

Getting to know new cultures

Warm-up

How tolerant are you?

1

Have a look at the questions (1–8) in the questionnaire below and find out how tolerant you are. Tick the answers you can most agree with. If you cannot decide on one answer, you can also tick two. Then get into pairs and compare your answers.

In this unit you are going to

- give information about the importance of cultural diversity (*Speaking B1*)
- speak about prejudices (*Speaking B1*)
- produce a promotional video (*Speaking B1*)
- write a description of a culturally respected person (*Writing B1*)
- write a leaflet about a cross-cultural event (*Writing B1*)
- read two articles about teenagers who went on a gap year overseas (*Reading A2/B1*)
- listen to a person talking about the importance of learning about new cultures (*Listening B1*)
- practise trouble-free grammar:
Modal verbs (*Language in use A2/B1*)
Word order (*Language in use A2/B1*)
- boost your vocabulary: Talking about tolerance.



How tolerant are you?

1 What is tolerance?

- A It is holding out your hand to others.
- B It is the ability to listen to others.
- C It is the ability to accept everything.

2 How often do you socialise with people from different cultures?

- A Hardly ever. I prefer to hang out with people from the same cultural background as me.
- B Regularly. Someone's faith or culture shouldn't influence your decision to be friends with them.
- C Occasionally. I don't often get in contact with people from different cultures.

3 An attractive student with a different cultural background asked you out on a date. How did you react?

- A You think about it. You've never been out with anyone who has a different cultural background, and it might be a new experience.
- B You don't go. You can't imagine having a relationship with someone who has a different cultural background.
- C You go out with him/her. You don't care about the person's cultural background. It's the person that counts.

4 If someone had an extreme political opinion, would it stop you from being friends with him or her?

- A No – personality is more important than someone's political opinion.
- B Yes – if we had very contrasting opinions, there's no way we could be friends.
- C Possibly – if he/she regularly forces his/her views upon other people.

5 In order to marry the person you love you will have to change your religion to his or hers. What would you do?

- A You change your religion – you love him/her, simple as that.
- B You refuse to change religion. Your religion is important to you and there is no way you can change it.
- C You definitely consider it but you will need to think about it.

6 It is 1 am and your neighbour's noisy party is still going on next door. How would you react?

- A** You keep quiet about it for the sake of peace.
- B** You go and celebrate with them.
- C** You go over and tell them to immediately turn off the music.

7 You are on a holiday abroad with your family. A local family has invited you for dinner. It's served on a communal plate and you all use your fingers. How would you react?

- A** You eat a little bit just to make them happy.
- B** You are pleased to be participating in the local way of life.
- C** You would not eat anything at all.

8 What is the most important thing in life?

- A** Respect.
- B** Knowing when to trust people.
- C** Having a strong character.



2 Discuss the following questions with a partner.

- 1** Why do people judge others by their looks? Give reasons.
- 2** What role does respect play in your relationships with friends and family? Give reasons.
- 3** How respectful are teenagers towards one another on social media? Give examples.
- 4** How do you show respect to others? Give examples.



Language in use

You should respect each other

Trouble-free grammar: Modal verbs

have to

We use *have to* to express an obligation that comes from somewhere else (a person/an institution).

I *have to* ask my parents when I invite my friends for a sleepover.

You *have to* be careful not to disrespect people from other countries.

should

We use *should/should not* to give advice or to give an opinion.

If you want to impress my parents, you *should* bring a gift when you come to us for the first time.

You *shouldn't* ignore customs and traditions when visiting a foreign country.

be allowed to

We use *be allowed to* to express permission.

I *am allowed to* go out until 2 am on Saturdays.

We use *not to be allowed to* to express that something is forbidden.

Frank's parents are quite strict. He is *not allowed to* meet people from outside family.



1 Get into pairs and answer the questions using modal verbs (*have to/should/be allowed to*).

- 1 Which tasks do you have to do in the household?
- 2 How do you have to treat your parents?
- 3 What should you do when you get home from school?
- 4 What are you not allowed to do in your home?
- 5 What should you not do when you are home alone for the weekend?



2 You have decided to create and upload a video for the *International Day of Cultural Diversity* to share your view with people from all over the world. In your presentation you should

- describe your cultural background
- highlight the dos and don'ts in your culture
- explain why cultural diversity matters.

Speak for at least three minutes. Use some of the phrases from the VocabBooster.

