



Sociology

NOTE-TAKING using notes to summarize a lecture

LISTENING making inferences

CRITICAL THINKING comparing and contrasting

VOCABULARY suffixes

GRAMMAR auxiliary verbs *do, be, have*

PRONUNCIATION contractions with auxiliary verbs

SPEAKING taking conversational turns



UNIT QUESTION

Are first impressions accurate?

A. Discuss these questions with your classmates.

1. What do you notice when you meet someone for the first time?
2. How important do you think first impressions are? Why?
3. Look at the photo. What do you think of this person from just looking at her? Do you think your first impression is accurate? Why or why not?



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 give incorrect first impressions?
3. Do you agree with Felix's statement? Why or why not?

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. *Practice* > *Unit 1* > *Activity 1*

UNIT OBJECTIVE

Listen to a lecture and an excerpt from a radio show and gather information and ideas to give a short talk about an accurate first impression.

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 to a study partner or to yourself. Saying them out loud will help you clarify the ideas and remember them better.

Imagine this situation: Your friend had to miss class because he was ill. 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 same information that you use when you summarize. A **summary** is a shorter version of the information that includes all of the main ideas, but only a few details.

Here are some phrases that are used as signposts.

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



A. IDENTIFY 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?

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

iQ PRACTICE Go online for more practice using notes to summarize a lecture.
Practice > *Unit 1* > *Activity 2*

LISTENING

LISTENING 1 The Psychology of First Impressions

OBJECTIVE ▶

You are going to listen to a lecture about first impressions. As you listen to the lecture, gather information and ideas about first impressions.



PREVIEW THE LISTENING

TIP FOR SUCCESS

Presentations and talks often begin with a short story or anecdote. The story is usually an example of the topic the speaker is going to talk about.

A. **PREVIEW** A psychologist will explain how first impressions affect our opinion of a new person. Check (✓) the statement about first impressions you think is true.

- First impressions give us a good idea of what a person is really like.
- We often make errors because of first impressions.

B. **VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

ACADEMIC LANGUAGE

Positive and *negative* are among the 600 most common spoken academic words, but *positive* is used more frequently than *negative*.

assume (v.) OPAL

behavior (n.) OPAL

briefly (adv.) OPAL

encounter (n.) OPAL

error (n.) OPAL

form an impression (v. phr.)

negative (adj.) OPAL

positive (adj.) OPAL

sample (n.) OPAL

trait (n.)

OPAL
Oxford Phrasal Academic Lexicon


Oxford 3000™ words

OPAL Oxford Phrasal Academic Lexicon

iQ PRACTICE Go online to listen and practice your pronunciation.

Practice ▶ Unit 1 ▶ Activity 3

WORK WITH THE LISTENING

-  **A. LISTEN AND TAKE NOTES** Listen to the lecture about first impressions. Before you listen, look at the outline below. As you listen, add the topic and important details.

iQ RESOURCES Go online to download extra vocabulary support.

Resources > *Extra Vocabulary* > *Unit 1*

Topic: _____

Example: Waiting in line at a coffee shop

Main idea: Impressions of others

Detail(s)

First mistake: _____

Second mistake: _____


Main idea: When we view our own behavior

Detail: It's not our personality; it's the _____.

- B. RESTATE** Work with a partner. Take turns using your notes to summarize the lecture.

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

- F First impressions tell ^{only part of} the whole story.
- ___ If a person is happy when we meet her, we will often think she is happy all the time.
- ___ Our first impressions give us an accurate picture of the whole person.
- ___ We judge other people's behavior differently from our own.

-  **D. IDENTIFY** Read the statements. Then listen again. Circle the answer or answers that best complete each statement.

- People _____ what they see in a first encounter.
 - often make mistakes about
 - make sense of information from
 - form very accurate impressions from

2. People assume that their first impressions tell them about _____ person.
 - a. a sample of a
 - b. most of a
 - c. the whole
3. If we think a person is happy when we first meet her, we will think she is also _____.
 - a. friendly
 - b. boring
 - c. kind
4. If someone else does something negative, we think _____.
 - a. it is because of his personality
 - b. he is a bad person
 - c. it is because of how he felt that day
5. If we do something negative, we think it is because of _____.
 - a. our personality
 - b. the situation
 - c. someone else

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

1. If a stranger behaves rudely, you may assume he isn't intelligent.
2. First impressions are rarely accurate.
3. People make more excuses for their own bad behavior.
4. An example of behavior can tell us a lot about someone's personality.



