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Culture of the English-speaking countries in EFL textbooks: material revision and didactic proposal

Máster Universitario en Formación del Profesorado

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1. INTRODUCTION

Ever since the last quarter of the 20th century, we can observe a profound change in our life habits powered by rapid technological advances. The invention of the computer and the expansion of the personal computer (PC), the development of the internet and, subsequently, the creation *of world wide web* sites as well as browser programs have revolutionized the world and transformed our communication (De la Cruz & Tejedor, 2003, p. 18-20). This is how for the past decades the rapid increase of globalization, the popularity of media and social networks, the improvement of transports, as well as the migratory phenomena and tourist or study travels, have pushed for the need of establishing exchanges with culturally diverse people (Hinkel, 2012; Paricio Tato, 2014). As a means to facilitate these exchanges, the English language emerged as a *lingua franca* or global language. The reasons why it is precisely the English language which serves an international medium of communication have little to do with its number of speakers or its intrinsic structural properties (Crystal, 2003, p. 7-8). These reasons depend much more on who its speakers are: the expansion of English through imperialism towards the end of the 19th century, and the emergence of the United States as the leading economic power made the English language deserve the title of global language (p.

59). Today, English is spoken by 1.35 billion people (*The most spoken languages worldwide in 2021*, 2021). These numbers point to a dynamic and ever-changing reality, rather than a reified and homogenous one (Paricio Tato, 2014). Indeed, the English language through its 1500 years of use and its contact with other languages, has not stopped changing at the same speed as the world does (Graddol, 2000). As a result, the language is now understood as a "unique cultural pluralism, and a linguistic heterogeneity and diversity" (Kachru, 1985, p.14), and its many varieties commonly referred to as "World Englishes".

This panorama implies that people all around the world will eventually need to interact and communicate across various types of sociocultural contexts and hence, with people from diverse languages and cultural groups. Naturally, communication barriers are more than plausible issues. It is in the light of this panorama and given that "language reflects and affects culture" (Puente, 1997, as cited in Rajabi & Ketabi, 2012, p. 707), that the interdependence of language and culture becomes evident. With regards to the teaching and acquisition of a language, we suggest Brown's (2007) definition to further clarify this idea:

> Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture (pp. 189-190).

Notwithstanding, the cultural dimension has not received the attention it deserved in the field of language teaching. As a matter of fact, there has been controversy for decades on which contents should be included in the foreign language curriculum, and a tug-of-war between communicative and intercultural approaches can be observed. Given that "language was not to be studied but to be learned and spoken" (Byram, 1991, p. 13), the 70's saw a great transformation of prevailing methodologies which led to the bloom of communicative approaches. These are limited to the linguistic dimension that allows the speaker to develop a communicative competence and to discern what is appropriate language based on national identities, while the cultural dimension is relegated to the sidelines (Byram, Gribkova & Starkey, 2002; Paricio Tato, 2014). As it may be anticipated, this model has been the subject of criticism for various reasons. Isisag (2010) argued that the communicative approach ignores the bond between language and culture as well as the need for awareness of one’s own culture. Also, the implicit aim of learning a language following this approach is very often that of becoming as close as possible to the native speaker, which offers a utopian as well as limited perspective of a language. In spite of these limitations, the communicative approach appears to be the prevailing method in the current educational system.

In opposition to communicative approaches, intercultural methodologies arose and gained popularity. Within the literature of foreign language learning, it is indeed very frequent to find continuous references to the significant role that culture plays in the process of teaching and learning a language (Paticio Tato, 2004) [see Zarate (1986), Kramsch (1993), Byram (1997), & Byram Gribkova & Starkey (2002)]. Similarly, the Council of Europe's 'Common European Framework of Reference' highlights the need of 'intercultural awareness', 'intercultural skills', and 'existential competence' (Byram, Gribkova & Starkey, 2002, p. 4). In short, there is wide agreement that in order to learn a foreign language, it is necessary “not only to get a new linguistic code, but also to be familiar with the new culture and to know how to integrate with it” (Rodríguez Abella, 2007). In such context, the term “intercultural competence” plays a vital role. This term (henceforth, IC) is the result of the introduction and revision of several authors and is understood as the “ability to interact in [own’s] own language with people from another country and culture, drawing upon their knowledge about intercultural communication, their attitudes of interest in otherness and their skills in interpreting, relating and discovering” (Coperías Aguilar, 2010, p. 90). Byram, Gribkova and Starkey explain that teaching a foreign language with an intercultural dimension guides students not only to develop the “linguistic competence needed to communicate (...) in correct and appropriate ways", but also their “ability to ensure a shared understanding by people of different social identities, and (...) to interact with people as complex human beings with multiple identities and their own individuality” (2002, p. 5). Numerous studies determined that curricula still do not properly incorporate the cultural dimension, while others point out positive changes. Anyhow, none if any seem to point to the optimal panorama yet.

In order to address the possible reasons that prevent the proper teaching of foreign language culture, it is imperative to consider the various elements that come into play in a classroom. The teacher, methodologies, and materials are all essential to language acquisition, but for the purpose of this paper, we will only be focusing on the latter: the materials that are being used. There is wide agreement that nowadays textbooks continue to be the predominant medium for teaching a foreign language. These are instrumental tools that provide the teachers with content and exercises on the foreign language being taught. Richard (2001) explains the different functions that textbooks entail:

> 1. Textbooks can serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.
> 2. Textbooks may provide the basis for the content of the lessons, the balance of skills taught and kinds of language practice the students take part in.
> 3. Textbooks may serve primarily to supplement teacher's instruction (p. 1)

It becomes evident, then, that textbooks definitely influence the students' acquisition of the language up to a great extent, especially because it is their main medium for language input and interaction. Yet, it must be noted that students have at their disposal a myriad of evolving and engaging media like blogs, social networks, and videogames (Reimann, 2009). In the light of this, it may result especially difficult for English as a Foreign Language (hereafter, EFL) textbooks to turn out engaging for students. Nevertheless, the aim of the teacher should not be that of competing with these influences that students are exposed to outside of the classroom, but rather to contribute to it, and even profit from it. Along these lines, Grant (1987, p. 16) suggests that when deciding if a textbook lesson is appropriate, teachers can omit it, replace it, adapt it, or add to it. This way, textbooks do not become an immutable classroom piece of furniture, but rather a malleable and useful instrument that can be combined with external resources for optimal results.

It is important, however, that EFL textbooks undergo careful analysis before being incorporated into the classroom. Very often, textbooks present some limitations that hinder the process of properly teaching culture. Damen (1984) postulated two aspects that may prevent teachers from providing effective cultural guide: teachers do not know what "culture" to teach and until recently only a few textbooks of methodologies have been available to assist teachers in the direction of culture learning (as cited in Tran, 2010, p. 18). We will deepen into the first idea in our theoretical framework. Along these lines, it must be added that some materials' offer of cultural content proves limited in geographical scope. This means that textbooks have long gravitated toward solely including the culture of the United Kingdom or the United States (Pennycook, 2007, as cited in Alshenqeeti, 2019). Clarke and Clarke (1990), for instance, concluded in their study that the British variety of the language seemed to be the standard. While some degree of standardization seems reasonable for intelligibility purposes, we argue that it is not incompatible with awareness raising on World Englishes. This way, exposure to different varieties and users in the classroom is essential “to contribute to the legitimacy of new varieties of English and better attitudes toward [students’] own English” (Chiba et al., 1995, as cited in Matsuda, 2003, p.723). We will also delve into this issue further on.

As ~~it~~ can be inferred, choosing and using a textbook that properly depicts Anglo-Saxon culture can be a challenging task. Lately, there has been a noticeable rising interest in research all around the world about how culture is represented in textbooks (e.g.: Rodríguez Abella, 2007; Lee, 2009; Wu, 2010; Larrea-Espinar, 2015). Most of these, focused on answering the questions of what type of culture is being portrayed, up to what extent, and whether IC are being incorporated into the curriculum. The aim of this paper is to contribute to this literature and conduct a content analysis of some up-to-date EFL textbooks editions to determine whether these incorporate IC and Anglo-Saxon culture in an appropriate, sufficient and effective manner. Then, we will design, collect, and suggest some materials and didactic units that may better serve this purpose, specifically for Spanish secondary students of 1st of Bachillerato.

2. THEORETICAL FRAMEWORK

Before we can begin with our textbook analysis, we are compelled to understand some key concepts, especially that of IC and culture. One of the foremost authorities on intercultural education and IC in specific is professor Byram. In his works, he has delved into the definition and requirements of IC, and pointed out that it combined by knowledge, skills and attitudes (Byram, Gribkova, & Starkey, 2002):

- “Intercultural attitudes (*savoir être*): curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own”. This relates to one’s ability and willingness to think from the perspective of a speaker with a different set of beliefs and behaviors without assuming that their own are the correct ones (p. 11.).

- "Knowledge (*savoirs*): of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction". This means not only learning about a specific culture, but also about how social groups and identities (one's own as well as others) typically function (p. 12).
- "Skills of interpreting and relating (*savoir comprendre*): ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own". In other words, this entails the ability to compare culturally different information so as to predict and solve possible misunderstandings and communication barriers (pp. 12-13).
- "Skills of discovery and interaction (*savoir apprendre/faire*): ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction". This is especially necessary since no speaker can anticipate which knowledge they will need or may not have had the chance to experience cultural exchanges themselves (p. 13).
- "Critical cultural awareness (*savoir s'engager*): an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries". Because of this idea, teachers do not need to change the student's own ideas, but rather to help them make them explicit and conscient in social interaction (p.13).

On this wise, Byram, Nichols and Stevens (2001) insist that teachers should not merely provide their students with exhaustive information and let them learn vicariously, but rather facilitate their interaction with culturally diverse aspects as a means to relativize their own beliefs and behaviors, as well as encourage them to investigate in the otherness that surrounds them (as cited in Paricio Tato, 2014, p. 220).

With these ideas in mind, the concept of IC should be easier to understand, and would be the time to deepen into the term "culture". Several authors have suggested definitions of culture, and among the most precise, we can find the following: Loveday (1981) defines culture as “the implicit norms and conventions of a society, its methods of ‘going about doing things’, its historically transmitted but also adaptive and creative ethos, its symbols and its organization of experience” (p. 34). Adaskou et al. (1990, pp. 3-4) does likewise by providing four dimensions that comprise culture:

> (i) the aesthetic sense (media, cinema, music and literature); (ii) the sociological sense (family, education, work and leisure, traditions); (iii) the semantic sense (conceptions and thought processes); (iv) the pragmatic (or sociolinguistic) sense (‘appropriacy’ in language use) (as cited in Bayyurt, 2006, p. 235).

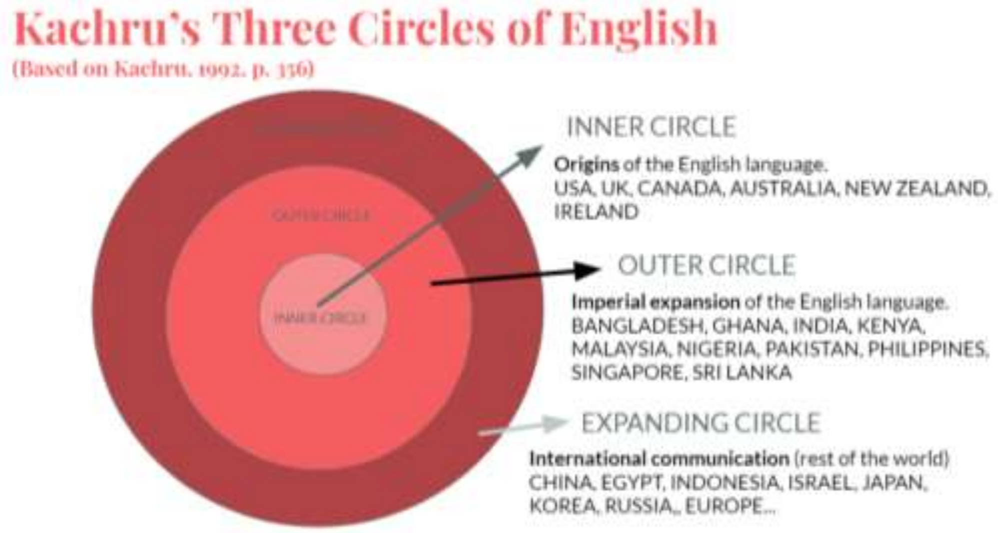
As we can notice, the concept of culture is understood to be heterogeneous, profound, dynamic and constantly shifting, and to comprise different social and demographic groups. Along these lines, various authors have suggested similar classifications for culture such as “big C culture” and “little c culture”, “low” and “high” culture, or “surface” and “deep” culture, all of which address a similar issue: the clear distinction of two levels of culture. Gómez Rodríguez (2015b, p. 168) introduced the term “surface culture” to name the static and easily observable traits of a nation such as holidays, gastronomy, touristic interest points, etc. This term could be equated with big C culture. Surface culture comes across as representative information that distinguishes nations apart, but its teaching may end up reinforcing skewed stereotypes (Gómez Rodríguez, 2015a, p. 45) as well as prove to be insufficient cultural content. By contrast, deep culture is understood as “invisible meanings associated with a region, a group of people, or subcultures that reflect their own particular sociocultural norms, lifestyles, beliefs, and values” (2015b, p. 168). This implies intangible and personal while collective cultural aspects and can be equated with little c culture. For instance, certain communities may regard marriage as the way to legalize the love between two people, while others may not need such recognition (2015a, p. 46). This type of culture is especially relevant because it has an impact on everyday behavior and the way reality is understood.

Several authors have pointed out that there is no general consensus on the specific cultural aspects that should be learned by students. This way, it is very often the case that students learn factual information such as food and drink, holidays, geography, economy and politics, while sociolinguistic, pragmatic competences and non-verbal language are often overlooked (Sercu, 2002; Reid, 2014; Zerzová, 2012, Kostková, 2012, as cited in Reid, 2015,

p. 940). As a case in point, Rodríguez Abella (2007) found that a Spanish textbook for Italian learners identified culture with surface culture, so only intellectual aspects like renowned literature were included. In this context, we should move on to consider the second reason that may hinder effective cultural instruction mentioned earlier: non-appropriate textbooks. An incorrect and/or limited approach to culture is not the only issue that needs to be addressed when looking at textbooks. On top of that, communicative approaches are the most common guiding thread among teaching materials, which implies that EFL textbooks will tend to include "lists of communicative functions, grammar forms, and language skills to be practiced" as well as "communicative tasks that simulate or are genuine real-life situations" with insufficient attention to the development of IC (Gómez Rodríguez, 2015b, p. 168).

On top of that, it is very often the case that textbooks provide quite a centered and limited perspective of English varieties. As we explained earlier, it is imperative to expose students to different varieties of the language if it is wished to develop openness and cultural sensibility. In this sense, Kachru's theory on the Three Circles (1992) of English proves quite apropos. It explains the sociolinguistic profile of the English language at present, and represents the "types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts" (p. 356):

- The inner circle relates to the origins of the language, and includes countries such as the United Kingdom, United States, Canada, Australia and New Zealand. This one is the most reduced in size.
- The outer circle relates to the imperial expansion of the language, and extends to countries as Bangladesh, India, Kenya, Nigeria, Singapore, etc.
- The expanding circle relates to international communication purposes of the language, and covers countries such as China, Egypt, Indonesia, Israel, Japan, Korea, Russia and European countries. This one is the biggest in size.


Kachru's Three Circles of English
(Based on Kachru, 1992, p. 356)
OUTER CIRCLE
INNER CIRCLE
INNER CIRCLE
Origins of the English language.
USA, UK, CANADA, AUSTRALIA, NEW ZEALAND, IRELAND
OUTER CIRCLE
Imperial expansion of the English language.
BANGLADESH, GHANA, INDIA, KENYA, MALAYSIA, NIGERIA, PAKISTAN, PHILIPPINES, SINGAPORE, SRI LANKA
EXPANDING CIRCLE
International communication (rest of the world)
CHINA, EGYPT, INDONESIA, ISRAEL, JAPAN, KOREA, RUSSIA,, EUROPE...

As it may be anticipated, and according to our previous reflection, EFL textbooks tend to focus on inner circle countries, which leads to the incorporation of cultural information solely about them as well as the adoption of one of their varieties as the standard (very often the British or American ones). The aim of culturally effective trained teachers would be to expose students to as many varieties as it is possible, and/or raise awareness on their existence. It is true, however, that if the aim of a subject is to learn about the English language, it may seem reasonable to focus on Anglophone countries and/or those countries where English plays a relevant historic or cultural role. This fact together with the limited time that teachers possess to strive away from the main contents, make us argue that we should focus on Kachru's inner circle. We defend, however, that this should not be done by only presenting the American or British variety as it has been traditionally done. On the contrary, we consider reasonable to expose students to all of the components of the inner circle, and to some of the outer circle, in accordance with the previous literature.

To put it simply, some of the most common issues that affect cultural representation in EFL textbooks is that culture is very often presented wrongly or insufficiently, which tend to favor a communicative function. On the ground of this, one may wonder whether this assertion is supported or contradicted by the current legislation. Fixing our attention in Spain, we resorted to the Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato, which we translated freely for intelligibility purposes. In its preamble, we can find that the main focus of the curriculum is quite clear: "The subject of First Foreign Language (...) contributes in the first place and fundamentally to the development of linguistic communicative competence" (p. 422). Not only that, but also it adds that "the acquisition of second languages must approximate the process of acquisition of mother tongues to produce results that are natural and directly applicable to the linguistic use in the real world" (p. 422). As we can see, the prevailing of the communicative approach and the aim of resembling the native speaker are ideas that had been previously discussed. Moving on, we can observe that IC is addressed in the following manner:

> "The effective use of foreign languages implies necessarily an open and positive view of these relationships with the rest of people, a view which is realized in attitudes of valuing and respect for every language and culture, for other people whose uses, values and beliefs differ from one's own, as well as the appreciation of the relative nature of customs, practices and ideas" (pp. 422-423)

Furthermore: "Civic and social competences, as well as cultural awareness and expression (...) comprise the skills that make up intercultural competences integrated in the acquisition of foreign languages" (p. 423). Now it would be the time to look to the specific contents found within one course year in particular. Throughout the six pages that concern the teaching of a foreign language for 1st of Bachillerato, every segment ("Understanding of oral texts", "Production of oral texts", "Understanding of written texts", and "Production of written texts") contains the same allusion to culture: "Sociocultural and sociolinguistic aspects: social conventions, courtesy norms and registers; customs, values, beliefs and attitudes; non-verbal language." The text does not delve any further into it, nor does it contain any segment exclusively dedicated to the development of IC. Though limited and arguably relegated to the sidelines, we can affirm that IC are contemplated in the current legislation and should be, then, expected in current textbooks.

3. METHODOLOGY

The previously discussed literature on culture in English language teaching will be our reference for the content analysis. We argue that in order to aim for a complete and reliable analysis, it is imperative that we review our materials concentrating on the portrayal of both cultural information and IC. For the former, we will firstly resort to the aforementioned distinction between surface and deep culture proposed by Gómez Rodríguez (2015b). Based on this typology as well as Reimann's criteria (2009), we have devised a table that will be filled in with data from each unit per textbook.

TABLE 1: Cultural themes

Unit	Theme	Surface Culture	Deep Culture	Type of task	Presentation	Perspective

"Type of task" refers to whether the activity is active ("[a]llows students to reflect, engage, process or synthesize cultural information") or passive ("[s]tudents are just subjected to arbitrary tourist information through teacher centered passive learning, which they cannot connect with in any meaningful way, not relevance or connection to their culture, perspective or reality") (p. 88). "Presentation" means whether the exposure to said cultural information was implicit or explicit. This means whether the cultural purpose of the activity is explained, or whether the activity itself explains and/or named the cultural information that is presented. It may be the case that a grammar activity speaks about public transport in London, but the activity only mentions its grammatical purpose and does not make any allusion whatsoever to the cultural side. This way, the student would be learning culture indirectly. Finally, "perspective" refers to the activity being either center or peripheral. For this purpose, we will resort to Kachru's theory on the Three Circles of English, which will help us determine which circle is being maintained in the spotlight.

Then, we designed the following table according to Byram, Gribkova and Starkey's elements that make up IC (2002), and inspired on Sitoresmi's table (2019, p. 37). This will be used to analyze the presence of IC in each textbook in a more comprehensive manner:

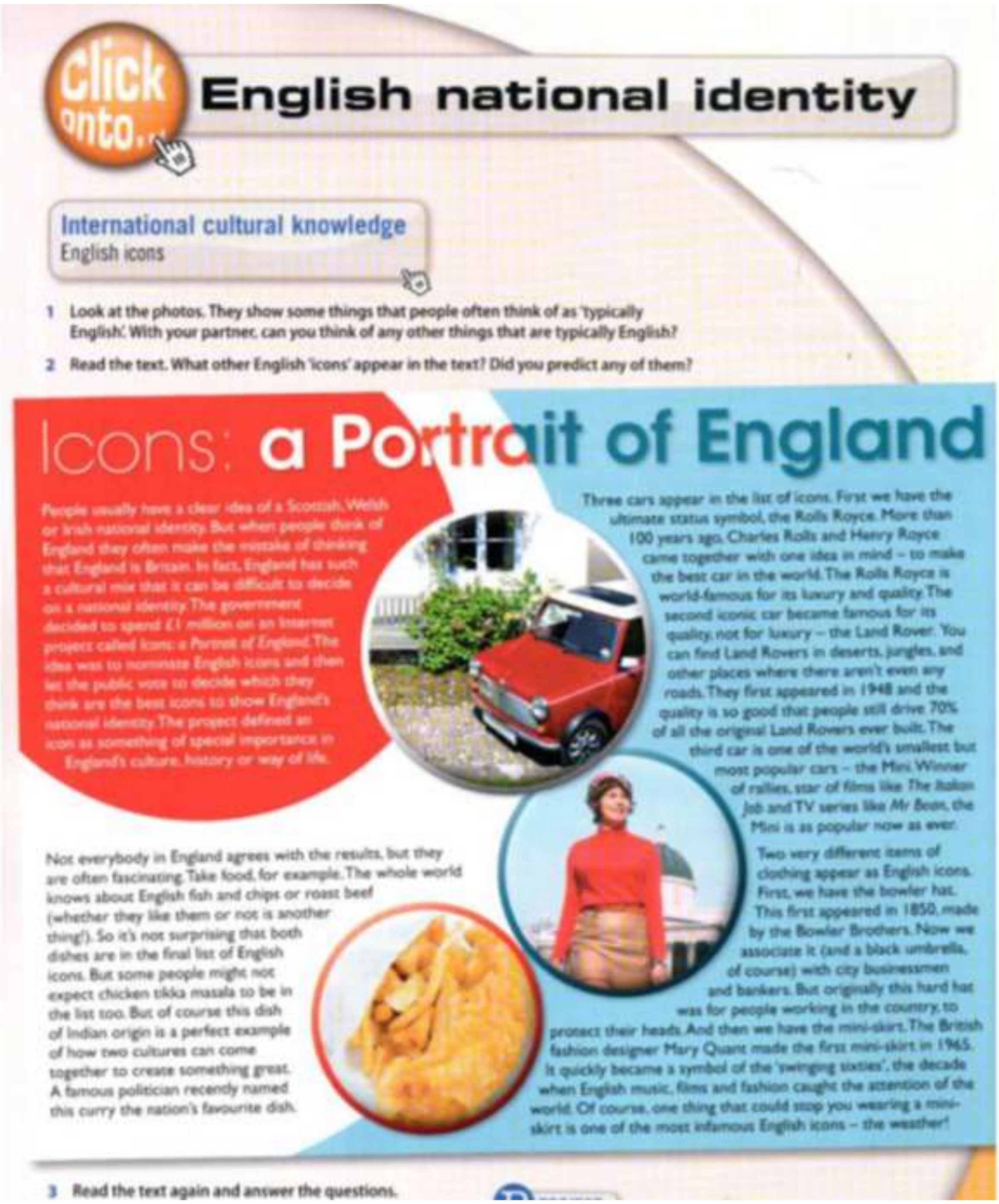
TABLE 2. IC Components:

IC component	Description	Explicit/Implicit/Not mentioned

Attitude:	Develop curiosity and openness about other cultures	
Knowledge:	Social groups and culture	
	Process of interaction	
Skills:	Of interpreting and relating	
	Of discovery and interaction	

Again, whether an item is mentioned explicitly or implicitly means if there are clear references to the name of the item and/or if the purpose is explained. Not mentioned means, then, that said skill does not appear anywhere in the coursebook. Lastly, it should be mentioned that a vital and much needed tool of this analysis is the author herself. This implies that a reasonable degree of subjectivity is to be expected, and slightly different results may be obtained were the analysis carried out by a different author. In order to strive for as much objectivity as it is possible, we resorted to designing the previous tables. Also, for the data collection, we will resort to systematic document review and observation, which is expected to produce narrative data as well as frequency counts. Notwithstanding, the interpretation of these data is necessarily left for the author's judgement relying on the discussed literature.

