

# UNIT 13 AUSSIES ARE SO COOL!

**UNIT OVERVIEW:** In this unit students will discuss stereotypes.

**Conversation Starters:** *First Impressions*

Friends discuss cultural stereotypes.

**Building Fluency**

Agreeing and disagreeing; adjectives — describing people

**Conversation Model**

What makes you say that? — Use rising intonation for declarative questions

**Let's Talk About It:** *Do you have any stereotypes?*

Discuss stereotypes about your own country.

**Conversation Idioms**

get lost

is good looking

is hot

come up to me

is an upside

is very quiet

visit a new country

walk me to the station

guide me around Tokyo

is a hard worker

Additional Links for this unit: Rebecca talks about the stereotypical Australian.

<http://www.elllo.org/english/0851/T873-Reb-Aussie.htm>

## STEP 1 BUILDING THE ATMOSPHERE

*This unit is a bit tongue in cheek and could possibly be embarrassing, frustrating or annoying for some. However, it was designed to be slightly controversial in order to generate discussion on stereotypes, and also as a basis to practice disagreeing and agreeing with stereotypes... so please stick with it as it will be a rewarding lesson!*

- Ask your students to think about their images or impressions of Australia and Japan, and write down their ideas on the board. Ask them why they think about Australia and Japan in these ways.
- Then ask if they think first impressions are always correct, and discuss their reasons and personal examples.
- Tell students to listen to the **Amy and Erik Introduction** in which Amy talks about her impression of Australia. Have them judge whether Amy's impression (lovely place, great people) is the same as theirs.
- Tell students they will listen to one conversation about Alex's impressions of Australia and another about TJ's impressions of Japan in the listening activity.

**Script [Track 75]**

Erik: Hi, Everybody. It's Erik and Amy again. And this is Unit 13, Aussies Are So Cool!

Amy: That they are, mate.

Erik: Well, how do you know?

Amy: Oh, I've been to Australia — lovely place, great people.

Erik: Well, in this unit, our friends are talking about their first impressions when they visited a new country. Let's listen.

## STEP 2 CONVERSATION STARTERS: FIRST IMPRESSIONS

*Students will listen to friends discussing cultural stereotypes.*

### 1. First Listening

Play the audio as needed. Have students listen for the key words and concepts. Allow them to compare answers in pairs before discussing as a class. Note that for some of the answers the exact word is not mentioned in the conversations.

## 2. Second Listening

Play the audio again and have students fill in the missing words. So students can keep up, encourage them to only write the first letter of the missing word and to fill it in later after the audio has stopped.

### Answer Key

First Listening:

1 – kind, open, friendly, helpful

2 – quiet, talkative, shy

Second Listening:

1. Australia, kind / open / friendly (or any other appropriate word), lost, walked

2. Japan, quiet / shy (or any other appropriate word), talk / speak

### BONUS:

Have students discuss the questions in pairs. Encourage them to jot down the reasons for their responses and have a few volunteers explain their reasons to the whole class.

### Script: [Tracks 76-77]

1. **Trish:** How was your stay in Australia, Alex?

**Alex:** Oh, man, Aussies are so cool!

**Trish:** You think Aussies are so cool? What makes you say that?

**Alex:** Well, like the whole time I was in Australia, everyone was just so — what’s the word? — kind, and open, I guess.

**Trish:** Yeah? Well, I’m glad you noticed, mate!

**Alex:** Yeah, you know, like one time when I got lost this woman came up to me and asked if I needed help. She actually walked me to the place I was looking for, and just chatted with me the whole time. No one’s that friendly here.

**Trish:** Yeah, well, I have to agree with you. That’s one of the upsides of Australia, I guess.

2. **Eri:** TJ, tell me. How was your trip to Japan? Did you like it?

**TJ:** Yeah, but you know how much I like to talk, right?

**Eri:** Yes?

**TJ:** Well, Japanese people are so quiet. It was hard to talk to people.

**Eri:** You mean, in English?

**TJ:** Well, yeah, of course, but I mean the people who speak English, the Japanese people who speak English, are just kind of quiet, I did all the talking.

**Eri:** Really, well, maybe it’s...

**TJ:** Like I had this guide, he kind of guided me around Tokyo, and most of the time, he was just really quiet. I did all the talking.

