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En Profesorado de E.S.O., F.P. y Enseñanzas de Idiomas,  
Artísticas y Deportivas

**Especialidad de Inglés**

Teaching EFL and the Need for an Intercultural Approach  
in Course Books.

A Case Study of Secondary Students in Santa Rosa-  
Altoaragón School, Huesca.

La Enseñanza del Inglés como Lengua Franca y la Necesidad de  
Métodos Interculturales en los Libros de Texto.

Un Estudio de Caso de Estudiantes de Secundaria en el Colegio Santa  
Rosa- Altoaragón de Huesca.

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## ABSTRACT

This paper examines the current status of English as an international language for communication and its implications for language instruction. Given that non-native speakers of English outnumber native users these days, it seems logical that learners, already in secondary education, should be provided with the necessary cultural knowledge and communicative strategies to become successful international speakers. The need for English as a Lingua Franca (ELF) instruction and intercultural approaches of teaching are also contemplated by the CEFR and the Aragonese curriculum for ESO, which are the theoretical basis for the study carried out for 1st of ESO at Santa Rosa- Altoaragón school, located in the city of Huesca. A total number of 49 questionnaires about the students' perceptions of ELF were collected, and the sociocultural content of the English textbook that they were using was also analysed with the help of a rubric. The results show that the English language is still associated with Anglosaxon countries only (especially the UK and the USA), that British and American are the preferred varieties for instruction, proposing Received Pronunciation (RP) as the model to follow, and that achieving a native-like pronunciation is considered to be somewhat important. It is suggested that, in an ever more globalised world, with English as a vehicle for intercultural interactions, secondary education syllabuses and materials should incorporate a more broad sociocultural content and a variety of pragmatic strategies that facilitate communication among different cultures.

**Keywords:** English as a Lingua Franca (ELF), Intercultural Communicative Competence (ICC), intercultural approach for teaching, sociocultural content of textbooks, language and culture, English varieties.

## RESUMEN

Este trabajo examina la situación actual del inglés como lengua de comunicación internacional y sus implicaciones para la enseñanza. Dado que los hablantes no nativos de inglés superan en número a los usuarios nativos en la actualidad, parece lógico que ya desde la educación secundaria, los y las estudiantes reciban unos conocimientos culturales y estrategias comunicativas necesarias para convertirse en hablantes internacionales de éxito. La necesidad de la enseñanza del inglés como lengua franca y los enfoques interculturales de la enseñanza también están contemplados en el MCER y en el currículum aragonés de la ESO, que son la base teórica del estudio realizado para 1º de ESO en el colegio Santa Rosa- Altoaragón, en Huesca. Se recogieron un total de 49 cuestionarios sobre las percepciones de los estudiantes acerca del inglés como lengua franca, y se analizó el contenido sociocultural del libro de texto de inglés. Los resultados muestran que la lengua inglesa sigue estando asociada sólo con los países anglosajones (especialmente el Reino Unido y los Estados Unidos), que las variedades británica y americana son las preferidas para la enseñanza, proponiendo la *Received Pronunciation* (RP) como modelo a seguir, y que conseguir una pronunciación lo más cercana a la nativa se considera algo importante, dejando atrás algunas otras competencias comunicativas interculturales. Se sugiere que, en un mundo cada vez más globalizado, con el inglés como vehículo para las interacciones interculturales, los programas y materiales de educación secundaria deberían incorporar un contenido sociocultural más amplio y una variedad de estrategias pragmáticas que faciliten la comunicación entre las diferentes culturas.

**Palabras Clave:** Inglés como lengua franca, competencia comunicativa intercultural, método de enseñanza intercultural, contenido sociocultural de libros de texto, lengua y cultura, variedades del inglés.

## 1. INTRODUCTION

The English language has evolved through history, and so have its use and its speakers. This is what inevitably happens with any other language, as Cogo & Dewey (2006: 61) explain when they state that “through language contact with new encounters and new peoples, language change inevitably occurs”. However, the case of English is certainly particular, since during the last century, and especially during the past two decades with the great influence of globalisation, it has become a worldwide *lingua franca*. Because of this growth in the number of speakers and/ or learners, we currently find people from the five continents speaking English to communicate with foreigners in all kind of business and travelling contexts; and as a result, the accents that can be heard are extremely diverse and even new English varieties have emerged.