In order to explain the following analysis more clearly, we have included a model page of one of the textbooks (*Gateway B1+*, 2016, p. 10), and we will go through the analysis step by step.



Click onto... English national identity

International cultural knowledge
English icons

1 **Look at the photos. They show some things that people often think of as 'typically English'. With your partner, can you think of any other things that are typically English?**

2 **Read the text. What other English 'icons' appear in the text? Did you predict any of them?**

Icons: a Portrait of England

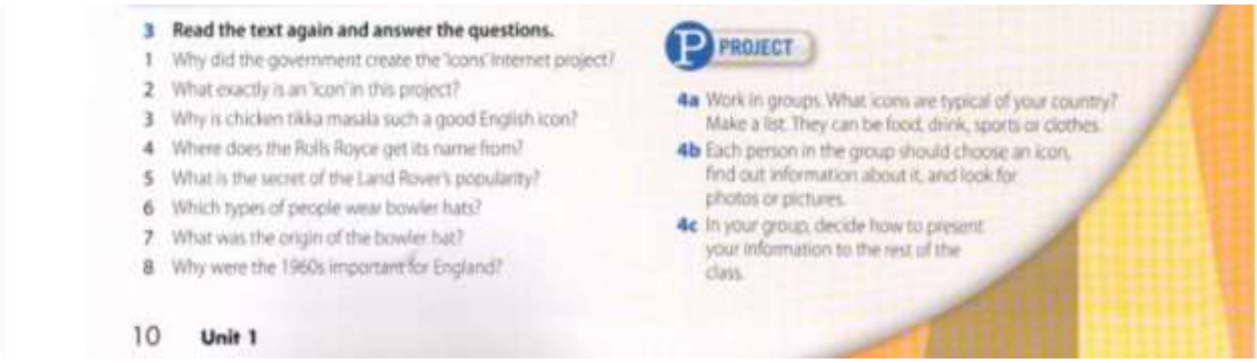
People usually have a clear idea of a Scottish, Welsh or Irish national identity. But when people think of England they often make the mistake of thinking that England is Britain. In fact, England has such a cultural mix that it can be difficult to decide on a national identity. The government decided to spend £1 million on an Internet project called Icons: a *Portrait of England*. The idea was to nominate English icons and then let the public vote to decide which they think are the best icons to show England's national identity. The project defined an icon as something of special importance in England's culture, history or way of life.

Not everybody in England agrees with the results, but they are often fascinating. Take food, for example. The whole world knows about English fish and chips or roast beef (whether they like them or not is another thing!). So it's not surprising that both dishes are in the final list of English icons. But some people might not expect chicken tikka masala to be in the list too. But of course this dish of Indian origin is a perfect example of how two cultures can come together to create something great. A famous politician recently named this curry the nation's favourite dish.

Three cars appear in the list of icons. First we have the ultimate status symbol, the Rolls Royce. More than 100 years ago, Charles Rolls and Henry Royce came together with one idea in mind – to make the best car in the world. The Rolls Royce is world-famous for its luxury and quality. The second iconic car became famous for its quality, not for luxury – the Land Rover. You can find Land Rovers in deserts, jungles, and other places where there aren't even any roads. They first appeared in 1948 and the quality is so good that people still drive 70% of all the original Land Rovers ever built. The third car is one of the world's smallest but most popular cars – the Mini. Winner of rallies, star of films like *The Italian Job* and TV series like *Mr Bean*, the Mini is as popular now as ever.

Two very different items of clothing appear as English icons. First, we have the bowler hat. This first appeared in 1850, made by the Bowler Brothers. Now we associate it (and a black umbrella, of course) with city businessmen and bankers. But originally this hard hat was for people working in the country, to protect their heads. And then we have the mini-skirt. The British fashion designer Mary Quant made the first mini-skirt in 1965. It quickly became a symbol of the 'swinging sixties', the decade when English music, films and fashion caught the attention of the world. Of course, one thing that could stop you wearing a mini-skirt is one of the most infamous English icons – the weather!

3 **Read the text again and answer the questions.**



3 **Read the text again and answer the questions.**

1 Why did the government create the 'Icons' Internet project?
2 What exactly is an 'icon' in this project?
3 Why is chicken tikka masala such a good English icon?
4 Where does the Rolls Royce get its name from?
5 What is the secret of the Land Rover's popularity?
6 Which types of people wear bowler hats?
7 What was the origin of the bowler hat?
8 Why were the 1960s important for England?

P PROJECT

4a Work in groups. What icons are typical of your country? Make a list. They can be food, drink, sports or clothes.

4b Each person in the group should choose an icon, find out information about it, and look for photos or pictures.

4c In your group, decide how to present your information to the rest of the class.

Here, we can see a text that the main item of the page is a text which deals with the most representative items of British culture: food, cars, and fashion. These are all components of surface culture, and no allusions to deep culture are made. Connected with the text we can find some reading pre-reading and post-reading questions which are meant to activate the students' previous knowledge on the topic and to determine whether the student has understood the text. This reflection is indeed intended to be carried out in the next exercise, a project. It asks students to compare this information to the one in their own country. Because of this task, we can affirm that the reading text and the project are active activities, since it allows the student to reflect and compare about different cultures. Precisely because of this and the following reasons, we know that the activity is also explicit: firstly, the title "International cultural knowledge" already sheds some light as to what to expect next; besides, the text contains an introduction that clearly explains its main idea, British icons that represent the country's culture, history, and way of life. Indeed, the student would learn about some cultural items in a direct and explicit manner. Since it is only focusing on Britain, found in Kachru's inner circle, we can affirm that the activity is centered.

Once we have concluded our model analysis and as a concluding point, we shall make clear that the textbooks that will undergo the content analysis are as follows: *Gateway B1+* (Spencer, 2016), *Shape the Future 1* (Wood, Anderson, & Varney, 2019), and *Make the Grade 1* Grant, & Williams, 2018). It may be anticipated that what the three have in common is the level: indeed, the level for all of them is that of a B1 according to the Common European Framework, which makes them ideal for 1st of Bachillerato. As a matter of fact, these textbooks were chosen because they are being currently used in different Spanish educational centers for 1st of Bachillerato classes, which will ensure up-to-date results. The textbooks will be analyzed in the order in which they have been mentioned.

4. ANALYSIS

Before we begin the analysis, some ideas must be highlighted. Firstly, only activities that contained cultural information about Anglo-Saxon countries were included. This means that some exercises aimed to teach students speaking or writing skills, for instance, but since these were not showing any sort of cultural information, have not been included within the tables. Additionally, in the event that a chapter did not include any cultural content, it will not appear on the table.

TABLE 1.1: Cultural themes (*Gateway*, Macmillan)

Unit	**Theme**	**Surface Culture**	**Deep Culture**	**Type of task**	**Presentation**	**Perspective**
1	Icons: A portrait of England	Yes	No	Reading activity and a Project: Active	Explicit	Centered
2	By Any Means	Yes	No	Reading activity: Passive	Implicit	Centered
2	Asking for information	No	Yes	Speaking and listening activities: Active	Implicit	Centered
2	Los Angeles	Yes	No	Writing activity: Passive	Implicit	Centered
3	An Old English Town… in China	Yes	No	Reading activity: Passive	Explicit	Centered
3	Sightseeing in London	Yes	No	Reading: Passive	Explicit	Centered
4	The Us Fast Food Industry	Yes	Yes	Listening: Passive	Explicit	Centered
4	Thanksgiving Day	Yes	No	Reading: Active	Explicit	Centered
5	Finding out	Yes	No	Reading:	Explicit	Centered

	about a British University			Passive		
5	Student Life in Britain	Yes	No	Listening: Active	Implicit	Centered
5	The Biggest University in Britain	Yes	No	Reading: Passive	Explicit	Centered
5	Writing Application Letters	No	Yes	Writing: Passive	Implicit	Centered
7	A Film Review	Yes	No	Writing: Passive	Explicit	Centered
8	Irish Music and Dance	Yes	No	Reading: Passive	Explicit	Peripheral
8	The Picture of Dorian Gray by Oscar Wilde	Yes	No	Reading: Passive	Explicit	Centered
9	Nations and Politics: USA and UK	Yes	No	Listening and Reading: Active	Explicit	Centered
9	Did Shakespeare Really Write all of his Plays? & Who Shot JFK?	Yes	No	Grammar exercise: Passive	Explicit	Centered
9	A Family of Nations	Yes	No	Reading: and Project Active	Explicit	Peripheral
10	A British Shopping Center	Yes	No	Reading: Passive	Explicit	Centered
10	If I Had a Million Dollars	Yes	No	Listening: Passive	Explicit	Peripheral

TABLE 2.1 IC Components (*Gateway*, Macmillan)

IC component	**Description**	**Explicit/Implicit/Not mentioned**
Attitude:	Develop curiosity and openness about other cultures	Implicit
Knowledge:	Social groups and culture	Explicit
	Process of interaction	Not mentioned
Skills:	Of interpreting and relating	Explicit
	Of discovery and interaction	Explicit

We should explain that in every two units we can find a section named "International-cultural knowledge" which is interchanged with a section by the name of "Cross-curriculars". The latter includes general knowledge such as history, geography or literature, and sometimes this relates to Anglo-Saxon culture. On balance, we can observe that mostly every unit includes some cultural content, be it explicitly or implicitly throughout examples, pictures or exercises. Surface culture is included far more often than deep culture, being the latter rarely addressed. The exposure to this sort of content is done mostly via passive activities, though it must be mentioned that projects seem to be the most active activities. These often ask students to compare the information received with that of their own country. On top of that, we can find some exposure to different English varieties and English-speaking countries, but to a much lesser extent than it does with the US or the UK. Given that the only English-speaking countries that have been mentioned are the UK, the US, Ireland and Canada, we can undoubtedly affirm that students following this textbook would be exposed solely to Kachru's inner circle. As for the second table, it should be noted that attitude and skills are being successfully included, but knowledge may be still improved, since no process of interaction is covered. In closing, we can affirm that this textbook offers some strong points, but still do not reflect the ideal panorama.

TABLE 1.2: Cultural themes (*Shape the future,* Cambridge)

Unit	**Theme**	**Surface Culture**	**Deep Culture**	**Type of task**	**Presentation**	**Perspective**
1	Culture spot: Jobs in the US	No	Yes	Reading activity: passive	Explicit	Centered
2	Culture spot: Steven Callahan	Yes	No	Reading activity: passive	Explicit	Centered
3	Culture spot: families	No	Yes	Reading activity: passive	Explicit	Centered
3	Hollywood celebrities	Yes	No	Reading activity: passive	Explicit	Centered
3	Michelle Obama and other celebrities	Yes	No	Reading activity: passive	Explicit	Centered
5	Culture spot: *Wonder Woman* Film	Yes	No	Reading activity: passive	Explicit	Centered
5	Travel to Malaysia	No	Yes	Reading and grammar activity: passive	Implicit	Peripheral
5	DigiQuest: Dress Code in the US and UK	No	Yes	Research: active	Explicit	Centered
6	Culture Spot: *Suffragette* Film	Yes	No	Reading activity: passive	Explicit	Centered
6	The House in	Yes	No	Reading,	Explicit	Centered

	Psycho			grammar and listening activity: passive		
6	TV Drama: *Sherlock*	Yes	No	Reading and listening activity: passive	Explicit	Centered
6	A Review of a Film: *The Nice Guys*	Yes	No	Reading activity: passive	Explicit	Centered
7	Culture Spot: The Statue of Liberty	No	Yes	Reading activity: passive	Explicit	Centered
7	Volunteers Organizations in Manchester	Yes	No	Research activity: active	Explicit	Centered
8	UK Government's Big Secret: A Weather Machine	Yes	No	Reading activity: passive	Explicit	Centered
8	Culture Spot: April Fool's Day	Yes	No	Reading activity: passive	Explicit	Centered
9	Culture Spot: Chromesthesia	Yes	No	Reading activity: passive	Explicit	Centered
9	DigiQuest: Refugees in Music, Freddie Mercury	No	Yes	Research activity: active	Explicit	Centered
9	American English vs.	Yes	No	Reading, listening,	Explicit	Centered

	British English			and pronunciation activities: active		
9	Covent Garden and New York	Yes	No	Reading and grammar, activities: active	Explicit	Centered

TABLE 2.2. IC Components *(Shape the future*, Cambridge)

IC component	Description	Explicit/Implicit/Not mentioned
Attitude:	Develop curiosity and openness about other cultures	Explicit
Knowledge:	Social groups and culture	Explicit
	Process of interaction	Explicit
Skills:	Of interpreting and relating	Explicit
	Of discovery and interaction	Not mentioned

While analyzing this textbook, we notice that every unit there is a “Culture Spot” box about surface and deep culture, though not necessarily about Anglo-Saxon culture and still very limited in content, consisting of only just a few words. In fact, we are not able to even find as much implicit cultural information throughout the examples or exercises as we did in the previous analysis. In this case, these activities deal with apparently random topics. Also, we can find a box by the name of “DigiQuest” at the end of each unit with research projects, sometimes related to Anglo-Saxon culture, which is the only element throughout the textbook that allows students to consciously develop their curiosity. The first table shows slightly more negative results than those obtained from the previous analysis. Not every unit provides cultural information, and sometimes this is only done via the “Culture Spot” boxes which, as mentioned earlier, prove scarce in words. On top of that, it is noticeable that this textbook also offers quite a centered perspective, solely focusing on the US and the UK. On the positive side, we can find a more frequent presence of deep culture representation in comparison to the previous textbook. As for the second table, we should point out that the results, in spite of their positive appearance, should be interpreted with caution. It is true that most of the aspects are covered explicitly, but the table does not mention how often and how extensively this is done. Indeed, it should be reiterated that none of the IC components or cultural data are sufficiently covered in this textbook.

TABLE 1.3: Cultural themes (*Make the grade 1*, Burlington)

Unit	**Theme**	**Surface Culture**	**Deep Culture**	**Type of task**	**Presentation**	**Perspective**
1	Life Skills: Reading Maps	Yes	No	Looking at a map and answering questions: active	Explicit	Centered
3	Schools Round the World	Yes	Yes	Looking at an infographic and answering questions: active	Explicit	Peripheral
4	World Cities	Yes	No	Reading, listening and speaking activities: passive	Explicit	Peripheral
4	The Old West End of Boston	Yes	Yes	Reading, grammar and listening	Explicit	Centered

				activities: passive		
6	Ben & Jerry’s, McDonald’s and Amazon	Yes	No	Reading activity: passive	Explicit	Centered
7	New Zealand’s All Blacks	Yes	No	Reading activity: passive	Explicit	Centered
7	The Curse of Billy Goat	Yes	No	Reading activity: passive	Explicit	Centered
7	Jeffrey and Steven Gluckstein	Yes	No	Reading activity: passive	Explicit	Centered
7	Influential People	Yes	No	Reading activity: passive	Explicit	Peripheral
8	Eat It or Not?	Yes	No	Reading activity: passive	Explicit	Centered
8	Waiters Paid to Be Rude: Ed Debevic’s Pizza Restaurant in Chicago	Yes	No	Reading activity: passive	Explicit	Centered
No number	Culture Magazine: Los Angeles, Dublin, Hong Kong, Cardiff, Liverpool, London, Vancouver, Edinburgh	Yes	Yes	Reading activity: passive	Explicit	Peripheral

TABLE 2.3 IC Components (*Make the grade 1*, Burlington)

IC component	**Description**	**Explicit/Implicit/Not mentioned**
Attitude:	Develop curiosity and openness about other cultures	Implicit
Knowledge:	Social groups and culture	Explicit
	Process of interaction	Not mentioned
Skills:	Of interpreting and relating	Explicit
	Of discovery and interaction	Explicit

Throughout this last textbook, we appreciate that surface culture is the most included by far, and it is carried out mostly in an explicit manner with a centered perspective. Again, we find that Kachru's inner circle is the most addressed. On top of that, we observed a curious phenomenon that could not be reflected in the table: there is extensive cultural information, but not necessarily Anglo-Saxon cultural information. For instance, we can learn about Zimbabwe, New Delhi, Medellín, or Jamaica, but with no connection to the language it is spoken there. In other words, there does not seem to be a purpose of introducing the English language in the context of Anglo-Saxon culture, but rather of offering the students some predominantly surface general culture. On the positive side, this helps students develop IC skills and attitudes of curiosity, discovery and relating. Besides, the content often deals with social and at times controversial issues which helps raise awareness and develop the students' reflective skills and critical thinking. It must be highlighted that the most complete and lengthy part of the textbook in terms of cultural information, is the section named "Culture Magazine", found on the last pages. However, we argue that this content could have been incorporated throughout the units as we observed in the previous textbooks. On balance, we can find scarce and limited information about Anglo-Saxon culture in specific, as can be observed in the first table, but attention to IC skills is paid.

5. CONCLUSIONS OF THE ANALYSIS

To summarize our conclusions, we can affirm that the late emergence of English as a global language of international communication has revealed the interdependence of language and culture: because we will eventually interact with culturally diverse people, we need not only a *lingua franca*, but some cultural skills that allow us to communicate without barriers. These skills, often referred to as intercultural competences or IC, and the cultural dimension of a language in general terms have been often found to be poorly addressed in EFL textbooks. Our analysis contributes to this literature, since none of the selected textbooks point out to the ideal picture, with notable differences among them. The first textbook appears to be the most successful in terms of cultural information, since it represents it extensively, intendedly, and consistently throughout the units as examples, texts, or projects. However, surface culture still weighs very heavily in the scale. As for the second textbook, we found much more limited content both in terms of IC components and cultural information, though deep culture was more often addressed. The third textbook, in the last place, provides a wide range of cultural information, but rarely about Anglo-Saxon culture in specific or intendedly. The incorporation of IC components, nevertheless, is done more successfully than in the previous two textbooks. Altogether, the three seem to lack: a more varied and extensive offer of deep culture, in specific dealing with processes of interaction; a more peripheral perspective which includes Kachru's outer and expanding circles; a more extensive incorporation of IC components.

The identification of these deficiencies justifies our designing of didactic material that better represents the English-speaking cultural dimension in the EFL classroom. The design of such materials will be integrated in 10 units that we devised with English-speaking culture as their guiding thread. The most relevant aspects that make up these units will be displayed in a table format. Then, we will explain in detail one of these units, in specific unit 1. Again, the contents of this unit will be developed in a table format which includes information about the specific objectives, activities, resources, competences and others.

6. CONTEXTUALIZATION

The center where the following lesson plan is aimed at is the bilingual Public Private Partnership (PPP) school Colegio J.A.B.Y, located in Torrejón de Ardoz. The city has a population of nearly 130,000 people and is set 20 kilometers from the center of Madrid. The center, found in 1967, prides on a successful track record. It is placed in the historic center of the district, which grants it with a privileged location. Close to it, we can find the train station, a bus stop, and a couple of parks and local businesses. Its main building comprises 5 floors, throughout which we can find Primary, and Secondary classes. A different building is set for Bachillerato classes. Indeed, the center offers a mixed and secular education to students from 3 to 18 years old. The average profile of the families enrolled in this center is that of the middle class with liberal professions, and a minority of ethnic diversity can be observed. Each secondary class comprises around 20 for the youngest groups. Given the current sanitary situation, the higher years have been divided into two halves: one attends classes on-site, and the other half attends online classes. These groups are changed every week so that everyone attends both modalities.

Online classes can be carried out thanks to the program *Curiositic*. This program among other aspects, allows every class to have a smart television, and every secondary student and teacher to have an iPad of their own that they rent for the whole year. Given this fact, it is understandable that the prevailing teaching methodology is quite a digitalized one. As a matter of fact, the student body does not possess coursebooks. On the contrary, it is the teachers who design every unit and material that will be used to accompany the classes. These resources are uploaded to the *Classroom* platform, a web-based medium that allows the school staff to assess and upload assignments and contents. Apart from *Curiositic*, there are other projects carried out by the center in favor of the secondary student's learning: *Educamos* platform, which allows the teacher to keep in touch with the students' parents and keep track of their attendance; Helping Students Program, which enables a couple of students to notice, prevent and mediate in possible conflicts; X5 Project, which guarantees that the subjects of Spanish Language, Mathematics and English there are 5 weekly periods as a means to extend or strengthen their contents. With regards to the English language, the center strives for a real, comprehensive, and integrating bilingual program (CITE). That is the reason why English is deemed as an instrumental subject and receives 5 weekly periods for every course in primary and secondary education. The aim of this is that the English language becomes the 30% of the teaching load.

