

UNIT 1 WHO DO YOU THINK YOU ARE?

IN THIS UNIT YOU

- learn language to talk about identity
- read about identity when speaking a second language
- talk about personal identity
- listen to an immigrant talking about how his identity has changed
- write a comment about peer pressure
- learn about stereotypes
- watch a video about personal identity

READING

for different purposes

Do you read different types of texts in different ways? How? Think about a novel, a dictionary, a magazine, etc.

SPEAKING

agreeing and disagreeing


In what situations might you need to disagree with someone politely?




LIFE
SKILLS

SELF
& SOCIETY

understanding stereotypes A stereotype is an idea we have about what someone, or a group of people, is like when we don't know them. What common stereotypes do people have about teenagers, or about elderly people?

A  Work in pairs. Identify each type of group in the photos and say which similar groups you belong to.





B  Think about each group you belong to and how important that group is to your identity. Choose the two groups you think have the biggest influence on your identity. Then compare with your partner and explain your choice.

LISTENING: to a podcast interview

A The following factors can all influence our personal identity. Number them 1–8 in order of importance to your identity. Number 1 is the most important.

clothes friends values language
studies interests family job

B  **1.01** Listen to the first part of a podcast interview with a Scottish man who has moved to Japan. Circle the things in the list in Exercise A that he says were important for his sense of identity in the past. Does he mention anything that is not on the list?

C  **1.02** Listen to the second part of the interview and answer the questions.

- 1 In general, how does Dylan feel he has changed since moving to Nagoya?
- 2 Which specific factors in his sense of identity have changed? Why?

D VOCABULARY: PERSONAL IDENTITY

Match the phrases (1–6) to the definitions (a–f).

- | | |
|---------------------|---|
| 1 family values | a) the kind of family you come from |
| 2 sense of identity | b) the things you hope to achieve in the future |
| 3 social status | c) beliefs that you learn from your family |
| 4 family background | d) position in society; class |
| 5 life goals | e) your friends |
| 6 social group | f) the feeling of who you are |


E VOCABULARY: PERSONAL IDENTITY


Work in groups. Ask and answer the questions.


- 1 Is family background important to your sense of identity? Which family values are important to you?
- 2 What's the difference between family background and social status? How might they be related to each other?
- 3 Do you and the people in your social group share the same life goals? Is that important?




SPEAKING: agreeing and disagreeing

 There is a variety of words and phrases that you can use to express agreement, partial agreement, or disagreement. In more formal situations, we often apologise as we disagree.

A  Work in pairs. What phrases do you already know for agreeing, partially agreeing, and disagreeing? Make a list.

B  **1.03** Listen to part of a seminar on identity. What does Sean think about expressing personal identity?

C  Work in pairs. Listen again and complete the phrases from the conversation then compare your answers with another pair. Which phrases are used to agree, partially agree, or disagree?

- | | |
|--|-------------------------------------|
| 1 Well, yes, to a _____ extent ... | 4 I'm _____ I can't agree. |
| 2 _____ and no. | 5 In a _____, you're right, but ... |
| 3 I'm _____, but I just don't think that's true. | 6 I _____ agree more. |

D  Work in small groups. Discuss the question.

Do you think it is important to 'be yourself' at all times, even if sometimes it may upset people?

GRAMMAR: review of past tenses

A LANGUAGE IN CONTEXT Read the blog extract. What was difficult for Akna when she moved to the city?

IDENTITY CRISIS

the blog of a woman living in two worlds

HOME ABOUT ME ARCHIVE LINKS

ABOUT ME

Hi, I'm Akna! I grew up in remote northern Canada, as a member of an indigenous community. My people are Inuit, and up to the age of 18 I spent my days in a very traditional way: fishing and cooking, as well as attending a local school. And then my life changed completely when I met Jordan. Jordan had arrived in my area as an anthropologist a year before I met him, and he was studying our language and traditions. We fell in love and eventually we got married and moved to Montreal. I did try to fit in, but I really suffered from culture shock and felt out of place. I was scared of losing my identity and didn't know who I was anymore. After a long struggle I finally realised that my family background and community had made me who I was, but that my choices have made me who I am today.

NOTICE!

Underline all the past tense verbs in the text. How many past tenses are there? Which auxiliary verb is sometimes used for emphasis?

B ANALYSE Read the extract in Exercise A again.

Form Complete the table with examples from the text.

