LEARNING AND EVALUATION SITUATION
SECONDARY CYCLE ONE ENRICHED ESL PROGRAM

WHICH MANNERS MATTER?

TEACHER'S GUIDE

This learning and evaluation situation consists of the following:

- a Teacher’s Guide
- a Teacher’s Resource Booklet
- a Student Booklet
- a Web site entitled Which Manners Matter?

Important note

This learning and evaluation situation is to be used in the course of learning to regulate learning. It is very structured and students are guided by the teacher. However, as students progress, they should be put in situations that are less guided.

The image editing in this booklet was done by Alain Graillon.
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This learning and evaluation situation contains the following documents:

- **Teacher’s Guide**
  This document includes important information about the learning and evaluation situation and about evaluation. It also provides an overview of the situation and a step-by-step procedure.

- **Teacher’s Resource Booklet**
  Documents such as evaluation tools and templates are included in the Teacher’s Resource Booklet. These documents and tools are available in a format that can be edited so you can adapt them to the needs of your class. The Teacher’s Resource Booklet also includes examples of how to use the evaluation tools to regulate learning.

- **Student Booklet**
  The Student Booklet includes the tasks for this learning and evaluation situation. It is suggested that teachers photocopy the Student Booklet in the form of a booklet, using 11” x 17” sheets.

- **Web Site**
  The Web site contains information on manners. A closed Web site allows students to do their research in the form of an authentic Web quest but with controlled information and vocabulary.

  You can copy the Web site *Which Manners Matter?* to the hard disk on each computer that students will be using or upload it to the school's server. If you do not have access to the computer lab in your school, you can print copies of the Web site using the printable version, which is available on the Web site.

**Other Resources Available From the MELS for ESL Teachers**
Many resources related to the new ESL programs are readily available to all ESL teachers in Québec. These resources include:
- The Response Process Handbook
- FAQ about Vocabulary and Functional Language
- Functional Language Posters
- Posters with Prompts for the Response, Writing and Production Processes
- Strategy Posters

These resources can be downloaded from the following Web site:

The English version of Chapters 1 to 3 of the *Programme de formation de l’école québécoise* can be downloaded from the following Web site:
Important Information

*Which Manners Matter?* is the first learning and evaluation situation (LES) produced by the Ministère for the Secondary Cycle One Enriched ESL program. It is to be used in Secondary Cycle One as a tool to regulate learning. This LES is but one model of how to implement the *Programme de formation de l'école québécoise* (PFEQ) in your ESL classroom.

The focus of this LES is to regulate learning for Competency 1, *Interacts orally in English*. Competency 2, *Reinvests understanding of texts* and Competency 3, *Writes and produces texts*, are not being evaluated.

More than 25 teachers from various regions of Québec, in both the public and private sectors, field-tested this LES. These teachers met in focus groups and gave the authors valuable feedback.

**What Is a Learning and Evaluation Situation (LES)?**

Many terms have been used to describe a LES: learning situation, learning and evaluation situation, complex task, etc. Regardless of the term used, what matters is understanding the concept.

A LES includes the following elements:

- **a complex question to answer**, e.g. *Which Manners Matter?*
  - or
  - **a problem to solve**, e.g. *Mystery: Who Took the Principal's Pet Llama?*
  - or
  - **a challenge to meet**, e.g. *Writing for Peace*
- **tasks that activate the competencies**
  Getting students to discuss a topic in small groups will activate Competency 1, *Interacts orally in English*. However, if students are simply required to formulate or answer simple questions without responding to or building on each other’s ideas, they will not be in a competency situation, but rather in an enabling exercise.
- **tasks that are relevant and meaningful**
  Tasks in the LES are determined by answering one important question: What do students need to do to answer the complex question, solve the problem or meet the challenge?
- **contextualized teaching**
  Teaching is determined according to the resources students are expected to mobilize successfully to complete the LES. Therefore, the teaching in a LES is purposeful and relevant to the student.
- **a focus on both process and product**
  The how matters as much as the what. Students need to develop strategies, learn to interact with others, use resources and reflect on their learning. These important skills are developed throughout the LES.
About enabling activities

Enabling activities, such as language-focus activities (e.g. vocabulary-building activities, exercises on sentence structure) enable students to do something. Although these are great teaching tools, they should not be used to evaluate students’ competencies, as this should only be done when students are put in a competency situation, not in a series of decontextualized activities.