As for the prospective class itself, we envisioned a 1st of Bachillerato class comprised of 30 students. Given that the center offers bilingual education, we expect quite a diversity of English levels. Some students may very well reach a B2 level while others may not be above a B1. This will be kept in mind at all times. As a matter of fact, we expect a couple of students to display a notably higher level of English as well as greater motivation and will to participate. Similarly, a couple of students are estimated to blatantly refuse to engage in any class dynamics. With respect to students with special needs due to a disability, we will bear in mind that our class has a student who does not see well due to cataracts in both eyes. This student will need to be seated in the front row of the class without exception, and whenever there is printed out material, this should be A3 sized. On top of that, it may be advisable to get in contact with non-profit organizations such as ONCE in Spain that work for helping the visually impaired. These organizations can provide the center with resources and materials that facilitates visual tasks for these students. For instance, specialized lenses that allow students to read textbooks or other materials that cannot be printed in A3 size. Our classroom is also foreseen to present some degree of multiculturality, with around 5 students from a different nationality but who can perfectly understand Spanish either because it is their mother tongue or because they have been born or brought up in Spain.

7. CONTENTS

Both the objectives and the contents of the following lesson plan have been designed according to the curriculum guidelines established in the latest legislation [Decreto 52/2015; Real Decreto 1105/2014; Ley Orgánica 8/2013]. Though education legislation is expected to shift soon, we have devised our plan so that it can be used in any future context.

The methodology which best suits our aims is the Communicative Language Teaching (CLT) approach. It understands language as communication, and is based upon a set of principles:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of class-room activities.
- Fluency is an important dimension of communication.

- Communication involves the integration of different language skills
- Learning is a process of creative construction and involves trial and error. (Richards & Rodgers, 2001a, p. 172).

On a secondary level, the Task-based approach (TBA) will also be followed for the upcoming unit design, given that it shares several principles with the CLT:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process (Richards & Rodgers, 2001b, p. 223).

Bearing these guidelines in mind, we will deal with task-based materials as well as realia, which help introduce authentic and meaningful tasks into the classroom. On top of that, we will strive to include activities that need to be carried out collaboratively, as in groups of pairs.

With respects to the timing, in the Bachillerato level, the English subject takes up 4 hours a week. Given that the year has around 32 class weeks excluding holidays and exams days, we expect to have a total of 128 hours for the English lesson. In specific, we calculated 4 classes a week will be dedicated to English. Approximately 3 weeks will be dedicated to each of the 10 units, as will be observed later on. Below, we include a table that visually explains how these hours will be distributed throughout the year and alongside with the different units:

TABLE 3: Course contents

TERM	UNIT	WEEKS
1	Unit 1. Communicating abroad.	3
	Unit 2. Traveling the world.	
	Unit 3. Building relationships	
	Unit 4. Make the cut!	
	Unit 5. Hit the books!	

2	Unit 6. A well-oiled machine	
	Unit 7. Society is us	4
3	Unit 8. The world today	
	Unit 9. A piece of cake	3
	Unit 10. Music to my ears	

The designed materials can be found in Appendix 2, though the main ones can be located in Appendix 2. *C* and 2. *N*.

8. DIDACTIC UNITS

Before we present the designed didactic units, it should be mentioned that every term there will be two projects on different English-speaking countries will be developed. These projects will also be orally presented. These projects help students delve into the English-speaking culture more deeply. We considered Kachru's inner circle when selecting the most relevant countries to work on: the US, the UK, Canada, Ireland, Australia and New Zealand. Since we will be explaining Unit 1 in detail, we will deal with the project related with the US culture. However, on the first day of class, at the very beginning of the course, the teacher will conduct an introduction to the theme that connects every unit: the English culture and its many varieties. This is intended to help students better adapt to the guiding thread of the units and develop an initial curiosity towards different cultural contexts.

UNIT: *1*	Communicating abroad	3 weeks

CONTENTS		
BLOCK I:	Listening strategies: • Identifying major concepts and	**Sociocultural and sociolinguistic aspects:** • Interest in learning about other cultures

Comprehension of oral texts	ideas in speeches, discussions, audio and video presentations	• Respect about cultural diversity and foreign customs **Communicative functions:** • Communicating effectively in a different socio-cultural context. • Asking and giving information about routines, everyday activities, and habits, and writing informal letters. **Syntactic-discursive structures:** • Revision of present simple and continuous, • Extension of present simple and continuous • Revision of static and dynamic verbs **Vocabulary:** • Emotions and feelings • Personality • Communication **Pronunciation:** Segmental features: /Ɵ/ and /ð/ • Suprasegmental features: Intonation of affirmative and interrogative sentences
BLOCK II: Production of oral texts	Speaking strategies: • Engaging critically and constructively in oral exchanges of ideas • Participating in both sides of an interview process • Delivering a clear, coherent oral presentation using information and diction suitable for subject, purpose, and audience	
BLOCK III: Comprehension of written texts	Reading strategies: • Showing literal and inferential comprehension of texts • Formulation of hypothesis on	

	content and context • Description of abstract qualities in people	
BLOCK IV: Production of written texts	Writing strategies: • Accessing resources on the internet to do guided research. • Using core vocabulary list to write about a given topic (an informal email).	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Making connections between reading and real-life experiences
Audiovisual communication & ICT	Employ electronic resources to organize and retrieve information
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
	• List making

<table>
<tr>
<td colspan="2">• Google document containing unit 1 (see Appendix 2. <i>C</i>)
• YouTube Video https://www.youtube.com/watch?v=Ki-njVqnLCU
• American culture website https://fernandezsanchezlu.wixsite.com/website
• Kahoot test https://create.kahoot.it/share/unit-1-review/b52d29af-67a4-4666-b634-ad171353a3e1</td>
<td colspan="2">• Multiple choice exercise
• Role-play activity
• Hands-on activity
• Fill in the gaps
• Research activities</td>
</tr>
<tr>
<th colspan="4">EVALUATION</th>
</tr>
<tr>
<th rowspan="3">EVALUATION</th>
<th>Specific learning outcomes</th>
<td colspan="2">It is expected that students will:
• Use present simple and continuous effectively
• Be able to describe people and situations and express emotions
• Distinguish /Θ/ and /ð/ sound in different accents
• Use intercultural competences to understand and make oneself understood in different cultural contexts</td>
</tr>
<tr>
<th colspan="2">Competences</th>
<th>Achievement indicators</th>
</tr>
<tr>
<td colspan="2">1. Competence in Linguistic Communication</td>
<td>Performance outcome 1. Competence (1):</td>
</tr>
</table>

	2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship **7.** Awareness and cultural expression	- To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):** - To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** - To take an interest in the different cultural settings around them

UNIT: *2*	Traveling the world	3 weeks

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: - Identifying major concepts and ideas in speeches, discussions, audio and video presentations	**Sociocultural and sociolinguistic aspects:** - Interest in learning about other cultures - Respect about different backgrounds and stories - Engaging effectively in organized and assertive group work **Communicative functions:** - Telling a story - Sequencing tasks in the past - Expressing past time
BLOCK II: Production of oral texts	Speaking strategies: - Delivering a clear, coherent oral presentation using information	

	and diction suitable for subject, purpose, and audience • Supporting a position in discussion or in formal debate	**Syntactic-discursive structures:** • Revision of past simple, continuous and perfect • Extension of past simple, continuous and perfect • Revision of adverbs of manner **Vocabulary:** • Transport • Traveling • Phrasal verbs related to traveling **Pronunciation:** • Segmental features: weak forms is / was / are / were • Suprasegmental features: Word stress in phrasal verbs
BLOCK III: Comprehension of written texts	Reading strategies: • Showing literal and inferential comprehension of texts • Formulation of hypothesis on content and context • Identifying the function of essential short story elements such as characters, setting, etc	
BLOCK IV:	Writing strategies: • Using a model to write a story	

Production of written texts		

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Fostering interest in written stories
Audiovisual communication & ICT	Employ electronic resources to organize and retrieve information
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
• Weak forms YouTube video https://www.youtube.com/watch?v=fFK4N-5--44	• True or false exercise • Multiple choice exercise • Role-play activity • Hands-on activity • Fill in the blanks

EVALUATION		
E V A L U A T	**Specific learning outcomes**	**It is expected that students will:** • Use past simple, continuous and perfect effectively. • Be able to tell a clear and organized story • Distinguish weak forms in different accents. • Use intercultural competences to understand and make oneself understood in different cultural contexts

I **O** **N**	**Competences**	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship **7.** Awareness and cultural expression	**Performance outcome 1. Competence (1):** - To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):** - To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** - To take an interest in the different cultural settings around them **Performance outcome 4. Competence (6):** - To take an interest in undertaking a journey and going out of own's comfort zone **Performance outcome 5. Competence (2):** - To learn about transport and their functioning

UNIT: *3*	Building relationships	3 weeks
	CONTENTS	
BLOCK I: Comprehension of oral texts	Listening strategies: - To predict content based on previous knowledge and	**Sociocultural and sociolinguistic aspects:** - Interest in learning about other cultures

<table>
<tr><td></td><td>extralinguistic elements</td><td rowspan="4">Encouraging students to be eager to participate
Communicative functions:
Communicating effectively in a different socio-cultural context
Talking about past events, years and dates
Syntactic-discursive structures:
Revision of present perfect simple, continuous and perfect continuous
Extension of present perfect, continuous and perfect continuous
Revision of time words
Vocabulary:
Family and relationships
Prefixes
Phrasal verbs related to family
Pronunciation:
Segmental features: /iz/ and /z/</td></tr>
<tr><td>BLOCK II: Production of oral texts</td><td>Speaking strategies:
Correctly and politely exchanging opinions about a given topic</td></tr>
<tr><td>BLOCK III: Comprehension of written texts</td><td>Reading strategies:
Identifying the function of essential short story elements</td></tr>
<tr><td>BLOCK IV: Production of written texts</td><td>Writing strategies:
Using a model to write a biography</td></tr>
<tr><td colspan="3">CROSS-CURRICULAR ELEMENTS</td></tr>
<tr><td>Promotion of reading habits</td><td colspan="2">Presenting different genres to take interest in</td></tr>
<tr><td></td><td colspan="2">Employ electronic resources to organize and retrieve information</td></tr>
</table>

Audiovisual communication & ICT	
Values	Fostering tolerance and curiosity towards different cultures

<table>
<tr><th colspan="3">RESOURCES</th><th colspan="2">TYPES OF LEARNING ACTIVITIES</th></tr>
<tr><td colspan="3">• Exercises 1, 2 and 3 from unit 3 (see Appendix 2. <i>N</i>)</td><td colspan="2">• Matching exercises
• Multiple choice exercise
• Role-play activity
• Hands-on activity
• Fill in the blanks</td></tr>
<tr><th colspan="5">EVALUATION</th></tr>
<tr><td rowspan="3">E V A L U A T I O N</td><td>Specific learning outcomes</td><td colspan="3">It is expected that students will:
• Use present perfect simple, continuous and perfect continuous effectively
• Be able to speak about their relationships with the correct vocabulary
• Distinguish /z/ /s/ sounds
• Use intercultural competences to understand and make oneself understood in different cultural contexts</td></tr>
<tr><th colspan="2">Competences</th><th colspan="2">Achievement indicators</th></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology</td><td colspan="2">Performance outcome 1. Competence (1):
• To improve their writing, speaking, reading and listening skills in a second language
Performance outcome 2. Competence (3 & 4):</td></tr>
</table>

	3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship **7.** Awareness and cultural expression	- To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** - To take an interest in the different cultural settings around them **Performance outcome 2. Competence (2):** - To learn how to speak about the past by handling time expressions

UNIT: *4*	Make the cut!	3 weeks
CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: - Understanding oral instructions	**Sociocultural and sociolinguistic aspects:** - Promoting tolerance for different opinions - Fostering teamwork and collaborative learning **Communicative functions:** - Expressing future events - To describe plans in the future - Making predictions **Syntactic-discursive structures:** - Revision of will and going to - Revision of present continuous and present simple
BLOCK II: Production of oral texts	Speaking strategies: - Expression of an invitation to an event or activity to a peer	
BLOCK III: Comprehension of	Reading strategies: - To develop critical thinking	

written texts	skills towards opinion articles	• Revision of future continuous and perfect **Vocabulary:** • Sports • Adjective suffixes **Pronunciation:** • Segmental features: / ʌ/ and / ɒ/ • Suprasegmental features: stress in adjectives
BLOCK IV: Production of written texts	Writing strategies: • Providing and logically supporting an opinion (opinion essay)	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Presenting different genres to take interest in reading
Audiovisual communication & ICT	Employ electronic resources to organize and retrieve information
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
• Activities 1-3 on unit 4 (see Appendix 2. *N*)	• Matching exercises • Multiple choice exercise • Debating activity • Hands-on activity • Fill in the blanks
EVALUATION	

<table>
<tr><td rowspan="3">EVALUATION</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
• Use present all future tenses effectively
• Be able to speak about sports and their athletic abilities
• Distinguish / ʌ/ and / ɒ/ sounds
• Use intercultural competences to understand and make oneself understood in different cultural contexts.</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
<tr><td colspan="2">1. Competence in Linguistic Communication
2. Mathematical competence and basic competence in Science and Technology
3. Digital competence
4. Learning-to-learn
5. Social and civic competences
6. Sense of initiative and entrepreneurship
7. Awareness and cultural expression</td><td>Performance outcome 1. Competence (1):
• To improve their writing, speaking, reading and listening skills in a second language
Performance outcome 2. Competence (3 & 4):
• To learn how to organize information by the use of online resources and on-screen reading
Performance outcome 3. Competence (5 & 7):
• To take an interest in the different cultural settings around them</td></tr>
</table>

<table>
<tr><td>UNIT:
<i>5</i></td><td>Hit the books!</td><td>3 weeks</td></tr>
<tr><td colspan="3">CONTENTS</td></tr>
</table>

BLOCK I: Comprehension of oral texts	Listening strategies: • Distinguishing between kinds of understanding (main information, general sense, relevant details etc)	**Sociocultural and sociolinguistic aspects:** • Promoting a positive attitude towards studying habits • Fostering teamwork and collaborative learning • Growing interest in learning about other country's culture **Communicative functions:** • To speculate about the past and the present • To give advice • To express ability and permission **Syntactic-discursive structures:** • Revision of modals of ability • Introduction of modals of prohibition and obligation • Introduction of modals of recommendation and advice • Extension of possibility in the present • Introduction of possibility in the past **Vocabulary:** • School and university subjects • Words connected to school and university • Noun suffixes • Phrasal verbs connected with education **Pronunciation:** • Segmental features: / ɪ/ and /i:/
BLOCK II: Production of oral texts	Speaking strategies: • To adapt the register to the audience	
BLOCK III: Comprehension of written texts	Reading strategies: • To learn how to skim through a written text	
BLOCK IV: Production of written texts	Writing strategies: • To write an application letter with the appropriate language and register	

		• Suprasegmental features: silent letters

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Making reading tasks meaningful and relatable
Audiovisual communication & ICT	Accessing various websites to collect academic information
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Activities 1-3 in unit 5 (see Appendix 2. *N*)	• Gap-filling • Researching activity • Multiple choice exercise • Role-play activity • Hands-on activity

EVALUATION		
EVALUATI	**Specific learning outcomes**	**It is expected that students will:** • Use all modal verbs effectively • Be able to speak about school and university • Distinguish / ɪ / and /i:/ sounds • Use intercultural competences to understand and make oneself understood in different cultural contexts.
	Competences	**Achievement indicators**

O **N**	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship **7.** Awareness and cultural expression	**Performance outcome 1. Competence (1):** • To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):** • To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** • To take an interest in the different cultural settings around them
UNIT: *6*	A well-oiled machine	3 weeks

CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: • To formulate hypothesis on what might happen next based on context	**Sociocultural and sociolinguistic aspects:** • Taking turns in an organized fashion in pair discussion • Growing an interest in learning about different cultures **Communicative functions:** • To emphasize the object rather than the subject in speech • To express when the subject is unknown or needs to be omitted
BLOCK II: Production of oral texts	Speaking strategies: • To be able to correctly express agreement and disagreement	

BLOCK III: Comprehension of written texts	Reading strategies: • To identify key words in questions	• To express a service you received **Syntactic-discursive structures:** • Revision of the passive • Extension of the passive • Introduction of passive modals • Introduction of have something done **Vocabulary:** • Inventions and technology • Prepositional phrases with adjectives **Pronunciation:** • Segmental features: / w/ and /j/ • Suprasegmental features: stressing of verbs and nouns that have the same form
BLOCK IV: Production of written texts	Writing strategies: • To write a review of a audiovisual piece (movie, documentary, etc)	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Making reading tasks meaningful and relatable
Audiovisual communication & ICT	Using a wide range of technological resources to view and organize information
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
	• Conversation activity

• Activity 1-3 in unit 6 (see Appendix 2. *N*) • Listening activity (Rmartinandres, 2014), see Appendix 2. *M*.	• Multiple choice exercise • Hands-on activity • Competition activity

EVALUATION		
EVALUATION	**Specific learning outcomes**	**It is expected that students will:** • Use the passive correctly • Be able to speak about the latest inventions and operating with technology • Distinguish and effectively pronouncing /w/ and /j/ sounds • Use intercultural competences to understand and make oneself understood in different cultural contexts.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1):** • To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):** • To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** • To take an interest in the different cultural settings around them **Performance outcome 4. Competence (2):** • To grow an interest on operation with technology

UNIT: *7*	Society is us	4 weeks
CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: • To focus on key words rather than understanding word-by-word	**Sociocultural and sociolinguistic aspects:** • Understanding the language as a tool to shape the world • Fostering respect for other opinions • Growing an interest in learning about different cultures **Communicative functions:** • To speculate about the past • To speak about possible events in the future • To express general truths **Syntactic-discursive structures:** • Revision of conditionals (zero, one, second) • Introduction of third conditional • Introduction of *as soon as, when, provided that* • Introduction of *I wish* and *If only* **Vocabulary:** • Social issues • *Do* and *make* • Phrasal verbs connected with social issues **Pronunciation:**
BLOCK II: Production of oral texts	Speaking strategies: • Compensate lack of linguistic items with other linguistic and paralinguistic elements (re-wording, defining, body language etc)	
BLOCK III: Comprehension of written texts	Reading strategies: • To learn how to scan a written text	
BLOCK IV:	Writing strategies:	

Production of written texts	• To be able to write a formal email by adapting the register	• Segmental features: verbs ending in *-ed* • Suprasegmental features: linking

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Make reading look powerful and world-transforming
Audiovisual communication & ICT	Using a wide range of technological resources to view and organize information
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
• Activities 1-4 in unit 7 (see Appendix 2. *N*)	• Conversation activity • Identifying structure activity • Hands-on activity • Research activity

<table>
<tr><th colspan="4">EVALUATION</th></tr>
<tr><td rowspan="2">E
V
A
L
U
A
T
I</td><td>Specific learning outcomes</td><td colspan="2">It is expected that students will:
• Use the 4 types of conditionals effectively
• Be able to speak about the social issues
• Distinguish the different pronunciations of verbs ending in -ed
• Use intercultural competences to understand and make oneself understood in different cultural contexts</td></tr>
<tr><td colspan="2">Competences</td><td>Achievement indicators</td></tr>
</table>

O **N**	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship **7.** Awareness and cultural expression	**Performance outcome 1. Competence (1):** • To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):** • To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** • To take an interest in the different cultural settings around them

UNIT: *8*	The world today	4 weeks
	CONTENTS	
BLOCK I: Comprehension of oral texts	Listening strategies: • To listen for synonyms of key words	**Sociocultural and sociolinguistic aspects:** • Learning to be critical towards others' works and to respectfully comment on it • Engaging effectively in organized and assertive group work. • Growing an interest in learning about different cultures **Communicative functions:**
BLOCK II: Production of oral texts	Speaking strategies: • Coordinate one's competences as a means to plan and	

	effectively execute a task (what do I know about the topic, what do I want to say)	• To express what somebody else has said **Syntactic-discursive structures:** • Reported speech (statements, questions, commands and suggestions) **Vocabulary:** • The media • Verb and noun collocations **Pronunciation:** • Segmental features: /ʊ/ and /u:/ • Suprasegmental features: stress patterns
BLOCK III: Comprehension of written texts	Reading strategies: • Reformulation of hypothesis based on the understanding of new elements	
BLOCK IV: Production of written texts	Writing strategies: • To be able to write a report of an event in a clear and organized fashion	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Growing interest on reading outside the classroom by introducing students to the world of newspapers (print and electronic)
Audiovisual communication & ICT	Using a wide range of technological resources to view and organize information
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	**TYPES OF LEARNING ACTIVITIES**

• Activities from 1-3 in unit 8 (see Appendix 2. N)	• Conversation activity • Identifying structure activity • Hands-on activity • Research activity

EVALUATION		
EVALUATION	**Specific learning outcomes**	**It is expected that students will:** • Use the reported speech effectively • Be able to speak about the media • Distinguish the / ʊ/ and /u:/ sounds • Use intercultural competences to understand and make oneself understood in different cultural contexts.
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1):** • To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):** • To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** • To take an interest in the different cultural settings around them

UNIT: *9*	A piece of cake	3 weeks
CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: • To listen for pauses that may indicate a change of subject	**Sociocultural and sociolinguistic aspects:** • To be respectful and keep silence while other people are speaking • Growing an interest in learning about different cultures **Communicative functions:** • To express an extent • To express exaggerations **Syntactic-discursive structures:** • Indeterminate pronouns (*any, some, no, every*) • *So* and *such* • *Too* and *enough* **Vocabulary:** • Food • Phrasal verbs connected with food **Pronunciation:** • Segmental features: /dʒ/ and /ʒ/ • Suprasegmental features: syllable clustering
BLOCK II: Production of oral texts	Speaking strategies: • To give clear and concise instructions	
BLOCK III: Comprehension of written texts	Reading strategies: • To be able to read between the lines or inference from a written text	
BLOCK IV: Production of written texts	Writing strategies: • To be able to write instructions (so as to write a recipe) in an ordered and clear fashion	
CROSS-CURRICULAR ELEMENTS		
	Making reading tasks meaningful and relatable	

Promotion of reading habits	
Audiovisual communication & ICT	Using a wide range of technological resources to access music
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	TYPES OF LEARNING ACTIVITIES
• Exercises 1-4 in unit 9 (see Appendix 2. *N*)	• Research activity • Conversation activity • Matching activity • Hands-on activity

EVALUATION		
EVALUATION	**Specific learning outcomes**	**It is expected that students will:** • Use intensifiers effectively • Be able to speak about the food • Distinguishing and properly pronouncing the /dʒ/ and /ʒ/ sounds • Use intercultural competences to understand and make oneself understood in different cultural contexts
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication	**Performance outcome 1. Competence (1):** • To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):**

	2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship **7.** Awareness and cultural expression	• To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** • To take an interest in the different cultural settings around them

UNIT: *10*	Music to my ears	3 weeks
CONTENTS		
BLOCK I: Comprehension of oral texts	Listening strategies: • To learn how to take notes while listening so as not to rely on memory	**Sociocultural and sociolinguistic aspects:** • To display sportsmanship when one does not win in a class game • Growing an interest in learning about different cultures **Communicative functions:** • To provide additional information (essential or not) • To limit the nouns we can refer to
BLOCK II: Production of oral texts	Speaking strategies: • To speak about preferences	

BLOCK III: Comprehension of written texts	Reading strategies: • To be able to quickly locate keywords in a text	**Syntactic-discursive structures:** • Relative clauses (defining and non-defining relative clauses) **Vocabulary:** • Music • Phrasal verbs connected to concerts **Pronunciation:** • Segmental features: r sound after a vowel • Suprasegmental features: different accents intonation
BLOCK IV: Production of written texts	Writing strategies: • Paragraphing and planning a piece of writing	

CROSS-CURRICULAR ELEMENTS	
Promotion of reading habits	Making reading tasks meaningful and relatable
Audiovisual communication & ICT	Using a wide range of technological resources to access music
Values	Fostering tolerance and curiosity towards different cultures

RESOURCES	**TYPES OF LEARNING ACTIVITIES**
• Pyramid game (see Appendix 2. Q) • Activity 1-3 in unit 10 (see Appendix 2. N)	• True or false activity • Multiple choice activity • Contest activity • Hands-on activity

		• Competition activity
EVALUATION		
E V A L U A T I O N	**Specific learning outcomes**	**It is expected that students will:** • Use relative clauses properly • Be able to speak about music • Properly pronouncing the r after a vowel • Use intercultural competences to understand and make oneself understood in different cultural contexts
	Competences	**Achievement indicators**
	1. Competence in Linguistic Communication 2. Mathematical competence and basic competence in Science and Technology 3. Digital competence 4. Learning-to-learn 5. Social and civic competences 6. Sense of initiative and entrepreneurship 7. Awareness and cultural expression	**Performance outcome 1. Competence (1):** • To improve their writing, speaking, reading and listening skills in a second language **Performance outcome 2. Competence (3 & 4):** • To learn how to organize information by the use of online resources and on-screen reading **Performance outcome 3. Competence (5 & 7):** • To take an interest in the different cultural settings around them

Learning activities and teaching methods tables can be found in *10. APPENDIX 1. Lesson* **Plan.**

9. ASSESSMENT

For the design of formal tests, we will follow some of Bachman and Palmer’s (1996) qualities of good testing: reliability, validity, and impact. Reliability is here understood as a “function of consistencies across different sets of test task characteristics” (p. 20). As for validity, we imply that a test score will reflect the area of language that we implied to measure and nothing else (p. 21). Finally, with the notion of impact, we refer to the ways that the test taker can be affected:

> - the experience of taking and preparing the test
> - the feedback they receive on their performance
> - the decisions that may be made about them on the basis of their test results (p. 31)

To cater for the first idea, we opted for dividing the written exams among different days. This is expected to relieve the anxiety that a single global exam may arise among students. On top of that, we will combine formal assessment written tests with informal assessment and other instruments of assessment up to a reasonable extent, so that a negative performance on written exams for whatever reasons does not prevent any student from passing the subject. As for the second idea on feedback, we will strive to provide as much positive feedback as negative in every correction, as well as to avoid the red pen when correcting written tests.