The need for this global interaction is also claiming for new learning methodologies of English as a foreign language. Many scholars, such as Seidlhofer (2004), Kirkpatrick (2007), Berns (2008), Jenkins, Cogo & Dewey (2011) and Murray (2012), suggest that intelligibility prevails over grammar proficiency when they propose English as a Lingua Franca (ELF) instruction and intercultural approaches to teaching. These days, teaching materials such as course books tend to adopt communicative approaches, leaving the old grammar translation methods behind, and some of them are even starting to include sections that deal with the spread of English around the world (Jenkins et. al 2011: 305). Nevertheless, it is often questioned whether books display enough content regarding this globalised view of English, for most of them, in spite of the emergence of new varieties, keep favouring the native prestige models: British and American. This is displayed in the books not only through the written and spoken variety chosen, but largely by the sociocultural content incorporated in the materials. As a result, students may not be presented with other varieties of English and they may end up associating the language with Anglo-Saxon countries and cultures only, without acknowledging that many of their future encounters might be with non- native speakers, and for that, some international communication strategies and information about other cultures may be needed. In so doing, Sung (2013: 184) affirms that “learners will develop a tolerant and open- minded attitude about the diversity of English and ELF use around the world”.

In this paper, the inexorable connection between language and culture will be explored; and thus, the importance of teaching language within culture. In order to do that, this project will include an analysis of the sociocultural content of an English course book used in 1st year ESO<sup>1</sup> at Santa Rosa school (Huesca, Spain), as well as the results of a questionnaire handed out to the students of this course, which will collect some information about their perception of ELF. Since English is the language of everybody to interact with anybody with a different socio socio-cultural and linguistic background, it seems logical that by means of an intercultural approach, students should develop the so-called Intercultural Communicative Competence (ICC), whose relevance in the learning process is acknowledged by the Common European Framework of Reference for languages (CEFR) (Council of Europe 2001) and the Aragonese Curriculum for secondary education (Orden ECD/489/2016, de 26 de mayo).

Apart from this first introduction, there will be other 6 sections in this paper. The second section will justify the importance of this project from an academic point of view, as well as the personal interest that motivated the author carrying it on. The objectives and research questions will be listed in section 3. The fourth section will include the theoretical background that supports the need for ELF instruction and intercultural approaches for teaching. Section 5 will describe the methodology of the project, which will consist in the creation of a template based on the CEFR's language competence requirements to analyse the content of the book, and the elaboration of a short questionnaire that will be filled in by the students. As for section 6, it will explain and discuss in detail the results of the analysis, and the final section will draw the main conclusions of the project.

## **2. JUSTIFICATION OF ACADEMIC AND PERSONAL INTEREST**

Having the chance to do an internship as a secondary teacher in Santa Rosa-Altoaragón school, Huesca, and being particularly interested in the intercultural approach for teaching, I have devoted this project to the analysis of the sociocultural components

in the ESL textbook used in 1<sup>st</sup> ESO<sup>1</sup>, as well as to a collection of questionnaires filled in by the students of this course, in which I will observe their perceptions about ELF.

Numerous studies (Corbett 2003, Seidlhofer 2003, Chlopek 2008, Kirkpatrick 2010, Zarei & Khalessi 2011, Sáendorová 2016) demonstrate that, in order to communicate and interact effectively in a foreign language, the learner should not only acquire linguistic competence, but intercultural communicative competence (ICC), since the latter stimulates critical thinking and prepares students to communicate in other cultures and societies where the target language is to be used (Corbett 2003: 35). Kilickaya (2004: 2) points out that, when dealing with sociocultural content in the English language classroom, “the target culture (TC) does not need to be English or American culture and should include a variety of cultures”; however, it can be observed that in the majority of cases, the sociocultural context provided in English textbooks is centred on either the UK or the USA, the economically dominant cultures. As a result, other non-Western countries where English is also an official language or a means of communication with foreign countries are ignored and the complex sociocultural content in which the international language is inserted is not transmitted to students.

After living and travelling to different countries in Europe and Asia where I had the chance to interact in English with people from various origins, professions and cultures, I have been myself an eye-witness of the fundamental role that the English language plays as an international language, thanks to which people from completely different cultural backgrounds and lifestyles are able to communicate to each other. Undoubtedly, English has become a worldwide *lingua franca* and this large expansion has even resulted in some countries like India, Singapore and Malaysia adopting it as a second national official language. Accordingly, when teaching English in certain learning contexts, the communication scene should no longer be depicted as taking place only with American or British people, but with other English proficient individuals belonging to other customs and traditions, and this is where textbooks can be a powerful tool.

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<sup>1</sup> ESO stands for *Educación Secundaria Obligatoria*, meaning compulsory secondary education.

From this project, I expect to draw relevant conclusions about the handling of these aspects in the textbook selected, analyse critically whether this material promotes intercultural awareness among learners or not, and obtain a first-hand response from students on the need for ELF instruction. Just as languages evolve and boundaries among the five continents become looser, so do foreign language teaching methods, and these should be adapted to a more interconnected and globalised world.

### **3. RESEARCH QUESTIONS AND OBJECTIVES**

The aims of this study, in general terms, are the following:

- To emphasise the importance of the link between culture and language, as supported by a consistent theoretical framework.
- To analyse the sociocultural content of English language textbooks for secondary education, by exploring the issues of identity, cultural awareness and intercultural perspectives reflected in one of them.
- To study the pupils' perceptions of the social and cultural context of the English language and its status as a *lingua franca*.

