

Teaching notes

Activity

Whole class

Time

10 – 15 minutes

Objective

To respond to over-generalisations

Language

Expressions for disagreeing: *You can't believe that, That's just not true*, etc.

Preparation

Make enough copies of the activity sheet on page 84 so that each student gets a prompt card.

Procedure

1. Write the following over-generalisation on the board:
British food is bland and boring.
Elicit expressions to react to over-generalisations like this one and write them on the board:
Oh, come on!
That's such an over-generalisation.
You can't believe that!
That's just not true!
How can you say that?
Do you honestly believe that?
2. Write the following patterns on the board:
Just because...it doesn't mean that all...
I know lots of...
How about...? They/he/she/it isn't!
Maybe in the past, but now...
Use these patterns to create some follow-up comments to the statement about British food. For example: *Maybe in the past, but now there's some great food here.*
3. Tell the class that they are going to practise reacting to over-generalisations.
4. Give out the cards and ask students to stand up. Each student should then find a partner and say the over-generalisation on the card. Their partner then reacts with any of the expressions on the board. Encourage them to follow up by explaining why it's an over-generalisation. When both people have responded to each other's prompt cards, they exchange cards and find a new partner. The process is then repeated with the new card.
5. Continue the activity for as long as you feel is appropriate.

Follow-up

Give each student a few slips of paper. Tell them to write some over-generalisations of their own. Collect them all and repeat the activity with these opinions. Take part yourself so that you can feed in any extra slips.

**Women talk
too much on
the phone.**

**There's
nothing to do
in this town.
It's dead!**

**If you ask
me, doctors
are paid far
too much.**

All you get is
rubbish on the
television now.

People with red
hair have really
bad tempers.

**Left-handed
people are more
artistic.**

Dance music is
really boring.
It all sounds
the same.

**Basically,
all politicians
are corrupt.**

**Men aren't
very good
at shopping.**

**Why is it that
British people
expect everyone
else in the world
to speak English?**

**Young
people today
don't respect
their elders.**

Men can't
cook.

Teaching notes

Activity

Group work

Time

20 – 30 minutes

Objective

To practise responding to generalised statements

Language

- *Tend to...*
- *I don't think that's quite true, That's a bit of an over-generalisation, isn't it?* etc.

Preparation

Photocopy the activity sheet on page 49 and cut out one statement card for each group of three or four students.

Procedure

1. Write the following language on the board and revise as necessary:
I tend to agree with you on that.
You're right about that.
I don't think that's quite true.
If anything, I'd say the opposite is true.
That's a bit of an over-generalisation, isn't it?
Rubbish!
2. Divide the class into four groups: A, B, C and D. Give each group the statement card with the corresponding letter. Students in group A should take a copy of statement card A, students in group B should take a copy of statement card B, etc.
3. Explain that each group should brainstorm arguments to support each one of the four statements on their cards even if they disagree with them personally. Give them about 10 minutes to do this. Go around and answer any questions about vocabulary.
4. Make new groups of four students—or three if necessary—with one person from each of the original letter groups. Explain that they should try to convince the other members of their group to accept the truth of their four statements.
5. When groups have finished, ask each student to count how many statements they managed to convince the other group members to accept.

Follow-up

Ask students to choose two statements: one they agree with and one they don't. They should then write an explanation supporting their opinions.

Group A

In your group discuss reasons to support the following statements:

1. Older woman/younger man relationships tend to do better than older man/younger woman relationships.
2. Men tend to prefer dogs; women tend to prefer cats.
3. Tuesday tends to be the duller day of the week.
4. Food from Asian countries tends to be healthier than food from western countries.

Group B

In your group discuss reasons to support the following statements:

1. Men tend to get better-looking as they get older. Women just tend to get older-looking!
2. People with red cars tend to drive too fast.
3. Food from northern countries tends to be plain and tasteless.
4. As children grow older, they tend to become more like their parents.

Group C

In your group discuss reasons to support the following statements:

1. Women tend to be much more indecisive. They can never make up their minds.
2. People from the south and east of a country tend to be friendlier than those from the north and west.
3. You tend to get better at something the more you do it.
4. Americans tend to be pretty ignorant about the rest of the world.

Group D

In your group discuss reasons to support the following statements:

1. Men tend to get presents they need but don't want. Women tend to get presents they want but don't need.
2. The older you get, the slower you tend to drive.
3. People from cold countries tend to drink the most alcohol.
4. Richer countries tend to do better in the Olympics.