

# culture

## East and West – Teacher's Notes

### Aim

This lesson takes a brief look at what is meant by *East and West*. It starts by exploring the cultural stereotypes connected to the two terms and then gives a short explanation of how the terms came about.

### Warmer

On the board write the words *East* and *West*. Ask students to work in small groups and to write down as many words as they can that they connect to the two words on the board. Give the groups a short time limit and then ask a few students to tell you the words their group came up with. You could write these up on the board.

## 1 Reading

- Ask students to do the first task on their own. You could suggest that they choose words from the list on the board that was generated during the warmer.
- Put your students in pairs and ask them to discuss the words they chose.
- Next, tell the students to read the article quickly and see if any of their words came up.
- You might want to set a short time limit to encourage them to read it quickly and not to worry about understanding everything.
- Put the students back into pairs and get them to discuss what they have read and then check as a class.

## 2 Comprehension

- A** Ask the students how many paragraphs there are (*five*). Then tell them that each paragraph has a heading but that these are mixed up. Ask the students to look at the five headings A-E and to try to match each one to the appropriate paragraph. Put the students in pairs and get them to check their answers together before checking as a class.

### Answers

- 1 C  
2 A  
3 E  
4 B  
5 D

- B** Now ask the students to read the article again and then decide if the five sentences are true (T) or false (F). Put the students in pairs and get them to check their answers together before checking as a class.

### Note

It's a good idea to monitor carefully and make a note of which questions the students answer. When you ask for the answers choose some of the weaker students to begin with as they are more likely to have answered the first few questions. The stronger students should be able to answer all the questions including the ones at the end.

### Answers

- 1 F  
2 T  
3 F  
4 T  
5 T

## 3 Vocabulary

- Ask the students to look at the eight words and try to find them in the text.  
**Note:** *lump together* is a transitive phrasal verb and is split with the object coming between the verb and the particle.
- Then ask the students to match the words with the definitions (there are two extra ones) using the context from the article to help them.
- Encourage the students to work in pairs and discuss their answers/ideas.
- Monitor and help where necessary.
- Check as a class.

### Answers

- 1 d      5 a  
2 g      6 e  
3 b      7 j  
4 i      8 f

## 4 Speaking

- Put your students in groups.
- Tell the students to discuss the three questions.
- Monitor and help where necessary.
- Ask a few students to report back to the class on their discussion.

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### 5 Writing

- Ask the students to choose one of the questions from the Speaking section and to design a poster illustrating it. As an example, if they choose question 1 they could take (draw, find from the Internet, etc) a map of the world and either colour-code, or draw lines around the areas they would group together. They could then write the reasons (possibly as bullet points) or draw pictures to show the connections e.g. food, clothes etc.  
**Note:** This could be set as homework.
- Finally, display the posters around the room and have students explain them to the class.

#### Websites

[http://en.wikipedia.org/wiki/Eastern\\_culture](http://en.wikipedia.org/wiki/Eastern_culture)

[http://en.wikipedia.org/wiki/Western\\_culture](http://en.wikipedia.org/wiki/Western_culture)

Two useful pages with lots of information about East/West culture, where the terms came from and links to lots of other interesting pages. Probably a bit difficult (and dry) for your kids, but definitely a source of extra information.