

Politeness Around the World: Can and Can't for Possibility and Permission

Lengua Extranjera | Francés | Aprendizaje Basado en Retos

Descripción

This lesson plan is designed to engage secondary students aged 12-15 in exploring how politeness varies across different countries, while practicing the use of "can" and "can't" to express possibility and permission. Students will learn not only about cultural differences in polite behavior but also how to communicate effectively by asking for and giving permission in English, a key skill for international communication.

The lesson connects language learning with real-life intercultural situations, helping students develop empathy and global awareness. Through a challenge-based approach, students will actively investigate and present polite practices from various countries, enhancing their linguistic, sociolinguistic, and pragmatic competences. By the end of the session, students will confidently discuss politeness in diverse contexts and apply the modal verbs "can" and "can't" appropriately.

This topic is highly relevant in our increasingly interconnected world, empowering students to interact courteously and adapt their language depending on social and cultural norms.

Objetivos de Aprendizaje

- Identify and describe polite behaviors from at least three different countries using appropriate vocabulary.
- Formulate sentences using "can" and "can't" to express possibility and permission in various social scenarios.
- Compare cultural differences in politeness and explain why certain behaviors are considered polite or impolite.
- Create and present a short dialogue demonstrating polite requests and responses using "can" and "can't".
- Reflect on the importance of cultural awareness in communication and adapt language use accordingly.

Recursos Necesarios

- Projector or interactive whiteboard
- Computer with internet access
- Printed handouts with polite expressions and modal verbs exercises (one per student)
- Flashcards with polite gestures from different countries
- Video clips (3-5 minutes each) showing polite behaviors in different cultures (e.g., Japan, France, USA)
- Worksheets for group activities and dialogue creation
- Markers, flipchart or large paper sheets
- Timer or stopwatch

Requisitos Previos

- Basic understanding of modal verbs "can" and "can't" (possibility and permission)
- Previous exposure to common polite expressions in English (please, thank you, excuse me)
- Experience working in groups and presenting orally
- Familiarity with simple question and answer structures

Actividades

Fase de Inicio

Tiempo estimado:

30 minutes

Propósito de la sesión:

Docente: "Today we will explore how people show politeness in different countries and learn to use 'can' and 'can't' to talk about what is possible or allowed. Understanding these cultural differences will help you communicate better in English and respect others' customs."

Activación de conocimientos previos:

- **Docente:** Shows a quick interactive poll: "Raise your hand if you have ever said 'please' or 'thank you' in English. Now, can you think of a situation when saying these words is very important?"
- **Estudiantes:** Respond with examples and share briefly their experiences.

Motivación y enganche:

- **Docente:** Presents a short video clip (~3 minutes) showing polite greetings in Japan, France, and the USA, highlighting differences in gestures and language.
- **Estudiantes:** Watch actively and note down one polite behavior from each country.
- **Docente:** Asks: "Did you notice any differences? Why do you think these differences exist?"

Contextualización:

Docente: Explains: "You might travel or meet people from different places. Knowing how to be polite and how to ask permission properly is very useful in school, with friends, or even online."

Estudiantes: Reflect and connect the topic to their own life experiences.

Fase de Desarrollo

Tiempo estimado:

110 minutes

Presentación del contenido:

Docente: Introduces the modal verbs "can" and "can't" with examples relating to permission and possibility in polite contexts, e.g., "You can ask for help," "You can't speak loudly in the library." Uses slides and handouts for visual support.

Actividad 1: Cultural Politeness Explorer

- **Objetivo:** Identify polite behaviors in different countries and practice vocabulary.
- **Instrucciones:** In groups of 3-4, students receive flashcards describing polite behaviors from 4 countries. They discuss and classify actions as polite or impolite.
- **Organización:** Groups of 3-4
- **Producto:** A chart listing polite and impolite behaviors per country.
- **Tiempo:** 35 minutes
- **Rol docente:** Circulates, prompts with questions such as "Why do you think bowing is polite in Japan?" or "Can people eat while walking in your country?"