In summary, the final mark for the course is obtained by the combination of formal and summative exams, as well as informal assessment and other assessment instruments. The following table explains the weight of every instrument on the final mark:

Table 4. Course assessment

Instrument of assessment	Punctuation
Reading, listening, and writing exams	30%
Grammar and vocabulary exam	20%
Projects and oral delivery	20%

Class behavior and homework	20%
Learning diary	10%

Formal summative assessment will be done by reading, listening, and writing exams, grammar, and vocabulary exams, as well as projects and their oral delivery. Then, there are other instruments of assessment to bear in mind: class behavior and homework and learning diary. Class behavior and homework will be assessed every day by marking whether students bring their homework done and keeping track of how much a student participates in class discussion or exercises correction. A 10% corresponds for each of these aspects. As for learning diary, we refer to the students record of their language learning experience over a period of time (Harris, & McCann, 1994, p. 72). These diaries foster students' self-assessment skills and autonomy by including some questions to be filled in at the end of every week. As a model, see Appendix 2. *P* (based on Harris, & McCann, 1994, p. 73). The teacher will collect 5 random learning diaries from time to time, so students will need to keep them up-to-date. By the end of the term, the teacher must have collected everyone's learning diary and given them back with feedback (e.g.: tips on how to overcome their difficulties).

The table below explains the distribution of formal tests throughout the terms and the units to be assessed. Written exams will be repeated twice along the term. As explained earlier, reading, listening and writing exams will be carried out on separate days. By contrast, grammar and vocabulary is tested on one single exam. Hence, the number of tests per term for those two sections. As for the projects, they deal with some English-speaking countries as previously explained.

Table 5. Formal test distribution

Instrument of assessment	**Number of tests per term**		**Units**	
Reading, listening, and writing exams	1st term	6	1 and 2	3 and 4
	2nd term		5 and 6	7
	3rd term		8	9 and 10
Grammar and vocabulary exam	1st term	2	1 and 2	3 and 4
	2nd term		5 and 6	7
	3rd term		8	9 and 10

Projects and oral delivery	1st term	2	US	UK
	2nd term	1	Canada	Ireland
	3rd term	2	Australia	New Zealand

A term is passed when the sum of the punctuation of all of the assessment instruments is a 5 or more. This sum can only be done if the average of the formal tests is a 4 or more. If a student fails a term, they can resit the exam at the end of said term. The final mark for the course will be obtained as an average of the three terms as long as two of them are passed by a 5 or more, and the remaining is failed by no less than 4. If a student fails the course, they can take a remedial exam in July, which must have a punctuation of 5 in order to be considered passed. In the event that a student failed this exam as well, the subject will be left for the following course, and the student will need to get in contact with that teacher to find out about the next procedures.

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10. APPENDIX 1. Lesson Plan. UNIT 1

Week 1	**LEARNING ACTIVITIES AND TEACHING METHODS**				

Unit lesson No.: 1	**Date: 14/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**
Learning activities/tasks	**ACTIVITY 1**: Introduction to World Englishes. **Aims**: To introduce the students to the existence of the many English varieties. **Resources**: World Englishes pdf (see appendix 2. *A*). The class TV. **Time:** 10 minutes. **Interaction type**: The whole class together conducted by the teacher. **Procedures**: The teacher will pose the question of "In how many countries is English spoken as a first language?" and arise interest and motivation regarding the topic. Students should challenge themselves to try and guess the number of countries that speak English as a first language. Ideally, they will be surprised to learn the real number. Then, the teacher will explain that contrary to popular belief, English is spoken in a wide variety of countries with their very own pronunciation, grammar and/or vocabulary. This way, English does not belong to the English, but rather to the world. That is why we speak of World Englishes. After briefly and easily explaining Kachru's three circles theory, the teacher will ask the whole class how many English varieties they are learning so as to allow them to reflect on their own experience. Students are expected to answer to the question and reach a general consensus, but the teacher can offer her/his guidance in case it is needed. It is very likely that the English variety that they have been learning up to this point was British English. Students will be encouraged to reflect on the reason for this. It is very likely that the English variety that students have been learning up to this point was British English. Students will be encouraged to reflect on the reason for this. On the corresponding slide, pictures on some of British textbooks as well as a recording of a British speaking activity so that students can easily relate. The teacher will then explain that this phenomenon happens because very often British English or RP is the norm. Still, that does not imply the rest of the varieties are any less correct. Let them reflect briefly on this before announcing that the following sessions will be dedicated to different English varieties, especially focusing on those from Kachru's inner circle. **Specific student needs:** The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to reflect.				

ACTIVITY 2: Lucía goes to the US. Warm up.

Aims:

To practice students' reading skills.

To encourage students to reflect on the context of a reading activity so as to facilitate the task.

Resources: The Google document that contains the whole unit 1(see Appendix 2. *C*). Students' iPads to access and work with the document.

Time: 15 minutes

Interaction type: In pairs.

Procedures: The teacher will ask students to access the Google document with the unit and work on the reading tasks. The first one asks students to think what differences there may be between their way of communicating and that in the US. They should speak about this in pairs. Then, the teacher will ask for volunteers to share their ideas and conduct a small conversation on the topic. This conversation will deal with students' impressions of the US deep culture regarding communication.

Specific student needs: None expected.

ACTIVITY 3: Lucía goes to the US. Reading.

Aims:

To practice students' reading skills.

To learn about communication and greeting in the US.

To learn and practice vocabulary related to emotions and descriptions in context.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads to access and work with the document.

Time: 15 minutes.

Interaction type: Individual and the whole class together.

Procedures: The teacher will now ask students to do activity number two: actually reading. This will be done individually in silence, and they will need to say whether the sentences found below the text are true or false and explain why. After 10 minutes, the teacher will correct this activity by asking for volunteers.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer. Also, the teacher should try to ask for different people.

ACTIVITY 5: Vocabulary hunt.

Aims:

To learn and practice vocabulary related to emotions and descriptions in context.

To create a list of useful vocabulary for the exam.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. C). The blackboard. Students' iPads to access and work with the document. If they want to, students can work with a piece of paper and a pen.

Time: 10 minutes.

Interaction type: Individual and the whole class together.

Procedures: Now students will need to complete the third and last exercise found in the document regarding the reading task. Here, they will need to look at the text and found as many adjectives as possible. Then, they should share their list with their partner seating next to them. After 5 minutes approximately, the teacher will ask for what the class has written to and write everything on the blackboard so that everyone has the same vocabulary list.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer. Also, the teacher should try to ask for different people.

LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 2	**Date: 15/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks	**ACTIVITY 1**: What your name hides. **Aims**: To let students some time to get into the class dynamics. To review vocabulary on personality description. To create bonds between students. **Resources**: A piece of paper or the students' iPads. Also, the Google document that contains the whole unit 1 (see Appendix 2. *C*). **Time:** 5 minutes. **Interaction type**: In pairs. **Procedures**: Students will be asked to write their partner's name in vertical on a piece of paper. Then, they will need to write an adjective that describes him or her that starts with each letter of the name. Once both students are finished, they will exchange their papers and see what their classmate has written about them. The teacher will move around the class to ensure proper behavior and development of the activity. After everyone is finished, the teacher will ask for a couple of volunteers to share their ideas. **Specific student needs:** None expected, but the teacher should ensure that everyone has a partner and no one is left alone.
	ACTIVITY 2: Listening to World Englishes. Warm up. **Aims**: To help students reflect on the context of the listening activity to facilitate the task. To review the students' general knowledge on different cultural settings. **Resources**: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. **Time**: 5 minutes. **Interaction type**: The whole class together. **Procedures**: First, students will access the Google document. Then, the teacher will explain that some other students from all around the world have contacted Lucía, the protagonist of the previous reading activity. These tell her about the way of communicating in their countries: England, Ireland and Singapore. The teacher should ask students what differences and similarities they think there will be. This will be a whole class discussion that lasts for 5 minutes.

	Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to reflect and answer. Besides, the teacher should try to ask for different people.
	ACTIVITY 3: Listening to World Englishes. **Aims**: To give students some exposure to different English varieties and speaking accents. To learn about other cultures' cross-cultural pragmatics on communication. To introduce students to deep culture of different countries. **Resources**: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The class TV. The audio files (see Appendix 2. *O*). **Time:** 15 minutes **Interaction type:** The whole class together. **Procedures:** The teacher will now ask students to do activity number two: the listening task. Students will listen to three extracts and answer some questions. Before the recordings are played, the teacher will go through the questions to ensure general understanding. Then, the recordings will be played twice, leaving half a minute between each time so that students can freely write down anything they need. Once everyone is finished, the teacher will ask for volunteers to correct the exercise. between their way of communicating and that in the US. **Specific student needs:** The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer. Also, the teacher should try to ask for different people.
	ACTIVITY 4: Speaking with a Singaporean accent. **Aims**: To give students exposure to an accent from Kachru's outer circle. To practice students' pronunciation (discrimination of /θ/ and /ð/ sound). **Resources**: Foreigner Learns How to Speak with SINGAPOREAN Accent video (see Appendix 2. *D*). The class TV. The blackboard. **Time:** 15 minutes.

	Interaction type: The whole class together. **Procedures:** Now students will be asked to look at the third exercise. It makes them reflect on the Singaporean accent of one of the previous speakers. In the light of this context, the teacher will play a YouTube video that shows two speakers (a Singaporean and a British one) speaking about how to imitate the Singaporean accent. After the video has finished, the teacher will ask students to share their impressions as well as what they have understood is different from what they previously knew. For example, the difference in the pronunciation of the /θ/ and /ð/ sound. These aspects should be written on the blackboard, since it will be useful for the next activity. **Specific student needs**: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer. Also, the teacher should try to ask for different people.
	ACTIVITY 5: Imitating the Singaporean accent. **Aims:** To give students exposure to an accent from Kachru's outer circle. To practice students' pronunciation (discrimination of /θ/ and /ð/ sound). **Resources**: Foreigner Learns How to Speak with SINGAPOREAN Accent video (see Appendix 2. *D*) in students' iPads. The blackboard. **Time:** 10 minutes. **Interaction type:** In pairs and the whole class together. **Procedures:** To conclude with, students will be asked to get in pairs, choose one of the phonetic aspects written on the blackboard to focus on, and try to imitate it. They can practice sounds in isolation first, and then read a sentence from the reading text, for instance, with the accent. They will work in pairs for 5 minutes on this so that anxiety is slightly relieved, and they feel more confident imitating the accent out loud later. **Specific student needs**: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer. Also, the teacher should try to ask for different people.

<table>
<tr><th colspan="6">LEARNING ACTIVITIES AND TEACHING METHODS</th></tr>
<tr><td>Unit lesson No.: 3</td><td>Date: 16/ 09/ 2021</td><td>Time: 8:25</td><td>Class: 1st Bachillerato</td><td>Length of lesson: 50 minutes</td><td>No. of students: 30</td></tr>
<tr><td rowspan="2">Learning activities/tasks</td><td colspan="5">ACTIVITY 1: Odd one.
Aims: To get students into the class dynamic and activate them.
Resources: 30 pieces of paper.
Time: 5 minutes.
Interaction type: The whole class together.
Procedures: The teacher hands out 30 pieces of paper, one per student. All of these pieces of paper have a topic written, in this case “describe the teacher”, except for one, the odd one. This one is blank. The topic will be kept a secret. Then, one by one, each student will have to say one word that relates to said topic. Examples: short, talkative, enthusiastic, brunette… This is done until everyone has said one word. The objective of this game is to guess which student has the blank paper and hence does not know the topic. This student should try to dissimulate and pretend they know the topic by saying something similar to what their classmates are saying. The rest of the class will make guesses and discuss who they think this student is.
Specific student needs: The letters should be big enough so that the visually impaired student can properly see.</td></tr>
<tr><td colspan="5">ACTIVITY 2: Vocabulary review.
Aims:
To review and practice vocabulary about emotions and personality description.
Resources: Blackboard. The Google document that contains the whole unit 1 (see Appendix 2. <i>C</i>). Students’ iPad.
Time: 10 minutes.
Interaction type: The whole class together and individual.</td></tr>
</table>

Procedures: The teacher will provide the students with a vocabulary list they can access through their iPads. The teacher will review these words with the class to check for understanding and provide some examples that can help them learn the words in context. Then, they will be asked to complete the exercise below. After everyone is finished, the teacher will correct the exercises by asking for volunteers.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to reflect and answer. Besides, the teacher should try to ask for different people.

ACTIVITY 3: Emotional interview. Warm up.

Aims: To allow students to make hypothesis on the following video so as to facilitate the listening task based on ground knowledge.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads.

Time: 5 minutes.

Interaction type: In pairs.

Procedures: The students will access the Google document with the unit and do exercise 1, which asks what students think the interview will be about. They will need to talk about it with the partner next to them for a couple of minutes or so, and then the teacher will ask for volunteers to share their impressions.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to reflect and answer. Besides, the teacher should try to ask for different people. Lastly, the teacher should ensure that everyone has a partner and no one is left alone.

ACTIVITY 4: Emotional interview.

Aims:

To work on students' listening skills.

To review vocabulary about emotions and personality description.

Resources: Emotional interviews videos (see Appendix 2. *E*). The TV class. The Google document that contains the whole unit 1 (see Appendix 2. *C*). The students' iPads.

	Time: 15 minutes. **Interaction type:** Individual and the whole class together. **Procedures:** Now, the teacher will reproduce the video in the class TV while students complete the second exercise found in the Google document. The video will be played twice, leaving 30 seconds between each for students to freely note down anything they want to. Once everyone is finished, the teacher will correct the exercise out loud by asking for volunteers. **Specific student needs:** The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer. Also, the teacher should try to ask for different people.
	ACTIVITY 5: Emotional role-play. **Aims:** To practice students' speaking skills. To practice vocabulary about emotions and personality description. **Resources**: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. **Time:** 15 minutes **Interaction type:** In pairs. **Procedures:** Students will be asked to create a very brief emotional interview (1 minute maximum). They will do this in pairs and making use of the prompts that are included in the Google document with the unit. They will have 10 minutes to prepare this. The last 5 minutes will be left for a couple of students to represent their dialogue in front of the class. This choice should be done randomly, maybe by calling out a random number from the list, since everyone is expected to have worked equally. Still, the teacher should move around the class to offer their help and ensure everyone works. **Specific student needs**: The teacher should ensure that the least motivated students find the motivation to work on this project. Offering extra help from the teacher may be advisable for this. It may also be the case that the visually impaired student cannot properly see the video, so the teacher could advise this person to concentrate on their listening, which is the key for this activity.

<table>
<tr><th colspan="6">LEARNING ACTIVITIES AND TEACHING METHODS</th></tr>
<tr><td>Unit lesson No.: 4</td><td>Date: 17/ 09/ 2021</td><td>Time: 8:25</td><td>Class: 1st Bachillerato</td><td>Length of lesson: 50 minutes</td><td>No. of students: 30</td></tr>
<tr><td rowspan="2">Learning activities/tasks</td><td colspan="5">ACTIVITY 1: Scrambled words
Aims: To get students into the class dynamic and activate them.
Resources: The blackboard.
Time: 5 minutes.
Interaction type: The whole class together.
Procedures: The teacher will write 5-6 questions on the blackboard, but the letter of the words are scrambled. Students will compete to find out what the question really says. For instance: hewn od uyo etg pu? (When do you get up?). These questions will go on the present simple and continuous so as to introduce the following grammar.
Specific student needs: None expected.</td></tr>
<tr><td colspan="5">ACTIVITY 2: Grammar explanation.
Aims: To review present simple and continuous tenses.
Resources: Blackboard. The Google document that contains the whole unit 1 (see Appendix 2. <i>C</i>). Students’ iPads.
Time: 5 minutes.
Interaction type: No interaction.
Procedures: The teacher now is expected to provide an explanation of both the present simple and continuous. Given that these tenses are already known by students, the explanation should not be too extensive. Plenty of examples will be provided so that students can perfectly differentiate both tenses, and they can always engage in the teacher’s explanation by posing and answering questions. Also, students can have the theory in front of them by accessing the Google document with their iPads.</td></tr>
</table>

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to reflect and answer.

ACTIVITY 3: Present tenses practice.

Aims:

To practice present simple and present continuous through grammatical exercises.

To introduce adverbs of frequency.

To learn grammatical rules deductively.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. C). Students' iPads. The blackboard.

Time: 5 minutes.

Interaction type: Individually.

Procedures: The teacher will ask students to access the Google document if they hadn't done so before and complete the four exercises dedicated to present simple and continuous. They will do this individually, but students can help each other if needed. The first exercise asks the students to look at some sentences and choose the correct option for the norms below. These deal with adverbs of frequency. The exercises will be corrected out loud by asking volunteers once everyone has finished all of the exercises. The teacher will move around the class to offer their help if needed, and to ensure the proper development of the activity.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer. Besides, the teacher should try to ask for different people.

ACTIVITY 4: Present tenses practice II.

Aims:

To practice the present simple and continuous tenses.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. C). Students' iPads.

Time: 10 minutes.

Interaction type: Individually.

Procedures: The second exercise asks students to fill in the gaps with the present continuous or simple. The rest of the procedure is the same as the previous exercise.

Specific student needs: None expected.

ACTIVITY 5: Present tenses practice III.

Aims:

To practice the present simple and continuous tenses.

To learn about the US surface culture.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. C). Students' iPads.

Time: 10 minutes.

Interaction type: Individually.

Procedures: The third exercise asks students to fill in the gaps in a text with the present continuous or simple. The rest of the procedure is the same as the previous exercise.

Specific student needs: None expected.

ACTIVITY 5: Present tenses practice IV.

Aims:

To practice the present simple and continuous tenses.

To learn about time expressions that go with present continuous deductively.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. C). Students' iPads.

Time: 10 minutes.

Interaction type: Individually.

Procedures: The fourth exercise asks students to look at the previous text and deduce what time expressions typically go with the present continuous. The rest of the procedure is the same as the previous exercise.

Specific student needs: None expected.

ACTIVITY 6: 20 questions.

Aims:

To practice the present simple and continuous tenses.

To practice students’ speaking skills.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. C).

Students’ iPads.

Time: 5 minutes.

Interaction type: In pairs.

Procedures: The teacher will give students a list of actions. In pairs, one student will choose one action while the other asks a maximum of 20 questions to guess the action. This game will be played until the end of the class so that students can relax playing a game which serves to practice the grammar of the unit as well.

Specific student needs: The teacher should ensure everyone has a partner and no one is left alone.

Week 2

LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 5	**Date: 20/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks

ACTIVITY 1: Scrambled questions II.

Aims: To get students into the class dynamics and activate them.

Resources: The blackboard.

Time: 5 minutes.

Interaction type: The whole class together.

Procedures: This activity is similar to the previous warm-up, but this time the words are scrambled, not the letters. Again, students will compete against each other to find out what the questions mean.

Specific student needs: None expected.

ACTIVITY 2: Present tenses practice.

Aims:

To practice present simple and present continuous through grammatical exercises.

Resources: Blackboard. The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads.

Time: 15 minutes.

Interaction type: Individually.

Procedures: The teacher will ask students to access the Google document with the unit and complete exercise 1. Here students will need to fill in the blanks with an appropriate tense of the verbs. Then, the exercise will be corrected out loud by the teacher by asking for volunteers.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer.

ACTIVITY 3: Present tenses practice. II.

Aims:

To practice present simple and present continuous through grammatical exercises.

To relate the grammar with students' real life.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 10 minutes.

Interaction type: Individually and in pairs.

Procedures: The students will be asked to complete the second exercise. Here, they will write sentences that are true for them using the actions on the list and adverbs of frequency. Then, they will exchange these sentences with their partner and see how many they have in common. The teacher will move around the class to ensure the proper development of the activity.

Specific student needs: The teacher should ensure everyone has a partner and no one is left alone.

ACTIVITY 4: Present tenses practice. III.

Aims:

To practice present simple and present continuous through grammatical exercises.

To practice students' speaking skills.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads.

Time: 10 minutes.