At the same time, these primary purposes can be stated in terms of the following research questions, to be addressed along the paper:

1. Does the socio- cultural content in the textbook contribute to learners' development of the intercultural competences stated by the Council of Europe in the Common European Framework for Languages (CEFR) and the Aragonese curriculum?
2. Are there any non- standard varieties of English proposed in the audios of the listening activities and /or any section that deals with different varieties of English?
3. Are students aware of the status of English as a *lingua franca*?

4. How important is it for students to achieve a native accent?

## **4. THEORETICAL BACKGROUND**

### **4.1. Language and Culture**

Language and culture are inevitably related. Kramsch (1998: 9) defines language as “the principal means whereby we conduct our social lives” and describes culture as a “membership in a discourse community that shares a common social space and history, and common imaginings” and also a “common system of standards for perceiving, believing, evaluating and acting”. The culture of a society has to do with knowing the norms in order to operate in an acceptable manner for the other members, in order to fit with that community. She adds that every language is culturally bounded in a variety of complex ways (p. 3). Languages are linked to the beliefs and thoughts of those who speak it, and therefore, it can be said that every language provides a vision of the world from diverse perspectives.

When words are uttered in a particular language, speakers elaborate sentences to convey some ideas that are expected to be understood by other speakers of the same language. Kramsch (1998: 3) explains that a language is a “system of signs that is seen as having itself a cultural value” and helps speakers “identify themselves and others through their use of language” seeing their language as a “symbol of their social identity”. Culture can be regarded as a combination of shared beliefs, thoughts, values, and norms set and acquired by a particular community with the aim of generating meaning and order within the society in which it is immersed (Irving 1984: 138). Saville- Troike (1982: 1) adds that “culture includes all of the rules for appropriate behaviour which are learned by people as a result of being members of the same group or community, and also the values and beliefs which underlie overt behaviour and are themselves shares products of group membership”, and Galloway (1992: 88) argues that cultures are powerful “human creations” and “shared identities” which “work as a cohesive and consistent framework for assigning value and meaning”. It is fascinating to observe how languages can even reveal the general personalities, ways of being and lifestyles of a community, in terms of

politeness and expected behaviour in several social contexts (p. 7); and how these are not only reflected in the mother tongue individuals speak, but also transferred when using a second language for communication.

As well as Kramsch, many linguists and other experts in the field of language (Ahmed & Narcy-Combes 2011, Archibald, Cogo & Jenkins 2011, Zarei & Khlaessi 2011) have defended the unavoidable connection between culture and language in their works and its general implications for language teaching and learning. Bex (1994: 60) claims that languages cannot be isolated from their authentic cultural contents. As a consequence, whether teachers emphasise or not the cultural aspects in the classroom, the language to be taught will inevitably carry some cultural assumptions. Lado (1975: 23) points out the strong relationship between language and culture by stating that “A language is a part of the culture of a people and the chief means by which the members of a society communicate”. A language, therefore, is both a component of culture and a central network through which the other components are expressed”. Sapir (1949: 81) advised that since a language results from the product of a specific society or culture, both aspects should not be studied in an isolated way but together, and thus teachers should integrate both linguistic and cultural competences in the classroom.

It seems that in order to communicate effectively in a language, speakers need to understand the values and patterns of the culture to which that language is associated with, as Valdes (1986) suggested, a language is the essence of the culture of a group of individuals and by no means language and culture should operate independently. Consequently, when learning a new language, it is fundamental that learners do not only stick to grammar rules and lexicon in isolation; instead, they should acquire some knowledge of the culture associated with the target language. According to Brown (1998: 33), “second language learning is often second culture learning”, and Kramsch (1993: 177) agrees by claiming that “teaching language is teaching culture”. Hence, in order for second language learners to acquire a new lexical item or a new grammatical structure in the L2, they will need to understand cultural codes, and become aware of their own vision of the world to be able to see the world from a possible different perspective connected to that L2.

Hymes (1964) introduced a new concept that affected the perspective of language teaching. According to him, learners shall be able to communicate effectively in the corresponding cultural settings. Incorporating culture in the foreign language classroom generates interest in students, who may feel more motivated during the acquisition process as they may develop a feeling of closeness to the speakers of the target language. Brooks (1989: 11) suggested that certain overtones of meaning in an L2 may not be related to the choice of linguistic items, which in other words means that having a command of linguistic competences of a language may not necessarily lead to successful communication.

In sum, if the aim of learning a language is that of facilitating communication between people from different cultures who may have different visions of the world, that learning and therefore teaching of the target language shall not be reduced to the acquisition of linguistic competences, but to other skills that contribute positively to incorporate cultural knowledge and awareness of that language. Even if a learner has an excellent command of the linguistic aspects of the language, such as grammar, phonetic and syntax, if the content of their interactions lack appropriate cultural content, communication may result in “humorous incidents, or worse” leading to possible “serious miscommunication and misunderstanding” (Chlopek 2008:10).

