

Identity Teacher's Notes

Aim

This lesson looks at stereotypes connected to nationality and cultural identity. It starts off by looking at four things that are typically associated with Britain, before getting students to think about their own country and nationality.

Warmer

On the board write the words *Britain* and *British*. Ask the students to work in small groups and to write down words that they connect to the two words on the board. You might want to elicit one or two examples to start with e.g. *The Queen*, *rain* and *queues*. Give the groups a short time limit and then ask a few students to tell you the words their group came up with. You could write these up on the board.

1 Reading

- Put your students in pairs and ask them to discuss the first question.
- Elicit a few ideas from the students and write these on the board.
- Next, tell the students to read the text quickly and check their ideas.
- You might want to set a short time limit to encourage them to read it quickly and not to worry about understanding everything.
- Monitor and help where necessary.
- Put the students back into pairs and get them to discuss what they have read.

2 Comprehension

- Ask the students to read the text again and answer the comprehension questions.
- Put the students in pairs and get them to check their answers together before checking as a class.

Note: It's a good idea to monitor carefully and make a note of which questions students answer. When you ask for the answers, choose some of the weaker students to begin with as they are more likely to have answered the first few questions. The stronger students should be able to answer all the questions, including the ones at the end.

Websites

Here are some websites with more information.

learnenglish.britishcouncil.org/en/uk-culture

www.woodlands-junior.kent.sch.uk/customs/questions

projectbritain.com

Answers

- 1 Walking along in the street. / Not at home.
- 2 With their fingers.
- 3 In the City of London.
- 4 He lived in the countryside.
- 5 They are red.
- 6 No (there are double-deckers in many cities around the world).
- 7 When it's very hot, cold or wet.
- 8 Because it's a safe topic (to talk about with people you don't know very well).

3 Vocabulary

- Explain to the students that the words that match the definitions are in the text.
- Ask the students to read the definitions and then find the words in the text (you might want to tell them that the definitions are in order of the text).
- Encourage the students to work in pairs and discuss their answers/ideas.
- Monitor and help where necessary.
- Check as a class.

Answers

- 1 common
- 2 takeaway
- 3 wrapped
- 4 stereotypical
- 5 incredibly rare
- 6 icon
- 7 double-decker
- 8 associate
- 9 excessively
- 10 obsessed

4 Speaking

- Put the students in groups.
- Tell them to discuss what they think represents their country or nationality and to make a list. (If the students come from different countries, they won't have the same items. This doesn't matter.)
- Ask a few students to report back to the class on their discussion.

5 Writing

- Ask the students to choose one of the things from the list they made during the speaking activity.
- Tell them to look back at the article and think about what kind of information was included.
- Then ask them to write a short paragraph about the item they have chosen.