

Prejudices in Cultural Contexts

STEREOTYPES AS THE REPRESENTATION OF COLLECTIVE IDENTITIES.

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CONTENT AND LANGUAGE INTEGRATED LEARNING

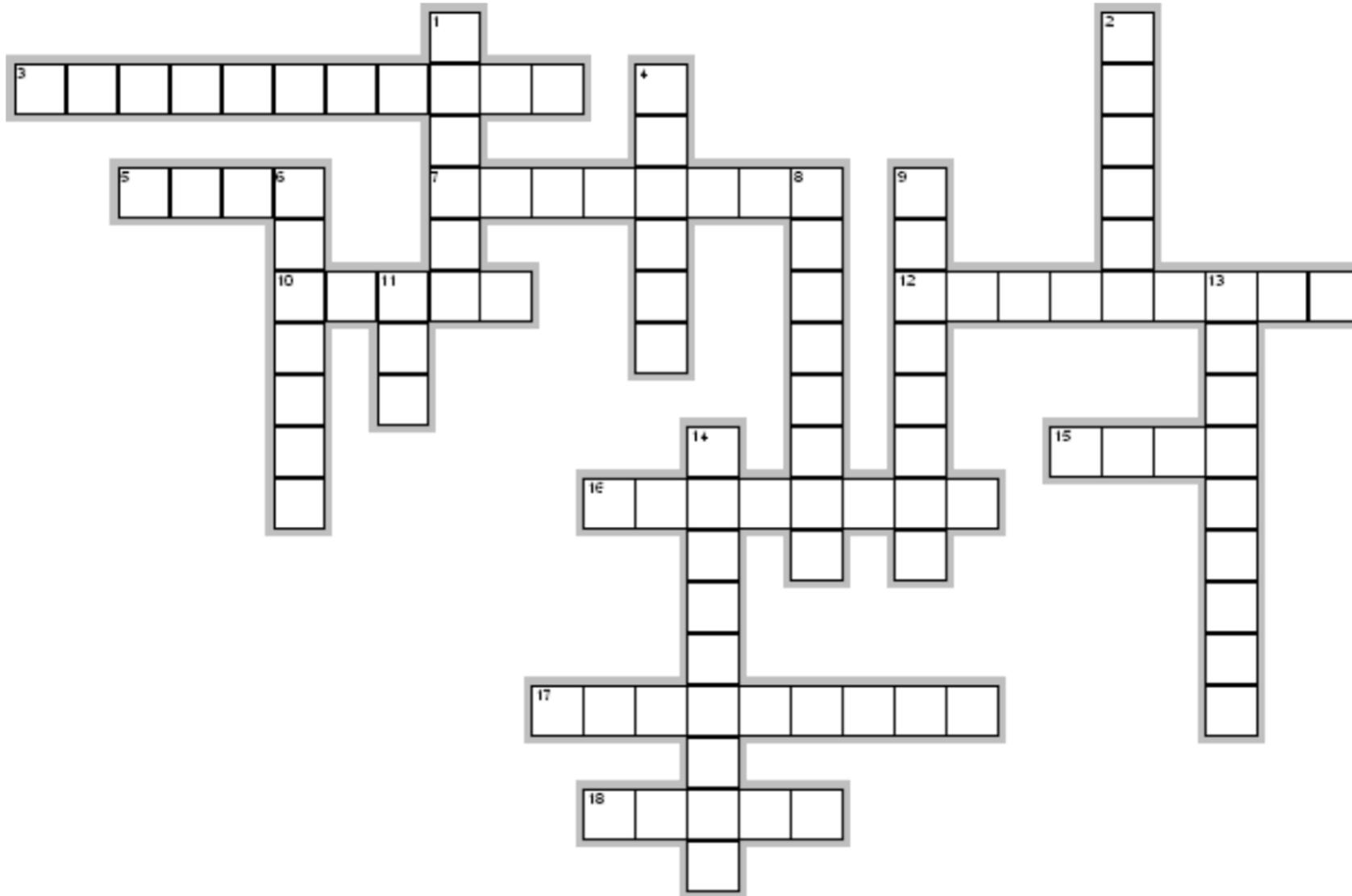
| LANGUAGE | CONTENT | TEACHING METHOD |
|--|----------------------------|---|
| GRAMMAR: Question form | Cultural Stereotypes | Articles, videos/film/cartoons |
| VOCABULARY: Adjectives to describe personality, character and physical appearance | Ethnic-Racial Stereotypes | Fun games and activities (role playing) |
| COMMUNICATIVE FUNCTION: How to ask for information and make inquiries in English | Stereotypes of the British | Boards/art and crafts |