Tense	Form	Examples
past simple	-ed, irregular forms (was, had, etc)	I (1) _____ up in remote northern Canada my life (2) _____ completely ...
past simple with <i>did</i> for emphasis	<i>did</i> + infinitive without <i>to</i>	I (3) _____ to fit in ...
past continuous	<i>was/were</i> + -ing form	... he (4) _____ our language ...
past perfect	<i>had</i> + past participle	... my family background and community (5) _____ me who I was ...

WHAT'S RIGHT?


- When I was young, I went fishing almost every day.
- When I was young, I was going fishing almost every day.

Function Write the names of the correct tenses to match the explanations.


- _____ : This tense describes a completed event, action or state that took place before another past event, action or state. It is used to talk about things that happened before the main action.
- _____ : This tense describes a completed event, action or state in the past. It is usually the main tense used to talk about the past.
- _____ : This tense describes actions or states in progress at a particular time in the past. It is often used to describe background action (e.g. the weather).


C PRACTISE Complete Akna's blog entry with the correct form of the verbs in brackets.

This (1) _____ (*happen*) soon after Jordan and I (2) _____ (*move*) here. That day, it (3) _____ (*snow*) and the wind (4) _____ (*blow*) really hard. I (5) _____ (*be*) in Montreal for just two months, and I (6) _____ (*miss*) my family really badly. The St. Lawrence River (7) _____ (*freeze*) over a month before, and I (8) _____ (*decide*) to go ice fishing. Some of the local men (9) _____ (*fish*) out on the ice, and they (10) _____ (*look*) a bit strangely at this young Inuit woman with her traditional equipment. Anyway, I (11) _____ (*start*) catching fish, and pretty soon people (12) _____ (*notice*) that I (13) _____ (*catch*) more than the men with their high-tech equipment! People (14) _____ (*applaud*) every time I caught a fish and soon everyone (15) _____ (*laugh*) and congratulating me! It really (16) _____ (*help*) me feel just a little more at home!

D  **NOW YOU DO IT** Work in groups. Think of a time when you felt out of place or that you didn't fit in. Describe what happened. Did you all have similar experiences?

READING: for different purposes

 We read different texts for different purposes and in different ways. Before you read a text, think about why you are going to read it. What kind of information does it contain? What do you hope to learn from it? Why did the author write it?

A  **Work in pairs. Look at the purposes for reading. For each one, think of types of texts you might read for that purpose. Write as many as you can (both electronic and print).**

- 1 for pleasure *a novel, a story, a poem* _____
- 2 to find out about a product you are interested in _____
- 3 to find out news or opinions _____
- 4 to learn information for school or work _____
- 5 to find information you need in order to do something _____

B **Look at the text below. Decide what type of text it is. Why might someone choose to read a text like this? Choose from the answers below.**

- 1 Text type: _____
- 2 Possible reasons for reading the text:
 - a) to keep up to date with current developments
 - b) to prepare for a meeting at work
 - c) to decide whether to watch something
 - d) to compare your opinion with someone else's
 - e) to decide whether to travel to a place
 - f) to research becoming an English teacher

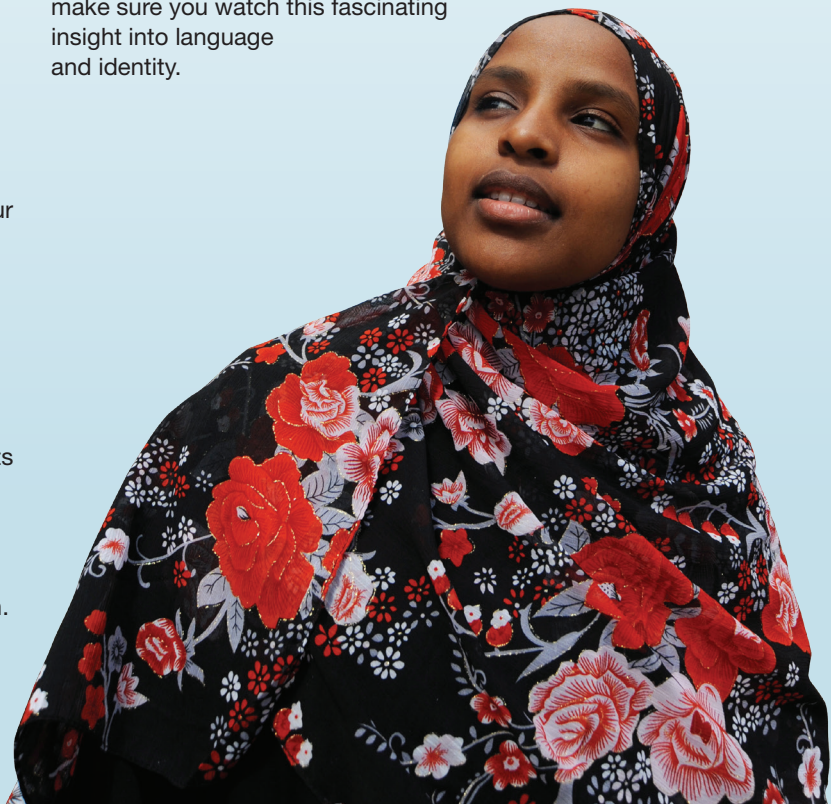
New country, new language, ... new identity?

