

# Nothing is what it seems



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**UAB**  
TED Master's Degree, 2011

**Student's  
book**

*This unit would not have been possible without the precious help of M<sup>a</sup> José Lobo and Anna Malonda, whose involvement and support have been essential in the development of the unit.*

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## INTRODUCTION

Stereotypes are false ideas about social groups that we can find in our day-to-day, and they are usually related to prejudices and discrimination. In this lesson you will learn to become aware of them in different contexts, and you will work in teams to perform an oral presentation to show your classmates an example of stereotypes.<sup>1</sup>

### ICON KEY



Group work



Pair work



Time limited



Writing



Speaking



Video



Reading



Listening



Attention



Tips

### HOMEWORK:



On our wiki



On your website



E-mail it

### FONT KEY

**Bold and purple** Important new grammar

**Bold and black** Important new words

***Bold and italics*** Examples

Underlined Important issues

### ASSESSMENT



















During this unit, the teachers will take into account for the final mark:

- ✓ your oral participation in English.
- ✓ that you always do your homework.
- ✓ your attitude in the classroom.
- ✓ your participation in group work and pair work.
- ✓ your interest in learning the topic.
- ✓ your correct writing.

<sup>1</sup> This booklet reproduces a teaching unit originally created as a wiki site for students within the 1x1 project. The complete wiki site can be visited here: <http://serreta-test.wikispaces.com/>

## LESSON-BY-LESSON OVERVIEW

Session	Activities	Interaction	Skills	ICT	Comments
1. What are stereotypes?	Warm-up activity: What do you know about stereotypes?	T - Class		X	
	Introducing the term “stereotypes”: Video-presentation Stereotypes kill ideas.	T - Class		X	
	Pre-test: General ideas about stereotypes.	S ↔ S (pairs)			
	Stereotypes about UK: Glogster poster as a model for the final presentation.	T - Class	 	X	
	Guessing the word: Vocabulary activity.	S			
	Homework: Matching the first part of a description with the second part.				
	Homework: My class blog			X	
2. Stereotypes at high school	Introducing the topic: PREZI presentation.	T -Class		X	
	<i>Glee</i> (TV series): watching excerpts of a chapter and answering some questions about it.		 		
	Discussion: Discussing the answers of the previous questionnaire.	T -Class S ↔ S (pairs)			
	Homework: Writing a description of one fictional character.				
	Homework: <i>My class blog</i>			X	
3. From stereotypes to discrimination	Jigsaw task 1: Becoming experts.	S ↔ S (groups)	 		
	Jigsaw task 2: Sharing the information.	S ↔ S (groups)	 		
	Jigsaw task 3: Individual test.	S			
	Homework: <i>My class blog</i>			X	
4. Gender stereotypes	Introduction: Discussing picture.	S ↔ S (groups)			
	Collaborative writing: Writing group opinion on gender stereotypes.	S ↔ S (groups)	 	X	
	Co-evaluation questionnaire	S			
	Mind map: Summing up the unit (Webspiration).	T ↔ SS		X	
	Homework: Completing the mind map.			X	
	Homework: <i>My class blog</i>			X	

Session	Activities	Interaction	Skills	ICT	Comments
5 & 6. Oral presentations	Oral presentations + feedback + peer-assessment	S ↔ S (groups)	 	X	
	Homework: Uploading the presentations on the discussion forum, and commenting them.			X	
	Homework: <i>My class blog</i>			X	
A. Reinvent yourself!	What makes a good oral presentation?: Matching rubric category with its definition, and deciding the order of importance on digital board.	S ↔ S (groups)		X	
	Voki: Creating an speaking avatar describing itself, and uploading it on the forum.	S ↔ S		X	
	Homework: Commenting other Vokis.			X	
	Homework: <i>My class blog</i>			X	
B. Presenting cultural stereotypes	Guess the continent: Deciding which continent each word cloud refers to.	S ↔ S (groups)	 		
	Become experts: Reading a text about cultural stereotypes on one continent.	S ↔ S (groups)			
	Information quest: Asking for information on the other texts to complete a grid.	S ↔ S	 		
	Homework: Writing on the forum about the most surprising cultural stereotype.			X	
	Homework: <i>My class blog</i>			X	
C. Sing against stereotypes!	Jumbled song: Putting the verses in order, and commenting the ideas on stereotypes from it.	S ↔ S (groups)		X	
	Translators for a day: Translating one of the given songs.	S ↔ S (pairs)			
	Homework: <i>My class blog</i>			X	