Interaction type: In pairs and the whole class together.

Procedures: In the third exercise on the document, students will have some questions to ask to their classmates as an interview. They should ask each other and provide varied answers. The teacher will move around the class to ensure the proper development of the activity. Then, the teacher will ask these questions to some random students.

Specific student needs: The teacher should ensure everyone has a partner and no one is left alone. Besides, the teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to answer.

ACTIVITY 5: Guess the person.

Aims:

To practice present simple and present continuous through grammatical exercises.

To practice students' speaking skills.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads.

Time: 10 minutes.

Interaction type: In pairs.

Procedures: Similarly to the previous day game, students will work in pairs and try to guess the person that their partner is thinking of. This time, the student who is thinking of a person has to give some statements of what that person normally does or is doing at that moment. The other partner tries to guess. The teacher will move around the class to ensure the proper development of the activity.

	Specific student needs: The teacher should ensure everyone has a partner and no one is left alone. The teacher should ensure that the least motivated students find the motivation to work on this project. Offering extra help from the teacher may be advisable.

LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 6	**Date: 21/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks	**ACTIVITY 1**: Word ladders. **Aims**: To get students into the class dynamic and activate them. **Resources**: The blackboard. Pen and paper. **Time:** 5 minutes. **Interaction type**: The whole class together. **Procedures**: The objective of this activity is to get from the word "run" to "fit". Students will do this by starting with the word "run" and changing one letter at a time to create new words until they obtain "fit". The first student to complete it wins. The only rule is that every word must exist and they must know the meaning. **Specific student needs:** None expected.
	ACTIVITY 2: Grammar presentation. **Aims**: To learn about the difference between stative and dynamic verbs and their connection with the present simple and continuous. **Resources**: Blackboard. The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. **Time**: 5 minutes. **Interaction type**: No interaction.

Procedures: The teacher will explain what stative and dynamic verbs are and how these relate to the present simple and continuous. Again, students should have already learned about them before, so an extensive explanation is not needed. They can access the Google document and find a visual explanation of the theory.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for other people to answer.

ACTIVITY 3: Stative VS dynamic verbs practice.

Aims:

To practice grammar on stative and dynamic verbs.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 10 minutes.

Interaction type: Individually.

Procedures: The students will be asked to complete the first exercise on the Google document. Here, they will need to decide if the verbs on a table are static or dynamic. Students will have around 5 minutes to complete the task. Once everyone is finished, the teacher will correct the exercises out loud by asking for volunteers.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for other people to answer.

ACTIVITY 4: Stative VS dynamic verbs practice II.

Aims:

To practice grammar on stative and dynamic verbs.

To learn about the grammar deductively.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 10 minutes.

Interaction type: Individually.

Procedures: The students will be asked to complete the second exercise on the Google document. Here, they will learn how some verbs can be stative or dynamic. The exercise asks students to decide the meaning of each example provided. Students will have around 5 minutes to complete the task. Once everyone is finished, the teacher will correct the exercises out loud by asking for volunteers.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for other people to answer.

ACTIVITY 5: Stative VS dynamic verbs practice III

Aims:

To practice grammar on stative and dynamic verbs

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 15 minutes.

Interaction type: Individually

Procedures: For the third exercise on the Google document, students will need to fill in the blanks of some sentences with an appropriate tense of the verbs in brackets (present simple or continuous). Students will have around 10 minutes to complete the exercise. Once everyone is finished, the teacher will correct the exercises out loud by asking for volunteers.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for other people to answer.

ACTIVITY 6: Radioactive song.

Aims:

To practice grammar on stative and dynamic verbs.

To practice grammar on present simple and continuous.

To practice students' listening skills.

	Resources: 30 print out copies of the Google document that contains the lyrics for the song (see Appendix 2. *F*). The class TV. **Time:** 10 minutes. **Interaction type:** Individually. **Procedures**: Now the teacher will hand out copies of the lyrics of the song Radioactive, by Imagine Dragons. The lyrics will be print out so that students do not have the temptation to check the lyrics online. This song contains plenty of present simple and continuous tenses and thus proves ideal to practice this grammar while improving the students' listening skills. Some words have been removed so that students can listen to the song and fill in the blanks. The song will be played twice, the second time the recording will be paused so that students can say the answer out loud. **Specific student needs:** None expected.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit lesson No.: 7	**Date: 22/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks	**ACTIVITY 1**: Chain writing. **Aims**: To get students into the class dynamic and activate them. To practice students' writing skills. **Resources**: The blackboard. Pen and paper. **Time:** 5 minutes. **Interaction type**: In 5 groups of 6. **Procedures**: The teacher will write a sentence on the blackboard "My friend is usually very cheerful, but she is acting strange lately…". In groups, students will write this sentence on a paper and take turns to add one sentence. No one can look the previous sentences until everyone has written one. This way, each group will have a short story chain written. The teacher will move around the class to offer their help and ensure the proper development of the activity. Once everyone is finished, every group will share their stories out loud by choosing a spokesperson that should read.

Specific student needs: The teacher should ensure everyone has a group and no one is left alone.

ACTIVITY 2: Email from Canberra.

Aims:

To learn deductively about the structure and content of an informal email.

To practice students' reading skills.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads.

Time: 10 minutes.

Interaction type: Individually.

Procedures: The teacher will ask students to access the Google document with the unit and complete the first exercise. Here, students will read an email from Lucy, who is living in Canberra and tells her friend about a group of friends she has made there. The exercise asks students to identify each of these friends in the photo and make a list of the describing adjectives that can be found. Once everyone is finished the exercise will be corrected out loud by asking for volunteers.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for other people to answer.

ACTIVITY 3: Email format explanation.

Aims:

To learn about the structure and content of an informal email.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 5 minutes.

Interaction type: No interaction.

Procedures: The teacher will explain the structure and content included in an informal email. They can use the model in the Google document as an example.

Specific student needs: The visually impaired student should be encouraged to turn to the Google document to check the model in case they cannot properly see the blackboard. Even printing out the structure of an email in A3 size would be advisable.

ACTIVITY 4: Collaborative email writing.

Aims:

To practice writing informal emails.

To practice students' writing skills.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. Any other resource that students may want such as pen and paper.

Time: 30 minutes.

Interaction type: In groups of 5

Procedures: Now students will need to gather in groups of 5. The purpose of this is to collaboratively write an informal email describing a group of people. They can imitate the model in the email and use the stock photos attached in the document (exercise 2) as well as find any others themselves. They will have around 20 minutes to do this. The teacher will move around the class to offer their help and to ensure the proper development of the activity. Then, once everyone is finished, one member of each group will come to the front to read their writing. This member can be anyone they agree on.

Specific student needs: The teacher should ensure that everyone has a group, and no one is left alone.

LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 8	**Date: 23/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks	**ACTIVITY 1**: Kahoot quiz **Aims**: To review grammar all learned grammar. **Resources**: The class TV. Students' iPads. The Kahoot quiz (see Appendix 2. *G*) **Time**: 15 minutes. **Interaction type**: Individually and the whole class together. **Procedures**: To begin the class with the teacher will launch a Kahoot quiz on the class TV. Students can access the quiz by introducing a random code. 10 questions will be launched, and students have some seconds to choose the correct answer on their iPad screens. The correct answer is specified when the time is over, and they can move onto the next question. The platform shows how everyone is doing by a score system and a top 3 ranking. **Specific student needs**: None expected.
	ACTIVITY 2: Review I. **Aims**: To review grammar on present simple and continuous. **Resources**: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard. **Time**: 15 minutes. **Interaction type**: Individually and the whole class together. **Procedures**: The teacher will ask students to access the Google document and complete the first exercise. Here, students will need to fill in the gaps with the correct tense of the verbs in brackets (present simple or continuous). They will have around 10 minutes to complete it and then it will be corrected out loud by asking for volunteers. **Specific student needs**: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for other people to answer.
	ACTIVITY 3: Review II. **Aims**: To review grammar on adverbs of frequency.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 5 minutes.

Interaction type: Individually and the whole class together.

Procedures: Students will be asked to complete the second exercise, where they have to place the adverb of frequency in the correct position within a sentence. The rest of the procedure is the same as the previous activity.

Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for other people to answer.

ACTIVITY 4: Review III.

Aims:

To review stative VS dynamic verbs.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 10 minutes.

Interaction type: Individually and the whole class together.

Procedures: On the third exercise, students will need to decide if the verbs in brackets are stative or dynamic and put them into the correct tense (present simple or continuous). The rest of the procedure is the same as the previous activities.

Specific student needs: The teacher should ensure that everyone has a group, and no one is left alone.

ACTIVITY 5: Review IV.

Aims:

To review all the learned grammar.

To train error detection.

Resources: The Google document that contains the whole unit 1 (see Appendix 2. *C*). Students' iPads. The blackboard.

Time: 10 minutes.

Interaction type: Individually and the whole class together.

Procedures: The last exercise deals with correcting the mistakes students find in some sentences. These mistakes have to do with all the learned grammar (present tenses, adverbs of frequency and state and dynamic verbs). The rest of the procedure is the same as the previous activities.

Specific student needs: The teacher should ensure that everyone has a group, and no one is left alone.

LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 9	**Date: 27/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks

ACTIVITY 1: US Quiz.

Aims:

To get an idea of one's own general culture on the culture of the US.

Resources: The class TV. Students' iPads. The website on US culture (see Appendix 2. *H*). The US quiz found on the website (see Appendix 2. *J*).

Time: 15 minutes.

Interaction type: Individually.

Procedures: The teacher will ask students to access the website on the US general culture through their iPads. Here, they should tap on "US quiz" on the top right of the page, and then "Take the test". This action leads students to a Google test on culture of the US. Students should complete it with their ideas with no pressure since this is done to get a first impression of their ground knowledge. The test is divided into two parts: the first is about surface culture and the second about deep culture.

Specific student needs: The teacher should ensure everyone has a group and no one is left alone.

ACTIVITY 2: US culture on video.

Aims:

To get a first and general idea of the US surface culture.

To prepare for the following activities.

To practice students' listening skills.

Resources: The class TV. Students' iPads. The website on US culture (see Appendix 2. *H*).

Time: 20 minutes.

Interaction type: In 5 groups of 6.

Procedures: The teacher will inform the class that they will be working on some cultural projects, so they will need to form 5 groups of 6 people. Once they have selected their groups, they should record it on the web page. They can do so by tapping "Groups" on the top right menu of the page. As we can see on the website, every group has the name of one US sate to make the activity more realistic and dynamic. They can choose to join anyone they want to. Once they have done this, the teacher will reproduce some videos on the TV class by scrolling down to the end of the page and locating the videos section. These are short extracts from renown TV shows that students can relate to, and that deal with the topics they will be working on later: elections, high schools, sports, holidays, and ethnic minorities. They will need to choose one of these topics, so they should be asked to pay attention to that video that interests them the most. No repetition in topics is allowed, but they are free to choose any other such as Hollywood, history, etc. It is estimated that the visualization of the video will take around 15 minutes, so other 5 should be left for the grouping and any other relevant comments.

Specific student needs: The teacher should ensure that everyone has a partner, and no one is left alone. It would be ideal that the most able students and the least are properly distributed among the groups.

ACTIVITY 3: Hands down to research.

Aims:

To learn about a specific topic of the US surface culture.

To practice students reading skills.

Resources: Students' iPads. The website on US culture (see Appendix 2. *H*). Two model social media profiles found on the website (see Appendix 2. *I*).

<table>
<tr><td></td><td colspan="5">Time: 15 minutes.
Interaction type: In 5 groups of 6.
Procedures: Now the teacher will announce that every group will engage in a project: creating a social media profile on their selected topic. This can be a twitter or Instagram account. There are two models on the website, found in the blog section. They will need to upload it before the end of the following day. In the same groups they chose, they will be asked to go into the website with their iPads, tap on “Blog” on the top right menu, and scroll down until they see their chosen topic. There is a blog entry with a text related to each of the 5 topics. This is done so they can have a starting point to research. They will freely organize their project during the last 15 minutes that they have. They can work on it at home if they need it, but there will be enough class time to work on it: this class session, and half of the following session. This should be made clear so that they have enough time to prepare it. The teacher should move around the class to offer their help and ensure the proper development of the activity. Throughout the activity, the teacher should move around the class to offer their help and to ensure the proper development of the activity.
Specific student needs: None expected.</td></tr>
<tr><td colspan="6">LEARNING ACTIVITIES AND TEACHING METHODS</td></tr>
<tr><td>Unit lesson No.: 10</td><td>Date: 28/ 09/ 2021</td><td>Time: 8:25</td><td>Class: 1st Bachillerato</td><td>Length of lesson: 50 minutes</td><td>No. of students: 30</td></tr>
<tr><td>Learning activities/tasks</td><td colspan="5">ACTIVITY 1: Hands down to research II.
Aims:
To learn about a specific topic of the US surface culture.
To practice students reading skills.
Resources: Students’ iPads. The website on US culture (see Appendix 2. H). Two model social media profiles found on the website (see Appendix 2. I). Google document where students can upload their project (see Appendix 2. K).
Time: 10 minutes.
Interaction type: In 5 groups of 6.</td></tr>
</table>

Procedures: The teacher will leave students 10 minutes to work on their social media profile project. The idea of this is that groups have some more time to work on it collaboratively and finish it before uploading it. Indeed, at the end of these 10 minutes, the group is expected to upload their social media profile on the website. They can do this by tapping on “US general culture” on the top right menu, and then “Upload it”. This will take the to a Google document where they can paste the URL of their profile next to the name of their group. Throughout the activity, the teacher should move around the class to offer their help and to ensure the proper development of the activity.

Specific student needs: None expected.

ACTIVITY 2: Project exposition.

Aims:

To learn about different topics of the US surface culture.

To practice students speaking skills.

Resources: The class TV. Students’ iPads.

Time: 40 minutes.

Interaction type: In 5 groups of 6.

Procedures: The teacher will now announce the students that they are expected to come to the front and explain their findings as well as their project to the rest of the class. They can rely on the TV class to project their profiles. They will be given 10 minutes to prepare this task, and their oral explanation should not be longer than 5 minutes per group. Every member is expected to speak, ideally in a balanced manner. Throughout the activity, the teacher should move around the class to offer their help and to ensure the proper development of the activity. It is calculated that all of the expositions will take around 30 minutes.

Specific student needs: None expected.

LEARNING ACTIVITIES AND TEACHING METHODS					
Unit lesson No.: 11	**Date: 29/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks	**ACTIVITY 1**: Introduction to US cross-cultural pragmatics. **Aims**: To introduce students to the field of cross-cultural pragmatics. To introduce students to deep culture of the United States. **Resources**: Cross-cultural pragmatics pdf (see Appendix 2. *B*). The class TV. **Time**: 15 minutes. **Interaction type**: The whole class together and in pairs. **Procedures**: Here, the teacher should encourage students to reflect on what would they do and what they think might have happened in some given situations that appear on the screen. Students should speak about this for 5 minutes in pairs. Then, the teacher will ask some random couples to speak about their impressions before explaining what happens in each situation. The teacher should then pose a question along these lines: the culture you have studied and the one you presented yesterday is sufficient for interacting with North Americans without problems? Students are expected to reach the conclusion that it is not, and cross-cultural pragmatics are much needed. These should be, then, properly but very briefly explained. This is done so as to introduce students to the following dynamics. **Specific student needs**: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to reflect.
	ACTIVITY 2: US cross-cultural pragmatics. **Aims**: To learn about the US deep culture. **Resources**: Students' iPads. The website on US culture (see Appendix 2. *H*). **Time**: 35 minutes. **Interaction type**: In 5 groups of 6. **Procedures**: Now, groups will be asked to complete a second assignment on US culture, this time on cross cultural pragmatics. Again, groups will need to choose a topic to work on among these: religion, family and names, etiquette, communication and language, ethnic and racial sensitivity. This time, the task is expected to be easier for

	students, since they will only need to add the newfound information into their designed social platforms. It should be noted, then, that students will not have texts for each topic on the website. After all, students will be expected to have already learned how to properly carry out this kind of research project, so they do not need such a detailed initial guide. Yet, there are two meaningful websites on the blog section that may be an excellent departure point for them to research. Since now they have much more time to work on, the assignment is expected to be ready to present on the following class. The teacher will move around the class to offer their help and to ensure the proper development of the activity. **Specific student needs**: None expected.

LEARNING ACTIVITIES AND TEACHING METHODS

Unit lesson No.: 12	**Date: 29/ 09/ 2021**	**Time: 8:25**	**Class: 1st Bachillerato**	**Length of lesson: 50 minutes**	**No. of students: 30**

Learning activities/tasks	**ACTIVITY 1:** US cross-cultural pragmatics exposition. **Aims**: To learn about the US deep culture. To practice students' speaking skills. **Resources**: The class TV. Students' iPads. Google document where students can upload their projects (see Appendix 2. *L*). Any other resource that students may be interested in. **Time**: 35 minutes. **Interaction type**: In 5 groups of 6. **Procedures**: Now will be the time for groups to present their projects in front of the class. For this task, the teacher will give student 5 minutes to prepare themselves for the task in case they needed it. It would be the moment now to upload their project. They can do so by clicking on "US cross-cultural pragmatics" on the top right menu and the "Upload it". This action will take students to a Google document where they can paste the URL of their updated profile next to their group name. Then, each group will be expected to speak for 5 minutes about their findings and show their updated social media profiles to the rest of the class. It is calculated that all of the expositions will take around 30 minutes.

	Specific student needs: The teacher might rely on the two highly abled students to break the ice but refrain their urges to immediately answer so that there is time for everyone to reflect.
	ACTIVITY 2: Cultural differences debate. **Aims**: To work on students’ intercultural competences. To relate and compare different cultures including one’s own. To embrace cultural differences. **Resources**: The blackboard if needed. **Time**: 15 minutes. **Interaction type**: The whole class together and in 5 groups of 6. **Procedures**: In this activity, the teacher will conduct a debate or class conversation where students will speak in their groups about their findings. The idea is not that they repeat what they have just explained in front of the class, but rather that they compare the learned culture with their own. For instance, the group which spoke about holidays may compare the way the US celebrates holidays to the way Spain does. **Specific student needs**: It is very likely that the least motivated students will appear reluctant to speak. The teacher should encourage everyone’s participation and provide some degree of positive feedback after every intervention.

11. APPENDIX 2. Materials.

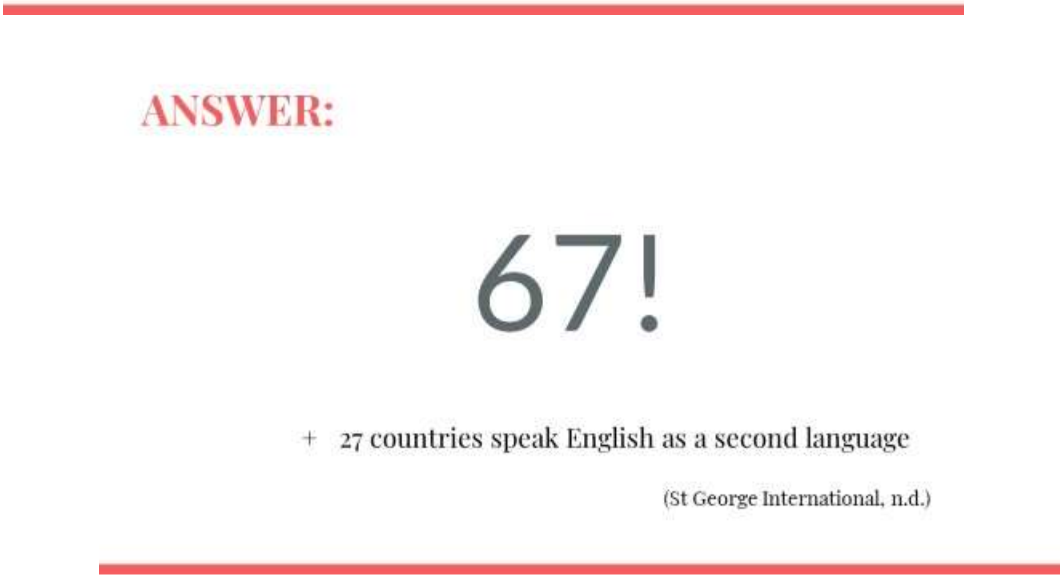
A. World Englishes presentation (https://docs.google.com/presentation/d/1lm_i4n1fY_Ic7YM7H1uyI3E4eC1_YKJGNaIAHZ6Qoio/edit#slide=id.p)

World Englishes

English culture

In how many countries is English spoken as a first language?

- U.K?
- United States?
- ...?



ANSWER:

67!

+ 27 countries speak English as a second language

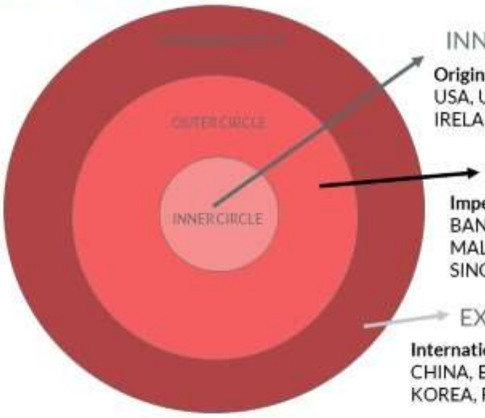
(St George International, n.d.)

What it looks like:

What it is:

Kachru's Three Circles of English

(Based on Kachru, 1992, p. 356)



INNER CIRCLE

Origins of the English language.
USA, UK, CANADA, AUSTRALIA, NEW ZEALAND, IRELAND

OUTER CIRCLE

Imperial expansion of the English language.
BANGLADESH, GHANA, INDIA, KENYA, MALAYSIA, NIGERIA, PAKISTAN, PHILIPPINES, SINGAPORE, SRI LANKA

EXPANDING CIRCLE

International communication (rest of the world)
CHINA, EGYPT, INDONESIA, ISRAEL, JAPAN, KOREA, RUSSIA,, EUROPE...

What English variety are you learning?

What English variety are you learning?

Prepara tu B1
T+P
Vaughan

Cambridge English
Objective Advanced
Student's Book with answers

100% NEW
New ENGLISH FILE
OXFORD

What English variety are you learning?