#### **4.2. Evolution of English Teaching Methodologies**

English language teaching methods have evolved throughout history, thanks to research on the field, development of new theories and advancement of the psychology of learning. Some decades ago, second language teaching approaches focused their attention on explaining grammar rules in isolation and translating texts from the first to the second language, as in the so-called direct method or grammar-translation method, where “communicating in the language was not a goal” and “much time was spent in learning about the language, not the language itself” (Zainuddin, Yahya, Morales-Jones & Whelan Ariza, 2011: 64). Fortunately, other methods, such as the communicative (Brumfit & Johnson 1979) or the natural approach (Krashen & Terrell 1995), emerged and proved to

provide better tools for language acquisition in terms of real life communication, and therefore to facilitate the integration of the four language skills: reading, listening, writing and speaking.

In recent years, there has been an increasing interest in intercultural approaches of teaching, given the need for international contact in the globalised world we live in today. As Lund (2006: 59) states, “there is a great need for more holistic approaches to intercultural communication training, in which scholars of foreign language education and intercultural communication join forces”. Intercultural awareness provides second language learners with the “ability to empathise with other cultures and to develop attitudes of openness towards other cultures”, and it helps them to develop strategies to deal with communicative misunderstandings between intercultural contacts (60). In sum, intercultural approaches make learners develop the ability to “behave adequately and in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures” (Meyer, 1991: 137).

Nevertheless, whereas teaching methods are constantly changing in order to meet the needs of ever more globalised, qualified, competent and demanding societies, teaching materials, according to Cánovas Belchí (2013:2), seem to fall behind and not to be updated enough to this rapid evolution. Previous studies demonstrate that one of the main deficiencies of these methods has been the lack of acknowledgement of cultural elements within the syllabuses, or the failing attempts to do so. This is the result of a teaching background that along history has mainly focused on linguistic elements, being assumed that only these can contribute to the mastery of a language.

For a long time, the term ‘linguistic competence’ was certainly associated with the native speakers’ language competence, in the sense that those able to produce and understand utterances in a foreign language were considered to master that language. Nevertheless, subsequent studies showed that this notion did not take into account important aspects of a speaker’s “social, situational and cultural competence” (Heim, 2006: 5). Today, those aspects are fundamental for any teaching context, and they should

be acknowledged by teachers, curricula and learning materials, of which textbooks may play a significant role. Even though there are many elements to take into account in each learning situation and textbooks on their own cannot assure that learners will develop an intercultural insight, these materials often determine the contents, tasks and strategies to be implemented in the classroom, and thus, will be crucial in the introduction of new perspectives and practices in the language instruction field.

#### **4.3. English as a *Lingua Franca* and the Need for an Intercultural Approach**

Together with language teaching approaches, English language has also evolved along the decades. In a new postmodern era when the world has progressively become “interconnected” and “globalised” emerging new technologies of information and communication as part of this process, the use of English has also spread worldwide at a rapid pace, moving from being merely a language of prestige and economic progress to a *lingua franca* through which “human relations are maintained across conventional boundaries” (Jenkins et al. 2011: 303). By *lingua franca*, we understand a language used among people with different mother tongues and cultures (Firth 1996: 240), and “whose norms are no longer under the control of native speakers of English” (Ammon, 2006:25). In other words, English is the common contact language through which the “flows of culture and people”, intensified and accelerated by means of globalisation, are established and maintained, and contribute to a more interconnected world, where “relations across local, regional and global contexts become more enmeshed” (Jenkins et al. 2011:303).

From the beginning of the 21st century onwards, the number of users of English as a second language for international communication has increased to the point that it has surpassed the number of English native speakers. Already at the very beginning of the 21st century, Brumfit (2001: 116) highlighted that the number of users of English was seven hundred million, of which less than half were native speakers. This data shows that English has moved from being the language of the native- English speaking countries, to the language of everyone, no matter what their nationality is. Consequently, more

varieties of English have emerged as a result of non-native users inevitably showing several aspects of their identity (nationality, influence from mother tongue, cultural factors of their particular way of communicating, etc.) through the use of the language; and therefore, the native speaker norms and accents shall be used as a base for learning and not as the imminent objective in the classrooms if English is to be learned for international communication purposes. As Jenkins et al. (2011: 301) discuss:

“there is a need to take into account the large number of English non-native speakers (NNSSs) as well as native speakers (NSs) who use the language primarily as an international *lingua franca*” which “involves rethinking for all but the minority whose goal is to communicate and blend in with NSs, the equation of skillful use of English with the mastery of native English forms”