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, Renee, came in. She had already moved in and taken the bed by the window. Her stuff was everywhere. Her parents were with her. They were very nice and introduced themselves, but Renee was quiet and didn't really look at me. 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 very upset. I thought Renee was rude and mean. I was mad that she didn't even give me a chance.

An hour or so later, Renee came back to the room. She apologized for her rudeness. She had just had a bad argument with her parents and was upset with them. She described their fight 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?

TIP FOR SUCCESS

Pay attention to articles. They come before nouns and help you identify parts of speech.

G. VOCABULARY Use the new vocabulary from Listening 1. Complete each sentence with the correct word or phrase.

assume (v.)	error (n.)	positive (adj.)
behavior (n.)	form an impression (v. phr.)	sample (n.)
briefly (adv.)	negative (adj.)	trait (n.)
encounter (n.)		

1. I took a(n) _____ of the carpet home to see whether I liked the color in my living room.
2. Alberto made several _____ on his math test because he didn't study hard enough.
3. Luisa said she wasn't feeling well, so I _____ she's not going out tonight.
4. The teacher went over yesterday's assignment very _____. We only spent about fifteen minutes on it, so I still have some questions.
5. When I meet new people, I watch their _____ closely to see what they are like.
6. It only takes a few minutes to _____ of someone you meet for the first time.
7. One _____ thing about moving to a new place is leaving your friends and family behind.
8. Most of my good friends have one personality _____ in common—they are all very funny.



9. Do you usually have a(n) _____ feeling about people when you meet them for the first time? I do because I think most people are good.
10. My first _____ with my new neighbors was very unpleasant. We argued about the amount of noise they were making.

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 1 > Activity 4

iQ PRACTICE Go online for additional listening and comprehension.
Practice > Unit 1 > Activity 5



SAY WHAT YOU THINK

DISCUSS Discuss the questions in a group.

1. In this lecture, the speaker says we often think that the way a person behaves when we first meet him is the way he behaves all the time. From your personal experience, do you agree or disagree? Give examples.
2. Have you ever formed a first impression of someone that was wrong? Explain.

LISTENING SKILL Making inferences

Making inferences means to draw conclusions about information that is not stated directly by using information that you already know or that is stated 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.




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 he did from the information he does state directly.


- He shook my hand firmly.
- He asked questions.
- He was relaxed and seemed interested.

iQ RESOURCES Go online to watch the Listening Skill Video.
Resources > Video > Unit 1 > Listening Skill Video

 **A. EXPLAIN** Listen to a student 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 Lee? Why? What information from your notes helped you answer?

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

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

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.

iQ PRACTICE Go online for more practice making inferences.
Practice > Unit 1 > Activity 6



LISTENING 2 A Review of Books about First Impressions

OBJECTIVE ▶


You are going to listen to an excerpt of a radio program with someone who reviews books. She and the host talk about two books that deal with first impressions and quick thinking. As you listen, gather information and ideas about the accuracy of first impressions.





PREVIEW THE LISTENING





- A. **PREVIEW** Look at the black lines at the left. Which one is longer? How do you know?
- B. **VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.


assess (v.)  OPAL


association (n.)  OPAL


concentrate (v.)  OPAL


conscious (adj.)  OPAL

effective (adj.)  OPAL


expert (n.)  OPAL

familiar (adj.)  OPAL

observation (n.)  OPAL

reaction (n.)  OPAL

reliable (adj.)  OPAL

 Oxford 3000™ words

 OPAL Oxford Phrasal Academic Lexicon

iQ PRACTICE Go online to listen and practice your pronunciation.

Practice > Unit 1 > Activity 8

WORK WITH THE LISTENING



A. LISTEN AND TAKE NOTES Listen to the book discussion. Before you listen, look at the partial outline below. 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.

iQ RESOURCES Go online to download extra vocabulary support.

Resources > *Extra Vocabulary* > *Unit 1*

Topic: Books on first impressions

Main Idea: Both writers think first impressions can be _____,
but there are some _____.

Malcolm Gladwell wrote _____.

We use _____ of a thin slice of behavior to make _____
of people. Instinctive reaction is often _____.

Example: Students are accurate in judging how _____ their _____ are.

Daniel Kahneman wrote _____.

Two systems:

System 1: _____, always _____, without conscious thought

Example 1: _____

Example 2: _____

System 2: slow, use when we _____, need to _____

System 1 forms _____ but System 2 helps with _____.

Problems with _____:

What you see is _____.

