

TRABAJO FIN DE MÁSTER

***A CRITICAL REFLECTION ON THE
LEARNING UNIT AND THE RESEARCH
PROJECT***

**Máster en Profesorado de Educación
Secundaria Obligatoria, Bachillerato,
Formación Profesional y Enseñanzas de
Idiomas, Artísticas y Deportivas**

Especialidad de Inglés



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Abstract

The aim of this paper is to critically analyse and discuss the main aspects learnt during the Master's Degree called *Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas*.

This paper includes some explanations and ideas in relation to the teaching activities in secondary education and further estimations that have been considered as necessary to create a serious project. It starts with an introduction where the teaching activity (English teaching activity, in this case) is analysed in order to fulfil this adventurous but necessary task. However, it is not only done according to the personal experiences that resulted from my teacher training period in a school centre. That is, this paper does not only include the individual considerations, perspectives and observations made during the *Prácticum I, II and III* periods.

The aforementioned analysis also includes some theoretical contents that provide the explanations given here with a more realistic, valuable and rigorous quality. To be precise, the opinions and ideas included on this paper are also taken from experts' on the activity. Furthermore, their estimations are a *conditio sine qua non* for implementing a serious *Trabajo Fin de Máster*. Even more, this paper would not have any validity if it were only created from my personal opinions and experiences. I have not become a teacher yet and I consider myself not capable enough to produce rigorous statements as to be considered as true facts. The need of experts' considerations and estimations are essential, therefore.

This introduction also includes an analysis and some explanations about the working conditions in EFL (English as Foreign Language) teaching and the situation it is involved in right now. Moreover, it continues with some discussions about professional challenges and goals, that is, the part where teachers can explain what their expectations are and the objectives they establish as essential in EFL teaching. Furthermore, this is related again to the situation in English teaching. Finally, this introduction also contains some ideas about different ways of organizing the English subject, the school centres where it is taught, etc.

Later on, this *Trabajo Fin de Máster* paper includes the reasons why the learning unit and the research project have been chosen. The learning unit, which has been created for the subject *Diseño, Organización y Desarrollo de actividades para el aprendizaje del Inglés*, establishes some contents and ideas that need to be further discussed. The research project, which has been created for the subject *Evaluación e innovación docente e investigación educativa en Inglés*, needs the same procedure to be followed.

Then, this paper faces the part where some critical reflections appear about the links and relations that lay on these two projects I mentioned above here. That is, here I try to include the common points and the useful aspects of both the learning unit and the research project. These two documents have apparently nothing in common but I try to connect them in order to produce a critical reflection about them.

Finally, this *Trabajo Fin de Máster* paper contains some conclusions and suggestions for future work. These ideas are created in order to both extract the main points of the document and to talk about the destiny of English as a teaching activity. That is, it tackles some interesting points in relation to the future English teaching performance.

At the end, I include the references and bibliographic resources that I have used in order to create this document. Many of them are deeply linked with the projects I have analysed and some others complement the ideas I want to include here.

Key words

Teaching activity, learning unit, research project, language acquisition, competences.

Thanks

I would like to thank many people when writing this *Trabajo Fin de Máster*. First, this project would not have been done without the help of the mentor teacher, who supported me in the creation of this paper. Secondly, I would like to thank some of the teachers who have amazingly helped me by providing contents, explanations and useful knowledge in their subjects about teaching and the nature of English Language Teaching (ELT).

This Master's Degree has surprised me both in positive and negative ways. Some of the teachers, unfortunately not all, have provided me with useful and interesting contents. I could observe they feel total devotion and passion for the teaching activity. They had an incredible knowledge about the subject and, above all, they were able to share this knowledge with the students in a very kind, constructive and professional way. That is, I can assure they are good teachers who deserve my admirations due to their performance on this Master's Degree.

Thirdly, I would like to thank my classmates and other students. We have shared very good moments, both inside and outside the classroom. We talked about the teaching activity, our previous experiences and our views on how the teaching activity should be done, followed by possible suggestions for improving it. I truly consider this whole group has a very high level and they will all become excellent teachers. They own the necessary knowledge; they have the passion and the tools to be really good teaching professionals. I hope I will be as good as they are. My sincere gratitude to them and I wish all of them the best of the luck for their professional lives.

Finally, I would like to thank the experts I have consulted for this *Trabajo Fin de Máster* paper. Their references, which are included on the "References" section below and which some of them are used within this paper as quotations and footnotes, have been very useful for me in order to create this document. Only by observing the experts and the world we will be able to learn and to improve in our lives. In my opinion, teachers should know about as many things as they can, not only for students to help them but for themselves to enhance their anxiety of learning, fulfil our natural human-being curiosity and mitigate our ignorance. As Thomas Henry Huxley (1825-1895), a famous English biologist who defended the Theory of Evolution, once said:

Try to learn something about everything and everything about something (Thomas Henry Huxley)

If we manage to transfer this philosophy to our students, a great path will appear to be walked for several ages.

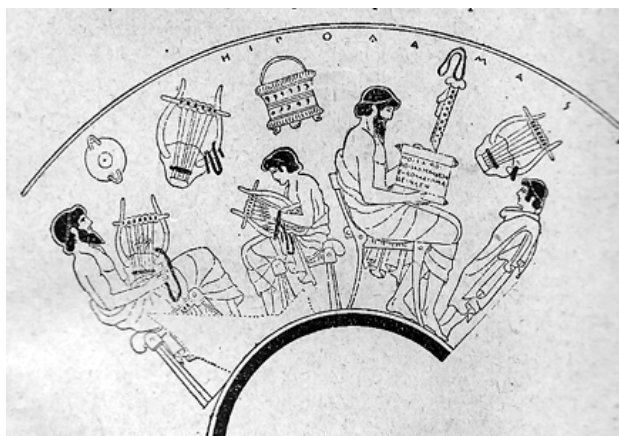
1. Introduction

1.1. Historical introduction

Within this introductory section of the *Trabajo Fin de Máster* (hereinafter called *TFM*) I will try to explain the situation in which the teaching activity is placed. It is not quite adventurous to assure that teaching is one of the most difficult jobs. Society leaves in teachers' hands the responsibility to educate its offspring, both children on Primary education and teenagers on Secondary education. On further levels, like university or others, it is supposed that learners are mature enough to build up their minds. Then teachers should only be considered as knowledge providers. However, all these situations have been turned upside down, according to my opinion and some experts' ones. Nevertheless, it will be better if we start from the beginning.

The teaching activity is as old as the History itself. It started by imitation from ones to others as it was the unique way of learning abilities and experiences, spreading them and keeping them safe for future uses. Imitation is an unconscious technique that helps human beings to learn new skills. That is, it is in human being's nature to be curious enough to learn new abilities. We are always anxious of learning things. It is our nature and the only way we evolve. That is why the role of a teacher or a mentor has always been essential throughout the History.

Moving on from this primitive non-learned knowledge (something similar to the innate ideas the philosopher Descartes mentioned on his texts), it was necessary to set down some basis on the learning process. This situation has been repeated over the next centuries since the earlier times. Ancient Egypt, Greece and the Roman Empire were awarded with some of the most important "teachers" or mentors in History. At least, they were some of the first ones that we have notion.



[Ancient Greece] *Children at school*- Image on an ancient vase

Mentors like Plato or Aristotle on the Hellenic or Greek territory, Egyptian architects who designed the well-known pyramids or Roman teachers like Quintilian were a basic element on knowledge teaching to their respective learners and for History itself. They might not be considered as teachers sometimes – they could be grouped as philosophers, thinkers, etc. -but they actually taught contents to their pupils.

These empires had a wide, important and promising culture and their knowledge needed to be spread. The early appearing technique of writing helped these empires to establish a procedure on teaching uses. Therefore, several schools were created where mentors and pupils could meet to share knowledge, experiences and ideas for them to enhance their personal and cultural desires. These experiences, which were shared by oral messages but also kept in written memories, helped people to fulfil one of the most important necessities they have: curiosity to learn.

Architects, philosophers, painters, musicians and sculptors, among others, met in groups to learn, to share their opinions and to settle down what the Modern school and learning process has been for a long time. In addition, they established the basement of the new school that has ruled over the centuries. Actually, thanks to them we have origin of the current educational structure we now enjoy.

After that, we face several other sceneries and centuries where the teaching activity has been a prior stone. For instance we need to mention great artists like Leonardo Da Vinci, Michelangelo and Rafael, magnificent exponents of the Italian artistic and cultural empire and the Rebirth movement at the 15th Century. They learnt from their teachers and then established their own schools were they could teach other pupils. Knowledge was spread again and again, adding useful parts of it and removing the unnecessary elements. Moreover, cultural components like paintings, sculptures, books or architectural buildings might not be created without the teaching activity as all kind of knowledge vanishes if it is not shared or kept safe.

In close relation to this, we need to talk about the appearance of universities. Some of the current ones were created several centuries ago because society felt it was necessary to establish some upper-level education. Superior knowledge was crucial for society's development and some of the best known high-education centres were created all over the world, although the first ones were founded in Europe. That is, high-education centres like the ones in Salamanca, Cambridge, Oxford or Florence admitted some of the greatest minds on History. These centres, in which wisdom and intellectual atmospheres run through their corridors, were filled by teachers who desired to make their students learn the vast knowledge human beings had discovered over the centuries.

In conclusion, I would like to close this short discuss about History by affirming that teaching process is as necessary as other physical necessities human beings have. We do need to share contents, to teach others. The fact of showing our knowledge may not be genetically included on us, but as we all want to know things, both for enhancing our primary desires or to solve any problem we have; there will always be someone else who asks for some kind of knowledge we can provide. That is, we may not always give the first step in order to teach others, but there will always be someone who demands some knowledge we can provide. We are dynamic, creative and curious; whichever the kind of knowledge we are interested in. Human beings would not have evolved so much as we have done without teaching things to our fellow men.

1.2. Teachers' role on current society

However, this *TFM* paper is not a History-subject book but a critical defence of what being a teacher consists of nowadays. I would like to start by admitting that being a teacher is one of the most difficult, stressing and sometimes less-reputed jobs. It is considered among the teachers themselves that their job is not as recognized as it should be. Many complaints from teachers and anti-stress therapies are now provided for them. Health and motivation matters are many times affected by this job. Furthermore, they sometimes believe they are in a lower hierarchical position compared to other jobs. That is, from time to time they do not feel they have the authority to educate their pupils.

That is why, for instance, the government in *Comunidad Autónoma de Madrid* proposed a change on the law concerning teacher's consideration to become "public authority", as policemen, for example, are. This change, which became real in this Spanish region as the Educational competences are transferred to Autonomies, provoked a controversial

debate. The reminiscence of getting back to the worst educational times in Franco's regime seemed to appear on the edge of this political measure and many discussions appeared about this situation. I truly think that society has sometimes lost its respect for the teachers and now and again they are not even respected by the students or by their parents. This is something that has to be changed as it is a priority. However, I do not know if this is the correct way to change this situation or if the law has the ethic power to do this. Some people also believe that teachers must gain their respect with positive behaviour and performances.

In relation to this, the reputation teachers have has changed all over the years. As we could observe on the subject *Contexto de la actividad docente*, Spain is an extraordinary country where several Laws on Education have been created –the eighth one is going to be implemented soon, although the LODE (see chart below) could not finally be implemented-. These curricula show that our country is unstable concerning its educational patterns or foundations because other European countries have more stability in relation to this.

LAWS ON EDUCATION IN SPAIN¹ [Acronym] (Year)

*Data obtained from *Comprender nuestros centros educativos: Perspectiva micropolítica* (2006)

Ley General de Educación [LGE] (1970)

Ley Orgánica del Estatuto de Centros Escolares [LOECE] (1980)

Ley Orgánica del Derecho a la Educación [LODE] (1985)

Ley Orgánica de Ordenación General del Sistema Educativo [LOGSE] (1990)

Ley Orgánica de Participación, Evaluación y Gobierno [LOPEG] (1995)

Ley Orgánica de Calidad de la Educación [LOCE] (2002)

Ley Orgánica de Educación [LOE] (2006)

Ley Orgánica para la Mejora de la Calidad Educativa [LOMCE] (in process)

Depending on the political party at the Spanish Government and the ideological wing it belongs to, a new Law on Education is created grouping the ideas shared by the ones who make it. That is, each political party creates a law by removing the previous one and fulfilling the interests of

their closest allies, both internal and external to the Government itself. In other words, we are talking about partisan rules instead of a unified, agreed-in-consensus law.

Education must be one of the national pillars from where the whole society of a country is built over. Society and the Government should work together to create a unified consensus in order to create a perdurable educational system that guaranties personal development. Nevertheless, this instability shakes the foundations of the educational tradition in Spain and makes harder the work of the participants in education, among which teachers are a crucial element. That is, this volatility concerning the instructive rules stumble educational agents.

Furthermore, teachers are not usually part of the Laws on Education's think-tanks. To be precise, teachers are not usually asked about what to be included or not in this kind of laws. I may understand teachers cannot create themselves these kinds of rules. Simply it is not their job but politicians'. They have too many responsibilities and duties to cover in order to ask them for more workload. However, I cannot understand the fact that teachers are normally left aside in deciding aspects, both national (laws) and local ones (school centres). Common sense dictates that teachers are the ones who can really

¹ BERNAL AGUDO, J.L.: *Comprender nuestros centros educativos: Perspectiva micropolítica* (2006) Mira Editores (Zaragoza). Page 86. ISBN: 84-8465-211-4; Depósito Legal: Z-3114/2006

know better what it is possible to teach during the lessons, the way to do it and the contents to be taught.

Teachers in our educational system are the ones who daily face our students. They are the ones who know students' strong points and weaknesses. In my opinion, teachers normally know in a deeper way our students than the Government or even some parents do. In secondary education, students stay at school six hours per day, which means that teachers spend a lot of time with them. That is, they are a very important part of our students' education, although in terms of the number of hours in a whole day our ESO schedule means only the fourth part of it.

Curiously, I consider it is remarkable that society keeps incoherent in relation to teachers' treatment and their role with the students. We, the civilians, normally let the teachers the responsibility to educate our offspring. When the situation is good for the students and they get good marks, many times we do not congratulate the teachers for their job. However, when a student is not outstanding, it is normally the teacher's blame. Teachers' competence, dedication or efforts done with the students are the normal excuses provided. We cannot generalise as there are enough cases where teachers or students are not good enough. However, all this may sound reasonable at some point, as I believe many people think like this.

On the one hand, in my opinion we blame our teachers if students do not get good marks as our students' poor education may lay on teachers' fault. But on the other hand, they are the ones who face our students and teach them what they need to learn. However, they are not one of the relevant parts on the decision-making processes as they should be. That is, they are the ones who spend time with the students but we do not let them to decide on what to be taught and the way to do it and other ways to improve our educational system.

Moreover, we do not give them motivation to follow their expectancies. In other words, we blame our teachers for playing a "game" without deciding the rules. By following the game metaphor, teachers are a relevant part of this game and they know the real problems that appear on education. However, they do decide nothing as they are mere pawns on this crucial chess game. In my opinion, this is a curious and hypocritical behaviour of society as literarily we are not playing with the same rules. Moreover, this entire situation turns even more complicated as the laws on education change quite frequently in our country, as we have seen before.

This situation could be observed during the trainee period at the school and these were the conclusions I could draw from it. Teachers are normally loaded with a big amount of work and responsibilities. However, they sometimes do not have the capacity or the necessary resources to fulfil them. The incredibly big amount of tasks they must do, concerning bureaucratic aspects, do not let teachers enough time to prepare the lessons. A huge quantity of assessments, meetings and duties that, far away from being useful or productive for teachers, make them feel apathetic and unmotivated. However, this is not what society needs because if teachers are not valued, they will transmit this feeling to their students and a dangerous situation or scenery will come up.

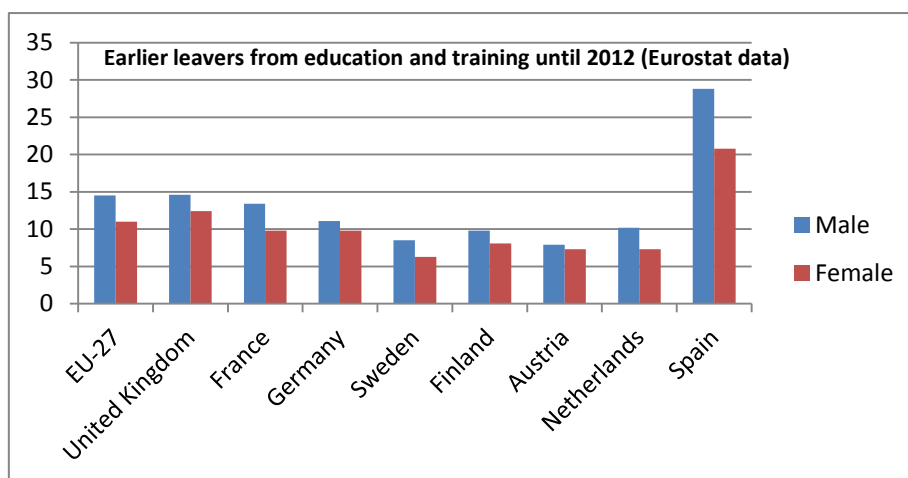
This particular situation is diametrically the opposite in Finland, for instance. According to the PISA surveys and essays, made by the OECD, this Scandinavian country is at the top ranking in Education. Their students and their educational system is, according to the data collected to do the research, one of the best in the world. It is true that Finland

and Spain do not share many aspects (cultural and economic ones, the climate, etc.) so it is also true that it is not fair to compare them in an equal position. That is, none of the countries is the same as the others as to be compared. However, this does not mean that we cannot extract useful conclusions from these comparisons.

In consonance with the Spanish political discourse all over the recent years, in my opinion Spain should follow the way Finland has created. It is not because the Finnish society or their teachers and students are better than ours, but because of their performance on educational matters. That is, Finnish educational system is one of the best valued all over the world. This means that there is at least something they do in the right way. However, in Spain the educational situation in compulsory levels is not the best. Scholar failure is a scourge that must be solved in order to improve as a country. In other words, Spain should copy or adapt the situations there in order to improve their scholar failure.

In order to give a valid proof of the unfortunate situation Spain is living concerning education, I will discuss the data from the *Basic Figures on the EU. Summer 2013 edition*². On this document, where data until 2012 is collected, the figures or percentages help us to extract conclusions. For the EU-27, that is, the European Union formed by 27 countries, the average of “earlier leavers from education and training” (page 4) is placed at 14.5 for males and 11 for the females.

These figures, which measure the people from 18-24 years who has at most compulsory secondary education studies and who are not on further education or training, are far away from the Spanish levels. In our country, the same category gives the following percentages: 28.8 for males and 20.8 for the females. As it is possible to see, our figures nearly double the average of the EU. Furthermore, these figures have nothing to do in comparison with other developed countries on the European Union (see chart below). For instance, some countries have different figures like United Kingdom (14,6 for males/12,4 for females), France (13,4 / 9,8), Germany (11,1 / 9,8), Sweden (8,5 / 6,3), Finland (9,8 / 8,1), Austria (7,9 / 7,3) or Netherlands (10,2 / 7,3), among others. These data reveal that something is wrong on Spanish educational system. It is undeniable that teachers have some fault on this. However, they are not the main responsible of this terrible situation.



² EUROSTAT: *Basic Figures on the EU. Summer 2013 edition* (2013). Eurostat compact guides. Created by the European Commission

It is crystal clear that some errors have been made in the Spanish educational system and we all need to discover where the problems are and solve them immediately. The consequences if not are extremely dangerous. We are now observing the disaster occurred during the economic boom in Spain, where thousands of teenagers left their studies aside and started working on building and others.

Many of this people, among others, are now unemployed and, as they do not have a further qualification, they are not able to find a job. That is why, in my personal opinion, society should demand some changes and the government powers should change things. Maybe the solution can start by asking the teachers what are the things that are necessary to change. I am concerned about the fact that some teachers seem not to have the required qualification for their job. That is, current times have showed that some teachers may not be prepared for the teaching activity. In Spain, the mark to start studying teaching for Primary School is 5 out of 10. That is, the minimum is required so nearly all people can study this degree. However, this is not the same in all countries.

As it is possible to see in a *Salvados'* TV program in relation to education (Évole J. et al.: 2013)³, the situation of education in Spain is critical at some points. Many aspects are different in our country and, as I have mentioned before, if countries like Finland obtain such good marks on international assessments, maybe it would be a good idea to observe and try to copy the good aspects they have. That is, maybe it is necessary that we, as a country, take a look to other territories where things in educational matters are going right.

In a comparison made with Finland, the mark required to study a teaching degree is far higher than in Spain. In order to establish equivalence, teaching in Finland would be the same as Medicine in Spain, for example. That is, the higher marks are needed to be a teacher on this Scandinavian country. This situation should make us reflect about the treatment teaching receives in our country.

Another aspect that I would like to discuss is the treatment and the assessment teaching activity suffers in Spain. In our country several teachers admit that they are not assessed for their job nor receive important information in relation to this. According to the TALIS (Teaching and Learning International Survey) called *Teaching in Focus*, done by the OECD⁴, teachers do not feel recognized enough when treating aspects like assessment, feedback to improve their job or valuating innovative teaching techniques. That is, how do we want to improve our educational levels if teachers do not receive enough information to correct the possible mistakes they may make?

Assessment and feedback are essential tools for improving and we may not be giving them the importance we should. However, this must be also taken with care as an extreme control or assessment on teachers' activity may constrict their job. Furthermore, an overwhelmed push to innovative techniques may cause an increase on pseudo-methodologies which seem interesting for students but have a lack of contents and knowledge. For instance, methodologies where IT devices are the goal and not a teaching tool may appear due to this situation. That is why Spain should only take the ideas or the aspects that are constituted to be right.

³ ÉVOLE, J. et al: Director and presenter. *Cuestión de educación* (2013)

⁴ OECD: *Teaching in focus* (2012). Document created by TALIS (Teaching and Learning International Survey).

2. Justification of the chosen documents

In this part of the *TFM* I would like to discuss the reasons and the explanations needed to justify why I chose the learning unit I did for *Diseño, Organización y Desarrollo de actividades para el aprendizaje del Inglés* and the research project, for *Evaluación e innovación docente e investigación educativa en Inglés*. Without any other delay, here I present the justifications of these two documents.

2.1. Learning unit

In relation to the learning unit, I would like to discuss some relevant aspects. The election of this paper is not a trivial matter as I consider it to be one of the most relevant papers I have ever done during the year.

The learning unit represents itself one of the goals of this Master's Degree. It is one of the most well-known parts of the Master's Degree and it is also a requirement for external exams to work as a civil servant in education. However, this is not the point for my election although it is clearly related to the main reasons that justify my decision. In my opinion, the creation of a "hand-made" unit of work is not an absolutely necessary condition or a priority for a teacher. That is, teachers fortunately count with plenty of materials, resources, books and internet references, among others, from where they can prepare their lessons. Furthermore, textbooks are created to be used for the learning-a-language process and, far away from those who consider them to be useless; I truly think they are really good materials (but they need to be handled with care).

I am totally concerned about the fact that this statement shakes the foundations of the Master's Degree. However, I believe that being able to create a learning unit does not necessarily mean that the teacher is professional or a good applicant for the job. That is, the required imagination and abilities to create a learning unit do not have to be exactly the same that decide whether a teacher is good or not. I felt (and I still do) very unsecure as it was the first time creating such an important task when creating this learning unit. This year has not been enough to learn how to create a good, full-of-tasks and delightful learning unit. It is a very difficult task and we, as teacher trainees, may not have enough experience to do it.

One of my personal beliefs is that, taking into account the fact that teachers should only accept good materials and sources according to some parameters (correctness, a minimum suitability for the required level, etc.); all kind of resources are good and useful. Therefore, all learning units should be functional then if they fulfil the minimum requirements we aforementioned have discussed, both from textbooks or "hand-made" ones. In other words, it is not the material to be useful or not if it is good itself; but the use the teacher gives to them. For instance, an old grammar book is not the kind of material to be used on a communicative lesson (at theory at least). However, this does not mean that it is not a useful material to be used when writing or pointing for correctness, both in writing or speaking.

Then, what is the difference? It is placed when teachers decide what to use or not from those materials, how to adapt them to the learners, the kind and the quantity of contents to be taught... That is, teachers' common sense and criteria become the key aspect that prior one decision among others. However, I am assuming that the final teachers' criteria is encountered on the duties the curricula establishes for each year in relation to the competencies and abilities students must acquire on each level.

Once these explanations have been clarified, I would like to say that one of the reasons I have chosen this learning unit for is the utility of it. The creation of this paper has shown me the incredibly difficult task settled on planning some lessons. I personally believe I was able to accomplish the objectives established and that is why I consider my learning unit a suitable paper for this *TFM* paper.

Creating a learning unit does not only mean planning lessons and several sessions, but defining the contents, materials and fulfilling the tasks established in the curricula. It is not as simple as leaving it to the teacher's imagination what to be taught but it rather entails accomplishing some objectives too. The different curricula (both the national and the regional one) establish the objectives, duties and tasks that students must accomplish on each level. That is why I chose the learning unit to be part of this paper, as it represents the most practical aspect of teaching a language. At least, this is what students feel the most recognizable.

Another reason for this election is that this learning unit can be used depending on the methodology used, that is, it is *multimethodological*. The same materials and contents can be taught both in communicative or non-communicative ways. This learning unit was thought to be performed in a communicative-approach EFL (English as Foreign Language) lesson. In other words, students are able to learn real-life contents by the use of vocabulary and theoretical contents that let them pursue a communicative nature in the lesson. Definitely, students' aim is to be able to communicate in an appropriate and fluent way in as many contexts as possible. Therefore, on this document students can perform debates, quiz and games where they need to talk and to examine the language from a practical point of view.

The communicative approach does not only mean that students talk all the time. Students will learn the language by the use of real-life contexts and common situations that students would observe in an English-speaking country. Furthermore, this communicative approach can be achieved for example by the use of tasks, as Ellis⁵ mentioned on his studies. However, my learning unit is not established through tasks from Ellis' point of view. It shares some of the characteristics he establishes as necessary for tasks (real-life or common situations and language, consecution of further goals and objectives to be achieved by small activities, etc.). That is the reason why there are no further comments here on tasks in Ellis' perspectives. Nevertheless, my learning unit is encountered inside a communicative-approach group although not in Ellis'-tasks dimension of EFL teaching.