¹ Take four recent immigrants in an English-speaking country and place them with host families for a month. Ask the families to teach them English and film the results. That's the idea behind *Lost in Translation*, the new show from ABTV, which you sense is going to be a hit. In the first episode broadcast last night, we met a young woman, Amaal, 22, from Somalia, who was staying with the Wilson family. Mr Wilson, a businessman, decided to take Amaal with him to work. The resulting clash of cultures, though predictable, made for fascinating viewing. Back in Somalia, Amaal lived a nomadic life where she tended goats, sheep and cattle, and where she knew everyone around her. Though Mr Wilson did try, in his clumsy way, to teach her, and though Amaal is clearly a very intelligent, sensible young woman, she struggled to make sense of much of what goes on in the anonymous business world. Fortunately, her common sense and ready sense of humour got her through.

² The most interesting, and unexpected, aspect of the show, though, was the insight we gain into learning a foreign language. In a mix of English and Somali, Amaal explained that she feels like a different person when she speaks in English. It seems that using another language makes it easier for her to talk about certain things. For example, dating and relationships can be sensitive subjects in her country, parts of which are very conservative. As a result, she finds it easier to talk about relationships between men and women in English. Also, her country has been affected by war. Amaal, who is clearly a very sensitive person, can talk about that more easily in English. It appears to give her some distance from a difficult topic.

³ However, Amaal also talked about some aspects of speaking English that make her uncomfortable. She worries that as she learns more and more about the world beyond Somalia, she may lose contact with her background. She finds herself being defensive about her identity as a Somali and Somali traditions as she encounters the English-speaking world of business, travel, and culture.

⁴ The show is available on demand, so if you missed it, make sure you watch this fascinating insight into language and identity.



C Read the text on page 12 and choose the correct answers.

- Why was there a 'clash of cultures'?
 - Amaal wasn't interested in Mr Wilson's business.
 - The Western workplace was new to Amaal.
 - Mr Wilson didn't understand anything about farming.
- What effect did Amaal's sense of humour have at work?
 - It helped her learn English more quickly.
 - It helped her deal with a difficult situation.
 - It made people laugh at her mistakes.
- Why does Amaal find it easier to talk about relationships in English?
 - The subject is more sensitive in her own country and language.
 - English-speaking people know more about that kind of thing.
 - Mr Wilson teaches her the right vocabulary to use.
- Why does Amaal find it easier to talk about her country's past in English?
 - In a foreign language, the topic is less emotional.
 - English has more ways of talking about war than Somali.
 - She doesn't like speaking Somali when she is so far from home.



D VOCABULARY: SENSE

Underline words and phrases in the text that include or are derived from the word sense. Complete the sentences (1–7). Use the definitions in brackets to help you.

- I couldn't _____ what she was saying to me. (*understand*)
- We can usually _____ when a family member has a problem. (*feel*)
- You have to have a _____ to work in this crazy place! (*ability to see the funny side*)
- My sister is very _____ and cares about other people's feelings. (*understanding of others' emotions*)
- Try to think before you act and be a little more _____ next time. (*reasonable, practical*)
- Religion can be a _____ topic of conversation in my country. (*needing to be dealt with carefully*)
- He's very intelligent, but he doesn't have much _____! (*ability to use good judgment*)

E  VOCABULARY: SENSE



Work in groups. Discuss the questions.

