

WORKSHEET B

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|--|------------------------|
| Title Intercultural awareness | |
| Objective(s) To classify and discuss features of sociocultural knowledge | |
| Keywords sociocultural knowledge – intercultural awareness | |
| Ref to the guide | Ref to the CEFR |
| III | 5 |
| Task A | |
| Step 1 († †) | |
| Classify the following features according to the categories they belong to. Some features may belong to more than one category. | |
| <ul style="list-style-type: none"> - Dress code - Housing conditions - Kiss or handshake - Family relations - Celebrations - Physical distance of speakers - Leave-taking - Table manners - Humour - National identity - Giving and accepting presents - Punctuality - Relations between sexes - Eye contact - Meal times | |
| Categories | Features |
| Everyday living | |
| Living conditions | |
| Interpersonal relations | |
| Values, beliefs and attitudes | |
| Body language | |
| Social conventions | |
| Ritual behavior | |

Step 2 (👤 👤 👤)

There may be some features that you have classified differently. Discuss your work within the group and give reasons for your classification.

Step 3 (👤 👤 👤)

Think of some more examples of features that could belong to the seven categories.

Task B (👤 👤) then (👤 👤 👤)

Prepare a teaching unit/module suitable for your teaching context, aiming at fostering intercultural awareness and sociocultural competence among learners.

Learners should work in groups on different categories taken from the ones mentioned above and on the corresponding features. A big place should be given to oral interaction, possibly through role-playing and other oral exchanges. Written production/interaction could also be included, especially in a reflective perspective.

Present your units/modules in plenary and discuss main ideas.

