

**Name:** Weishan    **Date:** 24 Aug 2023    **Level:** Intermediate    **Number of students:**    **Topic:** Cultural etiquettes and differences

**Main lesson focus (underline one):** Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing

**Learner outcome(s):** The students will be able to (mention task first, then “using”) ...

Students will be able to talk about cultural etiquettes and differences between their country and another using the modal verbs "must, have to, can, should, mustn't, don't have to, can't, shouldn't".

**Grammar:**

Modal verbs – must, have to, can, should, mustn't, don't have to, can't, shouldn't

**Vocabulary:**

Fine

Tip

Housewarming

Litter

Chopsticks

Flush

High heels

Sandcastle

**Phrases:**

**Materials:**

Presentation text: Conversation about the dos and don'ts of Singapore

P1: Group the modal verbs + make guesses on which are true/false

P2: Error sentences

Production (Role play): Question cards

**Assumptions: For this lesson I assume the Ss already know...**

the present simple tense and basic vocabulary to express some of their thoughts and opinions.

**An anticipated problem:**

Student might ask about the nuances between the modal verbs "must" and "have to".

**My proposed solution:**

Be prepared to explain the differences between "must" and "have to":

1. "**Must**" usually = comes from the person speaking – internal obligation (e.g., I **must** exercise more) vs "**have to**" = comes from a 3<sup>rd</sup> person, not the speaker – external obligation (e.g., Men in this country **have to** complete military service)
2. "**Must**" is often used for written notices (e.g., All passengers **must** have a valid ticket) vs "**have to**" used mostly in conversations (You **have to** return your food tray)


**What I intend to work on based on previous feedback:**

Lower TTT (avoid explaining things/asking students questions instead)

Model activities

Note and correct more errors

Stage of lesson  No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Intro  3 mins [3:30 – 3:33 PM]	<b>Ask:</b> What are some countries you've been outside of France? What did you like about it?  For me, I loved Taiwan. The people are amazing – so friendly,	To get students warmed up, with a topic related to the lesson.	S

	<p>warm and helpful. And I love the night markets there! – they're markets that open only at night selling street food and drinks and also stalls to shop at.</p> <p>Go with the flow...</p>		
<p>Engage</p> <p><b>5 mins</b> <b>[3:33 – 3:38 PM]</b></p>	<p>(1) <b>Show a photo of the OK gesture</b>, and</p>  <p>= OK (UK) vs considered obscene (Brazil) vs means money (Japan)</p> <p>(2) <b>What do I mean when I do this? (*nod my head*) How about this? (*shake my</b></p>	<p>To get students engaged around the topic of cultural etiquettes and differences.</p>	<p>S</p>

	<p><b>head*)</b>          = Yes and no (most common and oldest gesture, but even this isn't universal!)</p> <p>Bulgarians are famous for shaking their heads to mean yes and nodding with a click of the tongue to mean no.</p> <p>And in South Asian, there's also the option of tilting their heads from side to side to mean yes and acknowledging the person speaking to them. Or to mean uncertainty.</p> <ul style="list-style-type: none"> <li>- I see this often as we've many Indians living in SG. And for myself, I find myself using this gesture when I'm unsure about something too.</li> </ul> <p><b>Ask:</b> Is there any gestures or anything that you think are unique to France? Greetings, behaviour, etc.</p>		
<p>Presentation of target language  <b>15 mins</b>  <b>[3:38 – 3:53 PM]</b></p> <p>Vocab: 5 mins</p> <p>Modals: 10 mins</p>	<p><b>Pre-teach vocab:</b></p> <p><b>Fine</b>          E: It's a sum of money you have to pay when you do not keep to the laws.          What is that term?          D: -          C: If it's something I pay to my school for a course or my parents, is it a fine?          No.</p>	<p>To ensure new vocabulary will not be an obstacle for students during the practice activities and production later.</p>	