VOCABULARY

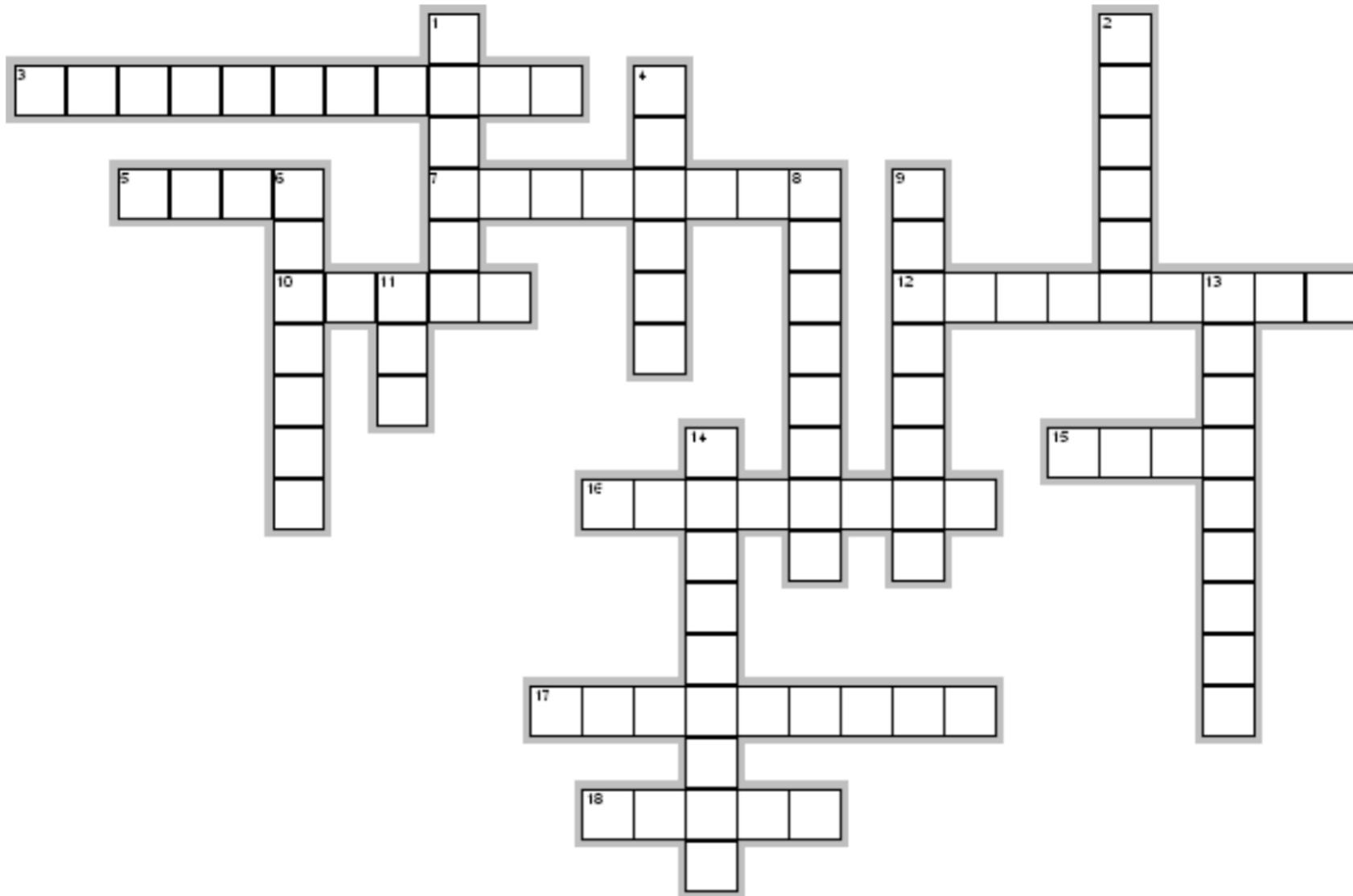
(Adjectives to describe personality and character)

