



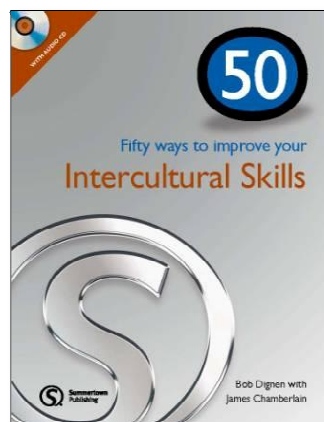
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50 WAYS TO IMPROVE YOUR INTERCULTURAL SKILLS LESSON PLANS



Lesson 1 Understanding Culture: National culture

Materials	Textbook units 1-3, sheets of paper		
Stage	Inter-action	Procedure	Approx Time
Warmer	S-S	In pairs Ss interview each other and complete the questionnaire on pages 9 and 10. Ss switch books and each S circles the answer his/her partner gives them in his/her partner's book. However, after each answer (Yes/No/It depends) the questioning S should ask his/her partner to elaborate, i.e., to ask for a personal example. Ask the Ss to try to remember at least one interesting personal example. When they have done this, they take their own books back and together they check the summary at the back of the book to determine the meaning of their scores.	20
	T-Ss	Ask each S to report to the class on their partner's international working style and describe an interesting personal example	
Brainstorm	S-S-S-S	In small groups, Ss brainstorm a definition of culture and what aspects of life are considered part of culture. When they have come up with a list of aspects, they should look at it and try to categorize or classify the different aspects into groups. Elicit their ideas and make some brief notes on the board.	15
Reading	S	Ss read Unit 1 about culture to see if their ideas were correct.	15
	T-Ss	Ask Ss what they were right about and what they learned about culture from the reading	
Discussion	S-S-S-S	In groups, Ss discuss the questions under each culture model and then which model they like the best and why. Then they discuss the question near the bottom of page 14 ("If you were traveling abroad...") Altogether there are five sets of questions to discuss. Each group should appoint one S from their group to take brief notes for each set of questions. Get some (but not necessarily all) Ss to sum up what their group said on certain questions.	20
Reading	S-S	Ss read page 15 and write 5 True or False questions for other Ss to answer. When they are finished, they go to other pairs and ask and answer each other's questions. They can continue doing this with other pairs afterwards. Ask Ss for a quick summary of what's in the reading.	15

Lesson 1 Understanding Culture: National culture

Stage	Inter-action	Procedure	Approx Time
Survey	S-S T-Ss	<p>Ss complete the questionnaire at the top of page 16 and then circulate and find two or three other Ss who are similar to them.</p> <p>Ss get into small groups with those who were similar and then they read the section "Developing flexibility" on page 16 and take a few minutes to fill the questionnaire out for someone they know who is different from them. Ss tell the rest of the group about someone who is different from them and the group offers ideas on how they can work best together.</p> <p>Get some feedback on their ideas for working together.</p>	20
Reading and note taking	S S-S	<p>Ss read page 17 and write the words and expressions in bold in their notebooks. They write brief notes (5 words or less) for each one to help them remember what they are.</p> <p>Ss quiz each other using just their notes on what the words and expressions mean. While they are doing this, write the words and expressions on the board.</p> <p>Pairs go to other pairs and ask them to elaborate on the words and expressions from the board without using their notes or their books</p>	20
Reading and discussion	S S-S T-Ss	<p>Ss read pages 18 and 19 and answer questions 1 – 5. They check their answers then they read the items again and mark the ones that are consistent with the way they think and behave at work (question from page 19).</p> <p>Ss circulate and find other Ss who had different answers. They should write their names down somewhere so they can remember.</p> <p>Ss get into pairs or threes with Ss who are different from them. They discuss how they could manage their difference in a working environment.</p> <p>Get feedback from each group on their ideas to the question above.</p>	20
Writing	S	<p>Ss write a short description of their perceptions of their own culture incorporating the words and phrases from the book.</p> <p>Collect all the papers.</p>	20

Lesson 1 **Understanding Culture: National culture**

Stage	Inter-action	Procedure	Approx Time
Listening	S-Ss	<p>Redistribute the descriptions making sure nobody gets their own. Each S writes their country or culture of origin on the board. Then a student starts and reads the cultural description they have. The rest of the class tries to guess which culture it is describing and, if they can, who wrote it. The original writer tells them if they were correct. Encourage the class to ask that S any questions about what he/she said about his/her culture.</p> <p>Continue for the other ones. While Ss are reading, you can write down any errors from their writing and take them up after all are finished reading.</p>	25
Error Correction	<p>S-S</p> <p>T-Ss</p>	<p>Put Ss in pairs or threes. Select some errors that you collected from the previous stage and write them on the board. As you are writing them down, Ss should be discussing with their partner(s) what the error is.</p> <p>When you are finished writing, choose a pair/group and ask for any correction to anything on the board. If they find something and correct it, make the correction on the board and, if you want, give them a point. Then ask another pair, etc.</p>	20
Extra activity	S-S	<p>Ss paraphrase the statements on page 18 and 19, or think of similar statements. They both write them down and group them like they are in the book.</p> <p>Ss switch partners and they quiz their partner by saying one of their statements and the partner has to guess which of the five areas it represents – without looking at their book or notes.</p>	

