

## Learning objectives in this lesson

Reading for specific information, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

**1** Begin by asking students what they do to increase their chances of success in an interview or at work. Then ask them to discuss the questions in pairs before feeding back to the class.

**2** Students read the first paragraph and answer the questions individually.

### Answers

- 1 No, but it is inevitable that this happens.
- 2 Between seven and fifteen seconds.

**3** Again, students can do this exercise individually, and then check their answers in pairs.

### Answers

- 1 c 2 a 3 b 4 c 5 c

**4** Ask students to read the final two paragraphs individually, and then elicit answers to the questions as a whole-class activity.

### Answers

- 1 They are perceived as an indication of the person's character.
- 2 Self-confidence shows in the way we carry ourselves, positive body language can make you seem better looking.

**5** Treat this as a whole class activity. Elicit the answers from the class and see if others agree.

### Answers

A halo is the shining ring seen in pictures around the head of an angel. The 'halo effect' is when people who are perceived to be attractive are treated better by others.

**6** The phrases in italics all appear in the text. Encourage students to scan the text for the phrases to help them complete the exercise.

### Answers

- 1 c 2 d 3 a 4 b

**7** Students can work in small groups to complete this task. If they can't think of any occasions relating to themselves, ask them to think of occasions cited in the press about other people. Once the discussions die down, ask each group to feed back on the funniest or most original anecdote from that group.

**8** Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner, giving reasons why.

**9/10** Get students to discuss these questions in small groups and then feed back to the class. Alternatively, you could set this up as a debate:

Write on the board this proposition: 'Appearance does not affect performance or success at work.' Divide the class into those for the motion and those against. Allow each side 10–15 minutes to prepare their arguments. Then give each side three minutes to present them to each other. The debate could end with a class vote on the motion.