Teacher’s Role in Evaluating to Regulate Learning

This LES has been designed to regulate learning and assess the development of competencies in the course of learning (PFEQ, p. 10). Evaluating for regulation, i.e. to support learning, means that the teacher “regularly informs students about their strengths and weaknesses and offers appropriate enrichment and support measures.”¹ Students need to know what is expected of them and how they will be evaluated; be transparent with your students regarding your expectations and the evaluation criteria.

As students carry out the various tasks in this LES, you will need to observe them in action and provide feedback. You will be teaching, prompting and guiding students throughout the LES. It is important to record your observations using tools such as observation grids, rubrics and/or anecdotal records. The evidence you collect will also be used to report on students’ development of competencies for report cards and other forms of communication.

The tools included in the Teacher’s Resource Booklet are to be used to help you regulate your students’ learning in this LES. The evaluation criteria referred to in these evaluation tools are prescribed by the program. To fully understand what is meant by these criteria, refer to the focus, the key features and the end-of-cycle outcomes for each targeted competency (PFEQ, p. 204-209).

Notes About This Learning and Evaluation Situation

- This LES should take about five hours to complete.

- This guide includes Program Alerts that will help you link what students are doing to the PFEQ. These Program Alerts explain what elements of the program are being applied. The PFEQ page number is included as a reference.

- The guide also includes Notes. These contain additional information that can help you adapt the tasks to the needs of your students.

- You will also notice this icon placed next to certain tasks. This indicates when evaluation to regulate learning can take place. Evaluation tools are included in the Teacher’s Resource Booklet and can be adapted to your needs. It is important to note

that it may not be possible to observe each of your students every class. Nevertheless, there are many opportunities to observe your students in action throughout this LES.

- Students will carry out research using a Web site created expressly for this LES. You can copy the Web site to the hard disk on each computer students will be using or upload it to the school's server. If you do not have access to the computer lab in your school, you can print copies of the Web site using the printable version, which is available on the Web site.
WHICH MANNERS MATTER?

General Description
- Students explore rules of etiquette and decide which manners matter in today’s world. This LES should take about five hours to complete.

Educational Aims
- By exploring rules of etiquette, students learn about manners, they reflect on the need for such manners, and exercise critical judgment in deciding which manners matter in today’s world.

Broad Area of Learning
- No BAL is directly connected to this LES, although Citizenship and Community Life is addressed in a general manner. However, this LES addresses one of the school’s three missions: to socialize students in a pluralistic world.

Cross-Curricular Competencies
- Uses information
  Students consult various texts to select information for their task.
- Exercises critical judgment
  Students decide which manners matter and provide well-reasoned justifications.

Evaluation

<table>
<thead>
<tr>
<th>ESL competency</th>
<th>Evaluation criteria</th>
<th>Evaluation tools</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1, Interacts orally in English</td>
<td>- Participation in oral interaction</td>
<td>Anecdotal record, grid or rubric</td>
<td>2, 5, 6</td>
</tr>
<tr>
<td></td>
<td>- Articulation of the message</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Targeted Related Content

<table>
<thead>
<tr>
<th>Functional Language</th>
<th>Expressing an opinion, comparing, agreeing, disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Vocabulary</td>
<td>Vocabulary and expressions specific to etiquette categories (e.g. to cough, blowing your nose, sportsmanship, etc.)</td>
</tr>
<tr>
<td>Focus on Form</td>
<td>Negative forms (you can’t, etc.), conditional (should), present continuous, imperative form</td>
</tr>
<tr>
<td>Strategy</td>
<td>Take notes</td>
</tr>
</tbody>
</table>