**Eri:** Hmmm. Maybe after you know each other, he will talk more.

**TJ:** Oh, gosh, maybe, but I don’t have forever.

**Eri:** Trust me, Japanese people talk just as much as anyone else. Maybe more.

## STEP 3 BUILDING FLUENCY: AGREEING AND DISAGREEING

*Students will practice agreeing and disagreeing with stereotypes, and will also learn some adjectives used for describing people.*

### 1. Expressions

- Have students work individually to decide which phrases mean to agree with a stereotype and which mean to disagree with a stereotype. Go over the answers as a class.
- It’s important to note here that these are expressions not just for agreeing and disagreeing, but for agreeing and disagreeing with stereotypes. Especially “Everyone’s different” and “That’s just a stereotype.”

### Answer Key

Agree with a stereotype: 3, 5

Disagree with a stereotype: 1, 2, 4, 6

## 2. Vocabulary

- Have students match the phrases to the best pictures. All students to go over the answers in pairs and then check the answers as a class.
- An additional step that needs to be done before the **Let's Practice** activity is for students to think of an adjective to fill the blank lines in 1 – 4. They can use a nationality or some other appropriate adjective. Note their choice of adjective can be completely original and does not need to match the picture.

### Answer Key

1 – d, 2 – f, 3 – h, 4 – g, 5 – a, 6 – c, 7 – e, 8 – b

### HOW THE GRAMMAR WORKS:

- Point out the use of “that” and “so” in the **Expressions (That's just a stereotype, That's so true, That's not really true, I don't think so)** and note that both are used to refer to previously introduced information. Note to your students that we use “so” instead of “that” clauses with verbs like think, believe and hope.
- Point out the use of “so” in the expressions “That's so true” and “I don't think so” and ask your students if “so” is being used in the same way. Discuss the two usages of “so”.

## 3. Let's Practice

You can have students work in pairs as usual or you can turn this activity into a game:

Have the class stand in a circle. Use a pen to serve as a baton to be passed around the room. One student holds the baton (pen) and says a stereotype from the Vocabulary step (All babies are cute.) or creates an original one and passes it to the person to the right. The person responds with an opinion (That's true! or I don't think so, etc.), says another statement and then passes the baton to the right. This continues on until the end. To make it challenging, you can have two or three batons going at once and try to see if one baton can catch the other (Like a cat chasing its tail). See sample dialogue below:

A: *All city people are rude. (passes baton)*

B: *You're right. All Italian men are good looking. (passes baton)*

C: *I think so, too. All Chinese people are hard workers. (passes baton)*

D: *I don't think so... (passes baton)*

## STEP 4 CONVERSATION MODEL: WHAT MAKES YOU SAY THAT?

*Students will look at the use of rising intonation for declarative questions.*

### Optional Warm Up:

Write the following questions on the board.

- 1) Who is the woman talking about?
- 2) What does she say about them?
- 3) Does the other woman agree?

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

## 1. Situation

- Have your students check the conversation for unknown words, and explain any difficult phrases.

### VOCAB TROUBLESHOOTING

What makes you say that? – Why do you think so?

The new guy at work – The man who just joined our company

He is hot – He is handsome

### HOW THE PRONUNCIATION WORKS: USE RISING INTONATION FOR DECLARATIVE QUESTIONS

This unit looks at the use of rising intonation for declarative questions. Declarative questions are questions which don't use the typical word order for questions. They are commonly used in conversations. Declarative questions also include “confirmation” or “repeat” questions which are just a repetition of the word or phrase in question, and are often used when expressing surprise. It is common to use a rising intonation with declarative questions in order to indicate that they are questions and not statements.

- Next, play the conversation model [Track 78] and encourage your students to listen out for the use of rising intonation with the declarative questions.

- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

**EXTRA PRONUNCIATION POINTS: CHANGE SOUNDS, REDUCE AND BLEND SOUNDS**

Don't you think – *Donchu* think  
 Not especially – *no (d)especially*  
 What makes you say that? – *wha(t)* makes you say that?  
 The new guy at work – The new *guy ya(t)* work  
 That's just a stereotype – That's *justa* stereotype

**2. Substitution**

Have students work individually to fill in the blanks to make a coherent conversation. Then have students compare answers in pairs.  
 Note that while the Student Book says they should “then connect the words and phrases in the columns,” and although there are a variety of possible combinations, it is not necessary to do this as the words and phrases are already in a “correct” order.

