



# 1

CHAPTER

# A Cultural Difference: Being on Time

## Prereading Preparation

- 1 What does **on time** mean?  

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- 2 Is it always important to be on time? Look at the table on page 3. How important is it to be on time for each appointment? Put a check mark in the box to show your answer. Discuss your answers with the class.
- 3 Are you usually on time, or are you usually late? Why?  

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- 4 Read the title of the article. What do you think this article is about?



HOW IMPORTANT IS IT TO BE ON TIME?				
Type of Appointment	Scheduled Time	Very Important	Slightly Important	Not Important
dentist	9 A.M.			
university class	11 A.M.			
lunch with a friend at school	12 P.M.			
dinner with your spouse	7 P.M.			
a friend's party	9 P.M.			
job interview in a bank	2 P.M.			

Track 1



## A Cultural Difference: Being on Time

1            In the United States, it is important to be on time, or punctual, for an  
 2 appointment, a class, a meeting, etc. However, this may not be true in all  
 3 countries. An American professor discovered this difference while teaching a  
 4 class in a Brazilian university. The two-hour class was scheduled to begin at  
 5 10 A.M. and end at 12 P.M. On the first day, when the professor arrived on time,  
 6 no one was in the classroom. Many students came after 10 A.M. Several arrived  
 7 after 10:30 A.M. Two students came after 11 A.M. Although all the students greeted  
 8 the professor as they arrived, few apologized for their lateness. Were these students  
 9 being rude? He decided to study the students' behavior.

10           The professor talked to American and Brazilian students about lateness in  
 11 both an informal and a formal situation: lunch with a friend and in a university  
 12 class, respectively. He gave them an example and asked them how they would  
 13 react. If they had a lunch appointment with a friend, the average American  
 14 student defined lateness as 19 minutes after the agreed time. On the other hand,  
 15 the average Brazilian student felt the friend was late after 33 minutes.

16 In an American university, students are expected to arrive at the appointed  
17 hour. In contrast, in Brazil, neither the teacher nor the students always arrive at  
18 the appointed hour. Classes not only begin at the scheduled time in the United  
19 States, but they also end at the scheduled time. In the Brazilian class, only a few  
20 students left the class at noon; many remained past 12:30 P.M. to discuss the class  
21 and ask more questions. While arriving late may not be very important in Brazil,  
22 neither is staying late.

23 The explanation for these differences is complicated. People from Brazilian  
24 and North American cultures have different feelings about lateness. In Brazil,  
25 the students believe that a person who usually arrives late is probably more  
26 successful than a person who is always on time. In fact, Brazilians expect a  
27 person with status or prestige to arrive late, while in the United States lateness  
28 is usually considered to be disrespectful and unacceptable. Consequently, if a  
29 Brazilian is late for an appointment with a North American, the American may  
30 misinterpret the reason for the lateness and become angry.

31 As a result of his study, the professor learned that the Brazilian students  
32 were not being disrespectful to him. Instead, they were simply behaving in the  
33 appropriate way for a Brazilian student in Brazil. Eventually, the professor was  
34 able to adapt his own behavior so that he could feel comfortable in the new  
35 culture.



## Fact-Finding Exercise

Read the passage again. Read the following statements. Check whether they are True or False. If a statement is false, rewrite the statement so that it is true. Then go back to the passage and find the line that supports your answer.

- 1 \_\_\_\_\_ True \_\_\_\_\_ False On the first day of class, the professor arrived late, but the students were on time.  
\_\_\_\_\_
- 2 \_\_\_\_\_ True \_\_\_\_\_ False The professor decided to study the behavior of Brazilian and American students.  
\_\_\_\_\_
- 3 \_\_\_\_\_ True \_\_\_\_\_ False In an American university, it is important to be on time.  
\_\_\_\_\_
- 4 \_\_\_\_\_ True \_\_\_\_\_ False In a Brazilian class, the students leave immediately after the class is finished.  
\_\_\_\_\_
- 5 \_\_\_\_\_ True \_\_\_\_\_ False In an American university, many students probably leave immediately after the class is finished.  
\_\_\_\_\_
- 6 \_\_\_\_\_ True \_\_\_\_\_ False Most North Americans think a person who is late is disrespectful.  
\_\_\_\_\_
- 7 \_\_\_\_\_ True \_\_\_\_\_ False In Brazil, most successful people are expected to be on time.  
\_\_\_\_\_
- 8 \_\_\_\_\_ True \_\_\_\_\_ False As a result of the study, the professor changed the Brazilian students' behavior.  
\_\_\_\_\_

# Reading Analysis

Read each question carefully. Circle the letter or the number of the correct answer, or write your answer in the space provided.

