

LESSON 5: ATTITUDES TO CULTURE

AGE: Adult

LEVEL: Upper Intermediate

TIME: 90 minutes

LANGUAGE FOCUS: asking appropriate questions; discussing attitudes to culture

SKILLS: speaking

MATERIALS: students' homework/research projects; one copy of the worksheet per student

OVERVIEW: to collect data that is used to create questions

STUDENTS WILL:

- share the outcome of their homework / do a research project with classmates
- use the information to help create questions which will form the basis of a questionnaire
- discuss how social factors affect attitudes to culture



TECH TIP: Remind students that not everything they read on the internet is true. They should cross-check information using a variety of well-known websites and sources. You could brainstorm a list of these together as a whole class. Encourage students to search in English.

Each group member should then choose one of the items on their list to research – the one they want to know more about.

Tell students that they have the option of printing information off the internet or making notes or a mixture. If they make notes (from any source), they should also write down where they found the information, e.g. a website title and link; a book title and author's name; a TV programme title, etc.

Once students have finished their research (or after they have finished the warmer if they did the research as homework), ask students to share their notes within their groups. When they have finished, ask them to form new groups and share their findings with each other.

ACTIVITY 1

Students discuss homework / carry out class research (with topics provided)

Hand out the worksheet and ask students to look at the flags of different countries in activity 1 as a warmer. See which ones they can identify, then ask them to tell each other what they know about the countries listed. What do the countries have in common? (Answer: They all have English as their official language.)

Key:

Top row: Australia, Canada, Jamaica, New Zealand, Nigeria

Bottom row: Ireland, Singapore, South Africa, UK, USA

When students have matched the flags to the countries, ask them to work in pairs and compare the results of the homework.



TEACHING TIP: If students have not completed their homework, ask them to choose one country and one topic from the list provided and give them 10 minutes to research their chosen country/topic using their smart phone/a computer

In their pairs, ask the students to discuss what they discovered, how they discovered it, and any problems that they had during their research, making sure that they are taking notes about their partners' research.

When they have finished talking to their partner, ask them to find a new partner and report what they found out about their original partners' research. While they are doing this, monitor and offer any help or error correction needed.

ACTIVITY 2

Students do a matching exercise, then discuss the questions

When the students have finished comparing their notes, hand out the worksheet and ask them to match questions 1–14 with the topics in the box (which are the same as those in activity 1). Monitor while they are doing the exercise and offer any help with new vocabulary if needed. When they have finished, go through the answers and allow them to ask and answer the questions in pairs or small groups.

Key:

1. Family
2. Sport
3. Socialising
4. Animal rights
5. The environment
6. Travel habits
7. Religion
8. Gender roles
9. Diet
10. Celebrations
11. Social behaviours

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12. Stereotypes

13. Education

14. Politics

ACTIVITY 3

Students write their own questions based on the topics from activity 2

Tell students you want them to come up with some new questions on the same topics as the previous activity. Tell them to use the original questions as a model for their new questions. Monitor and offer help and encouragement with new vocabulary and question structure.

ACTIVITY 4

Students discuss attitudes to culture and how these would affect peoples' answers

Focus students' attention on the photos and ask them if they can identify the different factors from the list that might affect people's attitudes to cultural questions. Ask if they can add any further suggestions to the list.

Key:

1. Gender (male, female)
2. Location (city, countryside)
3. Education (high school dropout, university educated)
4. Marital status (single, married, divorced)
5. Age (young, middle aged, old)

Other suggestions:

- * Employment (self-employed/contracted/unemployed)
- * Sexuality (straight/gay)
- * Ethnicity (white/black/Asian)



TEACHING TIP: If you have time, use this as an opportunity for students to brainstorm new vocabulary in groups to add to each list. Tell them they can use their devices to look up any words they do not know.

ACTIVITY 5

Students make mind maps summarizing the lesson

Ask students to work in their original groups and think about what they have learnt in this lesson and in the first four lessons of the course. Ask them to make lists around the mind map. When they have finished, tell them to swap groups and compare answers. Conduct whole class feedback, writing answers on the board and offering corrections where necessary.

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WARMER

Look at the flags below and the list of countries. Can you match the country with its flag? What do all these countries have in common? Can you add any more countries to the list?



COUNTRIES

Jamaica	USA	Australia	UK	South Africa
Ireland	Singapore	Nigeria	Canada	New Zealand

TOPICS

Sport	Family	The environment	Animal rights	Gender roles
Socialising	Travel habits	Diet	Celebrations	Religion
Stereotypes	Education	Politics	Social behaviours	

HOMEWORK REVIEW

Look at your homework from the previous lesson. Tell your partner which country and topic you chose. Then tell them about:

- * the three things you learnt more about
- * the similarities and differences you discovered
- * how you researched your chosen country/topic
- * any problems you had

Make notes about your partners' homework research. When you have finished, change partners and tell your new partner what your original partner researched.

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ACTIVITY 2

CULTURAL QUESTIONS

Sport	Family	The environment	Animal rights	Gender roles
Socialising	Travel habits	Diet	Celebrations	Religion
Stereotypes	Education	Politics	Social behaviours	

Match questions 1–14 to the topics in the box. Once you have finished, ask and answer the questions in your group.

1. In a traditional family, which member has the highest status?
2. Are professional athletes considered role models?
3. At what age are teenagers allowed to go out with their friends?
4. Do people tend to keep pets and, if so, what kind?
5. What percentage of people recycle on a regular basis?
6. Where do people tend to go on holiday? Abroad or somewhere in their home country?
7. How important is religion?
8. Are the roles of men and women specifically defined?

9. What eating habits or rituals are specific to your culture?
10. What is the most important public holiday in your culture?
11. What kind of behaviour is considered respectful/disrespectful in your culture?
12. What would you say is the most commonly held misconception about people of your culture?
13. What subject/subjects are most popular in school?
14. Does the current government have the support of the people?

ACTIVITY 3

Look back at the topics in activity 2 and write one more question for each topic. Ask and answer your questions with your partner.

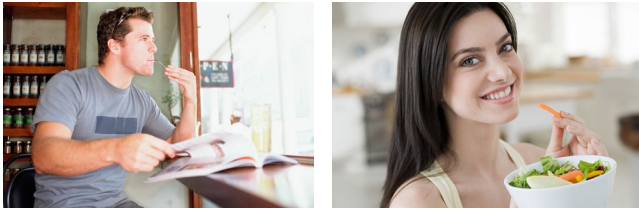


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ACTIVITY 4

Look at the pictures below. Match the photos to one of the headings below.

1.



2.



3.



4.



5.



Gender

Age

Marital status

Education

Location

How do you think peoples' answers to the questions from activities 2 and 3 might change depending on the type of person they are? Can you add any other headings to the list?

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ACTIVITY 5

Work in groups and complete the chart below using your research and answers from activities 1–4. Try to expand on and give reasons for your answers.

Topics that are similar across cultures:

Topics that differ across cultures:

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Topics that are unique in my country of origin:

Countries that have the strangest cultural traditions: