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Travel the world

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used to, be used to,

get used to

used to or would

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Reading (pages 4-5)

They do things differently here



Aims

- to practise scanning a text for specific information
- to give students a strategy for answering comprehension questions
- to extend vocabulary
- to help students talk about the habits and customs of their country



Background information

The text focuses on cross-cultural differences rather than culture shock, but the two are closely related. You might explain the four different phases of culture shock: (1) everything in the new culture seems wonderful and exciting, (2) irritations with the new culture start to appear and are resolved, (3) the traveller gets accustomed to the new culture, and (4) the traveller moves back to his or her own country and is surprised by aspects of life there.



Lead-in

Write the expression *culture shock* on the board. Elicit or explain what it means and ask students if they have ever experienced culture shock. Next, refer students to the photos in their book. Elicit that the pictures all show people greeting each other. Ask students what they would do if a foreigner bowed or tried to rub noses with them.

- 1 Read the first sentence and ask if students think it is true or false. Accept all answers. Students discuss the rest of the sentences in pairs.
- 2 Ask students what *scanning* is. Remind them that we often read a text quickly to find information without understanding every word. Students read the text and check their answers.

ANSWER KEY

- 1 True. (lines 7-9)
- 2 True. (lines 11-13)
- 3 False. Resting your elbows on the table is frowned upon in Dutch and Russian homes. (lines 26-28)
- 4 False. American hotels do not have a thirteenth floor. (line 32)
- 5 False. Red, the colour of good luck and fortune in China... (lines 34-35)

- 3 Read through the *Tune in to Reading* box with the class. Explain that comprehension questions are the most common kind of questions set in the PAU examination. Read question 1 aloud. Elicit the *Wh*-word and main content words. Students work through the rest of the questions individually.

ANSWER KEY

- 1 Why should travellers be aware of cultural differences?
- 2 How many cups of coffee should you drink in a Muslim household?
- 3 What does the gesture mentioned in the text mean in different countries?
- 4 Where is it acceptable to belch or burp after a meal?
- 5 Who believes that black has positive associations?
- 6 How can travellers avoid cultural confusion?

4 Work through the first question with the class. Remind students to answer in their own words and not to copy whole phrases from the text. Students do the rest of the questions individually.

ANSWER KEY

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Because if they are not, they might make cross-cultural mistakes. When this happens, people sometimes get the wrong idea about each other. 2 Three or another odd number. | <ol style="list-style-type: none"> 3 In the US, it means OK. In France it means zero. In Japan it means money. 4 In some Arabic cultures. 5 The Masaai people in Kenya and Tanzania. 6 By behaving in the same way as local people. |
|--|---|

5 Ask students to complete the sentences. If there is time, tell them to write another sentence for each of the words in pairs.

ANSWER KEY

- 1 experienced 2 misunderstandings 3 impolite / rude
4 gestures 5 associations 6 proverb

6 Tell students to imagine they are giving advice to a person from a different culture who is visiting their country. Elicit suggestions for how to say hello and goodbye. Encourage students to think of interactions with people of different ages and backgrounds.

⊕ Extra activity

Divide the class into pairs and assign one paragraph from the text to each pair. Pairs change three words or expressions in their paragraph and then read it aloud to another pair. The other pair listens with their books closed and tries to spot what has been changed.

Vocabulary (page 5)

Easily confused words

🎯 Aim ■ to clarify the meaning of some false friends

★ Lead-in

Remind students of the concept of false friends: words that look like words in their own first or second language, but which mean something different in English. Elicit some examples: assist, constipated, idiom, signature.

- 1 After students have found the words, ask how they would translate them into their own language. Ask them if they have the same meaning.
- 2 Do the first question with the class; then ask students to discuss the rest of the items in pairs. When you check, do not explain the meaning of the words that are not used – this is the focus of the next exercise.

ANSWER KEY

- 1 stories 2 experience 3 policy 4 pretended 5 eventually 6 quiet 7 success 8 embarrassed 9 cliché

3 Students match words and definitions. As you check, ask what the false friend is.