Required Materials
- A Student Booklet for each student
- Copies of the selected evaluation tools (Teacher's Resource Booklet, p. 10 to 14)
- One copy per team of the Answer Sheet for Task 2 (p. 19 of this guide)
- 11 poster-size blank sheets of paper
- Which Manners Matter? Web site
- One copy of Our Top-10 List per team (Teacher's Resource Booklet, p. 6)
Useful Resources

Books

Background Information for Teachers

Why study etiquette?
Etiquette is more popular than ever. One reason may be globalization and the ease with which we can access information and contact others through the Internet and through other information and communication technologies. This leads to greater awareness of cultural differences and an increased desire to learn how to communicate and act appropriately. Learning some basic rules of etiquette will help students become more comfortable in social situations and project a positive image of themselves.

Origins of etiquette
No one seems to know for sure how etiquette originated. However, one possible source is that Louis XIV's gardener, tired of people trampling on his beautiful gardens, put up a sign, an étiquette, reading "Keep off the grass." The King decreed that no individual was to go beyond the bounds of the étiquette. During this same time, little tickets known as etiquettes served as invitations to court functions, on the back of which were printed rules of court behaviour. The word became synonymous with social rules or conventions.

School subject
In the past, social graces were an integral part of the school curriculum. Young men and women would attend institutions that were called Finishing Schools and Charm Schools.

A renewed interest
Teenagers are usually very curious about rules of etiquette, especially those that apply to them personally. They are also fascinated by lesser-known rules and out-of-date conventions. Through this LES, they learn that while some rules may seem very picky, most are based on common sense.

Confusion between rules of etiquette and other types of rules
Students will likely confuse rules of etiquette with other types of rules. For example, a rule at school is "no running in the halls," but it is good manners to "open the door for someone whose hands are full." There is often a fine line between manners and rules, as many rules are based on good manners. You should discuss this with students in Task 1; their understanding of the concept will evolve as they learn more about etiquette.
### OVERVIEW OF THE LEARNING AND EVALUATION SITUATION

Here is an overview of the LES. A detailed procedure begins on the next page.

<table>
<thead>
<tr>
<th>Task</th>
<th>Materials needed</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARING TO CARRY OUT THE LES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher introduces the topic with a picture task.</td>
<td>Student Booklet, p. 2-3</td>
<td></td>
</tr>
<tr>
<td>2. Students take a true or false quiz and discuss their answers.</td>
<td>Student Booklet, p. 4-5&lt;br&gt; Evaluation tool (Teacher's Resource Booklet, p. 10-14)&lt;br&gt;Teacher's Guide p. 19</td>
<td>C1</td>
</tr>
<tr>
<td>3. Students do a graffiti task to establish prior knowledge.</td>
<td>11 poster-size sheets</td>
<td></td>
</tr>
<tr>
<td>Teacher explains the concept of a top-10 list and explains the LES.</td>
<td>Student Booklet, p. 6</td>
<td></td>
</tr>
<tr>
<td>Students select an etiquette category to research.</td>
<td>Student Booklet, p. 6</td>
<td></td>
</tr>
<tr>
<td><strong>CARRYING OUT THE LES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students research the category they have selected and find 10 new rules of etiquette.</td>
<td>Student Booklet, p. 7</td>
<td></td>
</tr>
<tr>
<td>5. In pairs, students create their top-10 list.</td>
<td>Teacher's Resource Booklet, p. 6&lt;br&gt; Evaluation tool (Teacher's Resource Booklet, p. 10-14)</td>
<td>C1</td>
</tr>
<tr>
<td>6. Students do a Gallery Walk to view the top-10 lists, answer four questions in their Student Booklet and discuss their findings in small groups.</td>
<td>Student Booklet, p. 8-9&lt;br&gt; Evaluation tool (Teacher's Resource Booklet, p. 10-14)</td>
<td>C1</td>
</tr>
<tr>
<td>7. Students answer three questions in writing in order to reflect on their learning and their views about manners.</td>
<td>Student Booklet, p. 10</td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATING TASKS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A number of extension tasks are proposed.</td>
<td>Teacher's Guide, p. 18</td>
<td></td>
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<tr>
<td><strong>EXTENSION TASKS</strong></td>
<td></td>
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</tbody>
</table>