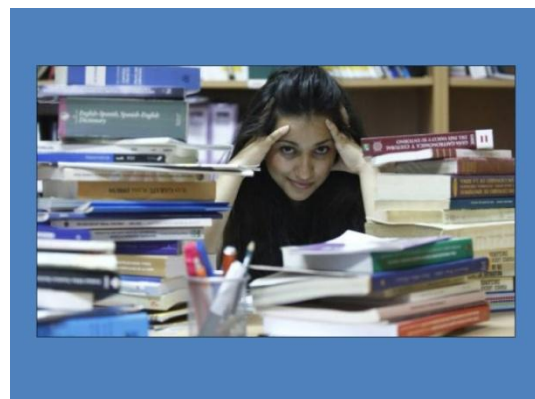
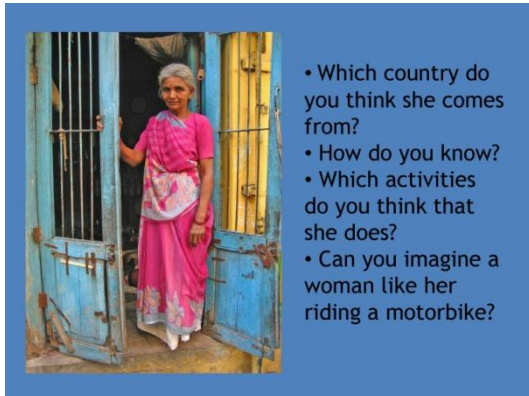
# WHOLE CLASS SESSIONS

## 1. WHAT ARE STEREOTYPES?

### 1.1 Meeting someone for the first time.



Look at the pictures in the following PowerPoint presentation and try to answer the questions.



### 1.2 Words on stereotypes.



Watch this short video and try to remember as many words as you can.

<http://www.flickr.com/photos/samuchappy/4020055299>

Now write down the words that you remember. What do you know about stereotypes? Do you know the word?



### 1.3 Let's see what you already know about stereotypes!



1. What are stereotypes?



5:00

- a) A stereotype is a social organization which fights against racism.
- b) Stereotypes are generalizations about persons based on their physical appearance.
- c) Stereotypes are true descriptions of reality.
- d) A stereotype is an exotic meal.

2. Which of the following sentences are stereotypes?

- a) Only young people can be beautiful.
- b) Only boys can play with cars, and only girls can play with dolls.
- c) All teenagers are bad-behaved.
- d) All of the previous.

3. Which kind of qualities do we often ascribe to an unknown person?

- a) Only positive qualities.
- b) Only negative qualities.
- c) Both positive and negative.
- d) We never ascribe any quality to unknown people.

### 1.4 Coffee or tea? An example of cultural stereotypes.



In this Glogster, you will learn some general stereotypes about British people.

<http://nuriaserreta.glogster.com/stereotypes-about-uk/>

### 1.5 Guess the word!



Fill in the gaps with the right word.

~~Glee Club~~ to bully diva fashionable to go unnoticed  
to have no complex about to date to keep an eye on loser  
ponytail quarterback social ladder

Example:

*In some high schools in the United States, there are ....~~Glee Club~~..., an out-of-school activity in which students sing and dance, and at the end of the year they perform in a competition.*

1. A ..... is a **well-known** singer.
2. Some students ..... their classmates because they are different .
3. A ..... man always wears **trendy** clothes.
4. Susan ..... John and tonight they are going to the cinema together.
5. Students think that Peter is a ....., because he is not popular at school. He is at the bottom of the .....
6. She is so **shy** that she .....
7. Although he is **the fattest** of the class, she ..... it.
8. Her hair is so long that she has to wear a ..... to do sport.
9. His mother always ..... him, because she always wants to know what he does.
10. The ..... is the leader of a football team.



#### ATTENTION!

You may need to use these words in a different form: plural, present continuous, past simple, etcetera.

## HOMEWORK

1.1

### Glee characters.



During the next class, we will watch an episode of the TV series *Glee*. But before watching it, let's meet its main characters. Read carefully the descriptions on the left column, and then try to match the first part of the descriptions with the second one. Write down all the new words that you had to look up in the dictionary and their meaning in Catalan.

**Will Schuester**, or Mr. Schue, as everybody knows him at McKinley High School (Lima, Ohio), is a **committed** teacher of Spanish and the new director of the Glee Club. Although he is **good-looking** and sings extremely well, he is a **frustrated** professional singer.

**Kurt** is short and weak, but strong inside. He likes wearing **fashionable** clothes and uses expensive creams on his face. There are two big secrets in his life: he is gay and **is in love with** Finn. He knows nothing about sports, but he will try to join the football team to please his father.

**Rachel** has always dreamt of becoming a Broadway star, but her perfectionism and ambition haven't given her any friends. She has long, dark hair, and she keeps **fit** with dance lessons. She sees the Glee Club as an opportunity to **outstand** and to be close to his **beloved** Finn, but she can't stand that Tina gets a solo and she leaves the Glee Club.

**Finn** is very popular at school, because he is the **quarterback** of the football team and Quinn's boyfriend. But his football teammates begin to consider him a **loser** when he joins the Glee Club. He loves singing, but he dislikes going down the social ladder, so he will have to decide between happiness and popularity.

**Quinn** is the perfect cheerleader: her blonde, **straight** hair, her **fair skin**, and her fit body makes her look very **attractive**. She always wears her cheerleader uniform and a ponytail, because she is very proud of her role at school as **the most popular** cheerleader. Surprisingly, she also joins the Glee Club, where popular kids never want to be, but only to keep an eye on her boyfriend Finn.

