

Working habits

LEARNING OUTCOMES

- I can learn about working habits in other cultures and use what I learn to make connections with my own culture.
- I can discuss working habits from a country of my choice and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

advisable [adj]: if something is advisable, it is a good idea to do it, especially to avoid problems
civil servant [n]: someone who works for a government department
(to an) extent [phr]: mainly, largely, mostly
myth [n]: something people wrongly believe to be true
nation [n]: the people of a particular country
obsessed [adj]: considering something as very important, in a way that seems extreme
overtime [n]: extra hours that someone works
private sector [n]: all the business, industries and services that are not owned by the government
productive [adj]: working hard and producing and achieving a lot
reputation [n]: the opinion that people have about how good or bad someone or something is
workaholic [n]: someone who spends most of their time working

WARMER

Ask students to think of two adults they know who have a job. This could be their parents, siblings etc. Write these questions on the board: *What job do they do? How many hours do they work? Do you think they work hard? How do you know?* In pairs, students discuss the people they have chosen. Then have a class discussion to find out students' answers.

- Students discuss the infographic in pairs. Answer the questions. Elicit ideas from the class.

Answers

- Mexico has the highest number of working hours a year in the world.
 - Russians work an average of 38 hours a week.
 - 3 & 4 Students' own answers
- 2a** Students read the webpage quickly and answer the question. Encourage students to guess which countries the speakers come from. Kisho comes from Japan, Ana from Spain.
- 2b** Students read the text again and write which speaker the sentences are about. When students have finished, elicit the answers as a class.

Answers

- Kisho
- Ana
- Kisho
- Kisho
- Ana
- Ana
- Kisho
- Ana

- 2c** Students read the sentences and decide if they are stereotypes or facts. Then they complete the table. Students can work in pairs. Elicit the answers from the class.

Answers

Stereotypes – Kisho's country: People are obsessive about their work. People should always look busy in the workplace. **Ana's country:** Everyone has a rest in the afternoon. People don't spend enough time in the office.
Facts – Kisho's country: People are serious about their jobs. There's a high number of public holidays. A typical working day is about eight hours long. **Ana's country:** A typical working day is up to 12 hours long. Public sector working hours can be shorter. People are expected to do overtime when necessary.

Gateway to culture

- 3a** Put students into pairs to discuss the questions. Elicit ideas the class.

Answers

Students' own answers

PROJECT

- 3b** Explain to students that they are going to work in groups of three or four to prepare a project on the working habits of another country, and make comparisons with their own country. For Step 1 they can choose a country or you could write a selection of countries on pieces of paper and ask groups to pick one from a box. For Step 2, they will need Internet access to do their research, and this can either be done in class or at home. If working at home, each student can do some individual research and then share their findings with their group in the next class. Students also do some research to find out the same information about their own country. For Step 3, they then use their notes to make a poster or an infographic comparing the two countries. The poster/infographic can be drawn or made digitally.
- 3c** Groups display their finished poster/infographic in class for the other groups. Encourage them to circulate and think about how working in different countries is the same and how it is different.