UNIT 7: CULTURE - B. READING

LESSON PROCEDURE

Time	Stage (aim)	Teacher activity	Student activity	Interaction pattern	Resources
7 mins	**Warmer** (to warm ss up, ease them into speaking English, and activate their schemata related to the theme of the previous lesson)	• T greets students [Good afternoon, peers. Today we will learn another exciting topic related to Business English. But first, I want you to participate in a short game to review what we have learnt in the last lesson. Do you remember what we learnt last week?] Expected answer: Financial terms • T shows game-based platforms [Very good. Now please take out your phone and access the Kahoot game on the screen] • T shows questions related to each vocabulary item	Listen to T Respond to T	T-SS SS-T T-SS	Projector, whiteboard, markers; laptop Game-based platforms (Kahoot, Bamboozle, Quizlet, etc.)

| | | on the screen, with pictures created by DALL-E to accompany.

• T asks scaffolding questions to help SS

Example of Scaffolding questions related to each vocabulary items:

[Shares: When you own a small part of a company and can benefit from its success. What is it called? It starts with an "S."]

[Debt: Imagine you borrowed money and now need to pay it back. This financial responsibility starts with a "D." What is it?]

[Stock market: Think about a place where people trade shares and invest in companies. What is this called?]

[Forecast: Imagine trying to predict how much money a company will make in the future. What is this prediction called? It starts with an "F."]

[Investment: When someone puts money into a business hoping to | Listen and follow T's instruction | T-SS | |
| | (note: only ask content-checking questions if the vocabulary item is hard to remember) | | | | |

		make more money in return. What is this called?]			
		[Dividend: Think about part of a company's profit being given to its shareholders. What is this payment called? It starts with a "D."]			
		[Profit margin: The difference between the money a company earns and the cost to make the product. What is this called? It starts with a "P."]			
		[Annual turnover: The total amount of money a company makes in one year from selling products or services. What is this called?]	Listen and follow T's instruction Respond to T in unison	T-SS SS-T	
	(T can show Ss a picture to help them answer this)	• T asks Ss content-checking questions to see if they have grasped the vocabulary items Example: [ICQ: Do shares represent a part of a company that you can own?]			

	(Expect Ss to answer either Yes or No)	[ICQ: Is debt money that you owe and need to repay?] [ICQ: Is the stock market where people buy and sell shares?] [ICQ: Is a forecast a prediction about the future performance of a company?] [ICQ: Is investment when you put money into something to make more in the future?] [ICQ: Is a dividend part of a company's profit shared with its investors?] [ICQ: Is profit margin the difference between the sale price and the cost to make something?] [ICQ: Is annual turnover the total sales a company makes in one year?] T asks at least 3 Ss to drill the vocabulary items each time a question is answered, then write the word on the board. • When finished, T annouces the winner. T	Respond to T Respond to T in unison	T-SS SS-T T-SS SS-T	

		then asks the whole class to drill the vocabulary items one-by-one.			
1 min	**Lead-in** (Aim: To help Ss activate their prior knowledge about leadership traits) (can change terms if necessary)	● Generate 3 simple questions from ChatGPT using the following prompt as an example' [[Generate 3 questions related to [businesses across cultures]. The questions must be easy to answer, and use structures and languages suitable for B1 learners of English. No yabbing] Example: [How do you think businesses in different cultures might greet new clients? Can you give an example?] [Why is it important for businesses to understand the culture of the country they work in?] [Can you think of a business custom in your culture that might be different in another culture? What is it?]	Volunteer to share answers with class	SS-C	Projector, whiteboard, markers, laptop, matching activity worksheets

			Listen to T's instruction	T-SS	
		• T asks only 1 question and control Ss' response in 1-2 sentence. Have 1 volunteer • Elicit the right answers and introduce the topic [Excellent. Today we will read about the difference in businesses across cultures. Before that, I want to show you some vocabulary about our topic.]			
12 mins	**The first while vocabulary learning** (Aim: To familiar Ss with the vocabulary items)	• T shows pictures generated by DALL-E and asks general questions to scaffold [What can you see in this picture? What are they doing? Where is it? What is happening in the picture?] • T asks scaffolding questions to help Ss guess the word Example: [Counterpart: If you work with someone from another country	Respond to T Respond to T Guessing the vocabulary	T-SS SS-T T-SS SS-T	Projector, whiteboard, markers; laptop, slides/pictures

		who has a similar role, what do you call them?]		
		[Underestimate: If you think something is easier or less important than it actually is, what are you doing?]		
		[Cultural awareness: If you understand other cultures well, what do you have?]		
		[Harmonize: If two people or groups work together peacefully, what are they trying to do?]		
		[Etiquette: If you know the correct way to act in social situations, what do you know?]		
		[Manifestation: If something shows up as a clear example, what is it called?]		
		[Tailored: If something is made to fit a specific person or need, what is it called?]		T-C
		[Delegates: If a leader gives responsibility to others to complete tasks, what are those people called?]		C-T

		• If the Ss make correct guess, or T has scaffolded 3 times, write the word on the board • Drill the vocabulary items with each Ss, at least 3 • When finished, T asks Ss content-checking questions Example: [Counterpart: Is a counterpart a person with a similar role in another country or company?] [Underestimate: Does underestimate mean thinking something is easier or less important than it really is?] [Cultural awareness: Does cultural awareness mean understanding different cultures?] [Harmonize: Does harmonize mean working together in a peaceful way?]	Listen to T and take notes Respond to T in unison Listen and respond to T	T-SS SS-T	