**Puck** is **dark-skinned** and **well-built**, but not as **easygoing** as his friend Finn. He also plays football, and he enjoys **bullying uncool** kids at school. He usually dates several girls at the same time, but he only loves one: Quinn, his best friend's girlfriend.

**Mercedes** is a big, black girl full of energy and **sweetness**. She is usually **good-humoured**, but when things go wrong enough to ruin her plans, her angry side can be really **dreadful**. She is also very creative and designs all her clothes.



**DON'T FORGET!**

football (*futbol americà*) ≠ soccer (*futbol europeu*)  
guy (*tio, pavo*) ≠ gay (*homosexual*)  
*composed adjectives*: good-looking,  
dark-skinned, well-built, good-humoured...

*Will* is unhappily married, but he is **cheerful**, especially when **rehearsing** with his students of the Glee Club.

..... is considered **cool**, but also aggressive. He believes that only girls and gays enjoy singing and dancing, but not **tough** guys like himself.

..... joined the Glee Club expecting to be considered a diva thanks to her **powerful** voice. She is sometimes too insecure, but she has no complex about her size.

..... looks very shy, but he just wants to go **unnoticed** not to be bullied. He has often suffered for being different from the other kids, and that has made him very **brave**.

..... doesn't understand why she isn't more popular, because she thinks that she is the centre of the universe. She is **talented** and **outstanding**, but too **selfish**.

..... is the most popular girl in the school, but she is also **wicked**, as she wants to keep up with her status **at all costs**.

..... is an **easygoing** and **pleasant** guy. Although he is tall and tough, he is calm and a bit **naïve**.

1.2

**My Class Blog.**

During this unit, write a maximum of 50 words on your website about what you have liked or disliked, or about what you have learnt during each class. You should write it after every session, but it is not compulsory to do it every day. However, you will have to write a minimum of 3 entries. Don't forget to start each entry with the date!

*Example:*

15<sup>th</sup> March, 2011

*Today we have learnt about stereotypes. The topic was interesting, but I did not like how it was presented. I did not understand it.*

## 2. STEREOTYPES AT HIGH SCHOOL

### 2.1 Stereotyping teenagers.



Watch the following presentation and discuss about the topics presented.

<http://prezi.com/uodwfkpvlrpg/stereotypes-at-high-school/>

### 2.2 Watching a video.



We are going to watch a video of a real TV show. Language is not adapted, so there might be things that you will not understand. Don't worry.



After watching the video, answer the following questions in pairs:

1. Is Rachel happy with her role in *West Side Story*? In your opinion, is her position unfair?
2. Does Kurt tell his classmates that he is gay?
3. Why does Rachel believe that she is the best in the Glee Club?
4. Puck does not want to dance with his teammates, why?
5. Which stereotype does the team break during the match?
6. At the end of the video, is Kurt's father proud of his son?

## HOMEWORK

2.1

### Describing a fiction character.



Write a description of one fiction character of your choice (100-120 words).  
E-mail it to the teachers before the deadline.



You can compare your chosen fiction character with one of the *Glee* characters. Remember how to compare:

	Adjective	Comparative	Superlative
<i>Short adjectives</i>	short fat	shorter <b>than</b> fatter <b>than</b>	<b>the</b> shortest <b>the</b> fattest
<i>Long adjectives</i>	expensive	<b>more</b> expensive <b>than</b>	<b>the most</b> expensive
<i>Irregular adjectives</i>	good bad much / many little	<b>better than</b> <b>worse than</b> <b>more than</b> <b>less than</b>	<b>the best</b> <b>the worst</b> <b>the most</b> <b>the least</b>

2.2

### My Class Blog.



Remember to write about what you have liked or disliked, or about what you have learnt during each class. You should write it after every session, but it is not compulsory to do it every day. However, you will have to write a minimum of 3 entries. Don't forget to start each entry with the date!



### 3. FROM STEREOTYPES TO DISCRIMINATION

3.1

#### Becoming experts on stereotypes.



10:00

In groups of 4, number yourselves from 1 to 4. Now, all the students with the same number will work together in a new group. You will read your text and become an expert on it with the help of your group mates. Later you will have to explain it to the other members of your original group without the text.

#### Text 1

##### Positive and negative stereotypes

People create **stereotypes** little by little, and most of the times, without realising. In fact, we all tend to believe that everybody from the same **social group** is similar. For example, a lot of people think that all bankers are boring. But bankers can also be very funny and think that their job is not boring at all.

We often ascribe **positive and negative qualities** to an unknown person just because that person's clothes and **physical appearance** remind us of someone we know, and we think that, if they look similarly, they also behave similarly. So our attitude to **unknown people** will be different according to the values that we ascribe to them, according to stereotypes.



## Text 2

### From stereotypes to prejudices

Negative stereotypes are also called **prejudices**, and they can be obstacles in getting to know other people. Prejudices usually create **suspicion** and **unfriendliness**, especially when people do not know each other. That ignorance leads to many **false beliefs**, like believing that all immigrants are poor, or that all teenagers behave badly. There are many examples contradicting those prejudices.

