life, but his greatest _____ was climbing Mount Everest.

9. Scott likes to _____ when he tells a story. Yesterday, he told us he caught a fish that weighed 20 pounds, but it really only weighed 5 pounds.
10. Scientists are doing _____ to find out about the possible health benefits of green tea.

PREVIEW READING 2

This is an article from a career magazine. It discusses what to do and what not to do during a job interview. Read the title and the first sentence in each paragraph.

Check (✓) all the things you think the article will say you should do at a job interview.

- ☐ a. Find out as much as you can about the job.
- ☐ b. Wear your most comfortable clothing.
- ☐ c. Don't smile; you want the interviewer to take you seriously.
- ☐ d. Let the interviewer do all the talking.
- ☐ e. Interrupt the interviewer when you have something important to say.



Read the article.



Job Interviews 101

You finally got that call you have been waiting for—an interview for a new job. At first, you will probably feel overjoyed¹, but as the interview gets closer, you are likely to get more and more nervous about the big day. Experts say that you only have 30 seconds to make a good first impression at a job interview. The key to a successful interview is to be prepared and stay **professional** at all times. To make sure

you do your best, remember these ten tips:

- 2 *Be prepared.* Learn as much as you can about the company before the interview. Go to the business's website and read it so you are aware of how things work there. Think of questions the interviewer might ask you and practice your answers with a friend. Know how to discuss both your strengths and your **weaknesses** because you will be asked about both!

¹ overjoyed: very happy

3 *Dress the part.* If you walk in wearing jeans and a T-shirt, you are not likely to get the position. Wear clothing that is neat, clean, and presentable. Most companies **expect** applicants to wear business clothes, such as a shirt and tie or a nice suit. Dressing well shows that you are serious about the job.



4 *Be **punctual**.* Arriving late to an interview can be deadly. No employer wants to hire someone who is not **responsible** enough to come to work on time. Get to the interview 10–15 minutes early to help yourself relax before you step into the office.

5 *Make eye contact.* Look your interviewer in the eye when you greet him or her and keep eye contact throughout the entire interview. Keeping eye contact shows the other person that you are both honest and confident.

6 *Be **polite**.* Sit up straight when you are being interviewed, listen carefully to what the interviewer is saying, and avoid using **slang** or bad words. If you don't understand a question, ask politely, "Could you please repeat that?" When you are polite, you appear more professional and are more likely to get the job.

7 *Don't **interrupt**².* Interrupting is **considered** rude. Let the interviewer finish what she or he is saying. If you have something important to say, try to remember it and wait for a moment of silence to speak up.

8 *Find shared interests.* Try to notice what the interviewer finds important. Listen for topics that you both know something about and discuss them. If you can't think of anything, nod³ yes or agree with points that the interviewer makes.

9 *Sell yourself.* Don't be afraid to talk about your **accomplishments**. Employers want to hire people who are successful and confident

in their abilities. However, be careful not to **exaggerate**. Do not lie about past job responsibilities. You don't want employers to ask your old boss about things you never did!

10 *Stay **positive**.* Avoid complaining about a bad boss or job you had before. Being negative can make employers worry that you are not a team player, or that you don't work well with others. And remember to smile. Smiling shows you are easygoing and enthusiastic.

11 *Ask questions.* At the end of the interview, ask specific questions about the job or company, such as "What kind of work can I expect to be doing the first year?" or "Where do you see the company five years from now?" You want to show the employer that you have done your **research** and that you care about working there.

12 Interviewing is not easy, but it is easier when you know what to do and what to expect. If you stay honest and professional, you will get yourself one step closer to the job you want. Oh, and one more thing: don't forget to breathe!

² **interrupt**: to make somebody stop speaking

³ **nod**: to move your head down and then up again quickly as a way of saying yes

MAIN IDEAS

Complete the T-chart with *Dos* and *Don'ts* of job interviewing, according to the article.

Job Interview <i>Dos</i>	Job Interview <i>Don'ts</i>
<i>Dress professionally.</i> <i>be prepared and stay professional all times</i>	<i>Don't be negative.</i>

DETAILS

Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true according to the article.