- 1 What is the main idea of the passage?
  - a. It is important to be on time for class in the United States.
  - b. People learn the importance of time when they are children.
  - c. The importance of being on time differs among cultures.
  
- 2 Why did the professor study the Brazilian students' behavior?
  - a. The students seemed very rude to him.
  - b. He wanted to understand why the students came late.
  - c. He wanted to make the students come to class on time.
  
- 3 Read lines 1 and 2.
  - a. What does **punctual** mean?  
\_\_\_\_\_
  - b. How do you know?  
\_\_\_\_\_
  
- 4 In line 8, what does **few** refer to?
  - a. The professor
  - b. The students
  - c. Greetings
  
- 5 Read lines 7–9.
  - a. What does **as** mean?
    1. Because
    2. When
    3. If
  - b. What is **rude behavior**?
    1. Impolite behavior
    2. Noisy behavior
    3. Studious behavior
  
- 6 a. Read lines 10–12. Which is an example of an informal situation?  
\_\_\_\_\_

b. Which is an example of a formal situation?

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c. How do you know?

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d. What does this word mean?

1. The same as
2. In the same order
3. Opposite

7 Read lines 13–15. How does **on the other hand** connect the American idea of lateness with the Brazilian idea of lateness?

- a. It shows a similarity.
- b. It gives more information.
- c. It shows a contrast.

8 Read lines 17 and 18: “Neither the teacher nor the students always arrive at the appointed hour.” Who arrives at the appointed hour?

- a. No one
- b. The students only
- c. The teacher and the students

9 Read lines 18 and 19: “Classes not only begin at the scheduled time in the United States, but they also end at the scheduled time.” What does **not only . . . but . . . also** mean?

- a. And
- b. But
- c. So

10 In line 26, what does **in fact** indicate?

- a. A contrast between two ideas
- b. Something that is true
- c. Emphasis of the previous idea

11 Read lines 31–33. What does **instead** show?

- a. A similarity
- b. A substitution
- c. An opposite



# Information Recall and Summary

Read each question carefully. Use your flowchart to answer the questions. Do not refer back to the passage. When you are finished, write a brief summary of the reading.

- 1 What did the professor decide to study?  
\_\_\_\_\_
- 2 Describe the professor's experiment.  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Did American students and Brazilian students have the same ideas about lateness in class? Do classes always begin and end at the appointed hour in both cultures?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 What were the American students' and the Brazilian students' ideas about being late for a lunch appointment?  
\_\_\_\_\_  
\_\_\_\_\_
- 5 In general, what did the Brazilian students think about people who are late?  
\_\_\_\_\_
- 6 In general, what did the American students think about people who are late?  
\_\_\_\_\_
- 7 What was the result of the professor's study?  
\_\_\_\_\_





## Summary

Work in pairs or alone. Write a brief summary of the reading, and put it on the board. Compare your summary with your classmates'. Which one best describes the main idea of the reading?

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## E

## Dictionary Skills

Read the following sentences. Use the context to help you understand the boldface words. Read the dictionary entry for that word and circle the appropriate definition. Then choose the sentence with the correct answer.

- 1** **react** *v.* [I] **1** to speak or move when s.t. happens: *When he heard the good news, he reacted with a smile.* **2** to act in a different way because of s.o. or s.t.: *The teacher reacted to the student's bad grades by giving him more homework.* **3** (in chemistry) to change because of contact with another chemical: *Oxygen and iron react together to form rust.*

The professor gave American and Brazilian students an example and asked them how they would **react**.