In other words, the adoption of English as *lingua franca* (ELF) implies that L2 speakers are interacting with other L2 speakers with different culture and backgrounds (Maley 2010, Meier 2004). Hence, English should not be regarded anymore as the exclusive language of the English speaking countries, such as Australia, the UK and the US, but the language of every individual around the world who wishes to communicate with both native speakers and non-native speakers. To this end, intelligibility is essential and definitely more important than achieving, for instance, a native-like oral production. Matsuda & Friedrich (2011: 127) point out that “there is no one variety of English that is or can be used successfully in all situations of international communication”. In the case of the speaking academic contexts, Mauranen, Pérez Llantada & Swales (2010: 640), argue that ELF represents the English language better than its native form. Sung (2013:175) also proposes that an alternative to English as a Native Language (ENL) is needed, especially when international exchanges in the L2 are taking place.

Inevitably, this ever-growing language exchange between non-native speakers is having implications in English learning and teaching methods, which currently are demanding for new communicative approaches that facilitate intelligibility among speakers of a variety of cultures and nationalities. This calls for a critical reflection

regarding whether students are provided with the needed tools to successfully use English in international multilingual communication scenarios at the same time that we aim them to acquire standard grammatical features and native-like competences. The needs for intercultural communication transcend linguistic competences and learners shall be prepared to accommodate different varieties of English and distinct sociocultural norms in order to foster “global communicative competence”, defined by Besnier (2013: 464) as “the micro-politics of each international moment; the politics of local social structures; and the macro-politics of the global condition”.

#### **4.4. Intercultural Communicative Competence (ICC)**

With communicative competence, we refer to “a person’s ability to act in a foreign language in a linguistically, socio-linguistically and pragmatically appropriate way” (Council of Europe 2001: 9). This competence should be taken for granted, for instance, for speakers of the same language who share the same “knowledge of the life and institutions of the target culture”, or cultural competence (Corbett 2003: 31). Additionally, the intercultural competence is the ability to “interact in one’s own language with people from another country and culture, using one’s own knowledge of the given country and culture” (Byram 1991). Finally, the key concept to this section is that of intercultural communicative competence (ICC), which is based on the communicative competence and enriched by the intercultural competence (Sercu 2005) concepts. Intercultural communicative competence is described as “the ability to interact with people from another country in a foreign language” (Sándorová 2016: 179). To this concept, Byram (1991: 71) adds that “the knowledge of another culture is linked to the language competence through the ability to use language appropriately – sociolinguistic and discourse competence – and the awareness of the specific meanings, values and connotations of the language”.

A model that very well illustrates all these concepts is that of Byram’s (1997: 73). He established an intercultural communicative competence model that compiles four dimensions to be acquired in order to develop ICC: linguistic competence, sociolinguistic competence, discourse competence and intercultural competence. He acknowledges five

factors comprised in the intercultural competence that, as it will be developed later on, were as decisive as to be included in the CEFR by the Council of Europe (2001). These factors are the following:

- Attitudes (savoir être): “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own” (Byram 1991: 50). It has to do with the speaker (or in this case, L2 leaner) willingness to open their minds to new cultural ways of thinking, behaving and communicating, after reflecting on their own.
- Knowledge (savoirs): “knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction” (p. 51). It refers to the familiarity with historical, geographical and institutional events of the speaker’s own culture and that of the foreign target language.
- Skills of interpreting and relating (savoir comprendre): “ability to interpret a document or event from another culture, to explain it and relate it to documents from one’s own” (p. 52), which involves the speaker comparing their culture to that of the foreigners.
- Skills of discovery and interaction (savoir apprendre/faire): “ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (p. 52), meaning, for example, to identify the current and historical relationships between cultures, or behaving according to the social norms of verbal and non-verbal interaction.
- Critical cultural awareness (savoir s’engager): “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (p. 63). e.g.: knowing about the values of a foreign country or the conflicts that may arise due to different ideologies.

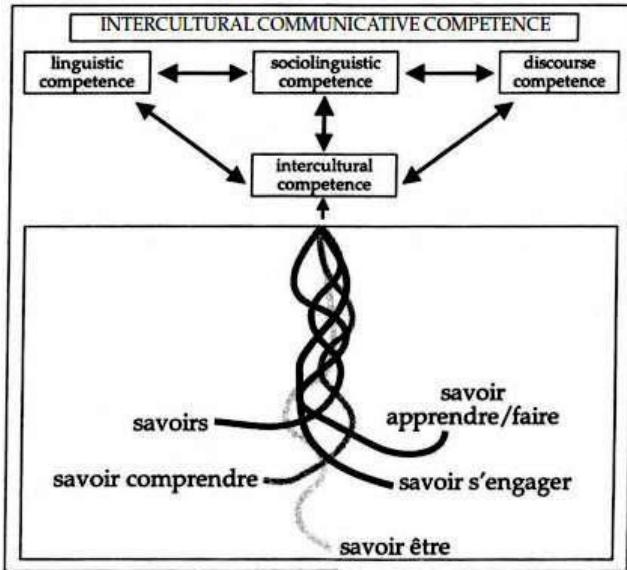


Figure 1. Byram's model of intercultural communicative competence

(Byram 1997: 73)