However, real situations do not always fit what teachers had previously thought. That is why this learning unit can also be implemented by using a non-communicative approach, that is, a more "traditional" one. In case students are not really interested on talking or following up communicative lessons; the teacher can implement it in a traditional way. To be precise, students copy the theory, do some exercises, write down all the activities thought to be done orally, etc. Furthermore, whereas by using the communicative approach the majority of the lessons can be implemented in pairs, groups, etc. in order to work on collaborative competences; the same exercises can be done individually in order to control the classroom management and get students focused on traditional approaches. Therefore, I present (see chart below) a small

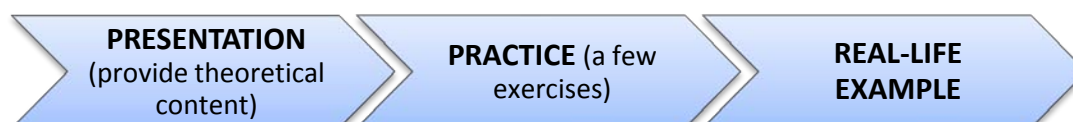
⁵ ELLIS, R.: *The Study of Second Language Acquisition* (1994)

summary of the activities implemented on the whole learning unit and the skills, abilities and competences the students work with them.

Title of the learning unit: LET'S PLAY GAMES!		
LESSON	ACTIVITIES	SKILLS
1	Introduction + reading + debate + game (match images and words) + game (match titles and definitions) + song	Reading, Listening, Spoken interaction
2	Debate + theory (comparative and superlative) + exercise + error correction exercise + song + quiz	Listening, Speaking, Writing
3	Game (match images and words) + theory (can, could) + exercise + theory (may, might) + exercise	Reading, Writing
4	Theory (shall, will) + exercise + homework + theory (should, would) + exercise + song	Listening, Writing
5	Theory (must, have to, ought to) + exercise + game (titles + definitions) + game (match images and words) + game (match titles and definitions) + voluntary homework (songs)	Listening, Reading, Writing
6	TV series clips (3) + comprehension exercises (3) + TV series clip + overall understanding activity	Listening, Reading, Speaking, Writing

Nevertheless, I must admit that the two situations I have before mentioned (talkative and non-talkative students) are not the only ones to appear on a lesson. As I could observe during my school placement, the majority of the students seem to be really interested to work on communicative activities although the classroom management performed by the teacher does not recommend it in case of an excessive communicative atmosphere. That is, sometimes teachers must choose the kind of activities to be done and the way to be implemented depending on several factors as the atmosphere on the lessons, students' nature, etc.

Another relevant aspect to justify the election of my learning unit is that the procedure used with students is a variation of the well-known "PPP method". This methodology (Presentation, Practice and Production) is quite interesting for students in order to establish a learning procedure and timing on language acquisition. However, I must admit that I changed this procedure. I took the first two letters (presentation and practice) but the last "p" is changed. My procedure, as it is possible to see on this formula, consists of:



In other words, students are presented some theoretical contents, they do a very few practical exercises in order to get used to the contents and finally they are presented a real-life example of the contents studied. That is, students see the contents, they practice them and then they observe some real uses in order to check that contents are not teacher's personal election but a true use of them. Furthermore, the real-life examples provided are TV advertisements or spots, songs, TV series, etc. That is to say, students observe that what they have just learnt is actually used on real native contexts.

I must also admit that this procedure may change. For instance, the further explanations or the own lesson timing may vary in order to get students into what the teachers want them to learn. That is the main point, both for me as a teacher during my teacher placement and for the rest of qualified teachers, is that students learn and practice the knowledge they study. That is why the procedure or the tools may vary in order to achieve this objective, no matter what the steps teachers follow to fulfil that goal.

Finally, the last reason to justify my learning unit is that it is not very complicated in order of devices or technological matters. It is obvious that it is required some IT components as every lesson has a song (and it has to be played in the sessions) and some videos. However, their use is not very complicated. I do defend the use of technologies in EFL lessons but considering them as a tool, not as a goal. In order to better express this statement, I would like to introduce a sentence that Scott Thornbury said once:

*Teachers shouldn't feel guilty if they are not using Twitter in their classrooms*⁶ (Scott Thornbury, *Seven Ways of Looking at Grammar*)

In other words, technological tools are a crucial help in language teaching and denying their existence is an absurd point of view that slows the learning process of the students. However, the use of IT technologies must be justified and they must be useful. An EFL lesson full of technological appliances but empty of content points out that the teacher is not a good professional. I decided to use simple files and resources (songs that can be found on YouTube, lyrics from the Internet, episodes from famous TV programmes and series, etc.). Moreover, the use of these audiovisual contents is completely justified with the learning process and, in order to guarantee this opinion, these contents could be avoided (if lack of time) and the lesson would still be useful. In my opinion, this is a fundamental fact that settles down that my learning unit makes use of IT devices but is not chained to them.

In conclusion, the election of the learning unit for this *TFM* paper is done due to several facts. This document can be used for both communicative and non-communicative methodologies and it is based on a variation of the well-known PPP procedure. That is, instead of *presentation, practice and production*; my learning unit follows a *presentation, practice and real-life example* procedure. Finally, it has been chosen as it is a very simple document in relation to its performance. It does not require many technological devices so teachers can make their efforts on other tasks, not on IT activities.

⁶ THENEWSCHOOLNYC: *Seven Ways of Looking at Grammar* by Scott Thornbury.

2.2. Research project

In relation to the research project, I would like to discuss some relevant aspects. Its selection, as I did with the learning unit, is not a trivial matter as I consider it to be one of the most relevant papers I have done during the year.

This research project, which was done with my classmate Marta Larrión, provided us some meaningful contents and conclusions that I would like to discuss. The main topic of this project is “culture” and how it is treated on EFL lessons. That is, the main aim was that we wanted to observe the weight and importance culture has on English lessons. However, this was not our unique goal as we also desired to check what kind of culture was taught. In other words, we wanted to know what teachers and students understand by the general term “culture”.

Culture has sometimes been left aside as the priority for many teachers (and even for the curricula) was teaching linguistic features. That is, language aspects like grammar, vocabulary, writing abilities, etc. have been the priority while sociocultural elements have been considered useless or not important enough for mastering and acquiring a language. Fortunately, cultural entities have become more and more important in EFL lessons and students are supposed not to have a lack on these contents any more. However, I will try to explain that maybe cultural components are not treated as they should be, according to my personal opinion and some experts' ones.

At the beginning of the research project we had a small conception about what this term really meant. However, once we started the research activity, we got deeper into this surprisingly wide term that includes far more things and aspects than many people expect. It is important to establish this term correctly and I will try to explain it while I defend the selection of this project for the *TFM* paper.

First, I would like to start with a statement appearing on the *National Standards in Foreign Language Education Project*⁷ and that has been the basement of our project. That is, this sentence is the one that makes sense to the whole research paper:

Students cannot truly master... language until they have also mastered the cultural context in which the language occurs (Standards, 1996)

Once we take a look to the statement above, we set crystal clear that it is essential for language learning to manage or “master” its culture too. Furthermore, students in our lessons are expected to master the language yet sometimes disregarding cultural aspects. Nevertheless, it will be later possible to see that this is impossible by nature. That is why culture is so important in language learning, as it is language's core. Culture is its essence itself. They are one, indivisible. Then how much time do teachers spend on teaching this part of the language and society itself? And which is the kind of cultural contents that are taught? Are they the appropriate ones or do teachers fall on stereotypes? However the main question is: Why do we study cultural aspects?

⁷ STANDARDS: National Standards in Foreign Language Education Project (1996) *Standards foreign language learning: Preparing for the 21st Century*. Yonkers, NY. The American Council on the Teaching of Foreign Languages

American and British societies mainly have been powerful beings throughout the History, especially in the last centuries (mostly because the US was created not such a long time ago). These societies and their countries have suffered an economical, political and social development that has overflowed the whole world. Moreover, this is one of the aspects derived of the globalization movement. This new scenery has established a new role for those countries and their societies, which are overrunning even the traditional aspects in some countries. For instance, Halloween's festivity was not a well-known celebration in Spain until some American traditions settled down in our country. Effects provided by capitalism (which had its headquarters in the US), the cinematography and Foreign Affairs policies, among others, have brought some of these consequences. These cultures, which have traditionally gobbled others due to their strength as loud speakers instead of adding some aspects, have also let their presence in Spain and we must not avoid that circumstance. That is, our society lives in a globalized world which has permanent contact with other cultures and peoples. In other words, that is why studying cultural aspects from different countries, and especially of English-speaking countries in EFL lessons, is a crucial element on education.

Another reason to justify the creation of this research project and its subsequent selection to be part of this paper is the current situation we are now living in. The harsh times our society is suffering due to the economical crisis has let an opportunity that has always been there; although nowadays it is considered as a probable possibility for many people, especially young workers: Migration. Changing the country where someone lives is a possibility and teachers cannot deny this option to their students. Furthermore it is possible that some students may leave Spain, both for further educational (Erasmus, etc.) or labour matters. Otherwise maybe what happens is that students stay in Spain and they become hosts of foreigners who come to our country, both for visiting it or for living. If students can speak English and have some cultural background about the visitors, they will be open-minded people and their guests will be more comfortable. Therefore, teaching students the importance of knowing cultural aspects is vital for their personal enhancement and not only for economical possibilities. Even not only learning English and their culture to communicate with native speakers but also with non-native speakers. English is the worldwide *lingua franca* and it is absolutely important that students know it, both for communicating natives and foreigners. Even more, as culture is closely linked to the language, it is another powerful reason to learn culture in the classrooms.



Countries where English is an official or de facto official language (Source: Wikipedia)

Another reason to create this research project, which has also been one of the reason for its selection for this *TFM* paper; was that the materials students use on the lessons may not treat culture as we understand it. Taking a look on the most common course books and textbooks students use in EFL lessons we may observe the “cultural sections” are set apart from the rest of sections on each topic. In my opinion, as culture and language are together and define the same whole entity, they cannot be separated. Actually, it is impossible to take one and not the other. However, I will explain this fact more deeply on the subsequent paragraphs.

Textbooks and course books usually bring data related to festivities, historical events, different places at the world, etc. Actually when students were asked about cultural facts on the surveys we carried out among them in order to create the research project, they only linked the term “culture” to those realities. That is, they had a limited view of what culture really is. Furthermore, due to this limited perspective, some students answered that cultural aspects were not necessary to learn a language. Of course not if only these considerations are taken into account. For instance, a speaker can correctly talk with an English-native speaker without knowing when the Thanksgiving festivity is celebrated or which the most famous buildings in London are. This is just a mere illustration of an extraordinary situation, but it is actually true. If you only take into account as “culture” some aspects like geographical curiosities, festivities and historical events; it is actually not necessary to know them in order to successfully have a conversation with anyone. It is obvious that all these aspects are cultural contents that must be studied by students. However, this is not all. “Culture” is a far more complex term.

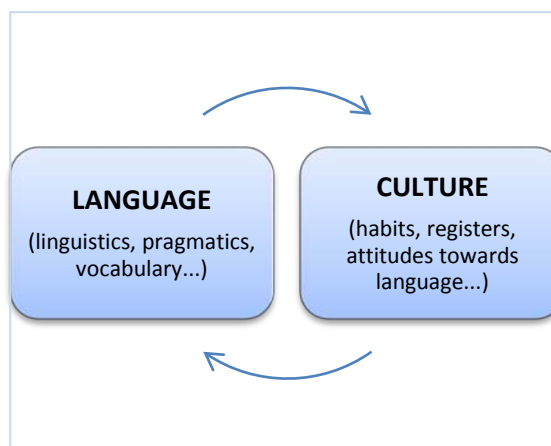
Culture and language are fully related one to the other. They evolve at the same time. Actually, language is modified according to cultural shifts. One of the main reasons to understand this situation is that the number of languages is somehow limited. However, the number of cultures depends not only on the countries but even on smaller areas. For example, English is a language that is spoken all over the world and on different countries such as Ireland, the United Kingdom, the United States and Australia.

However, their inhabitants are completely different ones from the others, as it is obvious. Furthermore, the way they speak and the way they understand what surrounds them are also different. Therefore, the cultural aspects encountered and related to them are not the same either. As it is possible to see now, the culture is much more linked to the language itself than people expected. If not, each language should have a unique culture, and this is something that does not happen at all.

Definitely, the variation of cultures and languages is another reason to justify the creation and election of this research project to be part of this *TFM* paper. In other words, there are so many cultures and variations in language that enrich English learning that enhances my desire to include this work here.

In relation to this amazing link between culture and language, I would like to introduce some aspects that can throw some light on this topic. Culture is the sum of several characteristic facts that surround some people and the language they speak. One of the reasons for choosing this research project is also that teachers should enforce the idea to the students that culture encounters many more things than what they expect, according to the materials that textbooks and course books provide.

Teachers should tell the students and make them realize that culture is far more common to the language learning. For example, culture encounters some uses and habits, some registers, etc (see chart on the right). This is culture too. When the teacher tells the students that one word, idiom or expression is not appropriate for certain context, some cultural aspects are taught implicitly. That is, it is not a linguistic differentiation between one word and the other (as linguistically they may be even on the same category) but a usage perspective.



Depending on the target language and culture, our discourse may vary. For instance, it is not the same vocabulary when talking to someone else in informal or a formal context. In relation to this, I would like to introduce a sentence that, whereas it is used to talk about grammar, I think it perfectly suits the objective we are looking for. This statement was made by Hoey (2005)⁸. He talks about the “priming” on grammar, which means the words that somehow necessarily call for others. At some point, it would be something similar to a collocation. However, here we have the sentence:

Every word is primed for use in discourse as a result of the cumulative effects of an individual's encounters with the word (Hoey, M.)

Then, he continues by affirming the part that I am really interested in:

*What we think of as **grammar** is the product of the accumulation of all the lexical primings of an individual's lifetime (Hoey, M.)*

In my opinion, and this is another reason to justify this research project, we could be able to substitute “grammar” for “culture” and the result would be similar. The idea is that culture is the accumulation of the *habit primings*, along with registers, attitudes and several kinds of events (geographical, historical, etc.) that have defined the language spoken on one particular area or country. That is, culture is a group of accumulative facts that define the language itself. Understanding this terms and ideas is not an easy task. However, we can all think about examples of collocations, words or expressions that, in relation to a cultural fact, have changed the language. This is a phenomenon that happens in all languages and regions, not an isolated fact from English language.

Therefore, language and culture are related. One cannot be explained without the other. They are all part of the same accumulation and teachers cannot avoid students the knowledge of these contents. They must understand that culture is a far more complex term that, at the same time, is very easy to observe in real language, which is exactly one of the main aspects for which this research project was made. Teachers should push students to real-life language, which is in fact full of cultural contents.

Finally, for all the information mentioned before, I would like to conclude that **culture goes hand in hand with the language.**

⁸ Hoey, M. 2005. *Lexical Priming*. London: Routledge.

3. Conclusions and future perspectives: A final critical reflection about the relationship existing between the learning unit and the research project

In this section I will introduce the critical reflections that can be extracted from the development of the papers chosen for this project, apart from the main ideas that are shared between them.

First I would like to comment that the creation of the learning unit and the research project has made me realize how important the teaching activity is and their difficulties. Teachers are not always considered in a good sense as they should be and this is something that has to be changed. Furthermore, another relevant aspect is that culture is not taught as it should be. Indirectly it is taught although it seems that some people do not know what could be considered as culture or not. That is, any extra-linguistic reference teachers or students make in relation to some contents can be included on what culture really is. That is why I consider a wider conception and a deeper reflection on the methodology and the contents to be taught must be done.

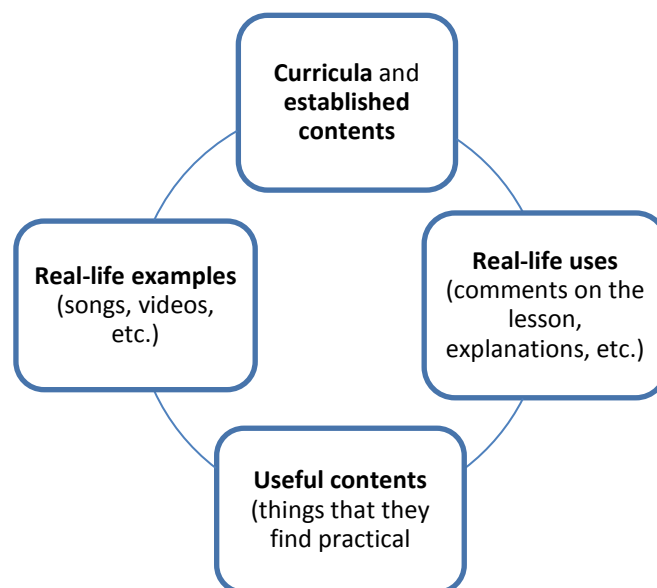
The main idea shared by these two papers is that they seek for real-life language and cultural aspects. As I have before mentioned, one of the basic requirements I propose to set myself in order to create any kind of document in relation to education is that it is useful for students. It is not effective to create materials and tools that avoid culture and real-life aspects of the language. The research project was focused on culture and how it was treated in EFL lessons. Meanwhile, the learning unit had several examples of real-life files which enabled students to get close to cultural aspects. That is, the research' aim was to look for culture and the learning unit provides several songs, videos and contents that are truly real-life ones. There it is the connection between them.

Another aspect that I consider relevant for this project is that both papers are linked by cultural aspects. When I performed the role of a teacher during my teaching placement, I tried to get the best aspects of each of these projects with my students. Cultural aspects are everywhere, both in the EFL lesson and on the two aforementioned papers. For instance, the materials included on the learning unit include all the uses of modal verbs.

The learning unit was related to board and computer games and, mainly, with any kind of leisure activity. However, when I was explaining the students about their form, I did not tell them all the uses as they were only 2nd Year ESO students. Some of the uses explained were very difficult for them and I told them what to use or not in real conversations (according to my wide experience on English learning and my one-year-job in England as Spanish Foreign Assistant).

When I explained them which was the correct or incorrect context to use a word or the probability they were expected to use this or that expressions or idiom, I was trying to match the materials created with the real cultural aspects that define the uses of the language. It is not efficient to teach students some non-contextualized issues where students do not know how or when to use them.

In other words, I tried to establish a connection between:



The main aim of this teaching conception was that students learnt and used the most common examples. Moreover, that happened with the doubts, questions and enquiries they made to me. When the explanations were done, many times students asked about related curiosities they enquired. Whenever it was possible, I tried to tell them the reasons for those curiosities. Even more, further knowledge that was not planned for the lesson but came up due to the lesson performance was also taught.

As an example, I would like to introduce a couple of anecdotes that closely explain the teaching conception mentioned before and that happened to me during the school placement. When teaching to the students the *Lesson 1* (document available on *Appendixes*), on exercise 2 students had to match some game titles with the category they fit better and a brief description of the game. When students did the exercise, one of them told me he knew the game *Halo 4*. However, he asked about a word he observed when playing but did not know the meaning. The word was *ammo*. I told the student that word came from *ammunition* and was related to the bullets and projectiles the user finds in the game to shoot the targets of the different missions, as it is an action game.

However, the enquiries did not stop there. I was performing the role of the teacher in that situation and I had the chance to move on to other aspects about the lesson as their doubts were not previously prepared. That is, according to the type of teacher I would want to be, I had the chance whether to move on to the rest of tasks I had prepared at home or keep solving students' cultural and linguistic doubts. However, I decided that persisting on helping them with their enquiries was exactly the way I wanted to teach them the lesson. I found them motivated to learn as we were talking about something they were interested in. That is why I decided to keep going on this way. That is why I consciously related the word *ammo*, which appears on these kinds of games, and linked it with others like *target*, *aim*, *weapon*, etc.

Furthermore, that situation let me explain them that the word *aim* was linked to *objective* (a word to somehow express the missions the main character has to solve) whereas the objective to what they shoot was the *target*. Then I told the students that the main character's job on that game was to shoot, as teaching them English was mine.

That is, the main character of that game and me were *on duty*. Moreover, that expression let me the chance to talk about the collocation *duty free*, which appears on airports. They knew the expression but they were unable to express what that meant. Then some students asked me why *free* appeared on that expression meaning “lack of” instead of “without any economic cost”. That is, they asked me why *free* was there instead of *less*, which actually means in many expressions “without”. I told them that this word had two meanings, as they could find on chewing gums, for example. That is, they quickly linked *free* to the expression *sugar free*.

All these words and expressions, which were copied on the blackboard and students did the same on their photocopies, were the sum of their enquiries and my answers, and vice versa. That is, they asked me some words and I asked them some others, in order to make them realize how connected language (and therefore cultural facts, as the game we were talking about) is related itself. In other words, this period of the lesson was a *dialogic* one, instead of a *transmission* perspective.

This whole situation, which was completely unconscious and had the consequence of changing the lesson timing, truly explains what I mean on this project. I had the chance to slightly stop this situation as it was not what expected on the lesson. However, I knew if I had a chance to get close to their interests, to what they really want to learn, I would have an opportunity to teach them. They would pay attention to me, as they frequently did during my school placement after all.

In conclusion, the main connection and critical reflection about these two papers are related to the fact of teaching real-life cultural contents is an essential issue. Students and the requirements established for them are not looking any more for non-contextualized learning units or situations. Fortunately, our conception of English language has evolved and we are now conscious about the fact that real-life contents are crucial for language learning.

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APPENDIXES

Research project

***Note:** The research project included here is not complete. The original surveys and other attachments were handled for the subject *Evaluación e innovación docente e investigación educativa en Inglés*. Nevertheless, it is still useful to draw some conclusions from it.

RESEARCH PROJECT

Francisco Esteban
Marta Larión

INTRODUCTION

Languages and their development have been very important since the beginning of History. Language evolves as so does culture. Notwithstanding this tenet, our experience as students tells us that every now and then, culture is left aside. Due to this assertion, we have decided to investigate how important cultural knowledge is for language acquisition.

In order to get a better understanding of the subject matter, we assume it is fundamental to start talking about the importance of the English language. It is undeniable that nowadays, all societies are undergoing a new widespread phenomenon known as “globalization”. This phenomenon consists on “the integration of diverse international societies in a unique global capitalist market.” In this context, English has become a lingua franca, especially in business affairs, where all the deals and commercial issues are solved in English. To be precise, language becomes a lingua franca for political and ideological reasons. As a result, there are values, beliefs and lifestyles that are propagated by the English language linked with the British and American cultures. Hence, the importance of English as the language with which all societies communicate.

Some researchers consider that English as a Lingua Franca (ELF) destroys particular languages just like globalization destroys local culture. Others support the idea that ELF produces an effect of cultures’ enrichment by embracing different cultures and making them available to others. Regardless these two opinions, it is certain that English language has recently changed its status from a foreign language to a lingua franca, the language for international communication.

However, the vast majority of English teaching methods up to date in the classrooms have ignored culture aspects, giving priority to linguistic exponents. Students are expected to efficiently communicate, yet disregarding cultural issues or elements. In our view, this is not real communication, as the communicative act needs some cultural background (i.e. how to make requests, how to behave, how to avoid offensive displays...).

To sort this problem out, the European Framework of Languages has established eight key competences among which we will highlight the following: *Competence in linguistic communication (L2)*, *Cultural and artistic competence* and *Interpersonal and civic competence*. We venture ourselves to avow that both cultural

and civic competences are equally needed to acquire proficiency in the Competence in linguistic communication in L2. Even more, this latter competence embraces specific sub-competences, remarking the sociolinguistic one, as it is essential in our research. The European Framework of Languages defines it as “the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.” (European Framework of Languages, p.13).

Summarizing, this linguistic competence is concerned with the knowledge and skills required to cope with the social dimension of language use. It touches on those distinctive components related to language use, which are not dealt elsewhere: “linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent” (European Framework of Languages, p. 118).

LITERATURE REVIEW

Students cannot truly master... language until they have also mastered the cultural context in which the language occurs (Standards, 1996 p. 27)

We have decided that the best way of starting our literature immersion is by providing a definition which accurately reflects and justifies the choice of our research topic. Nevertheless, to truly understand this assumption it is a prerequisite to provide an unquestionable definition of what culture is:

“Learned and shared human patterns or models for living; day-to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind’s primary adaptive mechanism.” [Damen, L. (1987) *Culture learning: The Fifth dimension on the language classroom* (p. 367)]

“Shared patterns or behaviours and interactions, cognitive constructs and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group.” [Extracted from <http://www.carla.umn.edu/culture/definitions.html> Center for Advanced Research on Language Acquisition (University of Minnesota)]

These definitions have some common issues. They all refer to human patterns which condition or determine the human way of living within a particular society. Thus, each culture or society has its own social and behavioural rules. Despite the fact that all definitions share these aforementioned ideas, we would like to emphasize Damen's contribution when he states "Culture is mankind's primary adaptive mechanism." We assume that, in this particular case, language is the vehicle that allows and facilitates adaptation. In other words, all these ideas and cultural notions are conveyed by the means of oral and written interaction or language exposures.

Unfortunately, as a tradition, most teachers believe that teaching a foreign language means only teaching the four skills plus culture as an isolated component. Culture is regarded as "a mere information conveyed by the language, not as a feature of language itself." [Kramsch, C. (1993), p. 8]. According to the European Framework program, the current tendency is to teach languages adopting a communicative approach. If this is true, then culture should become the core of language teaching as it is seen as a social practice.

Paulston (1974), a leading figure in this field, was one among the first to support the communicative approach in teaching foreign languages. She definitely believes that language instruction should go further than teaching linguistic components; it should also include aims "for conveying and interpreting social information in a second foreign language." She also declares that language instruction emphasizing communicative skills for referential meaning (getting the meaning across) lacks in real social meaning. It is related to social meaning as "the social values implied when an utterance is used in a certain context."

Sociolinguistic rules are inherent to guide learners in making the correct choice when deciding on the appropriate forms. Research within this field has shown that even advanced learner's communicative behaviour, still cannot achieve "native-like" competence due to a lack of social linguistic competence which in turn may cause cross-cultural misunderstanding.

Linking all the previously conveyed ideas, we share Damen's conviction that "the concept of communicative competence requires reference to the notion of cultural competence or the total set of knowledge and skills which speakers bring into a situation." [Damen, L. (1987)] As anthropologists define, "systems of culture are patterns of symbols whereas language is only one of the symbolic systems in this network." [Geertz, (1973); Douglas, (1970)].

Having made a summary of all the ideas that clearly explain the foundations from which our research will be built up, we aim at analyzing how culture is taught in the English language classroom (taking as reference the European Framework of Languages, also reflected in the Aragonese curriculum). In order to accomplish this task, we intend to: 1) Analyse materials and textbooks to have a broader idea on how culture is tackled in each different level. 2) Observe whether cultural aspects and elements are applied in the classroom. 3) Observe how much knowledge on cultural aspects English teachers have. 4) Investigate if culture awareness positively affects our students' knowledge in the sense of broaden their minds and reflect on the own culture. 5) Deepen in students' opinions about English culture and how it is approached in the English lessons.

