

National stereotypes (teacher's notes)

1. Warm-up 5 mins

Aims: to break the ice and foster a safe environment for learning.

Procedure: Introduce the topic. Ask student(s) to give 1-2 examples of stereotypes (for example, *Americans like burgers*). Details are not important at this point.

2. Would you agree? (Activity 1) 5 mins

Aims: to generate interest in the topic and develop speaking for fluency.

Procedure: Elicit what student(s) can see in the picture.

If you work in a group, let students discuss in pairs if they agree or disagree with these statements. Then conduct a content feedback.

3. Which nationality? (Activity 2) 10 mins

Aims: to practise the language of speculation and develop speaking for fluency.

Procedure: Set the task. Student(s) should say why they think that certain nationality fits into the description. Encourage student (s) to use Useful language to speculate.

If you work in a group, let students speculate in pairs. Then conduct a content feedback.

Key:

student(s)' own answers.

4. Discuss the questions (Activity 3) 15 mins

Aims: to provide speaking practice.

Procedure: If you work in a group, allow students some time to think before they answer. Then maintain a discussion between all members of the group. Ask if the participants agree with previous speakers. If a group is too big, let students discuss their answers in pairs.

If you work one-to-one, comment on your student's answers and express your opinion.

Key and more information:

question 1

If student(s) are not really active, give a link and ask what they think, which one they find the funniest and if they can add more.

<http://www.bustle.com/articles/50571-16-russian-stereotypes-that-need-to-stop-because-theyre-at-least-mostly-untrue>

question 2

Television does influence stereotypes. You will see this in roles created by shows and movies. Sometimes actors asked to play roles in scary movies like the “popular girl” that is killed. Even as we watch the news is one of the biggest ways television influences stereotypes. Even as Canadians our eyes have been on the news watching Donald Trump and Hillary Clinton. Donald Trump has been name calling women and other ethnicities all most making it acceptable to do so because of all the media coverage he is receiving daily.

TV does indeed encourage stereotypes as people watching TV generally do not separate the fact that it is a fictional story they are watching and is not based on actual life that is going on around them. They have believed that things like Friends, Married with Children, etc. are actually reality and not just a joke and puns turned into a show.

No, actions encourage stereotypes. Stereotypes exist because there is some truth to them. Television might portray these stereotypes, but they already existed. To simply watch a stereotype on television and agree with it is not television's fault.

question 3

Examples:

<http://www.travelcampaigner.com/the-tourist-stereotypes-people-believe-but-arent-necessarily-true/>

The British tourist is thought of as always being drunk; they wear patriotic shirts and usually carry items adorned with national flags. British people are also judged to be unadventurous when it comes to eating foreign food, tending to stick to establishments that sell British food and drink.

According to the study, the Germans are notorious for putting their towels on sun loungers or by the pool to get the best spots. Other respondents also said that they came across as rude and demanding.

Participants said that they considered the Russians to be loud and swear in public places frequently. They were also stereotyped as having no concept of queueing, although many believed them to have hot, young wives.

The Americans were the worst dressed tourists. The study found that many people think that the Japanese always travel in large groups and that they take far too many pictures. Possibly one of the funniest misconception is that the Swedish always sunbathe nude.

5. Video. Offensive interpreter. (Activity 4) 10 mins

Aims: to provide student(s) with practice listening for general information and allow to speak for fluency.

Procedure: Ask the question to raise student(s)' interest:

‘Do you know how to translate into 7 languages? Do you know any people who can do that? Let’s watch the video and find out. Pay attention to what nationalities you can see there.’

Elicit the answers and ask student(s) to express their opinion if Catherine showed

accurately the way nationalities speak.

Possible answers:

France, Spain, Sweden, possibly India, Italy, Japan and some country in Africa.

6.Sum up 5 mins

Put errors on the board or whiteboard and let student(s) correct them.

Summarise the lesson and tell student(s) what results they have achieved(Now you can ... After our speaking lesson you will be able to....)

Ask them if they have any questions.