

## English in Mind Second edition

Level 5 Unit 2

Lesson Plan

THE  
INDEPENDENT

## When first impressions really count

## AIMS

- to read extensively and study a text related to the Unit theme
- to read for gist and for detailed comprehension
- to understand text structure
- to understand words in context
- to understand and use idiomatic phrases
- to understand and use *-ing* forms
- discussion
- (further work) essay writing, group work, role-play

Total time (approx): 1 hr 45 mins

(Note: Some exercises can be set for homework)

Key: 2 paras 8, 9 3 paras 5, 6 4 para 10 5 para 16 6 paras 12, 13, 14 7 paras 17, 18 8 paras 12, 15

Time: 5–6 mins

Reading comprehension (2):  
understanding detail

- 3 In this task students are required to look at the text in more detail. It is best done in pairs, so that students can be encouraged to help each other find answers and justify their choices.

Key: 2 (✓) para 4 3 (x) para 16 4 (x) para 9 5 (x) para 18  
6 (✓) para 2 7 (x) para 9 8 (✓) para 13 9 (✓) para 14  
10 (x) para 10

Time: 7–8 mins

## Lead-in

- 1 Put students into pairs or small groups. Tell them they are going to read an article giving advice to university students on how to go about applying for a job. Distribute a single copy of page 1 to each pair/group to encourage them to work together. Tell them to work through the questions, with one student making notes on their answers. They can use the blank spaces on the page for this. Allow 8–10 minutes, then get each group to feedback their answers to the class. Make sure they understand *CV* (curriculum vitae) and mention *application form* and *interview*, but do not otherwise intervene to give further information or comment at this stage. Distribute the full text of the article, instructing students to read it through quickly and check their ideas. (Note: ULCS stands for University of London Careers Service.)

Time: 15 mins

Reading comprehension (1): text  
structure

- 2 This exercise encourages awareness of text structure by focusing on the topics covered in the different paragraphs and how they can be grouped together. Most answers include more than one paragraph. Students can do this individually and then compare answers.

## Vocabulary (1): words in context

- 4 Most of the words in this exercise have multiple meanings or can be easily misunderstood. It is essential that students find the words in the text before trying to select the correct answer, so that they choose the correct meaning according to the particular context. Do the first question with them if necessary. The exercise can be done individually and answers compared in pairs.

Key: 2 succeed in getting 3 ability to do something well  
4 begin 5 stage of a competition 6 send in 7 become  
weaker 8 stressful 9 repeat easily 10 way of dealing with  
something

Time: 10–15 mins

## Vocabulary (2): idiomatic expressions

- 5 Some common expressions are highlighted in this exercise. Paragraph numbers are given to help locate them, and the leader lines are divided to correspond to the number of words in the expression. Make sure the expressions are noted in full. Some have been partially completed to help students identify the whole phrase. They can work in pairs to find the answers in the text.

Key: 2 *in question* 3 *earth-shattering* 4 *fall at the first hurdle* 5 *rite of passage* 6 *is down to* 7 *unique selling points* 8 *bring them to light* 9 *get off on the right footing*.

Time: 10–12 mins

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## Vocabulary (3): idiomatic expressions in use

- 6 Here students are given the opportunity to use the expressions in Exercise 5. Leader lines have again been divided according to the number of words required. In most cases the expressions need to be written in full; they are not partially completed, as in Exercise 6. This is probably best done individually and can be checked in pairs.

Time: 15 mins

## Grammar (1): present participles and gerunds (-ing)

- 7 This exercise aims to clarify the distinction between present participles and gerunds, and to highlight some of the ways in which they are used. Students should be encouraged to find the phrases in the text, before matching them to their uses. Note that a gerund is also known as a **verbal noun**, generally fulfilling that grammatical function, whether alone or in a phrase. A present participle is used in constructing continuous (or progressive) verbs forms and may also be used as **adjectives**. When used to replace a relative clause (e.g. clauses introduced by 'which', 'that', 'who', etc.), the **-ing** form is a present participle, not a gerund. For verbs which are followed by infinitives or gerunds, see *English in Mind 4 Second edition*, Unit 2. It may be helpful to give the students simple examples of your own before embarking on this exercise. Allow them to discuss their answers in pairs. Make sure you check their answers before they proceed to Exercise 8.

Key: 2b 3c 4e (note: 'to' is a preposition here, not an infinitive) 5b 6d 7c 8f 9e 10a

Time: 10–12 mins

## Grammar (2): using present participles and gerunds (-ing)

- 8 Students are asked to use an appropriate participle or gerund (-ing form) to re-write the phrases underlined. In examples 3 and 7, the whole phrase

in italics is required to form the subject of the verb. In example 6 only the omission of 'who is' is necessary. Students should try to re-write the sentences individually. They can then work together to decide which use they exemplify. (Note there is no example of use a.).

Key: 2 summarising (b) 3 Teaching young children (d) 4 writing (e) 5 meeting (f) 6 standing (b) 7 Singing and playing the guitar at the same time (d) 8 phoning Sam and having a shower (e) 9 his story fascinating (c) 10 being alone (f)

Time: 15 mins

## Discussion

- 9 Allow students to talk freely in small groups about their own future career prospects. Ask them to discuss the idea of 'job satisfaction' (i.e. what would make a job satisfying in itself, discounting such things as pay or conditions) and check that they understand 'job security' (a 'secure' job being one that you are unlikely to lose). This can then be opened up into a class discussion, leading to an interesting exchange of views.

Time: 10–15 mins

## Further work

- 10a **Essay writing: my ideal job.** This would follow on well as a homework task from the points raised in the discussion (Exercise 9). Essays should include a description of the job, what you will need to do to achieve your aims, which aspects of the job would most appeal to you (referring to the points in Ex. 9.2), any disadvantages it may have.
- b **Group work: competencies.** Working in groups, students brainstorm five or six competencies required for a particular job. They may wish to choose one of their 'ideal jobs' (Ex. 9.1). The competencies should take the form of 'can do' statements: e.g. 'is able to work under pressure'; 'relates well to young people'. To conclude, the group can devise an advertisement for the job, listing the required competencies: 'The ideal candidate must be able to ...' Find some examples of genuine advertisements for them to base theirs on.

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**c** *Role-play: job interviews.* Find suitable job adverts, e.g. from a newspaper and display them in the classroom. When students have had a chance to look at them, divide the class into Interviewers and Applicants (there should be two/three students playing each role for each job). Before role-playing, allow time for interviewers to get together and prepare questions; applicants should try to guess what questions they might be asked and how they would answer them. Refer them to the text for ideas. An amusing way of doing this might be for one

of the applicants to do a 'good' interview and the other(s) to make mistakes (as warned against in the article). The applicants should be interviewed in turn, with the interviewers offering the job to the best candidate.

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