METHODOLOGY

To make this research possible, a combination of both quantitative and qualitative techniques of investigation will be implemented. Being conscious that the same results can be reached through different procedures, in Educative investigation all sorts of investigation are valid (Marqués, 1996). Even more, using alternative methods would give us a helping hand in supplementing the research and leading us to the desired results in the most adequate manner.

With reference to *quantitative methods*, our research would follow a non-experimental research method, also known as “ex post-facto”. The distinctive feature of this method is that the researcher controls the production conditions of the phenomena to be analysed. It is more accurate to denominate the strategies to be applied as “study” rather than “design”. To settle on, we would focus on “descriptive studies”, whose aim is to make a precise and careful description about educational phenomenon. As for the techniques we intend to implement so as to gather information, we will opt for: Surveys (closed-ended and open-ended questions for students; open-ended questions for teachers) and classroom systematic observation (by the means of checklists). Nonetheless, one of the aims of this research is to analyse materials and for so doing, we take Cunningsworth work (1995) as our guideline. A designed checklist will be valuable to analyse them. The aspects to be measured and analysed will be specified in “analyses unit of observation” to facilitate our task. Nevertheless, these data collection techniques may suffer some alterations as they are designed to analyse behavioural patterns, which is not the aim of our research whatsoever.

Surveys will be handed to both students in 2nd grade and to their respective English teachers. It will be of some help in the comparison of teachers' and students' perceptions about the importance of culture.

With regard to *qualitative methods*, we will overlap strategies. This combination urges us to adopt a "Triangulation strategy" in order to verify whether the collected information is valid or not. Within qualitative methods, we will follow an "ethnographic investigation" focused on education. It is the most applied and renowned method used in the educative field to analyse teaching practice and describe it from the point of view of the people engaged and participating in it. When this method is used to study the education culture, it is called "educative ethnographic". It aims at providing descriptive data concerning the media or context, the activities and beliefs of the participants in the educative scene. Therefore, its focus is placed on the daily's occurrence of the school, in providing data in the utmost descriptive manner to subsequently explain them in order to get a better understanding and intervene in the most adequate way. In the exercise of this ethnographic practice, we will adopt the "ETIC" approach. It refers to the observer/researcher perspective, who intends to provide a global and objective viewpoint about the facts to be studied. This ethnographic investigation will be combined with another qualitative method, the "documental analyses". We will analyse textbooks and materials. Documents can constitute a beneficial source of information. The information contained in those documents can shed light on the collected information through other means and techniques, facilitating its comprehension and following interpretation.

PROCEDURES

In order to make this research possible, these were the followed procedures:

At the beginning of the Practicum III (25/04/2013) we explained to our teachers what the aims of this research are and how it will be developed. We asked for their permission and collaboration, obtaining a positive response.

Subsequently, we gathered the text books used in second grade so to analyse them in detail. Thanks to their collaboration, we were allowed to take the text books home. This helped us considerably giving us the chance to analyse them in depth, without any pressure.

Between the 30th April and 3rd May, the surveys were handed in to both students and teachers. Because of the bank holiday of the 1st May, we thought it would

be better for them to answer the survey at home, being conscious of the enormous work load they are currently experiencing. The mentor at the IES Pignatelli handed in the surveys himself to the students, without the help of the trainee teacher, as he considered it was not necessary for the trainee teacher to be present. At Maria Auxiliadora School, the trainee teacher handed in the surveys to the students before his lesson started on the 30th April.

Our observation task was congruently developed during the observation period in Practicum II.

The survey addressed to students had these features:

- All questions consisted of two parts.
- First parts were closed questions (YES/NO) in order to turn the answers into percentages. We will extract the percentages for each of the schools. This will allow us to make comparisons between the groups in each of the schools.
- Each YES/NO question also included a complementary open question for students to give an explanation to justify their previous answers. The aim is to be aware of the reasons students have to learn English, how they value the importance of knowing sociocultural facts and how important they consider the fact of learning English for their future.
- As for the teachers' survey, there have been several differences between one school and the other. At Pignatelli High school, the four teachers in the department accepted to do the survey. However, although each of the teachers had his/her own survey, at the very last moment they decided to fill it in cooperatively; in other words, the four teachers filled in only one survey. To our surprise, most of the questions were considered offensive and they asserted they also contained prejudices (whether this is true or not, we will let our assessors decide it). For that reason, half of the questions are blank and the ones which had been answered do not contain any relevant details which can shed some light on our research. With regard to Maria Auxiliadora School, only one teacher (the mentor) did the survey. However, due to the lack of answers and variety of responses, it was not possible to draw real conclusions.

- In order to analyse the text books used in both schools, we answered the previously designed question list, so to make comparisons and reflect on how they tackle socio cultural aspects.

RESULTS

To introduce with this section, it must be clarified that, in our opinion, these results are scientifically valid but not concluding, due to the lack of sources and samples to be analysed. That is, there have been differences in the individuals who carried out the surveys; only four groups and two course books have been taken as samples. Even more, this research has taken place in two schools in the city of Zaragoza; therefore, we cannot extrapolate these results in order to establish them as a general fact that occurs in every single school centre in Zaragoza. What is more, they are far from being considered as a general tendency in Spain.

V.I. - CULTURE SURVEY FOR TEACHERS (AT BOTH CENTRES)

With regard to these surveys, some problems arouse. Because the survey was created in Spanish to facilitate the task of answering it, we have decided to integrally include it in "*Attachment I: Culture survey for teachers at Pignatelli High school*" and "*Attachment II: Culture survey for teachers at María Auxiliadora school*". The reason of this choice is not to alter the language with which questions were created and the answers provided by the respective teachers. In other words, to make this research more rigorous and reliable, we believe all data should be included without any modifications, not even translation. However, this little pitfall does not alter the flow of the research and the resulting conclusions. Our reflections on the answers will be commented in "*section VI, discussion*"

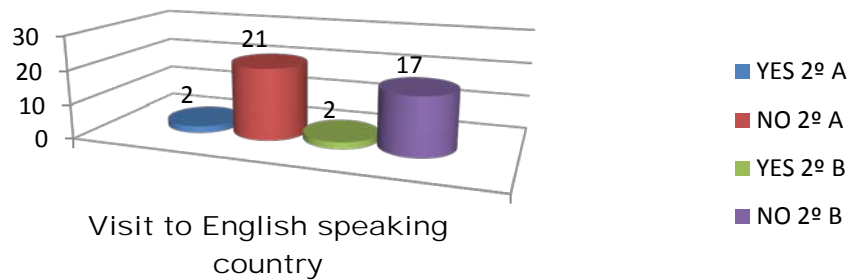
V.II. - CULTURE SURVEY FOR STUDENTS AT PIGNATELLI HIGH SCHOOL

According to this educational centre, some aspects must be clarified first. Pignatelli High school is a state centre, it receives public funds. It has three 2º ESO groups, though for this research only two groups were analysed. It is appreciable that both groups embrace students from several cultures and countries. Furthermore, there are also differences in the English level and number of students per class. Whereas 2º A collects 26 students, 2ºB only has 22. Even more, 2º A English level is rather lower than 2º B level.

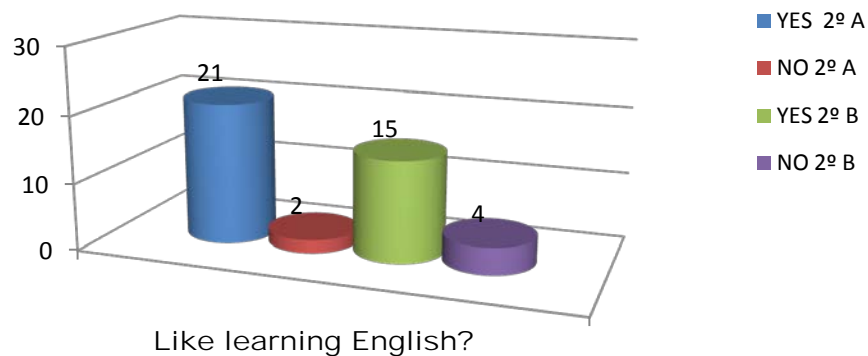
The survey was handed in to 42 students; these students corresponded to 2º A (23 students) and 2º B (19 students); the survey consisted in 10 different questions, all concerning sociocultural aspects. Eight questions out of ten only required giving a YES/NO answer, which facilitates their representation in bar codes. Questions 2, 4, 8 and 10 also demanded a written personal answer, despite being YES/NO questions. The following code bars reflect the answers for each of the questions. Afterwards, answers for questions 2, 4, 8 and 10 will be included.

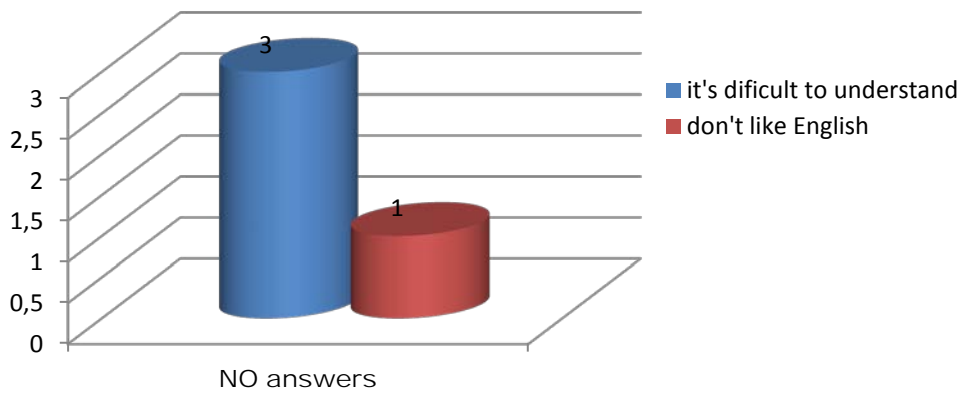
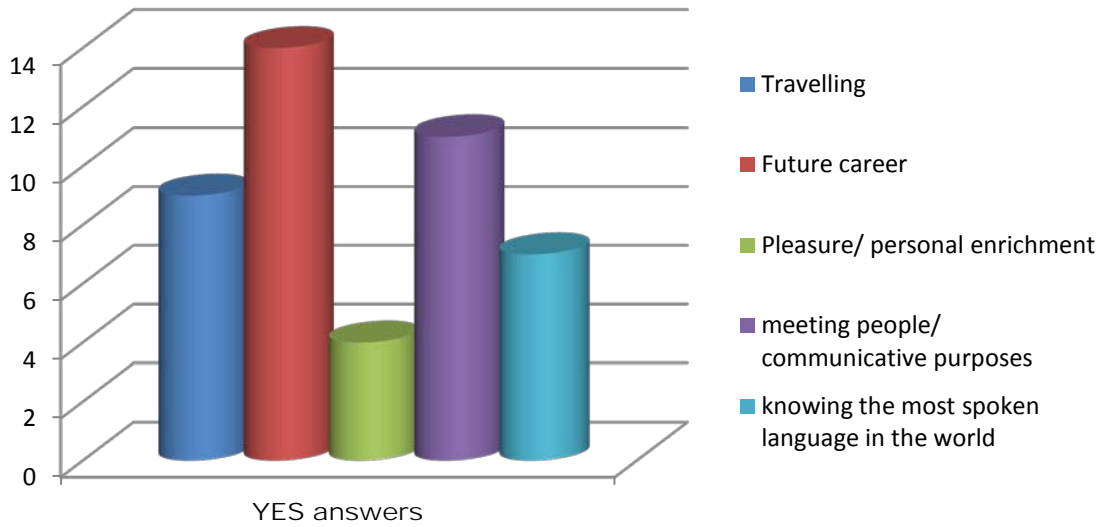
Without any delay, we may begin with the results and conclusions extracted from the students' surveys in Pignatelli High School. Subsequently, the same pattern will be applied with María Auxiliadora's surveys.

Question 1



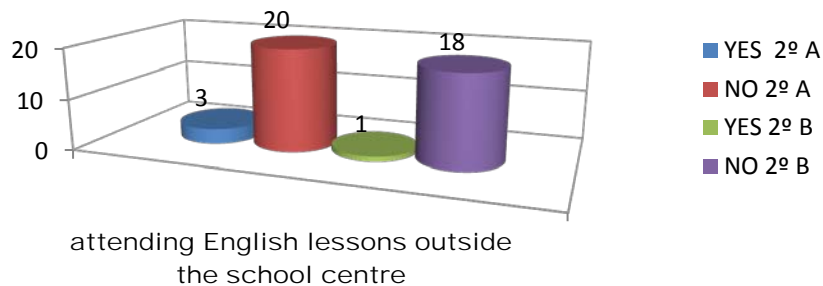
Question 2

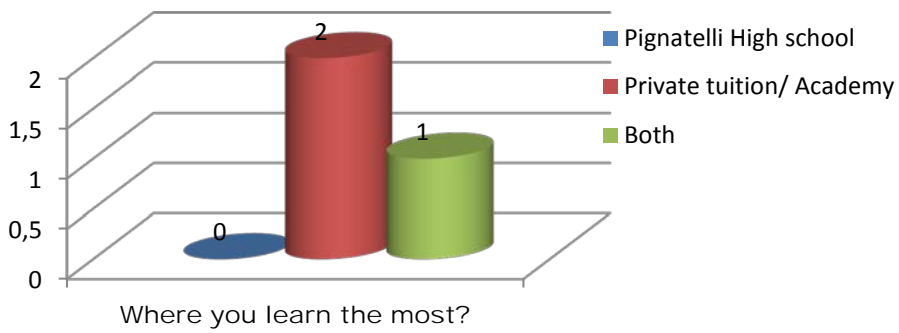
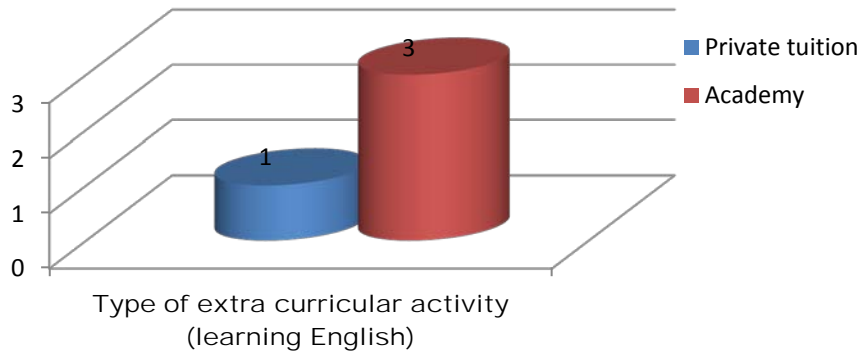




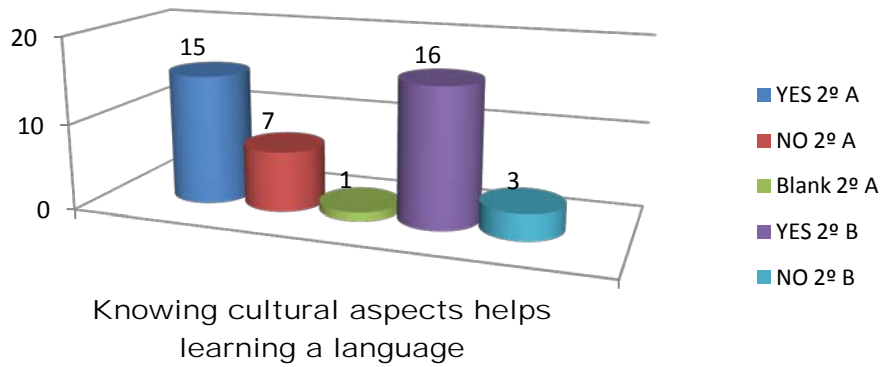
In both groups: “It is necessary for my future” was the most given reason, followed by “to meet other people and for communicative purposes” and “for travelling”.

Questions 3 and 4

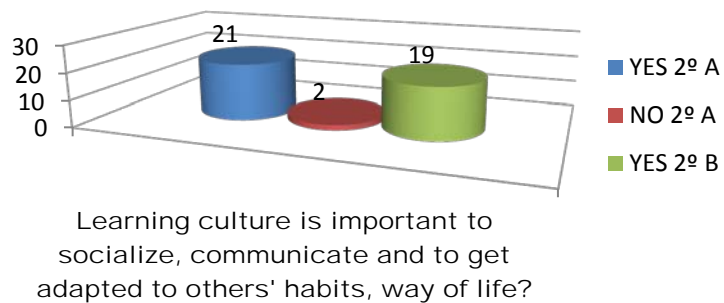




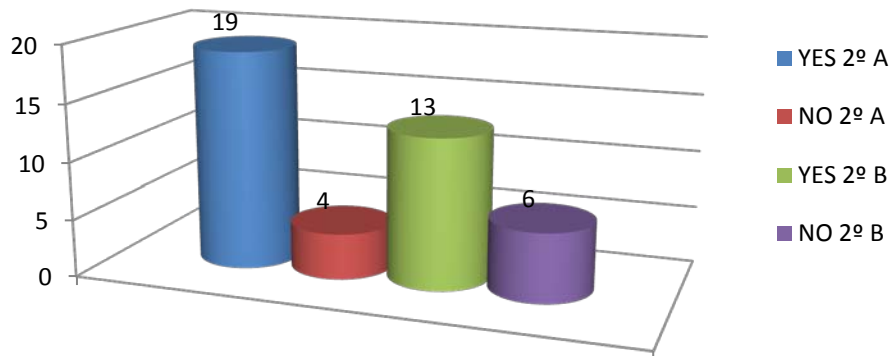
Question 5



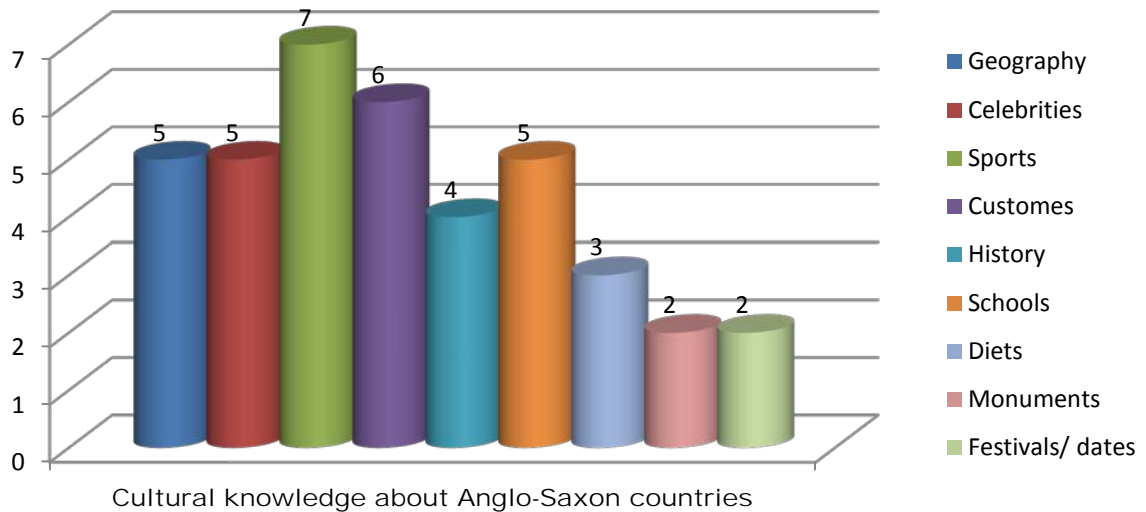
Question 6



Questions 7 and 8

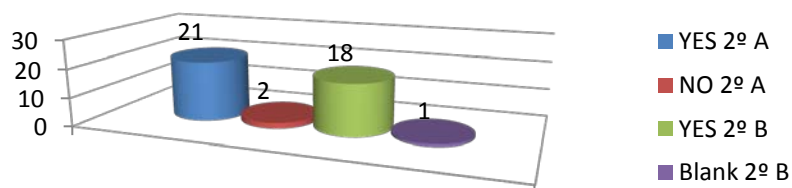


Are cultural contents taught about English Speaking countries?



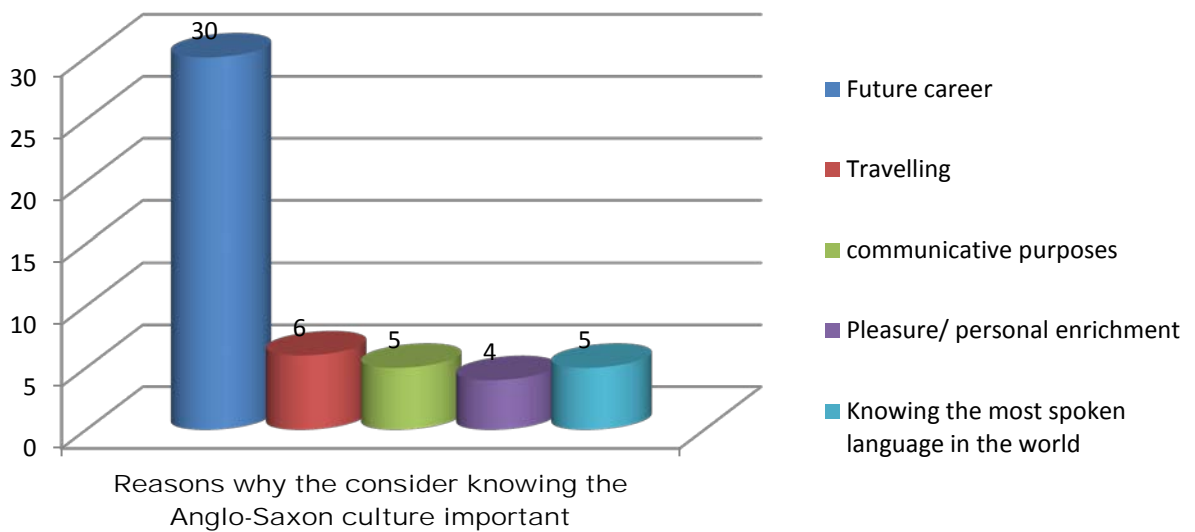
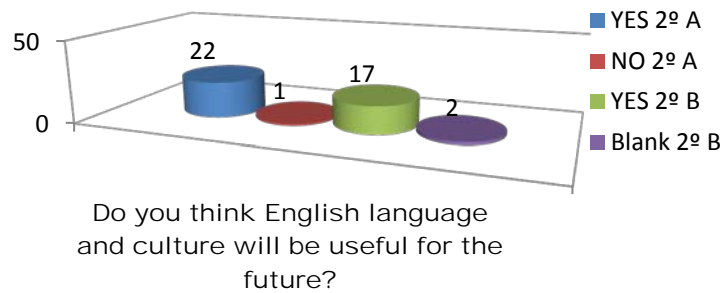
In both groups: The United Kingdom is the country students know more about, followed by the U.S.; Ireland was mentioned once, whereas Australia and Canada were not mentioned.

Question 9



Would you like learning cultural contents and how to communicate in a natural way?

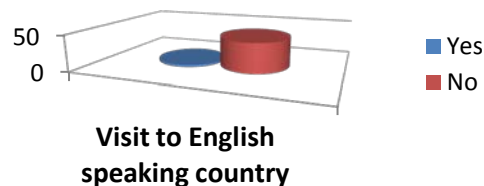
Question 10



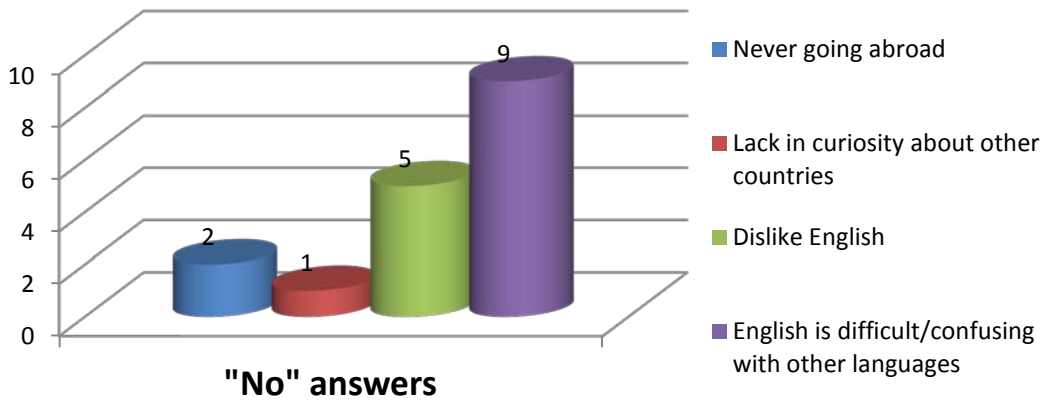
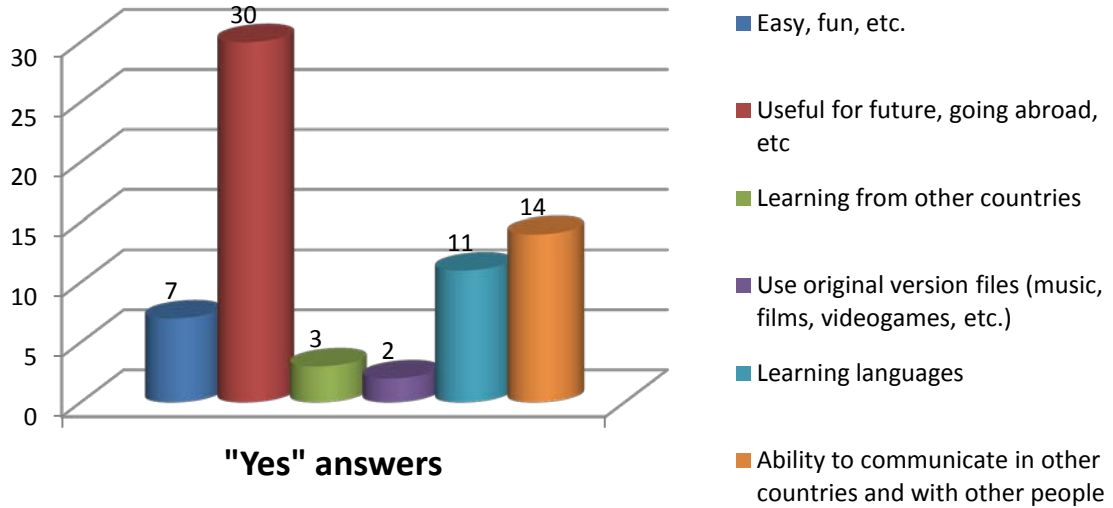
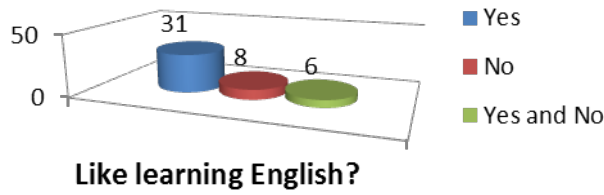
In both groups: “For my future personal career” is the most repeated answered, followed by “for communicative purposes”.

