

## ***THE CULTURE OF BRITAIN - INTRODUCTION***

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**Topic:** Learn about Britain and Her Culture

**School:** Junior secondary school

**Level:** Pre-Intermediate

**Time:** 90 minutes

### **Aims:**

- to find out more information about the culture of England, Scotland and Wales
- to learn differences between British English and American English words useful in everyday life
- to practise reading for communicative task
- to read in order to confirm expectations
- to gather information useful for a group culture project.

### **Preparation**

The teacher goes to the sites of online dictionaries ([www.dictionary.com](http://www.dictionary.com), <http://cambridge.dictionary.org>, [www.yourdictionary.com](http://www.yourdictionary.com)) to see which is the most comprehensible and the easiest for students to understand for definitions. The teacher may also provide bilingual dictionaries online. Here are some for Polish students (e.g. [www.slowniki.onet.pl](http://www.slowniki.onet.pl), <http://slownik.angielski.edu.pl/slownik/>, [www.ling.pl](http://www.ling.pl), [www.multislownik.pl](http://www.multislownik.pl))

### **Assumptions**

Students have basic knowledge of the British culture, know the basics of British history and geography. They don't know much about specific national symbols and flags of the countries of Great Britain. They might not know many differences between British English and American English vocabulary.

### **Anticipated problems & possible solutions**

In case of very fast working students who finish all the tasks before the lesson ends they can do an extra task on the Net going to the Forum of Woodlands Junior School. Students may post a question they have concerning English culture and lifestyle. All questions are answered regularly in the forum.

#### **I. Pre-stage:**

- 1) Students work in pairs. They are told they are going to learn lots of interesting information about Britain working most of the time with the website designed by English students of Woodlands Junior School.
- 2) The teacher puts the following chart on the board:

<b>Things you know</b>	<b>Things you are not sure about</b>	<b>Things you would like to know</b>

- 3) Students then fill in the chart above about Britain. Afterwards the teacher collects the information from students and takes it down on the board.

#### **II While-stage:**

- 1) The teacher divides the class in 3 different groups of 4 students each.
- 2) Students go to <http://www.woodlands-junior.kent.sch.uk/> Each group is working on a different country of Great Britain; England, Scotland or Wales. They need to click "English Customs and Traditions".
- 3) Each group is to gather the following information concerning their country:
  - a) size of the country (students are also to give an example of American state of a most similar size as their country)
  - b) capital city
  - c) weather forecast for the capital city on the day of the lesson
  - d) specific emblem (symbol) of the country
  - e) flag (students are to draw it in their notebooks)
  - f) specific language spoken in the country and 2 word examples
  - g) typical foods eaten in the country (2 examples too)

h) national day (description and date)

- 4) When the task is done the teacher creates new groups. In each group there are students who had been working on a different country. Students share information among themselves writing all the important facts in their notebooks. The teacher assists during the task in case students lack information needed.
- 5) In the same groups students go to "Education & Schools". They click "What is a typical day in an English school like?"
- 6) They are to read the text written by English students and find 2 similarities and 3 differences between the life in an English school and their own school.
- 7) Each group report back to the teacher. The teacher might ask what they like and dislike about the English school life. They can also ask about things they find strange or unusual about English schools.
- 8) Students go to "Vocabulary" section and then click "What are differences between British English and American English?" They complete the chart below finding right words in BE or AmE and their translation. They can find online dictionaries given above useful.

<b>BRITISH</b>	<b>AMERICAN</b>	<b>MOTHER TONGUE</b>
1 trousers	1	1
2 mac (slang Mackintosh)	2	2
3	3 vacation	3
5 car park	5	5
6 lorry	6	6
7	7 gas	7
8	8 sidewalk	8
9 petrol station	9	9
10	10 apartment	10
11	11 duplex	11
12 chemist	12	12
13	13 cookie	13
14 crisps	14	14
15 chips	15	15
16	16 soccer	16
17 take-away	17	17
18	18 trunk	18
19 garden	19	19
20 cupboard	20	20
21	21 policeman/cop	21
22 football	22	22
23	23 fall	23
24 bank holiday	24	24
25 surgery	25	25

26	26 lady bug	26
27 lift	27	27
28	28 Come over!	28

### **III Post-stage**

1) The teacher collects all the information on three countries of Great Britain and vocabulary task. Students from different groups read their findings. The teacher may give pluses or marks for correct information.

2) Again in groups, students discuss how to build a project in which they are going to present one of the countries of Great Britain. The project should include information that had been gathered by students during the lesson as well as extra materials such as photos, maps, drawings etc. The teacher should give students one or two weeks to complete that home assignment.