

# UNIT 1 WHO DO YOU THINK YOU ARE?

The expression *Who do you think you are?* refers to our family history and background. Knowing about these things gives us our sense of identity and helps us understand how we relate to other people in society.

## Unit plan

<b>Unit opener</b>	(p. 8)	20 min.
<b>1 Listening:</b> to a podcast interview	(p. 10)	30 min.
• Vocabulary: personal identity		15 min.
<b>2 Speaking:</b> agreeing and disagreeing	(p. 10)	30 min.
<b>3 Grammar:</b> review of past tenses	(p. 11)	40 min.
<b>4 Reading:</b> for different purposes	(p. 12)	30 min.
• Vocabulary: <i>sense</i>		15 min.
<b>5 Pronunciation:</b> emphatic <i>do/did</i> for contrast	(p. 13)	15 min.
<b>6 Grammar:</b> <i>would, used to, be + always + -ing</i>	(p. 14)	40 min.
<b>7 Writing:</b> contributing to a question-and-answer page	(p. 15)	30 min.
<b>LifeSkills:</b> understanding stereotypes (Self and Society)	(p. 16)	50 min.
• Optional downloadable <i>LifeSkills</i> lesson (Work and Career)		50 min.
• Optional downloadable <i>LifeSkills</i> lesson (Study and Learning)		50 min.
<b>Language wrap-up</b>	(p. 18)	15 min.
<b>Writing workshop</b>	(p. 19)	20 min.
<b>Video and downloadable video worksheet</b>		45 min.

## Unit opener (p. 8)

### Lead-in

Ask the students to look at the unit title and the photos, and to predict what the unit will be about. Ask the students to give some examples of factors that determine who we think we are and our sense of identity: nationality, home town, gender, age, family, hobbies, school, job, etc. Direct the students' attention to the points in the unit objectives box and go through the information with them. To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

### Reading: for different purposes

- Ask the students to tell you some of the things they read today. Elicit several different types of texts and write them on the board. Tell them to think about their reason for reading each one and *how* that affects how they read (quickly vs. slowly and carefully, scanning for specific information vs. reading for the overall gist, etc).

### Speaking: agreeing and disagreeing

- Ask the students to think about situations in which they would agree or disagree with someone. Elicit a few phrases in English for agreeing and disagreeing. Ask about situations in which they might need to disagree with someone politely, and what they might say.

### LifeSkills: understanding stereotypes

- Ask the students what common stereotypes people have about teenagers and elderly people. Discuss whether or not these stereotypes are fair, and why or why not. Extend the discussion by asking what other groups are frequently stereotyped.

## Common European Framework: unit map



Unit 1	Competence developed	CEF Reference (B2 competences)
<b>Listening</b>	can understand an interview	Table 1; Table 2; Sections 4.4.2.1; 4.4.3.1; 4.4.3.5; 4.5.2.2
<b>Speaking</b>	can agree and disagree appropriately	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 4.4.3.5; 4.5.2.1; 5.2.3.2
<b>Grammar</b>	can use and understand a variety of past tenses	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
<b>Reading</b>	can read for different purposes	Table 1; Table 2; Sections 4.4.2.2; 4.4.2.4; 4.5.2.2
<b>Pronunciation</b>	can appropriately use emphatic <i>do/did</i>	Section 5.2.1.4
<b>Grammar</b>	can use and understand <i>would, used to</i> and <i>always + progressives</i> for habits	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
<b>Writing</b>	can contribute to a question-and-answer page	Table 1; Table 2; Sections 4.4.1.2; 4.4.3.2; 4.4.3.4; 4.5.2.1; 5.2.1.1; 5.2.1.2; 5.2.1.6; 5.2.2.2; 5.2.2.4; 5.2.3.2

**A**

- Ask the students to think of different types of identity groups (sports teams, workplace/company, etc). Elicit ideas from the class and list them on the board.
- Put the students in pairs and ask them to look at the photos and identify the groups shown. Point out that one photo may represent more than one identity group. Have pairs make a list of as many groups as they can think of for each photo.
- Combine pairs to form groups of four. Ask the students to share their lists and talk about which similar identity groups they belong to.