	<p>B: Fine (n)</p> <p><b>Tip</b>  E: It's a small amount of money you give the waiter at the end of your meal. What's that?  D: -  C: If I give this money to my parents or friends, is that a tip? No.  B: Tip (n)</p> <p><b>Housewarming</b>  E: When someone invites you to their new house for the first time, what is that called?  D: <b>Housewarming</b>  C: If you visit your friend's house every week, is that a housewarming?  B: <b>Housewarming</b> (n)</p> <p><b>Litter</b>  E: Show picture of litter.  D: <b>Litter</b>  C: If I throw rubbish into the bin in my own house, am I littering? No, it has to be left in a public space. Do I say the rubbish in the bin of my own house is litter? No, again, it must be rubbish that you find in a public place.  B: <b>Litter</b> (v or n)</p> <p><b>Chopsticks</b>  E: Show picture of chopsticks  D: <b>Chopsticks</b></p>		
--	--	--	--

	<p>C: - B: <b><u>Chopsticks</u></b> (n)</p> <p><b>Flush</b> E: Show video of chopsticks. Ask: what is this action? D: - C: - B: Flush (v)</p> <p><b>High heels</b> E: Show picture of high heels D: <b><u>High heels</u></b> C: - B: <b><u>High heels</u></b> (n)</p> <p><b>Sandcastle</b> E: Show picture of sandcastle D: <b><u>Sandcastle</u></b> C: - B: <b><u>Sandcastle</u></b> (n)</p> <p><b>Reading for gist:</b></p> <p>Here, I have a conversation between Ron and Eli. (Show students the text) Eli just got a new job based in Singapore and will be moving there next week. He's speaking to Ron, a Singaporean to understand some of the</p>	<p>To get students reading the text for a general idea and get acquainted with the presented modal verbs (target language).</p>	<p>R</p>
--	--	---	----------

country's dos/don'ts.

D: Individually,  
 I: Read the text and answer the following (focus) question: *How did Eli feel after speaking to Ron?*  
 M: -  
 T: You have 3 mins.  
 S: Give students the presentation text.

**Feedback:**  
 Go through the focus question.

Good! You'll also have noticed some underlined words. What do we call those words? Yes, modal verbs.

**Modal verbs:**

**Ask:** What are the modal verbs in the conversation between Ron and Eli?

(1) **List modal verbs**

Positive		
Must		
*Have to		
Should		
Can		

(2) **CCQs**

1. **Must, have to**

To teach target language and CCQ to ensure students understand concepts correctly.

Are "must" and "have to" the same?  
Yes. If I say, you **must** arrive at 9am tomorrow morning for the interview.  
Or men in Singapore **have to** complete military service. Is there a choice or option not to do it? No.  
So, we use "must" and "have to" to refer to an... **obligation**.

## 2. Should

When I say, you **should** exercise more – do you have a choice whether to exercise more? Yes. Am I suggesting something/advising you? Yes.

We use "should" when we talk about something that is a good idea or the right thing to do. And it's often used to give **advice or suggestions**.

## 3. Can

If I say, you **can** smoke in designated areas – am I telling you what is allowed/permission to smoke in designated areas? Yes. And if I say you **cannot** smoke in public areas – am I telling you a law or rule that stops you from doing something? Yes.

We use "can" to talk about what is allowed, and "can't" to talk what is not allowed a **prohibition**.



How about if we want to make these **negative**, what do we do?

Yes, we "**not**" to them. And they can be contracted into:  
mustn't, don't have to, can't, shouldn't

And if we want to turn them into **questions**?  
= Must I? Can I? Should I?

How about for the case of "have to"?  
\* **Highlight to students:** Because "have to" is a present simple verb, we need an auxiliary verb before it when we want to ask a question.

\*\* The positive forms must = have to.  
But mustn't ≠ don't have to (not necessary to)

Positive	Negative	Question
Must *Have to Should Can	Mustn't ** Don't have to Shouldn't Can't	Must I...? *Do I have to...? Shouldn't I...? Can I...?

