

## Task 1 – Discussion – Travel

Which city in the world do you want to visit?

What are the rules nowadays of the airports in your country? Do you agree with these rules?

What are the advantages and disadvantages of travelling?

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## Task 2 – Travel Check List

What are the following items called in English? Write the name under the picture.



1



2



3



4



5



6



7



8

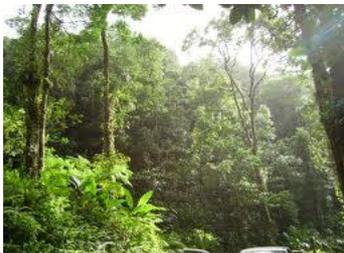
On what type of holiday would you take the above items?

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## Task 3 – Discussion and Vocabulary – The ideal places to visit



1.



2.



3.

- Which words can you use to describe the following pictures?
- Do you have these things in your country; describe them to your partner?
- Which picture is the most beautiful, in your opinion?
- Which two items would you take to a deserted island?

#### Task 4 – Cultural Awareness

### CULTURAL AWARENESS

**What advice would you give to tourists / business people about your country's culture?  
What gestures should people avoid doing?**



**In what situations would you use the following words and expressions below?**

- Congratulations!                      It's on me
- Cheers!                                    I'm afraid .....
- Make yourself at home                I was held up
- Help yourself                              It's not my cup of tea

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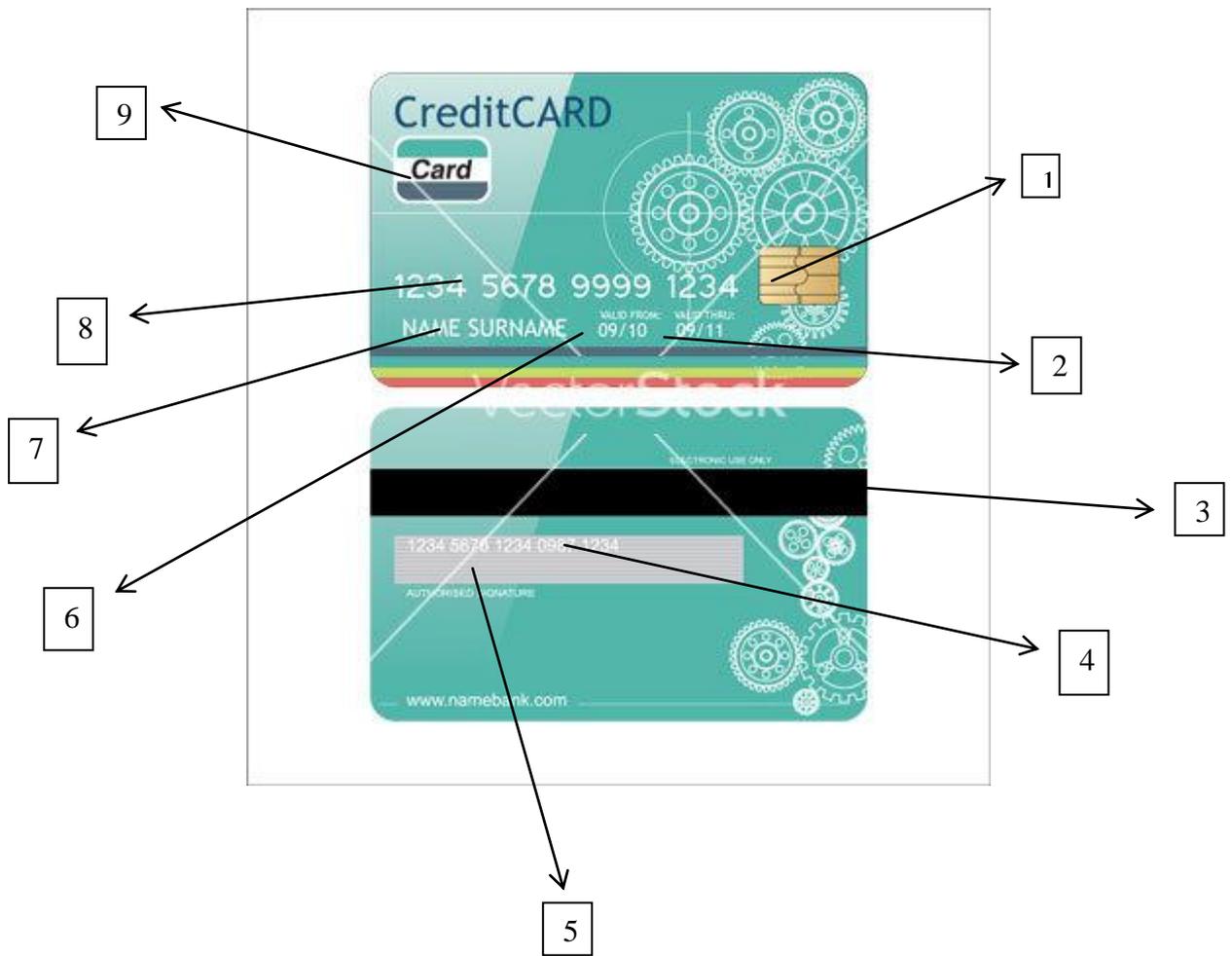
#### Task 5 – Language Focus – Social Situations