- T 1. Learn as much as you can about the company before the interview.
- F 2. Most companies expect applicants to wear casual clothes to an interview.
- F 3. Get to the interview 30–40 minutes early so you can start the interview early.
- T 4. Keeping eye contact shows the interviewer that you are a good listener.
- F 5. It's OK to lie a little bit about a past job in order to impress your interviewer.
- T 6. Avoid complaining about a good or bad boss you had before.
- F 7. At the end of the interview, tell the interviewer a personal story.



WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Which job interview tip from Reading 2 do you think is the most important? Which is the hardest to do? Why?
2. In your opinion, what is the best way to make a job interviewer interested in you?

B. Think about both Reading 1 and Reading 2 as you discuss the questions.

1. What are the best ways to make a good impression on others?
2. What are the best ways to avoid making a bad impression on others?
3. Can you make a good first impression the same way in every situation (e.g., at a job interview, talking to a customer, meeting a new classmate, etc.)? Why or why not?

Vocabulary Skill

Using the dictionary



Word Forms

Learning word forms increases your vocabulary. It will help make your reading, speaking, and writing more fluent. Look at the dictionary definitions below.

ac-com-plish /ə'kamplɪʃ/ *verb* [T] to succeed in doing something difficult that you planned to do: *Very little was accomplished at the meeting.* **SYN** achieve

ac-com-plished /ə'kamplɪʃt/ *adj.* highly skilled at something: *an accomplished pianist*

ac-com-plish-ment /ə'kamplɪʃmənt/ *noun* **1** [C] something difficult that someone has succeeded in doing or learning: *He was proud of his academic accomplishments.* **2** (formal) [U] the act of completing something successfully

All dictionary entries are from the *Oxford American Dictionary for learners of English* © Oxford University Press 2011.

A. Complete the chart. An X indicates that a word form doesn't exist or you don't need to know it at this time. Use your dictionary to help you.

	Noun	Verb	Adjective	Adverb
1.	accomplishment	accomplish	accomplished	X
2.	consideration	consider	considerable	considerably
3.	confidence	X	confident	confidently
4.	demonstration	demonstrate	demonstrative	X
5.	impression	impress	impressive	X
6.	offense	offend	offensive	offensively
7.	responsibility	X	responsible	responsibly
8.	selection	select	selective	selectively

Tip for Success

Many words have the same noun and verb form. For example, *tie* can be a noun or a verb.

B. Complete each sentence with a word from Activity A. Choose a word from the row in the chart indicated in parentheses.

- My biggest (1) accomplishment in life so far has been my graduation from high school.
- Appearance is an important (2) consideration if you want to make a good impression. Think carefully about how you will look to others.
- When you speak in public, you need to show (3) confidence. Even if you are nervous, you should look as if you are not.
- Keeping eye contact will (4) demonstrate to others that you are interested in what they are saying.
- The person who applied for the job had a(n) (5) impressive work history. The manager was surprised at the high-level positions she had held in her previous jobs.
- Don't tell jokes when you meet people for the first time because you might (6) offend them and make them angry or upset.

C. Choose two sets of words from Activity A. Write one sentence for each form of the word in your notebook. Then share your sentences with a partner.

WRITING

Writing Skill

Part 1 Organizing and developing a paragraph



Developing a paragraph

A paragraph should discuss one main idea from beginning to end and develop the main idea with specific details.

- The **topic sentence** is usually the first sentence of a paragraph. It identifies the topic, or subject, of the paragraph. It also gives the main idea (or controlling idea), which explains what the writer will say about the topic.
- The **supporting sentences** are the middle sentences of a paragraph. They support the topic sentence with two or three smaller ideas, or subtopics. Subtopics are supported with specific details, such as examples, explanations, facts, definitions, and reasons.
- The **concluding sentence** is usually the last sentence of a paragraph. It summarizes the main points of the paragraph and restates the topic sentence, but in different words.

