

1	<b>Name:</b> Constance	<b>Date:</b> 4/04/2024	<b>Level:</b> Intermediate	<b>Number of students:</b> 18	<b>Topic:</b> Mind your manners
2	<b>Main lesson focus (underline one):</b> Grammar / Vocabulary / Pronunciation / <u>Reading</u> / Listening / Speaking / Writing				
<b>Learner outcome(s):</b> The students will be able to (mention task first, then “using” )....					
Students will be able to understand the text on ‘English manners’ and improve their fluency on the topic by debating cultural differences in politeness.					
<b>Grammar:</b> -					
<b>Vocabulary:</b> Rude Insincere Good/ bad manners.					
<b>Phrases:</b> I am sorry to bother you. I was wondering if you could would you mind if could you  How to say no  I would love to, but...					

you're so kind to think of me but i can't

**Materials:**

Post card.

Article on English and Russian manner differences.

Gist questions

Deeper understanding comprehension questions.

Listening activity.

Production with behavioural statements for discussion.

**Assumptions:** I assume that the students are already familiar with the idea of different cultural expectations of politeness.

I assume that the students are comfortable debating their own ideas of politeness.

**An anticipated problem:**

I anticipate that the second reading activity might take up a lot of time.

**My proposed solution:**

I will cut back on the amount of detailed questions for the students to answer. For example, only answer the first 5 questions.

If taking too much time I will additionally cut of the filler listening activity.

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

Teacher language.

Talking clearly and enunciating when speaking to the class.

Making sure all of my pens work at the start and clearly sectioning my board work.

Don't bail on the main activity too early if the students appear to be struggling- keep it a reading lesson.

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
Introduction	Names on the board. Asking how everyone is doing.	Making sure the students are familiar both with myself and with other students.	S
Engage	<p>Show students post card 'how to get around in English.... How to be polite'</p> <p>D In pairs I Look at the postcard and say what does this say about the English? Do you think they are polite?</p> <p>M You have 2 mins S hand out postcards.</p> <p>Write on the Board</p> <p><i>Do you think this is true?</i> <i>Is this an exaggeration?</i></p> <p>D In pairs I tell your partner whether you think this is true or not?</p> <p>M You have 2 mins S hand out postcards.</p>	<p>Giving an exaggerated depiction of 'English manners'.</p> <p>Get's students engaged in the vocab in the postcard'.</p> <p>Getting students engaged in the topic by giving a hyperbolic image. A chance for them to show their opinion on the topic</p>	S
Pre teach vocab.	<p>Rude</p> <p>What is a word for someone who is not polite?</p>	Pre-teach essential vocabulary and concepts so students are able to understand the subject of the lesson .	L

	<p>Begins with an R. If I ignore you when you are talking? Elicit</p> <p>Drill</p> <ul style="list-style-type: none"> <li>- Can a person be rude.</li> </ul> <p>Board. Rude (Adjective)</p> <p>Good <u>manners</u> Politeness and kind behaviour. Drill.</p> <ul style="list-style-type: none"> <li>- He always washes his plate at dinner parties. Does he have good manners?</li> <li>- She always says please and thank you, does she have good manners?</li> <li>- Can you have bad manners? yes. Can you think of any examples of bad manners?</li> </ul> <p>Mums tell children to Mind your manners.</p> <ul style="list-style-type: none"> <li>- What do you think this could mean?</li> </ul> <p><u>Insincere</u>. The next word is what we use to describe someone who says one thing but feels another. Begins with an I. For example if I steal Hichams pen and I love it. I don't want to give it back, I don't feel bad. I am not sorry</p>	<p>It will also allow students to widen their own vocabulary and understanding when completing the reading about Miranda and Alexander. They can also use this vocabulary in the production when discussing their own ideas of what 'good manners' consist of.</p>	
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	<p>but I say to him. Oh my goodness Hicham, I am so sorry, I feel terrible, please accept my apologies. Am i being sincere?</p> <p>I am being fake.</p> <p>Does anyone know what we call that? Insincere. Drill</p> <ul style="list-style-type: none"> <li>- Can a person be insincere?</li> <li>- What if i laugh at a joke but i don't think it's funny. Is my laugh insincere? Yes</li> </ul> <p>Board Insincere (Adjective)</p>		
Dissecting language from post-cards and expanding on it.	<p>Looking back at your post cards 'Manners in England'.</p> <p>Elicit some of the phrases. Write them up on the board.</p> <p>"I'm <u>terribly</u> sorry to bother you"</p> <ul style="list-style-type: none"> <li>- Something to say to be polite when interrupting.</li> </ul> <p>Drill.</p> <p>'I wonder if you would'</p> <ul style="list-style-type: none"> <li>- Polite form of 'can you'</li> </ul>	Introduction of what 'English manners' mean. Can be contradictory. Perhaps introducing the idea that English people talk around the subject to be polite and that not everything that is said is sincere.	L

