

Lesson plan: Making a good first impression

Making a good first impression**Topic** Employability**Level:** SfL Entry 2 / SQA National 3 / CEFR A2**Time:** Approx. 1¼ hours**Aims**

- To develop learners' awareness of how to create a good first impression
- To give practice of giving advice using *should* and *shouldn't*
- To develop learners' awareness of levels of formality when speaking.

Introduction

This lesson is based around employability and deals with different factors which contribute to creating a good first impression, such as dress, punctuality and register of speech. The language focus is the use of *should* and *shouldn't* to give advice, and learners practise giving advice on how to create a good first impression. There is also the opportunity to consider the formality of different phrases and practise the opening stages of an interview using formal language.

You will need:

Worksheet 1 (images of two job candidates): 1 copy to display either on paper or via data projector

Worksheet 2 (small images + factors cards): 1 set per pair, cut up

Worksheet 3 (large factors cards): 1 set
sticky tack

Worksheet 4 (grammar): 1 per learner

Worksheet 5 (answer sheet): 1 per pair (there are two copies on each sheet)

Audio 1 (Mick's interview)

Audio 2 (Anna's interview)

Worksheet 6 (formal / informal): 1 per learner

Worksheet 7 (homework – writing an email): 1 per learner

Procedure**Warmer / Lead-in (5 mins)**

- Show the first image from **Worksheet 1** and elicit what it shows (a job interview).
- Ask learners what they know about job interviews in the UK and how they feel about them.
- Show the second image from **Worksheet 1** and introduce the two candidates, Anna and Mick.
- Ask the learners who they think will get the job and why. Don't worry about accuracy or eliciting further possible reasons at this stage. They will probably choose Anna, based on their first impression of her.

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- Tell the class that actually Mick finished university but Anna didn't go to university and Mick did this job for two years, but Anna is new to this job. This should clarify why a first impression is important.

Differentiation: If your learners have experience of job interviews, you could invite stronger learners to share their experiences with the group.

Task 1 – Factors which contribute to creating a good impression (10 mins)

- Put learners into pairs and give each pair the cards and pictures from **Worksheet 2**.
- Ask them to sort the cards according to which person they describe.
- Next, give a volunteer from each pair a large card from **Worksheet 3** and ask them to stick it next to the person from the warmer who it refers to.
- Allow time for the class to read the sentences and suggest changes if necessary.
- Nominate individuals to read the sentences and drill words chorally and individually as needed. It might help to delete the unnecessary 'he' or 'she'.
- The meaning of new vocabulary should be clear from the context, but give further explanations and examples as needed.

Differentiation:

- Pair stronger and weaker learners together to support each other.
- When nominating individuals to read, ask stronger learners to read the more challenging sentences, and weaker learners to read the simpler ones.

Alternative: If you have an interactive whiteboard, this would make a good 'drag and drop' activity.

Task 2 – Language focus: *should* / *shouldn't* (15 mins)

- Draw learners' attention to the picture of Mick and ask them what advice they can give him.
- Accept any valid suggestion, and if a learner makes a sentence using *should* or *shouldn't*, ask them to model it for the class to repeat and then write it on the board.
- If no learner uses *should*, model an example using the first sentence, i.e. 'He should sit up straight.'
- Check learners understand the meaning of *should* using concept questions: e.g. 'Must he do this?' (No, but it's a good idea).
- Draw learners' attention to the spelling and elicit any other words they know with the same pattern (*would*, *could*).
- Drill the pronunciation of *should*, highlighting that we don't pronounce the 'l'.
- Draw round the word to emphasise the shape and invite learners to trace the spelling in the air or on the table.

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- Draw learners' attention to the word after *should* and ask: 'Do we need -ing?' (no); 'Do we need to use 'to', e.g. "He should to wear smart clothes"?' (no).
- Drill the sentence chorally and individually.
- Put learners into pairs and ask them to make sentences with *should* for all the things that Mick is doing wrong, using the sentences on the board as prompts. Ask them to do this orally at this stage.
- Ask the pairs to feedback a sentence each and allow other pairs to suggest possible alternatives.
- Drill the sentences chorally and individually if necessary.
- Elicit the negative *shouldn't* and drill the pronunciation.
- Elicit the long form *should not* and why the apostrophe is needed.
- Return to the first example, 'He should sit up straight.' and elicit how to make a sentence with *shouldn't* but keeping the meaning the same, i.e. 'He shouldn't slouch.'
- Ask pairs to do the same with the rest of the sentences and then check as a group.

Differentiation:

- Pair stronger and weaker learners together to support each other.
- When practising the *shouldn't* sentences remove the card which says 'His face hair and hands are dirty.' and give it to early finishers as an extra challenge.

Task 3 – *should* / *shouldn't* – written record of grammar (5 mins)

- Hand out **Worksheet 4** and ask learners to work in pairs to complete **Task 3**.
- Ask pairs to take it in turns to feedback their answers to the group.
- If possible, display the worksheet on the whiteboard and drag and drop or write in the correct answer.
- When learners make errors during later stages of the lesson, refer them back to this sheet and ask them to use the rules to self-correct.

Differentiation:

- This exercise is quite abstract and might be very challenging for some learners. Monitor and support pairs as needed. Vary the terminology you use according to your learners. Some might find grammatical terminology such as *infinitive* and *all persons* useful, whereas others might need you to focus on relevant examples.

