

1



PSYCHOLOGY

NOTE-TAKING: using notes to summarize a lecture

LISTENING: making inferences

VOCABULARY: suffixes

GRAMMAR: auxiliary verbs *do, be, have*


PRONUNCIATION: contractions with auxiliary verbs

SPEAKING: taking conversational turns

GLOBAL SKILLS

CRITICAL THINKING: comparing and contrasting

EMOTIONAL SELF-REGULATION: understanding personal bias



UNIT OBJECTIVE → Gather information and ideas to have a conversation about first impressions.

Unit Question

Are first impressions accurate?

A Discuss these questions with your classmates.

1. Look at the photo. What do you think of these people from looking at their facial expressions and body language? Do you think your first impression is accurate? Why or why not?
2. What do you notice when you meet someone for the first time?
3. How important do you think first impressions are? Why?



1.01

B Listen to *The Q Classroom* online. Then answer these questions.

1. What accurate first impression did Yuna have?
2. What do Marcus and Sophy say are ways that people can form incorrect first impressions?
3. Do you agree with Felix's statement? Why or why not?

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Unit 1 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.



Listening

NOTE-TAKING SKILL USING NOTES TO SUMMARIZE A LECTURE

A good way to remember a lecture is to put the key ideas into your own words. This will also help you confirm that you understood all the information and that your notes are complete.

As soon as possible after a lecture, put the key, or most important, ideas into your own words, and say them out loud. Putting the key ideas in your own words and saying them out loud will help you remember the lecture, confirm that you understood, and clarify the ideas.

Imagine your friend had to miss class because he was sick. The next day, he asks you to tell him about the lecture. What would you tell him?

You would probably give him the following information:

- the topic of the lecture
- the main ideas
- a few important points and examples

This is the information that you use when you summarize. A summary is a shorter version of the information that includes all the main ideas but only a few details.

Here are some phrases that are used as signposts.

The professor talked about ...	Then he discussed ...
She explained ...	He gave us the example of ...
She told us ...	After that, he wrapped up with ...



1.02

A DISCUSS Listen to an excerpt from a lecture on first impressions. Then discuss the questions with a partner.

1. What is the topic?
2. What two main points does the speaker make?
3. What is one detail that illustrates each main point?

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Unit 1 Listening

Note-taking Skill Video
Note-taking Skill

B SUMMARIZE With a partner, take turns summarizing the lecture excerpt.

LISTENING 1

Faces and First Impressions

OBJECTIVE →

You are going to listen to a lecture about first impressions. Use the listening to gather information and ideas for your Unit Assignment.



PREVIEW THE LISTENING

A VOCABULARY Here are some words and phrases from Listening 1. Read the definitions. Then complete each sentence with the correct word or phrase.

aspect (n.) **OPAL** a particular part or feature of something

assume (v.) **OPAL** to think or accept that something is true but without having proof of it

encounter (n.) **OPAL** a meeting, especially one that is sudden or unexpected

familiar (adj.) **OPAL** known to you

form a first impression (v. phr.) **OPAL** to make a decision about someone when we first meet them

judge (v.) **OPAL** to form an opinion about someone or something

preference (n.) **OPAL** a greater interest in or desire for one thing over another

tend to (v. phr.) **OPAL** to be likely to do something

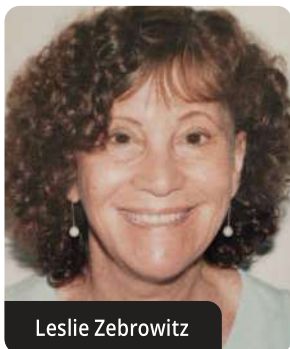
trait (n.) a particular quality in your personality

trust (v.) **OPAL** to believe that you can rely on someone or that someone will not harm you

1. It is a good idea to _____ people by how they treat others, not by how they look or what they are wearing.
2. I _____ my close friends and family. I know they will do the right thing.
3. Leen said she wasn't feeling well, so I _____ she's not going to class today.
4. That new student seems _____. I think I've met him before.
5. The _____ of my city that I like most is its public transportation system because it is fast and it takes me everywhere.
6. It only takes a few minutes to form a first _____ of someone you meet for the first time.
7. Small children _____ to be shy with people they don't know. They're often quiet when they first meet people.
8. Most of my good friends have one personality _____ in common – they are all very funny.
9. Although he has a car, Mohammed's _____ is to cycle to school.
10. My first _____ with my new neighbors was very pleasant. We talked about the things we all enjoy.