**B**

- Ask the students to think about which identity groups they belong to and how important each of those groups is to their own identity. You may wish to share identity groups of your own and how they influence you. This will facilitate the students' comfort with sharing personal information, as well as helping them get to know you.
- Have the students decide which two groups have the biggest influence on their identity. Ask them to share their ideas in pairs, then ask for volunteers to share something they learned about their partner's identity.

**Culture note**

Around the world, different cultures place different levels of importance on group identity vs. individual identity. In many western cultures, for example, when making decisions an individual's desires and needs are considered most important, while in some other cultures, particularly those in Asia, it is more important to consider the opinion of, or effects on, the whole group.

**Extra: homework**

At the beginning of the course, you may wish to have the students create a personalised folder, binder or notebook to use during the course. For homework, have the students create a visual representation of their identity on the cover of the folder or binder. The design should include their name and they could attach photos of friends, family members or pets, colourful drawings, printed images from the internet or anything else they feel represents their personal identity. Have the students bring their folders to class and present them in small groups, saying why the images reflect their identity.

**Listening: to a podcast interview (p. 10)****Lead-in**

Review the groups that influence identity that the students discussed in the last lesson. Then have the students brainstorm all the factors they can think of that influence identity, e.g. interests, and ask them which ones are most important to their own identity. Elicit some of the factors the students consider important.

**A**

- Ask the students to read the list of factors that can influence identity and compare them to their own lists. Give the students time to rank the factors in order of importance to their own identity.
- Take a class poll to find out the top three factors the students selected.

**B**  **1.01**

- See p. 121 for the **audioscript**.
- Tell the students they are going to listen to a podcast interview with a man from Scotland who now lives in Japan talking about what was important to his identity in the past. Elicit a few predictions about which factors he will mention from the list in Ex. A.
- Play the audio and have the students choose the factors Dylan mentions. Tell them that they should also write down any other factors he mentions that are not on the list.

**Answer**

Students should circle: friends, clothes, interests, job.

**C**  **1.02**

- See p. 121 for the **audioscript**.
- Ask the students to read the two questions silently. Elicit a few predictions.
- Play the audio. As the students listen, they should take notes on the factors that have changed in Dylan's sense of identity.
- Put the students in pairs to compare answers. Then elicit the answers from the class.

**Answers**

- 1 He is more aware of other people's opinions (of what he does).
- 2 Music is no longer so important, because the same music tradition doesn't exist where he is now. It has been replaced by new hobbies. Family and family values have become much more important to him now because of his experience of his wife's family and their idea of family.

**D**

- Give the students time to match the vocabulary items with their definitions. Have them compare answers in pairs before checking the answers with the class.

**Answers**

1 c 2 f 3 d 4 a 5 b 6 e

**E**

- Direct attention to the questions. Give the students time to think about their answers and make notes in preparation for the group discussion.
- Put the students in groups. Circulate and help as needed during the discussions.
- To conclude, discuss the questions with the whole class.

 **Workbook p. 5, Section 2**



## Speaking: agreeing and disagreeing (p. 10)

### Lead-in

Write the following saying on the board and elicit or explain its meaning: *Blood is thicker than water.* (Family members are more important than friends.) Ask the students to say whether they agree or disagree. Elicit several reactions and write any expressions the students use for agreeing/disagreeing on the board. Ask the students to read the information in the skills panel. Ask them to identify an example of agreement, partial agreement and disagreement from the list on the board.

### A

- Have the students work in pairs to make a list of expressions, beginning with the ones on the board.

### B 1.03

- See p. 121 for the **audioscript**.
- Tell the students they will be listening to part of a university seminar on identity.
- Play the audio and elicit the answer to the question.

### Answer

Sean thinks it's important to keep a strong sense of personal identity and to respect family members as individuals. He would not take a job where he couldn't be himself.

### C

- Give the students time to read the partial expressions. Have them listen again and write the missing words in the blanks.
- Have each pair compare answers with another pair and identify which phrases are used for agreement, partial agreement and disagreement. Then check the answers with the class.

### Answers

1 certain 2 Yes 3 sorry 4 afraid  
5 way 6 couldn't

### D

- Put the students in groups to discuss the question. Remind them to try to use the target phrases for agreement, partial agreement and disagreement.

