

Lesson plan

Teacher: Drăgușin Constanța

Class: 6th Form

Level: Elementary, L2

Textbook: Snapshot Elementary, Longman

Unit 16: What Would You Like to Do?

Topic: *British Symbols*

Type of lesson: mixed (revision of language and skills; acquisition of new knowledge)

General aims:

- Getting students familiarized with elements pertaining to British culture and civilization;
- Acquisition of new vocabulary related to British traditions;
- Revising English relative constructions – describing people, objects and places.

Specific aims: By the end of the lesson students will be able to:

- identify and discuss iconic symbols pertaining to British culture and civilization (people, buildings, places);
- use correct relative pronouns in appropriate constructions to describe people, objects, places;
- work individually, in pairs or groups in order to solve drills and problem situations, answer a quiz and communicate ideas using the newly learnt vocabulary;
- get actively involved by using interdisciplinary skills such as acting, IT abilities, etc.

Skills developed: speaking, listening, reading, writing

Methods and techniques:

- main method : Communicative Language Teaching
- elements of: Audio-Lingual Method, Total Physical Response
- techniques: class discussion, matching exercises, brainstorm, pair work, group work, play-role activity, differential practice.

Teaching aids and materials: computer, interactive white board, projector, PPT presentation: *British symbols*, flipchart, post-its, worksheets, dictionaries, tea pots, cups and saucers.

Time: 50 minutes

Lesson Stages

1. Warm-up

Aims: identify and discuss symbolic personalities pertaining to British culture and civilization;

get actively involved in the lesson.

Interaction: T – Ss

Procedure: The teacher displays pictures of different personalities and elicits their identity and what they are famous for.

Time: 3 minutes

2. Lead-in

Aim: work individually, in pairs or groups in order to solve drills, problem situations and communicate ideas;

Interaction: T – Ss

Procedure: The students are asked to find one specific feature that the personalities introduced in the previous activity have in common. The discussion focuses on their British origin and the fact that they are representative figures of their country in different fields of activity. Then the teacher announces that the topic of the lesson is **British Symbols** and that by the end of the lesson the students are supposed to talk about symbols that define the British culture and civilization and get involved in different activities.

Time: 2 minutes

3. Presentation of the new material

Aims: identify and discuss iconic symbols pertaining to British culture and civilization (people, buildings, places);

use correct relative pronouns in appropriate constructions to describe people, objects, places;

Interaction: T – Ss, S – Ss

Procedure: The teacher displays a map of the United Kingdom and asks the students to identify the official name of the kingdom, its geographical position, its subdivisions and specific elements that define each subdivision (capital city, nationality, flag, patron saint and flower symbol). (See Annex 1)

Then the teacher asks questions about the elements that they have just used, directing the answers in order to obtain relative constructions.

Example - T: *Who are the Scottish?*

S: *The Scottish are people who leave in Scotland.*

Time: 7 minutes

4. Practice

Aims: identify and discuss iconic symbols pertaining to British culture and civilization (people, buildings, places);

work individually, in pairs or groups in order to solve drills and problem situations, answer a quiz and communicate ideas using the newly learnt vocabulary;

get actively involved by using interdisciplinary skills such as acting, IT abilities, etc.

Interaction: T – Ss, S – S, S - Ss

Procedure:

- a) The students are asked to solve a matching exercise. Working at the interactive white board, they have to match the descriptions of different places and buildings with their names and pictures. (See Annex 2)

Example: **The London residence, which is also the principal workplace of the reigning monarch of the UK is the Buckingham Palace.**

- b) The teacher displays a big picture containing numerous different symbolic images. The students are divided into two large groups. Working together, they have to spot as many British symbols as they can in three minutes, write them on post-its and stick them on the flipchart. The two groups use different coloured post-its, so at the end the teacher can count and say which group has found the most symbols and encourage the other group to applaud.

Separately, the teacher forms a third group, including the students with English knowledge below average. They are shown some of the images in the big picture with their names and are directed to practise pronunciation and spelling.