PREPARING TO CARRY OUT THE LES

Introducing the situation

<table>
<thead>
<tr>
<th>Task 1: What's Wrong With This Picture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
</tr>
<tr>
<td>- to introduce the topic and key vocabulary</td>
</tr>
<tr>
<td>- to activate students' prior knowledge</td>
</tr>
</tbody>
</table>

Step 1
- Give each student a copy of the Student Booklet.
- Tell students that the picture on p. 2 of the Student Booklet depicts several situations where students are displaying bad manners.
- Individually, students identify as many examples of bad manners as they can. They describe these bad manners on p. 3 of the Student Booklet.
- You may want to teach or review the use of the present continuous, as students will need to use it.

Step 2
- In pairs, students compare and complete their answers.
- Go over the answers with students.

Answers:
1. A boy is blowing his nose at the table.
2. A boy has his elbows on the table.
3. A boy is licking his knife.
4. A boy and a girl are wearing caps at the table.
5. A boy is reaching across someone's plate.
6. A girl is wearing her napkin as a bib.
7. A girl is taking food from someone else's plate.
8. A boy is wiping his mouth with his shirtsleeve.
9. A girl is brushing her hair at the table.
10. A girl is sitting sideways.
11. A girl has her feet up on a chair.
12. A girl is listening to her Walkman at the table.
13. A girl is dropping an empty glass on the floor.
14. There are fries on the table.

Step 3
- Lead a class discussion on good manners to help students understand the difference between rules of etiquette and other types of rules. Here are suggestions:
  - Ask students to list both rules of etiquette and other rules (e.g. no running in the halls, leave the school when the fire alarm rings, use polite language when talking to a teacher, take off your hat when you go into a building).
Discuss the differences and tell students that this LES focuses on good manners—or rules of etiquette. Tell them that you will explain the LES later but that the focus of evaluation is Competency 1, *Interacts orally in English*.

**Task 2: Quiz**

**Purpose:**
- to continue activating students' prior knowledge
- to evaluate Competency 1, *Interacts orally in English*

**Evaluation for regulation**

The purpose of evaluating for regulation is to support learning. Your main goal is to collect specific, meaningful data as to how students are developing the competency and to give them feedback on their strengths and areas that need improvement. The evidence you collect will also help you plan future learning tasks that will meet the identified needs of your students.

Several types of evaluation tools can be used to regulate learning. The tools provided in the Teacher's Resource Booklet are also available in a format that can be edited so you can adjust them to better meet the needs of your students. Remember that you must use the evaluation criteria prescribed by the program. Suggested evaluation criteria for Competency 1 in this LES are *Participation in oral interaction* and *Articulation of the message*.

Evaluation must be transparent, i.e. students need to know what will be evaluated and how it will be evaluated prior to doing the task. However, determining a focus for your evaluation does not exclude you from noting other important information that can help you regulate student learning.

Students also need to know what is expected of them. Therefore, it is suggested to explain and model the type of interaction you expect.

As you walk around and observe students, record evidence using your evaluation tool. You also may prompt students to participate and give immediate feedback, whenever possible. For example, if you observe and note that a student is working hard to keep the discussion going, you can immediately give this student positive feedback.

You may not be able to evaluate all your students during one task, but there will be other opportunities to do so.
Step 1
- Select one of the evaluation tools included in the Teacher's Resource Booklet (p. 10 to 14).
- Tell students what will be evaluated and how.
- Explain the task and model the type of oral interaction that is expected from students. In pairs, students are to read and discuss each statement in order to decide if the statement is true or false by:
  - verbalizing their thoughts and opinion on each statement, e.g. *Do we have to wear black at a funeral? I don't remember what people were wearing at my Grandma's funeral, but I don't think...*
  - supporting their opinion with an example or explanation, e.g. *I think it's not true because...*
  - responding to what their partner says, e.g. *I disagree with you because...*
- As students carry out the task, evaluate oral interaction.