Prepara tu B1
T+P
Vaughan

Cambridge English
Objective Advanced
Student's Book with answers

100% NEW
New ENGLISH FILE
OXFORD

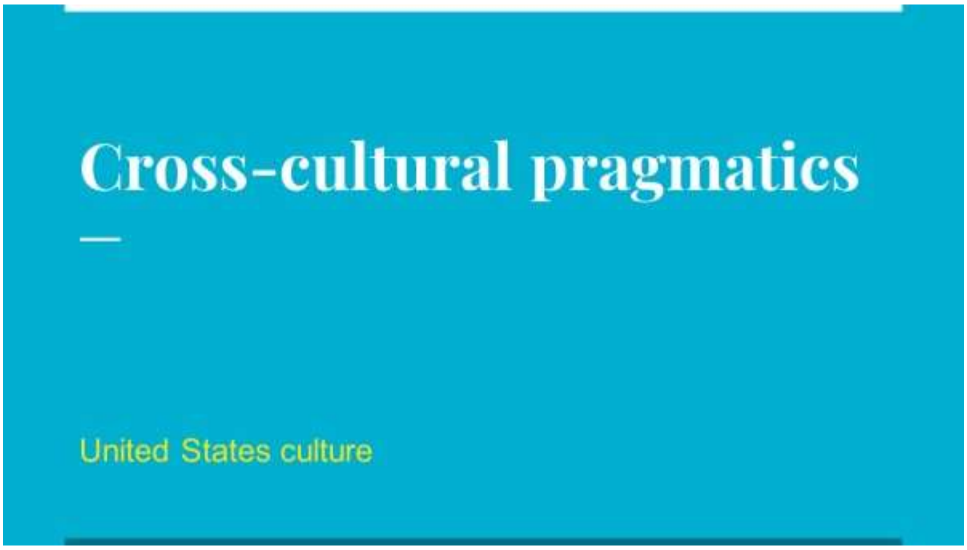
NORM

REFERENCE WORKS

Kachru, B. B. (1992). *The Other tongue: English across cultures.* Urbana: University of Illinois Press. Retrieved from https://books.google.es/books?id=DV4pddGfYSIC&vq=inner&hl=es&source=gbs_navlinks_s

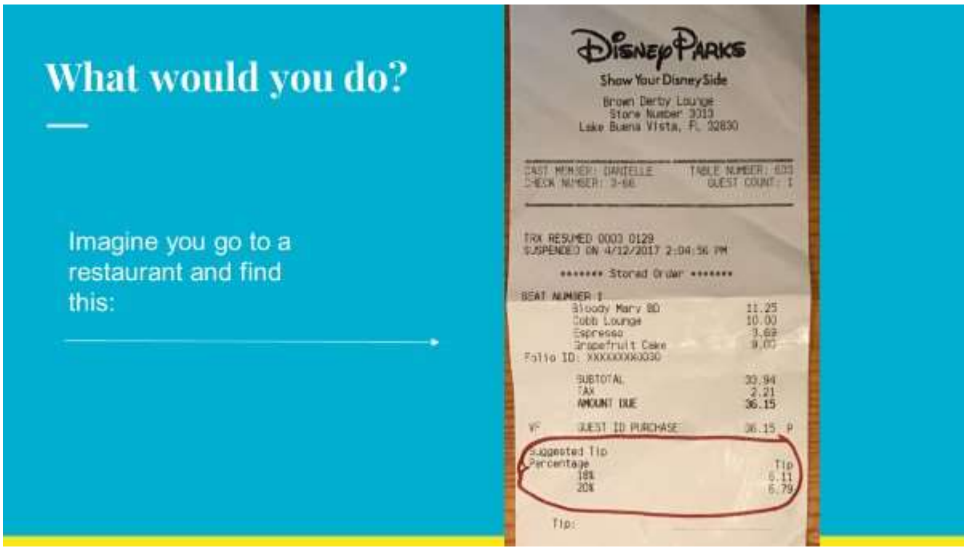
St George International. (n.d.). Retrieved from https://www.stgeorges.co.uk/blog/learn-english/how-many-people-in-the-world-speak-english#:~:text=In%202015%2C%20out%20of%20the,a%20secondary%20'official'%20language

B. Cross-cultural pragmatics presentation (https://docs.google.com/presentation/d/18b9kbYA4UG8HVhY9dZdqM9S_DzevHryjd0z4_KCXFXY/edit#slide=id.gb4a9e923bb_0_91)



Cross-cultural pragmatics

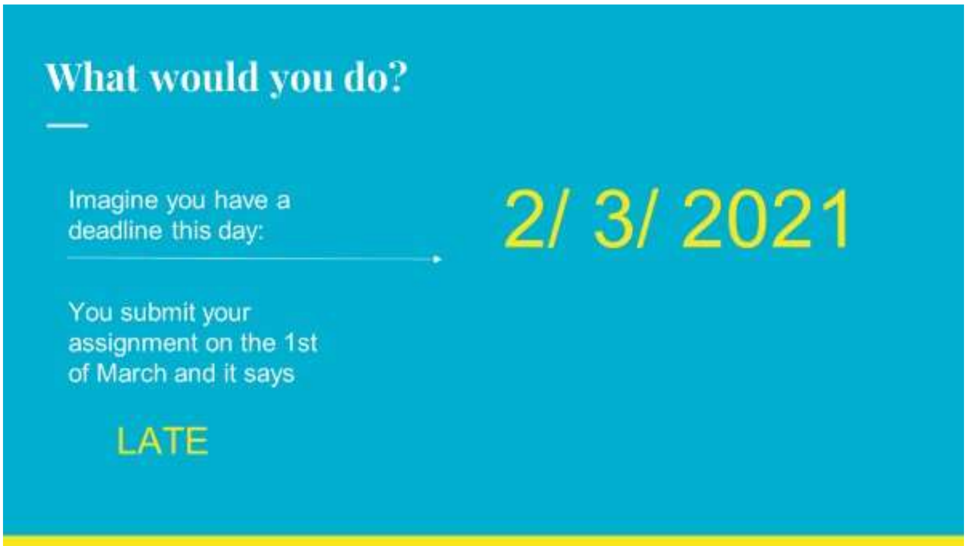
United States culture



What would you do?

Imagine you go to a restaurant and find this:

```
DisneyParks
Show Your Disney Side
Brown Derby Lounge
Store Number 3013
Lake Buena Vista, FL 32830

CAST MEMBER: DANIELLE        TABLE NUMBER: 633
CHECK NUMBER: 3-66              GUEST COUNT: 1

TRX RESUMED 0003 0129
SUSPENDED ON 4/12/2017 2:04:56 PM

       ******* Stored Order *******

SEAT NUMBER 1
        Bloody Mary BD              11.25
        Cobb Lounge                 10.00
        Espresso                     3.69
        Grapefruit Cake              9.00
Folio ID: XXXXXXXX0030

        SUBTOTAL                    33.94
        TAX                          2.21
        AMOUNT DUE                  36.15

VF      GUEST ID PURCHASE           36.15 P

Suggested Tip
Percentage                            Tip
        18%                          6.11
        20%                          6.79

    Tip:
```



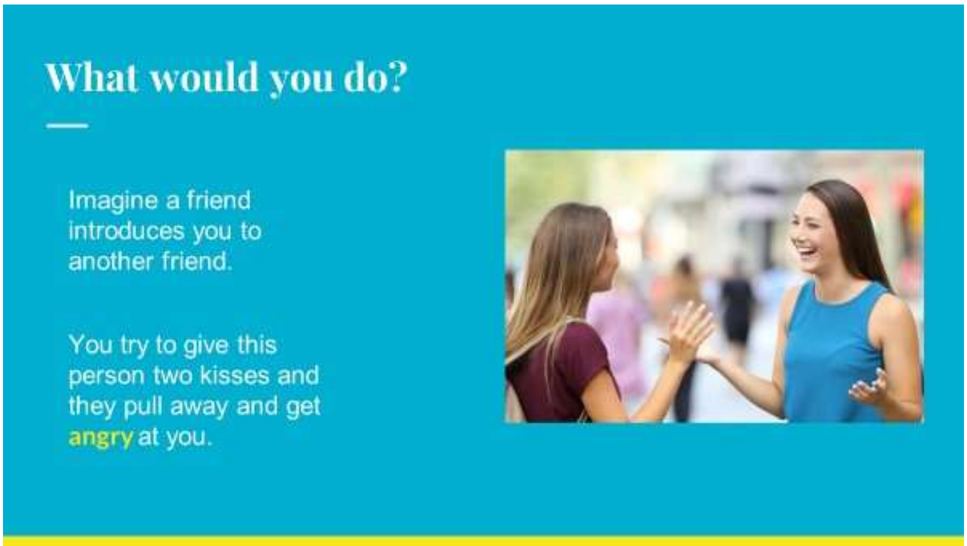
What would you do?

Imagine you have a deadline this day:

2/ 3/ 2021

You submit your assignment on the 1st of March and it says

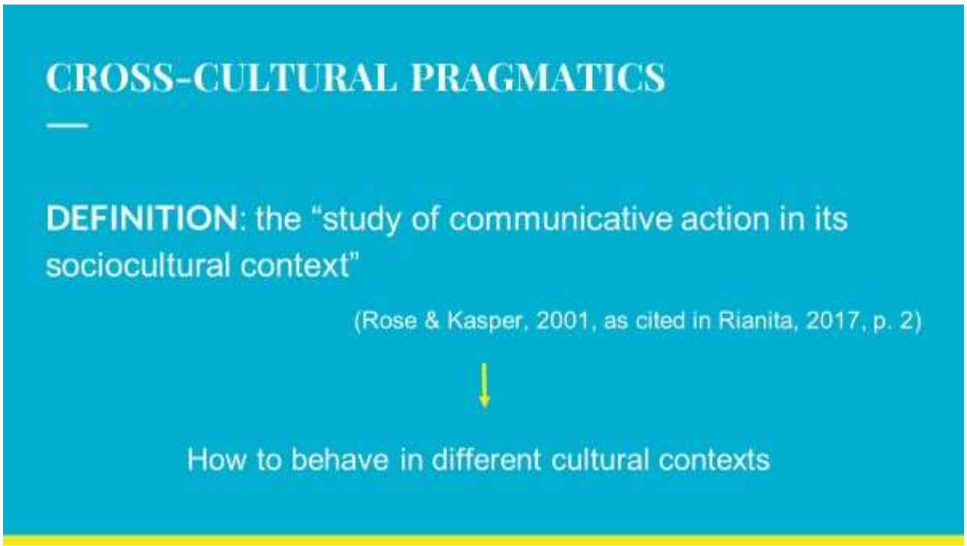
LATE



What would you do?

Imagine a friend introduces you to another friend.

You try to give this person two kisses and they pull away and get angry at you.



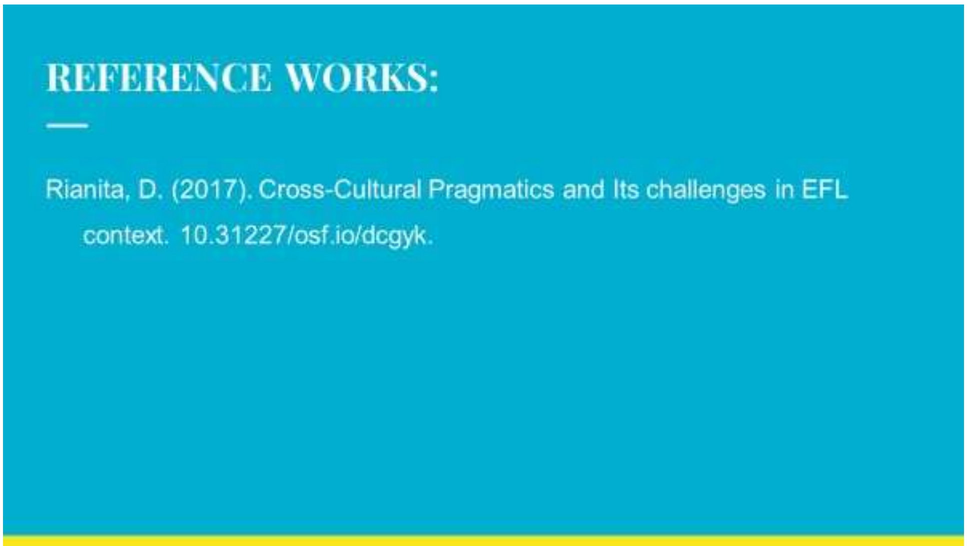
CROSS-CULTURAL PRAGMATICS

DEFINITION: the "study of communicative action in its sociocultural context"

(Rose & Kasper, 2001, as cited in Rianita, 2017, p. 2)

↓

How to behave in different cultural contexts



REFERENCE WORKS:

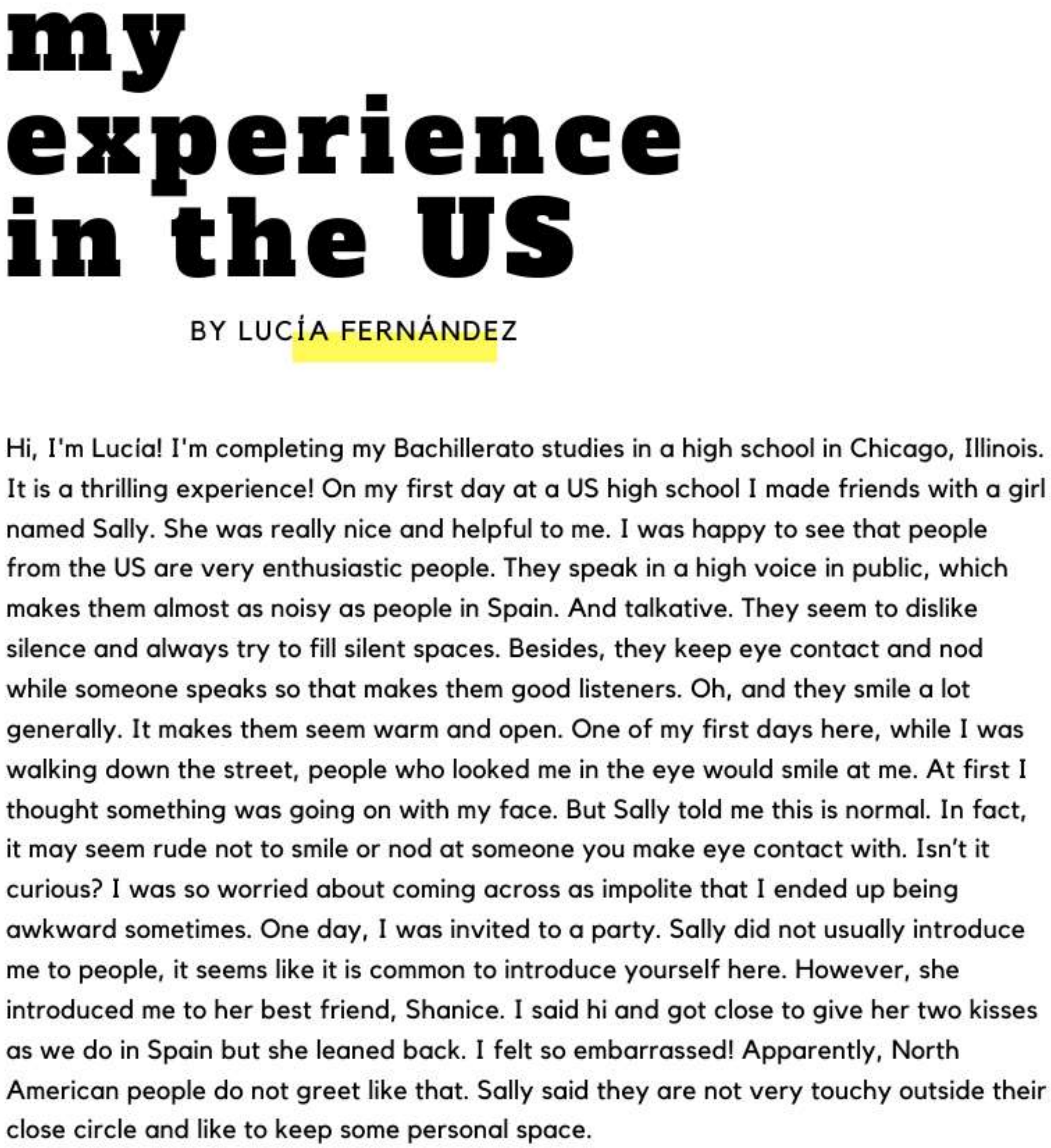
Rianita, D. (2017). Cross-Cultural Pragmatics and Its challenges in EFL context. 10.31227/osf.io/dcgyk.

C. Google document with unit 1 (https://docs.google.com/document/d/1rifUjvVVshRyktksaAb4iPj9_NwYWfw_Xcb6P0wNws8/edit?usp=sharing)

UNIT 1: Communicating abroad

READING COMPREHENSION

1.) Lucía is a Spanish student who is completing her first Bachillerato year in a high school in the United States. She runs a blog where she speaks about her experience there. What differences in communication do you think she might have encountered on her first days?



my experience in the US

BY LUCÍA FERNÁNDEZ

Hi, I'm Lucía! I'm completing my Bachillerato studies in a high school in Chicago, Illinois. It is a thrilling experience! On my first day at a US high school I made friends with a girl named Sally. She was really nice and helpful to me. I was happy to see that people from the US are very enthusiastic people. They speak in a high voice in public, which makes them almost as noisy as people in Spain. And talkative. They seem to dislike silence and always try to fill silent spaces. Besides, they keep eye contact and nod while someone speaks so that makes them good listeners. Oh, and they smile a lot generally. It makes them seem warm and open. One of my first days here, while I was walking down the street, people who looked me in the eye would smile at me. At first I thought something was going on with my face. But Sally told me this is normal. In fact, it may seem rude not to smile or nod at someone you make eye contact with. Isn't it curious? I was so worried about coming across as impolite that I ended up being awkward sometimes. One day, I was invited to a party. Sally did not usually introduce me to people, it seems like it is common to introduce yourself here. However, she introduced me to her best friend, Shanice. I said hi and got close to give her two kisses as we do in Spain but she leaned back. I felt so embarrassed! Apparently, North American people do not greet like that. Sally said they are not very touchy outside their close circle and like to keep some personal space.

2.) Now have a look at the text and read about her experience. Then, say if the following sentences are TRUE or FALSE and why.

1. People in the US are not too noisy.
2. Eye contact is important to show you are listening.

3. It is rude to stare at people on the streets and smile at them.
4. Lucía's behavior was uncomfortable sometimes.
5. People normally introduce each other.
6. Lucía gave two kisses to Shanice when they met each other.
7. People in the US respect keeping their distance with strangers.

3.) Have a look at the text again. Try to find as many adjectives as possible and make a list. Share it with the partner next to you and complete each other's list. This will be useful for the exam.

LISTENING COMPREHENSION

4.) Some other students from all around the world have contacted Lucía. They tell her about the way of communicating in their countries: England, Ireland and Singapore. What differences and similarities do you think there will be?

5.) Now listen to these students speaking and answer the following questions.
   * RECORDINGS*

6.) Did you notice anything about the person from Singapore? You may have had some trouble with the accent. Let's watch a YouTube video on Singaporean accent!

HOW TO SPEAK WITH A
SINGAPOREAN ACCENT

VOCABULARY LIST:

serious
lazy
tidy
quiet
talkative
enthusiastic
awkward
uncomfortable
friendly
impatient
hard-working
funny
arrogant
bossy
clever
reliable
selfish
shy

helpful
nice
noisy

7.) Fill in the definitions with the appropriate vocabulary word.

- A solemn and not cheerful person is ______________________.
- An intelligent and bright person is _______________________.
- A person who makes you laugh is _______________________.
- A person who speaks very loud is __________________.
- A person who keeps their space organized is __________________.
- A person who does not like waiting is ________________________.
- A person thinks they are more important or better than others is_______________.
- A person who only thinks about them is ___________________.
- A person who does not have social manners is __________________.

LISTENING EXERCISE: Emotional Interview with Lupita Nyong'o

8.) Look at the title and the picture. What do you think the interview will be about? Talk about it with your partner.

9.) Listen to the interview and complete the following gaps:

a. Jimmy: You eat candy right?
Lupita: Is that like a_______________ for something else?

b. Jimmy: I love Hershey bars!!!
Lupita: Oh my goodness ____________________!!!

c. Jimmy: I'm good at ____________, and I am ________ and a
______________.

d. Lupita: *crying* I just need a second because I _______________________.

e. Jimmy: Maybe you're getting too_________________.
Lupita: Yeah, that's possible. But, you know, I feel like sometimes
______________________.

f. Lupita: Because there are about________________ who we know on this
block alone who ___________________.

10.) Now create your own interview! Here are some prompts that may help you.

INTERVIEWER:

- So your latest movie is out, how was the experience?
- You are an amazing actor/actress.
- Thank you for being on the show tonight with me.
- Tell us about your experience with preparing for a role.
- How is it working with *insert famous celebrity*?
- What are your plans for this Halloween?
- They say there is such great chemistry between you and your co-worker, what are your thoughts on that?

INTERVIEWEE:

- This move is amazing/emotional/such an experience etc. I really had fun on the shooting and the staff was great. Everyone helped me a lot.
- Thank you, Jimmy. I mean I have two Emmys so I must be a good actor/actress.
- I'm so happy for being on this show tonight, Jimmy, thank you.
- I like to do yoga/relaxation exercises/some etc. singing before I act, it helps me get into the role.
- Working with *insert famous celebrity* is so demanding/encouraging/exciting.
- I will probably host a theme party this Halloween. I'm thinking about dressing up as a witch/vampire/ghost, etc.
- There is nothing between my co-worker and me, just pure admiration for each other.

GRAMMAR: Present simple and continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
infinitive (3rd person singular + s)	to be + ing

I speak, she speaks. *I am speaking, she is speaking.*

routines	things that are happening at the moment of speaking
things that are generally true (like scientific facts)	actions that are temporary

11.) Look at the following sentences. The underlined words are adverbs of frequency. Choose the correct option for the norms below.

- I’m never late for high school.
- He doesn’t usually eat much.
- My cousin sometimes visits me on fridays.
- My parents and I occasionally go out on the weekends.
- She is always the last person to arrive.
- I rarely travel by plane
- They often sing this song in concerts.

- Adverbs of frequency go after/before the verb “to be”.
- Adverbs of frequency go after/before main verbs.
- Adverbs of frequency go with present simple/present continuous.

12.) Complete the following sentences with the present simple or continuous form of the verbs.

a) Susan __________(be) a student from Wales.
b) She (live)__________ in Cardiff and_________(study) medicine.
c) At the moment, however, Sue_______________ (live) in London.
d) She ___________(do) a one-year practical course in a hospital in London.
e) In five days, Susan ___________(go) back to Cardiff before the beginning of her classes.

13.) Complete the gaps in the following text with the present simple or continuous form of the verbs.

OUR DOG AND INDEPENDENCE DAY

The 4th of July, the US _________ (commemorates) the passage of the Declaration of Independence back in 1776. Every year since we moved from India, my family and I __________ (celebrate) Independence Day by a big barbecue, so now my father ______________ (cook) lots of hamburgers and hot dogs on the grill. Meanwhile, my sister _______________ (prepare) some fireworks to display later. Everyone ___________(love) when my sister shows her fireworks. Except for our dog. He always __________(hide) under my desk and ___________ (cry) until the show is finished. At the moment he ____________ (rest) on his bed, relaxed. He ____________ (not like) strong noises. On the 4th of July, my town, like many others, _________ (prepare) a parade with firetrucks, marching bands and lots of US flags. Our dog usually _______________ (bark) at this show very angrily. I guess he__________ (prefer) more silent celebrations, which is difficult because here in the US they have a lot of huge celebrations. I guess he would rather go back to India. I gotta go, my dog ______already _______(bark)

14.) Look at the previous text again. Which adverbs or time expressions typically go with present continuous? Choose the correct option for the norms below.
    - __________, ____________, _____________ and ___________ normally go with present continuous.