In a broad sense, international curricula such as the CEFR, national and regional curricula and syllabuses in textbooks do not seem to ignore the cultural aspects when teaching a foreign language, for at first sight, we may observe how books include a variety of culturally-loaded content. The problem is that “when teaching culture, theoreticians and practitioners often restrict themselves to the specific culture of the target language” (Chlopek 2008: 10), and this will be the starting point of this project: the sociocultural content in the selected textbook appears to be either American or British focused, for it mostly illustrates those countries’ lifestyles, social norms of behaviour, traditions and customs. Even though this is necessary in order for the learner to become familiarised with those native English speaking countries, it falls short of the knowledge that needs to be acquired when dealing with a language that is nowadays a language for international communication between every person around the globe. This could be a satisfactory approach in teaching contexts where learners live and are immersed in the culture of the target language, but it definitely presents a very “narrow view” when dealing with English as a Foreign Language settings, as in the secondary education classrooms.

In sum, given that the purpose for secondary students is that of communicating with native speakers and non-native speakers around the world, the cultural contents of a course

should go beyond the Anglo-Saxon framework and students should receive ELF instruction. Furthermore, Alptekin (2002), Seidlhofer (2003), and Kirkpatrick (2007) agree on the idea that it is necessary for speakers to use ELF because of the function of English as a means of international and intercultural communication, and because non-native speakers outnumber native speakers in the world. Zarei & Khalessi (2011: 295) state that “the global use of the English language necessitates global cultural awareness rather than mere conformity to the target language culture”; that is to say, ELF shall not be linked only to the culture of those who speak it as a mother tongue, but also to one’s culture and others in the world where communicative exchanges in English are to be made.

#### **4.5. The Aragonese Curriculum for ESO and the Common European Framework of Reference for Languages (CEFR)**

The Aragonese curriculum for ESO (Orden ECD/489/2016, de 26 de mayo) contemplates the intercultural aspect of language learning in the main key competences: “la comunicación en lenguas extranjeras exige poseer capacidades como la mediación y la compresión intercultural”<sup>2</sup> (p. 13125); as well as in the main objectives for the English language subject: “OBJ. IN. 7. Valorar el uso de la lengua extranjera como medio de acceso a la información, y reconocer su importancia como instrumento de comunicación y entendimiento entre personas de distintas procedencias y culturas, con el fin de desarrollar una conciencia intercultural sin prejuicios ni estereotipos”<sup>3</sup> (p. 13126). As for the contents for 1<sup>st</sup> year of ESO, which is the course I will focus my project on, the document includes: “Valoración de la lengua extranjera como instrumento de información, comunicación y entendimiento entre culturas”<sup>4</sup> and “Interés por establecer contactos con hablantes de otras lenguas” (p. 13131); as well as some pragmatic strategies

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<sup>2</sup>“communicating in a foreign language involves developing some skills such as intercultural mediation and understanding” (my translation)

<sup>3</sup> “To value the use of the foreign language as an instrument of communication and understanding among people from other backgrounds and cultures, in order to develop the intercultural awareness competence without prejudices and stereotypes” (my translation)

<sup>4</sup> “Valuing the foreign language as an instructional tool for information, communication and understanding between cultures” and “Interest in establishing contacts with speakers of other languages” (my translation)

to compensate the lack of linguistic competence, such as “usar lenguaje corporal culturalmente pertinente”<sup>5</sup> (p. 13134).

The CEFR is the main source from which all these competences, contents and objectives in the curricula come from. The framework does not only describe the levels of proficiency that measure the progress of learners along the Second Language Acquisition (SLA) process and the linguistic competences that they are expected to acquire, but also the guidelines to develop ICC in order to communicate effectively in the cultural and social contexts where the language is going to be used. In section 5, the Council of Europe (2001: 101) specifies the human competences that “contribute in one way or another to the language user’s ability to communicate and may be regarded as aspects of communicative competence”. Broadly speaking, these are divided into two large groups: general competences, or those less closely related to language itself, and communicative language competences, which are more specific and linguistically focused. For this project, I will centre on the general competences group since this is the one that relates to the ICC and the notion of teaching ELF. It comprises the following aspects, which will be developed hereafter:

- Declarative knowledge (savoir)
  - Knowledge of the world
  - Sociocultural knowledge
  - Intercultural awareness
- Skills and know-how (savoir-faire)
  - Practical skills and know-how
  - Intercultural skills and know-how
- Existential competence (savoir- être)
- Ability to learn (savoir- apprendre)

