

VOCABULARY

Adjectives to describe outward appearance

A Which adjectives seem to have a positive meaning, a negative meaning, or both? Write +, -, or +/-.

- ___ a. arrogant ___ d. innocent ___ g. sinister ___ i. sympathetic
- ___ b. dignified ___ e. intense ___ h. smug ___ j. trustworthy
- ___ c. eccentric ___ f. intellectual

B Now match the words with their definitions. Write the correct letter.

- 1. rational and studious ___
- 2. kind and understanding ___
- 3. worthy of respect or honor ___
- 4. reliable ___
- 5. forceful; with strong opinions ___
- 6. proud in an unpleasant way ___
- 7. self-satisfied; pleased with oneself ___
- 8. without blame; childlike and pure ___
- 9. strange or unusual in an amusing way ___
- 10. evil or ominous ___

C Pair work What famous people do you think the adjectives describe?

"To me, Johnny Depp looks intellectual."
"Oh, I don't know. He looks eccentric, in my opinion."

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DISCUSSION

Faces matter



Gisele Bündchen



John Cho

Psychologist Leslie Zebrowitz found that people are usually categorized by their faces. She gave résumés of equally qualified people to groups of business students, with photos attached. It was discovered that the students recommended baby-faced people for jobs that required more sympathetic and submissive people, while people with mature faces were seen as more dignified or intense and were recommended for high-powered jobs, like lawyers. "We found that the more baby-faced people had baby-faced jobs," Zebrowitz said. "People seemed to be chosen for jobs, or to select themselves into jobs, to match their appearance."

Source: "Judging Faces Comes Naturally," by Jules Crittenden, *Boston Herald*



Zoey Deschanel



Elijah Wood

Group work Answer these questions.

1. Which of the people above do you think have "baby faces"? What makes a baby face different from a mature face?
2. In what ways can having a baby face be useful? In what situations is it better to have a mature face?
3. In some countries, job applications sometimes require a recent photo of the candidate. Do you agree with this practice? Why or why not?

7 READING

Changing a negative perception

A Pair work In what ways could someone make a bad first impression? Once a bad impression is made, what can be done to change the negative perception? Discuss with a partner. Then read the article.

OVERCOMING A BAD FIRST IMPRESSION

Have any of these situations happened to you? Forgetting someone's name after you've just met, spilling coffee on your potential boss during an interview, or unintentionally insulting a co-worker on your first day? Ouch! You never have a second chance to make a first impression, so what happens when that first impression is a negative one? Here is how you can recover.

Apologize immediately. As soon as you realize that you may have offended someone, address it. The more time that passes, the more the story can become blown out of proportion. While first impressions stick, so do last impressions. Take control of the situation by making your last impression a positive one.

Avoid over-apologizing. Saying you're sorry is important, but overdoing it can create another uncomfortable situation. Your goal is to acknowledge your mistake and reposition yourself as being responsible and sensitive. If you repeatedly bring up the past, groveling and begging for forgiveness, you're defeating your purpose. It puts the other person in the uncomfortable position of having to constantly reassure you.

Make no assumptions. It's easy to assume that others think the worst of you, but usually what we imagine is far worse than reality. So, don't start out with, "You must think I'm a total idiot." Say something like, "I'm uncomfortable with how I behaved yesterday

because I realized I might have offended you. Did you feel the same way?" The other person may think it was no big deal.

Be sincere. A sincere apology requires three steps. First, don't blame what happened on other people or circumstances. Second, acknowledge how your actions affected the other person -- which means listening without defending yourself. Third, explain what you will



do differently in the future to avoid making the same mistake. Such an apology might sound like, "I want to apologize for what I said yesterday. After speaking with you, I can hear how much my comments offended you and caused embarrassment. I want you to know that in the future I will be more sensitive."

Humor works. A little self-deprecating humor can save you, but make sure it is really only directed at yourself and does not

increase anybody else's level of discomfort. Sometimes humor breaks the tension and provides an opening for you to recover.

Monitor future behavior. Communication has a cumulative effect. Every impression you make builds on the previous one. Overcoming a bad impression requires that all future behavior be consistent with how you want to be perceived. It will take time and trust to change perceptions, but it can be done!

Source: "Overcoming a Bad First Impression," by Susan Fee, www.susanfee.com

B Pair work Read the article again. Then take turns summarizing the advice in your own words.

C Group work Discuss these questions. Then share your answers with the class.

