

CHECK!

# Talking about cultural differences

**LEVEL**

Intermediate (B1)

**NUMBER**

EN\_B1\_2084C

**LANGUAGE**

English

## Let's check!

- Can I talk about cultural differences?
- Can I talk about an experience I've had in another country using a range of vocabulary?
- Can I use relative clauses to describe an urban legend I've heard of?
- Can I explain other major celebrations in my country and share my thoughts on them?





# Warm-up

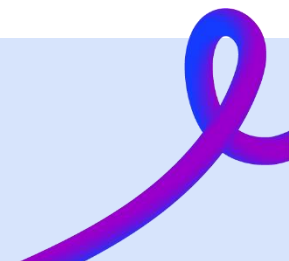
1. **Describe** the picture.
2. Is this how you celebrate birthdays in your country?
3. What is **different**? What is **similar**?





## Learning outcome 1

Can I talk about an experience I've had in another country using a range of vocabulary?





# Discuss

1. In the chat, **type** one of the feelings in the red boxes you have experienced in another country.

2. **Describe** your experiences with your teacher and classmates.



homesickness



a sense of belonging



frustration



isolation



# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

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Find the mistake

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## Learning outcome 2

Can I use relative clauses to describe an urban legend I've heard of?



# Discuss

**Answer** the questions below as a class.

**Have you ever heard  
of this creature  
before?**

**What do you know about it?**







# Describe this creature

1. **Look** at the photo.
2. In breakout rooms or as a class, **complete** the information below.
3. **Share** your creature with the rest of the class.

1 The creature **that** looks like a... is called...

2 The place **where** this creature lives is...

3 The person **who** took this photo was...

4 The black gloves **that** this creature wears are used to ...

5 The creature carries around an umbrella **that** it uses to...





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

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Find the mistake

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## Learning outcome 3

Can I explain other major celebrations  
in my country and share my thoughts  
on them?



# Put these celebrations in order

How important are these celebrations in your culture?

Rank them **1=most important to 5=least important**. In the next activity, you will have to **explain your answers**.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

a weddings

b birthdays

c graduations

d religious festivals

e New Year





# Discuss

Explain your answers to the activity on the previous slide.

1



\_\_\_\_\_ is the most important in my culture because...

2



\_\_\_\_\_ is the least important in my culture because...

Who do you celebrate these events with?

How often do they happen?

Are these events religious or social occasions?





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

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Find the mistake

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# End of the lesson

Idiom

***It's all Greek to me!***

**Meaning:** You don't understand something or have no knowledge on a topic.

**Example:** He was trying to show me how to solve the mathematical problem, but it was all Greek to me.





# Additional practice



# Discuss

Look at **three of the four stages of culture shock** below. **Describe** what happens and how people feel at each stage.

1



Honeymoon

*The honeymoon is...*  
*The honeymoon happens...*  
*The honeymoon lasts...*

2



Anxiety

*Anxiety is...*  
*People start to...*  
*It starts after...*

3



Adjusting

*Adjusting is...*  
*People are able to...*  
*People develop...*



# Role play

Take turns to **act out the role play** with your teacher or other students in the class.

## Student A

Tell Student B that you are feeling one of the stages of culture shock.

Respond to this advice. Is it helpful? Are you doing it already?

Ask Student B about how they feel about where they live at the moment.

## Student B

Give some advice to help Student A with their culture shock.

Tell Student A about a time you felt the same.

Answer Student A's question.



# Writing activity

Write a **paragraph** about one of the celebrations in the picture. Then, **read your answer** to the class. Your teacher will then correct any mistakes.



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# Create an urban legend

**Practise using relative clauses to create an urban legend.** Choose **one** of the options and use the information in the box to create your legend. Give your legend an **interesting name**!



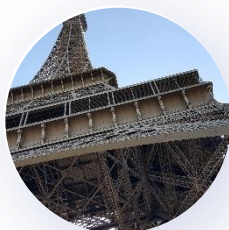
## Legend 1

**Where:** London

**What:** ghost, long hair

**Legend started:** 1900

**Story:** walks across Tower Bridge at night



## Legend 2

**Where:** Paris

**What:** fox, very long and blue tail

**Legend started:** 1920s

**Story:** can run faster than a car



## Legend 3

**Where:** Texas

**What:** horse, ears like a bunny

**Legend started:** present day

**Story:** red eyes, breathes fire



## Legend 4

**Where:** India

**What:** cricket bat; old, made of wood

**Legend started:** 1980s

**Story:** cricket bat that can hit a ball over a mile



## Legend 5

**Where:** South America

**What:** chili; bright red

**Legend started:** unknown

**Story:** so spicy you can see the future



# Summary

## The stages of culture shock

### The four stages:

- Honeymoon – positive, romantic, fascinating, exciting
- Anxiety – starts after about 3 months, differences become more apparent, frustration, anger
- Adjusting – getting used to the differences, develop routines, know what to expect
- Belonging – able to live comfortably, adapted to new way of life, loneliness and isolation has gone

### Culture shock vocabulary:

- homesick, frustration, isolation
- apparent, to adapt to
- sense of belonging, to be fascinated by something

### Useful phrases:

- It surprised me that people stay up so late.
- It made me miserable that I was so far from my family.
- It delighted me that people made me feel welcome.

### First impressions

- Positive: satisfied, delighted
- Negative: annoyed, frustrated, miserable, unhappy, anxious
- Both: nervous, shocked



# Summary

## Urban legends and the relative clause

### Relative pronouns:

- that/which – things and people
- where – places
- who – people
- whose – possessive of who

### Relative clauses:

- Tells us information about a person thing or place
- I know a man. He says he saw a jackalope. → I know a man **who** says he saw a jackalope.
- That is the cave. The trolls live in there. → That is the cave **where** the trolls live.

### Urban legends:

- Mythical stories that are not true (or very unlikely!)
- They often prove to be a hoax
- People enjoy them because they can be entertaining, interesting and fun

### Useful vocabulary

- creation, mythical
- taxidermy
- antlers



Click [here](#) to return to the exercise.



# Summary

## Talking about celebrations

### Different celebrations:

- People all over the world celebrate in a lot of different ways
- Most cultures celebrate birthdays
- Some birthdays are particularly important to some cultures and religions

### Prepositions of time:

- at – an exact or specific time
- on – a specific date or day
- in – an unspecific time (months, seasons, years etc.)

### Prepositions of time examples

- My birthday is **on** 17<sup>th</sup> May.
- I will graduate **in** July.
- The party begins **at** 8pm.

### Quantifiers

- Quantifier tell us how much of something there is
- Some people have small weddings in the UK but a lot of people have big ceremonies
- Most people in the UK celebrate Christmas and almost all of the population celebrates their birthday





# Vocabulary

culture shock

belonging

anxiety

honeymoon

homesick

frustration

isolation

to adapt to

apparent

a sense of belonging

to be fascinated by



# Vocabulary

urban legend

jackalope

hoax

creation

taxidermy

mythical

antlers



# Vocabulary

to smear

to ambush

to come across as

to be considered

sprinkles

at

in

on

some

a lot

most

all