| | | | |
|--------|-----------|-----------|-----------|
| funny | brilliant | careless | bright |
| boring | easygoing | nasty | childish |
| kind | sociable | shy | dynamic |
| lazy | generous | ambitious | Impatient |

Crossword



Across 3. Describes a person who becomes angry and annoyed easily (11) 5. Helpful and thinking of other people's feelings (4) 7 Describes someone who likes to give presents to people or who helps friends by buying things for them (8) 10. Describes someone who is rude and unkind (11) 12. Easily annoyed by someone's actions or mistakes or because you have to wait (9) 15. Not willing to work or use any effort (4) 16. Not taking or showing enough care or attention (8) 17. Having a strong wish to be successful, powerful or rich (9) 18. Humorous, causing laughter (5)



Down 1. Clever and quick to learn (6) 2. Describes someone who is serious and makes you follow the rules (6) 4. Not interesting or exciting. (6) 6. Having lots of ideas and enthusiasm; energetic and forceful (7) 8. Describes someone who likes to meet and spend time with other people (8) 9. If an adult is childish, they behave badly like a child (5) 11. Nervous and uncomfortable with other people (3) 13. Relaxed and not easily upset or worried (9) 14. Very intelligent (7)

Solution

Across

- 3. BAD-TEMPERED
- 5. KIND
- 7. GENEROUS
- 10. NASTY
- 12. IMPATIENT
- 15. LAZY
- 16. CARELESS
- 17. AMBITIOUS
- 18. FUNNY

Down

- 1. BRIGHT
- 2. STRICT
- 4. BORING
- 6. DYNAMIC
- 8. SOCIABLE
- 9. CHILDISH
- 11. SHY
- 13. EASYGOING
- 14. BRILLIANT

Rearrange the words to make complete sentences

1. funny / she / me / laugh / makes / she's
2. all / about / he / so / is / computers / boring / talks / he's
3. you / of / really / help / us / it's / kind / to
4. bed / out / of / thing / you / lazy / get
5. a / scientist / he / brilliant / is

6. won't / he / if / he's / mind / you / easygoing / are / late / very
7. very / likes / Rob's / he / sociable / parties
8. the / you / birthday / are / generous / for / thank / very / you / present
9. teacher / let / class / in / talk / us / won't / our / very / he's / strict
10. teacher / rather / son's / my / says / often / is / careless / that / he
11. nasty / a / he / to / used / child / sister / was / he / hit / his
12. her / he / him / shy / too / ask / was / to / dance / with / to
13. well / will / she / she / do / is / young / ambitious / lawyer / an
14. bright / always / does / he / he / well / tests / at / student / is / a
15. always / the / in / mornings / she / bad-tempered / is

VOCABULARY (physical appearance)

| | | | | |
|---------------|------------|---------------|----------|-------------|
| Tall | Thin | Wavy hair | Handsome | Old |
| Short | Fat | Curly hair | Dark | Middle-aged |
| Medium height | Overweight | Straight hair | Blonde | Bald |
| Skinny | Slim | Long | Athletic | Freckled |
| Big | Fit | Beautiful | Young | Well-built |

GRAMMAR

Questions – Word order

In order to make a question, we need to invert the subject and the auxiliary (**be, have**, etc.) or the modal verb (**can, could, should**, etc.). If there isn't a modal or auxiliary verb in the sentence, we use **do/does** with the present or **did** with the past.