The *declarative knowledge* comprises the knowledge of the world, sociocultural knowledge and intercultural awareness. The category knowledge of the world refers to

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<sup>5</sup> “appropriate cultural body language” (my translation)

the “factual knowledge concerning the country or countries in which the language is spoken, such as its major geographical, environmental, demographic, economic and political features” (Council of Europe 2001: 102). As it is explained in the framework, “human beings have a high developed and finely articulated model of the world and its workings, closely correlated with the vocabulary and grammar of their mother tongue” (p. 101), and since a language reflects a particular vision of the world, this knowledge will be required to possess in the course of language learning. The point is that, because English is spoken in a variety of countries as a *lingua franca*, the link between English and the Anglo- Saxon countries, as most textbooks portray, is certainly limited. Another aspect contained in the declarative knowledge is that of sociocultural knowledge, and involves information about everyday living, living conditions and interpersonal relations of the communities where the foreign language is spoken, as well as the values, beliefs, attitudes, body language, social conventions and ritual behaviour of the members of those communities (pp. 102-103). As stated in the CEFR, this knowledge “merits special attention”, since it can be influenced by previous experience and stereotypes promoted by several means, such as textbooks. With regards to the intercultural awareness, or “awareness of how each community appears from the perspective of the other, often in the form of national stereotypes” (p. 103). In other words, it aims at understanding the differences and similarities between the own’s culture and that/those of the target language. It is definitely one of the skills needed to develop an ICC, and it is related to the previous two: the knowledge of the world and the sociocultural knowledge will help learners be aware of those cultural contrasts.

The *skills and know-how* combines practical skills and know-how and intercultural skills and know-how. The former involves the skills that a learner will need to possess to communicate in any situation in an effective manner: social skills (“the ability to act in accordance with the types of convention” mentioned in the sociocultural knowledge competence), living skills (“the ability to carry out effectively the routine actions required for daily life”), vocational and professional skills (“the ability to perform specialized actions –mental and physical- required to carry out the duties of self-employment”), and leisure skills (“the ability to carry out effectively the actions required for leisure activities, such as arts, crafts, sports and hobbies”). As for the *intercultural skills and know-how*, they include a series of abilities and capacities, such as “bring the culture of origin and

the foreign culture into relation with each other”, “identify and use a variety of strategies for contact with those from other cultures”, “fulfill the role of cultural intermediary between one’s culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations”, and “overcome stereotyped relationships” (Council of Europe, 2001: 104-105). Textbooks here can play a fundamental role, and where English is to be learnt as an international language for communication with natives and non-natives, the cultural content should not only be focused on the American and British societies, for instance, but to other communities that the learner may encounter when speaking to foreigners. Of course, since English is spoken around the world by people from a wide range of countries of the five continents, it is literally impossible to include features of very single location of the world or conducts of behaviour of every single society. Nonetheless, the content should be culturally rich, and portray a variety of diverse worldwide cultures, that may help create culture gap awareness and therefore allow learners to elaborate new communication strategies to enhance international interaction.

The *existential competence* refers to the factors of the learner’s personality that affect their ability to understand, learn and communicate in the L2; namely, the attitudes, motivations, values, beliefs, cognitive styles and personality styles that construct personal identities. The *attitudes* concern the interest for new cultures, points of view and willingness to accept other persons, ideas, lifestyles and social conventions. If this is to be achieved, teaching materials should include a variety of cultures with different world perspectives and avoid illustrating Anglo- Saxon stereotypes only. *Motivations* can be intrinsic or extrinsic; that is to say, they may come from an internal source, or may emerge from an external factor. The contents of a course (including the sociocultural ones), among other aspects, can contribute positively to this motivation. As for the *values* (ethical, moral), *beliefs* (ideological, philosophical, religious), *cognitive styles* (holistic, analytic, synthetic) and *personality* factors (intelligence, memorising ability, open-mindedness, self-confidence, etc.), these depend almost entirely on the individual, but can also be shaped through the appropriate instruction (Council of Europe 2001: 105-106). For instance, a person having prejudices against a culture in particular, because their beliefs may have been built up by negative experiences or false stereotypes, may change their mind or become more tolerant after being presented the same culture with different

“glasses”. The same can occur with certain personality traits, such as shyness or lack of self-esteem, which can be trained along a course.

The *ability to learn* is the ability to “observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter when necessary” (p. 106). It has several components: language and communication awareness, general phonetic awareness and skills, study skills and heuristic skills. *Language and communication awareness* aims at preparing students to assimilate a new language, by teaching the way languages are organised and used. Human beings communicate in their mother tongues in such a natural and automatic manner, that they do not pay attention to how the language works and is utilised, and once they do or are taught to do so, they may be more receptive for other languages to be learnt and used. The *general phonetic awareness and skills* refers to the “ability to pronounce a new language” facilitated by the learner’s capacities to recognise, distinguish, understand and produce new unfamiliar sounds, prosodic patterns and phonological elements. *Study skills* include the “ability to make effective use of the learning opportunities created by teaching situations”, for instance, being able to work in a group, learn independently, identify one’s needs and goals, etc. Lastly, heuristic skills would test the ability of the learner to comprehend and assimilate new information and their technological skills (p. 108). All these competences can be reinforced in the language classroom too.