- Is your sense of identity connected to your language? Is your identity in your first language the same as your identity when you speak English?
- What topics do you think are sensitive in the classroom? Should there be classroom discussions of sensitive issues, or is it more sensible for schools to avoid those topics?
- Which do you think is most important in life – a sense of humour, a sense of responsibility, common sense or a sense of loyalty?

PRONUNCIATION: emphatic do/did for contrast

A  1.04 Listen to the conversations. For each of B's responses, notice that the words in italics are stressed.

- A:** Do you think it's important for friends to share the same values and goals in life?
B: No, but I *do* think it's important to share the same sense of humour.
A: You went to Somalia last year, didn't you?
B: No. I *did* go to Africa, but I didn't go to Somalia.

B  1.05  Work in pairs. Read the conversation. Which two words should be stressed? Underline them, then listen and check. Practise the conversation together.

- A:** I don't have a big social group, but I *do* have a few close friends.
B: Did you meet your friends at school?
A: No. I *did* make some friends there, but we've lost touch now.

GRAMMAR: would, used to, be + always + -ing

A LANGUAGE IN CONTEXT Read the magazine excerpt. Which person remembers a family member's annoying habit? What was it?



FAMILY IDENTITY

Family memories are one of the things that help a family bond as a unit and create a sense of family identity. Even things that used to annoy us sometimes become favourite memories!

Kieran:

My dad always used to throw a cricket ball for me so I could practise my batting. He would never say he was too tired, even after working all day. He was sensitive and really understood how I felt. I try to remember that now when my little boy wants me to play with him!

Louise:

My little sister was always sneaking into my room and trying on my clothes. I used to get annoyed with her because she would leave my nice clothes all over the floor! Now we're the same size, and we're always borrowing each other's clothes!

NOTICE!

Find and underline all the examples of **always** and **never** in the text. Which structures are they used with?

B ANALYSE Read the excerpt in Exercise A again.

Form Complete the table with examples from the text.


Form	Examples
a would (always/never) + infinitive without to	(1) _____
b (always/never) used to + infinitive without to	(2) _____
c be + always + -ing form (present or past continuous)	(3) _____ (4) _____

Function Match the structure (a–c) to the rule (1–2).

- These two structures are used to talk about habits or customs which are only in the past.
- This structure is used to talk about present or past habits and customs.

C PRACTISE Complete the family story with one of the structures used to talk about habits. There may be more than one correct answer.

My brother is six years younger than me, and when he was young, he (1) _____ (ask) me to read him stories. He (2) _____ always _____ (make) me read the same story about four times, and he (3) _____ never _____ (get) bored! He (4) _____ (carry) his favourite book around with him. I (5) _____ (hide) it so he couldn't find me and make me read it to him! And then he (6) _____ (cry) and I (7) _____ (feel) bad. Now I'm always (8) _____ (ask) him if he wants me to read him a story! It's a family joke.

D  **NOW YOU DO IT** Work in groups. Think of a past habit of yours, or of someone in your family, and tell your group about it. Ask each other questions about the effects of these habits. Afterwards, report back to the class on what you discussed.

I remember that my cousin Laura always used to ...

I used to think it was ... but now I think ...

WHAT'S RIGHT?

- I was always getting ill on holiday.
- I always was getting ill on holiday.

WRITING: contributing to a question-and-answer page

A Read the contributions to the question-and-answer page. What do you think 'peer pressure' means?



Gina: I live in a small town, and I feel that there's so much pressure on everyone to fit in and have the same identity. Everyone seems to do the same things and go to the same places. People are always criticising what other people do. It's hard because I feel like an outsider, both at work and socially. I feel as if my interests are different to everyone else's, and it's only my online life that keeps me sane! Have other people experienced something similar or is it just me?

Maura: I feel sorry for you, Gina, but remember that it's not true of all small towns. I live in a small town where people are very happy to let you be yourself. Maybe it's more to do with your country or culture, rather than the size of the town. Here, the only place where peer pressure is a problem is in secondary school.



Len: Peer pressure can certainly be a problem at work. I work in finance, and there's so much pressure to wear the right clothes, drive the right car, you know, keep up the high-flyer image. People are always going on about that kind of thing. It doesn't make any sense to me.

GaryG: It's important to remember that peer pressure can also have positive effects. When all my friends were doing well at school, the pressure forced me to work hard too. The same thing is true at work. I know everyone else is working hard so I don't want to let them down. Being yourself doesn't mean you shouldn't think about other people!