Prejudices can be very **dangerous** for the coexistence in our towns, neighbourhoods, and even at school. We can **avoid prejudices** by getting to know better those unknown people, and **discovering** how they really are. But first, we have to stop believing that all negative stereotypes are true. Only this way we will realise that not everybody with a similar appearance or **background** are the same.

## Text 3

### From prejudices to discrimination

When prejudices are not just beliefs and start to affect our behaviour, they become **discrimination**. We must avoid any negative attitude towards someone, like **denying rights and opportunities** to a social group or a person, just because of prejudices.

There are different kinds of discrimination according to their origin. For example, if we treat people in a different way because of their race, we talk about **racism**; if we do not give the same opportunities to a woman just because she is not a man, we talk about **sexism**; and if we deny some rights to homosexuals, we talk about **homophobia**.

## Text 4

## Stereotypes and the media

Stereotypes and prejudices are sometimes created by the media, like television, films, advertisements, etcetera. This kind of stereotype is very difficult to stop, because media **spread** stereotypes extremely fast. Besides, they can be very **subtle** and difficult to detect. For example, most advertisements of cleaning products only show women cleaning, because they imply that only women have to clean at home, and not men.

Luckily, this is changing, because people are more conscious of this problem. However, we have to be **aware** of this tendency to detect stereotypes promoted by the media and avoid believing them all.

## 3.2

## Sharing the information.



Now that you are experts on your text, explain it to the rest of your group and learn about the other texts. You must fill in the following grid while you listen to your group mates.



20:00

You will have to answer a test afterwards, so explain it the best you can and listen carefully to your group mates. You will have 20 minutes.

	1	2	3	4
Main theme of the text				
Important information				
Key words				

### 3.3 What have you learnt about stereotypes?

Answer this test individually. Circle the correct answer. There is only one possible answer!

1. What are stereotypes?
  - a) A stereotype is a social organization which fights against racism.
  - b) Stereotypes are generalizations about persons based on their physical appearance.
  - c) Stereotypes are true descriptions of reality.
  - d) A stereotype is an exotic meal.
2. Which kind of qualities do we often ascribe to an unknown person?
  - a) Only positive qualities.
  - b) Only negative qualities.
  - c) Both positive and negative.
  - d) We never ascribe any quality to unknown people.
3. What are prejudices?
  - a) They are negative stereotypes.
  - b) They are inventions made up by teachers.
  - c) They are positive stereotypes.
  - d) They are attitudes that help us to know people better.
4. What do prejudices create?
  - a) They create bad humour.
  - b) They create new friends.
  - c) They create harmony among people.
  - d) They create suspicion and unfriendliness among people.
5. How can we avoid prejudices?
  - a) Getting to know unknown people better.
  - b) Believing negative stereotypes.
  - c) Thinking that everybody with a similar appearance are the same.
  - d) Creating suspicion and unfriendliness among people.
6. What is discrimination?
  - a) It is a school subject.
  - b) It is a way of living.
  - c) It is a positive stereotype.
  - d) It is a prejudice that affects our behaviour.

7. What are racism, sexism and homophobia?
- a) They are positive stereotypes.
  - b) They are correct ways of treating people.
  - c) They are examples of discrimination.
  - d) None of the previous answers.
8. Can stereotypes be created by the media?
- a) No, that is impossible.
  - b) Yes, and those stereotypes are very difficult to detect.
  - c) No, stereotypes are not related to media.
  - d) Yes, but those stereotypes are unimportant.
9. Why should we be aware of the relationship between stereotypes and the media?
- a) Because we should be conscious of it to avoid believing them.
  - b) Because it is useful to detect stereotypes.
  - c) Because stereotypes in the media are difficult to detect.
  - d) A, b and c are correct.
10. Which text are you an expert of?
- a) 1
  - b) 2
  - c) 3
  - d) 4