VocabBooster

to show respect to family and friends
to have different religious beliefs
to avoid being rude
to learn from each other

to be honest
to improve each other's lives
to learn some phrases of the language
to combine the best from both worlds

Reading



1 Have a look at the VocabBooster and match the words/phrases in A with the appropriate definitions/synonyms in B. Use an online dictionary if necessary. Then get into pairs and compare your results.

VocabBooster

	A	B
to bow	1	<input type="checkbox"/> a small card that has your name, company name, and the job you do printed on it
business card	2	<input type="checkbox"/> to save sth. for a particular purpose
privilege	3	<input type="checkbox"/> a pair of narrow sticks that are used for eating East Asian food
to set aside sth.	4	<input type="checkbox"/> to bend your head or body forward, especially as a way of showing so. respect
disabled	5	<input type="checkbox"/> an advantage that only one person or group of people has
chopsticks	6	<input type="checkbox"/> people who don't have physical or mental abilities that normal people have
diverse	7	<input type="checkbox"/> not soft but not completely hard
to unify	8	<input type="checkbox"/> fitting closely to your body
firm	9	<input type="checkbox"/> to have to pay some money as a punishment
tight	10	<input type="checkbox"/> to bring together; to combine
to get fined	11	<input type="checkbox"/> to think of so. or sth. in a particular way
to consider	12	<input type="checkbox"/> very different from each other



Laura and Joseph took part in a language exchange programme. Both spent one year abroad, stayed with a host family and went to a local high school. Back home www.gapyear.com asked them to give advice to students who are also planning to spend a year abroad in Japan or Dubai.

Get into pairs. One of you reads about Laura's gap year in Japan and one of you reads about Joseph's gap year in Dubai. Underline the most important information.



Laura – My fabulous gap year in Japan

I loved about Japan that it's probably one of the safest countries in the world, with crime rates lower than those of most Western countries. Especially as a girl this made me feel really comfortable.



1 Language

The language of Japan is Japanese. Most Japanese have studied English for at least six years starting in junior high school, but the instruction tends to focus on grammar and writing rather than conversation. As a result, beyond the major international hotels and main tourist attractions, it is rare to find locals who are fluent in English. So it is advisable to learn a little of their language and to try to use it. They will be happy if you try, and there is no reason to be embarrassed.

Greeting

In Japan bowing is the traditional way of greeting. Men bow with their hands to their sides, whereas women bow with their hands together in front. The exact degree of the bow depends on the position in society. Many Japanese will, in fact, offer a handshake instead. When handing something to someone, especially a business card, it is considered polite to present it with both hands.

Gift-giving

In order to thank somebody, one often presents a gift, such as Japanese sweets or sake. Similarly, when a Japanese person returns from a trip, he or she brings home souvenirs to friends, co-workers and relatives. Tourist sites are generally surrounded by many shops specializing in souvenir gifts, often in the form of beautifully wrapped and packaged foods. Gift giving on

birthdays and Christmas is not a Japanese tradition. Due to the strong influence from the West, however, some families and friends also exchange gifts on these occasions.

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Respectful behaviour towards elderly people

The elderly are given special respect in Japanese society, and they are used to the privileges that come with it. Note that there are certain seats (silver seats) on many trains that are set aside for the disabled and the elderly.

Things to avoid

Japanese people understand that visitors may not be aware of all the dos and don'ts, so they are really tolerant. Nevertheless, the following rules should be kept in mind:

- Do not blow your nose in public, even discreetly. This is considered extremely rude.
- Do not leave your chopsticks standing upright in a bowl of rice. This is how rice is offered to the dead.
- Shoes and feet in general are considered very dirty by the Japanese. Avoid pointing them at anybody and try to keep children from standing up on seats.
- The Japanese consider hearty hugs rude, especially if they are coming from someone they have just met.
- Avoid shouting or talking loudly in public. Talking on a smartphone on a train is considered rude whereas sending text messages is quite common.

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Joseph – My fabulous gap year in Dubai

If it's your first time in Dubai there are a few things you need to be aware of, as Dubai has a very different culture compared to most European cultures.



1 Language

Due to the fact that the population of Dubai is incredibly diverse, only some twenty per cent of the population of the Emirates are "real" Emiratis; the rest come from the Indian Subcontinent: India, Pakistan, or Bangladesh; other parts of Asia, particularly the Philippines, Malaysia, and Sri Lanka; and the Western world like Europe, Australia, North America and South Africa.

