

15 In Brazil, We Think Rhythm Is Important

Cross-Cultural Discussions

Target patterns:

Communication skills: Comparing countries and customs
Talking about global issues
Impressions of people/places

Language sets: Customs
Global issues

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Warm Up Brainstorming

Call out the name of a country and encourage the students to say anything they know about that country. If necessary, give prompts such as “food” or “cities.” The students then do the activity in pairs, in groups, or as a class. They take turns to call out the names of countries. Encourage them to talk freely about anything related to that country.

If You Look for Differences, You Will Find Them

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does Paula think pianists in Brazil think is important?

What does Marc feel it's important to understand?

Follow-up questions

What does Marc think is different between musicians in France and musicians in Brazil?

What do you think is different between people in America (or Britain) and people in your country?

What does Jin-Woo think will happen if we look for differences between cultures?

Do you tend to look for similarities or differences between people from different countries? Why?

Comprehension – personalization

T: *What does Marc think of French musicians?*

SI: *He thinks French pianists play with soul.*

T: *(Name of a band or singer).*

S1: *What do you think of (name of a band or singer)?*

S2: *I think ...*

What do you think of (name of a band or singer)?

S3: *I think ...*

Continue in a chain.

T: *What does Paula think is important in Brazil?*

S4: *She thinks rhythm is important In Brazil.*

What do you think is important in (Japan)?

S5: *I think (patience) is important in (Japan).*

Continue In a chain, asking about different countries.

T: *What does Marc think it's important to understand?*

S6: *He thinks it's important to understand cultural differences.*

What do you think it's important to understand?

S7: *I think it's important to understand (English/world problems/my jokes/economics/etc.).*

What do you think it's important to understand?

S8: ...

Continue in a chain.

Personalization

In pairs, ingroups, or as a class, the students discuss cultural differences a visitor to their country might face. Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

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Warm Up Researching a Country

Write headings on the board such as *writer, sport, scientist, event, food, musician*, etc. and call out the name of a country. The students use the Internet, reference books, or their own general knowledge to think of writers, sports, scientists, etc. from that country, and say something about them. The students then do the activity in pairs, in groups, or as a class. They take turns to choose the countries.

Raw Octopus!

The students can listen to the dialog, read it, or do both.

Anticipation questions

What doesn't David understand?

What did Sachiko pick up with the chopsticks?

Follow-up questions

What does Sachiko want David to do?

Would you like to work in another country?

Why?/Why not?

What Japanese custom does David think may be difficult for him?

What custom from another country do you think may be difficult for you?

Comprehension – personalization

T: Why is David worried about working in Japan?

S1: He doesn't speak Japanese.

S2: He doesn't understand Japanese customs.

T: Which other country would you like to work in?

S3: I would like to work in . . .

T: Why?

S3: . . .

Which other country would you like to work in?

S3: I would like to work in . . .

T: Why?

S4: . . .

Continue in a chain.

T: Which other country wouldn't you like to work in?

S5: I wouldn't like to work in . . .

T: Why?

S5: . . .

Which other country wouldn't you like to work in?

S6: I wouldn't like to work in . . .

T: Why?

S6: . . .

Continue in a chain.

T: How do you use chopsticks?

S4: You put them in the same hand like this (demonstrating). Then you pick things up like this.

T: How do you (boil an egg/drive a car/use your favorite software/etc.)?

S5: . . .

How do you (boil an egg/drive a car/use your favorite software/etc.)?

S6: . . .

Continue in a chain.

Personalization

In pairs, in groups, or as a class, the students explain about customs or famous events in their country.

Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I feel that the area where I'm living is not very international.

I'm sure the world will become more peaceful.

I'm not sure what to do this weekend.

Controlled Practice

In Some Cultures, . . .

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *Men and women are more equal.*
3. *Table manners are very important.*
4. *Families are very close.*
5. *People often bow.*
6. *People are more traditional.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

In my country, we don't usually hold hands in public.

In Britain, I think table manners are very important.

In America, I think being frank is important.

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Warm Up Impressions

Ask, "What's your impression of . . . ?" about famous people or people/places the students know. Encourage the students to talk freely. The students then do the activity in pairs, in groups, or as a class. They take turns to ask the questions. Encourage them to talk freely.

You Aren't Very Intelligent

The students can listen to the dialog, read it, or do both.

Anticipation questions

*What problem does Zork want humans to solve?
What does Zork want humans to do after solving Earth's problems?*

Follow-up questions

*What's Zork's impression of the Earth?
What do you think will happen to the Earth in future?*

*What's Zork's impression of humans?
What do you think will happen to humans in future?*

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, groups, or as a class, the students talk about their impression of other countries around the world. Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

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Communication Activities

A. Local Customs

The students or you think of headings for customs that might vary from country to country, and write headings on the board. The students then use these to describe customs in their own country. They can do this either in pairs, groups, or as class.

B. Similarities and Differences

The students or you think of two countries to compare. Each team/student has to think of an agreed number of similarities and an agreed number of differences between the customs in these countries. The other team/student asks questions.

C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. Encourage them to ask natural follow-up questions after each answer.

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Crossword

DOWN

1. must
2. have
3. were
5. should
6. danger
10. before
11. against
15. feels
16. room
17. listen
19. hurts
21. make
24. do

ACROSS

1. might
4. used
7. per
8. so
9. soon
10. beaten
12. lie
13. if
14. afford
18. enough
20. seems
22. at
23. for
25. never
26. looks

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.