Lesson 4 Understanding Yourself: Dealing with Cultural Differences

Materials	Textbook units 8 – 10, sheets of paper		
Stage	Inter-action	Procedure	Approx Time
Warmer	S-S	<p>Ss are provided with a list of things associated with cultural differences and they have to find other Ss to match them ("find someone who..."). Write the list below on the board and number them. Ss mingle and try to find a different person for each item. When they do, they ask them to elaborate and then write their name beside the number.</p> <p>Find someone who...</p> <ol style="list-style-type: none"> 1. has experienced a problem with cultural differences. 2. knows of someone who had experienced a problem with cultural differences. 3. can give an example of a typical problem a visitor to their home country might have with cultural differences. 4. can give an example of a typical problem a visitor from their home country might have in the US. 5. can give an example of a cultural difference they might have in another culture. 	15
	T-Ss	Ask some Ss who they found for a particular number then ask that S to elaborate. Continue in this way for the other four.	
Reading and discussion	S-S	Ask Ss to read page 32 and be prepared to discuss what a critical incident is, what the example of it was and what ethnocentrism is - without referring to their books.	15
	T-Ss	Elicit some answers to the questions and get other Ss to provide elaboration, if necessary. Then ask Ss to think of some examples from the warmer that apply to the two terms. Elicit their ideas.	
Reading and discussion 2	T-Ss	Ask Ss how they would deal with the situation in Unit 8. Then get them to read the next section "How to deal with..."	20
	S-S	Ss pair up and ask and answer the questions at the end of Unit 8. If they cannot think of a cultural incident they have experienced, they can talk about one they have heard about and they can speculate when answering the questions. Ss take notes in preparation for reporting what their partner said.	
	T-Ss	Get feedback on their partner's experience from some, but not necessarily all, Ss	

Lesson 4 Understanding Yourself: Dealing with Cultural Differences

Reading	S-S	<p>Ss switch books with a partner and read page 35. They write their partner's interpretations in their partner's books.</p> <p>Ss read the answers on page 36 and answer the question below. Remind them to check back to the flow chart on page 34.</p> <p>Elicit some sample first interpretations and reframed interpretations from S's partners.</p>	15
Writing	S S-S-S T-Ss	<p>Ss start reading Unit 10 and do the written description. Once they have finished they find two other Ss whose descriptions are similar. If they cannot, they can get into a group of 3 with any S.</p> <p>Ss read about the descriptions of the picture then they read out statements from their own descriptions and the Ss in their group say if they are an interpretation, an evaluation or a true description. Monitor in case there is any confusion about this.</p> <p>From various groups, try to elicit examples from their writing that fit the three categories but tell the group to read it aloud and not categorize it. The class then says what they think it is.</p>	30
Reading and checking	S-S	<p>Ss read the description of the D-I-E model and write three reading comprehension questions to ask other Ss – other than what D, I and E stand for. They write the answers also.</p> <p>Pairs go to other pairs and try to orally answer each other's questions. They then can move on to other pairs.</p>	20
Writing	S S-S-S T-Ss	<p>Ss follow the instructions on page 39 and describe the picture in writing. Tell them not to check their answers yet.</p> <p>Ss get into small groups and each S reads their description. The other's comment on how well they feel that S has followed the D-I-E instructions. Once they have done that, they check the answers at the back of the book and they choose a sample from their group that they think is the best in terms of following the model.</p> <p>Each group places their selection on a desk/table. You should number them with a pencil at the top or bottom of the page. Ss read each one and then write down the number of the one they thought was best.</p> <p>Call out the numbers of the writing and Ss raise hands if they thought that one was best. Pick up the winner and re-read it to the class. Get some feedback on why it was the best.</p>	30
Listening	T-Ss S-S-S T-Ss	<p>Ss read page 40 and then play the recording.</p> <p>Ss discuss the questions about the listening in small groups.</p> <p>Elicit some answers and then ask Ss to check at the back of the book.</p>	15

Lesson 4 Understanding Yourself: Dealing with Cultural Differences

Writing models for D-I-E application	S-S-S	Ss get into small groups (around 3). They write a few different cultural scenarios where it would be easy for a foreigner to misinterpret. They can look at the examples on page 35. Stress that their cultural situation should not come from an actual culture. They are to make it up. They should use their imaginations (e.g., They refuse to shake hands with anyone at the meeting because in their culture people only shake hands when they get married). If possible, the Ss should include more than one isolated occurrence of the behavior, like the example above where the person refused with everyone at the meeting.	30
Applying D-I-E	S-S-S	Groups get together with other groups. One group reads one of the scenarios, the other group says what their initial reaction might be and then the group discusses it according to the tips on page 40. When they are finished discussing it, they can ask the group who wrote it some questions answerable by Y or N to try to determine the motivation of the person in the scenario. Groups can switch.	25