(3) **Form**

	<p>What will be the form when we use modal verbs in a sentence? (Refer students back to presentation text)</p> <p>S + modal verb + base form</p>		
<p>P1</p> <p><b>10 mins</b> <b>[3:53– 4:03 PM]</b></p>	<p><b>Interesting dos and don'ts around the world:</b> Students are to group the modal verbs into the appropriate categories, and guess which statements are true or false.</p> <ol style="list-style-type: none"> <li>1. You <b><u>shouldn't</u></b> flush the toilet after 10 PM in Switzerland.</li> <li>2. You <b><u>must</u></b> only use your left hand to eat in India.</li> <li>3. You <b><u>can't</u></b> disrupt or object to a wedding in Australia.</li> <li>4. In China, you <b><u>shouldn't</u></b> leave food on your plate at the end of the meal.</li> <li>5. You <b><u>don't have to</u></b> tip at restaurants and hotels in Japan.</li> <li>6. You <b><u>have to</u></b> walk your dogs at least once a day in Rome.</li> <li>7. Men <b><u>can</u></b> wear loose fitting shorts on beaches and swimming pools in France.</li> <li>8. You <b><u>mustn't</u></b> wear high heels to Acropolis in Greece. T (to protect the ruins from damage)</li> <li>9. You <b><u>should</u></b> turn off your</li> </ol>	<p><b><u>Part 1:</u></b> To check students' understanding of the functions of presented modal verbs.</p>	S

	<p>camera sound in South Korea.</p> <p>10. In Spain, you <b>can't</b> build a sandcastle on the beach.</p> <p><b><u>Different categories to group into</u></b></p> <p>(1) An obligation (including the negative form) = <b>must, mustn't, have to, don't have to</b></p> <p>(2) A good idea/correct thing to do (including the negative form) = <b>should, shouldn't</b></p> <p>(3) A prohibition (including the negative form) = <b>can, can't</b></p> <p><b><u>Part 1: Grouping the modal verbs</u></b></p> <p>D: In pairs, I: Read the do/don't statements and group the modal verbs into the appropriate categories.</p> <p>M: For example, (Student A) You <b>mustn't</b> flush the toilet... (show activity sheet). I think that means it's prohibited by law. What do you think? (Student B) Hmm, I'm not that sure. I actually think it is more of an obligation. Not really a law, but we don't really have a choice. (Student A) Oh yes, I think you're</p>		
		<p><b><u>Part 2:</u></b></p>	

	<p>probably right.</p> <p>Then, you write beside the statement (a) An obligation.</p> <p>T: You have 3 mins. S: Give out activity sheet</p> <p><b>Feedback:</b> <b>Go through answers, and ask:</b> Are there any modal verbs students do not understand/find confusing.</p> <p><b><u>Part 2: True or false</u></b></p> <p>D: In pairs, I: Discuss which of these 10 statements you think are false.</p> <p>M: For example, (Student A) I think you <b><u>mustn't</u></b> flush the toilet after 10pm is false. That's ridiculous isn't it, what if I need the toilet in the night! What do you think? (Student B) Yeah, I think so too!</p> <p>T: You have 4 mins. S: -</p> <p><b>Feedback:</b> <b>Ask:</b> students which they chose as false statements, and reveal answers.</p>	To increase STT in a fun way, since some of these statements can seem ridiculous.	
P2	<b>Errors correction</b>	To check students' understanding of the usage of	W

<p><b>10 mins</b> <b>[4:03 – 4:13 PM]</b></p>	<p>Students will correct the errors made in the statements with modal verbs.</p> <p>D: In pairs, I: Spot the errors in the 10 statements here (show activity sheet) M: For example, (Student A) Hmm first one, "you mustn't selling chewing gum in Singapore." That sounds a little strange. What do you think? (Student B) Yeah, I think so. I think we should change it to ... And you correct the statement.</p> <p>T: You have 7 mins. S: Give out activity sheet.</p> <p><b>Feedback:</b> <b>Go through answers, and ask:</b> Are there any questions?</p>	<p>presented modal verbs in more detail.</p>	
<p>Production</p> <p><b>15 mins</b> <b>[4:13– 4:28 PM]</b></p>	<p><b>Question cards:</b> Students will take turn to pick out question cards and they'll give advice/tips to the questions.</p> <p>D: In pairs, I: Take turns to pick out a question card. You must give an advice/tip to your partner about France, your own country, or a country you have been to.</p> <p>M: For example,</p>	<p>To allow students to practice speaking by using the target language and what they already know to express themselves. The focus is on fluency and getting their message across, rather than worrying about making mistakes.</p>	<p>S</p>

