Lesson plan

Topic: Social Norms in the UK
Level: SfL – E3, SQA – Int 1, CEFR – B1
Time: 120 minutes

Aims
- To develop students’ ability to identify and discuss social norms in the UK
- To give practice of skimming a text for gist and scanning for detail
- To give practice of writing complex sentences using ‘when’
- To develop students’ vocabulary of words associated with social norms

Introduction
This lesson provides students with the opportunity to discuss and read about UK social norms. It then supplies them with a structured approach to writing and evaluating complex sentences on this topic.

Tip – Print matching card sets 1 & 2 from Resource A on different coloured paper and cut up before the lesson.

Procedure

Warmer (5 mins)
- Project the Warmer photos (from p1 of Student Worksheets) on the board and/or hand out the Student Worksheets.
- Put students in pairs and ask them to discuss what the pictures on p1 have in common (2 mins).
- Nominate students to feed back their guesses to the class (e.g. social norms / customs in the UK).
- Write ‘Social Norms’ on the board and elicit the meaning. Ask what the possible consequences are of breaking one (e.g. not shaking hands at an interview, or pushing into a queue).

Task 1 - Pre-Reading Task: Social Norms Discussion (20 mins)
- Organise the students into small groups of 3 or 4, hand out one set of Resource A: UK Social Norms Matching Cards 1 and 2 (each set printed on a different coloured paper) to each group and ask them to lay them down face up in front of them.
- Instruct the students to find the card which mentions yawning and its corresponding card which outlines the social norm in the UK for yawning (‘yawn in public’ and ‘cover mouth’). Elicit what the social norms are in their own countries for yawning. Ask if these differ for men and for women in either country.
- Tell students to look at Task 1 on p2 of their worksheets and to work through activities A, B and C.
- Differentiation – some students may need to be prompted in their discussions. In these cases, you could use questions such as, “Do people usually show affection in public?” and “What do people usually do when they meet for the first time?” to help them develop their ideas.
- Monitor these activities, elicit ideas from each group and correct common errors on the board.
- Instruct students to leave their matching cards in their pairs for use later in the lesson.
- Ask the students which of the social norms that they have discussed relate to shopping.

Task 2 – Shopping in the UK Reading Comprehension (35 mins)
- Instruct students to turn to Task 2 on pages 3-5 of their worksheet.
- Ask students to read the whole text quickly (1-2 mins), to answer Task 2A and to feed back to the class.
- Tell students to work through questions 3B-3E and then to feed back answers to the class.
- Differentiation:
  o Students can be organised into strong/weak pairs and the teacher can assist where required.
Weaker classes may need greater teacher input to complete Tasks 2D and 2E. Useful strategies may include eliciting and underlining verb forms used in each clause of the complex sentence, the use of ‘when’ at the beginning of the subordinate clause and the key theme from each part of the sentence.

**Extension:** Elicit cautious language from the text such as ‘usually’, ‘most’, ‘can’ and ‘tend to’.

**Task 3 – Writing Complex Sentences (30 mins)**
- Ask the students to look at their paired matching cards from Task 1. Using the sentence from Task 3D as a model (paying for groceries/thank the cashier), elicit a few sentences using the prompt words on pairs of cards. Tell students to come up and write these on the board. Prompt students to use the ‘when’ structure and to add any other words necessary to make the sentences grammatical (e.g. verbs, pronouns)
- Hand out a sheet of A3 paper and a felt-tip pen to each group. Ask them to work in their group to write a complex sentence for each pair of cards in preparation for playing a competitive game against the other groups at the end of the lesson.
- **Differentiation:** Depending on time-constraints and the ability of your students, you can ask students to write sentences for all of the cards or just selected cards.

**Cooler – Error Correction Casino (30 mins)**
- Tell the students that they will now play a game called ‘Error Correction Casino’.
- Each group chooses a group name. Draw a grid (see example below) on one side of the board with three columns, entitled ‘Group Name’, ‘Bet’ and ‘Bank’. Write the names of the groups on different rows of the grid and write £150 in the ‘Bank’ column for each group.
- **Explain the rules of the game** to the students. A member of one group comes up and writes their sentence on the board (using the sentences they wrote earlier in their groups). Groups take it in turns to bet whether the sentence is grammatically correct or incorrect (the group whose sentence it is must bet that their sentence is correct) and choose how much to bet (in increments of £10). Write the amount of each bet and ‘C’ (for ‘correct’) or ‘Inc’ (for ‘incorrect’) in the ‘Bet’ column for each group.
- You decide whether the sentence is correct or incorrect. If correct, then any groups that have bet ‘C’ win the amount that they have bet, and the same for ‘Inc’. If students are wrong, then deduct the amount and adjust bank balances accordingly.
- At the end of the game, the group left with the most money wins. Ensure that all groups have the same number of chances to write their sentences on the board to make the process fair.

**Differentiation:** Choose the level of ‘correctness’ which you require for the purposes of this game. You could insist that a sentence must be completely correct in every way (grammar, spelling, punctuation, etc) or could simplify the activity by asking students to focus on key elements being correct, such as the presence of a main clause and a subordinate clause, the use of ‘when’ and cautious language such as ‘usually’, etc. You could adapt these requirements for your students.

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Bet</th>
<th>Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ‘A’ Team</td>
<td>£10 C</td>
<td>£150</td>
</tr>
<tr>
<td>The ‘B’ Team</td>
<td>£50 Inc</td>
<td>£150</td>
</tr>
<tr>
<td>The ‘C’ Team</td>
<td>£20 Inc</td>
<td>£150</td>
</tr>
</tbody>
</table>
Extension activities / Homework

- Students could write one or two paragraphs for homework comparing social norms in England and their own country.

Answer key

Task 1

- yawn in public / cover mouth
- wait to pay in a shop / queue
- meet someone for the first time / shake hands
- someone blocks your way / ‘excuse me’
- want someone to give you something / ‘please’
- someone gives you something / ‘thank you’
- greet a good friend / kiss once on cheek
- driving / left side
- knock into someone / ‘sorry’
- public transport / give up seats to old and disabled people
- children misbehave in public / tell them off quietly
- eat a meal / knife and fork

Task 2

C.
- i. T (Bella’s British Blog)
- ii. F (travellers)
- iii. F
- iv. T
- v. F
- vi. F
- vii. T
- viii. F

D.
- SC – When they’re paying for their groceries,
- MC – people usually thank the cashier three or four times.

Cooler (Suggested Answers)

In the UK …

- … when they yawn in public, people usually cover their mouths.
- … when they are waiting to pay in a shop, people usually form a queue.
- … when they meet someone for the first time, people usually shake their hand.
- … when someone blocks their way, people usually say ‘excuse me’.
- … when they want someone to give them something, people usually say ‘please’.
- … when someone gives them something, people usually say ‘thank you’.
- … when they’re greeting a good friend, people often kiss them once on the cheek.
- … when they’re driving, people must stay on the left side of the road.
- … when they knock into someone, people usually say ‘sorry’.
- … when they’re on public transport, people often give up their seats to old or disabled people.
- … when their children misbehave in public, people usually tell them off quietly.
- … when they eat a meal, people usually use a knife and fork.