

Warmer

Elicit from the class what an ideal receptionist should be like. Have students talk about personality, physical appearance, clothes, skills and qualifications. Find out what students think of the job and whether they would like to work as receptionists.

1a **LISTENING** **1.06** Students read task and analyse the TIP. Play the CD. Students listen and circle the correct option. Check the answer with the open class.

1b In pairs, students answer questions 1–2. Get class feedback.

1c **1** Students read the task and analyse the TIP. With a stronger class, tell students to complete sentences 1–3 from memory and compare them in pairs. Play the CD for students to check their answers. With a weaker class, let students listen to the recording before they complete the sentences.

2a **LISTENING** **1.07** Students read the sentences A and B. Elicit the meaning of: *genetically programmed*, *make judgements*, *to face*, *to come across*. Play the CD. Students listen and underline the words they hear. Let students compare their answers in pairs before you check them with the class.

2b **1** Play the CD again and ask students to choose the correct answer. With a strong class, there might be no need to listen the second time. Tell students to read the TIP and choose the correct option in *italics*. Check the answers with the class.

3 Students read the task, put statements 1–9 in the right topic column and compare their answers in pairs. Ask different students to read out the answers to the class.

4 **LISTENING** **1.08** Play the CD again. Students listen and tick the statements in 3 that they can hear in the recording. Invite volunteers to read out the sentences they have ticked. Ask students to analyse the TIP and choose the topic in the table, which is the main theme of the radio programme.

Audioscript

Interviewer: Dr Peterson, can you explain why good-looking people are usually more successful than those who aren't very attractive?

Dr Peterson: It's because they usually make a good first impression. It's easy to trust someone who is pleasant to look at.

Interviewer: How much time do we usually need to decide whether we like somebody or not?

Dr Peterson: Only a few seconds.

Interviewer: And do we often change our minds later on?

Dr Peterson: Rarely. We are usually right in our first impressions of other people, because we're genetically programmed to make immediate decisions when we come across a dangerous situation. And meeting someone unfriendly is potentially dangerous.

Interviewer: What do you mean?

Dr Peterson: For the first human beings, meeting new groups of people was a life or death experience. That's why they had to decide quickly whether these new people were friends or enemies.

Interviewer: Have you ever been wrong in your first impression, Dr Peterson?

Dr Peterson: Yes, in fact, I have. A few years ago, when I opened my first clinic, I was looking for a receptionist. I invited three candidates to the job interview. The first candidate was a very pretty woman in her late twenties. She was not only good-looking but also experienced. When I first saw her, I thought she would be perfect for the job. I wanted to employ her straightaway but there were two other candidates I had to talk to. The second candidate was a bald, slightly overweight man in his forties, who seemed completely out of place, so I thought that talking to him would be a waste of time. The third person was a plain, middle-aged woman who looked like my aunt Tessa ...

Interviewer: So who got the job in the end?

Dr Peterson: The attractive woman turned out to be rather arrogant and impatient. The woman who resembled my aunt was too bossy and talkative. However, the bald, overweight man proved to be bright, friendly and reliable, and he got the job.

Interviewer: Phew! So it means that unattractive people can also be successful, can't they?

Dr Peterson: Of course, they can, I guess I am the best example.

5 **LISTENING** **1.09** Tell students they are going to do an exam task which involves listening to an interview and answering five multiple-choice questions. Ask students to read the task and statements. Play the CD. Students listen to the recording twice and mark their answers. Students compare their answers in pairs before you check them with the class.

Audioscript

Interviewer: Kim, your story is rather unusual. Can you tell us how you became a model?

Tom Moss: Well, I was 16 and rather plain-looking when my 18-year-old friend, who was a real beauty, was trying to win her first model-agency contract. She went to a lot of interviews and I accompanied her to make her feel more confident. One day, a well-known fashion designer saw me and offered me a contract.

Interviewer: Wow! So this is how your career began?

Tom Moss: Not really. At that time, I wanted to be a vet and didn't accept the offer. However, a year later, I changed my mind and phoned the guy, and he still remembered me. We met and I got my first contract.

Interviewer: What advice can you give young girls who are preparing for model-agency interviews?

Tom Moss: A lot of people believe that the most important thing is beauty, but it's not.

Interviewer: So what is it?

Tom Moss: Positive attitude and self-confidence. Models can't be shy, because they have to sell themselves to the camera.

Interviewer: Alright, what else is important?

Tom Moss: It's essential to make a good first impression, and that's why I'd advise the girls to choose their clothes carefully. They shouldn't look cheap, so it's best to wear a casual outfit which shows off their best features. As for make-up, less is better.

Interviewer: What about a portfolio? The girls often worry that they don't have enough professional photographs, don't they?

Tom Moss: Well, they shouldn't worry, because it's quality, not quantity that matters. They should bring between 3 to 5 good photos, including one of the face and one of the full body.

Interviewer: Is there anything else the future models should know?

Tom Moss: Yes, modelling is thought to be nothing but fun, but the truth is that it's a very hard job, extremely tiring and stressful. It's not for everyone.

Interviewer: Thank you Kim for being with us today. And here's the 7 o'clock news ...

Extra activity

In small groups, students brainstorm the advantages and disadvantages of being a model. Set a time limit of three minutes. Have feedback with the class.

Homework

► Refer students to the Workbook, page 9.

Gateway Workbook Answers Unit 9

Wolfgang Guggemos

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

Gateway Workbook Answers Unit 9:

The book delves into Gateway Workbook Answers Unit 9. Gateway Workbook Answers Unit 9 is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Gateway Workbook Answers Unit 9, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Gateway Workbook Answers Unit 9
 - Chapter 2: Essential Elements of Gateway Workbook Answers Unit 9
 - Chapter 3: Gateway Workbook Answers Unit 9 in Everyday Life
 - Chapter 4: Gateway Workbook Answers Unit 9 in Specific Contexts
 - Chapter 5: Conclusion
2. In chapter 1, the author will provide an overview of Gateway Workbook Answers Unit 9. This chapter will explore what Gateway Workbook Answers Unit 9 is, why Gateway Workbook Answers Unit 9 is vital, and how to effectively learn about Gateway Workbook Answers Unit 9.
3. In chapter 2, the author will delve into the foundational concepts of Gateway Workbook Answers Unit 9. This chapter will elucidate the essential principles that need to be understood to grasp Gateway Workbook Answers Unit 9 in its entirety.
4. In chapter 3, the author will examine the practical applications of Gateway Workbook Answers Unit 9 in daily life. This chapter will showcase real-world examples of how Gateway Workbook Answers Unit 9 can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of Gateway Workbook Answers Unit 9 in specific contexts. This chapter will explore how Gateway Workbook Answers Unit 9 is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, this book will draw a conclusion about Gateway Workbook Answers Unit 9. This chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Gateway Workbook Answers Unit 9.

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