Trust something that is _____.

Trust a message that is _____.

Experts: usually have _____ hours of practice, often able to

B. RESTATE With a partner, take turns summarizing the discussion from your notes.



Malcolm Gladwell



Daniel Kahneman



CRITICAL THINKING STRATEGY

Comparing and contrasting


To **compare** means to find ways that things are the same. To **contrast** means to find ways that they 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.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice > Unit 1 > Activity 7*

- C. **ANALYZE** Complete the chart with ideas that compare and contrast Malcolm Gladwell's ideas with Daniel Kahneman's. Add at least two details to each side of the chart.

Compare	Contrast

-  **D. ANALYZE** Complete the chart with information from the listening. Listen again if needed.


	System 1	System 2
Speed		
Example		
Accuracy		
Problems		
What helps it work better		

- E. IDENTIFY** Match the example with the idea it supports.

- | | |
|---|------------------------------------|
| ___ 1. Students' accurate first impressions | a. repetition of a false statement |
| ___ 2. Predicting what will happen | b. slow, gray, old |
| ___ 3. Association of ideas | c. someone who plays chess |
| ___ 4. Trusting the familiar | d. effectiveness of instructors |
| ___ 5. Experts with a lot of practice | e. a person on a ladder |

-  **F. CATEGORIZE** Read the sentences. Then listen again and write *T* (true), *F* (false), or *DS* (doesn't say).

- ___ 1. People use fast thinking more than slow thinking.
- ___ 2. It takes several minutes to form an accurate first impression of an instructor.
- ___ 3. System 1 checks on the accuracy of System 2.
- ___ 4. We trust the color blue more than the color gray in messages.
- ___ 5. Younger people are better at fast thinking than older people.

-  **G. APPLY** Compare answers with a partner. Correct the false statements. If necessary, listen and check your answers.

- H. DISCUSS** Work with a group to discuss the questions.

1. According to Gladwell, our first impressions are often reliable. Do you think this is true? Why or why not?
2. According to Kahneman, we use fast thinking more than slow thinking. When do you use each kind of thinking?
3. Kahneman says we trust people and messages sometimes when we shouldn't. Do you agree that this is a problem? Explain.

- I. **SYNTHESIZE** Read more information below on first impressions from two researchers. With a partner, list and discuss five tips you can give others about making first impressions. Use this information and the information from *Blink*.

Nalini Ambady was a researcher at Tufts University. She did a study on 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 without thinking.

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.

Tips:

1. _____
2. _____
3. _____
4. _____
5. _____



J. VOCABULARY Use the new vocabulary from Listening 2. Read the sentences. Circle the answer that best matches the meaning of each bold word.

1. I make a **conscious** effort to stay in regular contact with all my friends. I make time to call and email them often.
a. accidental b. intentional c. occasional
2. Watching a video is an **effective** way to study someone's behavior. You can learn a lot from the way people move their hands.
a. successful b. interesting c. unusual
3. Marcos is an **expert** at swimming. He has been doing it a long time.
a. beginner b. failure c. skillful person
4. Police officers often have to **assess** a dangerous situation quickly.
a. describe b. change c. judge
5. My car isn't **reliable**. There is always something wrong with it.
a. dependable b. expensive c. comfortable
6. I think I've seen that man before. He looks very **familiar**.
a. attractive b. well known c. happy
7. After hours of **observation**, the researchers reached three main conclusions about the animal's behavior.
a. listening b. watching c. talking
8. A lot of people make an **association** between being confident and being effective.
a. mental connection b. emotional connection c. physical connection
9. Please don't talk to me while I do this assignment. I can't **concentrate**.
a. hear b. speak c. pay attention
10. I thought he might be upset, so his excited **reaction** surprised me.
a. awareness b. response c. presentation

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 1 > Activity 9

WORK WITH THE VIDEO



A. **PREVIEW** Have you ever made a bad impression in an important situation? What happened?

VIDEO VOCABULARY

blow one's chances (*v. phr.*) to waste an opportunity to succeed

outrageous (*adj.*) very strange or unusual

mind-boggling (*adj.*) difficult to imagine, understand, or believe

err (*v.*) to make mistakes

conservative (*adj.*) traditional

air a grievance (*v. phr.*) to tell people that you think something is unfair; to complain



iQ RESOURCES Go online to watch the video about mistakes in job interviews.
[Resources](#) > [Video](#) > [Unit 1](#) > [Unit Video](#)

B. **CATEGORIZE** Watch the video two or three times. Take notes in the first part of the chart.

	Mistakes	Examples
Notes from the video		
My ideas		

C. **EXTEND** What other mistakes do people make in job interviews? Write your ideas in the chart above.



SAY WHAT YOU THINK

SYNTHESIZE Think about the unit video, Listening 1, and Listening 2 as you discuss the questions.