		[Etiquette: Is etiquette knowing the correct way to act in social situations?] [Manifestation: Is a manifestation a clear example of something?] [Tailored: Does tailored mean something is specially made to fit a need or person?] [Delegates: Are delegates people who are given tasks or responsibilities by a leader?]			
15 mins	**The second while-vocabulary learning** (Aim: To help the Ss use the vocabulary in context through the means of discussion)	Option 1: Respond to a hypothetical situation: Example prompt: [Create a conversation between person A and B. The conversation takes place in a business setting, where person A and B are arguing about cultural awareness when conducting business. They have not reached a solution and want to listen to external options from a third person. Requirement: Only uses languages and structures relevant to B1 learners of English. Use keywords such as counterpart, underestimate, harmonize, etiquette,		T-SS	Projector, whiteboard, markers; laptop, small boards for each group, ChatGPT conversations

		manifestation, tailored, delegates. No yabbing].	Listen and follow T's instructions	
		• T introduces the activity:		T-SS
		[Okay peers. We have gone over the vocabulary items for today. Now, I want us to practice using them in discussion, okay? Now, in your group, we will see a conversation between two people talking about cultural awareness in conducting business. They cannot find a solution. You will act as a third person suggesting the solution to them. Discuss the solution in five minutes and I will collect your solution and ask them what they think about your response. Okay?]		T-SS SS-SS SS-C T-SS
		• T asks ICQs [How long will each group discuss? You will give them a…? Who will give comments on your response?]	Listen and respond to T	
		• T walks around and help each group discuss the topic if needed	Work in groups to accomplish task	T-SS
		• After finished, each group takes turn to share their response	Share findings with the class	T-SS
			Listen to T's instruction	

				T-SS	
		• T elicits each group response and then types the response into the ChatGPT using the following prompt: [Have person A and B assess this input. Treat it as if it was coming from person C. The response is ""'"[…]"'""] • T compliments the group's response and asks for the others. [Very good/Excellent/Great job. Now, I want to listen to another response] • T highlights some good responses on the board Option 2: Group discussion • T explains the activity: [Okay peers. We have gone over the vocabulary items for today. Now, I want us to practice using them in discussion, okay? Now, in your group, we will discuss three questions talking about key leadership traits. Discuss the solution in ten minutes and tell the class about the response. Okay?] • T asks ICQs	Listen to T and take notes Listen and follow T's instruction			

		[How long will each group discuss? You will give them a…? Who will give comments on your response?] • T shows 3-4 questions from the board and asks each group to discuss in 10 minutes. The questions are generated using this prompt: [Provide 3-4 thought-provoking critical questions related to key leadership traits. The questions must use language and structure that is suitable for B1 learners of English. They should be in the forms of discussion/opinion-based. Suggest some scaffolding questions to help them answer these as well. Then, provide suggested ways to answer to help answer these questions more effectively. No yabbing] • T asks complementary questions to scaffold. Remind them that they have to use some vocabulary items in the lesson and • T walks around and help each group discuss the topic if needed	Listen and follow T's instruction Work together to discuss Volunteer to share the findings	T-SS SS-SS SS-C	

		• Have some groups present their findings to the class about a question. Each group should answer one question. • T highlights good ideas from each group's answer Samples for both options found here: https://docs.google.com/document/d/1Bl8YClW3zGkaoT_bJ12oDI_HNF_HKWpPdn0aBkUVkgk/edit?tab=t.0	Listen to T and take notes Respond to T	T-SS T-SS	
15 mins	**The post vocabulary learning stage** (To help students to improve the reading skills and gain an in-depth understanding	Activity: Article Review • T shows an article whose content relates to the vocabulary items Ss learnt today. • If the article is from another source, use this		T-SS	Projector, whiteboard, markers; laptop, A3 papers

of the article(s) presented)	prompt to make it suitable • If T makes an article from scratch, use this prompts.T explains the activity: Example: [Write a 200-word article related to the importance of cultural awareness for businesses in developing countries. Only use languages and structures suitable for B1 learners of English. Present it in the forms of an essay, not in the forms of a paragraph. Use these keywords in the paragraphs (example: manifestation, tailor, delegates, etiquettes. Do not explain the keywords' meaning] • T explains the activity: [Okay peers. We have gone over the vocabulary items for today. Now, I want you to read two article related to the topic today: business culture. Please read it and construct a review for it in 15 minutes. You can use these		T-SS SS-SS SS-C T-SS	

		questions to help you: [Suggest some thought-provoking questions for students to answer, using the article] Then each group will present their review by reading it to the class] • T asks ICQs: [What will we do after reading? How long will that take? Each group will…?] • T walks around and help each group discuss the topic if needed • Have some groups present their findings to the class about a question. Aim to have one review per group • T elicits and highlights good ideas from each group's answer T combines the ideas and construct a review, then post it to Google classroom (may be done at home)	Listen and follow T's instruction Listen and respond to T Work together to accomplish the task		

			Volunteer to share their findings		
			Listen to T and take notes		
5 mins	**Wrap-ups** (to provide revision for the vocabulary learnt)	• T drills the vocabulary items one-by-one with some students Example: [Okay, Linh. Read this word out loud for me. What do they mean in Vietnamese?]			