Actividad 2: Can/Can't Sentence Construction

- **Objetivo:** Practice forming sentences using "can" and "can't" to express permission and possibility.
- **Instrucciones:** Using the chart from Activity 1, students write 5 sentences per country using "can" or "can't" (e.g., "In Japan, you can bow to greet someone," "In the USA, you can't be late for appointments.").
- **Organización:** Individual work
- **Producto:** A written list of sentences to share with the group.
- **Tiempo:** 30 minutes
- **Rol docente:** Provides sentence starters if needed, checks grammar, and offers feedback.

Actividad 3: Polite Request Role-Play

- **Objetivo:** Create and perform dialogues demonstrating polite requests using "can" and "can't".
- **Instrucciones:** In pairs, students choose a country from Activity 1 and prepare a short dialogue where one person asks permission politely, and the other responds using "can" or "can't". Example: "Can I take off my shoes inside?" "No, you can't. Please keep them on."
- **Organización:** Pairs
- **Producto:** Oral dialogue performance to the class.
- **Tiempo:** 45 minutes (25 minutes prep + 20 minutes presentations)
- **Rol docente:** Monitors preparation, encourages use of correct modal verbs and polite expressions, guides presentations, and gives constructive feedback.

Diferenciación:

- **Para estudiantes adelantados:** Encourage them to add cultural explanations and use additional polite expressions beyond "can/can't".
- **Para estudiantes con dificultades:** Provide sentence frames and visual aids; allow extra time and pair with supportive peers.

Transiciones:

Docente: Connects activities by summarizing key vocabulary and grammar points before moving to the next task, e.g., "Now that you know polite behaviors, let's practice how to talk about them with 'can' and 'can't'."

Fase de Cierre

Tiempo estimado:

40 minutes

Síntesis:

- **Actividad:** Collective mind map on the board with key polite behaviors and modal verb structures learned.
- **Docente:** Invites volunteers to write or say one polite behavior and a sentence using "can" or "can't".
- **Estudiantes:** Participate actively, reinforcing learning.

Reflexión metacognitiva:

- "What is one polite behavior you found interesting from another country?"
- "How can you use 'can' and 'can't' to ask for permission politely in your daily life?"
- "Why is it important to understand cultural differences in politeness?"

Retroalimentación:

Docente: Provides immediate oral feedback on students' answers, highlighting correct use of modal verbs and cultural insights. Offers praise and constructive tips.

Transferencia:

Docente: Encourages students to observe polite behaviors in their community or when interacting online and to practice polite requests using "can/can't" in real situations.

Tarea o reto:

- Students create a short video or drawing illustrating a polite interaction from a country studied, including sentences with "can" and "can't".
- Prepare to share it in the next class or online platform.

Evaluación

Tipo de evaluación:

- **Inicio:** Diagnostic – quick poll and discussion to assess prior polite expressions knowledge.
- **Desarrollo:** Formative – observation and feedback during group work, sentence construction, and role-plays.
- **Cierre:** Summative – evaluation of oral presentations and collective mind map participation.

Criterios de evaluación:

- Ability to identify and describe polite behaviors from different countries accurately.
- Correct and appropriate use of "can" and "can't" to express permission and possibility.
- Effective oral communication in role-play, demonstrating polite requests and responses.
- Reflection on cultural differences and adaptation of language use.

Instrumentos sugeridos:

- Rubric for oral dialogues assessing language accuracy, cultural content, and politeness.
- Checklist for sentence construction task focusing on grammar and vocabulary.
- Observation notes during group discussions and presentations.
- Self-assessment questionnaire for reflection questions.

Evidencias de aprendizaje:

- Group charts of polite behaviors per country.
- Written sentences using "can" and "can't".
- Recorded or live role-play dialogues.
- Participation in collective mind map and reflection answers.

Competences description:

- **Linguistic competence:** Mastery of modal verbs "can" and "can't" for expressing permission and possibility, along with vocabulary related to politeness and cultural behaviors.
- **Sociolinguistic competence:** Understanding how politeness varies between cultures and adapting language use to social norms and contexts accordingly.
- **Pragmatic competence:** Ability to perform appropriate speech acts such as polite requests and responses using modal verbs, considering the context and interlocutor's expectations.