**Answer Key**

English people – polite – England – always opens the door for me  
 Germans – intelligent – Germany – always has brilliant ideas  
 City people – rude – New York – never say hello

**3. Practice**

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the rising intonation. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their use of rising intonation and offer pronunciation and intonation advice as necessary.

**STEP 5 LET'S TALK ABOUT IT: DO YOU HAVE ANY STEREOTYPES?**

*Students will discuss stereotypes about their own country.*

**Optional Warm Up**

Read the eight statements below aloud to the class. After reading each statement, ask students to write the number in the category it correlates to in the **Get Ready** grid.

- 1) People use computers a lot. (Technology)
- 2) People live long lives. (Health)
- 3) Young people do not follow customs. (Traditions)
- 4) The schools have bad teachers. (Education)
- 5) Most women are good looking. (Beauty / Looks)
- 6) Cars are cheap. (Cost of Living)
- 7) People wear ties at their jobs. (Work style)
- 8) The city is dangerous. (Safety / Crime)

Then have students compare where they wrote the numbers and encourage them to recall each statement. If students can't remember, repeat the statements as requested.

**1. Get Ready**

The previous warm-up activity should have given the students some ideas of what they can say. Let students know that they can think of their country in regions as it might be easier to make stereotypes (for example, the people on the East Coast are friendlier than the people on the West Coast).

**2. Let's Talk**

Put students in small groups to discuss their stereotypes. To organize responses, students can use simple symbols to denote if their classmates agree or disagree with their statements (such as a (√) if they agree or an (X) if they do not agree).

**3. Follow Up**

Have each group report a few stereotypes to the class and ask the class with a show of hands whether or not they agree. See if there was one stereotype or belief everyone agreed upon and if there was one most people disagreed about.

### **BONUS: Speaking Activity**

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or as an extemporaneous speaking exercise.

### **STEP 6 LANGUAGE AWARENESS**

Assign the language awareness activity on page 93 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

#### **Answers**

1. How was your stay in Australia, Alex?
2. What makes you say that?
3. What's the word?
4. mate
5. upsides
6. You know how much I like to talk, right?
7. I did all the talking
8. Trust me

### **STEP 7 AMY'S CONVERSATION TIP**

I'm sure everyone has experienced not being able to remember the name of something or someone in the middle of a conversation. There's nothing as frustrating as having that elusive word on the tip of your tongue, and only being able to remember it at 3am the next morning. This can happen when talking both in one's native language and a second language. It can be particularly frustrating for learners of a language who actually know the word, but just can't remember it! There are many convenient phrases and words in the English language that we can use in such cases, and it's particularly useful for learners to have these in their repertoire. Introduce to your students the phrases and words presented in **Amy's Conversation Tip**, and any other phrases that you can think of, and if you have time try the Bonus Activity below.

#### **BONUS ACTIVITY:**

Prepare some pictures of famous people and common things that your students will know the names of. Put students into pairs or small groups and give one student in each group a picture. The student should pretend that they can't remember the name of the thing or person in question, and use the phrases and words introduced in **Amy's Conversation Tip** to get their partner to say it for them. When their partner has guessed the thing/person correctly by saying its name, they should swap roles and try again with a new picture. This activity is probably most difficult for the student who has "forgotten" the name, so you should provide them with enough time to think about the hints they will use.

## **STEP 8 UNIT TEST**

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 13 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

### **AUDIO Script**

You know how France is known for the best food in the world? Well, I think it's true. Last year I went to Paris for the first time. I was only there for 3 days, so I didn't get to try much, but everything I ate was unbelievable! From the coffee, to the chocolates, from the bread to the cheese, everything was absolutely delicious. I'll never forget it for as long as I live.

### **Answer Key**

#### **Part A.**

1. a
2. b

#### **Part B.**

3. makes you
4. think so
5. you're right
6. is not really

#### **Part C.**

7. stereotype
8. brilliant
9. handsome
10. wild