V.IV. -CULTURE SURVEY FOR STUDENTS AT MARIA AUXILIADORA SCHOOL

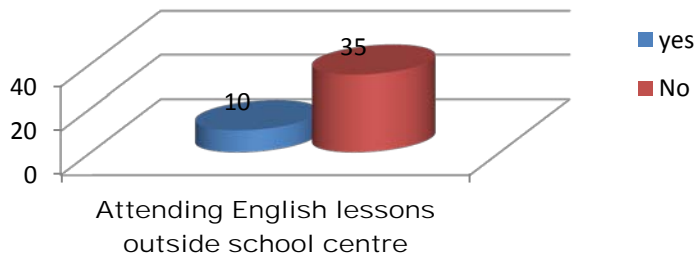
Question 1

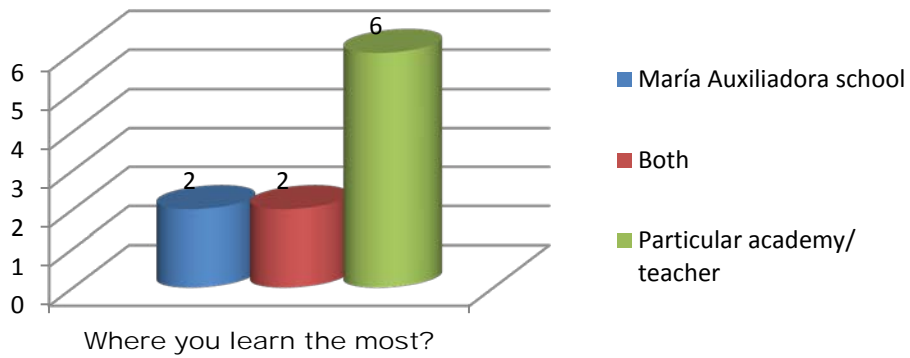
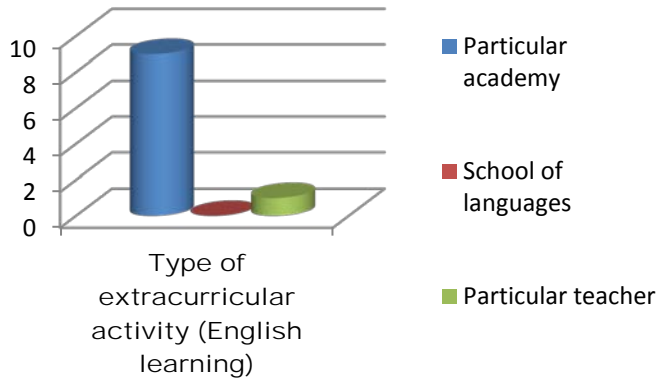


Question 2

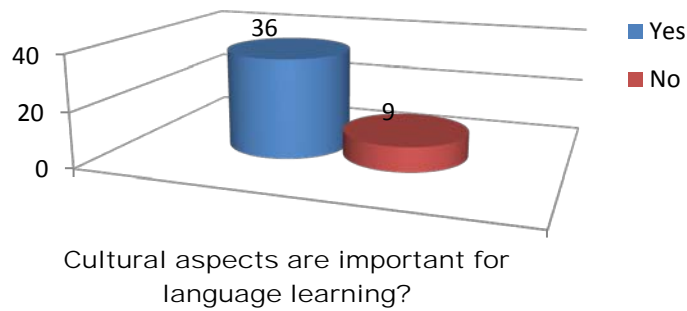


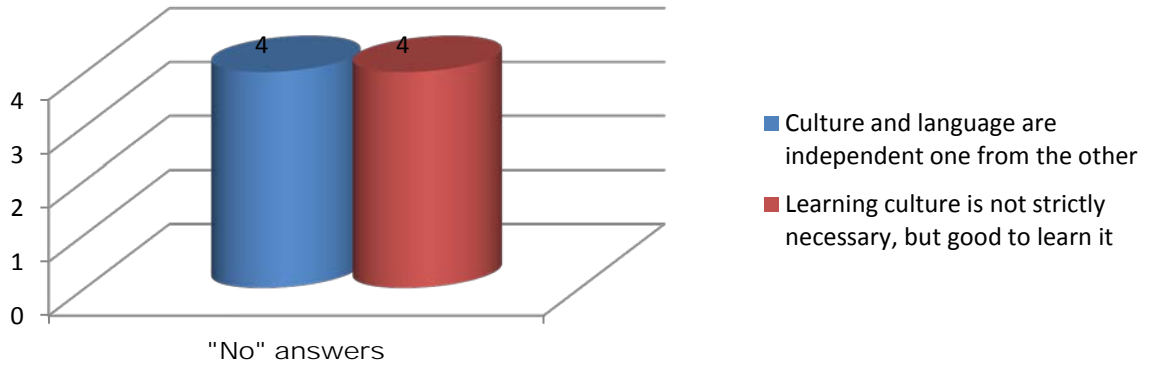
Question 3 and 4



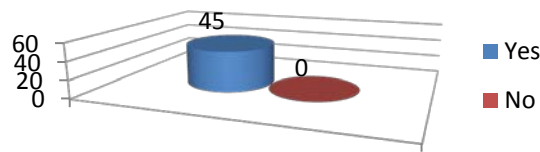


Question 5

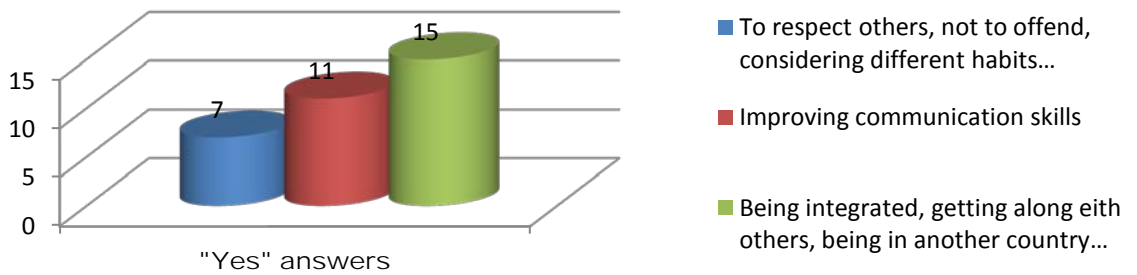




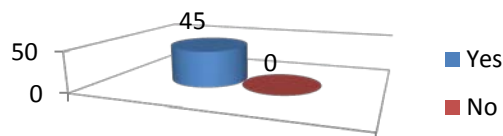
Question 6



Learning culture is important to socialise, communicate and to get adapted to other's habits, way of life?

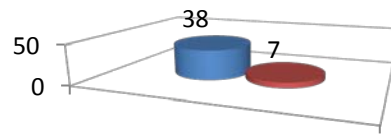


Question 7



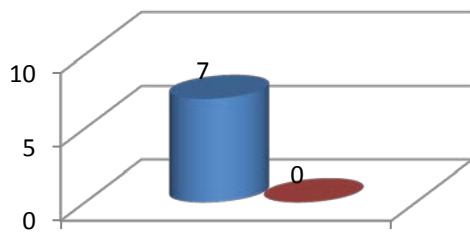
Are cultural contents taught about English speaking countries?

Question 8



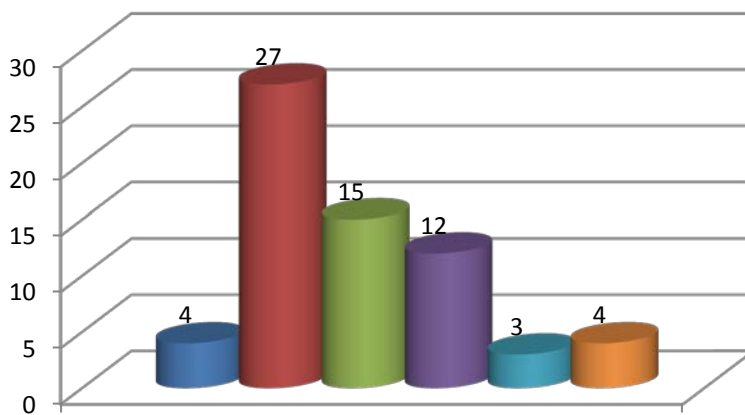
Could you name something cultural about those countries?

- Yes
- No



"No" answers

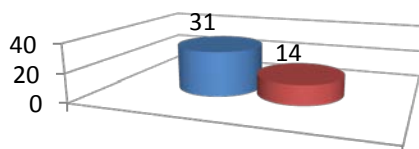
- Do not remember any at the moment
- Other reasons



"Yes" answers

- Sports, curiosities
- Festivals, festivities, Historical events...
- Habits
- Monuments, Geographical contents
- Expressions
- Famous people

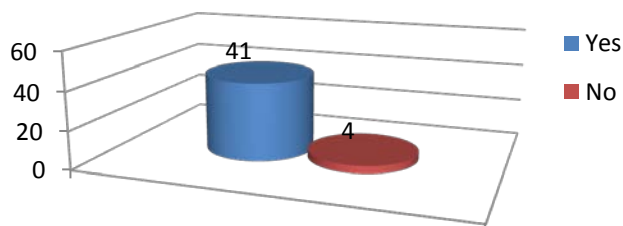
Question 9



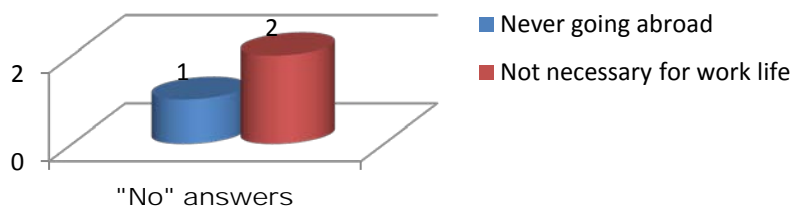
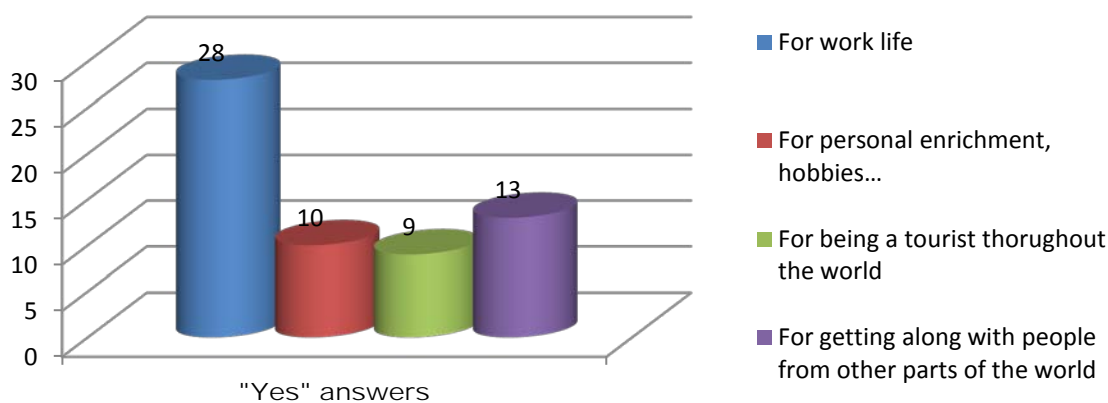
Would you like learning cultural contents and how to communicate in a natural way?

- Yes
- No

Question 10



Do you think learning English language and culture will be useful for the future?



V.V. - TEXT BOOKS ANALYSES: English Plus 2 (Pignatelli) and Voices 2 (Maria Auxiliadora)

In order to carry out the task of analysing the course books followed in both schools, we selected a list of questions to be answered from the one provided by Cunningsworth (1995) in his book *“Choosing your Course book”*. Owing to the length of the checklist already answered, it is included in *“Attachments V and VI: Materials and text books analyses”*. Notwithstanding this fact, it will be later commented in *“section VI, discussion.”*

V.VI. - CLASSROOM OBSERVATION (AT BOTH SCHOOLS)

During Practicum II and practicum III, we were given the possibility to observe some English lessons concerning the groups we were about to teach. At the same time, those groups corresponded to the samples of our investigation. In order to observe, we used the previously created questionnaire, "observation checklist", concerning how socio cultural aspects were tackled in the English classes. Both questionnaires, already answered, are included in "*Attachment VII and attachment VII: classroom observation*". Notwithstanding this fact, they will both be commented in "*section VI, discussion*."

DISCUSSION

Culture surveys for teachers (at both schools)

We will first comment on our reflections on both surveys to subsequently establish a comparison between them.

With regard to Pignatelli High School, we must remark that our intentions are far from being malicious or offensive. None of the questions regarding personal information were answered; teachers claimed that these questions are personal and not relevant for our research. However, if those questions were included in the survey was because we thought they are more than pertinent for this research. In our opinion, we consider vital to have a deep knowledge of the subject they are going to teach as well as experience in the field. In other words, it is not only academic knowledge but real life and sociocultural features that can only be known and acquired by being in continuous contact with an English-speaking country. Furthermore, they showed reluctance to explain the reasons why they decided to choose this occupation. We assume that a teacher who really has teaching vocation would not mind to share it. That is why we consider the avoidance of this question a flabbergasting issue.

Other unanswered questions were nº 11, 12 and 13; the reasons to avoid them were that they may be personal, offensive and non-relevant. In our view, it is crucial that any English teacher visits any English-speaking country from time to time, to renew sociocultural knowledge and brush up their linguistic competences. We can assure, due to the literature review consulted for this research, that language evolves as so does culture. Language and culture cannot be separated one from the other as

they go hand in hand. Language is part of culture and is modified as culture changes. For such reasons, we hold the conviction that any English teacher should keep a close contact with the language and culture they decided to teach. Otherwise, they will not be truly competent teachers. It can be demonstrated that many students, as we will analyse in the section dedicated to their surveys, believe they will have to leave Spain in the future due to the lack of possibilities to find a job in our country. Then, we hold the conviction that a change of scope should be given to English lessons from now on. Instead of placing all the attention in linguistic exponents, we should teach those socio cultural aspects which facilitate adaptation in foreign countries. In other words, we highlight the importance of the pragmatic competence: Teaching real language and sociocultural features related to how language is truly spoken and written. In conclusion, culture should be the core from which language must be constructed.

With reference to María Auxiliadora, the teacher did answer all the questions with absolute honesty. She has been teaching English for twenty-seven years now and she seems to be, according to her answers, a very competent teacher. She studied English for pure vocation and for the multiple advantages it brings for travelling.

Moving to English Teaching, she tackles all competences in the most balanced way as possible. As well as in Pignatelli, she dedicates most of the time to oral and written expression and comprehension. Furthermore, she also includes as many sociocultural aspects as possible in her lessons. She even includes a question in her exams concerning sociocultural aspects. In order to do all the aforementioned, she combines both the course book and work book with her own materials and her experience. She thinks sociocultural aspects are gaining more weight in the design of the curriculum and course books. However, we think more emphasis should be placed on these aspects, not only dedicating one section at the end of any text book.

She has her doubts about whether students value positively or negatively sociocultural aspects for their career. However, she believes they are interested and show curiosity in learning sociocultural aspects. For assessing these sociocultural aspects, we have already said she always includes one question in her exams. In spite of this, she states that she does not give a lot of importance to the sociocultural competence itself, but she uses it as a bridge to teach other contents.

About the question: *“Do you consider the ignorance of Anglo-Saxon cultures is the reason why many Spaniards have difficulties when communicating?”* we think she misunderstood the meaning of the question, but her answer is also useful. She believes that it is not the problem. Learning culture does not necessarily mean learning

or acquiring the language. She supports her argument with the example of U.S: People know a lot about American culture, but they are still unable to communicate in English.

Nevertheless, she is totally convinced about the importance of regularly visiting English-speaking countries in order to recycle or renew the language (registers, new vocabulary, new expressions, styles...) She affirms that it is the best way to be aware of the vital role the cultural context plays in the evolution of a language. We doubtlessly agree with her. Yet there are other ways of keeping in touch with the English language, for instance, reading English books or magazines (thanks to ICT this is possible) or watching films/series in O.V. We are conscious of the fact that travelling entails having a solid economic basis and time; hence, not every English teacher could afford it, but that is not an excuse to continue acquiring the full language. As we have said, there are other ways. Teachers cannot disregard the subject they teach; on the contrary, they have to master it. As the teacher says, students need guidance and that is the teacher's role, be their guide. Resulting from this, teachers need to fully dominate their field.

Lastly, she thinks teaching all aspects concerning a L2 (linguistic exponents + sociocultural aspects or pragmatic) would entail an increase of hours in the schedule of English teaching. She ponders three hours may be not enough, but four could work. That is, adding one session per week would solve the problem out.

In the last question, she did not add any comments, contemplating the survey pretty complete.

Comparisons cannot be made in many of the commented aspects due to the lack of answered questions in Pignatelli's survey. However, the teacher in María Auxiliadora seems to be much more concerned with the importance of teaching sociocultural aspects in class. She creates her own materials and teaches aspects not included neither in the curriculum nor in course books, yet regarding them as essential general knowledge. Students like it and show great interest for what they learn about sociocultural contents.

We are blissfully happy to observe that our previous hypotheses about the sociocultural competence are also shared by people who are experts in the field of teaching. It has surprised us the fact that, without knowing her answers, we also held the conviction that increasing the number of English lessons per week (one more) would make possible the act of teaching all aspects a L2 encompasses. Even more, we are delighted to find a teacher who develops her lessons around culture and creates her own materials for that goal. By and large, she uses culture as the core of her

lessons and as a bridge which enables acquisition of linguistic contents. That is how we believe English lessons should be conducted.

Culture survey for students (at both schools)

Because we thoroughly assume that teaching styles and lessons' design should be adjusted to students' necessities and interests, we place most of the weight of our research in this section. Depending on students' answers and cultural knowledge, we can draw up conclusions about how culture is treated in the English lessons, disregarding what teachers say. We are supporters of the idea that, leaving aside students' skills and capacities, they learn more or less depending on the teachers' performances.

After analysing the results from the surveys handed in in both schools, these are the extracted conclusions:

Question 1: Only 4 students out of 42 went abroad to an English speaking country in their lives in Pignatelli High school. However, none of them travelled abroad for academic reasons but for pleasure, in order to visit the country for a couple of days with their families. As for Maria Auxiliadora, only 3 students out of 45 have travelled to an English speaking country for leisure as well. Our conclusion is that owing to the youth of the students and the buying power of the families, they cannot afford travelling abroad so often and not even sending their children to English camps abroad.

Question 2: 36 students out of 42 asserted that they like learning English at Pignatelli High school; the remaining 6 do not like English. With regard to Maria Auxiliadora students, 31 students out of 45 asserted they like learning English; 8 students stated that they don't like English and 6 students gave an ambiguous answer (they said yes and no at the same time); In both schools, the most extended reason was that English is crucial for their future personal careers, to have more opportunities in order to find a job. Nowadays, the vast majority of occupations demand good knowledge of languages, especially English as it is a lingua franca. The second most mentioned reason was that English is an indispensable tool to communicate with foreigners. That is, they value the importance of English for communicative reasons in case they sometime meet non-Spanish speakers with whom they are forced to communicate. Thus, we can conclude that students are aware of the possibilities knowing the English language can offer and how important it is in our society and for careers. What is more,

they are conscious of the fact of English being a lingua franca and the most spoken language in the world, therefore the importance of acquiring it.

On the other hand, concerning the negative reasons, all students asserted that the English language is difficult to learn and understand. This fact should not be strange as English has a far origin compared to Spanish. It is obvious that English will be easier to Germanic-origin language speakers than for Romance-origin language speakers.

It is also quite relevant that some students denied the possibility of going abroad, so that English seems then unnecessary. This idea shocked us, as many of the students have immigrant ascendance. Maybe, the families of these students chose Spain as their final residence or destination, for what they give more importance mastering the Spanish language than other ones. In the end, it is the same: they value or focus mainly on the Spanish language, as it will allow sociocultural integration. Likewise, English teachers pursue the same goal in their lesson in case students go abroad. We suppose another possible reason is that they do not consider English useful, as their ascendance family might not have used it so far according to general English knowledge of Spanish population or their home countries (many students came from Arabic countries, being French more important than English). In other words, Spanish population does not generally speak English fluently so immigrants might have found it is not as important as in other countries.

Question 3 and question 4: Only 4 students out of 42 attend to English lessons outside the school in Pignatelli High school whereas in Maria Auxiliadora, 10 students out of 45 attend them.

3 students at Pignatelli asserted they learn more English outside the school because they receive a more personal treatment and they make much more profit of time. As for the 10 students in Maria Auxiliadora, they all also affirmed they learn more outside the school for the same reason: they have a more personal treatment. Furthermore, in some academies students are mixed with students from higher levels. They acquire some aspects of language before they do it at school; hence, they consider English school lessons as a review from what they learn at the academy or in private tuitions. Our conclusions are: 1) Economical features may have some effect on the number of students who can afford paying for extra curricular lessons. In other words, the socio economic context of the students in Pignatelli High school differs from the socio economic context of the students in Maria Auxiliadora. 2) The increasing ratio of students in a group truly affects the treatment and the time a teacher can give to every individual, having relevant negative consequences in the quality of English teaching and the students' results/grades.

Question 5: In Pignatelli High school, 31 students asserted that knowing cultural features and aspects from other countries helps learning their languages. On the contrary, 10 students considered it is not helpful, as language and culture are different items. Only one student did not answer this question. In Maria Auxiliadora, 36 students considered it helpful whereas 9 did not. Those nine students coincided in giving their reasons with the students in Pignatelli. They also believe culture and language are independent aspects of any country. When giving their reasons to explain why they consider culture knowledge useful, the vast majority considered that knowing the culture of any country would help in the adaptation process as well as in the way they communicate with people in order to adapt their performance to the context and register of the conversation (pragmatics).

Question 6: In Pignatelli High school, 40 students reflected that having knowledge about cultural aspects is essential to adapt to any country they would like to travel or to move in. On the other hand, only two students did not consider it relevant. In María Auxiliadora, all students agreed with the aforementioned. We believe question 6 is a tricky question because students may have been biased to give a positive answer. Our aim when creating this question was to make students aware of the numerous benefits knowing cultural features has. We anticipated beforehand that in question 5, students would not understand the true sense of the question. Thus, we decided to explain it more in detail in the prompt of question 6. In conclusion, we doubt whether students and people in general know what is really understood by culture. For us, culture embraces lots of elements, which also affect in the way we communicate with people. Cultural aspects may also affect the topics of conversation; we need to know cultural aspects even for communicating, to know what topics must be avoided or how they should be tackled.

Question 7: In Pignatelli, 32 students considered that cultural aspects have place in the English lessons, whereas 10 of them denied it. In Maria Auxiliadora, all students considered that cultural aspects are tackled in the English lessons. In conclusion, we venture ourselves to say that students think culture is tackled because it appears in most of the oral and written texts included in the course book. Nonetheless, these features are more related to costumes, festivals, etc. (characteristics) than to how culture influences real-life communication (pragmatics). This can be appreciated when giving answers for question 8.

Question 8: In both schools, the cultural aspects students are more familiarised with are: Geography, sports, festivals and important dates, schools, diets, some routines, famous people, some History and some monuments. In Pignatelli, students know more about sports, followed by famous people; In Maria Auxiliadora, the topics students

know more about are Festivals and Geography. In conclusion, we can assure that students are familiarised with these topics because they correspond to the most popular topics text books provide for this level and age, following the curriculum (*to appeal to students' interests and needs and to appeal to their close surrounding environment; what they already know in order to establish comparisons with foreign cultures*) We expected them to provide elaborated answers rather than non-conventional ones (e.g. British people are very polite when addressing someone and in the way they express themselves, avoiding obscurity) but it was not the case. Students finally provided conventional and common answers that are not far away from our initial expectations. Consequently, this fact makes us to still defend our hypothesis: the type of culture that is taught in English lessons is a just a little part of the general term that experts and we defend to be "culture". This cultural knowledge is acceptable though it may not be relevant for communicative or adaptation purposes, disregarding the topics. By and large, language is used to communicate and cultural aspects play an important role in that task.

Even more, it must be highlighted that students only know cultural aspects mainly about The United Kingdom (principally England) followed by the U.S at a considerable distance. Ireland, Canada, Australia and other English-speaking countries are avoided in the English lessons and course books. We believe that it has its root in the publishing houses which design the course books, as they are all British; However, some features of the rest of English-speaking countries are sometimes mentioned so that students can make comparisons between their own culture and foreign ones. We also believe the globalization phenomenon leaves a mark: Because the United Kingdom and the U.S are the economic leading powers in the world, their language has become essential for business. Resulting from this, English has become a lingua franca, the most spoken language in the world, even for academic reasons. Hence it is an indispensable requisite to communicate with people from all around the world, as every single country is aware of the English language importance. Moreover, because they are leading powers, their influence goes beyond language. Their cultures are more and more modifying others. These other cultures adopt many features of the American and British ones. For such reason, we have mentioned that it does not surprise us that students know cultural aspects concerning the aforementioned topics, but have lack of knowledge about how culture is linked to communication.

Question 9: In Pignatelli, 39 students preferred to learn more sociocultural aspects concerning cultural communicative aspects, whereas 3 students did not. In Maria Auxiliadora, 31 students preferred to learn more sociocultural aspects concerning cultural communicative aspects, whereas 14 students did not.

In conclusion, it can be said that because Pignatelli has a bigger rate of immigrant students (who someday came to Spain and had to adapt to our culture) they value sociocultural knowledge more than in Maria Auxiliadora. That is, immigrant students know the important role culture plays in the adaptation process and in the way they should address Spaniards to be socially included.

Question 10: In Pignatelli, the vast majority of students considered cultural knowledge serviceable for their “personal future careers”, followed by “for communicative purposes”. In Maria Auxiliadora, the results were the same. The very first conclusion we can extract is that students are extremely conscious about the sometimes agonic economic situation in Spain, having an effect in their future prospects. They know perfectly well that English can create working possibilities in other countries due to the lack of them in Spain. Furthermore, they also value the use of English as a lingua franca, as a tool which enables communication with people from any part of the world.