	<p>(Student A) What is the dress code to weddings and funerals?</p> <p>(Student B) Oh! Interestingly in Singapore, we <b>should</b> wear white or black to funerals as they are sombre colours, but never wear white to a wedding as you don't want to clash with the bride who is the main lead.</p> <p>T: You have 12 mins</p> <p>S: -</p> <p><b>Feedback:</b></p> <p><b>Ask:</b> What was one interesting do and don't you found out from your partner?</p> <p>+</p> <p>errors correction</p>		
Filler	<p><b>Categories game: Travel theme</b></p> <p>The team to list 5 items in the given categories wins a point.</p> <ul style="list-style-type: none"> <li>- Food in Asia</li> <li>- Things you'll find in your luggage</li> <li>- Tourist attractions/monuments</li> <li>- What you'll see/find at the airport</li> <li>- Types of languages</li> <li>- Types of souvenirs</li> </ul>	In case there's still time to fill for the hour.	

**Below is a conversation between Ron and Eli. Eli will be moving to Singapore for her new job and she hopes to get some tips from Ron, his Singaporean friend about the dos/don'ts in Singapore.**

Eli: Hey Ron, it's Eli! I'll be moving to Singapore next week and starting my new job there.

Ron: Oh yes, you mentioned. How exciting!

Eli: It definitely is! I'm excited but nervous too. I've heard how Singapore is known to be a "fine" city!

Ron: \*laughs\* Yeah, we're definitely a fine (very good) city, but also known for our strict laws – so you might get **fined** if you aren't careful. Don't worry, I'll help!

Ron: For one, you **mustn't litter**. Not even small items like cigarette butts or sweet wrappings.

Eli: Talking about cigarette butts, how about smoking?

Ron: You **can** only smoke in designated areas, usually located away from public spaces.

Eli: How about the public transport? How's it like there?

Ron: For one, we stand on a different side of the escalator from France. You **should** stand on the left, and walk up or down on the right. Also, you **can't** eat on the trains or buses.

Eli: That's useful to know, thanks!

Ron: No problem! As for dining **etiquette** – you **shouldn't** put your **chopsticks** into your bowl while eating. It is considered disrespectful and bad luck. And well, similar to France, you **don't have to** tip at the restaurants.

Eli: I've noted all that down! I'll also be visiting my boss's house the first weekend in Singapore. Anything I should take note of?

Ron: You **must** remember to remove your shoes before you enter. And one last tip regarding work – you **have to** arrive on time for business meetings!

Eli: These are really helpful and I feel much more prepared now. Thanks so much and chat again soon!

**Read the 10 statements about some dos and don'ts around the world. Group the underlined modal verbs into the appropriate categories.**

**Part 1:** Indicate if the modal verbs in each sentence falls into the category of:

- (a) An obligation
- (b) A good idea/correct thing to do
- (c) A prohibition or permission

**Note:** The modal verbs can take on the negative form too.

1. You shouldn't flush the toilet after 10 PM in Switzerland.
2. You must only use your left hand to eat in India.
3. You can't object to a wedding in Australia.
4. In China, you shouldn't leave food on your plate at the end of the meal.
5. You don't have to tip at restaurants and hotels in Japan.
6. You have to walk your dogs at least once a day in Rome.
7. Men can wear loose fitting shorts on beaches and swimming pools in France.
8. You mustn't wear high heels to Acropolis in Greece.
9. You should turn off your camera sound in South Korea.
10. In Spain, you can't build a sandcastle on the beach.

