

## LESSON 1: CULTURE SHOCK

**AGE:** Adult

**LEVEL:** Upper Intermediate

**TIME:** 90 minutes

**LANGUAGE FOCUS:** interview questions and answers

**SKILLS:** listening, speaking, note-taking

**MATERIALS:** one copy of the worksheet for each student, one piece of blank A4 paper per student (optional), internet access to play video clip

**OVERVIEW:** to encourage students to consider the meaning of culture shock

**STUDENTS WILL:**

- watch a BBC video entitled 'Culture shock for Amazon Chief's son'
- discuss similarities and differences between cultures



### OPTIONAL ICEBREAKER

If there are new students in the class, it can be useful to start with an icebreaker activity. If you have a preferred 'getting to know you' activity, you may like to use that at this point; otherwise, here is one you could try:

#### STEP 1

Give each student a piece of A4 paper and ask them to put their name in a circle in the middle of the page. Ask them to draw short lines radiating out from that circle. At the end of each line write a piece of personal information and circle it. Connect these circles via lines to further circles and write pieces of related information (e.g. Jean-Francois – lawyer – 22 years). Give students 5–10 minutes to create their personal mindmap.

#### STEP 2

Put the students into groups of three or four. Ask them to discuss their maps and find out if they have anything in common. If they find something, they should put that student's name in a circle and connect it to the relevant piece of information on their map with a line.

#### STEP 3

Change groups so each new group contains a member from each old group and ask them to repeat the process. Once all the students have had a chance to speak to everybody, the end result should be maps of how everybody in the class is connected. You could then stick these on the classroom wall and give students a chance to look at each map, in order to ask classmates any questions they have about their maps.

### DISCUSSION: WHAT IS CULTURE?

*Students discuss what culture means to them. This is to activate schemata in relation to the module topic*

Put the students into groups of three or four. Focus the students' attention on the pictures at the bottom of the worksheet. Ask them what culture means to them. Ask them if any of the pictures show things which are similar to their culture. After you have given them a few minutes, conduct whole class feedback eliciting ideas from each group.

#### ACTIVITY 1

*Students discuss four questions related to communication and behaviour, and to adapting to a new culture*

Put students back in their groups. Ask them to discuss questions a–d together. Monitor while they do this. (See Teaching Tip 1.) As an extra activity, you could introduce the following new language points here related to the questions.

- workmate* as a synonym for colleague
- to make eye contact with someone* to introduce a collocation and dependent preposition
- pronunciation of *comfortable* /kʌmfə'təbl̩/
- tardy* as an antonym for 'on time'; the difference between *on time/in time*

Encourage students to consider the influence of culture on the different types of behaviour mentioned in the questions. They should share their views and discuss how these may differ from other cultures.

Give students the opportunity to contribute their own ideas of what culture influences. In their groups, students discuss other things that might be influenced by culture. Conduct whole class feedback after students have discussed all the questions in their groups – ask each group what opinions were expressed in their discussion.



**TEACHING TIP:** Monitor discreetly while the students are engaged in group discussions – this is a good opportunity to identify how students integrate within the class. This will vary widely from student to student, depending on their background and education. You can see how well certain students work together, which is important as collaboration plays a central role in this course.


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Ask students to rank their group's ideas from things that are most difficult to get used to, to things that are least difficult to get used to. Encourage students to expand on their initial answers by exemplifying and explaining why particular aspects of culture may be more or less difficult to adapt to. Tell students that by developing their answers in this way they will be able to improve their communication skills. Finish this section with whole class feedback.

### CULTURE SHOCK!

The main task centres around a BBC film clip about a man called Nilson Tue Huni Kui, who moved from the jungles of the Amazon to New York. The clip features Nilson speaking about adjusting to the new way of life and his dreams related to this. He speaks in his native language, but there are subtitles in English that the students can focus on. These will act as the transcript for the film clip. If your students speak Portuguese, turn the sound off so that they focus on the subtitles rather than the voice.

The video clip is called 'Culture shock for Amazon Chief's Son' and can be found on the BBC's official YouTube account [here](#) or on the [BBC's website](#).

 **TECH TIP:** Using video in the classroom is a fantastic way to keep your students engaged. If you're using an online video, make sure you're prepared by opening and/or bookmarking the webpage that has the video on it before the lesson begins.

Additionally, have an emergency plan/activity prepared in case the internet connection fails. For example in this lesson, you could have the subtitle transcript of the video written on your phone or device so that if the video fails, at least you can read aloud what Nilson says as an alternative to playing the video.

For more troubleshooting tips try this [article](#).

*Students discuss the meaning of culture shock*

Ask students to work in pairs and discuss what culture shock means to them. Give them a couple of minutes to do this then show them the Macmillan English Dictionary definition:

- \* Culture shock (noun) /'kʌltʃə ˌʃɒk/  
the nervous or confused feeling that people sometimes get when they arrive in a place that has a very different culture

from their own.