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Unit 1 Vocabulary
Practice 1
Pronunciation 1



Leslie Zebrowitz

GLOSSARY

associate (v.)
to connect something in your mind with something else

competent (adj.)
able to do something well

mistakenly (adv.)
in a way that is wrong because it is based on a wrong opinion or bad judgment

symmetry (n.)
the quality of having parts that match each other, usually in an attractive way



1.03

B PREVIEW You are going to listen to a lecture about the work of psychologist Leslie Zebrowitz, who studied the ways in which faces affect first impressions. Check (✓) the statement about first impressions you think is true.

- ☐ Just by looking at a person's face, you can get a good idea of what that person is really like.
- ☐ A person's face can tell you very little about what a person is like.

WORK WITH THE LISTENING

A LISTEN AND TAKE NOTES Before you listen to the lecture about first impressions, look at the notes that summarize the main points. As you listen, complete the topic and important details.

Topic: Faces and how we use them to _____

Main idea: We use _____ to form first impressions, but these are often _____ impressions.

Four aspects we use to form first impressions:

1. Babyfacedness

Babyfacedness means person looks like _____

Positive example: We think person is _____ and loving

Negative example: We judge person to be _____, not competent

2. Familiarity

We often prefer _____ faces.

Positive example: Person looks like _____, so we think they are kind

Negative example: Person looks like mean neighbor, so it takes longer to _____

Can keep us from forming positive relationships with different people

3. Fitness

Fitness means _____

We assume attractive people are healthy, successful, _____, friendly

4. Emotional resemblance

Features look like an emotion

Negative examples:

We judge low eyebrows to mean person is _____

We assume person with higher eyebrows is _____

Positive example: Person with mouth turned up seems _____

B SUMMARIZE Work with a partner. Take turns using your notes to summarize the lecture.



1.03

C IDENTIFY Listen to the lecture again. Circle the answer that best completes each statement.

1. When someone has a round face and a small nose, we often ____.
 - a. are afraid of them
 - b. want to protect them
 - c. think they are successful
2. If someone looks like a person we like, we tend to think ____.
 - a. they are intelligent
 - b. they have positive traits
 - c. they have negative traits
3. We often think attractive people are ____.
 - a. intelligent and friendly
 - b. unhealthy and not smart
 - c. mean and not competent
4. We read high eyebrows as ____.
 - a. anger
 - b. surprise
 - c. happiness
5. To make a good impression, ____.
 - a. judge people quickly
 - b. move your eyebrows
 - c. show interest in people

D CATEGORIZE Read the statements. Circle *T* (true) or *F* (false). Then correct the false statements.

1. **T / F** First impressions affect how much we respect people.
First impressions affect how much we trust people.
2. **T / F** When people look like babies, we think they are competent.

3. **T / F** We prefer familiar faces, especially if they look similar to someone we like.

4. **T / F** We have negative feelings about people who are attractive.

5. **T / F** We avoid people with lower eyebrows.

6. **T / F** People will never change their first impressions of you.

GLOBAL SKILLS**INTERCULTURAL
COMPETENCE**

People from other cultures may use different criteria when forming first impressions. Do you think people in your culture use facial features to form first impressions in the same way that Americans do?

iQ Online**Unit 1 Listening**

Listening
Comprehension

E INTERPRET Check (✓) the statements you think the lecturer agrees with. Discuss your answers with a partner. Support your arguments with information from the lecture.

- ☐ The information we get from faces isn't as important as we think it is.
- ☐ First impressions from faces are rarely accurate.
- ☐ People can't do much to change the impression they make.

F DISCUSS Read the text below. Discuss the questions with a partner.

On my first day of college, I was moving into my dorm room when my roommate, Carly, came in. She had already moved in and taken the bed by the window. Her stuff was everywhere. Her parents were with her. They introduced themselves. Her mom looks like my aunt, and I could tell she was just as nice, but Carly was quiet and had a frown on her face, with her eyebrows pulled down. I didn't say much either because I thought she didn't like me. She threw her bag on her bed, and they all left. I was a little upset. I thought Carly was rude and mean. I was mad that she didn't even give me a chance.