▶ Workbook p. 6, Section 3 

## Grammar: review of past tenses (p. 11)

### A

- Direct the students' attention to the blog title and subtitle. Ask what they think the phrases *identity crisis* and *living in two worlds* mean. Elicit ideas from the class.
- Ask the students to scan the text for another phrase that includes the word *identity* (*losing my identity*). Based on this phrase and the title/subtitle, ask the students to predict what the blog entry will be about.
- Give the students time to read the blog entry. Elicit the answer to the question.

### Answer

Akna may have had a hard time adjusting to the crowded city, making new friends or with others not understanding her background or culture.

### NOTICE!

- Direct the students' attention to the **Notice!** box.
- Have them find and underline all the verbs in the blog entry that are in a past tense.
- Put the students in pairs to compare answers and make a list of the past tenses used.
- After checking answers as a class, ask the students what auxiliary verb is sometimes used for emphasis.

### Answers

grew, spent, changed, met, had arrived, met, was studying, fell, got, moved, did try, suffered, felt, was, didn't, was, realised, had made. The past tenses in the text are past simple, past continuous and past perfect. The auxiliary verb *did* is sometimes used for emphasis.

### B

#### Form

- Briefly review the three past tenses used in the text. Have the students read the blog again, focusing on the use of the past tense verbs.
- Give the students time to complete the table individually with examples from the text. Then check the answers with the class.
- **Highlight** the phrase *was scared* in the text and point out that the verb *be* + feeling adjective does not exist in the continuous form (*being*) without the verb *feel*. Write on the board: ✓ *was scared* ✓ *was feeling scared* × *was being scared*.

### Answers

1 grew 2 changed 3 did try 4 was studying  
5 had made

### Extra: thinking/feeling/perceiving verbs

Point out the phrase *I finally realised ...* in the text. Explain that there are three categories of verbs – thinking, feeling and perceiving verbs – that are not generally used in the continuous form. List examples for each category on the board and elicit more verbs for each category from the class, e.g. feeling: *love, hate, enjoy, want, need*; thinking: *believe, realise, suppose, decide*; perceiving: *hear, taste, smell, see, etc.*

### Extra: pronunciation preview

Preview the stress and intonation of the emphatic *did* introduced later in the unit. Have the students repeat several phrases or sentences stressing the word *did* (*I did study last night, He did call me to say he'd be late*).

### Function

- Give the students time to read the explanations and write the correct tense for each one. Have them compare answers in pairs.
- Direct the students' attention to the **What's right?** box.
- Have students work in pairs to discuss which sentence is correct.
- Elicit that the first sentence is correct and the second sentence is incorrect because the past simple should be used to describe a completed action or state in the past, not the past continuous. Point out that *fishing* is a gerund and not the continuous tense.

### Answers

1 past perfect 2 past simple 3 past continuous

### C

- Have the students work individually to complete the paragraph with the past tense verbs. Point out that there is more than one possible answer for some blanks. Then check answers with the class. Ask the students to support and explain their reasons for choosing a particular tense using the descriptions of the functions.

### Answers

- 1 happened
- 2 moved / had moved
- 3 was snowing
- 4 was blowing
- 5 had been
- 6 missed / was missing
- 7 had frozen
- 8 decided / had decided
- 9 were fishing
- 10 looked / were looking
- 11 started
- 12 noticed
- 13 had caught / was catching
- 14 applauded / were applauding
- 15 was laughing
- 16 helped

### D

- Have the students read the instructions. Explain or elicit the meaning of *feel out of place* (to feel like you don't belong). You may wish to provide a model for the task by telling a story about a time when you felt out of place.
- Give the students time to make notes on the topic before forming groups for their discussion.

### Extra: idioms and expressions

Introduce additional phrases to describe the feeling of being out of place: *to feel like a fish out of water, to stick out like a sore thumb, to feel like an oddball*. Put the students in groups for their discussions. Encourage them to ask follow-up questions to find out more about their group members' experiences. To conclude, ask for volunteers who are comfortable sharing their experiences with the class to do so. Ask them to share their feelings about the experiences and what helped them to feel better about the situation. Some students may feel sensitive about sharing this information, so only work with volunteers.

