

English in Mind Second edition

Level 4 Unit 2

Lesson Plan

Not everyone has natural charm – but it may just be possible to learn how to show it



AIMS

- to read extensively and study an authentic text related to the Unit theme
- to expose students to phrasal words/colloquial/idiomatic expression and build confidence in guessing meaning from context
- to develop students' range of expressions describing positive and negative behaviour linking to vocabulary studied in Unit 2.
- to use language covered in the text and Unit to build skills needed for FCE-type speaking test (parts 3 & 4) and writing practice

Total time (approx): 1hr 30 minutes

(Note: some exercises can be set as homework)

discussing the 'guiding questions' in pairs or small groups. Then ask students to read quickly to see if their predictions are right. Keep the feedback stage brief.

Time: 15 minutes

Vocabulary (1): words in context

- 4 The first two paragraphs contain some tricky vocabulary that is essential to understanding the text as a whole. A few items are repeated later on in the text. Ask students to look at the list of phrases on their worksheets, and then scan the text to find words with the same meanings. They should compare with a partner before group feedback.

Key:

- 1 find unexpectedly (phrasal verb) = happen on
- 2 speak positively about (phrasal verb) = enthuse about
- 3 frozen, not moving (adj.) = stock still
- 4 doing something with a strong need to repeat certain acts or rituals (adv.) = compulsively
- 5 capable of producing altered sensory experiences (adj.) = hallucinogenic
- 6 display something to its best effect (verb) = showcase
- 7 discover exactly what something means (phrasal verb) = pin down

Time: 10 minutes

Lead-in

- 1 Write anagram 'HCRAM' on the board. Ask students to make words using the letters. Students will hopefully come up with the word 'CHARM'. Ask students to brainstorm the meaning of the word 'charm' and words they associate with it. Then ask them to do Exercise 1 in pairs.

Key: synonym = *charisma*; definitions: *quality / object / magical*

- 2 This activity is designed to activate students' existing knowledge of the topic and get them to explore the idea of what it means to have charm. Demonstrate the activity before students start using your own example:

e.g.

Charming

WILL SMITH

Appears interesting

Open

Very good looking

Smiles and greets fans

Walks confidently

- 3 Prediction task. This task will encourage students to formulate and discuss their ideas and assumptions about the text they are about to read. Distribute the article and ask them to look at the title only before

Reading comprehension

- 5 To check students' understanding of the finer detail of the text ask them to read carefully and decide if the statements are true or false.

Key:

- 1 F – teaching people how to be charming also involves showing them uncharismatic behaviour, e.g. 'heads stock still ... people's heads' (para 1), 'touching your face ... sentences' (para 3).
- 2 T – Both 'Spontaneity Shop' and Prof Wiseman agree on this. How natural this is is still an area of debate (para 5).
- 3 F – The text clearly states 'raise the status of the person you're with' (para 4) not yourself.
- 4 T – linked to Prof Wiseman's research for FameLab (para 6).
- 5 F – 'Many employers are looking to recruit teams, for the right mix of personalities, including the quieter....' (para 8).

Time: 10–15 minutes

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Vocabulary (2): collocation – which words go together?

- 6** It is often students' inability to recognise appropriate collocations (part of the native speaker's competence) rather than grammar limitations that leads to common learner errors. This exercise gives students an opportunity to focus on a range of collocations in the text (e.g. fixed expressions, phrasal verbs and idioms) that will improve their understanding of it. Before students begin the exercise, elicit examples of collocations from Exercise 4 and encourage them to note which words combine together, e.g. we say 'enthuse about' not 'enthuse for'. The target phrases are in italics in the text for ease of location. Do the first example with the students, and then ask them to match the others. They should be encouraged to infer meaning from context.

Key: 1b, 2d, 3a, 4f, 5c, 6e

- 7** Students' learning is now consolidated with a simple gap-fill exercise. They are then asked to write their own phrases using 'overegging the pudding' and 'team fit'.

Key:

- 1 broad brush strokes
- 2 to be reckoned with
- 3 broke down
- 4 keep it subtle

Time: 15 minutes

Vocabulary (3): describing behaviour

- 8** The article contains many expressions describing positive and negative behaviour. This section revises and consolidates the text. Ask students to look at the list of expressions on their worksheets and complete the gaps. The first letter is given and each gap represents a missing letter. Do the first example with them to ensure they know what to do. Should students find this too challenging you may allow them to find the answers directly from the text.

Key:

- 1 clear, deliberate
- 2 valued

- 3 hands
 - 4 replies
 - 5 maintain
 - 6 defensive
 - 7 compulsively
 - 8 umm
 - 9 foot x 2
 - 10 invade
- Time: 10 minutes

Discussion

- 9** This activity will enable students to extend what they have learned about the importance of charm and behaviour associated with it and to personalise their reading. Before starting the discussion, prepare them by introducing some useful language. Dictate the phrases below in a random order. Remember to use correct intonation. Monitor and check they have written them correctly and then ask students to sort them in to two categories: agreeing and disagreeing.

Agreeing	Disagreeing
Absolutely! I couldn't agree with you more! Definitely! You've got a point there ... I agree completely.	I understand what you're saying but.... I'm not sure I agree with you there... But what about ...? That's just not true Actually, ...

Once students have sorted the phrases, ask them to work in groups and discuss the statements. Encourage them to use the expressions and vary as much as possible. This activity should enable students to extend and personalise what they have learnt from the text, give them valid speaking practice and build skills needed for FCE-type speaking tests.

Time: 20 minutes

Further work

- 10 Writing task:** an essay about charm. If you don't have time in the lesson, this task can be set for homework to deepen students' understanding of the text and personalise it while providing practice in essay writing. Ensure students plan what they are going to write. Remind them to:

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- 1 decide what kind of writing task this is (article, report, letter, essay, etc.)
- 2 underline the key words in the question
- 3 note the main point in each paragraph they are going to write
- 4 ensure the paragraphs are clearly organised
- 5 re-read what they have written and check for grammar and spelling mistakes.

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Time: 35 minutes