Task 4 – grammar practice (10 mins)

- Ask learners to complete **Task 4** in pairs. This is a grammar exercise where learners use information presented about Mick to make sentences giving advice using *should* and *shouldn't*. The information starts with what they know already from **Task 2** but then introduces new information.

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- Do No.1 as a class and clarify that pairs can choose whether to use *should* or *shouldn't* and that both are possible, i.e. 'He should wear smart clothes.' or 'He shouldn't wear untidy clothes.'
- As pairs finish, give them the correct version on **Worksheet 5** to self-check.
- As they check their answers, monitor closely and if pairs correct their original answers, use questioning and refer them back to **Task 3** to ensure they know why their answer was wrong.
- While monitoring, ensure learners haven't missed any errors while they are checking, and, if so, draw their attention to them and ask them to correct them.

Differentiation:

- Pair stronger learners together and as they finish ask them to write alternative version of the advice (*shouldn't* instead of *should*), if they haven't already.
- Monitor weaker pairs closely and support as needed by referring them to the cards from **Task 1** for vocabulary and spelling, and the grammar reference in **Task 3** for sentence structure.

Extension:

- Early finishers can get further practice by testing each other: One learner will look at the sheet and the other will turn theirs over. The learner who is looking will say the sentence describing Mick and their partner will give the advice. The person who is looking at the sheet can check and guide their partner to the right answer if needed.

Task 5 – Formality (15 mins)

- Explain to the learners that you are going to play them a recording of the first part of Mick's interview.
- Play **Audio 1**.
- Invite a response from the learners, including suggestions for what he should say in answer to answer the questions. If learners don't identify formality as an issue, guide them to reflect on this by asking questions such as, 'Who do we say "Hi" to?' (friends); 'Is it OK to say "Hi" in an interview?' (not usually) etc.
- Hand out **Worksheet 6** and explain that these are the phrases which Anna used in her interview.
- Play **Audio 1** again and pause each time Mick speaks for learners to decide in pairs which phrase Anna used at this point, and write the correct number in the speech bubble.
- Play **Audio 2** for learners to check, then elicit the order of the numbers and write them on the board.
- Play **Audio 2** again, pausing each time Anna speaks so learners can repeat and practise the pronunciation.
- Ask pairs to practise the formal dialogue.

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Differentiation:

Ask stronger learners to practise the dialogue from memory.

Extension:

Ask early finishers to think of other responses to make in the same situation, both formal and informal.

Cooler – Creating a good impression memory game (this will fit the time available)

This is a version of ‘I went to the supermarket and I bought...’ and similar games.

- The first learner makes a sentence giving advice for Ben beginning with: ‘He should / shouldn’t...’ and continuing with a verb or adjective beginning with A.
- The second learner repeats the sentence and adds another with a verb or adjective beginning with B and so on through as many letters of the alphabet as you have time for or until you feel your learners have had enough.
- Below are some suggestions you could elicit if a learner is stuck:

He should **a**rrive on time / He shouldn’t **a**void eye contact.

He shouldn’t **b**ite his nails

He should **c**ome on time / **c**omb his hair.

He shouldn’t **d**rink alcohol.

He should **e**at breakfast / shouldn’t **e**at crisps.

He should be **f**riendly.

He should **g**et up early.

He should **h**ave a shower / be **h**onest.

He should be **i**ndependent.

He shouldn’t **j**ump.

He shouldn’t **k**iss.

He shouldn’t **l**augh a lot / **l**eave early.

He should **m**ake eye contact.

He should be **n**ice.

He should be **o**pen.

He should be **p**olite.

Allow learners to miss Q, or accept advice such as: He shouldn’t talk **q**uickly.

He shouldn’t be **r**ude.

He should **s**peak clearly / **s**mile / **s**hake her hand.

He should **t**alk clearly / **t**ake a shower.

He shouldn’t **u**ndress.

He should be **v**ery polite.

He should **w**ash his hands / face / hair / He should **w**ear smart clothes.

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Allow learners to miss X.
He shouldn't **yawn**.
He should **zip** his trousers up.

Extension activities / Homework

- Learners could record themselves acting out the dialogue, with or without the script, using Vocaroo. They could then listen back and identify any problems before recording again.
- Give learners **Worksheet 7** for homework. This asks them to write an email giving advice to a friend who has a job interview next week. If your learners have email accounts and internet access you could ask them to write the email to you as if you are the friend going to a job interview.

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Answers**Task 1**

Anna: She is sitting up straight; She is wearing smart clothes; Her face, hair and hands are clean; She is smiling; She is making eye contact.

Mick: He is slouching in his chair; He is wearing untidy clothes; His face, hair and hands are dirty; He is frowning; He is avoiding eye contact.

Task 3

1. We use **should** and **shouldn't** to give _____ advice _____
2. **should** / **shouldn't** _____ doesn't _____ change when we use I / you / we / they / he / she / it
3. After **should** / **shouldn't** we use _____ the verb (doing word) with no -ing or 'to'
For example: He should **wear** smart clothes
4. With an adjective (describing word) we need to use the verb _____ be _____
For example: He should **be** polite.

Task 5

3 2 1 5