## HOMEWORK

3.1

### *My Class Blog.*



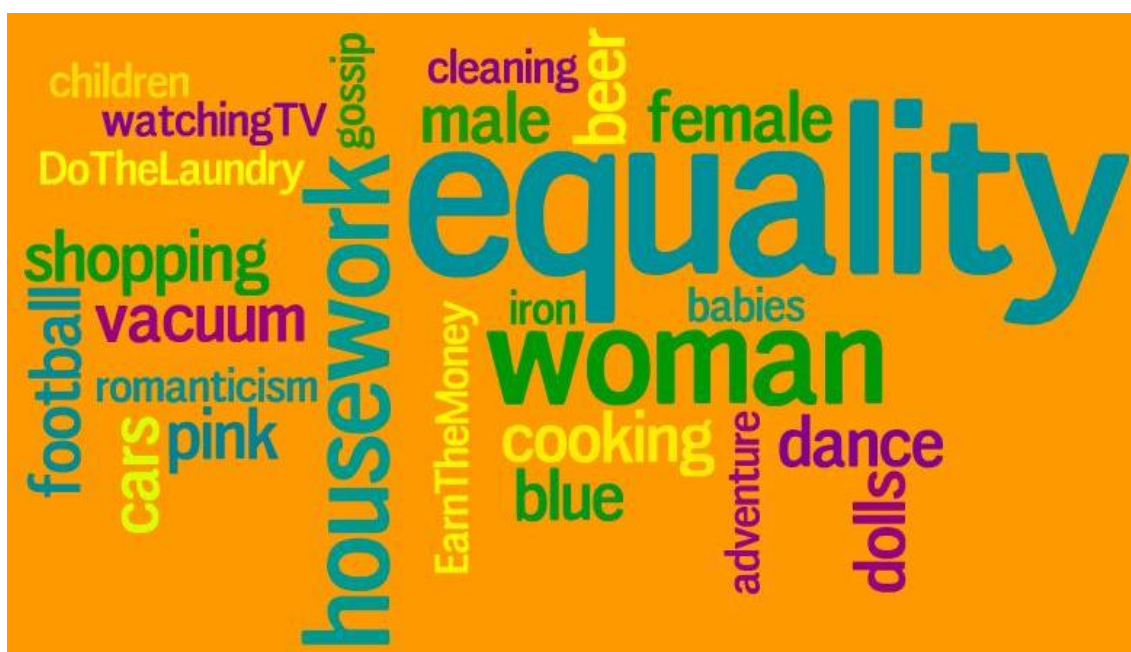
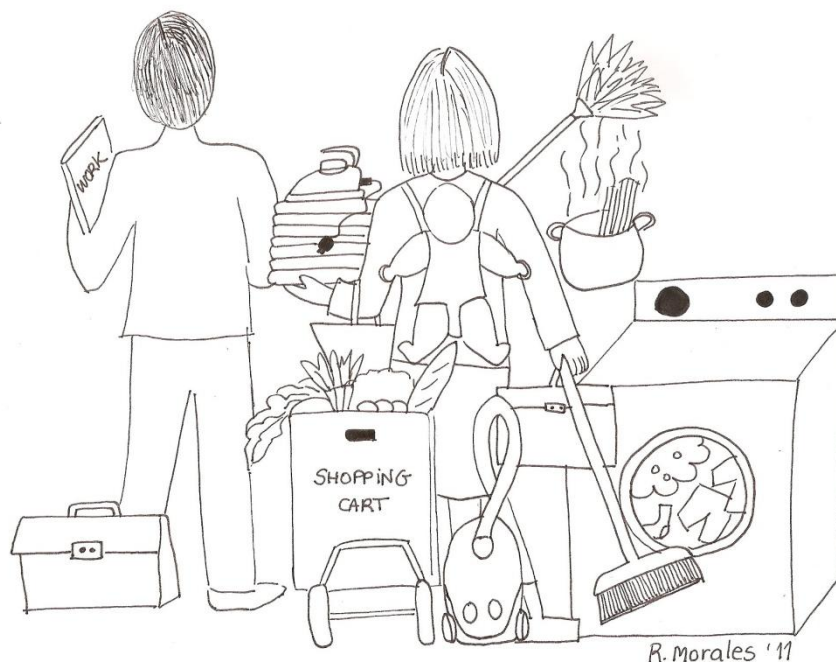
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## 4. GENDER STEREOTYPES

### 4.1 Introducing gender stereotypes.



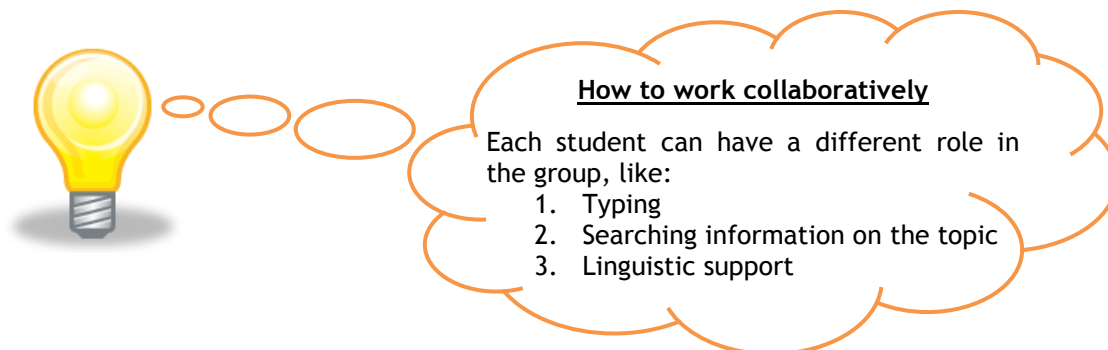
Look at the following picture and talk in pairs about which activities men and women are supposed to do. Help yourself with the word cloud provided.



## 4.2 Writing collaboratively.



Write a text in groups of three people maximum giving your personal opinion on the topic (100-120 words). Work collaboratively!



What is the picture about? What do women and men have to do according to this picture? Do you agree or disagree with it? Do you think that these stereotypes are still present in our society? Why? Have these stereotypes been challenged? Why?