1. How effective do you think the advice in the article would be in changing a bad first impression?
2. How could an incident get blown out of proportion if someone doesn't apologize right away?
3. Do you believe that time and trust can change a negative perception? Explain.

2A Review of verb patterns

Here are some verbs that are used with each pattern.

a. verb + infinitive

afford, fail, hasten, learn, prepare, proceed, seek, strive
I really **strive to wear** the latest styles and trends.

b. verb + object + infinitive

advise, allow, authorize, cause, convince, encourage, instruct, permit, persuade, urge
The salesperson **convinced me to buy** a dress I knew I didn't need.

c. verb + gerund

can't help, can't see, can't stand, enjoy, get through, keep on, (not) mind, miss, postpone, risk
I **can't see paying** high prices for clothes that will be out of style in a year.

d. verb + object + preposition + gerund/noun

blame (for), dissuade (from), forgive (for), interest (in), keep (from), suspect (of), thank (for)
Can I **interest you in going** on a shopping spree with me?

1 Label the words in boldface in the text below with the correct verb pattern above.

A famous saying goes, "Clothes make the man." My mother used to say that to me because I was a sloppy dresser, and she (1) b **urged me to look** my best. She'd coax me to dress better, but nothing could (2) d **keep me from wearing** jeans. At my high school, students never (3) a **failed to wear** jeans to school, and my mother always sighed and tried to (4) d **dissuade me from leaving** the house in my old, torn jeans. On my graduation from high school, my parents gave me my first suit and (5) b **advised me to "dress** for success."

Since then, I've changed quite a bit. I really (6) c **enjoy dressing** fashionably. I can (7) a **afford to wear** stylish slacks and shirts, with well-polished shoes. It's funny, but I (8) c **don't miss wearing** jeans one bit.

2 Complete the sentences by putting the words in parentheses in the correct order and by choosing the correct verb form. Write the letter of the pattern from the grammar box next to each sentence.

- d 1. I forgave my sister for giving away my old laptop. (my sister / forgive / give away / for)
- c 2. I never _____ more for quality clothes. (mind / pay)
- b 3. Harold _____ his jacket last week. (allow / wear / me)
- c 4. Shirley _____ her dry cleaning for another week. (pick up / postpone)
- d 5. Lydia's dad _____ him a necktie for Father's Day. (get / her / thank / for)
- c 6. The man stole the sneakers, and then _____ them in the mall. (wear / proceeded)

Eng. 7

2B

Cleft sentences with *what*

To emphasize the whole sentence rather than just the part following the main verb, use a cleft sentence with *what* and a form of the verb *do*.

I try to project a positive attitude.

What I try to project is a positive attitude. (*emphasizes a positive attitude*)

What I do is try to project a positive attitude. (*emphasizes the whole sentence*)

She complained to the waiter about the quality of the food.

What she complained about to the waiter was the quality of the food.

What she did was complain to the waiter about the quality of the food.

Cleft structures can include expressions like *the reason why*, *the thing that*, *the place where*, and *the person who*. These structures are typically used with the verb *be*.

I'm wearing sunglasses to protect my eyes.

The reason why I'm wearing sunglasses is to protect my eyes.

I do all my shopping at the mall.

The place where I do all my shopping is (at) the mall.

1 Rewrite these sentences as cleft sentences with *what* to emphasize the whole sentence.

1. The candidate showed the voters he was a trustworthy man.

What the candidate did was show the voters he was a trustworthy man.

2. My mother shouldn't have made me wear my sister's old clothes.

3. I'm going to send all my shirts out to be dry-cleaned.

4. My friends call me at work all the time.

5. My father judges people too much by their appearance.

6. Employees should carry ID cards at all times.

7. Eleanor wore her mother's wedding dress at her own wedding.

8. Martin spilled spaghetti sauce on his shirt.

9. Sam bought a whole new wardrobe.

10. Mary is going to wear her diamond necklace to the party.

2 Rewrite these sentences as cleft sentences by starting them with the expressions in parentheses.

1. I'm wearing a tie to impress my boss. (the reason why)

The reason why I'm wearing a tie is to impress my boss.

2. I lost my watch in the park. (the place where)

3. The office dress code changed last Friday. (the day when)

4. My dog wears a sweater because his fur is short. (the reason why)

5. I remember the intense expression on his face. (the thing that)

6. Lori keeps her jewelry under her bed. (the place where)