- c) The teacher introduces the following element of the British culture: the famous British humour, explaining how in the UK humour is a state of mind and reminding the students of Rowan Atkinson and Benny Hill, two very popular comedians. Working in pairs, the students have to solve an exercise on a worksheet: complete the texts of four jokes with the missing lines. (See Annex 3) Then the students are encouraged to act out the joke in front of the class.

Time: 20 minutes

5. Production and evaluation:

Aims: work individually, in pairs or groups in order to solve drills and problem situations, answer a quiz and communicate ideas using the newly learnt vocabulary;

get actively involved by using interdisciplinary skills such as acting, IT abilities, etc.

Interaction: T – Ss, S - Ss

Procedure: The teacher introduces one last element of British culture: the tradition of serving and drinking tea and teaches a new idiomatic expression: *Shall I be mother?* The students are asked to guess the meaning of the expression, choosing the correct option from the board. Then they learn more about this tradition by reading two texts containing the DOs and DON'Ts of how to make English tea. (See Annex 4)

The students are organized in groups of five. Each group receives a box containing a tea set and a post-it with a topic written on it. The students have to recreate the tradition of serving and drinking tea. One of the students will play the host/hostess, while the other will be the guests. While drinking tea, they will have to act out a conversation on the topic they have received, including at least one sentence containing a relative construction.

The teacher appreciates the students' activity making comments on their participation and performance.

Back-up activity: If time allows it, each group will appoint a representative who will answer a 10 question quiz about British symbols. (See Annex 5)

Time: 15 minutes

6. Homework:

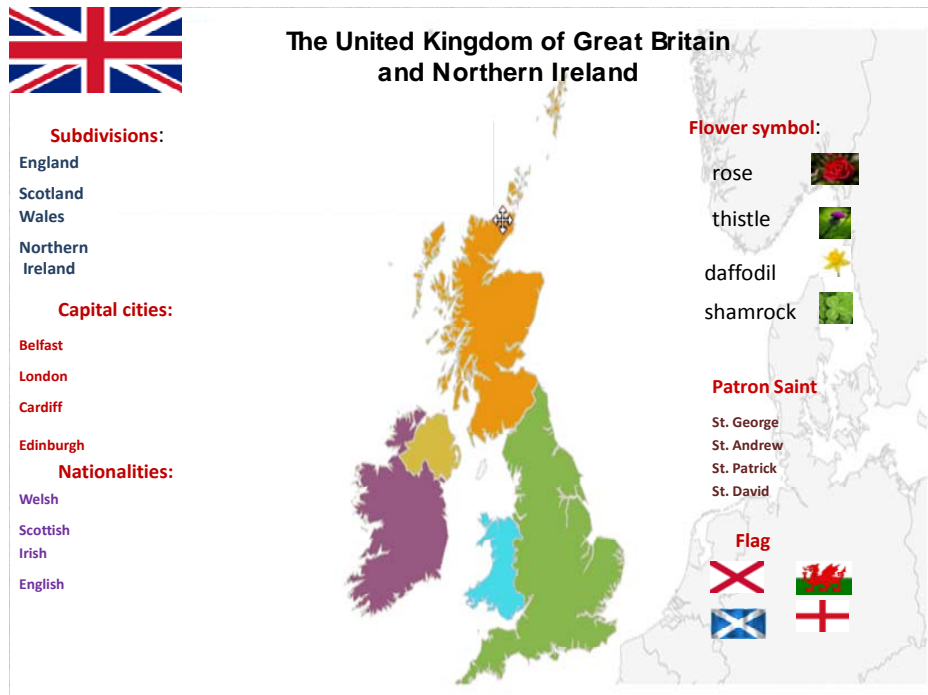
Aims: work individually, in pairs or groups in order to solve problem situations and communicate ideas;

Interaction: T – Ss

Procedure: As homework, the students are asked to do a research about British holidays and traditions, choose one of them and make a PPT presentation to show in class. The presentation should contain no more than five slides.

Time: 3 minutes

Annex 1



Annex 2

Identify the symbols of the British culture according to the definitions

A bridge in London which crosses the River Thames close to the Tower of London and which has become an iconic symbol of London

A prehistoric monument in Wiltshire, England, which consists of a ring of standing stones dating from Neolithic and Bronze Age

The world-famous museum which exhibits the works of man from prehistoric to modern times, from around the world.