▶ Workbook p. 6, Section 4

## Reading: for different purposes (p. 12)

### Lead-in

Before the lesson, collect some samples of different types of reading texts, for example, a dictionary entry, a newspaper article, a blog post, a bus/train schedule, a textbook excerpt, a travel website, a novel. Ask the students to read the information in the skills panel. Show them the different reading texts you have brought and ask them why they would read each one, for example, to get information, to study for a test, etc. Explain that the idea is to think about the different purposes we have for reading and their effects on how we read.

### Alternative

Put the students in small groups. Ask them to work together to write a list of all the different types of things they read in an average week. Then have the students discuss their purpose for reading a specific type of text. For example, you might read a travel website to find interesting places to visit, things to do near a place you plan to visit or places to stay and/or eat in a specific town or city. As a class, have one group name a type of text and share their purposes for reading it. Ask other groups to name additional purposes for reading that type of text.



## A

- Put the students in pairs and ask them to read the purposes for reading. Give the students time to think of types of texts for each one. Ask them to think of at least three text types for each purpose.
- Elicit answers from the class. Ask the students if they can think of any other purposes we have for reading.

### Possible answers

- 1 a novel, a story, a poem
- 2 an advertisement, a brochure, a catalogue, a (review) website
- 3 a newspaper, a website, a magazine
- 4 a textbook, an encyclopaedia, a website
- 5 a recipe book, a set of instructions, a manual

## B

- Ask the students to look at the photo. Ask what they can guess about the woman and her situation.
- Ask the students to look at the text and identify what type of text it is. Ask them to choose the reasons why someone would read a text like this and point out that more than one reason is possible. Elicit the answers from the class.

### Answers

- 1 review of a TV show 2 c, d

### Extra: ways of reading

Preview the skill introduced in Unit 3, which introduces reading strategies (skimming, scanning, etc) for different types of texts. Ask the students to think about different types of texts and how, depending on their purpose for reading, they might approach the text differently, i.e. whether they would read a text more slowly to get a general understanding or quickly for specific points of information, how much attention they would pay to details, etc. Ask the students to describe how they might read a newspaper article, a reading assignment for a history class, a restaurant menu, a train timetable, etc.

### Culture note

Reading habits among British adults have changed since the introduction of electronic books. According to a 2013 study: Nearly a fifth (18%) never read physical books, and 71% never read e-books. A fifth (20%) never buy physical books at all (either in a shop or online). Over half (56%) of the people who took part in the survey think that the internet and e-readers will replace books in the next 20 years; the proportion with this view rises to 64% of 18 to 30 year-olds. Twenty-seven per cent prefer the internet and social media to reading books, rising to 56% among 18 to 30 year-olds. Forty-five per cent prefer television and DVDs to reading.  
<http://www.booktrust.org.uk/usr/library/documents/main/1576-booktrust-reading-habits-report-final.pdf>

### Extra: class discussion

Ask the class how they think the internet has changed the way people read. Elicit ideas such as shorter attention spans, more distractions, easier to find information. Draw a two-column table on the board with a plus and minus heading, then write their ideas in the correct column according to whether they are positive or negative. Ask how they think the way people read in the future will change.

## C

- Give the students time to read the article and then work individually to answer the questions.
- Have the students compare answers in pairs. Finally, ask them to point out to each other the information in the text that gave them the answer.

### Answers

- 1 b 2 b 3 a 4 a

### Extra: vocabulary expansion

**Highlight** some of the challenging vocabulary from the reading text: *clash of cultures* (communication problems between people from different cultures), *nomadic* (moving from place to place), *clumsy* (said in a way that isn't well thought-out and might upset someone), *anonymous* (when someone's name is not known), *conservative* (not willing to accept change), *insight* (a chance to understand something or learn more about it). Write the words on the board before the students read. Encourage them to try to guess the meanings from the context.

### Extra: past tense review

Have the students work in pairs to find and underline the examples of the past tense verbs they learned in the grammar section and discuss why they might have been used.

### ▶ Workbook pp. 4–5, Section 1

## D

- Ask the students to brainstorm words with the root *sens-* or *sense*. Write their ideas on the board.
- Ask the students to read the list on the board and try to elicit a general meaning for the root. Ask what underlying meanings the words have in common (related to feeling or feelings, or having a clear meaning). If the students are unable to deduce the meaning yet, do not tell them as they should be able to do so after they complete the exercise.
- Give the students time to underline the words in the text and complete the exercise.
- Have the students compare answers in pairs. Then check the answers with the class.

