

Learning objectives for this lesson

Reading for general meaning of individual paragraphs. Reading to infer the writer's meaning and for specific information. Developing the learner strategy of finding and using collocations in the text.

The topic of this reading raises the issue of cultural differences and cultural awareness. It focuses on how this affects the traveller but students with experience of working and doing business with people from other cultures will also be able to comment on how cultural differences affect how business is done from country to country and culture to culture.

- 1 Discuss the first two questions as a class. Ideally students should comment on travel relating to their jobs but otherwise, ask for comments on students' experience when on holiday abroad. You can extend the discussion by asking the students what differences they think people visiting their countries might notice, for example, about the food or the behavior.
- 2 Students read the text for general meaning but will need to notice key words in each paragraph in order to insert the missing headings.

Answers

- | | |
|--------------------------|---------------------|
| 1 Topics of conversation | 4 Showing affection |
| 2 Head, hands and feet | 5 Time |
| 3 Hospitality and food | |

- 3 Students need to read again but this time they will need to infer the writer's message as well as find particular information. After choosing answer a or b, ask students to say where in the text they found information to support their answer.

Answers

- 1 b 2 a 3 b 4 a 5 b

- 4 You can break this exercise into two parts. First of all students need to think about which verbs in A will match which words in B. They can check their ideas by finding these collocates in the text. Then they complete sentences 1–9 with each collocation.

Answers

- 1 shake hands
- 2 shake your head
- 3 take off your shoes
- 4 be punctual
- 5 refuse an offer
- 6 make (the upward) gesture
- 7 show affection
- 8 build a relationship
- 9 accept (and understand cultural) differences

- 5 Students find words they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.
- 6 In pairs, students discuss each sentence in 4 and decide if it is true for them. Then they prepare sentences about their own country. They can either use the ideas and rewrite words from 4 to make their sentences or they can think of some completely new areas. Afterwards, ask each pair to present their sentences to the class. If your students all come from the same country, they can comment on whether they agree with each pairs' ideas.