

A different view

LEARNING OUTCOMES

- I can learn about stereotypes in other cultures and use what I learn to make connections with my own culture.
- I can discuss stereotypes from 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

ancestor [n]: someone who is related to you who lived a long time ago

cork [n]: an object used for blocking the top of a bottle

cosmopolitan [adj]: showing the influence of many different countries and cultures

descent [n]: the origin of your parents or other older members of your family

eucalyptus [n]: a tall tree originally from Australia with leaves that do not fall off in winter

extra-curricular [adj]: activities that you do at school or college that are not part of your course

flip-flop [n]: a rubber shoe held to your foot by a strap that goes between your toes

infrastructure [n]: set of systems within a country that affect how well it operates e.g. roads, telephones

participate [v]: to take part in something

practically [adv]: almost; very nearly

prawn [n]: a shellfish that can be eaten

varied [adj]: including a wide range of things

vibrant [adj]: lively and exciting

wrestling [n]: a sport in which two people fight by holding and throwing each other

WARMER

Before handing out the worksheets, play *Snowman* with the word 'stereotypes'. Write 11 spaces on the board and elicit the letters until students guess the word. Ask students if they know what the word means. Write their ideas on the board but don't confirm the answer yet. Explain that they are going to read more about stereotypes from around the world.

- 1** Ask students to look at the photos and answer the question. Find out why they immediately associate the items with a particular country. Explain that this is known as stereotyping; a stereotype is an idea about a place or people that is simplistic and not necessarily true.

Answers

- 1** France **2** the UK **3** Italy **4** Mexico **5** China
6 Holland/the Netherlands

- 2a** Students read the postcards and discuss the difference between them. They should see that Postcard 1 is largely based on stereotypes and Postcard 2 on fact. Ask students to find the typical stereotypes about Australia in Postcard 1.

Suggested answers

- 1 It's always hot.
- 2 People practically live outdoors.
- 3 Nearly everyone lives by the beach.
- 4 People go surfing, swimming and scuba diving all the time.
- 5 People eat prawns cooked on the barbecue every evening.
- 6 People live in shorts and flip-flops all the time.
- 7 Students ride kangaroos to school.
- 8 People have koalas as pets.
- 9 People work on sheep farms.
- 10 People always wear hats with corks.
- 11 People are always doing sport.
- 12 Crocodile wrestling is a popular sport.

- 2b** Students read the postcards again and decide if the sentences are stereotypes or facts. Then elicit answers from the class.

Answers

- 1** S **2** F **3** F **4** S **5** S **6** F **7** S **8** F

- 2c** Students decide if the information in the sentences comes from Postcard 1, Postcard 2 or both. Check the answers as a class.

Answers

- 1** Postcard 2 **2** Postcard 1 **3** Both
4 Postcard 1 **5** Postcard 2 **6** Both

Gateway to culture

- 3a** In pairs, students discuss and answer the questions. Encourage them to unpick the ideas about the stereotypes of their country together. Elicit ideas from the class.

PROJECT

- 3b** Tell students that they are going to work in groups to prepare a project on the stereotypes of a country. Put students into groups of three or four and ask them to discuss the questions and points in Steps 1 and 2. For Step 3, students can do some individual research and then share their findings with their group in the next class.

- 3c** Students then prepare their 'alternative postcard' project in class. Encourage them to be creative in designing their stamps. Postcards can be displayed around the classroom.