An hour or so later, Carly came back to the room. She apologized for her rudeness. She and her parents had just had a delayed flight, and she left her phone on the plane. She described their trip in a very funny way, and we both laughed. After that, she became one of my best friends. She's the perfect roommate.

1. How accurate was the writer's first impression of her roommate?
2. How does this story illustrate the points the speaker made in her lecture?

**SAY WHAT YOU THINK**


G DISCUSS Discuss these questions in a small group or with your partner.

1. In this lecture, the speaker says we often judge a person by how they look. From your personal experience, do you agree or disagree? Give examples.
2. Have you ever formed a first impression based on someone's face and later changed your mind? What was your first impression? What made you change your mind?

LISTENING SKILL MAKING INFERENCES


When you **make inferences**, you use information that you already know to draw conclusions about information that the speaker doesn't state directly. Making inferences while listening can help deepen your understanding of what you hear.

Listen to a student talking about meeting his professor for the first time.

- 1.04  When I first met my professor, he shook my hand firmly and then asked me questions about myself. He was very polite. He also was relaxed and seemed interested in what I was saying.


Even though the student does not state directly that his first impression of his professor was positive, you can infer, or conclude, that it was from the information he does state directly.

- He shook my hand firmly.
- He was very polite.
- He was relaxed and seemed interested.

- 1.05  **A INTERPRET** Listen to a speaker talk about a first impression. Take notes as you listen. Then answer the questions.

1. Do you think it was a positive or negative first impression? Why? What information from your notes helped you answer?
2. Do you think the speaker likes Ji-Ho? Why? What information from your notes helped you answer?

- B DISCUSS** Work with a partner. Compare your answers.

- 1.06  **C EVALUATE** Listen to the speaker's opinion of Ji-Ho. Take notes as you listen. Compare what the speaker says about Ji-Ho with your answers in Activity A.

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Unit 1 Listening
Listening Skill Video
Listening Skill

- D CREATE** Work with a partner. Tell a story about meeting someone for the first time. Describe what she or he did and a few things you noticed. Don't say how you felt about the person. Ask your partner to infer whether your impression was positive or negative.



LISTENING 2

Book Review of *Blink* by Malcolm Gladwell

OBJECTIVE →

You are going to listen to an excerpt from a radio show in which a critic reviews a book. The book discusses the types of decisions people make as a result of first impressions. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

TIP FOR SUCCESS

Learning prefixes can help you build your vocabulary. Common adjective prefixes include *in-*, *un-*, *im-*, *mis-*, *dis-*, *non-* and *anti-*. They all have a negative meaning.

A VOCABULARY Here are some words and phrases from Listening 2. Read the sentences. Then match each underlined word or phrase with its definition.

conscious (adj.) 🔑	reliable (adj.) 🔑 OPAL
effective (adj.) 🔑 OPAL	select (v.) 🔑 OPAL
entire (adj.) 🔑	snap judgment (n. phr.) 🔑 OPAL
fake (n.)	suspicious (adj.) 🔑
instinct (n.)	unconsciously (adv.) 🔑

- that you can trust; dependable
- producing the result that you want; successful, useful
- feeling that something is wrong or dishonest; distrustful
- to choose from a number of similar things or people
- including every part, everyone, or everything; whole
- a quick conclusion made without much thought
- done without awareness or intention
- a natural force that causes people to behave or feel a certain way without thinking about it
- something that seems to be real but is not
- noticing or aware

- ___ I finished the entire book in one night. It was so interesting I had to read it all.
- ___ Watching a video is an effective way to study someone's behavior. You can learn a lot from the way people move their hands.
- ___ The watch was a fake. It was not worth a lot of money.
- ___ Shota's car isn't reliable. There is always something wrong with it.
- ___ Michelle often makes snap judgments when she chooses something to buy. She doesn't like to waste time.
- ___ Nari was so focused on listening to the news this morning that she unconsciously poured coffee on her bread instead of in her cup.
- ___ My parents were suspicious when I told them the teacher did not give any grades for our assignment.



