

Liven up learning with Diana Funtana ESL Productions!



Get in on the Act V: Do's and Don'ts Etiquette

Contents

- Introduction
- Lesson Plan
- Worksheets

Introduction

Task: make a short presentation on etiquette rules

Level: intermediate to high intermediate

Duration: 3-4 lessons of approx. 45 minutes

Materials: worksheets, poster paper, props and costumes, video camera

This activity fits in well with a unit on etiquette and social behaviour. It presents a good opportunity for students to investigate the culture of their host country and compare it to their own, and also to be creative and perform as actors. When I did this with my classes, they made props as well as posters, and had lots of fun.

Lesson Plan

1. Warm-up

- If you haven't already explored the general topic, introduce the concept of etiquette and good manners with general questions:
What are good manners?
Where do we learn good manners?
How important is it to be polite in your culture? In your host culture?
What are some examples of polite and rude behaviour?
- Put students into small groups and have them discuss and fill out the survey on acceptable and unacceptable social behaviour on page 7. Make sure they discuss each point, rather than rush through it. If they think the behaviour is ok or not ok, they should explain why and give their personal opinions.
You might want to discuss the first example with the class to give them an idea of what is expected.
- Have students change their groups and discuss their results.

2. Video viewing: Dating Etiquette 101 (5:20)

- This video was produced by Bethany Wood as an instructional video for teachers. The actors use a lot of idioms that will be new to students and perhaps difficult to understand, but in all the lesson is entertaining and well made, and in my experience students at the intermediate level get the general idea.
- Have students fill out the vocabulary sheet on page 6 to prepare them for

some of the more difficult idiomatic vocabulary in the video.

Answers: 1.c 2.h 3.e 4.j 5.g 6.a 7.i 8.d 9.b 10.f

- Watch the You Tube video at least twice: Dating Etiquette 101 (5:20) at <http://www.youtube.com/watch?v=Y61Mpl3VXeg>
- Have students identify the six “don’t and do” rules in the video and fill out the Video Viewing Worksheet on page 8.

3. Preparation.

- Introduce or review the useful vocabulary on page 5.
- Put the class in pairs or groups of three. Using “Dating Etiquette 101” as a model, have students prepare an etiquette presentation.
- Some suggestions for topics are:
 - Table manners
 - Restaurant etiquette
 - Blind dating etiquette
 - Cell phone etiquette
 - Telephone message etiquette
 - Driving etiquette
 - Smoking etiquette
 - Public transportation etiquette
 - Homestay etiquette
 - Introductions and small talk etiquette
 - Airplane etiquette
 - Party etiquette
 - Tourist etiquette
 - Job interview etiquette
 - Shopping etiquette
 - Classroom etiquette
 - Movie theatre etiquette
- When planning the activity, students should use the following outline as a guide to the structure of their presentation:
 - Introduce your topic and why it is a problem.
 - Determine 4 rules and show:
 - what people do wrong and why this behaviour is rude, unacceptable or inappropriate
 - what people should do right and why this behaviour is polite,

acceptable and appropriate.

- Summarize your rules.
- 1-2 line conclusion: if people follow these rules, how will that help them?

- When the students have completed the preparation stage, you can encourage them to make posters and gather props.
- Give students time to practice their presentation in class, and critique if necessary.

4. Performance.

- Students give their presentations to the class. It's a good idea to record the lessons with a video camera for self-evaluation and feedback purposes.

5. Evaluation.

- Have students discuss and evaluate the activity using Diana Funtana's Speaking Activity Evaluation sheet, or your own.

Diana Funtana ESL Productions / Vocabulary

courteous
rude
appropriate
acceptable
sloppy
elderly
handicapped/disabled
considerate
suitable
private
privacy
uncomfortable
behaviour
annoy
nuisance
disturb
manners
offend
respect someone
treat someone well or badly
greeting
make a good impression
get off on the wrong foot
gesture
misinterpret
subject matter
offer a seat to someone
insult
address someone
personal question
get something wrong
appreciate
embarrass

Diana Funtana ESL Productions / Video Vocabulary

Match the words and expressions with those closest in meaning.

- | | |
|------------------------------------|--------------------|
| ___ 1. Sally's not digging ... | a. make an effort |
| ___ 2. ...what you're dishing out. | b. change things |
| ___ 3. dodge a bullet | c. doesn't like |
| ___ 4. Nice/sweet save! | d. success |
| ___ 5. classy | e. escape disaster |
| ___ 6. go the extra yard | f. pay the bill |
| ___ 7. Penalty flag | g. high quality |
| ___ 8. Touchdown! | h. are doing |
| ___ 9. turn your game around | i. a big mistake |
| ___ 10. PTB | j. good move |

Diana Funtana ESL Productions / Survey

Put a check (✓) if the following social behavior is ok, not okay or doesn't matter in your country and _____*:

- | | Your country | | | *: | | |
|-----|--------------|--------|----------------|----|--------|----------------|
| | ok | not ok | doesn't matter | ok | not ok | doesn't matter |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| 16. | | | | | | |
| 17. | | | | | | |
| 18. | | | | | | |
| 19. | | | | | | |
| 20. | | | | | | |

* Fill in the host country where the students are learning English.

Diana Funtana ESL Productions / Video Worksheet

What are the main rules in the video?

Don't	Do
1.	
2.	
3.	
4.	
5.	
6.	

Notes	Don't	Do

In your groups discuss the following questions. (Do not write down the answers.)

1. Did you enjoy this activity? Why or why not?
2. What did you like most / least about the activity?
3. What did you learn from the activity?
4. How did the activity improve your speaking ability?
5. How well did you work together as a group?
6. What do you need to improve as an individual? As a group?
7. What things can help improve your performance for the next speaking activity:
 - More time for practice
 - Additional props and equipment
 - Better or more instructions