Useful expressions:

*The picture is about the role differences between men and women / about gender stereotypes / ...*

*The picture deals with the role differences between... / gender stereotypes / ...*

*We agree / disagree with the picture because...*

*We think / believe that...*

*From our point of view / In our opinion, these stereotypes are not present...*

Remember that the ideas should be organized in different paragraphs!



Once you have finished, e-mail us your text!

### 4.3 Evaluate your group work.



Complete this co-evaluation sheet individually.

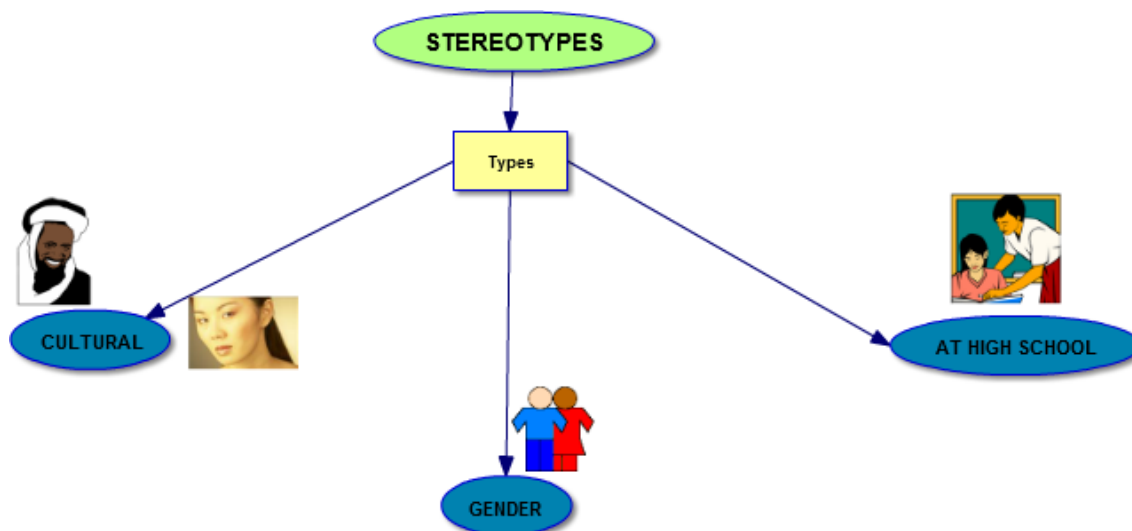
1. Name the members of your group.
2. What role did each person play in the team?
3. What did each person do?
4. How effective do you believe the coordination of the team was?
5. Do you think it could have been improved? If so, how?
6. What problems arose during the work?
7. How did you solve them?
8. What resources did you find most useful?
9. How do you evaluate the coordination of the group? (1-10)
10. Did you learn anything from working in a team to produce a single document? What did you learn?



#### 4.4 Creating a mind map on stereotypes.



With the help of Webspiration, we are going to remember everything that we have learnt during this unit. All together we are going to complete a mind map. We have done the first ones. Now it's your turn!



## HOMEWORK

#### 4.1 Contributing to our mind map.



Add more ideas to the class mind map. You have to do at least one contribution. And don't forget to write your name on it!

#### 4.2 My Class Blog.



Remember to write about what you have liked or disliked, or about what you have learnt during each class. You should write it after every session, but it is not compulsory to do it every day. However, you will have to write a minimum of 3 entries. Don't forget to start each entry with the date!



## 5. ORAL PRESENTATIONS

### 5.1 Presenting different stereotypes.



During the last two weeks of this unit, you have been preparing in groups an oral presentation about a topic related to stereotypes. Let's remember the instructions:



- Groups: 4 students
- Tool: PowerPoint, Glogster, or any other ICT tool that you know
- Time: 5-10 minutes (all members of the group will have to speak)
- Topic: You can choose it from the following suggestions, or think of one by yourselves: boys/girls stereotypes, old/young people stereotypes, cultural stereotypes (choose one culture, Latinamerican, Moroccan, Catalan, Spanish), living with (own experiences with stereotypes), stereotypes at school...
- Deadlines:
  - group members & topic: before Session A
  - outline: before Session 3
  - final draft of the presentation: Session 4

### 5.2 Oral presentation: peer assessment questionnaire

Answer the following questions after each presentation.

GROUP: ..... Topic: .....

1) Did you understand the presentation? (Circle your answer)

Everything! / Most of it. / Only some parts. / Nothing.

2) Was it interesting for you? Why?

3) Do you think they did a good group work?

4) Your mark for this group (1-10):

## HOMEWORK

**5.1****Commenting the presentations.**

Upload your presentations and comment them on the discussion forum.

**5.2*****My Class Blog.***

Remember to write about what you have liked or disliked, or about what you have learnt during each class. You should write it after every session, but it is not compulsory to do it every day. However, you will have to write a minimum of 3 entries. Don't forget to start each entry with the date!



# **SPLIT CLASS SESSIONS**

## A. REINVENT YOURSELF!

### A.1 What makes a good presentation?



In groups, relate each green category to its corresponding orange description.



Content

All group members participate equally.

Appearance

Students speak clearly and can be easily understood. They speak without reading notes.