## Answers

- 1 make sense of 2 sense 3 sense of humour  
4 sensitive 5 sensible 6 sensitive  
7 common sense

## Extra: word family table

Introduce the concept of word families – different word forms (and parts of speech) that are based on the same root. Draw a word family table on the board. Have the students copy the table and complete it with as many sense words as they can.

Noun	Verb	Adjective	Adverb
sense	sense	sensitive	sensitively
sensitivity	resent	insensitive	sensibly
nonsense		sensory	
resentment		sensible	

## E

- Give the students time to read the questions and make notes for their discussion.
- Put the students in groups to discuss the questions.
- Have the groups choose a facilitator to make sure all members participate equally and that everyone answers each of the questions.

▶ Workbook p. 7, Section 5

## Pronunciation: emphatic *do/did* for contrast (p. 13)

### A 1.04

- See the Student's Book for the **audioscript**.
- Have the students read the two conversations. Point out the words in italics and ask them why they think these words are stressed.
- Play the audio once and have the students listen. Then play it a second time and have the students repeat the second line of each conversation.
- Elicit or explain the reason behind the use of emphatic *do/did* (to emphasise specific or correct information).

### B 1.05

- See the Student's Book for the **audioscript**.
- Play the audio and have the students listen and notice the emphatic *do/did*.
- Put the students in pairs to practise the conversation. Then have them practise the conversations in Ex. A. If they are finding the word stress difficult, encourage them to exaggerate, saying the *do/did* louder and longer until they feel more at ease.

## Grammar: *would, used to, be + always, + -ing* (p. 14)

## A

- Tell the students they are going to read an excerpt from a magazine article about family memories.
- Ask the students to read the magazine article silently and then elicit responses to the questions.

## Answers

Louise. Her sister used to try on her clothes without permission and leave them on the floor.

## NOTICE!

- Direct the students' attention to the **Notice!** box.
- Have them find and underline all the examples of *always* and *never* in the text.
- After checking answers as a class, ask the students to tell you the purpose of the structure with *always* and *never* (to describe past habits or routine activities).

## Answer

They are used with *used to, would*, the past continuous and the present continuous.

## B

## Form

- Ask the students to read the article again, paying attention to the use of *always* and *never*.
- Have the students work individually to complete the table with examples of each form in the text.
- Call on students to write the examples on the board.
- **Highlight** the placement of *always* and *never*. Elicit that the adverb follows *would* and *be* in the continuous; however, it precedes the phrase *used to*.

## Answers

- 1 He would never say he was too tired. / ... she would leave my nice clothes all over the floor
- 2 My dad always used to throw a cricket ball for me ... / I used to get annoyed with her ...
- 3 My little sister was always sneaking into my room ...
- 4 ... we're always borrowing each other's clothes!

## Function

- Give the students time to read the statements and write the correct structures.
- Check the answers with the class.
- **Highlight** the fact that both *would* and *used to* can be used for repeated events in the past. However, only *used to* can be used for non-repeated events in the past.
- Direct the students' attention to the information in the **What's right?** box. Have students work in pairs to discuss which sentence is correct.
- Elicit that the first sentence is correct and that adverbs of frequency (*always, often, sometimes, never*) come between the auxiliary and the main verb.

## Answers

1 a, b 2 c

### C

- Give the students time to complete the activity individually. Point out that more than one answer is possible in some cases.
- Have the students compare answers in pairs before checking the answers with the class.

## Answers

- 1 used to / would ask / was always asking
- 2 was, making / would, make / used to, make
- 3 would, get
- 4 used to / would carry
- 5 used to / would hide
- 6 used to / would cry
- 7 used to / would feel
- 8 asking

### Extra: grammar practice

Have the students imagine themselves at the age of ten. What things did they do that were annoying to others? In pairs, have students tell each other how they were annoying to their brothers, sisters, etc. (*I would always take my sister's favourite book without asking her. She was always yelling at me to give it back!*) Invite volunteers to share their ideas with the class, in a lighthearted and fun way.