General conclusions: We are truly satisfied with the positive acceptance and valuation of the English language among students in both centres. They like learning English for leisure matters and personal enrichment. However, the most relevant reason is that nowadays, no one is able to find a job without having any notions of English. It is unthinkable to focus English lessons on how to help students applying for a job. On the contrary, English lessons can be thought as a rehearsal of what students will find when going abroad to apply for a job; in other words, English lessons could be designed around real contexts and situations students must know about to adapt themselves to the new country or culture. That is why task- based methodology is a good tool for so doing, because it brings the possibility of recreating real tasks, situations, contexts and language students will someday have to deal with. Tasks even allow the possibility of working on all five skills in an integrated way with respect to a given context. Of course, to effectively perform on that given context, students must have some social and cultural notions about how to behave, what register to use, some chunks of language that are always used in concrete situations, how to rise/fall intonation and place stress depending on the message’s purpose... All these aspects are not tackled in the English lessons, but we consider them essential to master a language. All the aforementioned applies for oral communication. However, written communication can also be tackled in an unusual way that differs from what we are used to seeing at schools. We must not forget that literature is also part of culture and reflects how people used to think, behave and live within the years. Thus, why does literature not have a place in English lessons? The benefits it can supply are abundant. Students will not only learn about cultural aspects and how behavioural aspects in

society have changed within the decades (what is socially acceptable) but also learn linguistic contents; By the act of reading, students would be aware of syntax, grammar, vocabulary, expressions, spelling of words, registers, writing styles, punctuation, discursive features (cohesion, coherence...) and a very long list of elements. Another extraordinary advantage literature offers is the chance to put oneself in somebody's shoes. While reading, students unconsciously will experience different feelings and states depending on what the character feels and the situation he/she is in. Then, it would be much easier to reflect on what the students would do if he/she was in that concrete situation.

Text book analyses (at both schools)

We are aware that many of our reflections in this section may not be accurate. We lack in training about how to analyse materials and what do publishers bear in mind when creating them. For this reason, this section will not be as extended as the others.

Both course books include topics which are familiar to students. According to the curriculum, in 2º ESO topics must be related to students' close environment and experiences (e.g.: food, school, friends, houses, leisure time, sports, etc.) and both course books respect it.

Within both course books, units of works are structured in a similar way; every skill has its own section. That is, there is, for instance, one page per unit dedicated to vocabulary, another one for grammar, another for reading, etc. In English Plus 2, grammar and vocabulary have the most of the weight. Vocabulary is also linked to listening; they go hand in hand in the same section. As for Voices 2, the structure bears some resemblance but skills are not so independent, they are tackled in a more global and integrated way.

The kinds of exercises are not very challenging and there is little variety, at least in English plus 2. For example, readings always include two types of questions: providing an answer related to the given information in the text or true/false questions. These two sorts of questions do not go together in the same text. In other words, if one unit of work includes true/false questions, the reading in the next unit of work includes providing-an-answer questions. The rest of exercises follow suit. In the grammar section, there is a chart with the grammatical aspect to be taught, followed by fill-in-the-gaps or reordering sentences exercises. The listening section is structured in a similar way to the reading one. The writing section always tackles one type of text. For such aim, an example is always provided and then students are asked to create another one following some given guidelines. We like that the writing guide in somehow tells the

student what to focus on, how to organize the text and what aspects the student must check after the writing is done. The Speaking section always begins with a dialogue in which teenagers discuss about something related to the unit of work topic. Then, there is a chart with some key phrases that could be used in a similar context to the one provided in the dialogue. To conclude, students are asked to create a similar dialogue and perform it with a partner. What we do not like is the fact that there are little opportunities to practice other types of communicative exercises (discussion, drama, role-play...), just dialogues. At the end of each unit of work, there is a section called "consolidation", addressed to the reviewing of all contents, overall grammar and vocabulary.

The most positive aspect about these sections is the fact that there are always small boxes containing real language students need to know. For instance, rather than saying "I like..." the expression "I'm really into..." is included because it is much more used in conversations. The other strong point is that four units of work include what is called "study strategy", in order to help learners how to study, in response to the learning to learn competence. The book also includes fast finishers exercises for those students whose English skills are higher and always finish before time. However, those exercises seem to be more a punishment than a reward and have no relevance whatsoever. Even more, we doubt about those fast finishers exercises being corrected.

With reference to sociocultural values and contents, the book dedicates a whole section to it at the end, as an extra unit of work. This section contains mainly readings, but there are a few of them (4 or 5) Reading and listening extracts sometimes include little sociocultural notions. On the whole, what we think most approaches our idea of what sociocultural knowledge is, are the Key Phrases boxes, as they include real and everyday language.

According to Voices 2, we must admit that contents and the way they are showed are more or less the same as on the aforementioned textbook. That is, the presentation and the structure may vary, although the essence is likely the same.

In Voices 2 there were not different sections according to the different skills. In other words, you could not find different sections about "grammar", "vocabulary", etc. although they were separated in the index. However, at the practice the sections were mixed ones with the others.

In relation to the types of exercises, they are not so different from the textbook used in Pignatelly High school. It is not a simple coincidence that all textbooks are very similar in topics, structure, appearance and contents included. Writing exercises are thought to be done by students individually following similar patterns to other textbooks.

They have to rewrite some examples, practicing what they have previously learnt in long lists of exercises where students must fill in the gaps provided, etc.

According to the readings, they are common ones where students must later answer questions in True or False form, choosing the most suitable option, rewriting the sentences appearing on the reading text, etc. In listening exercises, the files provided are real-life ones (although they are adapted) and students can get used to common conversational situations. Finally, according to speaking exercises and structure, many debates and dialogue-creating tasks are provided in the textbook.

As a conclusion, this textbook is not far away from other textbooks. Text book makers normally create similar materials that, although they may differ in appearance, they provide similar contents and importance in grammar and vocabulary. However, we must admit that several real-life sociocultural contents are also provided in the textbook. They may appear in little boxes at both sides of the pages, or they may appear at the end of each unit. However, we can admit that this textbook, as the one used in Pignatelli High school, includes some interesting materials in relation to sociocultural contents. Nevertheless, we also conclude some more real-life sociocultural contents should be included.

Classroom observation (at both schools)

This observation period has been really useful to analyse how English lessons can be conducted. After a month immersed in the classrooms, here are the comparisons between the two centres and the conclusions we have drawn from them.

In general, the centre María Auxiliadora is much more concerned with the importance of conveying socio cultural aspects regarding the Anglo-Saxon culture than Pignatelli. In María Auxiliadora centre, sociocultural aspects are tackled more often than they are in Pignatelli. That is, the teacher in María Auxiliadora does not need an excuse to include sociocultural knowledge in her lessons, whereas in Pignatelli, sociocultural aspects are only slightly tackled at the end of each unit of work. In order to include sociocultural aspects in her lessons, the teacher in María Auxiliadora does a great job in selecting pertinent materials to hand in to students. These materials do not necessarily correspond to the unit of work topic. Simply, she thinks that knowledge could be of students' interest and she considers it as basic knowledge they must acquire. However, in Pignatelli, we have no evidences that the teacher uses extra materials, at least not during the observation period. Even more, he firmly sticks to the course book. Notwithstanding the fact that the course book dedicates a single section

to culture at the end of the book, we hesitate whether it is used in the English lessons. We do not have any signs of that either.

Even more, in María Auxiliadora, the teacher makes use of her previous experience in English-speaking countries to catch students' attention about sociocultural aspects, by sharing curiosities, anecdotes, special features... Unfortunately, students in Pignatelli do not have the same luck. Rather than telling sociocultural aspects, the teacher is fonder of commenting news or events that have had place in our country during the week, being football the most recurring resource.

According to the students, they normally enjoy learning new sociocultural issues which differ from ours to establish comparisons and broaden their minds. It is remarkable that students in Pignatelli certainly like cultural notions. It may be due to the variety of cultures which are mixed in one single group. Nevertheless, we had the chance to verify with the help of the surveys that what students know about culture is just a tiny part of what culture certainly is. The very first things that spring to their minds when thinking about culture are places, festivals, habits, etc. instead of enlarging this cultural definition to expressions, registers, etc. Overall, students at both centres value sociocultural knowledge as useful for their future, disregarding the motifs (pleasure, career, travelling...)

Presumably, in María Auxiliadora, culture seems to be one of the pillars in English teaching, but not the main one. In Pignatelli, culture is not the priority in ESO years. That is why it is then retaken in more depth in Bachillerato through the realisation of individual research projects and through the reading of independent texts which encompass some cultural notions. That is, in both centres culture is tackled, but grammar, syntax and vocabulary are still the focuses of attention and the main three foundations from which English-teaching lessons are built.

Taking all this into account and mingling it all with our experience and notions in the field of teaching, we believe that the main principles we have learnt during this master can be suitable to teach sociocultural aspects with slight variations. In both centres, English has an established schedule of four sessions per week. That is, in one month, there are sixteen English lessons. Then, why not dedicating one or two sessions only to teach sociocultural aspects using tasks? We can assure that students like learning cultural features, as we could prove it in the surveys and in the observation period. If the curriculum states that teachers have to appeal to students' interests, is not this one of their interests? Learning culture can be fun depending on how it is taught. Projects seem to be a good tool. Students can make murals concerning a given topic and do some research about the differences and common

features between our culture and the Anglo-Saxon one. Tasks even give the chance to integrate all skills; therefore linguistic exponents will also be tackled, but in a more sensible way. Students would also realise what language is needed to effectively accomplish the task, and that is how linguistic explanations should take place in the classroom. We have to teach what our students need, not what the course book thinks they need. We can justify this opinion because, as the Aragonese Curriculum is “open and flexible”, the teacher has the key to adapt the objectives and contents. Consequently, teachers have the power to choose the contents they think fit best with the level they teach.

Eventually, all this new knowledge and the language they use would be much better retained, as we are providing meaningful tasks which lead to meaningful learning. Apart from tasks, there are other multiple resources teachers can use to teach sociocultural knowledge, for instance, quizzes, board games, contests...

CONCLUSIONS

According to all the literature review done for this research and the implications it may have in English lessons, we can draw the conclusion that theory is not truly applied in the praxis. It is undeniable that our current curriculum mentions and includes the socio cultural competence but does not provide any guidelines about how to approach and implement it. As many teachers do not have this knowledge either, culture is sometimes left aside and all the focus is placed on the resting five skills. Even text books give less importance to the sociocultural competence than to other skills or the communicative competence.

The problem is that, as we could verify in the surveys, students are eager to learn sociocultural contents. What is more, students think English would become one of their most powerful tools for their future career and value sociocultural contents for such aim. Then, why not putting more emphasis on those contents? Sometimes students and even teachers misunderstand the true sense and meaning of culture, what culture really embraces.

Sociocultural contents could be taught in many wonderful ways: tasks, literature, projects, simulation of real life contexts, simulation of real life communication, anecdotes, research... Unfortunately, due to the lack of time, teachers' busy timetable and fear to teach the language in an unconventional way which differs from the traditional perspectives, this is unthinkable. Owing to this fact, we would welcome any teacher who is interested in this topic to continue our work and research on new ways to teach English hand in hand with culture as its core.

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ATTACHEMENTS

ATTACHMENT I: CULTURE SURVEY FOR TEACHERS AT PIGNATELLI HIGH SCHOOL

ATTACHMENT II: CULTURE SURVEY FOR TEACHERS AT MARÍA AUXILIADORA SCHOOL

ATTACHMENT III: CULTURE SURVEYS FOR STUDENTS AT PIGNATELLI HIGH SCHOOL

ATTACHMENT IV: CULTURE SURVEYS FOR STUDENTS AT MARÍA AUXILIADORA SCHOOL

ATTACHMENT V: TEXTBOOK ANALYSES AT PIGNATELLI H.S. (ENGLISH PLUS 2)**MATERIALS AND TEXTBOOK ANALYSES CHECKLIST: ENGLISH PLUS 2 (Oxford)****LANGUAGE CONTENT****I. Does the course book cover the main linguistic items appropriate to each level, taking learners' needs into account and adopting a communicative approach?**

Yes, it does. Each unit of work is divided into different sections: vocabulary, grammar, reading, vocabulary and listening, grammar again, speaking, writing, consolidation, cumulative review. The topics are close to students' previous knowledge and experience: family, everyday objects, at home, routines, skills and people, geographical features, adjectives, time and numbers, adjectives to describe personality, people in sport, sports, injuries, the street. Only the speaking section truly focuses on a communicative approach. Grammar is taught in isolation and then applied in the speaking section as well as the vocabulary of the unit.

II. Are style and appropriacy dealt with? If so, is language style matched to real social situations?

Yes, they are. However, concerning appropriacy, there are no references to formal or informal language. The style is more neutral, focusing on the language normal teenagers' conversations can have (how to get together, to talk about past events, etc.) but avoiding real teenagers' conversation features, for instance, fillers, idioms, contractions, abbreviations...

➤ GRAMMAR**III. Is there an emphasis on language form?**

Yes, there is. Each unit of work dedicates two sections to grammar. There is also a section at the end of each unit of work dedicated to “consolidation”, where the grammatical features included in the unit are reviewed. Four units of work included in the grammar sections what is called “study strategy”; these “study strategies” include: finding spelling rules, using the grammar reference, speaking clearly and remember grammar.

IV. Is there an emphasis on language use concerning social and cultural aspects to develop a communicative approach?

Yes, there is, but very little emphasis. When students have already acquired the grammar included in each Unit of work, they somehow apply it in the speaking section. For example, unit three tackles the past simple tense and there was/there were; then, it is applied in the speaking section “talk about experiences in the past”. Grammatical exercises appeal to the unit of work’s topic; for instance, if students are working on the past simple tense and the topic is “looking back”, all exercises contain sentences dealing with the topic (building affirmative, negative and interrogative sentences in the past simple tense to latter be able to communicate in the speaking section)

V. How balanced is the treatment of form and use?

The focus is more on form rather than in use. Though students apply the acquired grammar in the speaking section, there are few chances to practise oral communication and in real contexts.

➤ **VOCABULARY**

VI. How much vocabulary is taught?

There is plenty of vocabulary in each unit of work. Vocabulary can be nouns, compound nouns, verbs, adjectives and some phrasal verbs. Vocabulary has its own section and appears linked to the listening section as well. Every section also includes chunks and key phrases. Four units of work include “study strategies which are the following: using the word list, learning irregular verbs, learning words in groups, checking and learning past participles.

VII. Is vocabulary presented in a structured, purposeful way?

Yes, it is. The first section in each unit of work is vocabulary, so that students can work on, retain and apply it in further sections of the same unit. Vocabulary is related to topics which are close to students’ interests and needs. First unit is family, second unit is home and routines, unit three is life events, unit four is geographical features, unit five is skills and people and adjectives, unit six is time and numbers, unit 7 is people in sports and sports, unit eight is injuries and past participles and unit nine is one the street (nouns and phrasal verbs).

VIII. Is real language used in everyday situations (idioms, tongue twisters, slang, collocations, chunks...) included in the course book? Or does it only focus on specific vocabulary for each unit of work/topic?

It focuses on the specific vocabulary of each unit’s topic rather than in everyday situations. Nonetheless, each section of each unit of work includes language chunks and key phrases than can be used in specific situations(meeting friends, talking about routines, describing people...). By and large, vocabulary appears in all sections.

➤ PHONOLOGY**IX. Is phonetics taught in the English classroom? (*in case not, there is no need to answer the questions below*)**

Yes, but very little. Students focus on pronunciation, stress and intonation but do not know phonetic symbols (except for one or two) or proper phonetics knowledge.

X. How thoroughly and systematically is each of the following aspects of the phonological system covered? (Articulation of individual sounds, words in contact (e.g. assimilation), word stress, weak forms, sentence stress, rising and falling intonation?)

They are not covered. The only phonetic aspect the course book includes are: pronunciation of third person singular, pronunciation of “schwa”, pronunciation of weak forms, word stress, pronunciation of “ll”, recognising contractions, pronunciation of short and long “l” and short “u” and the carret.

XI. Is the phonemic alphabet used? If so, are students given any training in learning it?

No, it is not used. So far, students only know the phoneme “schwa” but in further lessons they will acquire the phonemes long and short “i”, the carret and short “u”. Students are not familiarised with phonetic symbols.

XII. Do students have enough exposure to real native pronunciation? (not only listening exercises within the course book or the teacher’s discourse)

No, they don’t. Students mainly listen to their teacher. Although the teacher has a lot of knowledge in phonetics (he studied English philology) he does not have a real native like pronunciation. Students only listen to real English

pronunciation when they do the listening included in the course book. It is knowledgeable that those listening have been adapted to suit the students' levels; thus, the pace has been slowed down and there are no challenges such as background noises, contractions, etc.

XIII. Do students have enough opportunities to practice phonetics in the English classroom?

No, they don't. When a student mispronounces a word, it is immediately corrected by the teacher but as they do not have enough chances to practise it, students continue making the same mistake. The vast majority of the activities are done individually, so there are little opportunities to practise communication and phonetics. Sometimes, there are role playing activities. Nevertheless, the teacher cannot correct all pairs' mistakes and only one or two pairs perform the activity in front of the rest of the classroom. When they perform, they make lots of phonetic mistakes but only a few are corrected.

➤ **DISCOURSE**

XIV. Does the course book deal with any aspects of discourse? (conjunctives, cohesion features, paragraphing and organization of written discourse, structures and conventions of spoken discourse?)

Yes, it does. As for written discourse, unit one deals with capital letters and punctuation, unit two with "and, but and because" as well as time linkers; unit three deals with "when while, as soon as", unit four with "which, when, where", unit five with "layout and language in a formal letter", unit eight with "using different tenses" and unit nine with "cause and effect". Each of these aspects are linked to different writing genres: unit one deals with writing an internet profile, unit two with describing an ideal home, unit three with describing an event in the past, unit four with writing a story about a rescue, unit five with writing a biography, unit six with writing a report about a survey, unit seven with

writing a formal letter, unit eight with writing a dialogue for a story and unit nine with writing an email to an internet forum.

Regarding the oral discourse, none of the aspects mentioned in the question are dealt with. However, they offer language chunks and common key phrases that can be used in different contexts and situations. Therefore, those conventions of spoken language are included in those chunks and phrases.

XV. What sort of discourse activities does the coursebook include? (role-play, discussions, debates...)

It mainly focuses on creating mini dialogues students would perform in pairs. These role plays are included in the speaking sections. There are no discussions or debates, only pair work concerning dialogues.

XVI. Is the treatment of discourse sustained and progressive throughout the course, or does it consist of limited or isolated elements?

It does consist of limited and isolated elements.

XVII. Is there enough practice for oral discourse in the English classroom?

No, there isn't. Students focus on pair work (creating dialogues, asking and answering questions...) Students addressed the teacher in their mother tongue; therefore, there are little opportunities to practise real oral discourse in the classroom. Sometime, the teacher initiates a classroom discussion concerning current events, news, etc, being football the most common topic. Students take part in the discussion but using the L1.

➤ **VARIETIES OF ENGLISH**

XVIII. Which geographical variety of English is taught? (British, America, International English, others)

Only British English is taught.

XIX. Whichever variety is taught is there any reference to other varieties?

Sometimes the teacher makes comparisons between words that are different depending on the English variety (e.g. “match” is used in BrE whether “game” is used in AmE) Irish and Australian English are avoided, as well as Indian, Scottish and Welsh English.

SKILLS

I. Are all “five” skills adequately covered, bearing in mind your course aims and syllabus requirements?

Yes, they are. This course book adapts to the current curriculum requirements, otherwise teachers would have not chosen it to carry out their lessons.

II. Is practice in all “five” skills included? If so, is it balanced?

Yes, it is. However, it is not so well distributed and balanced. The main focus is on vocabulary and grammar. Speaking is less treated and students have little chances to practise real oral communication. Although listening has its own section, it is practised in other sections, for instance, the reading section, as all readings are read by a native person and students listen and read it at the same time. Writing is also tackled in other sections, as all exercises and activities have been designed to be done in a written format.

III. Is there material for integrated skill work?

Sometimes, in the grammar section, students carry out activities which can be done orally. For example, when writing questions in a concrete tense, they can

afterwards ask them to a partner. Reading and listening are also linked, as well as vocabulary and listening. Speaking is also linked to writing, because students have to first create written dialogues that will later be performed orally.

IV. Is material for spoken English (dialogues, role plays, etc) well designed to equip learners for real-life interactions?

Yes, it is. However, there are only opportunities to do pair work. As the topics each unit of work deal with are already familiar to students in their mother tongue, they have some knowledge of what they are doing and it will be useful in real-life interactions (talking about routine, describing someone, talking about past events...)

V. Does the course book use authentic material at an appropriate level?

No, it doesn't. All materials have been adapted to suit the students' level.

VI. If semi-authentic material is used, is it representative of authentic discourse?

Yes, it is. Some key phrases are included which reflect real language use.

VII. If non-authentic material is used, is it nevertheless a good model for learners to follow?

Yes, it is. Texts include the language students are supposed to already master. They also include some new words or expression to work on. On the whole, texts represent a good model to follow, so that students have a general idea of what they will be asked to produce when doing writing. Nevertheless, I do not think listening is a good model to follow because the pace has been slowed down and real native speakers speak at a much faster pace. On the contrary, it has one advantage; as the pace has been slowed down, students

can be more aware of word pronunciation, stress and intonation, as they people who perform the listening extracts are overreacting.

➤ **LISTENING**

VIII. What kind of listening material is contained in the coursebook?

There are dictations in every unit of work. Many activities focus on listening and repeating (for example, when practising those key phrases, students first listen to them and then repeat). What is more, the reading materials also include an oral version. That is, at the same time students read a text, it is orally performed by the CD player. A lot of activities included listening in the way that students check their answers according to what the listening says. On balance, listening focuses on pair work, in creating dialogues that are orally performed.

IX. What is the recorded material like in terms of sound quality, speed of delivery, accent, and authenticity?

The people who perform are British due to their accent. Sound quality is good; the speed of delivery is rather slow, so that students can listen and answer questions without getting lots. The authenticity is a moot point; though the situation they perform resemble to real situations, I hesitate whether the language is real. I have been in touch with lots of British people so far, and the way they talk and express themselves does not resemble to the way in which real native speakers talk and express themselves.

X. Do listening extracts follow real discourse standards? (pace, rhythm, intonation, stress, etc)

No, they don't. However, intonation and stress are overreacted so that students can notice those features of oral discourse.

➤ SPEAKING**XI. How much emphasis is there on spoken English in the course book?**

Very little emphasis; it is only tackled in the speaking section.

XII. What kind of material for speaking is contained in the course book? (oral presentation and practise of language items, dialogues, role-play, communication activities)

Only role play, by creating dialogues similar to those the coursebook includes. There are no real communicative activities and students do not have opportunities to express themselves in the English language concerning the topic they are working on. There are lots of dictations too. There are language key phrases that are repeated and practised orally.

XIII. Are there any specific strategies for conversation or other spoken activities? (Debating, giving talks...)

No, there aren't.

XIV. Do students have the chance to practise speaking in the classroom? How much time is invested in practising this skill? Do all students have the chance to practise it?

They do have the chance but they do not make profit of it as they prefer to use their mother tongue. There is little time invested in practising this skill and not all students have the chance to practise it. When doing speaking, they always arrange in pairs and the teacher moves around to listen to them. Nevertheless, students practise the dialogue for some minutes and then start talking about other topics in their mother tongue. Because there are a lot of students, the teacher cannot give proper feedback to all of them. Even more, only a few couples (always the same couples) have the chance to orally

perform dialogues and they receive little feedback. The rest of students do not care about their oral skills.

XV. Are real speaking expressions and standards tackled by either the course book or the teacher? (pet phrases, intonation, formality, registers...)

No, they aren't. Even the teacher adapts his level to the students' level.

➤ **READING**

XVI. Is the reading text used for introducing new language items? (grammar, vocabulary, etc)

Yes, they are used with that purpose. They mainly introduce new vocabulary the unit includes as well as the grammar that will be tackled in the "grammar" section.

XVII. Is the reading text used for introducing sociocultural aspects from the L2 countries?

Sometimes, yes. Some texts compare sociocultural aspects from different cultures; others deal with interesting knowledge, facts or events related with the leading topic of the unit. For example, unit six deals with "life and numbers". The reading text title is "lucky numbers". At the end of the book, there are extra readings which concern cultural aspects of L2 countries, putting more weigh on British cultural aspects.

XVIII. How authentic are the texts?

They are not authentic. They are adapted texts or texts created by native people to include in the course book. None of the texts include the source, so I

take as given they have been created with the purpose of suiting students' levels and to deal with the topic they are working on.

XIX. Is the subject matter appropriate? (interesting, challenging, topical, varied, culturally acceptable, old-fashioned...)

In general, the texts are quite interesting. They try to catch students' attention by dealing with strange and peculiar facts students may ignore, and even the teacher. They are culturally acceptable as they tackle with non-taboo topics and in an objective way. They mainly focus on cultural aspects that all cultures have, such as jobs, sports, geographical features...

XX. What kinds of comprehension questions are asked? (Literal (surface) questions, discourse-processing questions, inference questions...)

Students have to read texts and then answer to two types of questions: true/false questions and providing an exact answer according to the information the text includes. These are the only post-reading exercises students carry out. There is also one exercise in which students have to answer questions with their own information, in order to check whether they understand those questions which include the new vocabulary. Questions have been designed with three purposes: practising skimming and scanning questions and to check vocabulary understanding.

XXI. To what extent does the material involve the learners' knowledge system (Knowledge of the world, cultures...)?

Some texts have been designed to provide new and interesting information to catch students' attention, being that the writer's purpose. Some others relate to how one topic is seen in different cultures. There are quizzes too to check students' knowledge of the world (population, number of continents, geographical aspects, etc)

➤ WRITING**XXII. Is there emphasis on the style of written English?**

It is an introduction to different genres and styles. They tackle the personal styles (writing an internet profile, describing something ideal for them, talking about past events, writing a story), the formal style (writing a report about a survey, writing a formal letter) and a more informal style (writing an email to a forum, writing a dialogue for a story) Overall, they introduce all styles with a British scope.

XXIII. How much emphasis is there on accuracy?

There is a lot. The course book always provide an example and then tells the student what to do and where to place the focus on with a writing guide. It also includes two little boxes with key phrases and always focuses on some language points.

XXIV. Is writing considered a means for self-expression and personal development and enrichment?

Yes, it is. Students can sometimes give personal information and some others develop their creativity and imagination. However, other written productions are much more guided, for example, when producing a formal letter or when it gives you the vocabulary it expects students to include or what to talk about.

XXV. How much practise on controlled writing, guided writing and/or free/semi-free writing is there?

It is balanced. However, the course book always tells students what to write about and sometime, the vocabulary they have to use. Students are not asked to give their opinion on topics. Some activities ask students to write about

a cultural aspect or a specific item. That is, they ask the students to give either their opinion or use their knowledge to make them aware of sociocultural aspects

TOPIC, SUBJECT CONTENT AND SOCIAL VALUES

I. Is there sufficient material of genuine interest to learners?

Yes, there is. The text books always includes interesting knowledge that event the teacher may ignore.

II. Is there enough variety and range of topic?

There are only nine different topics. However, at the end of the course book, there is a section titled “culture” where cultural aspects are conveyed.

