

Урок “Teaching Grammar and Culture” як приклад формування соціолінгвістичної компетенції учнів середнього ступеня навчання

Граматичний матеріал, окреслений чинною програмою для активного оволодіння на середньому ступені навчання, є достатньо складним та потребує чіткого визначення вчителем обов'язкових для засвоєння функціональних компонентів, які є необхідними для уможливлення спілкування учнів засобами іноземної мови, що вивчається. Увага вчителя при засвоєнні граматичних структур має бути спрямована на використання можливості їх функціонування у різних комунікативних ситуаціях. Саме тому опрацювання граматичного матеріалу мусить відбуватися з урахуванням соціокультурного компоненту.

Пропонуємо вашій увазі урок “Teaching Grammar and Culture”, який може слугувати прикладом інтегрованого опанування учнями прагматичною та соціокультурною компетенціями ми як невід'ємними складовими комунікативної компетенції.

Урок розроблений членами консалтингового центру навчально-наукового інституту іноземної філології та проведений як методична майстерня для учасників Всеукраїнського семінару методистів англійської мови.

Lesson Plan

Practical aim: teaching learners how to use the Subjunctive Mood at the focussed practice stage.

Educational aim: assisting in formation of the socio-cultural competence of the learners.

Cultural aim: contributing to the development of learners' speaking and writing competence on the basis of the grammar material suggested.

Developmental aim: forming the learners' socio-linguistic outlook, memory and creative thinking.

1. Ice-breaking activity

- Do you know what day is it today? (*The pupils give their answers.*)

- Right you are! And do you know the symbols of this holiday? Try to find them in our classroom.

(*The learners look through the realia and objects in the classroom and give their ideas.*)

- If you were in America now, how would you celebrate this holiday? (*The learners suggest possible variants using the structure written on the poster “If I were..., I would....”*)

2. Defining-the-topic activity

The teacher suggests the learners guessing the topic of the lesson looking at the symbols, pictures and socio-cultural realia. (*The learners give their ideas as to the lesson topic; as soon as somebody guesses the topic right, the teacher shows the poster with the lesson topic written on it.*)

3. Matching-pictures-and-speech-balloons activity

- And now if people lived in different countries and they would have a possibility to spend their free time in various ways, how would they spend it?

The teacher gives out the pictures and halves of speech balloons to the learners and gives them the following task:

- Get out of your chairs and stand in a large circle. Take a picture or a speech balloon and moving around find your 2 partners. Match 2 speech balloons with a picture and stick them to the board to show us what people in the pictures are thinking of at this very moment.

E.g.

If I weren't so busy,

I would go to New Zealand

If I realized that it's dangerous for my health we would go to Turkey

If we had a chance to travel I would fulfil my duties with courage and compassion

If I were a police officer you would spend more money than Europeans do

If you were an African mobile phone user like me I would not eat it

Other possible thoughts to match:

4. Objects-and-pictures activity ????

(All the participants are divided into teams according to the pictures drawn on little stickers; e.g. a team of stars / cherries / apples etc.)

5. Problem-solving activity

- You know already how to deal with pictures and realia of the foreign-speaking countries, and now let's try to solve a few typical socio-cultural problems you come across in different countries. I need a volunteer from each team to pick a problem which needs to be solved. Working in your teams, discuss the possible ways out to the suggested problem using the structure "If I...., I would...." and be ready to present the best solution to the whole class.

Approximate problems:

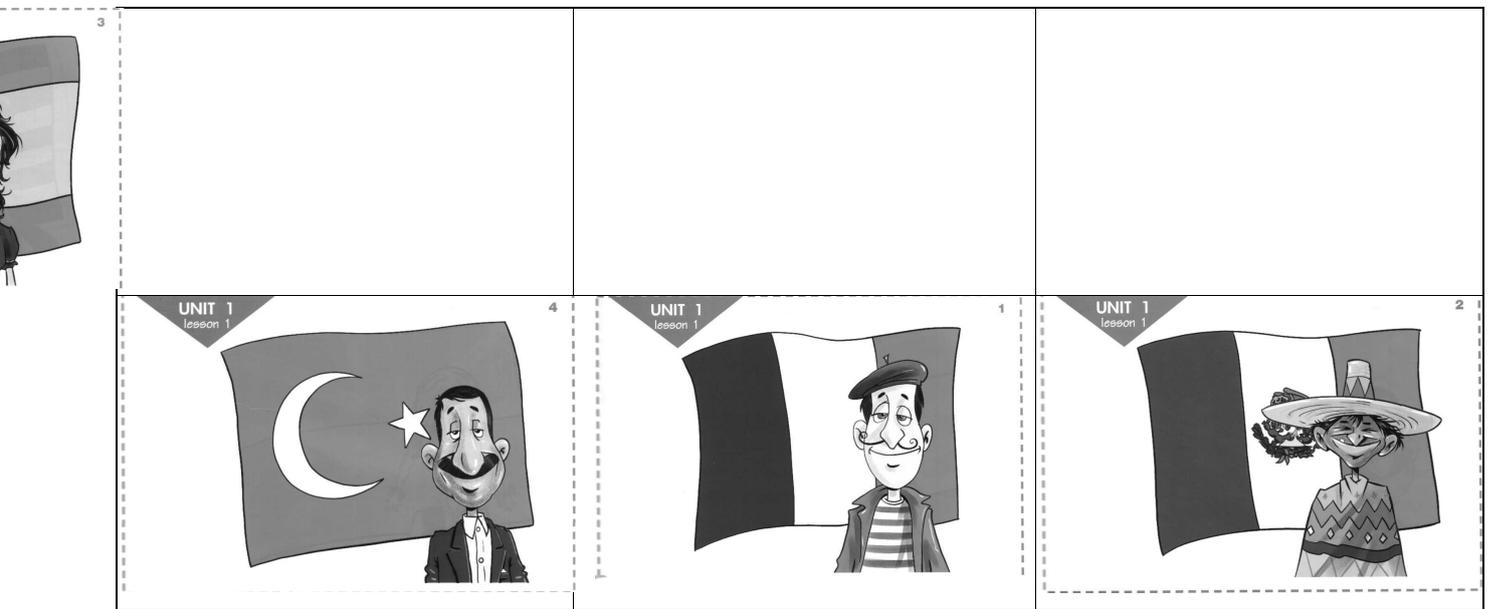
- What would you do if your British pen-friend wanted to visit Ukraine?
- If you were a great magician, what would you change in the world / in your country?
- What would you do if you were planning to celebrate Halloween in the U.S.A.?
- If you were invited for dinner in Australia and the food was terrible what would you say or do?
- What would you do if you met Santa Claus in your yard? etc.

6. Travelling-around-the world activity

- You are lucky today! Our sponsor is the travel agency. That is why everybody will go abroad to different countries. Here are your tickets:

Mexico	Spain	Turkey	The USA	France	Great Britain
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- Please, guess where is the country of your destination, judging by the flags on the tables.



- Using your knowledge about different countries and people, imagine that you are travelling around these countries. Perform a short conversation between you and the representative of the country you are in, asking about the places of interest and other information. Mind your language and differences in culture.

e.g.- *How do you do?*
 - *How do you do?*
 - *I am here for the first time. What places of interest would you advise me to visit?*
 - *Well. If I were in your shoes, I would visit Westminster Abbey.*
 - *Thank you. I'll certainly do it.*

7. Guessing-the-story-ending activity

- So many men, so many countries, so many customs and traditions... Do you think it is enough to know the same language to understand each other? Let's look through the real life story, just the first sentence. What countries do these travelers come from? What language do they speak? Should they understand each other? Let's see.

- Read the story to the end and you see that the last reply is missing. Working in groups, discuss possible ways out, choose the best one, come forward and write it down on the blackboard.