Step 2
- Give each team a copy of the answers to the quiz (p. 19 of this guide).
- Students compare their own answers with those on the Answer Sheet. They discuss whether or not they agree with the provided answers.
- Students indicate their agreement or disagreement with those answers by writing *Yes* or *No* in the *Agree?* column.
- Students tally their correct answers and see how well-mannered they are using the *How do your manners rate?* box on p. 5 of their Student Booklet.

Step 3
- Go over the *How did I do?* self-evaluation with students. Make sure they understand why these are important questions to reflect upon in order to improve their discussions next time. Give them time to complete the self-evaluation.
- Tell students that they will be referring to this page throughout the LES to help them remember their goals for future discussions.

Program Alert!
EESL students need to reflect on their language use in order to become more effective communicators.
PFEQ, p. 204
Task 3: What Do I Already Know?

**Purpose:**
- to elicit students’ prior knowledge about etiquette

**Step 1**
- Present the 11 etiquette categories that students can explore in this LES:
  - Table Manners
  - Hygiene
  - Dating
  - Etiquette in Other Cultures
  - Sports
  - Being a Great Guest
  - Looks and Body Language
  - Going Out
  - On the Phone
  - The Internet and Chat Rooms
  - Planes, Trains and Automobiles

- Group students into 11 teams and give each team a large (poster-size) sheet of paper.
- Assign each team one of the 11 categories.
- Students write the name of their category at the top of the page or you can write the categories on the sheets in advance to save time.
- Students brainstorm on what rules of etiquette they already know for this specific category. They must write down these rules on the sheet. One person acts as secretary to record team members’ ideas.
- After a few minutes, teams exchange sheets and continue the task by adding to the list they received. After teams have switched sheets three or four times, post the sheets in the classroom. If possible, these sheets should be posted in the classroom for the duration of this LES.
- Give students time to look over the different lists.

**Step 2**
- Ask students if they know what a top-10 list is. Go over the example on p. 6 of the Student Booklet. Make sure students understand that Number 1 represents the most important rule and Number 10 the least important one.
- Give students an overview of what they will do in this LES:
  - In pairs, students will select one category from the 11 posted in the classroom. (Not all categories have to be selected and a category can be researched by more than one team.)
  - They will research the category and determine which manners are important by creating a top-10 list.
  - They will not use the rules that are already on the posters but will have to find new rules.
  - They will have to explain why each rule is important.
- Students find a partner and choose a category.
- Students write their partner’s name and the category they selected at the bottom of p. 6 of their Student Booklet.
CARRYING OUT THE LES

Task 4: Research

Purpose:  
- to have students collect new rules of etiquette for their top-10 list  
- to help students develop the cross-curricular competencies Uses Information and Exercises critical judgment

Step 1  
Enabling Activity on Note-Taking (optional)
- Using the text provided on p. 5 of the Teacher’s Resource Booklet, model how students should take notes in order to create their own top-10 list. This text can be photocopied or put on an overhead transparency.
- Discuss the importance of not copying ideas word for word. Instead, students must express the ideas in their own words.
- Model for students that an idea from a text can be formulated in more than one way. Possible rules for this sample text are:
  - Don’t insult your host.
  - Don’t make your dislikes known to everyone.
  - Don’t make a big deal about foods you don’t like.
  - Find polite ways to tell your host you don’t want to eat something.