III. Will the topics help expand students’ awareness and enrich their experience?

Not their experience but their knowledge.

IV. Will the students be able to relate to the social and cultural contexts presented in the course book?

Yes, they will. However, some contents may not be as good as they should be, as I have aforementioned.

V. Will the topics help expand students’ awareness and knowledge of English native speaking countries’ culture?

A little bit. However, more cultural aspects could have been included because this is the English class. Many English speaking countries have been avoided, being the place of focus the British culture and then the American one.

VI. Are real topics included in the course book? If so, how varied are they? Do they appeal to students' interests?

Yes, they are real topics close to students' knowledge. They are varied and appeal to students experiences. The course book also includes references to celebrities students know and it also includes current songs students may know and groups they may like.

VII. Are they linked to other subject contents? (e.g. History, geography, science, culture...)

Yes, all texts provide information from other subject areas or cross-curricular topics.

VIII. Are the social and cultural contexts in the course book comprehensible to the learners?

Yes, they are because those contexts resemble to those from students' lives and country.

CULTURE AND SOCIETY

I. Does the course book include a section dedicated to the transmission of Anglo-Saxon social values?

Yes, it does. At the end of the course book, there is a section called "culture". That section includes texts which convey Anglo-Saxon values related to the topics the course book deals with. However, it also includes values from other English speaking countries, like US. Irish, Indian, Australian and other English speaking values are avoided.

II. Does the course book include knowledge on Anglo-Saxon cultural practices?

Yes, it does, but not in depth. It only deal with how teenagers get money by having part time jobs, in what kind of houses English people live and what sports do they practise. It also includes a text about the “bobbies”, the British police. It does not tackle, in my view, more important aspects such as diets, types of schools, routines, how families are...

III. Are all skills and language contents taught according to cultural and social features?

Yes it does, but in some occasions. They teach language they think teenagers may use but it is not real teenagers' language, what the textbook transmits is a more neutral style. Texts are also adapted though sometimes they may include interesting features or facts about cultural and social characteristics.

IV. Is the course book focus placed on linguistic exponents or does it consider culture as a core from which language emerges?

The focus is placed in linguistic exponents rather than in culture. Language could have been taught through texts which include more information about the Anglo-Saxon culture. The texts could have also included some idioms dealing with each of the topics it includes. Furthermore, speaking could have had a more real scope; that is, rather than teaching neutral key phrases, some more street real language could have been included. Once in an English speaking country, students would realise the language they have been learning for years does not resemble to that natives speak and use.

V. Are real cultural and social conventions taught or does the course book focus on trivial issues?

It focuses on trivial issues that students may be familiarises with in their mother tongues. In other words, the culture they teach is that students can

compare with its own and reflect on the differences and similarities.

Nonetheless, the book does not include any interesting or relevant feature about any of the topics.

VI. Do cultural and social features focus on widespread Anglo-Saxon characteristics, or do they focus on real needed behavioural which facilitate adaptation in the L2 native speaking countries?

It focuses on widespread Anglo-Saxon characteristics. I doubt whether these characteristics the course book transmits would help anyone in adapting to an English speaking country. For instance, one of the topics the course book includes is “routines”, linked with the present simple tense. Therefore, there could have been a text dealing with British routines, because they make a great difference comparing them with ours.

VII. Do materials approach culture or do they simply focus on linguistic aspects in order to practice them?

They practise linguistic aspects and convey some knowledge about the unit of work’s main topic.

ATTACHMENT VI: TEXT BOOK ANALYSES AT MARÍA AUXILIADORA SCHOOL

MATERIALS AND TEXTBOOK ANALYSIS CHECKLIST: VOICES 2 (Macmillan)

LANGUAGE CONTENT

XX. Does the course book cover the main linguistic items appropriate to each level, taking learners’ need into account and adopting a communicative approach?

Yes, it does. The contents are appropriate for the level of the students. Furthermore, the topics treated in the book can be performed both in a communicative or non-communicative way. That is, depending on students

necessities, tasks and projects provided can be developed in different ways. However, according to the students' interest, it is difficult to know as students have different motivations. Nevertheless, I would conclude they are interesting for the students.

XXI. Are style and appropriacy dealt with? If so, is language style matched to real social situations?

Style and appropriacy are dealt with within the whole textbook. The language used is real-life language. I think nowadays most of textbooks use real language, and this is not an exception.

➤ **GRAMMAR**

XXII. Is there an emphasis on language form?

Yes, there is. Grammatical and syntax patterns are a very important part of this textbook. I would say it is one of the most important ones –or the most important. Emphasis on language form is clearly tackled.

XXIII. Is there an emphasis on language use concerning social and cultural aspects to develop a communicative approach?

I would highlight that language use concerning sociocultural aspects are tackled with as you can find within the book several expressions and uses that fit with real-life language. In other words, a communicative approach is tackled according to the sociocultural aspects developed within the topics treated.

XXIV. How balanced is the treatment of form and use?

I would say that form is much more important than use. However, I guess the reason for that is that it is a textbook for learners (and they are supposed to well learn). Nevertheless, real use is also treated within the topics as the

expressions, examples, vocabulary, etc. that appears on there is quite real. Apart from that, I believe it is also teacher's responsibility to tell students how to use the language, even if it far away from what theoretical contents defend.

➤ VOCABULARY

XXV. **How much vocabulary is taught?**

In each topic a great quantity of vocabulary is taught as students need words to express what they need or want to express. In other words, each topic treats a different issue and a lot of vocabulary is learnt by the students, although it is done in a very comfortable and useful way.

XXVI. **Is vocabulary presented in a structured, purposeful way?**

Yes, it is. Vocabulary is dealt with in a structured way that helps students to get deeper into the topic they are studying. That is, vocabulary and expressions are taught progressively according to the students' knowledge on the topic treated.

XXVII. **Are learners sensitized to the structure of lexicon through vocabulary-learning exercises based on: Semantic relationship, formal relationships, collocations, situation-based word groups?**

Students do many written exercises that work on mechanical processes. However, I guess that not as many exercises as necessary apply formal relationships, collocations, etc. In other words, they learn about grammar positions, but there may be a lack of collocations.

XXVIII. **Is real language used in every day situations (idioms, tongue twisters, slang, collocations, chunks...) included in the course book? Or does it only focus on specific vocabulary for each unit of work/topic?**

I would say that the textbook does not include many slang or tongue twisters. However, I cannot admit that this textbook does not include real uses where idioms, expressions and collocations are fully treated. On the one hand, it is obvious that each unit treats specific vocabulary related to the topic studied. However, on the other hand, vocabulary, grammar and expressions studied in other units are useful for the rest of them.

➤ PHONOLOGY

XXIX. Is phonetics taught in the English classroom? (*in case not, there is no need to answer the questions below*)

Yes, it is. Phonetics and pronunciation are tackled with along the whole textbook. They are even well used as they make differences between /i/ and /i:/ in the same unit, for example.

XXX. How thoroughly and systematically is each of the following aspects of the phonological system covered? (Articulation of individual sounds, words in contact (e.g. assimilation), word stress, weak forms, sentence stress, rising and falling intonation?)

Articulation of individual sounds, word stress, sentence stress, etc. are fully treated within the lessons (they even have special parts in certain units). However, the other aspects are not explicitly taught although they may be implicitly taught. Nevertheless, teachers have enough materials within the book to work on these other aspects.

XXXI. Is the phonemic alphabet used? If so, are students given any training in learning it?

Yes, it is. The phonemic alphabet is taught and several resources are available for the teacher in order to teach it. However, I would say that training

students to learn it is more a teacher's objective than the textbook objective according to the materials provided explicitly (phonemic alphabet charts, etc.)

XXXII. Do students have enough exposure to real native pronunciation? (not only listening exercises within the course book or the teacher's discourse)

Listening exercises provided by the textbook are real-life ones. That is, students may appreciate different accents (British, American...) and the language they use is totally real. According to the teacher's discourse. It is not bad at all. Furthermore, my mentor teacher always provides songs and videos where real native speakers express themselves, so real native language is provided to them.

XXXIII. Do students have enough opportunities to practice phonetics in the English classroom?

Teacher is always correcting students' pronunciation in order to improve their speaking skills. Furthermore, each unit has specific parts where pronunciation and phonetics are taught and learnt.

➤ **DISCOURSE**

XXXIV. Does the course book deal with any aspects of discourse? (Conjunctives, cohesion features, paragraphing and organization of written discourse, structures and conventions of spoken discourse?)

Yes, it does. The textbook provides some instructional elements in order to practice and learn text issues related to written discourse (connectors, cohesion and coherence linkers, spoken discourse connectors...)

XXXV. What sort of discourse activities does the course book include? (Role-play, discussions, debates...)

This textbook usually includes debates and opinion-related activities where students can express themselves. Furthermore, other exercises may be reconsidered as discourse activities.

XXXVI. Is the treatment of discourse sustained and progressive throughout the course, or does it consist of limited or isolated elements?

The treatment on discourse is isolated on each unit. However, by the end of the year students who use this textbook learn discourse issues as a whole, that is, observing the logical progression it has.

XXXVII. Is there enough practice for oral discourse in the English classroom?

I think there is not as much practice as it should be. Grammar contents are far more common than speaking tasks or exercises. The fact that students are very talkative and are not focused on tasks does not help either to the speaking aim.

➤ **VARIETIES OF ENGLISH**

XXXVIII. Which geographical variety of English is taught? (British, American, International English, others)

British English is the most common variety. Mainly, due to geographical aspects (it is the closest variety to visit). However, some American references are used to when explaining things.

XXXIX. Whichever variety is taught is there any reference to other varieties?

Yes, there is. References to American and English versions (depending the one treated at that moment) are studied.

SKILLS

XXVI. Are all “five” skills adequately covered, bearing in mind your course aims and syllabus requirements?

Yes, they are. As I have aforementioned, writing, listening and reading are far more common than speaking issues. However, I must admit that all skills are worked in lessons. Therefore, the course aims and syllabus requirements are fully covered.

XXVII. Is practice in all “five” skills included? If so, is it balanced?

As I have aforementioned, all five skills are worked although speaking issues are not as worked as the others. Therefore, I must admit they are not balanced.

XXVIII. Is there material for integrated skill work?

The materials provided by the textbooks are the common ones you can find on course books. However, as we have already commented during the research, my mentor teacher provides further materials in order to work skills in an integrated way.

XXIX. Is material for spoken English (dialogues, role plays, etc) well designed to equip learners for real-life interactions?

Most of the times, the materials provided by the textbook are real-life ones, so students get into normal situations. However, a small part of them may be a bit forced.

XXX. Do the presentation and practice activities include the integration of skills in realistic contexts? All “five” skills do not necessarily have to figure in every sequence of activities.

I would say that not as many exercises as necessary include the integration of skills in realistic context. Most of them fall into adapted materials where supposed real-life contents are not as real as they should be.

XXXI. Does the course book use authentic material at an appropriate level?

The materials used are adapted materials as authentic ones may be very difficult for students. However, songs, videos etc. are used integrally and students may understand them by the context.

XXXII. If semi-authentic material is used, is it representative of authentic discourse?

Yes, it is. As I have afore mentioned, the materials used are adapted ones, although they are truly representative of the original and authentic ones.

XXXIII. If non-authentic material is used, is it nevertheless a good model for learners to follow?

Yes, it is. Materials used in lessons are a good model and are useful for students to get close to authentic materials, although they are adapted at first.

➤ LISTENING**XXXIV. What kind of listening material is contained in the course book?**

The listening materials contained in the course book are real-life ones. Naturally, they are adapted to students' level.

XXXV. What is the recorded material like in terms of sound quality, speed of delivery, accent, and authenticity?

The listening exercises students do are good quality ones. However, they may introduce sounds, noises and interruptions to make it realer. In other words, they are real listenings created for the units but recorded in good quality files.

XXXVI. Do listening extracts follow real discourse standards? (pace, rhythm, intonation, stress, etc)

Yes, they do. Segmental and suprasegmental features are real-life ones. In other words, listening exercises may not differ so much from real life conversations adapted to the students' level.

➤ **SPEAKING**

XXXVII. How much emphasis is there on spoken English in the course book?

Exercises and theoretical contents about spoken interaction and speaking skills are covered within the whole textbook. As in other examples of course books, there is a section within each unit where focus on speaking is done. However, many other activities can be performed as speaking tasks.

XXXVIII. What kind of material for speaking is contained in the course book? (oral presentation and practise of language items, dialogues, role-play, communication activities)

The majority of the exercises provided are dialogues, communication activities and role-plays where students can express themselves in oral English.

XXXIX. Are there any specific strategies for conversation or other spoken activities? (Debating, giving talks...)

There are not any specific strategies according to conversational issues. However, the teacher can present the students the strategies or necessities pertinent to develop these speaking activities.

XL. Do students have the chance to practise speaking in the classroom? How much time is invested in practising this skill? Do all students have the chance to practise it?

Students do not have enough time to practice speaking activities and students do not participate in the same proportional ways though. Furthermore, the majority of the lesson time is spent on explaining grammar and vocabulary ideas. However, many students feel reticent to talk, which makes speaking interaction even harder.

XLI. Are real speaking expressions and standards tackled by either the course book or the teacher? (pet phrases, intonation, formality, registers...)

The course book tackles some conversational issues like registers, the formality of the conversations, etc. However, the teacher is the one who stresses the importance on word and sentence stress, intonation, pet phrases, etc.

➤ **READING**

XLII. Is the reading text used for introducing new language items? (grammar, vocabulary, etc)

Yes, it is. Each unit of work has, at least, one reading where new vocabulary or grammar points are used in practical real-life situations.

XLIII. Is the reading text used for introducing sociocultural aspects from the L2 countries?

Yes, it is. Texts usually tackle sociocultural aspects from English-speaking countries. However, texts may vary the topics from time to time according to the topic explained on each unit of work.

XLIV. How authentic are the texts?

Texts are adapted from authentic materials (as real authentic texts might not be understood by the students). However, they keep their authenticity although they are not strictly original.

XLV. Is the subject matter appropriate? (Interesting, challenging, topical, varied, culturally acceptable, old-fashioned...)

The topics and subject matters of the texts are usually interesting, varied and culturally acceptable. They may not be very challenging although they usually present some difficulties that students must solve. According to their timing relevance, I must admit that there are some current texts mixed up with some timeless ones.

XLVI. What kinds of comprehension questions are asked? (Literal (surface) questions, discourse-processing questions, inference questions...)

The questions asked are different ones from the others. Most of them are True or False ones, mixed up with some comprehension questions. Furthermore, you can also find some “personal” questions where students must invent the answers (in order to create debates, opinions, etc.)

XLVII. To what extent does the material involve the learners’ knowledge system (Knowledge of the world, cultures...)?

Texts are normally current ones, so general knowledge of students is usually required. Fortunately, there are several students in the lessons who read magazines, articles and newspapers and are always informed about what has happened.

➤ **WRITING**

XLVIII. Is there emphasis on the style of written English?

Yes, there is. As nearly all course books, they pay much of their attention to written skills and, therefore, style and writing improvement.

XLIX. How much emphasis is there on accuracy?

There is a high emphasis on accuracy as writing skills are a very important section on this textbook.

L. Is writing considered a means for self-expression and personal development and enrichment?

Yes, it is. Both the course book and the teacher defend the idea that writing skills help students to better self-express and to enhance their personal abilities.

LI. How much practise on controlled writing, guided writing and/or free/semi-free writing is there?

In the course book we can find all types of writings. Many of them are guided ones (in grammar exercises, for example), but others are totally free-writing as students may use every single expression or tense studied in that unit or in others.

TOPIC, SUBJECT CONTENT AND SOCIAL VALUES

IX. Is there sufficient material of genuine interest to learners?

I think that materials included are interesting for students in the same way as another book would be. In other words, topics and materials included on this course book are similar in appearance to other course books.

X. Is there enough variety and range of topic?

Topics included on this textbook are really close to other books. Furthermore, topics on textbooks for the first years of ESO are really similar.

XI. Will the topics help expand students' awareness and enrich their experience?

Yes, they will. All kinds of knowledge help students to enrich their lives. Textbooks are full of contents and anecdotes that, far from being an encyclopaedia, help students to learn things.

XII. Will the topics help expand students' awareness and knowledge of English native speaking countries' culture?

Yes, they will. However, I think that they are not as helpful as they should be. That is, I consider that sometimes the contents included are closer to stereotypes and anecdotes than real-life sociocultural contents that may help students to get closer to "native experiences".

XIII. Will the students be able to relate to the social and cultural contexts presented in the course book?

Yes, they will. However, some contents may not be as good as they should be, as I have aforementioned.

XIV. Are real topics included in the course book? If so, how varied are they? Do they appeal to students' interests?

Real contents are included and they are very varied. However, not all of them are as real as they should be. Finally, in relation to students' interests, I think that they may not be the most interesting topics for them, although they are not the least interesting topics for them. In other words, I think students do not have a real opinion about the importance of the topics chosen (they study those topics as they could study others).

XV. Are they linked to other subject contents? (E.g. History, geography, science, culture...)

Yes, they are. Normally the topics treated talk about Geography, History or cultural contents that can be included on social studies. Furthermore, some “technological contents” are included in English textbooks, so science studies may be treated too.

XVI. Are the social and cultural contexts in the course book comprehensible to the learners?

Yes, they are. The contents treated are comprehensible for them. They do not usually have problems about topic understanding.

CULTURE AND SOCIETY

VIII. Does the course book include a section dedicated to the transmission of Anglo-Saxon social values?

Yes, it does. Every single unit of work includes a cultural section where students can get closer to Anglo-Saxon community.

IX. Does the course book include knowledge on Anglo-Saxon cultural practices?

Yes, it does. As I have aforementioned, the textbook includes games, traditions, stories and situations that take or took place in Anglo-Saxon communities.

X. Are all skills and language contents taught according to cultural and social features?

No, they are not. Culture is an important section in the course book but the teacher always provides extracurricular cultural contents as she often thinks course book contents are not as numerous as they should.

XI. Is the course book focus placed on linguistic exponents or does it consider culture as a core from which language emerges?

I consider that the course book is focused on linguistic exponents rather than in culture as a core. Furthermore, sometimes cultural sections have only a few to do with the topic students are learning. However, the teacher tries to establish culture in a higher position than the course book does.

XII. Are real cultural and social conventions taught or does the course book focus on trivial issues?

I guess some of the cultural situations may be a bit trivial. That is, they talk about festivals or traditions instead of real-life common situations. However, all of them are supposed to be real-life ones.

XIII. Do cultural and social features focus on widespread Anglo-Saxon characteristics, or do they focus on real needed behavioural which facilitate adaptation in the L2 native speaking countries?

I consider that cultural contents are more focused on widespread the Anglo-Saxon culture (at least the “typical” one), instead of facilitating L2 learners to English-speaking countries behaviour. However, I must also admit that many sociolinguistic contents are real-life ones, so they help students to really learn English and facilitate students’ adaptation to these countries.

XIV. Do materials approach culture or do they simply focus on linguistic aspects in order to practice them?

They try to approach culture. However, they may be considered superfluous sometimes. Nevertheless, linguistic aspects are the ideal ones to be practiced. That is why the teacher always tries to provide students real-life cultural contents.

ATTACHMENT VII: CLASSROOM OBSERVATION (PIGNATELLI HIGH SCHOOL)

I. During our stay in the internship Project, have teachers tackled sociocultural aspects in the classroom?

Yes, they have, sometimes. When a sociocultural aspect appeared, the teacher commented on it. However, sociocultural aspects were mainly particular characteristics from either the American or British cultures (e.g. football =BrE; soccer = AmE) However, I could not have the chance to see whether they tackle real sociocultural aspects or not.

II. Is the teacher objective or subjective when explaining sociocultural features?

He is quite objective. He tries not to fall in stereotypes or twisted realities. However, due to the brevity of this observation period, I may be wrong. I have not heard him mentioning anything related to his previous experiences or anecdotes concerning sociocultural aspects.

III. Do students have background knowledge on the English culture?

They do have some; for instance, they have several notions about those aspects which have some resemblance to the aspects in our culture, or about topics which are close to the students' experience, previous knowledge and surrounding environment. After observation processes have been displayed, I have observed that students do not have a complete idea of what culture is. The very first thing they think on about culture are places, festivals, habits, etc. instead of enlarging this cultural definition to expressions, registers, etc.

IV. What sorts of materials does the teacher employ to teach sociocultural aspects?

He does not use complementary materials but those included in the course book. At the end of the course book, there is a section called “culture”; I presume he uses it, though I have not had the chance to check it.

V. Does the teacher mention his/her own experiences, anecdotes with respect to sociocultural aspects?

No, he does not. At least not during this observation period.

VI. How much importance is placed on sociocultural aspects?

I venture myself to say that not much; the focus of attention is on linguistic exponents rather than on sociocultural aspects.

VII. Are students interested in sociocultural aspects regarding Anglo-Saxon countries?

Yes, they are. Students like knowing features and relevant aspects of foreign cultures. Normally they are really interested on cultural issues about English-speaking countries. Nevertheless, sometimes the type of contents and curiosities that interest students may differ from what my mentor believes it is interesting. However, rather than starting discussion concerning Anglo-Saxon sociocultural aspects, he prefers making references to what happens in our country, being football and football matches the topics he talks more about.

VIII. Do students find sociocultural aspects relevant and useful for their lives, future careers and personal enrichment?

Yes, they do. According to the results of the surveys, students highly value the fact on knowing sociocultural aspects. They are conscious of the current

economic situation in Spain; thus, they assume some day they would have to live this country. For such reason, they think sociocultural aspects would help them in their adaptation process.

IX. Is culture the foundation around which language is constructed? In other words, are linguistic exponents taught to facilitate sociocultural adaptation?

No, it isn't. Culture has little space in the English lessons. Grammar, syntax and vocabulary are still the main three foundations from which English-teaching lessons are built.

X. How often are sociocultural aspects tackled?

Every now and then; sociocultural aspects are only tackled when they appear in some exercises. Culture does not have any fixed span of time to be tackled. However, at times the teacher asks the students questions regarding some sociocultural aspects (e.g. He told students "football" is BrE and asked if they knew what its name in AmE (Soccer) is)

XI. Are there any other possible ways of teaching sociocultural aspects? (improvements)

Yes, they are. I would suggest that at least two sessions per month were dedicated to sociocultural aspects. This can be tackled congruently with the rest of skills. That is, the five skills could be tackled hand in hand with culture; hence, students would realise how real language differs from the language text books include and the language used in class.

Even more, students can be asked to carry out one task per unit, dealing with sociocultural aspects and related to the unit of work's topic. Students could do some research, using ICT or any other source, to search information and do the task.

ATTACHMENT VIII: CLASSROOM OBSERVATION AT MARÍA AUXILIADORA SCHOOL**I. During our stay in the internship Project, have teachers tackled sociocultural aspects in the classroom?**

Yes. Sociocultural aspects are a very important part on English teaching in the lessons and my mentor teacher always tries to give students as much information as possible. Expressions, curiosities, historical events, festivals, places to visit, places where she has been to, etc. are important features taught during the lessons. That is, she always tries to provide students real-life sociocultural aspects of English. She considers useless to teach students old-fashioned issues.

II. Is the teacher objective or subjective when explaining sociocultural features?

My mentor teacher always tries to be objective when providing sociocultural characteristics to students, that is, she tries not to fall in stereotypes or twisted realities. However, it is also possible to believe that some of the sociocultural aspects provided may be subjective as they are related to her personal experience. Nevertheless, this is something we all do and a risk teachers must accept as it is quite easy to fall on stereotypes.

III. Do students have background knowledge on the English culture?

Yes, they do. Students learn a great variety of cultural issues. Sometimes they simply cannot remember them, but this does not mean they have a lack in cultural knowledge. However, after observation processes have been displayed, I have observed that students do not have a complete idea of what culture is. The very first thing they think on about culture are places, festivals, habits, etc. instead of enlarging this cultural definition to expressions, registers, etc.

IV. What sorts of materials does the teacher employ to teach sociocultural aspects?

My mentor teacher always uses the resources that the textbook and the workbook provide. However, these resources are normally limited and she is always looking for other materials on the internet, from old books, etc. She looks for cultural issues related to the topic taught at the moment, or not. In other words, she always tries to empower students' cultural knowledge with extracurricular materials, which are often displayed as games, readings, word-image matching exercises...

V. Does the teacher mention his/her own experiences, anecdotes with respect to sociocultural aspects?

As I have aforementioned, she tries to be objective when providing cultural contents to students, so she does not tell things about her own experience. However, it is quite common too that she tells students anecdotes, curiosities, experiences and skills she has already set in practice in her life. In other words, she also uses personal experiences to enrich cultural issues or to make them more understandable for students.

VI. How much importance is placed on sociocultural aspects?

Sociocultural aspects are an important part of English teaching process for my mentor teacher. She tackles a lot of cultural issues as she is concerned about the power that enhancing culture has for students. She knows that she can keep in a better way their attention if she tells them cultural matters, as they are normally funnier than "grammar" contents. That is why she is always providing curiosities, experiences and general culture contents to her students.

VII. Are students interested in sociocultural aspects regarding Anglo-Saxon countries?

Yes, they are. Normally they are really interested on cultural issues about English-speaking countries. Nevertheless, sometimes the type of contents and

curiosities that interest students may differ from what my mentor teacher believes it is interesting. Therefore, she is always up to answer every single doubt, question or curiosity students may have.

VIII. Do students find sociocultural aspects relevant and useful for their lives, future careers and personal enrichment?

Most of them consider that sociocultural aspects are really interesting for their work or personal life. That is, they believe that cultural matters are a good tool for enhancing their work or life expectations. However, I must also admit that, after observation tasks have been displayed, some students differed from the idea that culture was important. I believe that they have a partial idea of what culture means -not only Geography, History, festivals, but also expressions, idioms, situations, registers...

IX. Is culture the foundation around which language is constructed? In other words, are linguistic exponents taught to facilitate sociocultural adaptation?

I guess culture has been one of the pillars in English teaching in this school, but not the main one. That is, culture is tackled as an important feature, but grammar, syntax and vocabulary are still the main three foundations from which English-teaching lessons are built. However, I must also admit that cultural issues are far more common than when I learnt English, so things have improved considerably.

X. How often are sociocultural aspects tackled?

There is not a scheduled plan where culture is taught. As the students have a textbook, they tackle culture when the textbook tells to do it. However, as my mentor teacher is always providing extra cultural resources, the plan may vary. 2 or 3 cultural lessons may be tackled along with 1 or 2 “traditional” lessons. However, as I have aforementioned, our mentor teacher is always giving cultural issues when telling anecdotes, related topics, etc.

