

## Background Note

## UNIT OPENER pages 2–3

The large photo on page 2 shows a male speaker at a professional conference who is surrounded by a large group of people standing in a circle around him. The man is holding a microphone and speaking to the audience. The audience is applauding the speaker and smiling.

## Expansion Activity 1

## UNIT QUESTION page 3

1. Introduce the Unit Question: *How do you make a good first impression?* Explain to students that each unit in Q focuses on a Unit Question that they will consider throughout the unit and will address in their Unit Assignment at the end.
2. Point out that answers to this Unit Question can fall into categories: things to wear, things to say, things to do, and possibly “other.”
3. Write each category at the top of one of the columns of a chart on a sheet of poster paper.
4. Give students a moment to think about their responses, and then elicit answers for the question.
5. Make notes of the answers under the correct categories. Post the chart to refer back to later in the unit.

## Background Note

## READING 1 page 5

Small talk is informal conversation for the sake of conversation. It is considered by many experts to be a social skill and is sometimes called “social communication.” It can be a way to open up conversation with a stranger or new acquaintance or even a bonding ritual. Although it may seem insincere or artificial to some, it can make a world of difference in many situations. Small talk may influence a first impression, decision making, or even how relationships develop.

## Multilevel Option 1

## READING 1: SMALL TALK: A BIG DEAL

## B. VOCABULARY page 7

1. Put students in pairs to locate each word in the reading. Then have them match the words with the definitions.
2. Have students repeat the vocabulary words after you. Highlight the syllable in each word that receives primary stress.
3. Ask questions to help students connect with the vocabulary. For example: *When was the last time you talked to a stranger? What have you demonstrated to someone before?*

## MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or ask questions to help them understand the words: *When I appreciate something, I say thank you. What are some things employees do to impress their boss? I like my weight right now—I want to maintain this weight.*

Have higher-level students complete the activity individually and then compare answers with a partner. Assign several words to each pair and tell them to write an additional sample sentence for each one. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the word rather than other grammatical issues.

## Multilevel Option 2

## WRITE WHAT YOU THINK page 10

1. Ask students to read the questions and reflect on their answers.
2. Seat students in small groups and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock.
3. Give students five minutes to discuss the questions. Call time if conversations are winding down. Allow them an extra minute or two if necessary.
4. Call on each group's reporter to share ideas with the class.
5. Have each student choose one of the questions and write five to eight sentences in response.
6. Call on volunteers to share their responses with the class.

## MULTILEVEL OPTION

Allow lower-level students to work with partners to write three sentences in response to the question they choose.

Ask higher-level students to respond to more than one question.

## Background Note

## READING 2 page 12

Today, the majority of job seekers look for jobs on social media. In addition, more and more companies are looking at a job applicant's social media pages before hiring him or her. Therefore, applicants who have accounts on sites like Facebook, Twitter, or Instagram need to be careful about what they post. The information they give employers should match what they post. They also need to make sure what they post is appropriate for professional settings.

# Reading Teachers Edition 2 Unit 3

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