

“Do as I say, not as I do.”

The purpose of this lesson is to allow the students to develop skills in analyzing social interaction and in offering constructive criticism. In addition, certain grammatical structures, vocabulary, idiomatic expressions and aspects of American culture are highlighted in the lesson.

After an explanation of what is considered appropriate and inappropriate in certain situations, and a grammar lesson involving modal perfects and past hypothetical sentences, students analyze behavior modeled by teachers and offer constructive criticism.

You will see four teacher-created vignettes and experience them as high intermediate and advanced students would. Later, you will be asked to participate in an exercise in creativity as you explore the possibilities of this kind of lesson.

Vignette One: A Job interview

Grammar background:

Modals: Could—option

Should—best idea

Modal perfects: Too late—*I should have studied.*

I shouldn't have eaten so much.

Conditionals with modal perfects:

“If I had studied harder, I might have passed the quiz.”

Pronunciation background (optional):

Native speakers drop the ‘h’ and the ‘have’ in should have often sounds like “*should of*” or “*shoul da*.”

Shouldn't have often sounds like “*Shoulden of*” or “*Shouldena*”

Cultural background:

In General:

- Don't make insulting remarks about ethnic groups.
- Don't be *sexist*.
- Don't be too *pushy*.

At a Job interview:

- Don't reveal too much about yourself.
- Use appropriate body language

- Don't make too many demands
- Answer the interviewer's questions directly.
- Be prepared for the interviewer's questions.
- Watch your grammar and pronunciation. Correct yourself if you hear yourself make an error.

(Show Vignette #1)

Criticize the interviewee in groups. What did he do wrong? How could his next interview be more successful? Experiment with the grammar. Use *Should have*, *could have* and *if* sentences.

Vignette #2: Changing a class: Dealing with an administrator
Cultural background:

- Never try to *bribe* anybody.
- Don't interrupt an administrator or person in authority.
- Know when to quit.
- Don't make *idle threats*.

What suggestions do you have for the student?

Vignette #3 : Dealing with a unsympathetic bureaucrat – Trying to get a refund

- Be *assertive*.
- Know when to *stand up for yourself*
- Be persistent if you know your rights have been violated
- Be friendly and understanding.
- Be patient.
- Be *tolerant* of those with limited English skills.

Vignette #4: Giving a presentation

- No gum.
- *Rehearse*.
- Avoid negativity. Don't put yourself down.
- Know your technology.
- Don't read.
- Watch eye contact and body language.

- Dress appropriately.

With your partners, think of situation that your students commonly face, and a list of things that they should and should not do. Act out the situation. Do not worry about transcribing the situation. Don't be afraid to "ham it up."