A. Read the paragraph.

When you start a job, you can leave a bad impression on your new co-workers very quickly without even realizing it. Because the workplace can be fast-paced and stressful, it can be easy to forget the people around you. One sure way to annoy your co-workers is to speak loudly on your phone. Speaking loudly on the phone can make it difficult for your co-workers to focus on what they are doing or to have phone conversations of their own. It may also send a message that you think your work and phone conversations are more important than anyone else's. Another common mistake is to take the last cup of coffee and not make another pot. Leaving an empty coffee pot means that

the next person has to take the time to make a new pot of coffee. Nobody likes to do this, particularly first thing in the morning! Many people find this behavior very rude. Leaving your cell phone on is another way you could unknowingly irritate your co-workers and cause them to form a bad impression of you. Your ringing cell phone may disturb the quiet your co-workers need to do their work. The noise may cause them to work more slowly or make mistakes. Also, many people consider it disrespectful. Finding your dream job may take a lot of time and effort, but unfortunately, leaving a bad impression on your co-workers can be done quickly and easily!

B. Circle the topic sentence of the paragraph in Activity A.

C. Underline the supporting sentences in the paragraph. Circle the concluding sentence. Then compare your answers with a partner.

An **outline** is a plan you make before you start writing. Outlines help you put your ideas in order. When you write an outline for a paragraph, include the topic sentence, the subtopics, important supporting details, and the concluding sentence.

Example of an outline

1. **Topic sentence:** When you start a job, you can leave a bad impression on your new co-workers very quickly without even realizing it.
2. **Subtopics and supporting details:**
 - A. talking loudly on your phone
 1. co-workers can't focus or have phone calls
 2. sends a message
 - B. taking the last cup of coffee
 1. someone else has to make more
 2. many people find it rude
 - C. leaving cell phone on
 1. co-workers may work more slowly or make mistakes
 2. many people consider it disrespectful
3. **Concluding sentence:** Finding your dream job may take a lot of time and effort, but unfortunately, leaving a bad impression on your co-workers can be done quickly and easily!

Read the paragraph. Then complete the outline on page 18.

Fixing a Negative Impression

Sometimes we say something that leaves people with a bad impression, but it is possible to fix the situation. First, you must figure out why you have made others upset or uninterested. Think about the conversation you had earlier and try to remember what you said that offended others. For example, sometimes we tell a joke that they do not think is funny. Second, be prepared for the next time you see them. Make a plan about what you want to say and what topics you should avoid. You do not want to make the same mistake twice! Finally, when

you see them again, be positive and act interested. Do not bring up the bad past experience. Instead, focus on the present. You should get them to talk a lot so that they feel more comfortable around you. Ask them questions, listen carefully to their answers, and respond with thoughtful comments that show you care about what they have to say. There is no magic formula to turn a negative impression into a positive one; however, if you stay positive and seem interested in changing their opinion about you, you are more likely to get them to like you the next time!

1. Topic sentence: Sometimes we say something that leaves people with a bad impression, but it is possible to fix the situation.
2. Subtopics and supporting details:
 - A. figure out why others are upset
 1. Think about the conversation.
 2. try to remember what you say
 - B. Be prepared.
 1. make a plan about what you want to ask
 2. what topics you should avoid / don't make the same mistake twice
 - C. be positive and interested
 1. Don't bring up the bad past experience.
 2. focus on present / ask question
3. Concluding sentence: There is no magic formula to turn a negative impression into a positive one

Grammar

Real conditionals: present and future



The **present real conditional** is used to talk about general truths, habits, and things that happen again and again. It is formed by using the simple present in both the *if* clause (the condition) and the result clause.

<i>if clause</i>	<i>result clause</i>
If you walk in wearing jeans and a T-shirt, you are not likely to get the position.	

You can also use a modal (*may, might, would, could*) in the result clause.

<i>if clause</i>	<i>result clause</i>
If you disagree too much in your first conversation, the other person may think you are just too different.	

The **future real conditional** is used to talk about what will happen under certain conditions. The *if* clause gives the condition. The result clause gives the result. The future real conditional is formed by using the simple present in the *if* clause and the future with *will* or *be going to* in the result clause.

<i>if clause</i>	<i>result clause</i>
If you smile frequently, it will make other people more comfortable.	

if clause result clause
If you **stay** honest and professional, you **will get** one step closer to the job you want.

You can also use *when* or *whenever* instead of *if* for both the present real conditional and future real conditional.

when clause result clause
When you **take care of** yourself, you **feel** better!

result clause when clause
You'll **impress** other people when you **practice** good listening skills.

when clause result clause
When you **are interested** in other people, they **will probably be** interested in you.

