

Lesson Aim: Discussion; fluency lesson given in the UK

Theme: meeting/greeting/cultural differences

Lesson Duration: 1 hour

Group details: Age: Teen +

Number of students: 6+

Level: A2 (Pre-int) & up

| time | Student activity | Teacher activity |
|---------|---|--|
| 3 mins | <p>Warmer</p> <p>2 students are asked to stand at the front of the class. The rest of the class shout out ways they can greet each other and the 2 ss act that out. Possible answers:</p> <p>kiss on the cheek, bow, handshake, hug, saying 'hi'</p> | <p>-Teacher says 'Good Morning' and writes this on the board</p> <p>-Teacher refines language and prompts the class to help with new ideas</p> <p>-Teacher writes other phrases on board as sts call out ideas. This will also help with some of the language in the study stage activity</p> |
| 5 mins | <p>Presentation stage</p> <p>Write these questions on the board. Ask students to discuss their ideas in pairs:</p> <p>- In the UK - how do we greet friends ?</p> <p>- Is how close we stand to each other important in the UK?</p> <p>- What impact has age on how friends greet each other in the UK?</p> | <p>-Get students into pairs sitting each pair well apart from the others.</p> <p>-Teacher visits each pair to check answers, refine language and answer any questions.</p> <p>-Teacher brings discussion to a close and invites feedback.</p> |
| 10 mins | <p>Study stage: Listening</p> <p>Students listen to the teacher reading out the short paragraph and tick the words they hear from the following list:</p> <p>stand close, kiss, bow, hug, fine thanks, greet, informal, personal space, hi-5.</p> <p>After listening, they revisit their answers to the questions in the presentation stage to see how their answers compare with the text they have heard.</p> | <p>Teacher reads the following out:</p> <p>In the UK, friends didn't used to kiss each other, bow to each other or hug each other when they met. We used to just say 'hello' and 'how are you?' However, there is evidence that we are becoming more continental in our habits. So now in England you do see people kissing friends on the cheek or hugging each other; particularly younger people who tend to be more informal. The rules are not so clear. What is still important is personal space. We don't like people standing too close when they are talking to us.</p> <p>Then</p> <p>1) quickly ask students which words they heard from the given list.</p> <p>2) Asks students to think about their answers to the presentation questions again before inviting feedback; how did their answers compare pre and post listening?</p> |

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|------------|---|---|
| 20 minutes | <p>Practice stage Students discuss the following</p> <p>a) How important is it to smile when you meet someone for the first time?</p> <p>b) Is it OK to touch someone when you greet them?</p> <p>c) Do you like to kiss, shake or bow when you meet a someone. Or what else do you do?</p> <p>d) How close do you stand when talking to someone?</p> <p>e) When you meet someone for the first time, the favourite topic of conversation is the weather in the UK. How about in your country?</p> <p>f) Is it strange when you meet someone for the first time from another cultures – what differences do you notice</p> | <p>Pair/group work</p> <p>-For a lower ability/ shyer class, teacher gets ss to answer these questions on their own first, and then they can compare their answers with a partner.</p> <p>-For higher level/extrovert classes, put them in small groups and elect a spokesperson in each group to feed back on. E.g. 'Sami said that in Japan it is important to smile but Jani from Russia said...'</p> <p>-Can introduce more questions for groups/pairs that finish quickly or are higher level at: http://iteslj.org/questions/meeting.html</p> <p>-Teacher monitors groups/pairs and helps with language, prompting and notes corrections.</p> <p>-End of task: teacher invites feedback</p> |
| 7 mins | <p>Warm down/follow up</p> <p>Corrections from practice stage as a class.</p> <p>Quick quiz</p> <p>Homework setting: You meet someone new at a bus stop and get talking. Explain how you 1st greet each other.</p> <p>Write the dialogue of your typical conversation. Write at least 6 exchanges</p> | <p>-Teacher puts corrections from the practice stage on the board and elicits corrections.</p> <p>-Quick-fire quiz – teacher puts class into 2 teams and uses corrections/new vocab as basis for an informal, spoken quiz. Quickest hand up wins the question.</p> <p>- Teacher sets writing task</p> |