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Unit 1 Vocabulary
Practice 2
Pronunciation 2

8. ____ When you meet new people, you should trust your instincts. Your first reaction is often correct.
9. ____ The teachers couldn't select anyone to receive the award. There are too many good students.
10. ____ I make a conscious effort to stay in regular contact with all my friends. I make time to call and email them often.

B PREVIEW You are going to listen to a critique of a book that discusses quick decisions. Check (✓) which things, if any, you could make a quick decision about.

- | | |
|---|---|
| <input type="checkbox"/> which book to read | <input type="checkbox"/> which pair of shoes to buy |
| <input type="checkbox"/> which video to watch | <input type="checkbox"/> where to go on vacation |
| <input type="checkbox"/> which car to buy | <input type="checkbox"/> which restaurant to go to |

WORK WITH THE LISTENING

GLOSSARY

accurate (*adj.*)
careful and exact;
without mistakes

artifact (*n.*)
a historical or
cultural object that
was made by a
person



1.07

A LISTEN AND TAKE NOTES Listen to the book review of *Blink* by Malcolm Gladwell. First, look at the summarizing notes. As you listen, take notes on the main ideas, examples, and other details. After the listening is over, go back and add to or edit your notes for clarity.

Topic: Malcolm Gladwell's *Blink*

Main idea: Gladwell thinks first impressions are usually _____.

Example: Two ways we make decisions:

1. _____ with our conscious minds

2. quickly, or _____

Research on accurate first impressions

Students watched videos of _____,
could tell how _____ they would be

People could look at _____ and learn about _____

Examples of decision-making

Conscious, careful decision-making works
for _____

Snap judgments are best for difficult situations
such as _____



Malcolm Gladwell

B SUMMARIZE With a partner, take turns summarizing the review from your notes.

C IDENTIFY Complete the chart. Use your notes from Activity A. Compare charts with a partner.

Main Ideas	Examples or Details
First impressions are _____.	
Unconscious decisions are _____.	
Conscious decisions are _____.	



1.07

D IDENTIFY Listen again. Match each detail with an example given in the book review. Then put the details in the order you heard them.

Examples

- a. buying something for the kitchen
- b. looking at a bedroom
- c. selecting a soccer player
- d. watching a video
- ~~e. writing down the first word that comes to mind~~

Details

- ___ judging a teacher's effectiveness
- e recognizing a fake artifact
- ___ describing someone's character
- ___ an easy decision
- ___ a difficult decision with a lot of information

Order you heard in the report

- ___
- 1
- ___
- ___
- ___

E INTERPRET Read each situation. Based on the book review, do you think you should use your instincts and make a snap judgment (unconscious), or make a careful list of good and bad points (conscious)? Write *U* or *C*. Explain your reasons to a partner.

- | | |
|-----------------------------------|--|
| 1. ___ buying a coffee maker | 6. ___ buying a suit for a job interview |
| 2. ___ choosing a study partner | 7. ___ choosing a restaurant for lunch |
| 3. ___ buying a car | 8. ___ choosing seeds for your garden |
| 4. ___ choosing a seat on a train | 9. ___ asking someone on the street for help |
| 5. ___ choosing a career | |



GLOBAL SKILLS CRITICAL THINKING STRATEGY

Comparing and contrasting

To **compare** means “to find ways that things are the same.” To **contrast** means “to find ways that things are different.” Comparing and contrasting helps you deepen your understanding of the things you are investigating.

To compare, ask yourself, *How are these things the same?* To contrast, ask yourself, *How are these things different?* Thinking this way can help you make connections between the things you are comparing and contrasting.

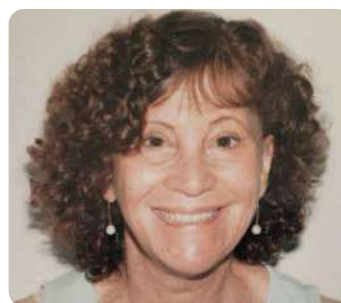
- F ANALYZE** Read two researchers' ideas about first impressions. With a partner, compare and contrast these ideas with the information from *Blink*.

Nalini Ambady of Tufts University researched how well students could make judgments about instructors from a short video. According to Ambady, when people think more before making a decision, the decisions tend not to be as good as when they make them unconsciously.