Step 2: Research
If you do this task at the computer lab, bring the posters from Task 3 to the lab or have students jot down the rules that are already listed for the category they have chosen, as their task is to come up with new rules.
- Review the steps that students need to follow. In pairs, students:
  - research the category they have selected and find ten new rules they feel are important (remind them that they cannot use the rules from the posters)
  - jot down these rules and the reasons why they matter on p. 7 of the Student Booklet
  - decide which manners are the most important by creating a top-10 list
- Tell students that they will be developing two cross-curricular competencies, Uses Information and Exercises critical judgment.
- Tell students that there are at least two links for each category on the Web site and that they should go to other links as well. For example, if students are researching dating, they may find rules for this category in Table Manners, too.
- Students complete the self-evaluation on p. 7 of the Student Booklet. As a result, some students may need to consult the posters again and/or go back to the Web site to complete their research.

Note:  
The cross-curricular competencies in this LES are developed but data is not collected.

Program Alert!
Strategies, such as taking notes, must be explicitly taught. PFEQ, p. 213

Program Alert!
Students are expected to find the texts themselves, not be given the specific texts. PFEQ, p. 9
Task 5: Creating the Top-10 List

Purpose:
- to have students create a top-10 list
- to evaluate Competency 1, *Interacts orally in English*

**Step 1**
- Give each team one copy of *Our Top-10 List* (p. 6 of the Teacher’s Resource Booklet).
- Tell students that you will continue to evaluate their oral interaction during this task, using the same tool and evaluation criteria as in Task 2.
- Explain the task and model what type of oral interaction you expect from students. In pairs, students are to:
  - verbalize their thoughts and opinions about which manners are important and which position these manners should hold on the list, e.g. *I think that people should not talk on their cell phone when they are with someone, like a friend. It's very impolite. Maybe this rule should be Number 1.*
  - support their opinion with examples or explanations, e.g. *The other day, my friend spent 15 minutes talking on her cell phone while we were having lunch. I was not very pleased.*
  - listen to their partner’s opinion, e.g. *Well, I agree it's very important but I think another rule is more important. I think Number 1 should be to turn off your phone in some places like at the movies.*
  - come to an agreement for the ranking on the list, e.g. *OK, that makes sense. I agree.*
- Remind students that the main purpose of this task is to discuss and determine which manners matter.
- Remind students to refer to their self-evaluation checklist on p. 5 of the Student Booklet to go over the goals they had set for themselves.
- Using their research notes, students create their top-10 list.
- As students carry out the task, evaluate students you did not have time to observe in Task 2 and/or students you have already evaluated in order to see if they have incorporated the feedback you provided or to confirm previous observations.
- Post the top-10 lists in the classroom.

*Note: You may want to have your students create their top-10 list on the computer.*

*Program Alert! By having to justify why each rule matters, students focus on the effects these manners have on their relationships with others.*

*PFEQ, p. 5*
**INTEGRATING**

**Task 6: Gallery Walk and Discussion**

**Purpose:**
- to have students read their classmates' top-10 lists
- to evaluate Competency 1, *Interacts orally in English*

**Step 1**
- Students read the four questions on p. 8 of their Student Booklet.
- They go around the classroom, read the different top-10 lists and take notes to answer each of the four questions on their own.

**Step 2**
- Explain the task and tell students that you will continue to evaluate oral interaction, using the same tool and evaluation criteria as in previous tasks.
- Model what type of oral interaction you expect from students. In teams of three or four, students are to discuss their answers to the questions by:
  - expressing their thoughts on and reactions to **each** of the four questions, e.g. *I was surprised to read that the man is supposed to walk up the stairs behind the woman.*
  - supporting their thoughts and reactions with examples and/or explanations, e.g. *I really don't see what difference it can make and I think it's old-fashioned.*
  - responding to what others say, e.g. *Really, your dad does that?*
- Remind students to go over the goals they had set for themselves on p. 5 of the Student Booklet.
- As students carry out the task, evaluate students you did not have time to observe in Task 2 and Task 5 and/or students you have already evaluated in order to see if they have incorporated the feedback you provided or to confirm previous observations.

**Step 3**
- Lead a class discussion on the different top-10 lists created by students. Here are some suggestions:
  - Ask each team to share some of the answers to the questions.
  - Ask teams to share some of the rules they found most unusual, most interesting, most outdated, most useful, etc.