GRAMMAR: Present simple and continuous

15.) Look at the following sentences and fill in the gaps with an appropriate present continuous or simple form of the verbs. Sometimes you will have to properly place an adverb too.

1)_______________(she/eat) pasta every day? That is so unhealthy.
2) I can’t answer my phone, I______________ (work) at the moment.
3) _______________(your brother/come) to Madrid often?
4) It’s 17:00, so she _____________(play) football now.
5) He forgot his racket so he________________ (not/play) tennis now.

6) Their parents_____________(go) to an expensive restaurant every Saturday.
7) I________________(not/go) to the beach very often.
8) You ___________(usually/arrive) late, you should change that.
9) He__________(normally/eat) dinner alone.
10)______________(you/study) every night? That’s why you get such good marks?
11) ______________(they/work/usually) so late?
12) I _____________(not/work) tonight because I was so tired.
13) You _______________(not/drink) tea very often, right?
14) It’s already 23:30, Julie ____________________(sleep/already).

16.) Look at these actions and write sentences that are true for you using adverbs of frequency.

watch TV eat fast food go to the cinema use your phone go out with your friends
drink a coke see your cousins wear a skirt

never	always	sometimes	often	rarely	occasionally

17.) Interview your partner using the following questions. Then, your partner interviews you.

- What are you doing right now?
- What are two things that you do on the weekends?
- What are the first two things that you do every morning?
- What are the members of your family doing now?
- Where do you usually spend your holidays?
- What is the teacher doing now?

18.) Guess the person. In pairs, student A describes people that you know by speaking of what they are doing now and their routines. Below you have an example:

She texts my sister many times a day.

Is it your father?

No. She is taking yoga classes right

Is it your

Yes!

GRAMMAR: STATIVE AND DYNAMIC VERBS

STATIVE VERBS	DYNAMIC VERBS
States and conditions (not actions).	Actions.
DON’T go with the present continuous.	CAN go with the present continuous.
[**TIP**: You normally cannot see this happening.]	[**TIP**: You normally can see this happening.]

Ex: like, love, know, live, hate…

Ex: run, do, read, sleep, talk…

19.) Decide if the following verbs are static or dynamic.

Fall	drive
enjoy	hold
care	wear
stand	prefer
remember	promise
look like	sit
listen	see
rain	want
lift	jump
agree	believe

20.) Some verbs can be stative AND continuous at the same time. Decide the meaning for each sentence:

A. To solve a problem (action)
B. To have an opinion (state)
- I think the Philippines is a beautiful country.
- I'm thinking of the answer to that question.

A. To appear a certain manner to other people (state)
B. To observe something (action)
- I look much younger when I don't wear makeup.
- I'm looking at this picture of my mom and we are so different!

A. To have a particular smell (state)

B. To use your snow to smell something (action)
- I’m smelling these flowers to decide which ones to buy.
- You smell terrible, go have a shower.

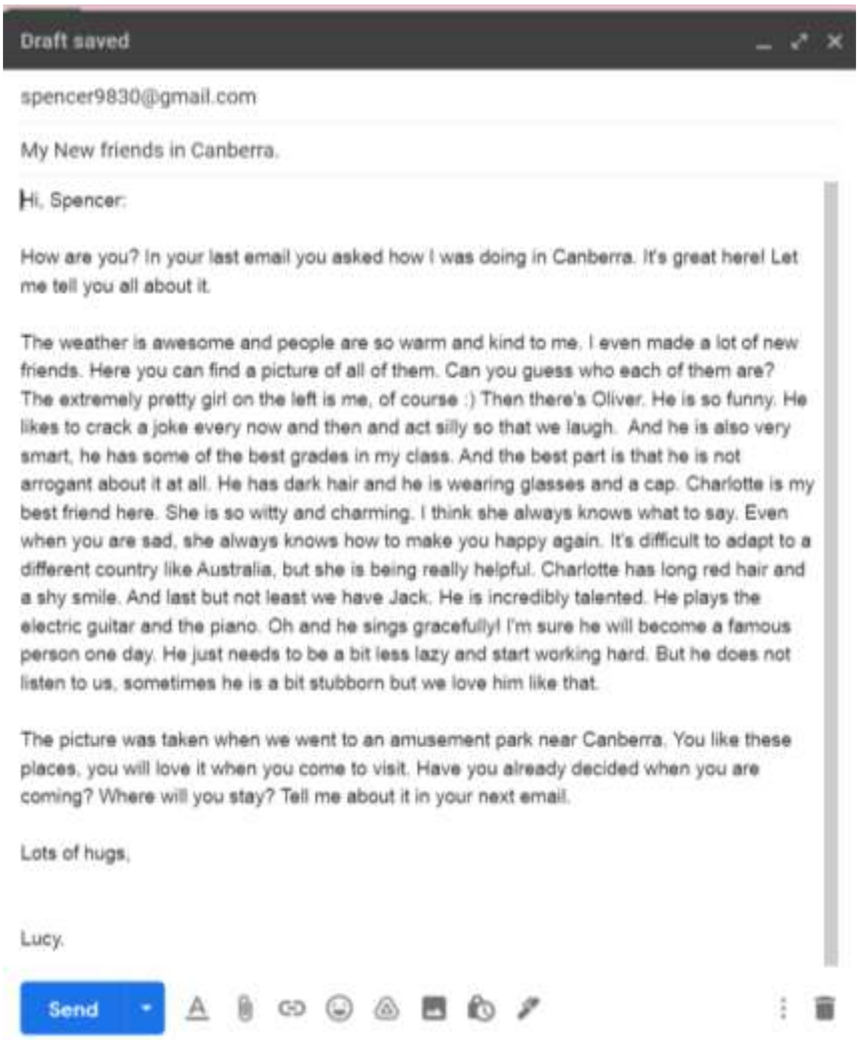
A. To have a permanent state or character (state)
B. To have a temporary behavior (action)
- You are incredibly kind, I admire you.
- You know what? You are being so rude to me right now.

21.) Fill in the blanks with an appropriate tense of the verbs in brackets (present simple or continuous). Note that some of them may need to go in the negative form.

- James has a big smile on his face because he is eating pizza. He really ___________ (like) fast food.
- Mary ____________________ (walk) so slow she will be late for work again.
- Sam, I’m sorry but I can’t speak on the phone now because I ___________ (drive)
- That woman ____________ (look) at the fridges.She might want to buy one.
- You are single because you ________________ (want) to have a girlfriend.
- The new Angelina Jolie movie ____________ (look) good, why don’t we watch it?
- That joke wasn’t funny, that is why I ______________ (laugh). I’m sorry but I ____________(understand) scientific jokes, they are too difficult.
- We cannot use the elevator at this moment, it _______________ (work).
- Wait, he is a model? He _________________ (look like) one.
- Sally _____________ (be) so mean today, but she is normally so kind, what is going on?

WRITING: Informal E-mails describing people

22.) Zoom in and read Lucy’s email to her friend Spencer. Name the different people in the photo. Then, make a list of the describing adjectives for each person.



spencer9830@gmail.com

My New friends in Canberra.

Hi, Spencer:

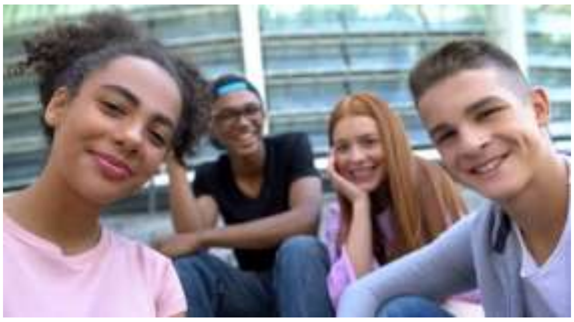
How are you? In your last email you asked how I was doing in Canberra. It's great here! Let me tell you all about it.

The weather is awesome and people are so warm and kind to me. I even made a lot of new friends. Here you can find a picture of all of them. Can you guess who each of them are? The extremely pretty girl on the left is me, of course :) Then there's Oliver. He is so funny. He likes to crack a joke every now and then and act silly so that we laugh. And he is also very smart, he has some of the best grades in my class. And the best part is that he is not arrogant about it at all. He has dark hair and he is wearing glasses and a cap. Charlotte is my best friend here. She is so witty and charming. I think she always knows what to say. Even when you are sad, she always knows how to make you happy again. It's difficult to adapt to a different country like Australia, but she is being really helpful. Charlotte has long red hair and a shy smile. And last but not least we have Jack. He is incredibly talented. He plays the electric guitar and the piano. Oh and he sings gracefully! I'm sure he will become a famous person one day. He just needs to be a bit less lazy and start working hard. But he does not listen to us, sometimes he is a bit stubborn but we love him like that.

The picture was taken when we went to an amusement park near Canberra. You like these places, you will love it when you come to visit. Have you already decided when you are coming? Where will you stay? Tell me about it in your next email.

Lots of hugs,

Lucy.



23.) Now write your own email describing a group of friends. Include information about their personality, and make sure you use the present simple. You can get inspiration from the previous email and from these stock pictures.

REVISION

24.) Fill in the gaps with the correct tense of the verbs in brackets (present simple or continuous).

- Betty____________________ (play) badminton every Thursday.
- My brother always _______________________ (arrive) late at school.
- My mom ______________ (get) on my nerves because she can't stop making noises.
- It __________________ (snow) very hard and the roads will be covered in white soon.
- Natural disasters _______________ (destroy) more and more areas lately. Yet governments ____________________ (not/do) much about it.
- The cup of tea you________________(drink) ________________ (smell) really good!

- Drivers usually ________________ (go) faster than they are allowed to.
- Helen_______________ (think) of moving to the country.
- My dad ________________ (work) for a new set up in Chicago.
- Teachers _______________(correct) lots of exams.
- Jade _______________ (want) to be an actress so she ___________________ (study) hard.
- Nowadays, teenagers __________________(spend) a lot of time on their phones.
- My best friend ________________ (try) her new phone now.

25.) Place the following adverbs of frequency in the right position.

a. We listen to the radio. (often)

b. They read a novel. (sometimes)

c. Peter gets annoyed. (never)

d. Thomas is very kind. (usually)

e. I put sugar in my tea. (sometimes)

f. Rachel and Bob are hungry. (often)

g. My grandfather goes for a walk in the morning. (always)

h. Milton helps his father doing the dishes. (usually)

i. They go to the cinema on Wednesdays. (never)

j. Christian smokes. (never)

26.) Decide if the following verbs in brackets are stative or dynamic and put them in the correct tense (present simple or continuous)

1. We ______________________ (be) at home at the moment.
2. I _______________________ (see) that you are busy right now. I'll call you later.
3. We ________________ (have) a cup of coffee in a lovely place.
4. I_______________________ (think) that's not true.
5. Madison ______________________ (be) silly again.
6. Your dishes ____________________(taste) great.
8. We__________________ (have) two kids.
9. I ___________________ (smell) to decide which one to buy.
10. I_________________________ (think) about buying a new house.

27.) Correct the mistakes in the following exercises.

- She listens always to the same podcasts.
- I am believing in ghosts.
- Mark putting too much sugar in his tea, it will taste horrible.
- You are waking up every morning at 8:00.
- Your cake is smelling bad, I won't eat it.

D. Foreigner Learns How to Speak with SINGAPOREAN Accent video https://www.youtube.com/watch?v=Ki-njVqnLCU

E. Emotional interviews: https://www.youtube.com/watch?v=wPiG2T6sT0I and https://www.youtube.com/watch?v=zwPZZLnkDvE

F. Radioactive lyrics (https://docs.google.com/document/d/1VmXwkTKj0LYV2AuPKRGvu0uTbbkyZuSskq3hJM3qEvg/edit?usp=sharing)

RADIOACTIVE - IMAGINE DRAGONS

Whoa, oh, oh

Whoa, oh, oh

Whoa, oh, oh

Whoa

I'm _____________ to ash and dust

I wipe my brow and I sweat my rust

I'm ______________in the chemicals

I'm _____________in, shaping up, then checking out on the prison bus

This is it, the ____________________

Whoa

I'm waking up, I feel it in my ______________________

Enough to make my systems _________________

Welcome to the new age, to the new age

Welcome to the new age, to the new age

Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm radioactive, radioactive

Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm radioactive, radioactive

I raise my flags, don my ____________________

It's a revolution, I _____________________

We'll paint it _______________to fit right in

Whoa

I'm ___________________in, shaping up, then checking out on the prison bus

This is it, the _________________

Whoa

I'm_______________, I feel it in my __________________

Enough to make my systems ________________

Welcome to the new age, to the new age

Welcome to the new age, to the new age

Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm radioactive, radioactive

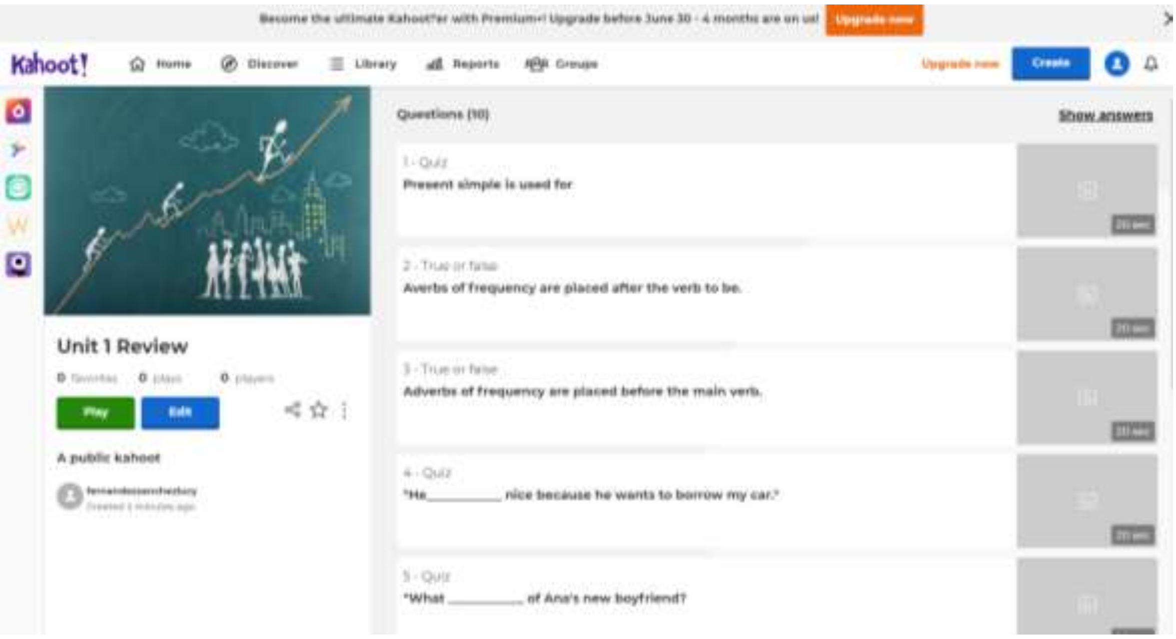
Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm radioactive, radioactive

All systems go, the _______________hasn't died

Deep in my bones, straight from __________________

I'm ________________, I feel it in my bones
Enough to make my systems _______________
Welcome to the new age, to the new age
Welcome to the new age, to the new age
Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm radioactive, radioactive
Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm radioactive, radioactive

G. Kahoot test https://create.kahoot.it/share/unit-1-review/b52d29af-67a4-4666-b634-ad171353a3e1


Kahoot!
Home
Discover
Library
Reports
Groups
Upgrade now
Create
Play
Edit
Show answers
20 sec

Become the ultimate Kahoot!'er with Premium+! Upgrade before June 30 - 4 months are on us!

Unit 1 Review

0 favorites 0 plays 0 players

A public kahoot

Questions (10)

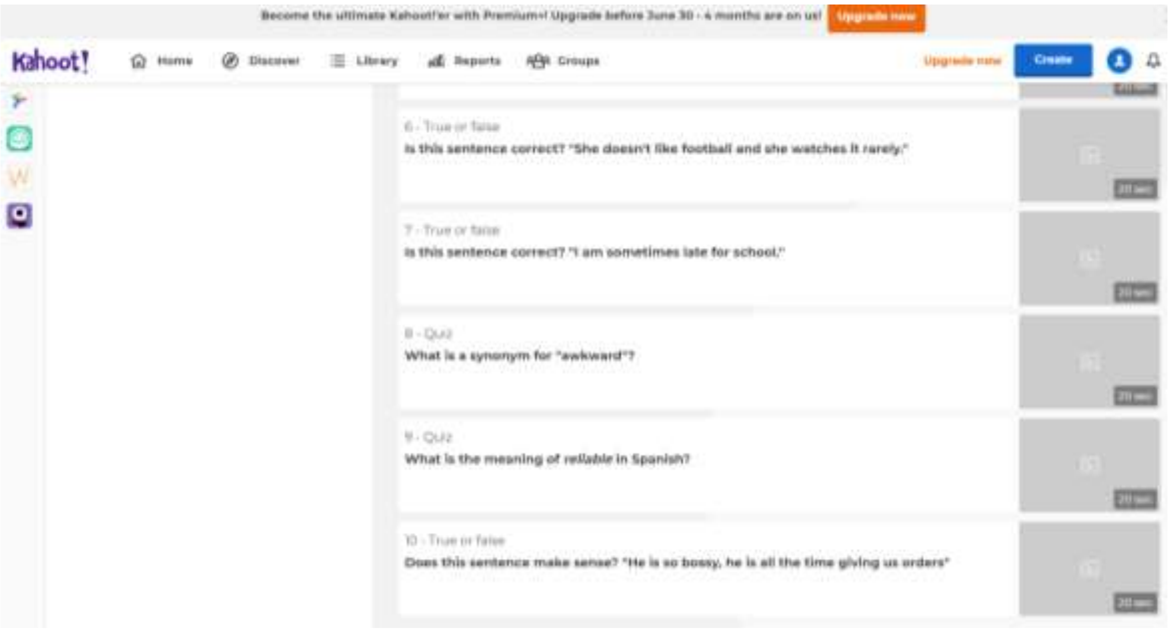
1 - Quiz
Present simple is used for

2 - True or false
Averbs of frequency are placed after the verb to be.

3 - True or false
Adverbs of frequency are placed before the main verb.

4 - Quiz
"He__________ nice because he wants to borrow my car."

5 - Quiz
"What __________ of Ana's new boyfriend?


Kahoot!
Home
Discover
Library
Reports
Groups
Upgrade now
Create
20 sec

Become the ultimate Kahoot!'er with Premium+! Upgrade before June 30 - 4 months are on us!

6 - True or false
Is this sentence correct? "She doesn't like football and she watches it rarely."

7 - True or false
Is this sentence correct? "I am sometimes late for school."

8 - Quiz
What is a synonym for "awkward"?

9 - Quiz
What is the meaning of *reliable* in Spanish?

10 - True or false
Does this sentence make sense? "He is so bossy, he is all the time giving us orders"

H. American culture website https://fernandezsanchezlu.wixsite.com/website

I. Social media profiles:

INSTAGRAM:

https://instagram.com/usaelections.project?igshid=1wa4i4ea6rnpa

TWITTER: https://twitter.com/USAElections1

J. U.S. Culture quiz

https://docs.google.com/forms/d/e/1FAIpQLSeJCxTfrH-jPHPMWXn6iAwX0sXQ--Qz5w_hsCeNo7f8RlfPpw/viewform?vc=0&amp;c=0&amp;w=1&amp;flr=0

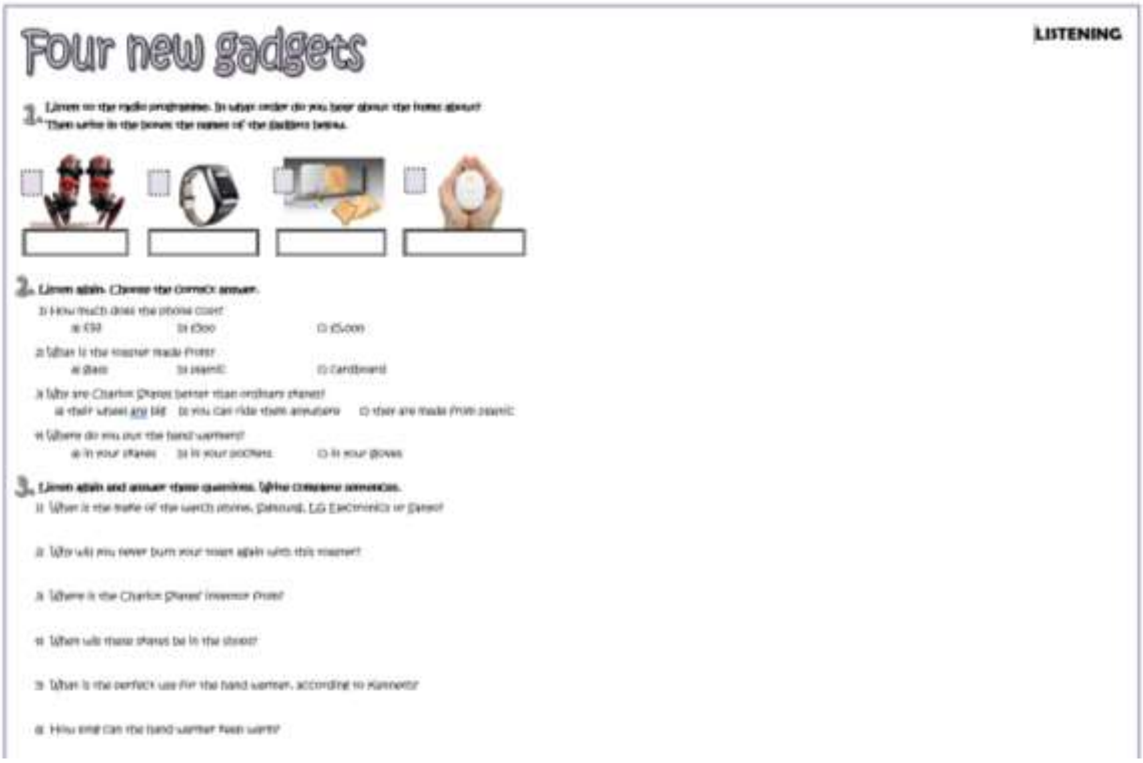
K. Google document where students must upload their first project:

https://docs.google.com/document/d/1maVPnUU9YhSAyWoUntdfeIOAtrrQgQN_fRodpK2q4T8/edit