Frank Bernieri of Oregon State University says that research suggests that people who are more confident about their judgments of people are actually less accurate. He advises people to try to convince themselves of the opposite point of view. For example, if you assume someone is rude and unkind, you should try to see his or her behavior in a completely different way.

- G ANALYZE** Complete the chart with ideas that compare and contrast Malcolm Gladwell's ideas with the ideas of psychologist Leslie Zebrowitz in Listening 1. Add at least two details to each side of the chart.

Compare	Contrast



SAY WHAT YOU THINK

- H DISCUSS** Discuss this question in a small group or with your partner.

Malcolm Gladwell thinks first impressions can be helpful when we are dealing with many pieces of information at once. Do you agree or disagree? Explain with examples from your life.

VIDEO

Shake My Beauty

VIDEO GLOSSARY

makeup (n.)

colored powder or cream used on the skin to make you look more attractive or to change your appearance

foundation (n.)

a skin-colored cream used on the face under other makeup

overwhelmed (adj.)

feeling a strong emotion that you don't know how to react to

gross (adj.)

very unpleasant or ugly

spotchy (adj.)

having large marks or spots

imperfection (n.)

something that is considered not perfect



A PREVIEW How can the way you look affect how you feel?



B INTERPRET Watch the unit video and choose the correct answers.

- What change has Hayley made regarding her appearance?
 - She lost weight.
 - She got a new hair color.
 - She stopped wearing makeup.
- Why did Hayley wear foundation?
 - She had acne.
 - She had dark spots.
 - She wanted darker skin.
- How did Hayley use to feel about her appearance?
 - angry
 - confident
 - overwhelmed
- How does she feel now?
 - comfortable
 - embarrassed
 - uninterested
- What kind of comments did Hayley get on social media after the change?
 - neutral
 - negative
 - positive

Resources

Unit 1

Unit Video

C LISTEN AND TAKE NOTES Watch the video again. Take notes in the chart.

Inference	Supporting details
Hayley didn't like how she looked with acne.	
She thought people judged her based on her looks.	
Hayley feels more confident now.	
Hayley likes to help others.	



SAY WHAT YOU THINK

D DISCUSS Discuss these questions in a small group or with your partner.

1. In what other ways does appearance affect first impressions?
2. How can people overcome potentially negative aspects of their appearance?
3. Have you ever made a major change to your appearance? What was it and how did people react?



VOCABULARY SKILL SUFFIXES

Use **suffixes** and other word endings to help you recognize parts of speech. Recognizing the part of speech will help you guess the meaning of an unfamiliar word. It will also help you expand your vocabulary as you notice other parts of speech in the same word family.

Common noun suffixes: -acy, -er / -or, -ment, -ness, -tion / -sion, -ence / -ance

☐ accur**acy**, research**er**, invent**or**, judg**ment**, friendl**iness**, impress**ion**, prefer**ence**

Common verb suffixes: -ate, -en, -ize, -ify / -fy

☐ associ**ate**, streng**then**, energ**ize**, ident**ify**

Common adjective suffixes: -able, -al, -ful, -ive, -ous, -ic

☐ depend**able**, tradition**al**, care**ful**, effect**ive**, suspici**ous**, artist**ic**

Common adverb suffixes: -ly, -ally

☐ common**ly**, instinctu**ally**

A IDENTIFY Look at the new words. For each word, write the suffix, the part of speech, and the base word from which the new word is formed.

New word	Suffix	Part of speech	Base word
1. accuracy	-acy	noun	accurate
2. assumption	_____	_____	_____
3. consciously	_____	_____	_____
4. reliable	_____	_____	_____
5. effectively	_____	_____	_____
6. selection	_____	_____	_____
7. concentration	_____	_____	_____

B DISCUSS Work with a partner. Discuss the meanings of the new words from Activity A. Then use a dictionary to check the definitions of any words you are not sure of.

C APPLY Complete each sentence with the correct word from Activity A.

- Solving math problems often requires a lot of _____. I have to think carefully about each problem.
- _____ is really important in grammar, so you should try not to make mistakes.
- If an advertisement is _____ designed, sales of the product will increase.
- Omar is very _____. He always arrives on time for everything.
- I have to make decisions very _____ when I go shopping. If I don't, I buy things I really don't need without even realizing it.
- All the food looked delicious. I had a difficult time making a _____.
- We often make an _____ about someone because of the way they look. Then we sometimes discover that our first impression was incorrect.