*E.g. He had never left his village before so arriving in the capital, Manila, was a big culture shock.*

Ask students to continue working in pairs and share their experiences of culture shock. Give them a few minutes to do this. Elicit examples to prompt discussion in whole class feedback.

### ACTIVITY 1

*Students watch a film clip and make predictions about adapting to a new culture*

Before watching the clip, ask students to work in pairs and make predictions about what Nilson might have experienced while getting used to the new culture (question a). If any of your students have travelled much before you can ask them about their own experiences.

Ask students to swap partners and compare their predictions, discussing any differences they have or things they disagree on (question b). Make a list of predictions on the board.

Ask students to watch the clip (with subtitles) and tick off any predictions that they got correct (question c). Ask the class if there was anything in the clip that they didn't predict.

Ask students to discuss the questions in question d as a class. If any of your students have visited New York, ask them to share their experience with the class and compare it to Nilson's.

**Key:**

In the clip, Nilson says: New York is very big; there are a lot of people; people speak different languages, eat different food; the weather is very cold.


### ACTIVITY 2

Students watch the film clip again and work in pairs to answer questions a–e. Ask them to check in pairs before eliciting their answers. (see Teaching Tip 2)

**Key:**

- a. it's a very long trip and when you arrive you are tired
- b. he is a great leader; he is the equivalent of Obama
- c. because through technology you can learn about the world and the world can learn about you
- d. they have problems with illegal loggers, narcotraffic (illegal drug traffickers), and oil prospectors
- e. having biodiversity, culture and spirituality

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 **TEACHING TIP:** Allowing students to check their answers in pairs helps give weaker students more confidence, by allowing them to discuss their ideas with a friend before speaking in front of the whole class. It also reflects the importance of working together, something that is key to the Task-Based Learning approach.


### LANGUAGE FOCUS: QUESTIONS AND ANSWERS

#### ACTIVITY 1

Students work in pairs/small groups again, but change the pairs or groups (see Teaching Tip 3). Replay the first section of the video clip from 0.00 to 0.20. Give them time to discuss. (Play the section again, two or three times, if the students need this.) Remind students that in an interview, a mixture of questions can be used and do not all need to be of the same type. It is possible for there to be more than one correct answer for this activity.

#### Key:

The most appropriate question is number 2: "Could you tell me about your journey from home to New York?"

 **TEACHING TIP:** It is a good idea to alter groups and pairs on a regular basis, as this will give your students the opportunity to speak with different students and will ensure they don't get bored working with the same partner all class. An easy way of doing this is giving each class member a letter (A–C) then seating all the As together, all the Bs together, and all the Cs together.

#### ACTIVITY 2

*Students watch the video clip, create their own questions and carry out self and peer correction*

Play the clip again. Give students time to discuss and write the questions they think Nilson was asked. If necessary, play the clip a few more times allowing for discussion breaks in between. When students have written all the questions they think Nilson was asked, they should add two further questions of their own that they would like to ask him if they were given the opportunity. Do whole class feedback to check the questions students produced.

Ask students to present their answers to the class, and write up their questions on the board without correcting any errors at this point. Now ask students if they can identify

any errors in their questions. If there are errors and students don't identify them, prompt them with hints, e.g. look at the word order; look at the tense of the main verb, etc. You could also drill the questions as chunks (see 'Working with student language' below) so students are able to produce them fluently.

#### Key (suggested answers):

Could you describe how you felt after you arrived in New York? / How did you feel after you arrived in New York?

Can you tell us a bit about yourself and what your goals are in coming here?

How long do you plan to stay?

What are your interests?

Can you tell me a bit about your people?


Is there anything else you'd like to share with us?

\*Any other reasonable questions.

### WORKING WITH STUDENT LANGUAGE

It is often a good idea to expand whole-class error correction activities to include focus on pronunciation and vocabulary development, as well as working with grammatical errors.

- a. **PRONUNCIATION WORK:** (see Teaching Tip 4)  
As well as drilling any erratic sounds or word stress, draw attention to sentence stress, weak forms, and sound changes at word boundaries and intonation. These all contribute to smooth, natural-sounding production. Choose one or two features at a time, so as not to overwhelm or bore students. Choose the feature that you feel will most benefit students. Vary your choices over time to ensure students do work on all features.

 **TEACHING TIP:** Some students are resistant to pronunciation work – in this case, it can help to explain to them that it is not limited to production, but also helps with recognition of fast speech.

- b. **VOCABULARY DEVELOPMENT:** (see Teaching Tip 5) At the end of class, encourage students to think about alternatives for the vocabulary in a given sentence from the lesson. Can they think of a suitable synonym/a more formal word/a colloquial way of saying the same thing? Elicit additional collocations (words that occur together with greater than chance frequency) for a noun,

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adjective or verb used. This can help students expand their vocabulary and become more sensitive to the choices they must make in using it.