With this diversity, one of the few unifying factors is language: nearly everyone speaks some version of English. Nearly all road or other information signs are in English and Arabic, and English is widely spoken, particularly in business.

Greeting

The standard greeting is "As-salam alaikum" (*peace be upon you*), to which the standard reply is "Wa alaikum as-salam" (*and upon you be peace*). In business, however, a firm handshake has become the standard form of greeting.

Holidays

The weekend in the UAE (United Arab Emirates) for most government and public services as well as businesses runs from Friday to Saturday. The major exception is during the fasting month of Ramadan, when the rhythm of life changes drastically. Restaurants, outside tourist hotels, stay closed during the daylight hours, and while most offices and shops open in

the morning from 8 am to 2 pm, they usually close in the afternoon.

Shopping

Supermarkets offer a great range of products from Europe and the US, depending on the shop, along with local and regional products. Major international chains such as *Ikea* and *Carrefour* have a presence and fast-food chains (nearly all from the US) such as *McDonald's* and *KFC* operate widely. On the other hand, there are still a few crowded traditional *souks* filled with products from around the world. These can be hard to find for the tourists, as the malls tend to gain a lot of attention in Dubai.

Things to avoid

- Do not eat in public places during Ramadan. During Ramadan all Muslims fast from sunrise to sunset, and eating, drinking and smoking in public areas during daylight hours should be avoided.
- The UAE is an Islamic country and so you should avoid tight and sexy clothing.
- Do not behave in a manner that might insult Muslim customs or beliefs and do not swear as you can get fined and sent to prison.
- Do not use your left hand while greeting or handing over things to people.
- Avoid pointing the soles of your shoes at anyone. It is considered to be very rude.



3

Make a poster summarising the most important information from your text. Then give your presentation to at least three classmates who have read the other text. Use the phrases from the LanguageBox.

LanguageBox

Hi everyone

I have read the text about Japan / Dubai and I want to give you a short summary of the most important information.

In general the text is about ...

Personally I found it quite interesting that ...

Talking about ... it is worth mentioning that ...

I will move on to greeting / shopping ...

Now I want to give you some information about ...

Referring to ..., we can say that ...

If you are planning to go to ..., you should keep in mind that ...

Thank you for listening. If you have any further questions, feel free to ask.

- 4 Which country does each statement refer to? Write down the letter (J – Japan/D – Dubai) next to the statements (1–8).

- 1 Nearly everybody speaks English there.
- 2 Do not use your left hand when greeting or handing things over to other people.
- 3 You should not blow your nose in public.
- 4 The weekend runs from Friday to Saturday.
- 5 There are certain seats on trains that are especially for the elderly.
- 6 Talking on the smartphone on a train or bus is considered rude.
- 7 Giving gifts on birthdays or at Christmas is not very common.
- 8 You should avoid wearing tight and sexy clothes.

Writing

Writing a description



1

Have a look at the VocabBooster. Check the meaning of the words you do not know in an online dictionary. Then write the words/phrases in the appropriate category in the table below. Compare your findings with a partner.

VocabBooster

to be honest ■ to be reliable ■ to be helpful ■ to be innovative ■ to be humorous ■ to be brave ■ to be different ■ to be strong ■ to be fair ■ to be crazy ■ to be forward-thinking ■ to be straightforward ■ to be self-confident ■ to be caring ■ to be egoistic ■ to be adventurous ■ to be bossy ■ to be mean ■ to be smart ■ to be sensitive to other people's feelings ■ to be a real teaser ■ to be stubborn ■ to be manipulative

character traits that earn my respect

character traits that do not earn my respect



2 Think of a famous person that is respected in your culture and write a description about him/her. In your description you should

- describe the famous person in more detail (*biography, cultural background, etc.*)
- point out why this person is respected
- explain what you have learnt from this person.

Use some of the words/phrases from the VocabBooster in activity 1 and the phrases from the LanguageBox. Find a good title. Write about 180 words.

LanguageBox

Everyone has a person he/she truly respects and admires.

... (*name of the person*) is this person for me. He/She is ...

In addition, he/she is ...

What I like most about ... (*name of the person*) is that ...

I really respect him/her for being so ...

The fact that he/she is ... makes him/her really outstanding.