One of the world's most famous buildings which has a 900-year history as a royal palace, prison and place of execution, arsenal, jewel house and zoo!

The London residence, which is also the principal workplace of the reigning monarch of the UK

The nickname which was given to the Great Bell of the clock at the north end of the Palace of Westminster in London



Buckingham Palace



Stonehenge



The British Museum



Tower Bridge



Big Ben



Tower of London

Annex 3

The famous British humour

Work in pairs. Complete the the jokes (1-4) with the missing lines (a-d).

- Teacher:** Joshua, this letter from your mother, it looks like your handwriting.
Pupil:.....
- Teacher:** Isabelle, you should have been here at 10 o'clock.
Pupil:.....
- Pupil:** Help, I've lost my memory.
Teacher: When did this happen?
Pupil:
- Teacher:** You weren't at school last Thursday, Thomas. I heard you were out playing football all day.
Pupil:



- When did WHAT happen?
- That's not true, Miss, I did not play football. I have the cinema tickets to prove it.
- That's because she borrowed my pen!
- Why, what happened?

Annex 4

HOW TO MAKE ENGLISH TEA: TOP DOS

- 1. MAKE SURE YOU HAVE ALL THE NECESSARY ITEMS**
Napkins, a tea pot (better to have two), cups, saucers and a serving tray
- 2. HEAT THE WATER**
The tea pot should always be "warmed"
- 3. ADD THE TEA LEAVES**
Calculate a teaspoon of leaves for each guest, plus one more "for the pot". The boiling water should be poured straight over the leaves.
- 4. MILK OR LEMON?**
Most Brits take tea with milk, a habit that originated from the fact that a drop of cold milk in the teacup prevented the dark, boiling tea to crack or stain the delicate porcelain.
- 5. SAVORY OR SWEET**
Tea should be served with both savory and sweet snacks. There should be sandwiches, scones, pastries and cakes served in a certain order
- 6. ETIQUETTE**
The host or hostess can share the job of pouring the tea with close friends, but he or she should always pour the first cup. Good form dictates that the plate should be raised with the left hand, while the teacup should be held with the right hand. And watch those pinky fingers: they should be aligned with the other fingers.

HOW TO MAKE ENGLISH TEA: THE DON'TS

- 1. DON'T USE TEA BAGS INSTEAD OF LOOSE TEA**
- 2. DON'T POUR WATER WHEN IT'S SCALDING**
The leaves will be burned and the flavor, ruined.
- 3. DON'T LET THE TEA INFUSE FOR TOO LONG IN THE TEAPOT**
For all the perfect infusion times, see the chart at the bottom of the page. Otherwise, the aroma will be compromised.
- 4. DON'T STIR THE TEA WHEN IT'S IN THE TEAPOT OR THE CUP**
Place the teaspoon at the "6 o'clock" position, and then gently move it to the "12 o'clock" position a couple of times. When done, place the teaspoon on the right side of the saucer.
- 5. DON'T TAKE THE SUGAR CUBES WITH YOUR FINGERS.**
Use the special sugar tongs.
- 6. DON'T LIFT YOUR PINKY FINGER WHEN YOU RAISE THE TEACUP.**
- 7. DON'T PREPARE THE SANDWICHES TOO FAR IN ADVANCE**
30 minutes is enough time: if you prepare them earlier they'll look old and wilted.

Annex 5

Quiz

Answer the following questions:

1. Name a rock band who started its career in Liverpool.
2. Name a famous writer, the author of the play *Hamlet*.
3. What is the name given to the British flag?
4. Which are the colours of the British flag?
5. Name one very popular sport that was invented in England.
6. Which is the traditional take-away food in the UK?
7. Which is the British Anthem?
8. Which is the Scottish national costume?
9. Which is the Scottish national instrument?
10. What is the name of the queen?



Answers

1. The Beatles
2. William Shakespeare
3. Union Flag / Union Jack
4. Red, blue and white
5. Football
6. Fish and chips
7. *God Save the Queen*
8. The tartan/kilt
9. The bagpipes
10. Elizabeth II