**Step 4**
- Students reflect on the goals they had set in Task 2 and the progress they have made since by completing the *How did I do?* self-evaluation on p. 9 of the Student Booklet.
Task 7: Reflection

Purpose: - to have students further develop the cross-curricular competency *Exercises critical judgment*

- Students answer the three questions on p. 10 of the Student Booklet. You can choose to have them answer in point form or in full sentences.

EXTENSION TASKS

- Students follow the production process to publish their work (Web page about good manners for teens, quiz for the annual fair, mini-guide of modern rules, etc.)
- Students create an Etiquette Report Card for well-known personalities, movie or music stars, characters on television shows, etc.
- Students can debate issues such as *Do today’s teens have bad manners?*
### Answer Sheet for Task 2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>True</td>
<td>Writing an e-mail in capital letters is the equivalent of screaming.</td>
</tr>
<tr>
<td>2.</td>
<td>True</td>
<td>You should wash your hands before to avoid spreading your germs and getting those of others. You should wash your hands after to avoid getting things you touch dirty or greasy.</td>
</tr>
<tr>
<td>3.</td>
<td>True</td>
<td>Try to call when you will not be disturbing the person.</td>
</tr>
<tr>
<td>4.</td>
<td>True</td>
<td>You don’t want to have pieces of food from your mouth stuck to your glass or, worse, floating in your glass.</td>
</tr>
<tr>
<td>5.</td>
<td>True</td>
<td>Cell phones should be turned off during concerts, at restaurants, in the theatre, at the movies, in school, etc.</td>
</tr>
<tr>
<td>6.</td>
<td>False</td>
<td>Personal grooming should never be done in public.</td>
</tr>
<tr>
<td>7.</td>
<td>True and False</td>
<td>If you leave early, your host might think you’re not having fun. Always tell your host in advance if you have to leave early. However, staying too late can also be impolite. Be aware of hints your host might give you, for example, “I have to get up early tomorrow.”</td>
</tr>
<tr>
<td>8.</td>
<td>False</td>
<td>Shaking hands is widely done but it is not the only acceptable way of greeting someone.</td>
</tr>
<tr>
<td>9.</td>
<td>True and False</td>
<td>Men should do what they feel comfortable doing.</td>
</tr>
<tr>
<td>10.</td>
<td>False</td>
<td>This rule does not exist.</td>
</tr>
<tr>
<td>11.</td>
<td>True and False</td>
<td>It depends where you are. For example, if you’re inside a stadium, it is acceptable to wear a cap. The origin of this rule is not clear. One possible explanation is that it allows you to see the person’s face well.</td>
</tr>
<tr>
<td>12.</td>
<td>True</td>
<td>Too much perfume or cologne can be very unpleasant for others. Another reason is that some people are allergic to strong smells.</td>
</tr>
<tr>
<td>13.</td>
<td>False</td>
<td>You should never do this, as it is considered rude.</td>
</tr>
<tr>
<td>14.</td>
<td>True</td>
<td>Part of the pleasure of travelling is to experience a different culture and to get to know the people; the best way to do this is by speaking to people in their native language if you can.</td>
</tr>
<tr>
<td>15.</td>
<td>False</td>
<td>Some theatres will refuse to let latecomers in as it disturbs the performance and those who arrived on time.</td>
</tr>
<tr>
<td>16.</td>
<td>True and False</td>
<td>Burping after a meal is considered polite in some places, for example in China, but not in Québec.</td>
</tr>
<tr>
<td>17.</td>
<td>True</td>
<td>This sign may have a negative meaning in some countries, e.g. Iraq and Russia.</td>
</tr>
<tr>
<td>18.</td>
<td>False</td>
<td>It is good sportsmanship to shake hands with your opponent, whether you win or lose.</td>
</tr>
<tr>
<td>19.</td>
<td>False</td>
<td>You should be careful what you write all the time, not only in chat rooms.</td>
</tr>
<tr>
<td>20.</td>
<td>True and False</td>
<td>This is an old rule that is not followed much anymore.</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Books


Web Sites