### D

- Give the students time to read the instructions. Have the class brainstorm some typical habits that annoy other family members. Write their ideas on the board.
- To help the students get started, you may wish to provide a model by sharing a story of your own about a family member's annoying habits.
- Give the students time to think about the topic and make notes about their own experience.
- Put the students in groups for their discussion.
- When the groups have finished, call on individual students to share their responses with the class.

### Alternative

Instead of a group discussion, have the students work individually to write a paragraph about a family memory or a family member's annoying habits. This can be done in class or as homework.

▶ Workbook p. 7, Section 6

## Writing: contributing to a question-and-answer page (p. 15)

### Lead-in

Ask the students if they are familiar with any question-and-answer websites. If possible, use class computers or the students' tablets to show a few examples, like Ask.com or Yahoo Answers. Ask the students to share if/how they have used question-and-answer sites in the past, what kinds of questions they have asked or what answers they have submitted.

### A

- Write the words *peer* (someone who is of the same age or social class as another person) and *pressure* (an attempt to persuade or make someone do something) on the board separately. Elicit a definition for each word. Then ask the students what they think the phrase *peer pressure* means. Ask them to think about this as they read the website posts.
- Have the students read the website posts silently. Then elicit the answer to the question.

### Answer

*Peer pressure* is the influence that other people of your own age or social class have on the way you behave or dress.

### Extra: discussion

Put the students in pairs to summarise the people's interaction on the website. Write questions on the board to guide their discussion.

*What problem is Gina expressing? How is she feeling?  
What helps her feel better?  
Does Maura share Gina's opinion?  
What experience does Len have with peer pressure?  
What opinion does Gary give about peer pressure?  
What does Aran want to know?*

### B

- Ask the students to reread Aran's post and summarise his comment (peer pressure in his culture is sometimes positive, not always negative). With the whole class, brainstorm different contexts or situations when people might experience peer pressure, for example, in one's family, with a group of friends, at school, at work, in an organised social group like a sports team, etc.
- Give the students time individually to brainstorm examples of different types of peer pressure, both positive and negative, that they are familiar with.
- Direct the students' attention to the examples in the **How to say it** box, and encourage them to use the expressions in their discussion.
- Put the students in groups to share their ideas. Have groups choose a person to write down the group's examples of peer pressure in two columns: positive and negative.
- Ask for a volunteer from each group to present the group's lists.

- Lead a whole-class discussion about the general effects of peer pressure. Invite the students who are comfortable doing so to share their own experiences of peer pressure. Decide as a class whether peer pressure has more positive or negative effects.

### C

- Have the students stay in their groups from Ex. B. Give them time individually to think of some ideas and make notes for how to respond to Aran.
- Give the groups time to write their responses. Remind them that it's OK to write in the casual style of a question-and-answer website.

### D

- Have the students post their responses around the classroom on the wall. Alternatively, if they have access to an online discussion board, such as Moodle or Blackboard, they can post their responses there.
- Have the groups read one another's responses. Then discuss the similarities and differences between the various groups' responses.

### Extra: homework

Have the students go to real online question-and-answer sites and find examples of people writing about experiences related to peer pressure and identity. Have them report on any interesting or surprising posts they read.

## LifeSkills: understanding stereotypes (p. 16)

- Step 1:** Be aware of different kinds of stereotypes. (Ex. A, Ex. B)
- Step 2:** Consider the stereotypes you hold and what they are based on. (Ex. C)
- Step 3:** Think about the negative impact of certain stereotypes. (Ex. D, Ex. E)

### Lead-in

Read the target skill aloud and invite the students to tell you why understanding stereotypes is important. Then **highlight** the three-step strategy to develop the skill of *understanding stereotypes*.

Elicit a definition for *stereotype* (an idea about what a person or group of people is like). Give or elicit stereotypical characteristics of a male secondary school / university student: doesn't like to wake up in the morning, sends a lot of text messages, wears jeans and a T-shirt, has a skateboard, etc. If possible, draw this stereotype on the board as you describe it, or have the students draw as you describe it.

Ask the students to think about examples of stereotypes they may have seen in films, on TV, etc. Ask the class to give you some social identity factors that are often stereotyped, for example, gender, age, nationality, region, occupation, etc.