Aran: I'm from Thailand, and I'm interested in hearing from people in other countries. Does peer pressure exist in every culture? There is definitely peer pressure in my country, but sometimes it can be positive, like when there's pressure to work hard or do well at school.

B Work in groups. Read Aran's comment again. Make a list of examples of peer pressure within your social or professional group. Discuss whether each example has positive or negative effects.

C With your group, use your list to write an answer to Aran. Include the following information.

- information about your social or political group – country, city, age, occupation(s)
- examples of peer pressure
- whether you think peer pressure is positive or negative and why

D 'Post' your answer on the wall in the classroom. Read the other answers to see if other groups have similar ideas to yours.

HOW TO SAY IT

In my social group, there's a lot of pressure to ..., and I think that's ...

People in my town/college/office are always saying that ...

In my last school/job, people were always ... They would ...

UNDERSTANDING STEREOTYPES

- Be aware of different kinds of stereotypes.
- Consider the stereotypes you hold and what they are based on.
- Think about the negative impact of certain stereotypes.

A Work in pairs. Read the joke in the first paragraph of the article. What positive and negative stereotypes does the joke imply about each of the nationalities?

B In your opinion, are national stereotypes based on actual characteristics? Read the article to find out whether the study supports your opinion or not.

SCIENCE GETS THE LAST LAUGH ON ETHNIC JOKES

'HEAVEN IS WHERE THE POLICE ARE ENGLISH, the cooks are French, the mechanics are German, the romantic poets are Italian, and everything is organised by the Swiss. Hell is where the police are German, the cooks are English, the mechanics are French, the romantic poets are Swiss, and everything is organised by the Italians.'

Obviously, the national stereotypes in this old joke are generalisations, but such stereotypes are often said 'to exist for a reason.' Is there actually a sliver of truth in them? Not likely, an international research team now says.

The study, which compares 'typical' personalities in many cultures with the personalities of real individuals from those cultures, appears in Friday's issue of the journal *Science*, published by AAAS, the non-profit science society.

Generalisations about cultures or nationalities can be a source of identity, pride ... and bad jokes. But they can also cause a great deal of harm. Both history and current events are full of examples in which unfavourable stereotypes contribute to prejudice, discrimination, persecution or even genocide.

'National and cultural stereotypes do play an important role in how people perceive themselves and others, and being aware that these are not trustworthy is a useful thing,' said the author of the study, Robert McCrae of the National Institute on Aging.

The new findings also call into question other stereotypes, such as age stereotypes, according to McCrae.

The researchers tested the possibility that cultural stereotypes might be based, at least partly, on real experiences that people have interacting with each other. If this were true, then such stereotypes would reflect the average personality of real members of that culture.

But McCrae and his colleagues studied real and perceived personalities in roughly 50 countries, and found this wasn't the case.

'These are, in fact, unfounded stereotypes. They don't come from looking around you and doing your own averaging of people's personality traits,' McCrae said.

NBCNEWS.COM



Self and Society

Work and Career

Study and Learning



C **Work in groups. Make a list of stereotypes about your region, country or culture. Then discuss the questions.**