L. Google document where students must upload their second project:

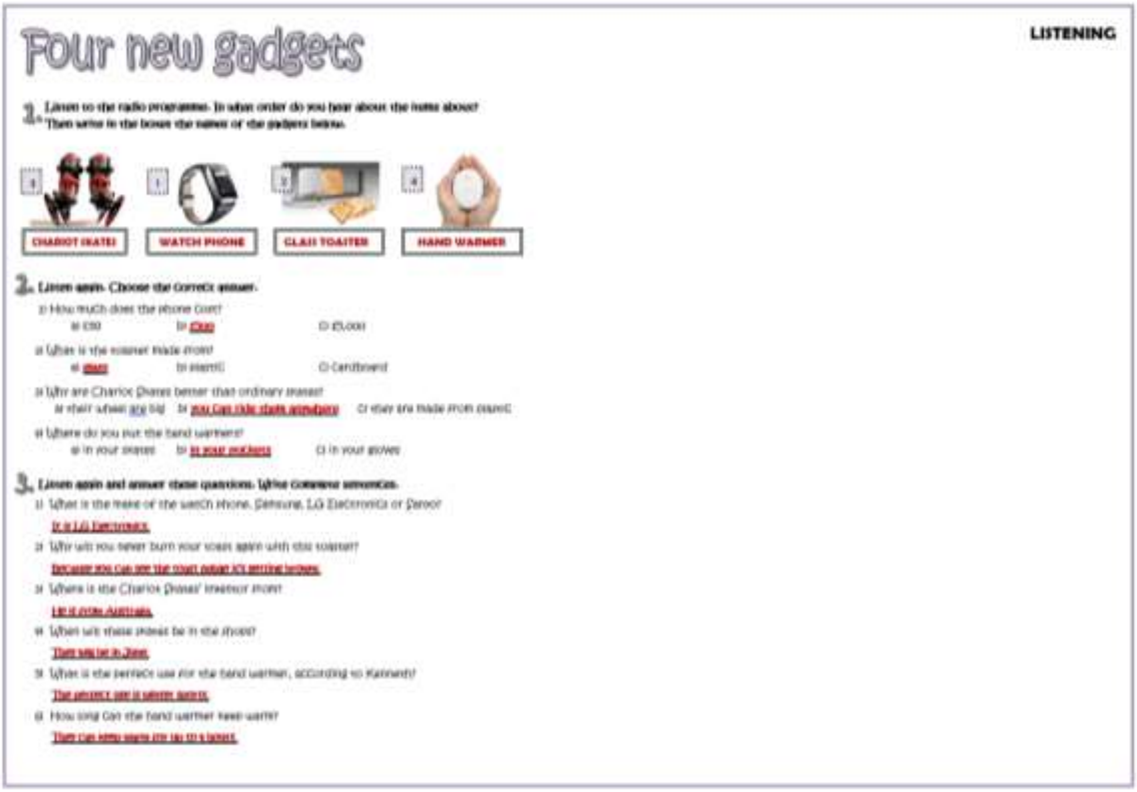
https://docs.google.com/document/d/1MeGV5UHn9eHczX1WQ2Xxtoefpthu2VqkiJNpTdASBMc/edit

M. Listening activities about inventions:



LISTENING

Four new gadgets



Four new gadgets

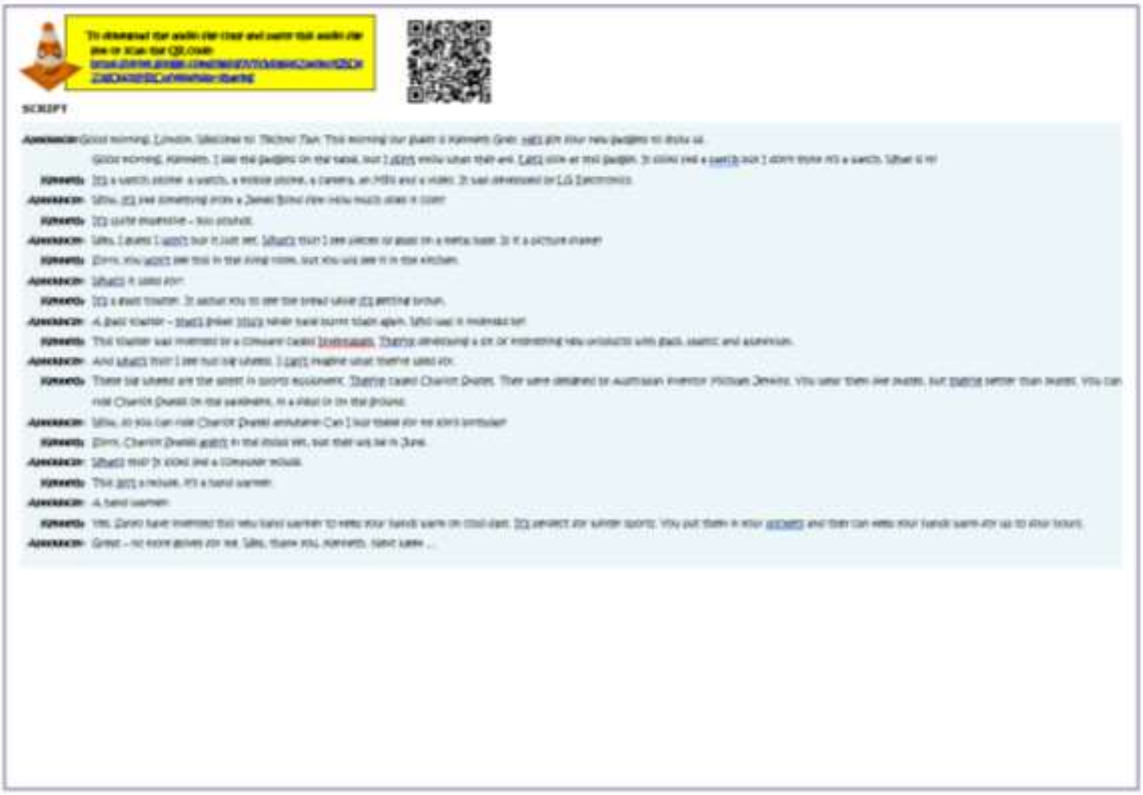
LISTENING

CHARIOT SKATES

WATCH PHONE

GLASS TOASTER

HAND WARMER



SCRIPT

N. Extra materials:

(https://docs.google.com/document/d/1CjXRuPSVpW6UHqIsLr2mBxSHsUbUnHc8lp1LrrPzbHw/edit)

UNIT 3: Building relationships

LISTENING ACTIVITY

1.) Listen and complete the songs' lyrics.

WE ARE THE CHAMPIONS – QUEEN

I've paid my dues

Time after time

I've done my sentence

But committed no crime

And bad mistakes

I've made a few

I've had my share of sand

Kicked in my face

But I've come through

And we mean to go on and on and on and on

We are the champions, my friends

And we'll keep on fighting till the end

We are the champions

We are the champions

No time for losers

'Cause we are the champions of the World

I've taken my bows

And my curtain calls

You brought me fame and fortune

And everything that goes with it

I thank you all

But it's been no bed of roses

No pleasure cruise

I consider it a challenge before

The human race

And I ain't gonna lose

And we mean to go on and on and on and on

We are the champions, my friends

And we'll keep on fighting till the end

We are the champions

We are the champions

No time for losers

'Cause we are the champions of the World

We are the champions, my friends
And we'll keep on fighting till the end

We are the champions
We are the champions
No time for losers
'Cause we are the champions of the World

2.) Match the expressions to their meaning:

- Paid my dues
- time after time
- done my sentence
- committed no crime
- my share
- sand kicked in my face
- come through
- taken my bows
- curtain calls
- fame and fortune
- no bed roses
- pleasure cruise

- acknowledging praise
- has overcome difficulties
- success and wealth
- acknowledging applause after shows
- repeatedly
- to experience meanness
- the part that is mine
- deserve something
- innocent of wrong doings
- paid for my mistakes
- something enjoyable
- very difficult

3.) Read the following text about Queen and Freddy Mercury.

QUEEN

Freddie Mercury, born Farrokh Bulsara in Zanzibar, was a singer, songwriter and lead vocalist of the rock band Queen. He has been regarded as one of the greatest singers in the history of music, and he was known for his extravagant stage persona and wide vocal range. Mercury defied many conventions and stereotypes. At an early age he discovered he wanted to study music. That is how he formed Queen in 1970 with Brian May (guitarist), Roger Taylor (drummer) and John Deacon (bass guitar). They composed numerous hits such as the 8 minute long "Bohemian Rhapsody", "Somebody to Love", Don't Stop Me Now", "We Are the Champions", " or “I Want to Break Free” By 2009, the band had sold over 300 million albums all around the world. Unfortunately, Mercury was diagnosed with AIDS in 1987 and died in 1991 at the age of 45. His career was brought to a movie named Bohemian Rhapsody in 2018.

UNIT 4: MAKE THE CUT

SPEAKING ACTIVITY:

1.) Debate in your class about the following topics using future tenses.

People will get married less in the future	Traveling will be cheaper
Scientist will find a cure for cancer and AIDS	People will cook less in the future
Robots will be doing all the housework	Pandemics will be common in the future
Pollution will be worse in the future	People will fly to the moon for a holiday
Students will attend only online classes	Doctors will clone people in the future

LISTENING ACTIVITY

2.) Listen to the following video and answer the questions that pop up in the screen:

https://en.islcollective.com/video-lessons/visiting-new-zealand

3.) Watch this video of a Haka.

https://www.youtube.com/watch?v=yiKFYTFJ_kw

UNIT 5: HIT THE BOOKS!

RESEARCH PROJECT

1.) Read the following text about the Canadian educational system and answer the questions:

Canada, found in the North of the American continent, is the second largest country in the world by extension, so there is plenty to explore. Surrounded by the ocean, forest and tundra, its stunning views and extreme views have attracted a lot of abroad students. Although its capital is Ottawa, half of its 35 million inhabitants live in the three largest cities: Toronto, Montreal and Vancouver. No matter which city you choose to study in, you'll sure love Canada. It is a highly developed country which prides on its economic indexes and tolerant nature. Not surprising, Canada has earned the title of best place to study abroad for two consecutive years.

The Canadian educational system is a world leader on research but still remains accessible and diverse. The Canadian system gives you more control over your workload, since you have some choice when it comes to picking courses. Still, remember that every student must pay some tuition fees.

1. Why is it a good place to study abroad?

2. Why is it a good educational system?

3. What is a disadvantage of the Canadian educational system?

2.) Hands down to research. Investigate these concepts: **tuition fees, language and culture, entry requirements.** You can start here:

   - https://www.educations.com/study-guides/north-america/study-in-canada/tuition-fees-6177
   - https://www.educations.com/study-guides/north-america/study-in-canada/language-6174
   - https://www.educations.com/study-guides/north-america/study-in-canada/requirements-6175
   - https://www.educations.com/study-guides/north-america/study-in-canada/student-visa-6176

Now answer these questions:

What is the average tuition fee in Canada?	
Is it more or less expensive than in other Anglophone countries?	
Which cities could be cheaper?	
What is/are the official language/s in the Country?	
What is a VISA card?	
Do you need one to study in Canada?	
Which paperwork will you need?	
When will you know if you have been admitted?	
What are the main universities to apply for?	

3.) Now the research is deeper. Imagine you finally decide to study in Canada. Work in pairs to choose one university, one degree, and find some possible accommodation options. Check what specific paperwork you will need as well. You can find all of this information in the university webpage. Use this checklist:

STUDYING IN CANADA

Preparing for University

UNIVERSITY CHOSEN:

____

DREGREE CHOSEN:

____

SPECIFIC REQUIREMENTS:

____

-
-

ACCOMODATION:

____

-
-
-

ADDITIONAL INFO:

____

UNIT 6: A WELL-OILED MACHINE

CLASS GAME: Inventions

1.) Here you have a list of some inventions. In groups of 5, organize the inventions in chronological order.

- the Internet (most recent)
- light bulb
- telephone
- frige
- braille
- thermometer
- microscope
- printing
- paper
- wheel

2.) Competition time! In groups, estimate the year of invention of each gadget. 1 point will be given to the group which gets the closest, 2 points for the exact date.

POINTS:

INVENTION	G. 1	G. 2	G. 3	G. 4	G. 5
the internet					
light bulb					
telephone					
fridge					
braille					
thermometer					
microscope					
printing					

paper					
wheel					

CLASS DISCUSSION: agree or disagree?

3.) Divide the class into two groups, the agreeing and disagreeing ones, with regards to the following topic:

Technology have made our lives better

Conduct a class discussion about it.

UNIT 7: SOCIETY IS US

CLASS CONVERSATION

1.) Watch the following video together. Relate the movies with a word from your vocabulary list. Then, form groups of 5. Each member will choose one movie and explain to the rest of the members why that movie relates to that vocabulary topic.

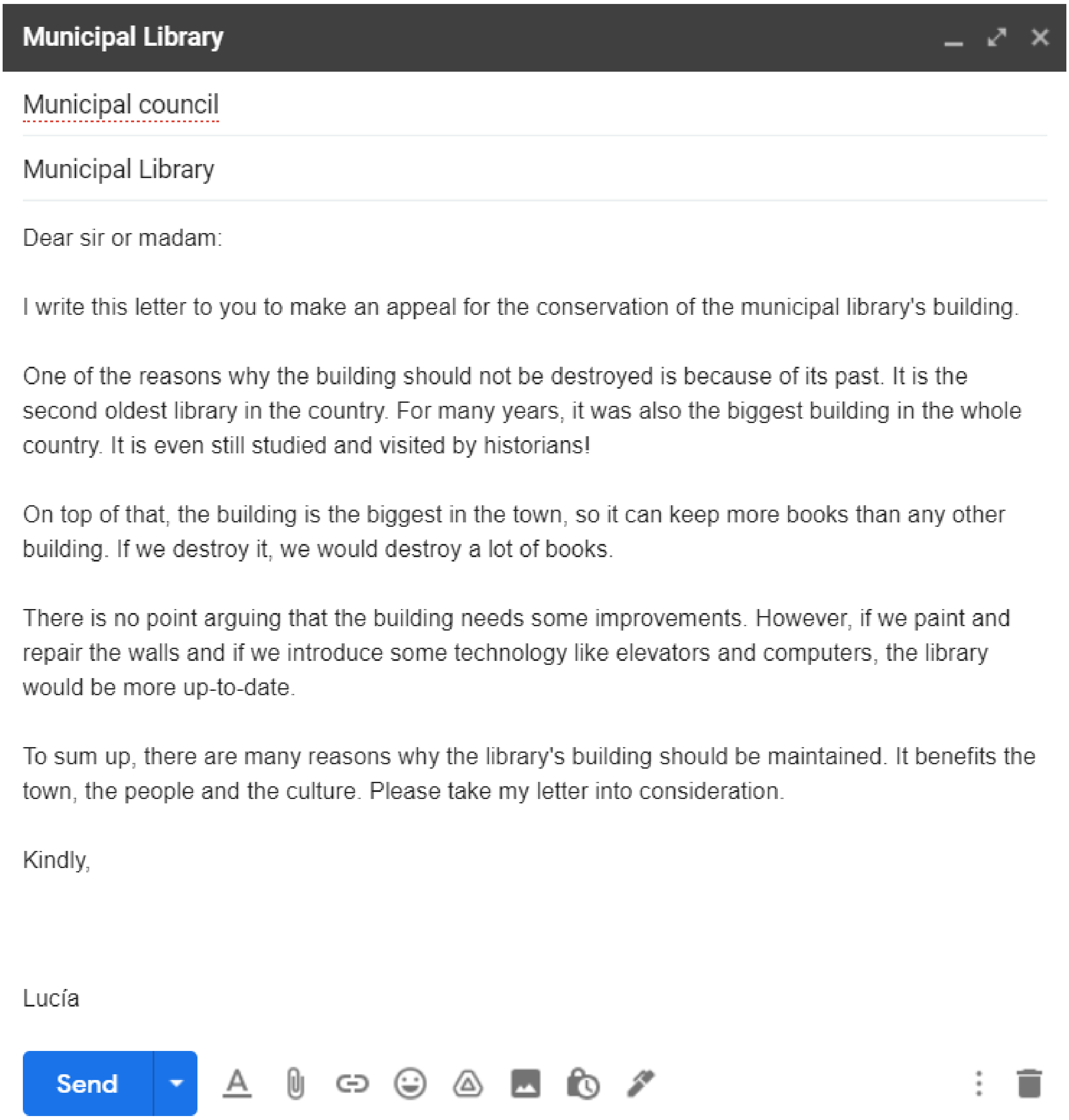
https://www.youtube.com/watch?v=r-GTMzwSg3Y

These are some prompts:

The movie expresses…
The underlying meaning is…
The movie intends to show…
When the movie does … it speaks about …

WRITING PROJECT: Social issues in Australia

2.) Look at the following email. Can you identify the structure it follows? What are the main connectors?



Municipal council

Municipal Library

Dear sir or madam:

I write this letter to you to make an appeal for the conservation of the municipal library's building.

One of the reasons why the building should not be destroyed is because of its past. It is the second oldest library in the country. For many years, it was also the biggest building in the whole country. It is even still studied and visited by historians!

On top of that, the building is the biggest in the town, so it can keep more books than any other building. If we destroy it, we would destroy a lot of books.

There is no point arguing that the building needs some improvements. However, if we paint and repair the walls and if we introduce some technology like elevators and computers, the library would be more up-to-date.

To sum up, there are many reasons why the library's building should be maintained. It benefits the town, the people and the culture. Please take my letter into consideration.

Kindly,

Lucía

3.) In groups of 5, look up the principal social issues that concern Australian people and make a list of topics. You may start here:

https://www.hrw.org/world-report/2021/country-chapters/australi

SOCIAL ISSUES

*
*

*
*
*
*
*

4.) Choose an Australian city and write a formal letter to its mayor with a social proposal to the council. You can choose one of the previous topics. Be creative!

UNIT 8: The world today

1.) Listen to this video of a news program and answer the questions:

NIGHTLY
NEWS
2:01

https://www.youtube.com/watch?v=2W5z6bN533c

a. What does the girl say about getting an answer wrong after she's meditated?

b. It is estimated that a 10% of British kids have ____________________________

c. The most common illnesses for children are_______________________

d. What has the teacher noticed about the students lately?

2.) Do you know what **tabloids** are? Individually look it up on the internet and find the most shocking cover to you. You can paste it in this space:

3.) Look at the following sections of a newspaper. Make 5 groups and choose one. You will need to write about it so choose well!

Current events:

https://www.theguardian.com/world/2020/nov/21/italian-protests-covid-school-closures-anita-iacovelli-turin

Opinion:

https://www.theguardian.com/commentisfree/2018/sep/17/the-guardian-view-on-multicultural-britain-learning-to-live-together

Sport:

https://www.theguardian.com/sport/live/2020/nov/19/rafael-nadal-v-stefanos-tsitsipas-atp-tour-finals-live

Culture:

https://www.theguardian.com/film/2009/feb/22/gran-torino-review-philip-french

Lifestyle:

https://www.theguardian.com/food/2020/nov/21/sweet-gifts-ravneet-gills-recipe-for-milk-chocolate-pecan-and-orange-cookies

You can use the following website to look for templates for your article:

https://www.flipsnack.com/es/templates/newspapers

UNIT 9: A PIECE OF CAKE

PROJECT: Food in Britain

1.) Think of these questions:
- What is the typical 'national dish' of Britain?
- What other types of British food do you know?
- What do you think of British food?

2.) Match the words below to make typical British food dishes.

- Bangers
- Beef
- Fish
- Sheperd's
- Steak and
- Eaton
- Cornish
- Roast
- Chicken
- Ploughman's

- tikki masala
- pasty
- chips
- Wellington
- pie
- and mash
- kidney pie
- mess
- dinner
- lunch

3.) Look these dishes up and choose your favorite dish. Then, speak with a partner about it.

4.) Let’s write a cooking book! Make 5 groups. Each one will need to write two recipes: a typically British and a typically Spanish food. Write your ideas on this table so as not to repeat.

G. 1	G. 2	G. 3	G. 4	G. 5

UNIT 10: MUSIC TO MY EARS

CLASS COMPETITION

1.) Divide the class into two halves: one will represent the US and the other the UK. This competition consists on all of you deciding which country has more brilliant and famous **singers and bands**. You can research for 10 minutes first.

1 point will be given for each correct name.

If one singer is not from the nationality you say, you will lose 1 point.

US SINGERS AND BANDS	UK SINGERS AND BANDS

PRONONCIATION

2.) Watch this video on the difference between American r sound and British or other dialects.

https://www.youtube.com/watch?v=PE88nQcbRjI

Then, watch this video on Indian r sound.

https://www.youtube.com/watch?v=M-WuP9-OjLg

What differences do you see between these pronunciations and yours?

3.) Notice that the Indian woman calls the Indian pronunciation of the r sound a “mistake”. Get in pairs and discuss whether you consider this a mistake or a trait of the Indian English variety. Then, you can make a class discussion.

O. Audio files with different accents:

Ireland audio.m4a Britain.m4a Singapore.m4a

P. Learning diary model

Name:___________________________________

LEARNING DIARY:

Week 1;

- What have I done? (list some activities)
- Which activities were most useful to me?
- Which activities were not so useful for me?
- Did I participate in the lesson?
- Did I work well with my group?
- What did I learn?
- What problems did I have?
- What can I do to overcome them?

Week 2:

- What have I done? (list some activities)
- Which activities were most useful to me?
- Which activities were not so useful for me?
- Did I participate in the lesson?
- Did I work well with my group?
- What did I learn?
- What problems did I have?
- What can I do to overcome them?

Week 3:

- What have I done? (list some activities)
- Which activities were most useful to me?
- Which activities were not so useful for me?
- Did I participate in the lesson?
- Did I work well with my group?
- What did I learn?

- What problems did I have?
- What can I do to overcome them?

Etc.

Q. Pyramid game: (https://docs.google.com/document/d/12XeRh8qcOSoL3HtsMNlXu43cLBgeeK1YgL1hmrxdOo4/edit?usp=sharing)

PYRAMID GAME: Relative clauses

Two students come to the front of the class: one will define a word and the other will guess the word. These words will be taken from the following topics. The student who guesses will only know the topic. If this student gets it right, they change places: he or she will define, and a different student will come to the front to try and guess.

You need to use relative clauses to give definitions:

It's a...	person	that...
	place	
	date	

1. **THINGS THAT CHILDREN LIKE:**
   a. Milk
   b. Mom
   c. Toys

d. School

4. **THINGS IN A HIGH SCHOOL**

a. Teacher

b. Blackboard

c. Toilets

d. Summer holidays

2. **THINGS IN MUSIC**

1. Singer

2. Lyrics

3. Recording studio

4. Microphone

3. **THINGS FROM THE US**

a. Statue of Liberty

b. McDonalds

c. Obama

d. Thanksgiving Day

4. **THINGS ON THE PHONE**

a. WhatsApp

b. Influencer

c. Camera

d. Contacts

5. THINGS ON HOLIDAYS

1. Hotel
2. Museum
3. Tour guide
4. Christmas