A. Underline the *if* or *when* clause and circle the result clause.

1. People want to be around you when you have good listening skills.
2. If you tell a joke, you could offend someone.
3. When you dress appropriately, people take you seriously.
4. You are more likely to make a good impression if you are confident and prepared.
5. If you don't ask questions, people may not think you're interested in what they're saying.

B. Complete each sentence with the correct form of the verb in parentheses. There may be more than one correct answer.

1. If they offer me the job, I think I will take it. (take)
2. I feel better when I exercise regularly. (feel)
3. If a student pays attention in class, the teacher will have a good first impression of her or him. (have)
4. If you come unprepared, the interviewer might think you are not serious. (come)
5. He probably won't pass if he study. (not, study)

C. Complete each sentence with your own ideas.

1. If I don't get enough sleep, I will sleep in my classes.
2. If you don't prepare for the interview, you couldn't get the job.
3. If you don't pay attention to your friend, they may think you not respect them.
4. If you tell a joke, you could offend smb.
5. If you arrive 15 minutes late to a job interview, you couldn't get the job.

Unit Assignment Write a "how to" paragraph



In this assignment, you are going to organize, develop, and write a "how to" paragraph. As you prepare your paragraph, think about the Unit Question, "How do you make a good first impression?" Refer to the Self-Assessment checklist on page 22. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

PLAN AND WRITE

A. BRAINSTORM Follow these steps to choose a topic and to brainstorm ideas about your topic.

1. Look at the topics and add your own idea. Then choose one of the topics to write about.

How to make a good first impression on:	
a classmate	a college roommate
a teacher	a friend's parents
a new neighbor	your idea: _____

2. Think about your topic and write it below. Brainstorm some things you should do or should not do to make a good first impression. Make a list of do's and don'ts in the T-chart.

My topic: _____

Dos	Don'ts
<ul style="list-style-type: none"> - be positive - smile - be polite - make eye contact - try to remember the names of your new classmates - tell few information about yourself 	<ul style="list-style-type: none"> - be negative - to show off - interrupt speakers - use slang, bad words

- B. PLAN** Write an outline for your paragraph. Look back at the Writing Skill on page 17 to help you.

1. **Topic sentence:** When you come to the new class you have only few seconds to make good first impression.

2. **Subtopics and supporting details:**

A. be positive

1. not to be gloomy

2. try to be quiet

B. to show off

1. don't tell the whole story of your life

2. you shouldn't expose all your abilities

C. be polite

1. don't interrupt your speakers

2. not using slang, bad words and offensive jokes

3. **Concluding sentence:** Move to a new class it's always difficult, but if you'll follow this rules it'll be easier and you find a lot of new friends and interesting people.

C. **WRITE** Use your outline from Activity B to help you write your paragraph in your notebook. Look at the Self-Assessment checklist below to guide your writing.

REVISE AND EDIT

A. **PEER REVIEW** Read a partner's paragraph. Answer the questions and discuss them with your partner.

1. Does the paragraph answer the Unit Question?
2. Is there a clear topic sentence? Is there a concluding sentence? Underline them.
3. Are there enough details to support the topic sentence?
4. Do you think someone would make a good first impression if he or she followed the suggestions in the paragraph?

B. **REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your paragraph.






C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the punctuation correct?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words spelled correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Are all words used in their correct form?
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph include conditionals? Are they used correctly?

Track Your Success

Circle the words you learned in this unit.

Nouns

accomplishment
confidence 
research  **AWL**
slang
standard 
stranger 
weakness 

Verbs

appreciate  **AWL**
consider 
demonstrate  **AWL**
exaggerate 
expect 
impress 
maintain  **AWL**
select  **AWL**

Adjectives

cultural  **AWL**
offensive 
professional  **AWL**
punctual
responsible 

 Oxford 3000™ words

AWL Academic Word List

For more information on the Oxford 3000™ and the AWL, see page xi.

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

READING ● I can identify main ideas and supporting details. (p. 9)

VOCABULARY ● I can use the dictionary to find word forms. (p. 14)

WRITING ● I can organize and develop a paragraph. (pp. 16–17)

GRAMMAR ● I can use real conditionals. (pp. 18–19)

LEARNING OUTCOME ● I can develop a “how to” paragraph that details the steps involved in making a good impression.