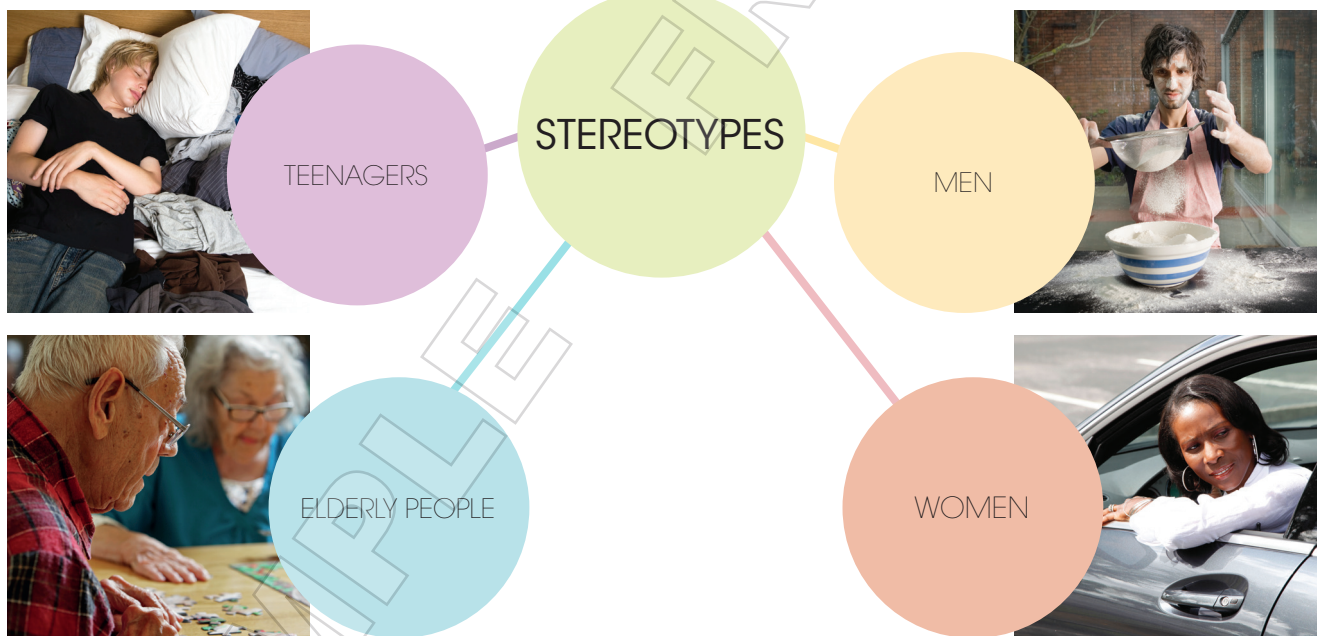
- 1 Are most of the things on your list positive or negative? Are they true? How do they make you feel?
- 2 Which of these things do you think cause cultural stereotyping?
 - people from your country living in other countries
 - impressions tourists get when they visit your country
 - the media
 - jokes and other forms of oral stereotyping
- 3 How can people avoid believing stereotypes about other countries?

HOW TO SAY IT

People are always saying ...
 The media is always showing ...
 People assume that ...
 Teenagers are seen as ...
 People tend to think that teenagers ...

D **Work in pairs. Look at the people in the diagram. For each one, write as many stereotypes as you can. Then compare your diagram with another pair.**

People say that teenagers are lazy and sleep too much.



E **Work in pairs. For each set of people in Exercise D, decide what the consequences of the negative stereotypes you have identified might be.**

Someone might not give a hard-working teenager a job because of the stereotype that teenagers are lazy.

F **Work in groups. Discuss the questions.**

- 1 Do you feel you now have a better understanding of stereotypes? In what ways?
- 2 Will you be more able to recognise stereotypes in the future when they refer to you?

REFLECT ... How can the skill of understanding stereotypes be useful to you in **Work & Career** and **Study & Learning**?

RESEARCH ...

Find out about a person who has been stereotyped and the negative impact this has had on them. In your next lesson, tell the class about the person you read about.

Language wrap-up

1 VOCABULARY

A Complete the conversation with the words from the box. One of the options can be used more than once. (6 points)

family identity life sense social

- Alicia:** Do you think your (1) _____ background has made you who you are?
James: Well, yes, I suppose it's given me a strong sense of (2) _____. And we all learn values from our parents, don't we?
Alicia: Hmm, it's not always easy to make (3) _____ of your own past. I'm not sure how much my family made me who I am today. I have very different (4) _____ goals from my parents. I think my sense of identity is really connected to my (5) _____ group.
James: Maybe, but I'm sure your parents influenced you, too. They taught you common (6) _____, didn't they?

B Choose the correct options to complete the conversation. (6 points)

- Alicia:** Yes, of course! But things like social (1) *level* / *status* are very important to my parents and not as important to me. The people in my social (2) *crowd* / *group* come from all kinds of backgrounds.
James: But your parents have influenced you in different ways. You and your dad have exactly the same sense of (3) *funny* / *humour*. And you and your mum are both very (4) *sensitive* / *sensible* when people are unhappy or upset.
Alicia: That's true. My mum and I can both (5) *know* / *sense* what the other person is feeling.
James: On the other hand, she's very (6) *sensible* / *thinking*, but you're ...
Alicia: Hey!

10–12 correct: I can talk about personal identity and use words and phrases with sense.