**TEACHING TIP:** Working with student-generated language this way, after a task, is typical of Task-Based Learning methodology and means that developing fluency doesn't occur at the expense of developing accuracy and complexity. Students are encouraged to upgrade and expand their language use while also focusing on the target language from the task.

As with pronunciation, less is more – little and often is the key.

- \* To learn more about what you can do with pronunciation, Macmillan recommends *Sound Foundations* by Adrian Underhill, published by Macmillan in 2005.

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### DISCUSSION: WHAT IS CULTURE?

#### ACTIVITY 1

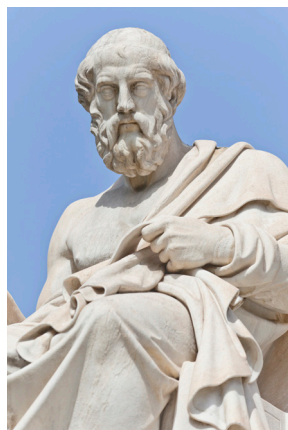
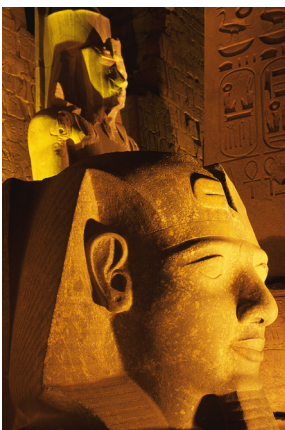
Look at these questions about behaviour. How similar or different are your opinions?

- How close do you usually stand to a friend while you are talking to them? What about if you are standing with a work colleague or a stranger? How close is too close?
- How much eye contact do you think is too much? How much eye contact is too little? Why?
- How comfortable are you when a friend touches your arm or pats you on the back? What about a colleague or an acquaintance? When does it become too much?
- When do you usually arrive at a party: on time? 15 minutes late? 2.5 hours late? 10 minutes early? How about a business meeting?

Do you think your answers to these questions are influenced by your culture? Why/why not?

What other things do you think might be influenced by culture?

When you move to a new country, what aspects of culture are the most difficult to get used to? Why?



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### CULTURE SHOCK!

#### ACTIVITY 1

You are going to watch a BBC film clip called 'Culture Shock for Amazon Chief's Son' about a man called Nilson, who moved from the Amazon rainforest to New York.

- a. What might Nilson find difficult about adapting to New York after living in the Amazon? Write your ideas below.

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- b. Compare your ideas with a partner. Do you have the same or different ideas? If you agree with your partner's ideas, write down any that are missing from your list. If you disagree with your partner's ideas, tell them why.

- c. Watch the film clip: [www.youtube.com/watch?v=RFxKs-K70B8](http://www.youtube.com/watch?v=RFxKs-K70B8) Tick ( ✓ ) any of the things on your list that are said or shown. Check your answers with your partner.

- d. How do you think you would feel if you were Nilson, living in New York? Can you think of any more differences between New York and the Amazon that you would have to get used to? Do you think there would be any similarities? Look at the pictures below for some ideas.

#### ACTIVITY 2

Watch the film clip again and answer the questions:

- a. What is difficult about the journey from the Amazon rainforest to New York?

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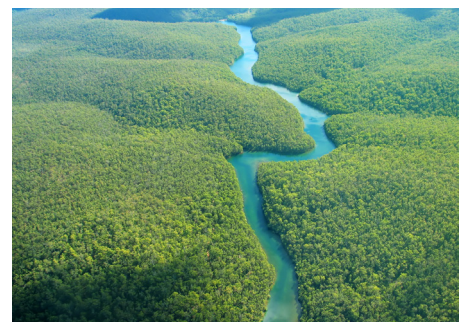
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- b. What two things does Nilson tell us about his father?

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c. Why does Nilson like technology?

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d. What three problems do Nilson's people have?

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e. What does richness mean to Nilson's people?

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### LANGUAGE FOCUS: QUESTIONS AND ANSWERS

#### ACTIVITY 1

Watch the first 20 seconds of the video clip again.

Which of the following questions do you think the interviewer asked Nilson?

- \* Question 1: Do you enjoy travelling by plane?
- \* Question 2: Could you tell me about your journey from home to New York?
- \* Question 3: How long did it take you to get to New York?

#### ACTIVITY 2

Now watch the rest of the video clip. What other questions do you think the BBC interviewer asked Nilson?

- a. Work with your group to make a list of possible questions. Write them here:

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- b. What other questions would you ask Nilson about his experience of moving to New York? Add two more questions to your list.
- c. Share your group's list of questions with the class.

#### IN THIS LESSON YOU HAVE:

- considered what culture means.
- watched a film clip and identified the main ideas.
- developed your awareness of the language errors you make.