An American lady, traveling in England, got into a compartment of a smoking carriage where an Englishman was smoking a pipe. For a while she sat quietly, expecting that the Englishman would stop smoking. But then she began to cough and sneeze trying to show him that she objected to the smoke. At last, seeing that the man took no notice of her and did not put out his pipe she said:

"If you were a gentleman, you would stop smoking when a lady got into the carriage."

"If you were a lady," replied the Englishman, "you wouldn't get into a smoking carriage."

"If you were my husband," said the American lady angrily, "I would give you poison."

The Englishman looked at her for a moment or two.

"Well, "he said at last, ... ("If I were your husband, I would take it")

8. Jigsaw-reading activity

–You have found good solutions. But it is not as easy as you think to find good solutions. Sometimes other factors influence the decision. Let's look at the board (pictures), listen to the beginning of the story and answer my question: if you were the farmer, where would you plant the apple tree – near the road, in the field, near the house?

A rich farmer in England had a friend who grew very good apples. One day this friend gave the farmer a fine young tree and told him to take it home and plant it. The farmer did not know where to plant the tree. He thought: "If I plant it near the road, strangers will steal the apples. If I plant it in my field, my neighbours will come at night and rob me. If I plant it near my house, my children will take the apples."



If you were the farmer, where would you plant the apple tree?

Let us see where the farmer planted the tree. As everything happens in England, I'll ask the team from England to come to the blackboard and work here.

At last he planted the tree deep in a wood where nobody could see it.

But the tree could not grow without sunlight and died.

When the farmer's friend heard of it he got very angry and asked the farmer why he had planted the tree in such a bad place.

"Where could I plant it?" said the farmer.

"If I had planted the tree near the road, strangers would have stolen the apples.

If I had planted it in the field, my neighbours would have come at night and robbed me.

If I had planted it near my house, my children would have taken the apples."

"But then somebody would have enjoyed the apples," said his friend, "and now nobody can have them and you have lost a fine tree."

–You coped with the task perfectly well. But our story lacks the title. So, choose the most suitable title for it from the proverbs suggested here:

Many men, many minds.

One swallow does not make a summer.

Tastes differ.

9. Working-with-the-poem activity

- Well, many men, many minds. But I'd like to show you a new poem, which proves the idea of the proverb, of course if you guess the missing words. Please, choose the verbs you would like and complete the poem:

If many men _____,

What many men _____,

If many men _____,

Where many men _____,

If many men _____,

What many men _____,

The world would be better –

I think so, don't you?

–You are so talented! You created many new and exciting poems. But let us see the authentic poem:

If many men **knew**,

What many men **know**,

If many men **went**,

Where many men **go**,

If many men **did**,

What many men **do**,

The world would be better –
I think so, don't you?

–Now would you repeat the poem with me and snap your fingers for the rhythm? To see whether you have already learned the poem by heart, I will hide some words, but here are the prompts, do not be afraid. Let us repeat the poem one more time.

DO	GO	KNOW
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–We have already talked about different people. But let's talk about ourselves – representatives of Ukrainian culture; and see whether you could make this world better. I think so, don't you?

10. A song activity

- As you know, different personalities prefer spending money in a different way. And have **you** ever dreamt of winning a big sum of money? How would you spend it?

- There's a song "If I Had a Million Dollars" by Barenaked Ladies where the singers of the band share their ideas on how to spend such a big sum of money. You are given the song lyrics without mentioning the things they would spend the money on. Please, fill in those blanks with your ideas.

S o n g l y r i c s w/ blanks

- And now listen to the song itself and check if your guesses were right.

S o n g l y r i c s

- Let us sing the song in 2 big groups where the second group is the back vocal and has to sing only the lines in brackets.

11. Composing-a-song activity

- As you have just heard in the song, Americans would spend the money on something material, but we all know that there are other valuable things in our life. In your teams, think of other ways of spending a big sum of money on and compose your song about it using, however, other world currencies for your song. (e.g. hryvnas, roubles, ponds, rupees, shekels, yen....)

Слід зазначити, що запропоновані технології навчання створюють сприятливі умови не тільки для формування граматичної та соціокультурної компетенції, але й для інших складових комунікативної компетенції.