0–9 correct: Look again at the vocabulary sections on pages 10 and 13. **SCORE:** /12

2 GRAMMAR

Choose the correct options to complete the text. (12 points)

When I was a child, my dad (1) *had done* / *was always doing* silly things. For example, sometimes, we (2) *had waited* / *would be waiting* in a queue or something and he (3) *used to* / *was used to* try to stand on his head. Things like that. He did it even after I (4) *had asked* / *would ask* him to just behave like a normal, sensible dad. He never (5) *used to* / *would* listen and I (6) *found* / *was finding* it very embarrassing. My uncle (my dad's brother) (7) *used to tell* / *had told* my dad to act his age. I remember he (8) *would say* / *was saying*, 'Act your age, not your shoe size!' My dad (9) *had tried* / *did try*, but soon, he (10) *was forgetting* / *would forget* and do something silly. Well, now I'm grown up, and so is my dad. Now I (11) *would always ask* / *am always asking* him to do some of the things that (12) *used to embarrass* / *were embarrassing* me. But my dad is 90 years old, and he doesn't have as much energy now. It's funny how we don't appreciate things until they are gone!

10–12 correct: I can use past tenses and expressions describing habits in the past.

0–9 correct: Look again at the grammar sections on pages 11 and 14. **SCORE:** /12

A Read the article. In your own words, explain what advice the writer gives.

How to survive

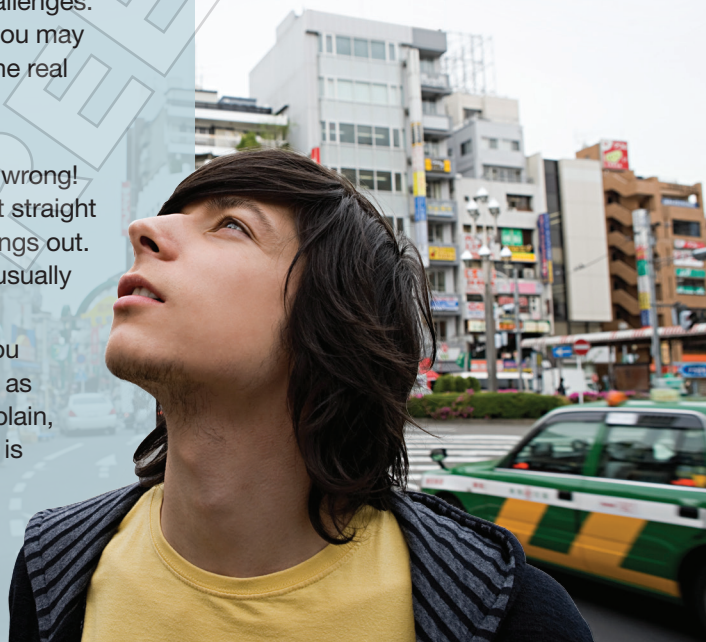
CULTURE SHOCK

Are you thinking of moving to another country, either to work or to study? If you are, there's a chance you'll face a number of challenges. You might find it hard to make sense of your new country or you may feel that people are always stereotyping you and not seeing the real you. What can you do about it?

Well, first of all, lighten up and don't be so sensitive! You may encounter stereotypes, but now's your chance to prove them wrong! And no one expects you to understand your new environment straight away. People are generally happy to give you time to work things out. Ask questions and don't be afraid to make mistakes. People usually enjoy explaining their culture to people from other countries.

Secondly, if you find that people expect certain things from you because of their stereotypes, don't see it as a problem. See it as your chance to show them that you're an individual. Try to explain, in a sensitive way, why their view of people from your country is wrong or incomplete.

Above all, you have to be open to new experiences and not worry about losing your identity. Instead, you need to be ready to accept your new identity. Welcome to your new life!



B Look back at the article and choose T (true) or F (false). The writer ...

- 1 uses a question to engage the reader. T / F
- 2 uses a conversational, chatty style. T / F
- 3 mentions a few potential problems and then gives solutions to those problems. T / F

C You are going to write an article giving advice to people who are going abroad to study or work. First, make notes in your notebook.

- 1 Make a note of two or three problems someone who has recently arrived in a new country might face.
- 2 For each problem you have identified, make notes on what advice you could give.

D Now use your notes to write your article. Write approximately 200 words.

HOW ARE YOU DOING?

- I have tried to engage the reader in the article.
- I have used a conversational, chatty style.
- I have given clear advice on the problems.