	<p>Does anyone know anything else we say in English as a polite version of Can you?</p> <p>Could you?</p> <p>Stress the intonation and pronunciation of the phrase.</p> <p>What if I want to say no? Model.</p> <p>Can you think of any more polite ways of saying no in English?</p> <p>I would love to, but... you're so kind to think of me but i can't</p>	<p>Getting students to repeat common phrases to work on the correct pronunciation and intonation. So that students sound natural when speaking to native English speakers.</p> <p>Gives the students easy phrases and sound bites as alternatives to use if they wish to sound more polite.</p>	
Practise one	<p>Text.</p> <p>D - Individually.</p> <p>I read this text about Miranda, an English woman and her Husband Alexander, a Russian man.</p> <p>Answer ' <i>Do the English have good manners</i> '</p> <p>and whether you think ' <i>the English are polite but insincere.</i> '</p> <p>M</p> <p>T You have 5 minutes</p> <p>S hand out the sheets</p>	<p>Focus questions on the board so that students can focus on 'gist' reading in shorter time frames. Building up students' confidence by asking simple focus questions so that they can feel that they have understood the reading even if they are not picking up on every word.</p>	R

Practice 2	<p>D In pairs</p> <p>I Read the Article again and answer whether these sentences are true or false. Answer the first 6 questions.</p> <p>M For example - 'Miranda had to teach him to say sorry even when something wasn't his fault.' I think that is true because here it says she 'taught him to say sorry even if someone stepped on his toe'. I would write true here.</p> <p>T- you have 10 minutes.</p> <p>S- hand out the questions with the sheet.</p> <p><i>Pair- share or go through as a class depending on the time.</i></p> <p><i>'Are people in your country more like Miranda or Alexander?'</i></p>	<p>More complex questions so that students can do a more comprehensive reading and understanding of the text.</p> <p>Forces students to scan and extract specific examples to answer the questions.</p>	R
Extra small listening. Can Addition if there is still lots of time in the lesson.	<p>D individually.</p> <p>I We will listen to 4 people who have lived in England and they are going to answer 'Are English people too polite'. You should write either yes or no next to their name.</p> <p>M For example...</p> <p>T- Here is the sheet, you have 1 minute to read the characters before i play the recording.</p> <p>S Hand out the sheet.</p> <p>Play recording.</p>	<p>Time fill activity.</p> <p>Gives students a chance to practise general listening skills on the target language.</p> <p>Particular listening exercise centres around students understanding the 'gist' of each person's opinion.</p> <p>Simpler listening activity will boost student confidence as they should be able to understand the recording.</p>	L

	Pair Share.		
Production	<p>In pairs, discuss whether you think these statements are good or bad manners?</p> <p>Write on the Board  <i>'Do people do these things in your country'</i></p> <p><i>Do you think it's good or bad manners to do these things, or does it not matter?'</i></p> <p>Write down words on the board</p> <p>In my opinion, polite, Disrespectful, Appropriate.</p> <p>D - In pairs</p> <p>I - Read the situations and you must tell your partner if you think it is good manners ( polite) or bad manners ( rude)</p> <ul style="list-style-type: none"> <li>- Do people do these things in your country?</li> <li>- Do you think these are good or bad manners to do these things, or does it not matter?</li> </ul> <p>M so for example me and my partner flip these situations over.</p> <ul style="list-style-type: none"> <li>- Greeting people - Kiss people on the cheek when you meet them for the first time.</li> </ul> <p>Student A- yes i think you must do</p>	<p>Students will be using the topic and views from the reading and practice to give their own opinions on the topic.</p> <p>Students practising their speaking skills in an uncontrolled environment.</p>	S



	<p>this to be polite. In my country it is good manners.</p> <p>Student B. - I disagree, I think it is fine to not do this, in my country we never do this and it doesn't matter.</p> <p>T - you have 10 minutes.</p> <p>S hand out the sheets between the pairs.</p>		
Error correction	<p>Praise students for what they have been doing right. Pick out individual examples of discussions and different viewpoints. Praising good language and ideas. .</p> <p>Correct some mistakes together as a class.</p>	<p>Helps students to pick up and correct some common errors to improve their language.</p> <p>Validating students' opinions on the topic, praising enthusiasm and differing opinions. No 'correct' answers.</p> <p>Opportunity as well to praise and to build students up so that they will be more confident speaking about manners and politeness outside of the classroom. .</p>	L