- a. The professor gave American and Brazilian students an example and asked them how they would respond in this situation.
- b. The professor gave American and Brazilian students an example and asked them how they would act in a different way in this situation.
- c. The professor gave American and Brazilian students an example and asked them how they would change because of contact with a chemical in this situation.

**2** **discover** *v.* **1** [I; T] to learn, find out: *When she got to her door, she discovered she had lost her key.* **2** [T] to find, see, or learn of (s.t. no one knew before): *Galileo discovered the planet Jupiter.* **3** [T] to invent: *Scientists in England discovered penicillin.*

An American professor **discovered** this difference while teaching a class in a Brazilian university.

- a. An American professor invented this difference while teaching a class in a Brazilian university.
- b. An American professor learned something that no one knew before about this difference while teaching a class in a Brazilian university.
- c. An American professor found out this difference while teaching a class in a Brazilian university.

## F

# Word Forms

### PART 1

In English, verbs change to nouns in several ways. Some verbs become nouns by adding the suffix *-ation*—for example, *combine (v.)* becomes *combination (n.)*. Complete each sentence with the correct form of the words on the left. **Use the correct tense of the verb in either the affirmative or the negative form. Use the singular or plural form of the noun.**

**adapt** (*v.*)

**adaptation** (*n.*)

- 1** Next year a big film company \_\_\_\_\_ a story from a book to make a movie. The \_\_\_\_\_ of a book to a movie takes a lot of work and time.

**interpret** (v.)  
**interpretation** (n.)

2 Chris is studying at the university for a degree in \_\_\_\_\_. When he graduates, he \_\_\_\_\_ for an embassy.

**expect** (v.)  
**expectation** (n.)

3 Most people have high \_\_\_\_\_ when they visit another country. They \_\_\_\_\_ to have a bad time. They want to enjoy themselves.

**observe** (v.)  
**observation** (n.)

4 Suzie is in the park now. She \_\_\_\_\_ the behavior of pigeons. She records all her \_\_\_\_\_ in a special notebook.

**explain** (v.)  
**explanation** (n.)

5 We needed an \_\_\_\_\_ of the difference between adjectives and adverbs. The teacher \_\_\_\_\_ the difference to us, and we understood.

## PART 2

In English, verbs change to nouns in several ways. Some verbs become nouns by adding the suffix *-ing*—for example, *feel* (v.) becomes *feeling* (n.). Complete each sentence with the correct form of the words on the left. **Use the correct tense of the verb in either the affirmative or the negative form. Use the singular or plural form of the noun.**

**spell** (v.)  
**spelling** (n.)

1 Allen \_\_\_\_\_ several words incorrectly on his composition yesterday. He has to check the \_\_\_\_\_ of a difficult word before he uses it.

**understand** (v.)  
**understanding** (n.)

2 Andrew \_\_\_\_\_ anything in his first math class yesterday. However, his \_\_\_\_\_ will improve during the semester.

**end** (v.)  
**ending** (n.)

3 Please don't tell me the \_\_\_\_\_ of this mystery story. I want to guess how the story \_\_\_\_\_ by myself.



- 4 Greg always \_\_\_\_\_ people by smiling and saying hello.
- 5 It was very \_\_\_\_\_ of Martin to ask Mrs. Barnes her age.
- 6 Being \_\_\_\_\_ for a job interview is important in order to make a good impression.
- 7 When you walk into a dark room from the bright sunlight, your eyes need a few moments to \_\_\_\_\_ to the change in light.
- 8 It is very cold in Antarctica. \_\_\_\_\_, it is the coldest place on Earth.
- 9 Martha dropped chocolate ice cream on my white rug. She \_\_\_\_\_, but I told her not to worry about it, and we cleaned it up.
- 10 I don't understand Mark's \_\_\_\_\_. He gets angry for no reason and refuses to talk to anyone.

## H

# Critical Thinking Strategies

Read the following questions and think about the answers. Write your answer below each question. Then compare your answers with those of your classmates.

- 1 How do you think the professor adapted his behavior in Brazil after his study?

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- 2 Why do you think the professor changed his behavior? Why didn't he try to change the Brazilian students' behavior?