I have learned so much from ... (*name of the person*).

First, he/she has taught me to ...

Second, I also learned that ...

Last but not least, ...

... (*name of the person*) has helped me to believe in myself/ to be more self-confident/ to be ...

Therefore, I have every reason to respect him/her.

► How to write a description, p. 3)

Listening



Learn about new cultures

1 Get into pairs and answer the following questions.

- 1 What is special about your culture?
- 2 What do you do in your culture which is considered unusual by other cultures?
- 3 What kind of behaviour have you criticised in other cultures?



2 Have a look at the phrases in the VocabBooster and make sure you understand them. Use an online dictionary if necessary.

VocabBooster

to learn about new cultures
to find a compromise
to understand the way so. behaves
to broaden one's understanding

to build close relationships
to open a door to another universe
to change one's perspective
to bring about a positive change



3

Track 9

You are going to listen to Joshua talking about the importance of learning about new cultures. While listening, match the sentence beginnings (1–6) with the sentence endings (A–I). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

0 Joshua couldn't understand why the people at war didn't _____.	A need to be open to new things
1 To understand other people's views, you _____.	B can make the world a better place
2 By learning about new cultures, you _____.	C inform himself about the culture
3 You show respect to other cultures when you _____.	D prepare a traditional dish
4 Before Joshua travels, he wants to _____.	E take a look at each other's perspective
5 On a trip, Joshua learned how people _____.	F make leather products
6 If people try to respect and understand other cultures, they _____.	G learn how to do things their way
	H learn the language
	I get to know each other better

0	1	2	3	4	5	6
E						



4

www

Do some online research about what you can learn from other cultures. Take notes in the mind map. Then get into pairs and present your findings. Add your partner's ideas.



Speaking

Life in a culturally diverse society



1

Get into pairs and discuss the following questions.

- Which prejudices do people have? Have a look at the VocabBooster on page 35 and say which of them you find most/least offensive. Give reasons.



VocabBooster

skin colour ■ hair colour ■ gender (male / female) ■ social class ■ religion ■ culture ■ food ■ tradition ■ appearance

- 2 Have you personally experienced prejudices in these categories? If yes, in what way?
- 3 What are the most important values in your culture? Give examples.
- 4 What are the benefits of a multicultural society?



- 2 Your class is taking part in a school project for more tolerance in our culturally diverse world. You have decided to produce a promotional video.

In the video you should

- tell your viewers why it is worth being respectful and tolerant
- explain why people have prejudices against others
- encourage your viewers to share the video with their friends.

Get into groups of three. Speak for about three minutes. Make sure that everyone has the same amount of speaking time. Present your promotional video in class.

Writing

Writing a leaflet

- 1 Read the following statements (1–4) on how to write a leaflet and tick whether they are true (T) or false (F). Provide the correct answer for the wrong statements.

	T	F	Correct statement
1 Leaflets are handed out to just anyone.			
2 The register should be informal.			
3 The language is convincing to present content in an interesting and appealing way.			
4 The layout consists of: title, paragraphs with subheadings, bullet points.			



- 2 In your free time you are working at the local community centre *Together*. Lately there have been some cultural problems and misunderstandings among the people living in the area. That's why the community centre wants to make an event to bring people closer together. In order to invite also non-German speaking people to the event you have decided to send out English leaflets.

In your leaflet you should

- describe the importance of tolerance and respect within society
- highlight what will happen at the event
- convince people to come to the event.

Write about 200 words. Use the phrases from the LanguageBox on page 36.



LanguageBox

Together, we rock!

We live in a diverse world and want to celebrate diversity. So let's build bridges and broaden our horizons. Come to our multicultural event at *Together* on ... (date).

Tolerance and respect

Diversity is what makes our lives both interesting and challenging.

Every person is unique and special.

It is important to be respectful and tolerant of people with beliefs and practices that are different from our own.

Tolerating and respecting people that are different is ...

An event for everyone

We will prepare various activities for the event.

For example, there will be food from various countries / presentations about different cultures ...

You can also take part in workshops learning about customs and traditions in other countries ...

Moreover, ...

Come and join in

We would love to meet you at the event.

Take the chance to get to know the community and the people better.

You are also invited to bring food / special objects from your culture ...

Additionally, ...

We are looking forward to celebrating diversity with you.

Like us on *Facebook* and follow us on *Instagram*.