Fluency

The presentation (PowerPoint, Glogster, Prezi, etcetera) has no misspellings or grammatical errors.

Use of English

The topic is clearly explained, and students show a full understanding of it.

Organization

Students present information in a logical way. Pertinent examples, facts, etcetera.

Correctness

Presentation is visually organized and complete.

Group work

Students only use English, and mainly complete sentences.

### A.2 What is more important?



In your opinion, which category is more important? Why? Order all of them from 1 (the most important) to 7 (the less important). Then you will have to justify your decision.

Order	Category	Description
1		
2		
3		
4		
5		
6		
7		

### A.3 Reinvent yourself!



**W**

Today you are going to change your appearance and create a new image... but in the digital world. We have created our avatar characters in Voki, and now we want you to meet them and join them. You will have to register in [www.voki.com](http://www.voki.com) and follow the steps to create a speaking character who will describe its new look. Then, you will have to post it on the [forum](#), and write a short description of it. Of course, you can write comments on your classmate's avatars.

[Here](#) is one of ours:

If you need help to use Voki, click [here](#) to watch a tutorial.

## HOMEWORK

A.1

### Comment the vokis!



Write at least three comments on your classmate's vokis. You can compare them with yours.



Remember how to compare:

	Adjective	Comparative	Superlative
<i>Short adjectives</i>	short fat	shorter <b>than</b> fatter <b>than</b>	<b>the</b> shortest <b>the</b> fattest
<i>Long adjectives</i>	expensive	<b>more</b> expensive <b>than</b>	<b>the most</b> expensive
<i>Irregular adjectives</i>	good bad much / many little	<b>better than</b> <b>worse than</b> <b>more than</b> <b>less than</b>	<b>the best</b> <b>the worst</b> <b>the most</b> <b>the least</b>

A.2

### My Class Blog.



Remember to write about what you have liked or disliked, or about what you have learnt during each class. You should write it after every session, but it is not compulsory to do it every day. However, you will have to write a minimum of 3 entries. Don't forget to start each entry with the date!



## B. PRESENTING CULTURAL STEREOTYPES

### B.1 Guess the continent.



In pairs, read the words in the following word clouds and decide which belongs to a text about stereotypes in Africa, America, Asia or Europe.



### B.2 Dealing with stereotypes.



In groups, read your text and try to remember as much information as you can. And remember, the text is not a real description of the continent, but different cultural stereotypes!





## Cultural stereotypes about Africa

The African continent has lots of unknown, wild and **far-off** territories, where lots of different people from very different countries live: the African people. Next, you will find some stereotypes that **have spread** throughout the whole world about the African people.

African people are very friendly people who have black skin, black eyes and black curly hair. They live in tiny **huts** in rural villages or tribes and usually wear **skimpy** clothes.

These people are so lazy that they do not work, but they have to **hunt** to survive.

African people live in **underdeveloped** countries that are still very **backward** in comparison to Western countries. In those countries, people **live in abject poverty** that's why African people usually **feel obliged** to emigrate.



With regard to the main features of African people, just say that they are seen as cannibal, savage and uncivilized people. Due to poverty already mentioned, they all are uncultured, ignorant and **illiterate**.

African people do not usually go to hospitals, they prefer going to **folk healers** because they are a very superstitious and religious people.

All African people are genetically good at athletics and basketball.

## Cultural stereotypes about America

There are four different stereotypes that can mainly be distinguished in America.

Native Americans, or American Indians, **are acutely aware of** the environment. They are also a very spiritual and **wise** people, who strongly believe in the power of the Mother Nature, such as *Mayan people*. All American Indians have extraordinary **skills** in hunting and **tracking**.



Latin Americans take life easy and all they can dance *salsa*. All Latin American families use to have many children. Latin men are very sexist and Latin women like wearing provocative clothes.

Black Americans, or Afro-Americans, were seen as a **naïve**, superstitious and ignorant people in the early 20<sup>th</sup> century. Nowadays, although they are still seen as a poor, lazy and very religious community, Afro-Americans are very good at athletics and music, such as soul music.



White Americans, especially in the United States of America (USA), are very arrogant and superficial people, who only think on money. All they are quite ignorant and have very little culture. White Americans usually eat fast food, such as burger and chips, and do not have a great **sense of fashion**.

## Cultural stereotypes about Asia



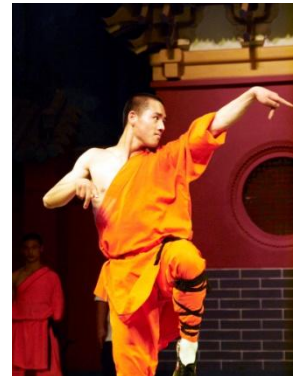
There are some stereotypes on Asian or Asiatic people that are very common around the world. For example, the main ones is that they are always eating rice, and that they all have almond-shaped eyes. But there are some others, too.

In general, Asian people are very hard-working people, but they are not very clean. All they are the best at martial arts and have a great **command** of new technologies. Asiatic people do not like politics at all and shout when speaking.

In the field of education, Asian children and teenagers are very studious and educated. They are very smart and talented, particularly with mathematics, subject in which they get the highest marks.