XI. Are there any other possible ways of teaching sociocultural aspects? (improvements)

First of all, I would like to say that I consider myself not experienced enough to fairly judge how lessons and cultural issues must be tackled. However, I would like to introduce the improvement of telling students what culture truly is. In other words, making them know that culture is learning how to use registers, idioms, expressions and real-life habits as well as learning festivals, historical events or celebrities.

Lesson plans and materials

Lesson 1

Lesson Plan: LESSON 1			
Teacher: Francisco Esteban Gracia	Length: 55'	Year: 2º ESO	
<p>Context: It is the first lesson of the unit and it is a preface lesson. Students will read a text and do some exercises related to games in order to introduce the topic.</p> <p>Anticipated difficulties: Students may have difficulties in talking as they are starting this unit of work and may feel insecure due to the lack of knowledge of the vocabulary and expressions.</p> <p>Solution: Teacher will guide them during the whole lesson and a brief explanation of what to be done may be performed by the teacher. That is, students must realize this is just an introduction to the topic. They will learn some vocabulary but teacher must make their students feel sure enough.</p>			
<p>Main aims:</p> <ul style="list-style-type: none"> - To read a text about gaming and extract general and specific information from it. - To learn some vocabulary about games, game categories and their descriptions. - To learn some vocabulary about computer and ICT components. - To create a debate around gaming, reading and leisure-time habits. - To listen to a song and work on listening skills. <p><i>Name of the song:</i> "The game of love" (Carlos Santana, Michelle Branch); <i>Resource:</i> http://www.youtube.com/watch?v=3UlojGDIBvI</p>			
<p>Subsidiary aims:</p> <ul style="list-style-type: none"> - SS will learn some information extracted from the text. - SS will learn some vocabulary about some commercial games. - SS will learn some vocabulary about ICT. - SS will express their opinions about leisure-time habits. - SS will practice listening skills and listen to a new song. 			
<p>Personal aims:</p> <ul style="list-style-type: none"> - To give clear instructions and appropriate examples. - To monitor more fervently. - To involve all the SS. - To create a good atmosphere. - To control the timing of the activities. 			
Work on skills			
Reading	Listening	Speaking	Writing
X	X	X	X
<p>Specify sub-skills SS will practise:</p> <ul style="list-style-type: none"> - Group work. - Turn-taking. - Interacting with other SS and T to give feedback, check and correct answers. - Use of vocabulary. - Politeness strategies. - Information structuring. - Basic communication strategies in general. - Listening strategies to understand oral messages. 			
Stage aims	Procedure	Timing	Interaction

			pattern
To set the context	T tells SS they are starting a new unit related to games and does some introduction.	5'	T-S
Read the text [pre-task](activity 1)	SS read the text.	5'	SS
Answer the question (activity 1.1)	SS answer the questions.	5'	SS
Feedback + correction (Activity 1)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Activity 2	SS match the titles provided, the categories provided and the descriptions below.	5'	SS
Feedback + correction (activity 2)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Activity 3	SS match the images provided with the vocabulary on the box.	5'	SS
Feedback + correction (activity 3)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any	2,5'	T-S
Activity 4	SS read the sentences and give their opinion in turns. T is a moderator.	15'	S-S; T-S
Activity 5 [post-task]	T plays the song and SS must fill in the gaps. The song can be replayed several times.	5'	T-S
Feedback + correction (activity 5)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any	2,5'	T-S
Variations / Follow-up			
<ul style="list-style-type: none"> - If T runs out of time the debate activity or the song can be removed. - SS can also work in pairs in the activities 2 and 3. - T must conscientiously prepare the materials beforehand taking into account the number of students. - Little variations can be made if SS feedback or T self-assessment suggests doing so. 			

Lesson 2

Lesson Plan: LESSON 2		
Teacher: Francisco Esteban Gracia	Length: 55'	Year: 2º ESO
Context: It is the second lesson of the unit. Students will learn how to use comparatives and superlatives; they will practice some theoretical contents in some exercises. Finally, they will listen to a song where comparative is used and they will play a quiz where superlative is used.		

Anticipated difficulties: Students may not infer how to use the comparative and superlative.

Solution: Teacher will guide them during the whole lesson and a brief explanation of what to be done may be performed by the teacher.

Main aims:

- To infer the use of comparative and superlative forms.
 - To learn the use of comparative and superlative forms.
 - To observe real use of these theoretical contents on a commercial.
 - To practice theoretical contents on a quiz.
- Name of the song:* "Harder, better, faster, stronger" (Audi A3 commercial);
Resource: <http://www.youtube.com/watch?v=kHpNLF2tUho>

Subsidiary aims:

- SS will infer the use of comparative and superlative.
- SS will learn and practice the comparative and superlative forms.
- SS will observe real use of theoretical contents on a commercial.
- SS will practice theoretical contents on a quiz.

Personal aims:

- To give clear instructions and appropriate examples.
- To monitor more fervently.
- To involve all the SS.
- To create a good atmosphere.
- To control the timing of the activities.

Work on skills

Reading	Listening	Speaking	Writing
	X	X	X

Specify sub-skills SS will practise:

- Group work.
- Use of vocabulary.
- Grammar contents about comparative and superlatives.

Stage aims	Procedure	Timing	Interaction pattern
Pre-task	T talks to the SS using comparative and superlative forms and writing the words on the board. The words are not established on an order.	5'	T-S
Activity 1	SS try to answer the questions written on the copies. They try to infer the use of comparative and superlative forms.	5'	SS
Activity 2	T explains the theoretical contents about comparative and superlative forms	15'	T-S
Activity 3	SS do the exercise.	5'	SS
Feedback + correction (activity 3)	T asks SS about the solutions and they correct the exercise together. Required feedback is	2,5'	T-S

	provided, if any		
Activity 4	SS do the exercise.	5'	SS
Feedback + correction (activity 4)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any	2,5'	T-S
Activity 5 [post-task]	T plays the song and SS must follow the lyrics and write down the words that appear on the video.	5'	SS; T-S
Feedback + correction (activity 5)	T corrects the words and provides feedback, if any.		
Activity 6	SS do the quiz.	5'	SS
Feedback + correction (activity 6)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any	5'	T-S
Variations / Follow-up			
<ul style="list-style-type: none"> - If T runs out of time the quiz activity or the song can be removed. - SS can also work in pairs in the activities 3 and 4. - SS can work in groups in activity 6. - T must conscientiously prepare the materials beforehand taking into account the number of students. - Little variations can be made if SS feedback or T self-assessment suggests doing so. 			

Lesson 3

Lesson Plan: LESSON 3		
Teacher: Francisco Esteban Gracia	Length: 55'	Year: 2º ESO
<p>Context: It is the third lesson of the unit. Students play a game to learn some vocabulary about game items and will learn some modal verbs (can, could, may, might), including the practicing exercises respectively.</p>		
<p>Anticipated difficulties: Students may have difficulties in understanding the uses of modal verbs.</p>		
<p>Solution: Teacher will guide them during the whole lesson and a brief explanation of what to be done may be performed by the teacher. Teacher can explain the contents as many times as needed and avoid the uses that he/she considers unnecessary, if any.</p>		
<p>Main aims:</p> <ul style="list-style-type: none"> - To play a game in order to learn some vocabulary about game items. - To learn some modal verbs (can, could, may, might). - To do some practicing exercises about some modal verbs (can, could, may, might). 		
<p>Subsidiary aims:</p> <ul style="list-style-type: none"> - SS will learn some vocabulary about game items. - SS will learn and practice some modal verbs. 		
<p>Personal aims:</p> <ul style="list-style-type: none"> - To give clear instructions and appropriate examples. 		

<ul style="list-style-type: none"> - To monitor more fervently. - To involve all the SS. - To create a good atmosphere. - To control the timing of the activities. 			
Work on skills			
Reading	Listening	Speaking	Writing
X			X
Specify sub-skills SS will practise:			
<ul style="list-style-type: none"> - Group work. - Use of vocabulary. 			
Stage aims	Procedure	Timing	Interaction pattern
Activity 1	SS match the images with the vocabulary in the box	5'	SS
Feedback + correction (activity 1)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any	5'	T-S
Introduction to modal verbs	T explains the first chart (feedback and further explanations also included, if any)	10'	T-S
Theoretical content (can, could)	T explains the chart with <i>can</i> and <i>could</i> (feedback and further explanations also included, if any)	10'	T-S
Activity 3	SS do the exercise in order to practice the <i>can</i> and <i>could</i> uses.	5'	SS
Feedback + correction (activity 3)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Theoretical content (may, might)	T explains the chart with <i>may</i> and <i>might</i> (feedback and further explanations also included, if any)	10'	T-S
Activity 4	SS do the exercise in order to practice the <i>may</i> and <i>might</i> uses.	5'	SS
Feedback + correction (activity 4)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Variations / Follow-up			
<ul style="list-style-type: none"> - If T runs out of time the exercises can be done as homework and be corrected on the next lesson. - SS can also work in pairs in the activities 3 and 4. - T must conscientiously prepare the materials beforehand taking into account the number of students. - Little variations can be made if SS feedback or T self-assessment suggests doing so. 			

Lesson 4

Lesson Plan: LESSON 4			
Teacher: Francisco Esteban Gracia	Length: 50'	Year: 2º ESO	
<p>Context: It is the fourth lesson of the unit and it is a preface lesson. Students will learn some modal verbs (shall, will, should, would) and will do some practicing exercises, respectively. Furthermore, they will listen to a song.</p> <p>Anticipated difficulties: Students may have difficulties in understanding the uses of modal verbs.</p> <p>Solution: Teacher will guide them during the whole lesson and a brief explanation of what to be done may be performed by the teacher. Teacher can explain the contents as many times as needed and avoid the uses that he/she considers unnecessary, if any.</p> <p>Main aims:</p> <ul style="list-style-type: none"> - To learn some modal verbs (shall, will, should, would). - To do some practicing exercises about some modal verbs (shall, will, should, would). - To listen to a song in order to practice listening skills. <p><i>Name of the song:</i> "That should be me" (Justin Bieber, Rascal Flatts); <i>Resource:</i> http://www.youtube.com/watch?v=p5Jw-T4dVss</p> <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - SS will learn and practice some modal verbs. - SS will observe real theoretical contents on a song. - SS will remember opinion adjectives. <p>Personal aims:</p> <ul style="list-style-type: none"> - To give clear instructions and appropriate examples. - To monitor more fervently. - To involve all the SS. - To create a good atmosphere. - To control the timing of the activities. 			
Work on skills			
Reading	Listening	Speaking	Writing
	X		X
<p>Specify sub-skills SS will practise:</p> <ul style="list-style-type: none"> - Group work. - Use of vocabulary. 			
Stage aims	Procedure	Timing	Interaction pattern
Activity 1	T explains the chart with <i>shall</i> and <i>will</i> (feedback and further explanations also included, if any)	10'	T-S
Activity 2	SS do the exercise in order to practice the <i>will</i> and <i>shall</i> uses.	5'	SS
Feedback + correction (activity 2)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Activity 3	T explains students they must do	2,5'	T-S

	some homework. T remembers opinion adjectives and tells students they will need “should” for so doing.		
Activity 3	T explains the chart with <i>would</i> and <i>should</i> (feedback and further explanations also included, if any)	15'	T-S
Activity 4	SS do the exercise in order to practice <i>should</i> and <i>would</i> .	5'	SS
Feedback + correction (activity 4)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Activity 5	T plays the song and SS must fill in the gaps. The song can be replayed several times.	5'	SS
Feedback + correction (activity 5)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any	2,5'	T-S
Variations / Follow-up			
<ul style="list-style-type: none"> - If T runs out of time the song can be removed. - SS can also work in pairs in the activities 2 and 4. - T must conscientiously prepare the materials beforehand taking into account the number of students. - Little variations can be made if SS feedback or T self-assessment suggests doing so. 			

Lesson 5

Lesson Plan: LESSON 5		
Teacher: Francisco Esteban Gracia	Length: 55'	Year: 2º ESO
<p>Context: It is the fifth lesson of the unit. Students will learn and practice some modal verbs (must, have to, ought to) and they will do some activities on matching board games and descriptions. Furthermore, they have voluntary homework (listening to songs where modal verbs are used)</p>		
<p>Anticipated difficulties: Students may have difficulties in understanding the uses of modal verbs.</p>		
<p>Solution: Teacher will guide them during the whole lesson and a brief explanation of what to be done may be performed by the teacher. Teacher can explain the contents as many times as needed and avoid the uses that he/she considers unnecessary, if any.</p>		
<p>Main aims:</p> <ul style="list-style-type: none"> - To learn some modal verbs (must, have to, ought to). - To do some practicing exercises about some modal verbs (must, have to, ought to). - To learn some vocabulary about board games. - To learn some vocabulary about game items. - To listen to some songs in order to practice listening skills. 		
<p>Subsidiary aims:</p> <ul style="list-style-type: none"> - SS will learn and practice some modal verbs 		

<ul style="list-style-type: none"> - SS will learn and practice some board games vocabulary. - SS will see real-life uses of modal verbs with songs. <p>Personal aims:</p> <ul style="list-style-type: none"> - To give clear instructions and appropriate examples. - To monitor more fervently. - To involve all the SS. - To create a good atmosphere. - To control the timing of the activities. 			
Work on skills			
Reading	Listening	Speaking	Writing
X	X		X
<p>Specify sub-skills SS will practise:</p> <ul style="list-style-type: none"> - Group work. - Use of vocabulary. 			
Stage aims	Procedure	Timing	Interaction pattern
Activity 1	T explains the chart with <i>must</i> , <i>have to</i> and <i>ought to</i> (feedback and further explanations also included, if any)	10'	T-S
Activity 2	SS do the exercise in order to practice the <i>must</i> , <i>have to</i> and <i>ought to</i> uses.	10'	SS
Feedback + correction (activity 2)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	5'	T-S
Activity 3	SS match the titles provided and the descriptions below	10'	SS
Feedback + correction (activity 2)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	5'	T-S
Activity 4	SS match the images provided with the vocabulary on the box.	8'	SS
Feedback + correction (activity 3)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any	5'	T-S
Activity 5	T explains SS the voluntary homework	2,5'	T-S
Variations / Follow-up			
<ul style="list-style-type: none"> - SS can also work in pairs in the activities 2, 3 and 4. - T must conscientiously prepare the materials beforehand taking into account the number of students. - Little variations can be made if SS feedback or T self-assessment suggests doing so. 			

Lesson 6

Lesson Plan: LESSON 6			
Teacher: Francisco Esteban Gracia	Length: 55'	Year: 2º ESO	
<p>Context: It is the sixth lesson of the unit. Students will watch some video clips and will answer some comprehension questions. Furthermore, they will comment the episode.</p> <p>Anticipated difficulties: Students may have difficulties in understanding the clips as the first ones have subtitles in English but the last one does not have subtitles at all.</p> <p>Solution: Teacher will guide them during the whole lesson and a brief explanation of what to be done may be performed by the teacher.</p> <p>Main aims:</p> <ul style="list-style-type: none"> - To watch some video clips in order to work on comprehension tasks. - To complete the comprehension tasks provided. - To observe students' level of comprehension of real clips with and without subtitles. <p><i>Name of the clips:</i> "The Big Bang Theory episode"; <i>Resource:</i> Added to the folder. See "Lessons"</p> <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - SS will observe real-life language. - SS will proof their abilities in understanding real-life language, both with and without subtitles. <p>Personal aims:</p> <ul style="list-style-type: none"> - To give clear instructions and appropriate examples. - To monitor more fervently. - To involve all the SS. - To create a good atmosphere. - To control the timing of the activities. 			
Work on skills			
Reading	Listening	Speaking	Writing
X	X	X	X
<p>Specify sub-skills SS will practise:</p> <ul style="list-style-type: none"> - Group work. - Turn-taking. - Use of vocabulary. - Basic communication and understanding strategies in general. - Listening strategies to understand oral messages. 			
Stage aims	Procedure	Timing	Interaction pattern
Activity 1	SS watch this clip with the help of subtitles.	4'	SS
Activity 2, 3 and 4	SS do the exercises concerning the piece of clip they have just watched.	5'	SS
Feedback + correction	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S

Activity 5	SS watch the next clip with the help of subtitles.	4'	SS
Activity 5	SS do the exercises concerning the piece of clip they have just watched.	5'	SS
Feedback + correction	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Activity 6	SS watch the next clip with the help of subtitles.	5'	SS
Activity 6	SS do the exercises concerning the piece of clip they have just watched.	5'	SS
Feedback + correction (activity 6)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Activity 7	SS watch the next clip with the help of subtitles.	5'	SS
Activity 7	SS do the exercises concerning the piece of clip they have just watched.	5'	SS
Feedback + correction (activity 7)	T asks SS about the solutions and they correct the exercise together. Required feedback is provided, if any.	2,5'	T-S
Activity 8	SS watch the next clip without the help of subtitles.	5'	SS
Activity 8	Students try to explain what is happening there	5'	T-S
Variations / Follow-up			
<ul style="list-style-type: none"> - If T runs out of time the exercises can be done orally in a more quickly performance. - SS can also work in pairs in the activities. - T must conscientiously prepare the materials beforehand taking into account the number of students. - Little variations can be made if SS feedback or T self-assessment suggests doing so. 			

LESSON 1

1. Read the text below.

Game on

Recent figures show that gaming is becoming more and more popular in the UK. 2002 was a good year for computer games companies as the British spent over one billion pounds on their passion for the games. Things have come a long way from the first game, Space War, in 1961. Now over a thousand new games come in to the shops every year.

You need a salary or quite a bit of money to buy the new hardware and software. This is why new research shows that the main age ranges who play with games are the 25-34 year olds. These people played with video games from a very young age and now have the money to buy the latest games. Men and boys are still the main players and buyers but more and more girls are showing interest. There are many new games coming out that are aimed at women or young girls.

In the 1960s many young people went to the cinema but videos changed that. The British spent most of their spare time buying or renting videos in the 1980s and 1990s. Now they spend more money on computer games than on videos or going out to the cinema. Gaming is the number one choice for very large numbers of people.

2.1. Choose the correct option to answer the questions below. Underline the correct answer.

1. Which age range plays more computer games?

- a) 8-16 year olds b) 17-24 year olds c) 25-34 year olds

2. Who plays more computer games?

- a) Boys/men b) Girls/women c) There's no difference

3. When was the first game developed?

- a) In 1961 b) In 1971 c) In 1981

4. What do people spend more money on in the UK?

- a) Going to the cinema b) Buying videos to watch at home c) Buying computer games

5. How much did the British spend in 2002 on computer games?

- a) 1 million pounds b) 50 million pounds c) 1 billion pounds

LESSON 1

2. Match the titles of the games with the descriptions below.

<u>TITLES OF THE GAMES</u>		
FIFA 12	SIMS 2	MARIO GALAXY 2
NEED FOR SPEED	HALO 4	BUZZ

<u>CATEGORIES</u>		
Science-fiction game	Sport game	Simulation game
Strategy game	Adventure/action game	Racing game

- a) Would you like to create a family and control it on your own? Then, this is your game! Create some characters and help them to do anything: earn money, eat, make friends, find romance... or make trouble for them!

GAME: _____ **CATEGORY:** _____

- b) Humankind is fighting a group of alien races. You land on a strange planet and the guerrilla battle begins. Enjoy an amazing variety of weapons, special effects and an incredible sound. Who will be the last one standing?

GAME: _____ **CATEGORY:** _____

- c) One of the most popular sport games comes back to help you supporting your favourite teams. Choose the players and start scoring goals. The best man wins!

GAME: _____ **CATEGORY:** _____

- d) A great family game aimed at whatever age you are. Defeat your opponents by answering correctly to the different questions. Are you the smartest one?

GAME: _____ **CATEGORY:** _____

- e) Here we have another adventure of the most famous Italian plumber in the world. Jump, run, crawl or fly through different worlds and planets to defeat *Bowser* and rescue the princess.

GAME: _____ **CATEGORY:** _____

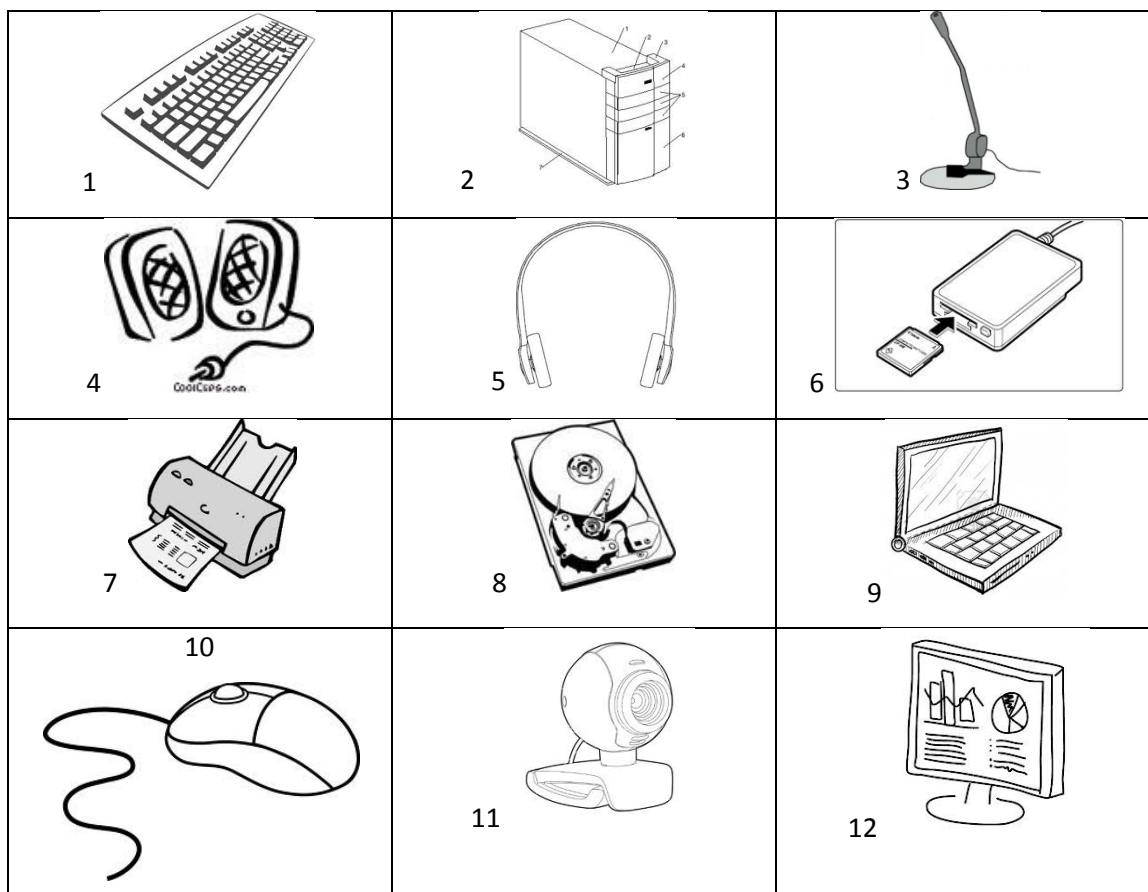
- f) Do you enjoy fast races and pure adrenaline flowing? Then grab your steering wheel and step on the gas pedal! Customize your car, change to an upper gear and leave everybody behind you!

GAME: _____ **CATEGORY:** _____

LESSON 1

3. Computer components. Link the images below with the vocabulary in the chart.

Monitor	Laptop	System unit
Mouse	Printer	Flash memory card reader
Speakers	Microphone	Webcam
Keyboard	Hard drive	Headphones



4. Look at these opinions from the young people in the UK. Do you agree/disagree? Why?

a) *Games are better value. You don't usually reread a book but you can play a game over and over again. You enjoy the characters more when you can see them in a game. I didn't finish reading Harry Potter the book but I enjoy the Harry Potter computer game.*

b) *Games cost too much. For the cost of one game, you can buy up to 10 books! It's much better to have a varied book collection than one game. Books help with spelling, improve your vocabulary and imagination. You can't get these things from a stupid game.*

LESSON 1

5. Song "THE GAME OF LOVE" by Carlos Santana featuring Michelle Branch.

Tell me	A little bit of laughs
just _____ you want me to <i>bee/be</i>	A little bit of pain
One kiss	I'm _____ you, my babe
and boom you're the _____ one for	It's _____ in the game of love (x2)
me	You roll me
So please tell me why	Control me
don't you come _____ no more	
'Cause right now I'm crying	Console me
_____ the door of your <i>dandy/candy</i>	Please <i>told/hold</i> me
store	You guide me
	Divide me
It just takes a _____ bit of this	Into what...
A little bit of <i>that/what</i>	
It started with a kiss	[Guitar solo]
Now we're up to bat	So please tell me _____ don't you
A _____ of laughs	come around no more
A _____ of pain	'Cause right now I'm dying _____
I'm telling you, my babe	the door of your loving store
It's _____ in the game of love	It just takes a _____ bit of this
This, _____ you make it to be	A little bit of that
Sunshine set on this _____ lonely	It started with a kiss
<i>sea/see</i>	Now we're up to bat
So please baby try	A little bit of laughs
and use me for what I'm good for	A little bit of pain
It ain't sayin' _____	I'm telling you, my babe
that's knocking down the <i>door/floor</i>	It's _____ in this game of love (x3)
of your _____ store	Yeah, in the game of love
	Roll me
It just takes a _____ bit of this	Control me
A little bit of that	Please _____ me
It started with a kiss	(make me feel good, yeah)
Now we're up to bat	

LESSON 2

1. Listen carefully to the teacher. Then, when the teacher asks you to do so, write down the adjectives written on the board.

Questions:

- What do all these adjectives have in common? What are the differences?
- What are they used for? Talking about the past or future / comparing things / etc.
- Can you guess what the rule is in each case?