What would you say in the following situations?

- **You don't hear someone's name when you first meet them?**
  - **You must meet and greet a visitor from another country**
  - **You are offered food which you hate**
  - **You arrive half an hour late for a business lunch**
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**Task 6 – Vocabulary – Credit Card**

Look at the credit card below, do you know the English name for each of the arrows (---->)



<p><b>What do You say?</b></p>	<p>1. You have forgotten the name of the person you are talking to. Find out their name politely</p>	<p>2. You are late for a meeting.</p>	<p>3. You are at a party. You want to get away from someone who will not stop speaking</p>	<p>4. You are offered food that you hate.</p>	<p>5. You should not point the sole of your foot towards your hosts in which country?</p>
<p>6. You are in an important business meeting. The other person asks if they can smoke.</p>	<p>7. The waiter in a restaurant gives you the bill. You are certain it is too high.</p>	<p>8. You are having dinner with a foreign colleague in their country. The food is unfamiliar and you don't know what to do.</p>	<p>9. You are at a cocktail party and the host has just handed you champagne. You don't drink.</p>	<p>10. In which country would be a big insult to touch someone on the head?</p>	<p>11. You have been invited to your colleague's house for dinner. They phone you to ask if you don't eat something.</p>
<p>12. An important client invites you to the theatre. You cannot attend because you have already accepted another invitation.</p>	<p>13. At a conference you meet someone who you think you have met before.</p>	<p>14. You have just spilled red wine on a client's dress.</p>	<p>15. In which country would you sing a song after a successful business negotiation?</p>	<p>16. A visitor wants to buy some local souvenirs.</p>	<p>17. A visitor wants some advice on how to spend an evening in your town.</p>
<p>18. Spell your name</p>	<p>19. Give your telephone number.</p>	<p>20. In which country is chewing gum forbidden by law?</p>	<p>21. Talk about today's weather for one minute.</p>	<p>22. You are on the phone. Describe yourself to someone on the phone so they recognise you later.</p>	<p>23. You are at an international conference. You want to complain about your hotel room.</p>
<p>24. Give directions from your office to the closest airport.</p>	<p>25. Which country will rarely say the word "no" ?</p>	<p>26. Recommend a restaurant to a client.</p>	<p>27. You are on a plane. Introduce yourself to the person next to you.</p>	<p>28. Introduce your boss to a person visiting your organisation.</p>	<p>29. You are having a small dinner party. Introduce two friends of yours to each other.</p>
<p>30. In which country is it common to go out and eat after 10pm?</p>	<p>31. You arrive for an appointment Introduce yourself to the person at reception</p>	<p>32. You are visiting a company and you want to use their telephone.</p>	<p>33. You see an attractive person at a conference, start up a conversation.</p>	<p>34. You meet a business contact at a railway station. Offer to carry some of his luggage.</p>	<p><b>FINISH !!</b></p>

