

STEP 1

Display the questions on page 3. Tell students to work in pairs and think of one word that can be used to fill the gaps in all four questions appropriately. (Answer: impression)

STEP 2

Focus on the first question. Ask students what's the most useful to learn: *impression / right impression / the right impression / create the right impression*. Hopefully they'll say the latter. Go through the remaining four questions in a similar way. Then students answer the questions in groups of three.

STEP 3

Display the collage on page 4. Give students 30 seconds to look at it and then tell a partner their first impression of each person before open class feedback. You may want to revise: he looks + adjective // she looks like + noun phrase // they look as if / as though + clause.

STEP 4

Say that the people in the collage have something in common: they're all looking for work. Divide the class into six groups with a minimum of two people per group and assign each group one of the people in the collage. Their task is to use their imagination to decide what kind of job the person is looking for, what jobs they've done in the past, their strengths and weaknesses etc.

STEP 5

Tell students that they are attending a talk on tips for job seekers. Before the talk starts, they have the opportunity to meet the other attendees. Say that they should introduce themselves to as many people as they can and tell each other about their work experience and anything else that came up in step 4. Afterwards, have some open class feedback, both on content and language.

STEP 6

Now say that these people appeared in a BBC documentary. As well as being unemployed, they have something else in common. Play the first clip to see if students can identify what it is. (They have a neurological condition.) What do students think the documentary is about? (Their hunt for a job and how they can be an asset to the workplace.)

STEP 7

Display the collage on page 3 again and indicate the first, fourth and sixth people. Tell the class that they have Tourette Syndrome and ask if anybody knows what it is. If not, explain briefly (see <http://www.tourettes-action.org.uk> for more information). Now indicate the second person and say that he is autistic. Again, ask if anyone knows what that means (see <http://www.autism.org.uk>). Finally, ask why students think these people might have difficulty in finding a job.

STEP 8

Now focus on the fifth person in the collage. Tell students that they are going to see a short video. Play the second video and students tell a partner everything they understood.

STEP 9

Display (or hand out copies of) the text on page 5. Students should choose which of the words in italics are correct. One, two or all three options may be correct. Then play the video again so that students can see which words were used. (Answers on page 6. The words used in the video are *blue*, the words which could also be correct are *green*, and the incorrect words are *red*.)

STEP 10

As a follow-up, send students the link to the third video. Tell them to watch at home and note down three things they learnt about Ben and three items of vocabulary. Students talk about this in pairs at the beginning of the next class. If students are interested, they can watch the three documentaries in the *Employable Me* series on YouTube.

- * What should you do to create the right _____ at a job interview?
- * Which place / book / song / film has left a lasting _____ on you?
- * Can you do an _____ of a famous person?
- * When you meet somebody for the first time, how can you make a good _____?
- * Have you ever had the wrong _____ about someone?



- Narrator Twenty-nine year old Ashley has a form of autism called Asperger syndrome. He lives **on his own / by himself / by his own** in Liverpool.
- Ashley Well, this is **my humble abode / my casa / my bachelor pad**, if you will. It's not much, but it serves my needs. So, this is my living room. This is where I spend most of my time. One of the first things you'll notice is that it's **deep / completely / bright** purple. I for one like purple - it's my favourite colour. Purple is considered the colour of madness for some reason. The colour and myself have something in common: we're unusual, something that's rarely seen, yet **completely / sadly / often** misunderstood.
- Narrator Like many people with Asperger syndrome, Ashley has above average intelligence, but he's never even been offered an interview. He **enjoys / occupies / feeds** his mind with his very particular interests.
- Ashley Ever since I was very young, I have had this passion for the Victorian era.
- Narrator Ashley's even turned his passion into a Victorian-inspired novel.
- Ashley Baltazar Bazalgette had chocolate brown hair and a **thick beard / goatee / handlebar moustache** so broad it covered the width of his entire face.
- Narrator Is that you?
- Ashley Yes, I've heavily based this character on myself. I don't **deny / refuse / admit** it. The planetary ring that circled his world arched across the sky like a giant rainbow.....
- Narrator And he **takes / spends / uses** hours memorising television sitcoms.

Ashley quotes from sitcom.

ANSWERS

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