

Culture

Meeting and greeting

Learning objectives

- Students learn about greeting people in different cultures.
- In the project stage, they write some advice for visitors to their country.

Warmer

Play a countries guessing game. Tell students that they are going to guess the name of some countries that they will see in this section.

Write the first letters of the countries from the quiz on the board: F, Z, P, NZ, G, C, PNG.

Put students into small groups and give them two minutes to write down the name of as many countries as they can, starting with each letter.

Invite groups to call out their lists, but do not confirm answers at this point.


- 1 Tell students to find the place names in the quiz and check their guesses from the Warmer. Find out which group guessed the most place names correctly.
Ask them to work in the same groups to discuss the questions. Share ideas as a class. If you have a world map, get students to point out the different countries. If your class is multinational, invite students of different nationalities to tell the class about the names of the countries in their own languages.

Answers

France and Poland are in Europe; Zambia, Ghana and Cameroon are in Africa; New Zealand and Papua New Guinea are in Oceania, on the border with Asia.

- 2 Ask students to read the quiz and check any unknown vocabulary, e.g. *scream* (make a loud, high noise with your voice), *clap* (hit your hands together), *grab* (take hold of something suddenly) and *click* (make a short, sharp sound). You could do this by miming or providing definitions.

Students work in pairs to predict the answers. Invite different pairs to offer suggestions, but do not confirm answers at this point.

- 3  1.23 Tell students that they are going to listen to an interview discussing the answers to the quiz. Ask them to listen and check their answers.

Play the recording. Then ask different students to give the answers to each question. Play the recording again, if necessary, pausing after each question and answer to check students' answers.

Find out which pair got the most correct answers.

Audioscript

Host: Hello and welcome. In today's show, we're going to talk to Dr Layla Jones about greetings. In your new book, you say that raising an eyebrow is probably used by more people around the world than any other form of greeting. The second most common form of greeting is shaking hands, and in third place is kissing.

Dr Jones: Yes, most of the time, people kiss on the cheek or cheeks, but in some places they kiss the hand, the forehead or the nose.

Host: Tell me, Dr Jones, how many times should we kiss when we meet someone?

Dr Jones: It depends where in the world you are, of course. People in certain parts of France give each other four kisses on the cheek when they meet. Other French people prefer to kiss two or three times.

Host: Now, in many countries, respect for the older generation is very important and this often includes special ways of greeting elderly people.

Dr Jones: That's right. In Zambia, young people often go down on one knee, lower their head and clap three times when they meet older people.

Host: That's interesting.

Dr Jones: Well, hundreds of years ago, when people met a very important person like a king or a queen, they went down on their knees and kissed the person's feet, but perhaps the strangest habit of all was to lie on the ground!

Host: Really! Did people actually lie on the ground as a greeting?

Dr Jones: Yes, in Poland in the seventeenth century they did!

Host: In your book, you also talk about the Maori custom of greeting by touching and rubbing noses.

Dr Jones: Yes, that's right.

Host: And I also like this story about pulling fingers when you shake hands.

Dr Jones: Yes, in Ghana and northern Cameroon, people shake hands – but with a difference! After they shake, they pull and click the other person's middle finger! It's quite hard to do, so it's probably a good idea for visitors just to use a normal handshake!

Host: And what about the 'shaka'? I guessed it was from New York ...

Dr Jones: Ah, no, not New York, but it is American. The 'shaka' comes from the Pacific island of Hawaii. It's an old hand gesture that means friendship. These days people use the shaka to say hello and goodbye.

Host: Can you tell us about the people who hold their noses?

Dr Jones: Ah, yes, I think this is interesting, actually. This is to do with smell. In the Astrolabe Bay region of Papua New Guinea, people greet visitors by pointing at their stomach and holding their nose!

Host: I love that one ...

Answers

1 C 2 A 3 C 4 B 5 A 6 B 7 A 8 C

- 4** Put students into small groups to discuss the questions. If you have a multinational group, ensure that there is a mix of nationalities in each group. Monitor and join in with the discussions, giving positive feedback for interesting ideas.

Invite different students to tell the class about what their group discussed (and what they have found out about other countries).

- 5** Books closed. Write the questions in purple from the article on page 41 on the board. Put students into new groups to discuss them.

Monitor and join in with their conversations where appropriate. Then invite different groups to share their ideas and hold a brief class discussion, but do not confirm answers at this point.

- 6** Set a short time limit for students to read the article and check their answers to exercise 5. Tell them not to worry about any unknown vocabulary at this point.

Invite different groups to summarise their answers to one of the questions, and to say whether they had guessed the answers correctly.

Ask students what they found most interesting or surprising about the article.

Mixed ability

To support weaker students in answering the questions, ask the class (particularly stronger students) to say which tense they think the relevant part of the text will be in (present simple). Prompt them by asking them which tense the questions are in.

Answers

People nod and shake their head to indicate yes and no. It is thought that this comes from when we were babies – nodding the head meant we wanted more milk, shaking it meant we didn't. People shake hands now as a greeting. In the past, shaking hands was used to agree something, and to check people weren't carrying knives.

People bow to show respect. In the past, it meant you trusted the other person not to kill you.

People do high-fives to celebrate. They are also used as a greeting.

- 7** Ask students to discuss in pairs whether the sentences are correct or incorrect, but without referring back to the article. Invite different students to give their answers, but do not confirm them at this point. Students then read the article again and check their answers. Ask them to compare their answers with a partner. Then check as a class. Ask different students to correct the false information.

Answers

- 1** Incorrect. People nod to mean 'yes'.
- 2** Incorrect. Babies nod their head to get more milk, and shake their heads when they have had enough.
- 3** Correct
- 4** Correct
- 5** Incorrect. People bow to show respect.
- 6** Correct
- 7** Incorrect. The high-five is still used for celebrating.

Cooler

Books closed. See what students can remember from the quiz on page 40. Put them into small teams and ask them to write their answers on a piece of paper. Write the gapped questions (but not the options) from the quiz in a random order on the board and ask students to complete the gaps. They then exchange their papers with another group to mark. Award a point for each correct answer.

Project

Tell students they are going to do a project about greetings in their own country. Ask them to read the instructions.

Give them time to make notes for each point. You may need to provide additional support by suggesting situations, such as greeting a friend after a long time apart. Encourage the class to make suggestions for situations and write them on the board as a prompt. Ask students to tell their partner what they are going to write about, and encourage them to help each other with ideas. Monitor and join in with the discussions. Students then write their advice. You may like to provide a model for this on the board, for example, *You should/ shouldn't ...*, *It's a good idea to ...*, *It's (not) polite to ...*, etc. Stronger students will be able to write more advice than weaker ones.

Monitor and help as they are working. Then ask students to pass their advice to another student in the class. If you have a multinational class, try to make sure students read about a different culture. Invite different students to tell the rest of the class what they found out.