# Answer Key – Understanding Culture

## Task 4 – Cultural Awareness

Congratulations!	-	Celebrating success (Birthday, promotion etc.)
Cheers!	-	U.K inf. “thank you” / salutation when drinking
Make yourself at home		be relaxed, feel like you are in your own home
Help yourself	-	go ahead, please do what you asked to do
It’s on me	-	I will pay
I’m afraid .....	-	I’m sorry
I was held up	-	I was delayed with
It’s not my cup of tea		I am not a fan of / I don’t really like it

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## Task 6 – Vocabulary – Credit Card

- |                                   |                              |                   |                                 |
|-----------------------------------|------------------------------|-------------------|---------------------------------|
| 1. chip                           | 2. Valid until / expiry date | 3. Magnetic strip | 4. CVC (card verification code) |
| 5. signature                      | 6. Valid from                | 7. Card Holder    | 8. Card Number                  |
| 9. Logo / company name / hologram |                              |                   |                                 |
- 

## What do you say?

Answers to the cultural questions:

- 5. Arabic countries
- 10. Thailand
- 15. South Korea / Japan
- 20. Singapore
- 25. China
- 30. Spain

## Contract Lesson Plan – Teacher’s Notes

Culture lessons can be fascinating in both mono and multi-lingual classes. This active lesson focuses on functional language. It provides useful, sometimes more unknown phrases. It puts the participants into a variety of situations in which they must use a variety of functional language, extremely valuable for when they travel to English speaking countries.

## Important Information:

**Aim:** to teach a variety of functional language in different social situations

**Level:** Pre-Intermediate, Intermediate, Upper-Intermediate

**Length of Lesson:** ca. 2 hours

**Number of Participants required:** all sizes

## Lesson Plan Stages

- 1) Write the word **“Comfort Zone”** on the board. Briefly describe the concept that everyone has a point when they feel uncomfortable with their surroundings. Give your own example of when you were / would be out of your comfort zone. Group the participants and ask them to do the same. After 5 minutes, conduct class feedback. This often provides some interesting and entertaining answers.
- 2) In the same groups, the participants discuss the three questions in task 1. Monitor and make notes of language mistakes for delayed error correction. It could also be good to make a note of the more interesting points and extend on these as a class after the group discussions.
- 3) Pose the question **“what do you never travel without?”** Elicit a few examples from the participants and discuss why these are so important. Then, in pairs, the participants complete task 2. Once they have completed this task, review the answers as a class and then discuss task 3 as a class for added speaking practice (if the class have spoken a lot during tasks 1 and 2, you can skip task 3).

- 4) Stand in front of the class and make the  with your nails pointing towards you (the peace / victory sign). Ask the participants what this sign means. Once they have the answer, describe that this is a “gesture.” Explain that in England when this gesture is turned around (with the nails pointing away from you), it can be very offensive but in other countries it can simply mean two of something.

Hold a class discussion about gestures by inviting the participants to discuss some more gestures and customs that are considered rude in some countries but not others. Others include:



= Everything's OK (America, Europe) / offensive in Columbia / when turned  it means “money” in Japan.

- 5) Having discussed this, lead the participants to task 4. In pairs or groups, ask the participants to discuss what they think the phrases mean. Meanwhile, write / project the phrases on the board. After 5-7 minutes, elicit answers from the participants. Be prepared for some different answers, but this should be praised. For answers, see page 5. Once the phrases have been reviewed, put the participants into different pairs and ask them to role play the situations in task 5. Make sure they swap to maximise participant talk time.
- 6) Hand out task 6 to the participants. This exercise allows the participants to learn about the credit card. This will help them if they need to order something online or by phone in

English and are asked for their card details. Put the participants into pairs and ask them to work through numbers 1 – 9, writing the English name for each number. Once everyone has finished, review the answers as a class and correct where necessary.

- 7) The final activity is a social cultures board game. The participants can play this in groups of 2-4 (for 1:1, the teacher takes the role of the other person). If you have access to dice, bring them to the lesson. If not, you can use a coin (Heads = move 1 space, Tails = move 2 spaces). The participants throw the dice or toss the coin and move to the square. They then role-play each situation. Listen for language errors for delayed error correction. The timing for this activity is up to the teacher. It can run until the end of the lesson, or perhaps when you feel the participants have role-played enough.