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Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill





Speaking

OBJECTIVE →

At the end of this unit, you are going to discuss first impressions with a partner. As you speak, you will need to take conversational turns.

GRAMMAR AUXILIARY VERBS *DO, BE, HAVE*

The **auxiliary verbs** *do, be, and have* are used to make questions and negative statements.

Use *do* with the simple present and simple past.

Simple present

- Does he like kimchi?
- He **doesn't** like kimchi.

Simple past

- Did they bring their books?
- They **didn't** bring their books.

Use *be* with the present and past continuous.

Present continuous

- Are you reading?
- We **aren't** reading now.

Past continuous

- Was Mr. Kaplan teaching here last year?
- He **wasn't** teaching here last year.

Use *have* with the present perfect.

Present perfect

- Has she left yet?
- Alma **hasn't** left yet.

A COMPOSE Rewrite the sentences as negative statements. Use the correct form of *do, be, or have* as the auxiliary verb.

1. I have to concentrate very hard when I'm driving.

2. Sabrina thinks first impressions about teachers are usually accurate.

3. Do-Yun assumed the ad was true.

4. Dr. Zebrowitz is giving a presentation about faces.

5. I've formed a positive impression of that company.

6. They were wearing suits to the job interview.

B COMPOSE Rewrite the sentences as questions. Use the correct form of *do*, *be*, or *have* as the auxiliary verb.

1. You like talking to new people on the phone.
2. You have made incorrect assumptions because of how someone looked.
3. Hector made lots of friends at school.
4. They were able to assess the situation quickly.
5. Akiko has created an effective message about the product.
6. Sandy is reading Malcolm Gladwell's book.

iQ Online

Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2

C EXTEND Work with a partner. Take turns asking and answering the questions from Activity B. You may have to change the subject to *you*. Use auxiliary verbs in your short answers.

A: *Do you like talking to new people on the phone?*


B: *Yes, I do. / No, I don't.*

PRONUNCIATION CONTRACTIONS WITH AUXILIARY VERBS

Auxiliary verbs are usually unstressed and can be shortened as part of a **contraction**. Most contractions can be used in speech and informal writing, but some are only used in speech.


Listen to these examples of contractions.

Contractions used in speech or writing

-  1.08
- She's eating now. (She is eating now.)
 - They're watching TV. (They are watching TV.)
 - Lisa's already left. (Lisa has already left.)
 - We've finished our work. (We have finished our work.)

Contractions used only in speech

- What's it cost? (What does it cost?)
- Where'd you go? (Where did you go?)
- Why'd he arrive so late? (Why did he arrive so late?)

 1.09 **A APPLY** Listen to these sentences with contractions. Write the full form of the auxiliary verb.

1. Who _____ your favorite author?
2. Where _____ you go on your last vacation?
3. Mary _____ going to the store.
4. We _____ usually eaten by six o'clock.
5. What _____ you do after class yesterday?
6. The girls _____ been here before.

iQ Online

Unit 1 Speaking
Pronunciation Practice

B RESTATE Work with a partner. Take turns saying the sentences from Activity A. Use the full form of the auxiliary verbs. Then practice saying them with contractions.

SPEAKING SKILL TAKING CONVERSATIONAL TURNS

When you are speaking with someone, it is polite to take turns talking. Taking turns keeps the conversation going and shows that you are interested in what the other person is saying.

If the other person asks you a question, answer it, and add some new information. If possible, ask a question of your own. Here are some questions you can use:



1.10

What do you think?

How about you?

Do you agree?

You know?

Right?

OK?

A APPLY Complete the conversation with questions from the Speaking Skill box. Then practice the conversation with a partner.

Talia: Hi. I'm Talia. It's nice to meet you.

Emily: My name's Emily. Nice to meet you, too. Are you a new student?

Talia: No. I've been studying here for two years.

1. _____

Emily: I just started this week, but so far this class is really interesting.

2. _____

Talia: I agree. The teacher's great. The book he's using looks effective, too.

3. _____

Emily: Yeah. He seems to know a lot about this subject.



B DISCUSS Read the questions and take notes to help you answer them. Then have a conversation about each question with a partner. Keep the conversations going for at least three turns each, and signal your partner's turn by using questions from the Speaking Skill box.