Community centre *Together*, Waldstraße 1, 3100 St. Pölten

HOW TO ... write a leaflet

- Address your target group.
- Use positive language to promote your event/project, etc.
- Have a catchy title.
- Divide your leaflet into paragraphs/sections and give them headlines.
- Include bullet points, if necessary.
- Give contact details.

Language in use

Who does what how where when?

Trouble-free grammar: Word order

In English, word order is fixed: **subject – verb – object**. Information on **how, where** or **when** something is done, usually goes at the **end of the sentence**: **adverbs of manner – place – time**.

Subject (Who?/What?)	Verb	Object (What?)	Manner (How?)	Place (Where?)	Time (When?)
My dad's new colleague	speaks	three languages.	—	—	—

Subject (Who?/What?)	Verb	Object (What?)	Manner (How?)	Place (Where?)	Time (When?)
The family	treats	people from other cultures	respectfully.	—	—
We	met	my English penfriend	—	at the London Eye.	—
The community centre	will prepare	a multicultural event	—	—	next month.
They	tried	traditional French food	—	in Paris	last summer.
He	welcomed	the new neighbours	warmly	at the community centre	on Sunday.

Please note:

Adverbs of frequency (How often?) are put before the verb (except for forms of *to be*):

I **often** eat Chinese food on Sunday. We are **sometimes** at the English theatre.

If there is more information about place or time, the **more detailed information comes first**.

We saw them **in the back of the Tube**. We usually have our English lesson **at 8:00 am on Monday**.

- 1 Read the sentences below and highlight the information about place and time in two different colours. Then get into pairs and compare your results.
 - 1 I spent some time in the United States last year.
 - 2 I attended a high school in Washington during March and April.
 - 3 There were many foreign students at our school last year.
 - 4 I especially enjoyed the school ride with those awesome yellow school buses every morning and every afternoon.
 - 5 My guest family and I went to a football game at the *FedEx-Field* one Sunday night.
 - 6 One big surprise was to see how open Americans are because they just start talking to you when you are at the supermarket or in an elevator.
 - 7 So, you can make friends quite easily in the US. For example, I met David on my first school day and he invited me to his place that day.
 - 8 The most amazing day was when my guest family and I went to *Walt Disney World* in Florida in October.
 - 9 I will definitely go back to the US one day.

- 2 Have a look at the sentence parts and put them into the correct order. Then get into pairs and compare your results.



- 1 in the afternoon / visited / St. Paul's Cathedral / Amir

- 2 at school / in the morning / an Italian espresso / Mr Smith / drinks / always

3 closes / the French book shop / at 5 pm / on Fridays

.....

4 my grandparents / met / at the Vienna Opera / I / yesterday / from the US

.....

5 leaves / my train / from platform 3 / at 6:29 am / to Paris

.....

6 in New York / got married / Steve's brother / at midnight / at the Empire State Building

.....

7 Elisabeth / her birthday / at the rooftop bar / will celebrate / tonight / in Tokyo

.....

8 you / have to eat / soup / in Japan / with chopsticks / always

.....



3

Get into pairs. Have a look at the phrases in the box. Try to make sentences that get longer and longer by adding more information (*e.g. about manner, place and time*). Take turns. An example has been given.

the old Englishman ■ an old castle ■ the Chinese food ■ the French book ■ the Spanish movie ■ my last trip abroad

A: I saw the old Englishman.

B: I saw the old Englishman yesterday.

A: I saw the old Englishman at 5 pm yesterday.

B: I saw the old Englishman in the city centre at 5 pm yesterday.

A: ...

Review



1

Form meaningful sentences using *(don't) have to/should (not)/(not) to be allowed to* to give information about the dos and don'ts of different cultures all over the world. Do some research on the Internet if necessary.

1

2

3

4

5

- 6
 7
 8

2 Have a look at the sentence parts and put them into the correct order. Then get into pairs and compare your results.

- 1 usually / to study / many students / in the US / like to

 2 will fly / to Australia / from Vienna Airport / next Sunday / the group

 3 an important exam / Kathy / at 11:30 am / has / on Wednesday / in London

 4 sometimes / my family / Chinese food / orders / on Fridays / after work

 5 watches / Vici / French movies / every Wednesday / at 7 pm / at her parents'

 6 usually / falls asleep / in the living room / on the couch / Mat / while watching movies

 7 in Japan / surprised / was / by the friendliness / I / of the local people

 8 in 2020 / in Paris / managed / a bit of French / Ahmed / to speak / when he was

3 Have a look at the box. Match the phrases in A with the appropriate definitions/synonyms in B. Compare your results with a partner.