### A

- Give the students time to read the joke in the first paragraph silently. Answer any questions about unfamiliar vocabulary (*heaven*: a wonderful place you go to after you die; *hell*: a terrible place you go to after you die; *mechanic*: someone who works on cars).
- Have the students think about their response to the question. Then have them share their ideas in pairs.
- Finally, discuss the positive and negative nationality stereotypes with the class. Ask what the joke implies that each nationality is good and bad at. Ask the students what they think about the stereotypes mentioned in the article and where these ideas might have come from.

### Answer

The joke implies that all English people are good police officers, that French people are good cooks, that Germans are good mechanics and Italians are good romantic poets. It also implies that English people are bad cooks, that French people are bad mechanics, that Germans make bad police officers and Swiss people are bad romantic poets.

### B

- Take a class vote to find out how many students feel that nationality stereotypes are based on true characteristics and how many do not. Tally the numbers on the board. Ask for a few volunteers from each opinion to give reasons to support their opinion.
- Have the students read the title of the article. Explain the expression to *get the last laugh* (to be correct in the end).
- Give the students time to read the article silently. Then put them in pairs to summarise the main points of the article.
- Elicit the overall idea of the article (a study proved that national stereotypes are not based on true characteristics). Point out the number of 'winning' votes on the board.

### C

- Put the students in groups to list stereotypes they have heard of about their culture.
- Write the following topic areas on the board to help them: *appearance, personality traits, occupations, behaviours*. Encourage the students to think about how members of their culture are commonly depicted on TV and in films, as these images are often stereotypical.
- Have the groups discuss questions 1 and 2 and report their ideas to the class.
- Discuss question 3 with the whole class. Ask the students why people should avoid believing in stereotypes.

### Possible answer

- 3** People can learn as much as they can about other cultures, remembering to keep an open mind and to avoid adopting ideas about people or cultures based on what they see on TV or in films.



## D

- Have the students look at the photos in the diagram and the example sentence.
- Put the students in pairs and have them write as many stereotypes as they can for each group.
- Point out the language in the **How to say it** box and encourage the students to use the phrases as they work with their partner.
- Combine pairs to form groups of four and have the students share their lists. Tell them to notice whether any traits are the same and where they think these ideas came from.

## E

- Read the instructions aloud and have the students read the example silently.
- Put the students in pairs and have them first identify the negative stereotypes on their list. Then have them brainstorm the negative consequences.
- Elicit ideas from the class. Ask the students whether they feel they have encountered any consequences – positive or negative – based on their nationality.

## F

- Ask the students to discuss the questions in groups.
- Ask the students to share their ideas as a class. Then lead a class discussion about what they have learned and whether they might feel they are better able to recognise and understand stereotypes in the domain of **Self and Society**.

### Alternative

Have the students write a journal entry about what they have learned about stereotypes in this unit, and how they feel the skill might be useful to them in the future, including examples of situations when they might apply the skill.



## REFLECT

- Discuss the question with the whole class. Ask the students to say what they feel are the most useful points they learned from this lesson, and how the skill of *understanding stereotypes* might be useful in the domains of **Work and Career** and **Study and Learning**, either now or in the future.
- Elicit the following ideas: *helping them understand others' (and their own) opinions and attitudes, helping them communicate with co-workers and classmates, helping them with intercultural experiences, etc.*



## RESEARCH

- Go through the task and check that the students are clear about what they have to do.
- Suggest that the students research celebrities or famous people, such as film stars, pop singers or sportsmen and women. Depending on class time and availability of computers, this could be done in class rather than outside of class.

- Have them share their findings in class. Lead a class discussion about the stereotypes they researched.

## Language wrap-up (p. 18)

There are several approaches that you can use for the Language wrap-up exercises:

- in class as a test
- in class as a review
- as homework

### Class test

- Ask the students to do the exercises in test conditions and give a time limit (e.g. 20 minutes).
- Check answers with the class and deal with typical errors or problems.

### Class review

- If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step review. First, ask the students to do the Vocabulary section individually. When they finish, ask them to check their answers carefully. Then put them in pairs to compare answers and discuss any differences.
- You can then apply the same procedure to the Grammar section.
- Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment.

