Stereotype

Word of the month

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1. Join the sentence halves to find the definition of 'stereotype'.

- a. Stereotypes are a common belief or idea...
- b. The belief or idea is...
- c. Stereotypes label...
- d. Stereotypes are an unfair...
- e. We should judge people on their behavior...

- 1. ...often untrue.
- 2. ...groups of people or individuals.
- 3. ... not the way we expect them to behave.
- 4. ...way to judge people.
- 5. ...about someone or something.

2. In your own words, explain what a stereotype is.

3. Complete the following six common stereotypes.

- a. All English people dislike...
- b. All football fans are ...
- c. All Italians are...
- d. Manchester is a...
- e. All bank managers are...
- f. The weather is terrible in...



4. Read and underline all the words connected to stereotypes.

Stereotypes can be very dangerous because they reinforce discrimination against certain people, places or behaviour. When people face discrimination they are treated in an unfair way. Maybe they can't get a job or a place to live because of their ethnicity or social background. Inequality in society results in social injustice. When people are victims of social injustice they have less opportunities (education, housing, employment for example) and this lack of opportunities results in the reinforcement of the stereotype. We should respect the civil rights of all citizens and give equal opportunities to everyone.

5. Complete the sentences with words from exercise 3.

- a. Basic c...... r...... include freedom of speech and freedom of movement.
 b. Foreign people living in a new country often face d.......
 c. Examples of s...... i..... include poor housing conditions for vulnerable people and poor social services for the disabled.
 d. The distribution of wealth is u...... in many countries.
 e. I...... is a global problem and we must find a solution.
 f. There are still not e...... o...... o...... in society for men and women.
- 6. Talk to a partner. What stereotypes do you have about people from other countries? What can we do to break down these stereotypes?

Teacher's Notes

- 1. Join the sentence halves. a 5 b 1 c 2 d 4 e 3
- 2. Explain what is a stereotype.
- Sample answer:

A stereotype is an idea we have about someone or something even if we've never met them, for example.

Our ideas aren't based on personal experience; they are based on a set of common beliefs.

- 3. Complete the following six common stereotypes.
- a. All English people dislike foreign people.
- b. All football fans are hooligans.
- c. All Italians are gangsters.
- d. Manchester is a violent city.

- e. All bank managers are boring.
- f. Some English people aren't very polite to foreign people.
- g. The weather is terrible in Wales.
- 4. Read and underline six words/phrases connected to stereotypes.

Stereotypes can be very dangerous because they reinforce <u>discrimination</u> against certain people, places or behaviour. When people face discrimination they are treated in an <u>unfair</u> way. Maybe they can't get a job or a place to live because of their ethnicity or social background. <u>Inequality</u> in society results in <u>social injustice</u>. When people are victims of social injustice they have less opportunities (education, housing, employment for example) and this lack of opportunities results in the reinforcement of the stereotype. We should respect the <u>civil rights</u> of all citizens and give <u>equal opportunities</u> to everyone.

- 5. Complete the sentences with the words from exercise 3.
- a. Basic civil rights include freedom of speech and freedom of movement.
- b. Foreign people living in a new country often face <u>discrimination</u>.

c. Examples of <u>social injustice</u> include poor housing conditions for vulnerable people and poor social services for the disabled.

- d. The distribution of wealth is <u>unfair in many countries</u>.
- e. Inequality is a global problem and we must find a solution.
- f. There are still not equal opportunities in society for men and women.
- 6. Brainstorm some common stereotypes before putting the students into pairs.

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