

# culture

## Saying the right things – Teacher's Notes

### Aim

This lesson takes a look at various aspects of etiquette around the world. It briefly looks at how behaviour differs in different places and how this can sometimes cause confusion or problems.

### Warmer

On the board write the words *Doing the right things*. Remind students that in the Culture lesson in the book they looked at how important it is to say the right things. Can they think of situations where it is important to do the right thing? You might want to write up a few prompts on the board: meeting & greeting people, eating, visiting someone's house, shopping. Put students in groups and ask them to discuss the topic. After a few minutes ask some students to tell you what their group came up with. You could write these ideas on the board.

### 1 Reading

- Put students in pairs and ask them to look at the five words and phrases in the box.
- Ask students to think about what an article on behaviour might say about each of these things and tell them to write down one or two ideas for each one.
- Ask a few students to report back on their ideas.
- Then, get students to read the article and see how many of their ideas are mentioned.
- Once the students have read the article, check what they found out.

### 2 Comprehension

- Ask students to read the ten sentences.
- Check they understand what is meant by *Not given* (that the information is not actually mentioned or included).
- Ask students to work with a partner and try to remember which sentences are true, false or not given. Get them to do this from memory to start with.
- Then, get students to read the article and complete the task.
- Check as a class, explaining the answers why where necessary.

### Answers

- 1 *F*
- 2 *F*
- 3 *T*
- 4 *T*
- 5 *NG*
- 6 *F*
- 7 *NG*
- 8 *T*
- 9 *T*
- 10 *NG*

### 3 Vocabulary

- Ask students to read the ten definitions.
- Explain that the words are in the article (if you feel students need extra help you can point out that the words are in italics) and they should try to find them.
- Put students in pairs and encourage them to work together.
- Monitor and help where necessary.
- Check the answers.

### Answers

- 1 *appreciation*
- 2 *smack*
- 3 *host*
- 4 *glance*
- 5 *impolite*
- 6 *acceptable*
- 7 *chopsticks*
- 8 *haggle*
- 9 *indicate*
- 10 *offended*

### 4 Speaking

- Put students in groups of between 3 and 5.
- Ask them to discuss the three questions. Encourage them to think of as many possibilities as possible.
- Ask a few students to report back on their discussion to the class.

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### Extention

- You could also ask your students to write a short guide to etiquette for a visitor to their country. This could be done in small groups or set for homework.
- You could also set project work asking students to research different aspects of etiquette in different countries using some of the websites below.

### Websites

<http://www.woodlands-junior.kent.sch.uk/customs/behaviour.html>

<http://www.woodlands-junior.kent.sch.uk/customs/questions/social.htm>

<http://www.japan-guide.com/e/e622.html>

The first two links have information about Britain and the third takes a look at Japan. This last link is very useful for thinking about all the areas where behaviour might be important.

<http://en.wikipedia.org/wiki/Etiquette>

A very comprehensive page on etiquette in general with links to lots of specific examples. Possibly better as a background source for you as a teacher than for your students.