### Homework

- If you give the exercises for homework, you can ask the students to do them in test conditions, i.e. without referring to the language they covered in the unit, their notes, the Grammar reference section, dictionaries, etc.
- Give them a time limit (e.g. 20 minutes).
- Check answers with the class in the next lesson and deal with typical errors or problems.
- The scoring system has been designed to give the students an idea of the progress they are making. Each section has a total score of 10 or 12, depending on the complexity of the language covered and the nature of the exercises. Whichever approach you take to the Language wrap-up, after checking the answers to each section ask the students to write their score. If they have a score lower than 8 (out of 10) or 10 (out of 12), direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

### Alternatives

- With any of the approaches above, you can assist the students by looking at the exercises with them before they start and discussing how they should go about them. For example, if they have to fill in the blanks in a text, encourage them to read through the whole text first to get an idea of the general meaning of it. If they have to choose the correct option to complete a sentence, encourage them to make sure they read the whole sentence first to understand the context.
- You can also use the Language wrap-up to review the material in the unit with the class and work on the exercises together as a class activity. In this case, you can ask the

students, for example, to look back at the appropriate Grammar section in the unit and review the main points to clarify any misunderstandings before they begin an exercise. Similarly, you can ask the students to first work in pairs to check the meanings of words to be used in fill-in-the-blanks exercises in the Vocabulary section.

- Note that the more assistance you give the students, the higher the score you should expect them to get when they do the exercises.

## 1 Vocabulary

### A

- Ask the students to read the conversation for general understanding and to gain an idea of the context before filling in the blanks with the words from the box. Remind them that each blank is worth one point.
- Check the answers with the class by calling on individual students to read the lines of the conversation aloud.

### B

- Remind the students to use the context of each sentence and the whole conversation to help them choose the correct words.
- Give them time to complete the task individually. Then have them compare answers in pairs.
- Check the answers by calling on pairs to read lines of the conversation, saying the correct answers.

## 2 Grammar

- Check that the students understand the task: point out that they will choose the correct verb form to complete the text.
- Ask the students to read the whole text through first before completing the exercise. Encourage them to say each sentence silently to themselves before deciding on their answers.

## Writing workshop: writing an article (p. 19)

### A

- Have the students read the title of the article. Elicit the meaning of *culture shock* (the nervous or confused feeling that people sometimes get when they arrive in a place that has a very different culture from their own). Then ask the students to predict what kind of advice the writer will give.
- Give the students time to read the article. Answer any questions about unfamiliar vocabulary.
- Have the students write a few sentences in their own words to explain what the article is about.

### Answer

The writer says that you should not take things seriously and realise that when you come across stereotypes, it's actually your opportunity to correct those stereotypes. The writer also says that you should be prepared to ask questions and not be scared of making mistakes. You should be open and try not to worry about taking on a new identity.

### Extra: Discussion

Before the individual writing, lead the class in a group discussion about the article. Ask students questions to elicit specific information and write their answers on the board. Have volunteers summarise orally each of the suggestions that the author makes.

### B

- Give the students time to read the styles/devices.
- Have the students complete the task individually and then compare answers in pairs. Encourage them to give specific examples from the article to illustrate the use of the devices.
- Lead a whole-class discussion about the possible reasons why the writer chose to apply each of the devices, e.g. to appeal to a young audience (university students), to get the reader's attention and generate interest in the article, etc.

### Answers

1 T 2 T 3 T

### C

- Have the students read the instructions. Explain that they are going to write an article like the one in Ex. A, giving advice to people who are going to study or work overseas. But first they will make notes.
- Elicit contexts or situations in which a newcomer to a country might experience culture shock, for example, with their host family, at school or work, with housing, transportation, eating, shopping, meeting people, etc. Encourage the students to think of their own experiences, if applicable.
- Give the students time to make notes. Remind them to provide advice for each problem.

### D

- Give the students time to write their article in class or for homework. Remind them to write about 200 words and to follow their notes.
- Encourage the students to use new language and structures from the unit in their writing. Award an extra mark or marks for including the verb tenses or vocabulary from the unit.

### Extra: grammar practice

Have the students write sentences using past tense verbs. Encourage them to use the context of culture shock to write four sentences using the simple past tense, the past tense with *did* for emphasis, the past continuous and the past perfect.

### How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to discuss their article with another student in the class and identify things they could improve on next time.

▶ Workbook pp. 8–9, SkillsStudio