Examples:

Is he a teacher?

Does she eat meat?

When did you get here?

How much does a train ticket cost?

Questions followed by a preposition

If the verb is followed by a preposition, we must put the preposition after the verb or after verb + object (if there is an object). We shouldn't use the preposition at the beginning.

Examples:

*What are you talking **about**?* (NOT: ~~About what are you talking?~~)

Who

*do you live **with**?* (NOT: ~~With who do you live?~~)

GRAMMAR

Negative questions

We use a negative verb in questions to ask the listener for confirmation about something that we think is true.

Don't you have work to do?

We can also use a negative question to show surprise or annoyance.

Didn't you like the film? I think it was amazing.

Subject questions

When we ask about the subject of a sentence with question words such as **who**, **what**, **which**, or **how much/many**, we don't use **do/does** or **did** after the question word (we don't invert subject and auxiliary or modal verb).

Who called you last night?

Which company won the contract?

What scares you most in life?

How many people went to class yesterday?

Indirect or embedded questions.

We normally use indirect questions when we want to be more polite. We begin the question with expressions such as : **Can you tell me ...? Could you tell me ...? Do you know ...? Would you mind telling me ... ?**

What time is it? (direct question) / ***Could you tell me*** *what time it is?* (indirect question)

In indirect questions the order is subject + verb.

*Do you know where **I can** find a bank?* (NOT ... ~~where can I find~~)

There are other expressions that follow the same rule:

I don't know *what he is doing here.*

I wonder *when he will find the truth.*

I'm not sure *when I can come.*

I'd like to know *where you left the documents.*

For yes-no questions (when there is NO question word), we can use both **if** or **whether**.

*Do you know **if/whether** he'll be here soon?*

Change the direct questions into indirect questions. Use 'can you tell me'.

1) Where does she play tennis?

2) Does he live in Paris?

3) Is she hungry?

4) What is this?

5) Do they work in Canada?

6) When do John and Luke meet?

7) Is he a lawyer?

8) When is the party?

9) Do they often go out?

10) What does he do at the weekend?

Cultural Stereotypes

Generalizations become stereotypes when all members of a group are categorized as having the same characteristics. Stereotypes can be linked to any type of cultural membership, such as nationality, religion, gender, race, or age.

Also, they are typically inflexible and resistant to new information. **They can, and often do, lead to prejudice and intentional or unintentional discrimination.**

Culture is much more complex than we think. Within every national culture, there are dominant cultural patterns, as well as countless sub- or co-cultures with values, attitudes, and behaviors that are not necessarily the same as those of the dominant culture. There are also cultural patterns for religions, age generations, and social classes, among others, that are not necessarily related to national borders.

A national stereotype, or national character

involves part of a system of beliefs about typical characteristics of members of a given nationality. The stereotyping may be used for humor in jokes, and/or may be associated with racism.

According to an article by *The Guardian* titled "European Stereotypes: What Do We Think of Each Other and Are We Right?", the Europe stereotype towards Britain is as "drunken, semi-clad hooligans or else snobbish, stiff free marketers", their view towards France is "cowardly, arrogant, chauvinistic, erotomaniacs", and they see Germany as "uber-efficient, diligent [and] disciplined". To Europe, Italy is "tax-dodging, Berlusconi-style Latin lovers and mama's boys, incapable of bravery", Poland is "heavy-drinking ultracatholics with a whiff of antisemitism", and Spain is "macho men and fiery women prone to regular siestas and fiestas". While some countries such as Germany proudly own their stereotype, others like Spain argue that theirs is a warped view based on experiences while on holiday instead of having actually lived ther

Where are you from?

Task description & scene summary

Task description:

Watch video and answer the questions. Discuss what happened in the video, express your opinion

<https://en.islcollective.com/video-lessons/where-are-you-from-6>

British stereotypes

Task description & scene summary

Task description:

A simple video about British stereotypes, good for culture themed lessons with a bit of fun.

<https://en.islcollective.com/video-lessons/british-stereotypes>