As regards family and home, Asian people are one of the most respectful communities with traditions and the **elders**. In some South Asian countries, such as India, people still maintain strictly traditional gender roles at home and they usually adopt a very **chauvinist** attitude towards women.

As regards tourism and **road safety education**, there are two stereotypes to remember about Asiatic people: they always have a camera hanging on their neck when doing tourism and they are poor drivers who **hold up traffic** or cause accidents, especially the East Asians.



## Cultural stereotypes about Europe

There are some different stereotypes that can be distinguished in Europe.

The Dutch, for instance, are all tall and have blonde hair and blue eyes. In Europe, they are considered as one of the most liberal communities.

The English, on the other hand, **have a reputation** for being the most well-educated and **gentlemanly**. Usually you can find them drinking tea at 5 o'clock in the afternoon, instead of a cup of coffee.

German people are seen as very organized, strong and **unaffectionate** in their relationships. They spend the whole day eating their typical *Würstchen* or *Bratwurst*.



Italians only eat pizza and pasta and usually work as car manufacturers. Italian men, without doubt, are the most womanizer. Women find them very nice people!

The French, for example, are considered as the most romantic in the whole continent, but at the same time they can be very rude with tourists. They love eating all kind of cheeses and usually spend their free time cooking.

In Spain, people are more vitalistic and are always out partying, because of the good weather. They are very unpunctual, though. They always eat *paella* and, generally, like *flamenco* and bullfighting. Regarding sports, it is said that Catalans are good at basketball.



### B.3 Information quest.



Now look for the information missing in the grid asking the other groups about the stereotypes in their text and complete it.

	America	Asia	Africa	Europe
Appearance	White-skinned people / Black-skinned people			
Character		Very respectful people		
Home & Family				Liberal (The Dutch)
Food			They eat what they hunt.	
Work				
Education / Level of studies				
Religion & Beliefs				—
Sports				



#### Useful expressions:

*Which text have you read about?*

*My text was about... / My text deals with the topic of... /*

*I have read about...*

*The text says that European people are...*

*They live/ work/ have a high level of studies/...*

## HOMEWORK

**B.1**

### Surprising stereotypes.



Write on the forum about the cultural stereotype that surprised you most, and about a stereotype that you think it is absolutely true. Comment the posts of your classmates.

**W****B.2**

### *My Class Blog.*



Remember to write about what you have liked or disliked, or about what you have learnt during each class. You should write it after every session, but it is not compulsory to do it every day. However, you will have to write a minimum of 3 entries. Don't forget to start each entry with the date!



## C. SING AGAINST STEREOTYPES

### C.1 Colors of the wind.



1. Watch the video clip of *Pocahontas* and pay special attention to the lyrics.



<http://dotsub.com/view/a880d261-108a-4920-a0c4-d6ab54cc5f99>

2. Now, in groups, try to put the verses in the right order!

And you've been so many places	Come run the hidden pine trails of the forest
Are the people who look and think like you	For whether we are white or copper-skinned
But I know every rock and tree and creature	How high does the sycamore grow?
But if you walk the footsteps of a stranger	We need to sing with all the voices of the mountains
But still I cannot see	Come roll in all the riches all around you
Can you paint with all the colors of the wind?	We need to paint with all the colors of the wind
Can you sing with all the voices of the mountains?	You can paint with all the colors of the wind
Has a life, has a spirit, has a name	If you cut it down, then you'll never know
Have you ever heard the wolf cry to the blue corn moon?	You can own the Earth and still
How can there be so much that you don't know?	The rainstorm and the river are my brothers
I guess it must be so	Come taste the sun sweet berries of the Earth
If the savage one is me	And for once, never wonder what they're worth
Or asked the grinning bobcat why he grinned?	All you'll own is Earth until
The Earth is just a dead thing you can claim	In a circle, in a hoop that never ends
You don't know...	The heron and the otter are my friends
You think I'm an ignorant savage	Can you paint with all the colors of the wind?
You think the only people who are people	And you'll never hear the wolf cry to the blue corn moon
You think you own whatever land you land on	And we are all connected to each other
You'll learn things you never knew, you never knew	

3. Listen to the song again and check whether the order is right or not.

4. Finally, let's talk about the song! What is the song about? Which message is hidden in it? What does this song make you feel and think?

### C.2 Become translators for a day!



In pairs, choose one of the following songs and translate the lyrics into Catalan. Don't forget to e-mail us your translations!

Madonna, *American Life*

<http://dotsub.com/view/2cf17e93-4e8e-4562-aa65-838e5b924e1f>

Sting, *Englishman in New York*

<http://dotsub.com/view/f5fc31e2-bc4b-41a2-a312-f40f70fe71cd>

## HOMEWORK



### Become translators for a day!



Finish your translation and e-mail it to the teachers.



### My Class Blog.



Remember to write about what you have liked or disliked, or about what you have learnt during each class. You should write it after every session, but it is not compulsory to do it every day. However, you will have to write a minimum of 3 entries. Don't forget to start each entry with the date!