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## I

## Topics for Discussion and Writing

- 1 Describe how people in your culture feel about someone who is late. For example, do you think that person is inconsiderate and irresponsible, or do you think that person is prestigious and successful? Please explain your answer, and also give some examples.
- 2 When you travel to a new place, what kinds of adaptations or changes (for example, food, currency, etc.) do you have to make? Explain your answer.
- 3 **Write in your journal.** Do you think it is important to adapt your behavior to a new culture? In what ways would you be willing to make changes? Please explain.

## J

## Follow-Up Activity

There are many differences in customs among cultures. In the table below, list some cultural differences between this country and your country, or between your country and another country you have visited. Compare your list with your classmates' lists.

Cultural Difference	(Your Country)	(Other Country)
1. clothes: school work		
2.		
3.		
4.		
5.		

# Cloze Quiz

Read the passage below. Fill in the blanks with one word from the list. Use each word only once.

<b>adapt</b>	<b>ended</b>	<b>instead</b>	<b>only</b>
<b>appointment</b>	<b>fact</b>	<b>late</b>	<b>punctual</b>
<b>behavior</b>	<b>formal</b>	<b>misinterpret</b>	<b>rude</b>
<b>contrast</b>	<b>greeted</b>	<b>neither</b>	<b>status</b>
<b>difference</b>	<b>hand</b>	<b>nor</b>	<b>unacceptable</b>

In the United States, it is important to be on time, or \_\_\_\_\_<sup>(1)</sup>, for an appointment, a class, a meeting, etc. However, this may not be true in all countries. An American professor discovered this \_\_\_\_\_<sup>(2)</sup> while teaching a class in a Brazilian university. The two-hour class began at 10 A.M. and \_\_\_\_\_<sup>(3)</sup> at 12 P.M. On the first day, when the professor arrived on time, no one was in the classroom. Many students came after 10 A.M. Several arrived after 10:30 A.M. Two students came after 11 A.M. Although all the students \_\_\_\_\_<sup>(4)</sup> the professor as they arrived, few apologized for their lateness. Were these students being \_\_\_\_\_<sup>(5)</sup>? He decided to study the students' \_\_\_\_\_<sup>(6)</sup>.

The professor talked to American and Brazilian students about lateness in both an informal and a \_\_\_\_\_<sup>(7)</sup> situation: lunch with a friend and in a university class. He gave them an example and asked them how they would react. If they had a lunch \_\_\_\_\_<sup>(8)</sup> with a friend, the average American student defined lateness as 19 minutes after the agreed time. On the other \_\_\_\_\_<sup>(9)</sup>, the average Brazilian student felt the friend was late after 33 minutes.

In an American university, students are expected to arrive at the appointed hour. In \_\_\_\_\_<sup>(10)</sup>, in Brazil, neither the teacher \_\_\_\_\_<sup>(11)</sup> the students always arrive at the appointed hour. Classes not \_\_\_\_\_<sup>(12)</sup> begin at the scheduled time in the United States, but they also end at the scheduled time. In the Brazilian class, only a few students left the class at noon; many remained past 12:30 P.M. to discuss the class and ask more questions. While arriving late may not be very important in Brazil, \_\_\_\_\_<sup>(13)</sup> is staying late.

The explanation for these differences is complicated. People from Brazilian and North American cultures have different feelings about lateness. In Brazil, the students believe that a person who usually arrives \_\_\_\_\_<sup>(14)</sup> is probably more successful than a person who is always on time. In \_\_\_\_\_<sup>(15)</sup>, Brazilians expect a person with \_\_\_\_\_<sup>(16)</sup> or prestige to arrive late, while in the United States lateness is usually disrespectful and \_\_\_\_\_<sup>(17)</sup>. Consequently, if a Brazilian is late for an appointment with a North American, the American may \_\_\_\_\_<sup>(18)</sup> the reason for the lateness and become angry.

As a result of his study, the professor learned that the Brazilian students were not being disrespectful to him. \_\_\_\_\_<sup>(19)</sup>, they were simply behaving in the appropriate way for a Brazilian student in Brazil. Eventually, the professor was able to \_\_\_\_\_<sup>(20)</sup> his own behavior so that he could feel comfortable in the new culture.