1. In what kinds of situations do you think first impressions are usually accurate?
2. In what ways are job interviews similar to other types of first impressions people make? How are they different?



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, -ence / -ance, -ise*

accuracy, researcher, inventor, amusement, friendliness, attention, confidence

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

stimulate, strengthen, energize, identify

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

dependable, traditional, careful, effective, humorous, artistic

Common adverb suffixes: *-ly, -ally*

particularly, universally

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. expertise	_____	_____	_____
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 _____.
- _____ is really important in grammar, so you should try not to make mistakes.
- We often make _____ about people because of the way they look. Then we sometimes discover that our first impressions were incorrect.
- That professor has written many books and is known for her _____ in social psychology.
- If an advertisement is _____ designed, sales of the product will increase.
- Jay 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.

iQ PRACTICE Go online for more practice with suffixes.
 Practice > Unit 1 > Activity 10



OBJECTIVE ▶

At the end of this unit, you will give a short talk to a partner about a first impression. Make sure to take conversational turns when you talk to your partner.

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 pizza?
- He **doesn't** like pizza.

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. Knight teaching here last year?
- He **wasn't** teaching here last year.

Use *have* with the present perfect.

Present perfect

- Has she left yet?
- Nancy **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. Bill thinks first impressions about teachers are usually accurate.
3. Sara assumed the ad was true.
4. Waleed is nervous about giving his presentation next week.
5. I've formed a positive impression of that company.

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

1. You have made incorrect assumptions because of how someone looked.
2. You like talking to new people on the phone.
3. Hatem made lots of friends at school.
4. The experts were able to assess the situation more quickly.
5. Jamal has created an effective message about the product.

C. **EXTEND** Work with a partner. Take turns asking and answering the questions from Activity B. 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.*

iQ PRACTICE Go online for more practice with auxiliary verbs.

Practice > Unit 1 > Activities 11–12

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

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?)

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 6:00.
5. What _____ you do after class yesterday?
6. The girls _____ been here before.

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.

iQ PRACTICE Go online for more practice with contractions with auxiliary verbs. *Practice > Unit 1 > Activity 13*

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.



What do you think?

How about you?

Do you agree?

You know?

Right?

OK?



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

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

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

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

_____ 1
Alex: I just started this week, but so far this class looks interesting.

_____ 2
Tony: I agree. The teacher's very effective. The book he's using looks good, too.

_____ 3
Alex: Yeah. He seems friendly and interesting.

B. CREATE 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 made a bad first impression on someone else?
What did you do?

iQ PRACTICE Go online for more practice with taking conversational turns.
Practice > Unit 1 > Activity 14

UNIT ASSIGNMENT Give a short talk

OBJECTIVE ▶

In this assignment, you are going to give a talk to a partner about a first impression. As you prepare your talk, think about the Unit Question, “Are first impressions accurate?” Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your talk. Refer to the Self-Assessment checklist on page 24.

CONSIDER THE IDEAS

CATEGORIZE Which items in the chart tell you the most about new people when you are forming a first impression? 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
their level of politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their hairstyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their attitude to money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the way they drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their 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"/>

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. Then write what you thought about the person when you first met and how your first impression was wrong.

B. ORGANIZE IDEAS Use your ideas from Activity A to help you answer these questions. Do not write full sentences. Just write notes to help you remember your answers.

Who was the person? _____

Where, when, and why did you meet? _____

What was your first impression? Why? _____

When did you realize your first impression was wrong? _____

What changed your mind? _____

What do you think about the person now? _____

C. SPEAK Tell your partner about your first impression of the person you chose. Refer to the Self-Assessment checklist below before you begin.

1. Explain why you formed that impression and why you were wrong.
2. You can refer to your notes, but do not read exactly what you wrote.
3. Talk for at least one minute.

iQ PRACTICE Go online for your alternate Unit Assignment.

Practice > Unit 1 > Activity 15

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 auxiliary verbs and contractions.	<input type="checkbox"/>	<input type="checkbox"/>
I took turns when speaking.	<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 PRACTICE Go to the online discussion board to discuss the questions.

Practice > Unit 1 > Activity 16