	A	B
to be forward-thinking	1	<input type="checkbox"/> to show no fear of dangerous and difficult things
to be brave	2	<input type="checkbox"/> to tell other people what to do all the time
to be straightforward	3	<input type="checkbox"/> to be easily upset by the things people say or do
to be bossy	4	<input type="checkbox"/> to think about and plan for the future
to be smart	5	<input type="checkbox"/> to be creative, to be revolutionary
to be sensitive	6	<input type="checkbox"/> to be intelligent
to be innovative	7	<input type="checkbox"/> to be honest, not to hide your opinion
to be caring	8	<input type="checkbox"/> to be kind, to give social support to others



Your class is currently preparing presentations on different cultures.

Step 1: Your English teacher has asked you to invite your English language assistant, Zach Silver, to attend your presentations. In your informal e-mail you should

- say who you are and why you are writing
- inform him about date, time and location of the presentations
- point out why your class would like to have him at the presentations.

Use the phrases from the LanguageBox. Write about 130 words.

LanguageBox

From: ...

To: ...

Subject: Invitation to presentations

Dear Mr Silver

My name is ... and I am currently attending the ... (*name of form*). You have been in our lessons throughout this school year.

I am writing to inform you about ...

As you might know we have been working on ... for some time now.

Finally, the presentations take place in room ... on ...

If you do not know where that is, please let us know so we can pick you up.

There will also be some food and drinks.

We would love to have you at the presentations because ... Another reason is that ...

If you have any questions, please let us know.

Kind regards



Step 2: Prepare a four-minute presentation about a country where you could imagine spending a gap year abroad. Do some research on the Internet. Take notes in the table.

In your presentation you should

- give general information about the country/culture (*e.g. capital city, inhabitants, etc.*)
- say what is special about the culture (*e.g. language, greeting, shopping, gift giving, etc.*)
- point out things you should do/should avoid.

Prepare speaking cards and a poster.

country _____	my notes
general information (language/s, capital city, inhabitants, ...)	
greeting habits	
eating habits	

country _____	my notes
shopping / gift giving	
dos and don'ts	



Step 3: Get into groups of three and give your presentations. Take turns.

► Presentation phrases, p. 21)



5 The English club of your school is hosting a multicultural festival. The students should take pride in their culture and join the festival. In order to promote the event, you have decided to write a leaflet. In your leaflet you should

- explain why it is important to know about other cultures
- give information about the event (e.g. date, time, location, etc.)
- say what people should bring (e.g. traditional food, music, etc.).



Write about 160 words.

► How to write a leaflet, p. 36)

Core vocabulary

appearance (n)	Erscheinungsbild	go on a gap year (v)	ein Auslandsjahr absolvieren
avoid doing sth. (v)	vermeiden etw. zu tun	have an extreme political view (v)	eine extreme politische Einstellung haben
be aware of sth. (v)	sich einer Sache bewusst sein	insult so. (v)	jmdn. beleidigen
bring about positive change (v)	positive Veränderung herbeiführen	judge so. by his/her looks (v)	jmdn. aufgrund des Aussehens beurteilen
broaden one's horizon	den Horizont erweitern	learn about customs and traditions (v)	Bräuche und Traditionen kennenlernen
combine the best of two worlds (v)	das Beste aus zwei verschiedenen Welten vereinen	learn about new cultures (v)	neue Kulturen kennenlernen
cultural background (n)	kultureller Hintergrund, Herkunft	rude (adj)	unhöflich, grob, rüde
different beliefs (n)	unterschiedliche Glaubenssätze	show respect to so. (v)	jmdm. Respekt zollen
encourage so. to do sth. (v)	jmdn. ermutigen etw. zu tun	skin colour (n)	Hautfarbe
experience prejudices (v)	Vorurteile erleben	social class (n)	soziale Herkunft, Klasse
find a compromise (v)	einen Kompromiss erzielen, sich einigen	tolerate (v)	tolerieren
get in contact with so. (v)	mit jmdm. in Kontakt treten	travel the world (v)	die Welt bereisen
		understand the way so. behaves (v)	jmds. Verhaltensweisen verstehen