

WHAT'S NEW?

Communication Objectives: Ss will be able to use phrases or grammar from:
 Units 1-7, Extended Reading 1
 Units 8-14, Extended Reading 2
 Unit 15: Generalising / Conditionals
 Unit 16: Signposting words: Sequencing / Asserting
 Unit 17: Developing an argument / Expressions used to introduce assertions
 Unit 18: Summarising information, ideas and arguments / Expressions used to contradict
 Unit 19: Calming expressions / Language of empathy and sympathy
 Unit 20: Eliciting feedback / Expressing caution

Educational Objectives: Ss will explore how stereotypes shape our views and understanding of the world.

Connected Topics:

- Native American stereotypes
- African-American stereotypes
- Interacting with strangers
- Hollywood stereotypes

Grammar / Vocabulary: Idioms
 Non-standard English grammar and vocabulary

Key Vocabulary:

a cold chill	engulf	real world
ain't	frown <i>n</i>	reservation
big deal	glow	scowl
bigotry	harsh	sincerity
blurt out	'hood	smart ass
booming	ignorant	stink <i>v</i>
chatter	Injun	stroll
comfort zone	jerk	stutter
contemplate	jut out	tip back
crack a smile	loathing	unclinch
crack (voice)	malcontent	unwittingly
curl one's lip	melt away	warm and fuzzies
dead silent	naive	will
dimly	not going to bite you	worrisome
dimple <i>v</i>	prejudice	
drop dead	profiling	

EXTENDED READING: Background Information

This text is part of an editorial column called 'Bee in the Bonnet,' which appears in Canada's *First Nations Drum* magazine. It highlights the take that the Native American humourist, B.H. Bates, has on many different issues from the perspective of First Nation people. (Note: In Canada, Native Americans are called First Nation people.) Other topics in the series have included Canadian politics, life on the reservation, poverty among First Nations, residential schools, Aboriginal achievement and so on.

The title is a play on words that echoes 'All men are created equal' from the United States Declaration of Independence (1776).

Note: Paragraph 1, line 7 should read 'dimly lit'.

Sources:

www.firstnationsdrum.com

EQ: 1 *What is a stereotype? Why do we create stereotypes?*
2 *What stereotypes exist about your country? Are stereotypes harmful, helpful or something else? When do stereotypes become racism?*
3 *Imagine you meet a foreigner in your city. They know little about your country. How would you*

explain what your country is like? What is it like to come from your country? What customs, habits or traditions are unique in your country?

1 READING

A is a common scanning activity. It will help students writing the Reading part of the CAE, the Trinity Controlled Writing ISE III section, IELTS Reading Part 2, and IGCSE Reading Parts 1 and 3.

1 READING A

Answers

- 1 He has preconceptions of African-Americans as dangerous. Without realising it, he walks into a bar where there are only African-Americans.
- 2 He speaks to Big Glenn, who makes him feel at ease and changes his perception of blacks.
- 3 If he could feel like he did about blacks even after meeting Glenn, he wonders how whites would see him.

2 IDIOMS

This activity follows the specifications of the Trinity Language Exam Grades 10 and 11 which call for students to have a good understanding of and ability to use various idioms. The correct use of idioms will help students in CAE as well.

2 IDIOMS

Answers

- A** 1 big deal 2 comfort zone 3 the real world
4 blurt out 5 smart ass 6 to put *someone* at ease
- B** 1 put everyone / at ease 2 the real world
3 smart ass 4 comfort zone 5 blurted out
6 big deal

3 WHAZZUP?

This section follows the specifications of the Trinity Language Exam Grades 10 and 11 which call for students to be able to understand words in context.

EQ: *Some linguists have begun to speculate that non-standard English may become the norm in the future, as the number of speakers of English as a second language increases. What do you think of this? If English is used as the global language, can anyone claim ownership of the language?*

3 WHAZZUP?

Answers

Grammar

Where you from, boy? – Where (are) you from, boy?

Hi, where ya from? – Hello, where (are) you from?

I ain'ta goin'a bite you – I('m not) going (to) bite you

Yo, cool! – Oh, cool!

Where you from, boy? – Where are you from, sir / mister?

You'z sure in'a hell ain't from round here. – You are sure in the hell not from around here.

Ya'll take care now! – You take care now.

What the __ you lookin' at? – What the __ (are) you looking at?

Words

hood – neighbourhood

Injun – Indian

ain't – is / are not

yo – you / you're

ya – you

you'z – you are

y'all – you (all)

hi – hello

4 PORTFOLIO WRITING

You should remind the students that activity A is in the third person 'He went into a bar.' and activity B is in the first-person point of view. 'I saw B.H. outside talking to some boys.'

A Sources:

A Native American Encyclopedia: History, Culture and Peoples, Barry Pritzker

Stereotypes and Prejudice: Essential Readings, Charles Stangor

www.firstnationsdrum.com

www.afn.ca

www.si.edu/resource/faq/nmai/naster.htm

B Sources:

Countering the Conspiracy to Destroy Black Boys, Jawanza Kunjufu

Black Youth, Racism and the State, John Solomos

Black like Me, Robert Bonazzi

African-American Lives, Henry Louis Gates

5 INTERACTIVE TASK

This activity is directly based on the Interactive Task phase of the Trinity Language Spoken Exam Grades 10 and 11. It would also be useful practice for developing stronger communicative skills and confidence for Parts 3 and 4 of the spoken phase of the CAE exam.

This activity requires students to lead the conversation, which can be a challenge for some students. It is important that you go round the room to monitor the students' communicative leadership in this activity. They should be commenting and asking their partner questions. Silence is not an option; it is up to them to keep the dialogue active and flowing if, and when, their partner begins to falter. They should already have experience with leading the dialogue during **Teamwork**, presentation and **Further Discussion** activities in previous units.

To help in general, you can get students to think of the different brainstorming activities they have encountered so far in the **Teamwork** activities.

Comment 1: If students are not sure where to start, ask them to say what they expect a working environment to be like and what they expect from relationships with other co-workers.

Comment 2: If students seem to have trouble beginning, you can help them by suggesting: people from different countries – Japanese, Spaniards / Spanish, Swedes, Indians; people in different occupations – doctors, teachers, janitors, models.

EQ: *Why do filmmakers use stereotypes in film? Who are more often stereotypes – main or supporting actors? Why? Imagine what movies would be like today if all the white characters in films were played by actors of different ethnic groups.*