-ER /-R /-IER	MORE _____ / LESS _____	THE MOST _____ / THE LEAST _____	IRREGULAR

2. Comparatives and superlatives.

RULE	BASE FORM (adjective)	COMPARATIVE	SUPERLATIVE
<p>*Add <i>-er</i> to the adjective to form the comparative</p> <p>*Add <i>the _____-est</i> to the adjective to form the superlative</p>	long clever small cold light short near cheap large	longer cleverer smaller colder lighter shorter nearer cheaper larger	the longest the cleverest the smallest the coldest the lightest the shortest the nearest the cheapest the largest
<p>*One-syllable adjectives ending in vowel + consonant, double the final consonant.</p>	big sad hot fat	bigger sadder hotter fatter	the biggest the saddest the hottest the fattest
<p>*Adjectives ending in consonant + <i>y</i>, change the <i>y</i> into <i>i</i>.</p>	pretty happy crazy early lucky friendly	prettier happier crazier earlier luckier friendlier	the prettiest the happiest the craziest the earliest the luckiest the friendliest
<p>*Adjectives of two or more syllables (not ending in <i>-y</i>), use:</p> <p><i>-more/less</i> (comp.)</p>	handsome beautiful nervous	more/less handsome more/less beautiful more/less nervous	the most/the least handsome the most/the least beautiful the most/the least

LESSON 2

<p>-the most/the least (superl.)</p> <p>*NOTE: <i>the least</i> is more used in writing.</p>	<p>enthusiastic</p> <p>exciting</p> <p>awesome</p> <p>wonderful</p> <p>gorgeous</p> <p>childish</p> <p>workable</p> <p>different</p> <p>useless</p> <p>useful</p> <p>familiar</p>	<p>more/less enthusiastic</p> <p>more/less exciting</p> <p>more/less awesome</p> <p>more/less wonderful</p> <p>more/less gorgeous</p> <p>more/less childish</p> <p>more/less workable</p> <p>more/less different</p> <p>more/less useless</p> <p>more/less useful</p> <p>more/less familiar</p>	<p>nervous</p> <p>the most/the least enthusiastic</p> <p>the most/the least exciting</p> <p>the most/the least awesome</p> <p>the most/the least wonderful</p> <p>the most/the least gorgeous</p> <p>the most/the least childish</p> <p>the most/the least workable</p> <p>the most/the least different</p> <p>the most/the least useless</p> <p>the most/the least useful</p> <p>the most/the least familiar</p>
<p>*Irregular forms</p>	<p>good</p> <p>bad</p> <p>far</p>	<p>better</p> <p>worse</p> <p>farther / further</p>	<p>the best</p> <p>the worst</p> <p>the farthest / the furthest</p>
<p>*Note: <i>farther, further, farthest, furthest</i> are all used for distance. Only <i>further</i> and <i>furthest</i> are used to mean “additional” or “more advanced”.</p> <p>Ex. For <i>further</i> information, please ask the teacher / It is the <i>furthest</i> computer system ever created.</p>			

OTHER WAYS FOR COMPARING THINGS	COMPARATIVE	SUPERLATIVE
<p>As _____ as (“tan...como”)</p> <p>Not as _____ as</p>	<p>My videogame is as <i>expensive</i> as yours</p> <p>He is not/isn’t as <i>good</i> as he says</p>	<p>Adding <i>ever</i> and <i>past perfect</i> to express maximum or minimum.</p> <p>This is the best game I have ever played. (este es el mejor juego al que he jugado)</p>
<p><i>Than</i> (means “que” in comparisons)</p>	<p>I am taller than you.</p> <p>Summer is hotter than springtime.</p>	-

LESSON 2

3. Fill in the gaps with the comparative or superlative form. Several options are possible.

*Example. That's **the most disgusting** meal I've ever had.*

- a) This armchair is _____ than the old one. [**comfortable**]
- b) Trains are _____ than planes. [**slow**]
- c) Trains are _____ planes. [**not so fast**]
- d) I bought _____ souvenir I could afford. [**expensive**]
- e) In this classroom, there are _____ girls as boys. [**many**]
- f) Ann is _____ child in the family. She is the littlest one. [**young**]
- g) That mobile phone is _____ one in the shop. [**expensive**]
- h) You are _____ here than there. [**safe**]
- i) Susan is _____ than Helen. [**pretty**]
- j) This is _____ film I have ever seen. It is simply unbelievable. [**exciting**]
- k) Tim is _____ than John. [**talented**]

4. Error correction. Correct the sentences below.

		CORRECTED SENTENCE
1	The more amazing thing just happened to me!	
2	He is a lot taller you.	
3	She's worst than me at Maths.	
4	He's best in team at goal scoring.	
5	This pizza isn't as good Alfie's.	
6	It's frighteninger if you look down.	
7	Where's the most cheap place to eat?	
8	I've been eating a lot. I think I'm fater.	

5. Watch this Audi commercial and read the lyrics below. Write down in the box the words that appear in the commercial.

*Harder, better, faster, stronger
 Work it harder, make it better,
 do it faster, makes us stronger
 more than ever hour after hour,
 work is never over*

LESSON 2

6. Let's play *Do you know...?* Answer the questions with a long answer form. Get as many correct answers as you can!

Questions:

- 1) Which is the smallest country in the world?
- Liechtenstein - Vatican City - Monaco

- 2) Which is the largest country in the world?
- Russia - China - Australia

- 3) Where is the highest skyscraper in the world?
- New York (USA) - Beijing (China) - Dubai (UAE =United Arab Emirates)

- 4) Which is the greenest festivity in English speaking countries?
- Guy Fawkes - St. Patrick's Day -4th July

- 5) What is more typical from Spain, paella or sushi?

- 6) Who is considered the most important basketball player in History?
- Kobe Bryant -LeBron James -Michael Jordan

- 7) Which is the biggest animal in the world?
- Blue whale - African elephant - Orca

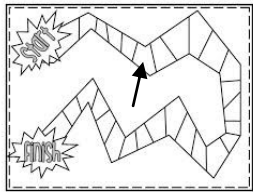
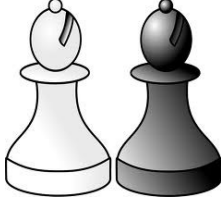
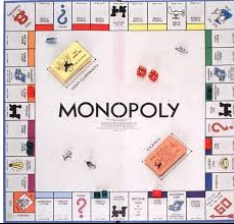
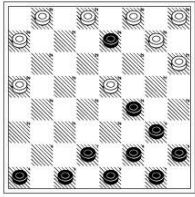





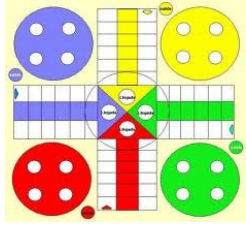


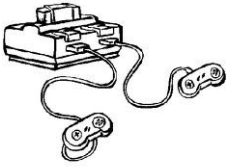

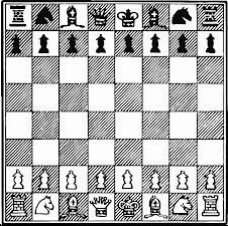

- 8) Who is the most known Roman emperor?
- Augustus - Nero - Julius Caesar

Total score: /8

LESSON 3

1. Match the images with the words below.

Counter(s)	die (singular) dice (plural)	bishop (chess)	draughts/checkers
dice cup/shaker	board	ludo	pack of cards
chess	(video game) console	rook (chess)	pawn (chess)
sand timer	square	knight (chess)	(card) shuffler

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 
13 	14 	15 	16 

2. Modal verbs: CAN / COULD / MAY / MIGHT

MODAL VERBS	
COMMON CHARACTERISTICS	EXAMPLES
They "help" another verb. The verb form is the infinitive without <i>to</i> .	She can play chess.

LESSON 3

<p>Exceptions: I have to to go → I have to go She ought to to study → She ought to study</p>	<p>I must get my hair cut. You should go home.</p>
<p>There is no do/does in the question.</p> <p>Exception: have to -Do you have to go to school tomorrow? -Does she have to work this weekend?</p>	<p>Can she sing? Should I see the doctor?</p>
<p>The form is the same for all persons. There is no –s in the third person singular.</p> <p>Exception: have to -Everyday she has to start school at 8 o'clock.</p>	<p>He can play Scrabble very well. She should try harder. It will rain soon.</p>
<p>To form the negative, add n't. There is no don't/doesn't.</p> <p>Exception: mayn't → may not / mightn't (rarely used) / shan't = shall not</p>	<p>I wouldn't like to be a footballer. You mustn't steal.</p>
<p>Note: Most modal verbs refer to the present and future. Some of them have a past tense.</p> <p>Exceptions: Can (could), have to (had to), may (might)</p>	<p>I couldn't play Ludo when I was three years old but now I can. When I was six, I had to go to primary school but now I have to go to high school. She may buy a new phone as she might have lost it.</p>

a) CAN		
AFFIRMATIVE	NEGATIVE	QUESTION
I can play board games	I can't/cannot play board games	Can I play board games?
<p>Skills and abilities: Ex. He can ride a horse</p> <p>To ask for, give and deny permission: Ex. Can I go to the toilet, please? (ask for) You can play videogames if you do your homework (give) You can't buy a new videogame (deny)</p> <p>For requests (desires) and suggestions: Ex. Can I have some more? (request) You can go to the cinema if you are bored (suggestion)</p> <p>CAN'T → to talk about probability or possibility (in the present):</p>		

LESSON 3

Ex. She **can't** be in the office (it is too late to be there)

This **can't** be true! (it is unbelievable)

BE ABLE TO → When *can* is not possible to be used:

Ex. I ~~will can~~ fly to London tomorrow → I will **be able to** fly to London tomorrow

b) COULD

AFFIRMATIVE

I **could** run very fast

NEGATIVE

I **couldn't/could not** run very fast

QUESTION

Could we go home earlier?

To talk about past possibility or ability:

Ex. My grandmother **could** speak English fluently

To indicate that something is probable or possible, or not so:

Ex. I **could** win this game if I do my best

For requests (desires) and suggestions (more formal):

Ex. **Could** you tell me where the bus station is? (request)

He **could** help me at home if he has nothing to do (suggestion)

COULDN'T → to talk about probability or possibility (in the past):

Ex. They **couldn't** be at home at that time

Things **couldn't** keep like this. (La cosa no podía quedar así)

BE ABLE TO → When *could* is not possible to be used:

Ex. I ~~haven't could~~ play this game → I haven't **been able to** play this game

3. Choose the correct option for each sentence. Pay attention to the context. Several options may be possible.

- I **can't/couldn't** swim when I was three years old, but I **can/could** now.
- **Can/could** you drive? No, but my father **can/could**.
- I **can/could** play the piano when I was at school, but now I **can't/couldn't** play a note.
- **Can/could** you pass me the sugar, please?
- I don't understand this exercise. **Can/Could/Can't/Couldn't** you help me?
- In the future, human beings **will can/will could/will be able to** fly as birds do.
- She **can't/couldn't** be at the supermarket when the witness was murdered. He **can't/couldn't** be at the office right now. It's nearly 9 p.m.

LESSON 3

c) MAY		
AFFIRMATIVE	NEGATIVE	QUESTION
You may come in	I may not have time	May I borrow your pen?
<p>To ask for, give or deny permission in a formal context: Ex. May I come in? (ask for) You may come in (give permission) You may not come in (deny permission)</p> <p>To suggest something is possible or probable to happen (possibility): Ex. He may go to the shop later (maybe he goes)</p>		

d) MIGHT		
AFFIRMATIVE	NEGATIVE	QUESTION
It might rain	She mightn't/might not come	Might I go to the toilet?*
<p>To suggest possibility (smaller possibility than <i>may</i>): Ex. I might not come this time (not probable that I come, but still possible) England might win the match (it's possible, but I don't know)</p> <p>For the past followed by <i>have</i> → <i>Might have + past participle</i>: Ex. You might have lost it (it is a possibility that you have lost it)</p> <p>In questions (very strange). It shows very high courtesy: Ex. Might I come in?</p>		

4. Choose the correct option for each sentence. Pay attention to the context. Several options may be possible.

- Take your umbrella as it **might/may** rain today.
- He is still at work! He **may/might** be late, I'm afraid.
- Mum! My friends are having a party tonight. **May/Might** I go, please?
- They talked too loudly yesterday. They **may have disturbed/might have disturbed** you.
- John couldn't repair the washing machine. Now it's repaired so he **may have asked/might have asked** for help.
- Look at these clouds! It **may/might** rain in a minute!

LESSON 4

1. Modal verbs: SHALL / WILL / SHOULD / WOULD

a) SHALL		
AFFIRMATIVE	NEGATIVE	QUESTION
I shall go to the party	I shan't/shall not go to the party	Shall we go out?
<p>To talk about the future (in 1st person): Ex. I shall go to the party</p> <p>For making suggestions or for asking questions politely: Ex. Shall we dance?</p> <p>With 2nd or 3rd person, to indicate determination (as a threat): Ex. You shall pay for this! (¡Pagarás por ello!)</p> <p>To express certainty or inevitability (literary): Ex. Our day shall come (Nuestro día/hora llegará)</p> <p>To indicate nonspecific futurity: Ex. I don't think I shall ever see her again (No creo que la vaya a ver otra vez)</p>		

b) WILL		
AFFIRMATIVE	NEGATIVE	QUESTION
You' ll/will receive a present	He won't/will not be there	Will you stop doing that? Will not/Won't it be like this?
<p>To make future tense and spontaneous decisions or intentions: Ex. She will buy a car Give me your suitcase. I'll carry it for you</p> <p>To express a future fact as a neutral future tense (predicting): Ex. Tomorrow's weather will be warm and sunny</p> <p>To express resolution, desire and compulsion/obligation (in commands): Ex. I'll always do my best! I promise! (resolution) Will you please help me with my homework? (desire) You'll give me your exams when the lesson is over (obligation)</p> <p>To express capacity (ability), probability and inevitability: Ex. This shelf will support the load (capacity) The phone is ringing, that will be Jim (probability) Boys will be boys (inevitability) → Meaning: Children will act as children</p>		


LESSON 4

2. Fill in the gaps with the correct option. Several possibilities may be correct.

- We _____ if we train hard. **(to succeed)**
- They _____ the site for archaeological research. **(to excavate)**
- He _____ the situation carefully. **(to study)**
- We _____. We have plenty of time. **(not to hurry)**
- I _____ you as soon as I finish my work. **(to follow)**
- It _____ a surprise for him. **(not to be)**
- He _____ us that he gets married in a couple of months. **(to remind)**
- She _____ tomorrow so we are a bit sad. **(to depart)**
- I _____ here until she finishes her homework. **(to remain)**
- They _____ university if they don't study hard. **(to enter)**

3. HOMEWORK: For the next lesson, write a little letter/note (2 paragraphs) where you give advice to someone. Your friend is stressed and you recommend him/her to play some games (board games, video games, some hobbies or sports etc.) to get relaxed.

Useful expressions:

- *I think / I believe / I recommend you to + verb / It would be nice that you... /etc.*
- Giving advice → ¿? 

c) SHOULD		
AFFIRMATIVE	NEGATIVE	QUESTION
You should/'d see the doctor	He shouldn't/should not be naughty	Should I apologise? Should not/Shouldn't it be the other way?
<p>To express soft obligation or advice: Ex. I should do more work (this is my opinion) You should do more work (I'm telling you what I think) Do you think we should stop here? (asking for your opinion)</p> <p>To express that you wish something had happened but it didn't or couldn't (<i>should + have + past participle</i>): Ex. You should have seen it. It was really beautiful</p> <p>To say that something is expected or correct: Ex. According to the city map, there should be a shop at the corner</p> <p>SHOULDN'T → to express negative advice: Ex. You shouldn't sit so close to the TV. It's bad for your eyes</p>		

LESSON 4

d) WOULD		
AFFIRMATIVE	NEGATIVE	QUESTION
You should/'d see the doctor	He shouldn't/should not be naughty	Should I apologise? Should not/Shouldn't it be the other way?
<p>For conditionals. To talk about hypotheses (possible, not real): Ex. It would be very expensive to stay in a hotel I would give her a call if I <u>could</u> find her number</p> <p>To talk about the past: Ex. When I lived in Italy, we would often eat in that restaurant</p> <p>To talk about what people wanted to do or were willing to do: Ex. The baby wouldn't want to sleep. He kept walking up and crying</p> <p>To give advice in a more polite way: Ex. Dan would help you if you asked him (Dan te ayudaría si le preguntaras/preguntases)</p> <ul style="list-style-type: none"> - would you..., would you mind (not) -ing, for requests. Ex. Would you carry this for me please? / Would you mind carrying this? - would you like ...; would you like to ..., for offers and invitations. Ex. Would you like another drink? / Would you like to come round tomorrow? - I would like ...; I'd like ... (you/him/her/us/them) (to) ..., desires. Ex. I'd like that one please / I'd like to go home now / I'd like you to go home - (I/you/he/she/we/they)'d rather... (I would rather) to say what we prefer. Ex. You'd rather have that one / I'd rather go home now - I would think, I would imagine, I'd guess, to give an opinion when we are not sure or when we want to be polite. Ex. It's very difficult I would imagine/I would think that's the right answer 		

4. Choose the correct option.

- Driving a Roll Royce **should/would** be nice!
- I wish you **would/should** come to my party.
- I **would/should** like to be a doctor.
- You **would/should** go to the doctor.
- **Would/Should** you mind helping me with the suitcase?
- **Would/Should** I study some more?
- I **would/should** rather choose that one.
- You **would/should** have seen the match. It was the best game ever.

LESSON 4

4. Song "That should be me" by Justin Bieber featuring Rascal Flatts

Everybody's laughing in my _____
Rumours spreading about this
other guy
Do you do what you did, what you
did with me?
Does he _____ you the way I can?
Did you forget all the plans that
you made with me?
Cause _____ I didn't

That _____ be me holding your
hand
That should be me making you
laugh
That should be me, this is so _____
That should be me
That should be me
That should be me _____ your kiss
That should be me buying you gifts
This is so wrong
I _____ go on
'Till you believe
That that should be me
That should be me

You said you needed a little time
for my _____
It's funny how you used that
_____ to have me replaced
Did you think that I _____ see
you out at the movies?
What you doing to me
You're taking him where we used
to go
Now if you're trying to _____ my
heart
It's working 'cause you know

That that should be me holding
your _____
That should be me making you
laugh
That should be me, this is so sad

That should be me
That should be me
That should be me feeling your kiss
That should be me buying you ____
This is so wrong I can't go on
'Till you _____
That should be me

I need to know _____ I fight for
love, or disarm?
It's getting harder to shield
This _____ in my heart
Ooh Ooh

That should be me holding your
hand
That should be me making you
laugh
That _____ be me, this is so sad
That should be me
That should be me
That should be me feeling your kiss
That should be me _____ you
gifts
This is so wrong
I can't go on
'Till you believe
That that should be me

Holding your hand
The one making you laugh (oh
baby oh)
That should be me
That should be me
Giving you flowers (that should be
me)
Talking for hours
I never _____ let you go
That should be me
I never should've let you go
That should be me

LESSON 5

1. Modal verbs: MUST / HAVE TO / OUGHT TO

OUGHT TO	<ul style="list-style-type: none">- not very used and it is very similar to <i>SHOULD</i>- to express advice, recommendation, assumption or expectation and strong probability (often when something is deserved). Ex. You ought to stop smoking (recommendation) = should Jim ought to get the promotion (expected as he deserves it) = should This stock ought to increase in value (probability) = should / may Mark ought not drink so much (advice against something) = shouldn't- in NEGATIVE: ought not to → OUGHT NOT Ex. She ought not take such risks while skiing
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MUST	<ul style="list-style-type: none">- to express strong obligation (on speaker's opinion). It is subjective. Ex. You must do some exercise (kinder than orders, stronger than advices) I must do my homework if I want to go out tonight- to talk about probability in the present. Ex. She must be on the bus. (I'm fairly sure she is there)- for the present and the future but NOT USED IN THE PAST. It changes to <i>have to</i>. Ex. I must go now (present) I must call my mum tomorrow (future) Yesterday I must go to see the doctor → Yesterday I had to see the doctor- <i>Must + have</i> is used to talk about probability in the past. Ex. She must have forgotten about our date (she didn't come → probably she forgot it)- <i>Must not / mustn't</i> is used to say that something is not allowed or it is a bad idea. It can be subjective or objective. Ex. You mustn't eat so much chocolate, you'll be sick (bad idea) Students must not eat chewing gum when in class (it is forbidden)
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HAVE TO	<ul style="list-style-type: none">- expresses strong obligation. To talk about impersonal obligation.
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LESSON 5

	<p>The subject is forced by external power (the Law, school rules...). It is objective.</p> <p>Ex. In England, you have to drive on the left (you will be punished if not)</p> <p style="padding-left: 40px;">John has to wear a tie (he will be fired if not, there are clothing rules)</p> <ul style="list-style-type: none">- in NEGATIVE means “no obligation”. Ex. I don't have to get up early at the weekend (of course, if I want to get up early, that's fine, but I can stay in bed if I want)- in oral English, it is very common to say “have got to” Ex. I've got to go → <i>Gotta</i> (slang)
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2. Choose the correct option for each sentence. Pay attention to the context.

- To drive a car you **must / have to** have a driving license.
- While you are driving you **mustn't / don't have to** listen to music, it is not necessary.
- You **mustn't / don't have to** drive without wearing a seatbelt. It is compulsory.
- He has broken his leg. He **must / has to** be in terrible pain.
- Julie **must / has to** go to work on foot as the buses are on strike.
- Employees **must / have to** be ready to work at any time. It is written on their contracts.
- I **must / have to** call my mother. It's her birthday today.
- David **must / has to** leave home at 7 a.m. as he starts working at 8.30 a.m.

3. Match the titles of the games with the descriptions below.

Twister	Scattergories	Trivial Pursuit
Operation	Taboo	Guess who?

- a) Do you know a lot of words? Then this is your game. Take the given letter and write as many words as you can, starting by that letter: animal, place, plant, job, etc. Are you the one with the widest vocabulary?

- b) Are you able to explain several things? Try to explain the word given. But be careful! You cannot say the words that appear after it. Do you accept the challenge?

LESSON 5

c) "I'd like to be a surgeon, mum". If this is what you used to say when you were younger, this is your game. Try to extract the objects without touching the body of the patient. Don't hesitate or the patient's nose will become red!

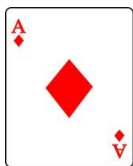
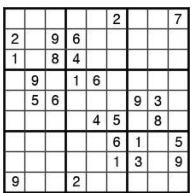
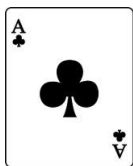
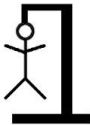
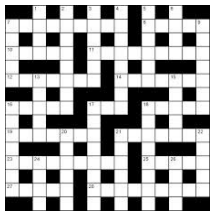


d) Do you have an incredible general knowledge? Then, prove your awareness by answering questions about History, Biology, Arts and Spectacles, Geography... Are you the smartest in the group?

e) It doesn't matter if you aren't a contortionist or a gymnast. Just put your hands or feet on the colour you are asked to. Have fun by getting into the weirdest positions! Who will be the last person standing?

f) "Does he have blond hair?"; "Does she wear glasses?" Try to guess your opponent's card by asking questions about physical appearance and removing the characters who don't share facial features.

4. Match the words with the images below.

Spade (cards)	Diamond (cards)	Club (cards)	Hangman
Puzzle	Sudoku	Word search	Crossword

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> <p>SESSENESOLCH NENSBSSENDNOF GEC EOO FNBUDDY OIONLYYADNELS OERIANTFVTONL DDOLSTELROOLO TISDFSNSAIRAA IFHNIRKINYEPA MNAEUNIAATONE EORIAFPEHUKLD SCERNMUENRQFE CCPFOPLPDUCA ANFCAPNNEDPOA</p>	<p>7</p> 	<p>8</p> 

LESSON 5

Connect four	Monopoly	Clue
Battleship	Scrabble	Pictionary

a) Are you good at Finances? Do you want to be the richer person ever? Then buy and sell properties in order to get the maximum profits! How many hotels will you build in the most expensive street?

b) "Hit" and "sunk" will be some of the words you'll have to say when playing this game. This strategy game will show who is the best destroying other's boats. Ready for the challenge?

c) Your mind's like a dictionary? Can you create long words with a few letters? Then this is your game! Squeeze your brain and improve your vocabulary by creating the longest words possible!

d) Try to defeat your opponent by matching four counters in a row. You can do it vertically, horizontally or diagonally. But be careful! Your opponent can invalid your row by crossing his/her counters. Will you be the winner?

e) "Did Professor Plum kill Reverend Green with the candlestick in the library?" Walk through the mansion, make deductions and find the killer! Are you smarter than Sherlock Holmes?

f) Let come out the artist you have inside with this funny, creative and amazing game. Try to draw the word or expression as clear as possible but be careful as you cannot write letters! Are you a greater artist than Leonardo Da Vinci?

5. VOLUNTARY HOMEWORK: We've listened to some songs during the unit. Now listen to the songs below in order to practice the modal verbs. Enjoy them!

- "This could be love", *Craig David* → Can, could
- "Without you", *David Guetta and Usher* → Can, will
- "What am I to say", *Sum 41* → Could

LESSON 5

- **“Without you”**, *Chris Brown* → Could, would
- **“One more lie”**, *Craig David* → Would, should
- **“Insomnia”**, *Craig David* → Can, will, would
- **“Told you so”**, *Jesse McCartney* → Would, should, can, will

LESSON 6

1. This is a clip about the famous TV series “The Big Bang Theory”. Watch this video and complete the following exercises.

(03:36 – 07:42)

2. Answer the questions with True (T) or False (F):

- a) Sheldon has always given Howard his admiration.
- b) Sheldon thinks he is unbelievable (to be so good).
- c) Sheldon believes that his team will be worse in playing Pictionary.
- d) Sheldon says Leonard should have drawn a glass of milk next to the biscuit.

3. What does Sheldon draw for the second time? Can you explain it?

When the teacher asks you to do so, write a short explanation of why Sheldon makes these drawings.

Sausage:

Solar System:

Madame Marie Curie:

4. Match the expression on the left with the definition on the right.

To <i>spoon-feed</i> sth to someone To <i>share blame</i> on something		When two or more people are guilty of doing sth To do sth easier to help somebody else.
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5. Watch this situation. Then, answer the questions (09:53 – 11:24)

- How is it called the name of the invented game Sheldon and Leonard play?
- There is a mistake on what they say. How should Leonard’s answer be?
- What does “made up” mean in this context? Natural or artificial?

Are these questions True (T) or False (F)?

- a) Sheldon cannot float on water, so he doesn’t want to play waterpolo.
- b) Sheldon prefers playing darts.
- c) According to Sheldon, Penny is very good in darts as he thinks she’s always in bars and pubs.

LESSON 6

6. Watch the next piece of clip. Then, answer the questions (14:10 – 15:36)

- *What's the name of the game Leonard and Amy are playing?*
- *According to Leonard's opinion, what should the name for the game be if Waldo was easy to find?*
- *Is Sheldon Cooper a bit dizzy when playing Maths game?*
- *According to his reaction, does Sheldon like physical contact?*

7. Watch the next piece of clip. Then, answer the questions by putting a "tick" on the correct answer (18:16 - 19:35)

- *What's the name of the game?*
 - a) Apple pie fair state contest
 - b) Standard state fair pie-eating contest
- *What does "run out of" mean?*
 - a) You have plenty of something
 - b) You do not have anything (there is a lack of what you are talking to)
- *What does "snort it down" mean?*
 - a) Sniffing or inhaling something (by your nose)
 - b) Swallowing something through your throat.

8. Watch the following clip and try to guess what Sheldon Cooper tries to explain in Pictionary game.