**Part 2:** There are 4 false statements above. Discuss with your partner which you think are false statements.



P1

T version:

1. (b) You **shouldn't** flush the toilet after 10 PM in Switzerland. T (loud and disturb the neighbours)
2. (a) You **must** only use your left hand to eat in India. F (only use right hand: Indians consider the left hand as unclean)
3. (c) You **can't** object to a wedding in Australia. T (even if preacher asks, keep it to yourself or you can be fined up to \$10,000 or jailed up to 2 years)
4. (b) In China, you **shouldn't** leave food on your plate at the end of the meal. F (finishing everything suggests that the food wasn't enough)
5. (a) You **don't have to** tip at restaurants and hotels in Japan. T (can be seen as degrading)
6. (a) You **have to** walk your dogs at least once a day in Rome. T (as part of their laws against animal cruelty)
7. (c) Men **can** wear loose fitting shorts on beaches and swimming pools in France. F (they must wear tight fitting swim trunks so it'll def be cleaner than what he may have worn for the whole day)
8. (a) You **mustn't** wear high heels to Acropolis in Greece. T (to protect the ruins from damage)
9. (b) You **should** turn off your camera sound in South Korea. F (can't turn off sound to avoid hidden camera – people taking photos secretly)
10. (c) In Spain, you **can't** build a sandcastle on the beach. T (or you can be fined. And kids are included – parents pay instead)

**Part 2:** There are 4 false statements above. Discuss with your partner which you think are false statements.

**Read the following statements and spot the errors around the use of modal verbs.**

1. You mustn't selling chewing gum in Singapore.
2. You don't have to speak English if you are a pilot.
3. In France, you should wear a seat belt in the car.
4. Do I should split the bill when I'm in France?
5. In France, you must wear a cycle helmet.
6. In Australia, you can keep your objections to a wedding to yourself, or you can be fined \$10,000.
7. You must get married in a church in France.

P2

T version:

**Read the following statements, and correct the errors around the use of modal verbs.**

8. You mustn't selling chewing gum in Singapore.  
**You mustn't sell chewing gum in Singapore.** (S + modal verb + base form – **sell**)
9. You don't have to speak English if you are a pilot.  
You **have to** speak English if you are a pilot. (it is necessary to speak English)
10. In France, you should wear a seat belt in the car.  
**In France, you must wear a seat belt in the car.** (it's not just a good idea, you're obliged/need to wear a seat belt in the car)
11. Do I should split the bill when I'm in France?  
**Should I split the bill when I'm in France? (invert modal + subject for question form. And we do not need an auxiliary verb here)**
12. In France, you must wear a cycle helmet.  
**In France, you should wear a cycle helmet.** (it's not an obligation, but it would be a good idea to)
13. In Australia, you can keep your objections to a wedding to yourself, or you can be fined \$10,000.  
**In Australia, you have to keep your objections to a wedding to yourself, or you can be fined \$10,000.** (an obligation)
14. You must get married in a church in France.  
**You can/should (if religious reasons) get married in a church in France.** (There's a choice whether you do it or not)

<p>How should you greet someone when you see them?</p> <p>(For the first time, good friends, partners, etc.)</p>	<p>What gestures are considered rude?</p>	<p>How must you address someone who is older than you?</p>	<p>What are some dos and don'ts on the public transport?</p> <p>(Trains, buses, etc.)</p>
<p>How punctual should you be when meeting someone?</p> <p>(Business meeting, dinner invitation, meeting with friends, etc.)</p>	<p>What is considered disrespectful behaviour at the dining table?</p>	<p>What do you wear to a wedding and funeral?</p>	<p>What are some unique laws you know of?</p> <p>(e.g., no chewing gum, no feeding of pigeons in Italy, etc.)</p>
<p>What is the etiquette for visiting churches and other religious buildings?</p>	<p>What should you bring to a housewarming party?</p>	<p>What is some dining etiquette you know of?</p> <p>(e.g., always eat with your right hand in India, never stick your chopstick upright in Japan/some Asia countries)</p>	