

## Friends across cultures

### LEARNING OUTCOMES

- I can learn about making friends across cultures and use what I learn to make connections with my own culture.
- I can discuss customs of another country 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

- benefit [n]:** an advantage you get from a situation  
**courteous [adj]:** polite, especially in a formal way  
**dignified [adj]:** someone who is dignified behaves in a calm way that people respect  
**embrace [v]:** to completely accept something  
**establish [v]:** to make something start to exist or start to happen  
**etiquette [n]:** a set of rules for behaving correctly in social situations  
**generalise [v]:** to give an opinion about a group of people based on too few facts  
**host [n]:** someone who invites people to stay in their home  
**judgment [n]:** an opinion that you have after thinking carefully about something  
**settle in [v]:** to become familiar with a new way of life  
**subtle [adj]:** not obvious and therefore difficult to notice  
**surroundings [n]:** all the things that are present in a place and that form the experience of being there

### WARMER

Write the letters of the word 'friendship' on the board, mixed up.

i	e	r	s	d
h	f	i	n	p

Ask students to make as many words with the letters as they can using each letter only once. Give them five minutes before you elicit some of their answers, checking their spelling. Hopefully someone will have made the word 'friendship'.

- 1 Ask students to look at the old Russian saying, then ask them to discuss the questions in pairs. Elicit their ideas when they finish. The saying means that friendship is more important than money.
- 2a Students read the letters page quickly and answer the question.

### Answers

**Alison:** how to make friends in other cultures  
**Hussein:** the benefits of living in another country and how easy it is to make new friends

- 2b Have students read through the letters again and tick the advice that Robert gives to Alison or Hussein about getting to know another culture when they move to a new country.

### Answers

1, 3, 4 and 6 are the advice that is correct.  
 2 and 5 are incorrect.

- 2c Ask students to work with a partner to match the vocabulary from the letters with the correct definition. Check the answers in open class.

### Answers

1 c 2 b 3 a 4 e 5 f 6 d

- 2d Ask students to read through the statements and talk about them with a partner. Check the answers as a class.

### Answers

1 Hussein 2 Alison 3 Alison 4 Hussein 5 Alison  
 6 Hussein

### Gateway to culture

- 3a In pairs, students discuss and answer the questions. Elicit students' thoughts from the class.

### PROJECT

- 3b Explain to students that they are going to work in groups to write a letter of advice to a student from an English-speaking country of their choice who is coming to study in their country. They may need Internet access to do their research in class or at home. For Step 1, have students read the task and check that they understand what they need to do. Then, for Step 2, students work in pairs to choose and research the everyday customs of an English-speaking country. For Step 3, students think together with their partner about their own country's customs and what advice they need to include in their letter. Encourage them to think about the differences and similarities between cultures. If working at home, students can do some individual research and then share their ideas and findings with their group in the next class.

- 3c Students prepare their letters of advice in pairs. Encourage them to focus on the benefits of studying in their country in their letter, as well as the similarities and differences between cultures.

Have students present their letters to the class. Letters can also be displayed around the classroom so that students can look at them in more detail.