1. Who was your most effective teacher when you were a child? What impressed you about him or her?
2. Have you ever formed a bad first impression of someone else? What did you do?

iQ Online

Unit 1 Speaking
Speaking Skill Video
Speaking Skill

Unit Assignment

iQ Online

My Assignments
Alternate Assignment

Q Have a Conversation

OBJECTIVE →

In this assignment, you are going to have a conversation with a partner about first impressions. You are going to gather ideas from your experiences and from this unit and share them with your partner. You can use the unit activities and iQ Online to prepare and plan the Unit Assignment.

CONSIDER THE IDEAS

A SYNTHESIZE Think about the Unit Question “Are first impressions accurate?” Organize the ideas you learned from the listenings and video activities. Use the questions below to guide you.

- How does personal appearance, including faces and clothing, affect how first impressions are formed?
- What other factors influence first impressions?
- When forming impressions of others, how much should people rely on conscious vs. unconscious decision-making?
- What should people be careful about when they form first impressions of others?
- What are some ways people can control the impressions they make?



- B EVALUATE** Check (✓) whether you think each item is very important, important, or not important. Then compare and discuss your answers with a partner.

	Very important	Important	Not important
facial features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hairstyles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attitude to money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your own ideas:			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

iQ Online

Unit 1 Global Skills
Emotional
Self-Regulation

GLOBAL SKILLS EMOTIONAL SELF-REGULATION

Understanding personal bias

Personal biases are mistakes of judgment that we can all make – often without realizing – when we meet others for the first time. These biases can lead us to form the wrong impressions about people, which can have serious consequences both for us and for them. There are many different types of personal bias, and we cannot avoid them completely, but we can become more aware of them. This can help us reflect on our judgments, consider what evidence we have to support them, and check that we are treating people fairly. Find out more about this in iQ Online

- C SPEAKING MODEL** Find a model for this Unit Assignment in iQ Online.

PREPARE AND SPEAK

A GATHER IDEAS Complete these steps.

1. Think about a time when your first impression of someone was incorrect.
2. Brainstorm as much as you can remember about the situation.
3. Write what you thought about the person when you first met and how your ideas about the person changed.

B ORGANIZE IDEAS Use your ideas from Activity A to help you complete the steps below. Do not write full sentences. Just write notes to help you remember your answers.

1. Take notes to summarize your ideas.
2. Plan what you will say. Prepare responses to possible questions.
3. Practice describing your first impression and how it changed.

SPEAKING TASK →

C SPEAK Tell a partner about your first impression of the person you chose. Use Activity B as a guide. Consider the points below.

- Review the Speaking Skill on page 19.
- Take turns describing your first impressions with your partner.
- Look at the Self-Assessment checklist before you begin.

Resources

Unit 1
Peer Review Worksheet

CHECK AND REFLECT

A CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
I was able to speak easily about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
My partner understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
I used the auxiliary verbs <i>do</i> , <i>be</i> , and <i>have</i> .	<input type="checkbox"/>	<input type="checkbox"/>
My partner and I took turns while speaking.	<input type="checkbox"/>	<input type="checkbox"/>
I used contractions with auxiliary verbs.	<input type="checkbox"/>	<input type="checkbox"/>

B REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question "Are first impressions accurate?"
Is your answer different now than when you started this unit?
If yes, how is it different? Why?

iQ Online

Unit 1 Quiz

TRACK YOUR SUCCESS

Resources

Unit 1 Vocabulary List

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

NOTE-TAKING

☐ I can use my notes to summarize a lecture. (p. 4)

LISTENING

☐ I can make inferences. (p. 9)

VOCABULARY

☐ I can use suffixes. (p. 15)

GRAMMAR

☐ I can use the auxiliary verbs *do*, *be*, and *have*. (p. 17)

PRONUNCIATION

☐ I can use contractions with auxiliary verbs. (p. 18)

SPEAKING

☐ I can take conversational turns. (p. 19)

GLOBAL SKILLS

☐ Critical Thinking: I can compare and contrast. (p. 13)

☐ Emotional Self-Regulation: I can understand personal biases. (p. 21)

OBJECTIVE →

☐ I can gather information and ideas to have a conversation about first impressions.