## 5. METHODOLOGY OF THE PROJECT

In order to meet the aims of this project – i.e. analysing the sociocultural content of a textbook and observing students’ attitudes about ELF- a qualitative analysis will be carried out by means of two research instruments: a rubric for observing the sociocultural content of the book and a questionnaire to deal with students’ perceptions about ELF. The former will consist of a multimodal discourse analysis, since it will take into account not just the content displayed on texts but on images and sound, which according to Paltridge (2012: 170) are also used to “communicate, or make meaning, with each other”. As the professor explains, “language cannot be considered in isolation from meaning but needs to be considered within the sociocultural context in which it occurs” (p. 170); and

therefore, taking a look at words together with other semiotic resources can provide the analysis with interesting results. Regarding the questionnaire, it will be the tool for an ethnography, since it will study a particular issue (ELF perceptions) directly in the context of situation (Santa Rosa school), where the members of the context community (the students) will be observed (Hymes 1964: 3).

The rubric (see Annex 1) has been designed based on the cultural guidelines described by the CEFR (Council of Europe 2001: 101-105) and developed earlier in the theoretical section 4.5. The idea is to observe whether the sociocultural content of the book *Mosaic 1* can really help learners of EIL achieve and develop the following general competences proposed by the council and developed in the previous section: declarative knowledge (knowledge of the world, sociocultural knowledge and intercultural awareness) and skills and know-how (intercultural skills and know-how). The analysis will only focus on the Student's course book, as well as the recordings included in the Class audio CDs. Moreover, since a deep and detailed analysis of every unit, section and activity of the students' book would make this analysis too extensive, only the following aspects were observed with the rubric: the texts and images appearing in the "Vocabulary and reading" and the "Around the world" sections (that is, 29 pages, see Annex 5) and 24 audio tracks. The images and texts have been used to deal with the general sociocultural content of the book, and the recordings have all been listened and examined in terms of varieties of English proposed.

On the left side of the rubric, several cultural aspects are proposed, concerning the number of native and non-native countries depicted on the book, as well as the nature of such content, the sociocultural knowledge that they promote with regards to interpersonal relations, everyday living conditions and a list of closer identity and cultural aspects, pragmatic strategies for international communication and critical thinking, and varieties of English used, among many other features. The rating scales are at the top and measure the number of references that can be found for each aspect, being 3 points the maximum scale. The results are divided among native countries (NC) and non-native countries (NNC), being 60 points the maximum score for each of them, so that in the end we can compare whether there are more depictions of native or non-native countries; and

therefore, draw some conclusions about the richness of the book in terms of sociocultural content and development of ICC.

Concerning the questionnaire (see Annex 3), it is an anonymous ten questions paper written in Spanish in order to avoid any kind of misunderstandings that may affect the responses. There are 2 open questions (1 and 3), 4 dichotomous (true-false) questions (2, 5, 7, and 9), 2 multiple-choice questions (4 and 6), and 2 rating likert scale questions (8 and 10). The questionnaires were handed out in class to 1<sup>st</sup> year ESO students from both classes: A and B. After getting them filled in, some percentages illustrating the answers were worked out. For instance, the 3<sup>rd</sup> question asks: “In which countries is English spoken?”, and the responses can be varied, so that a percentage was obtained according to the number of times that a certain country was mentioned by a student. In the case of multiple-choice, dichotomous and likert scale questions, the procedure was the same, so that in the end X true responses, Y false responses, etc. were collected. It was interesting to make comparisons between female and male students, as well as to highlight some of their most interesting comments found in the justifications of questions 2, 5, 7 and 9).

## 6. RESULTS AND DISCUSSION

### 6.1. Analysis of the Course Book *Mosaic 1*

The scores obtained were 32 points for NC and 27 points for NNC. The initial observation that can be made is that the content analysed is quite balanced in terms of cultural variety depiction. However, being 60 the total number of points that can be obtained, it can also be noticed that this content may be a bit scarce. In order to analyse the results in deeper detail, some comments for each of the rubric's cultural guidelines are added below.

#### Knowledge of the world

The total number of points that can be obtained in this section is 18 for NC and 18 for NNC, and 9 coincidences were registered for each category. There is a number of NC (5) and NNC (24) depicted or mentioned in the texts. Regarding geographical content, there

is a map in every “Around the world” section which is very useful for students to locate the NC and NNC that the texts are dealing with,

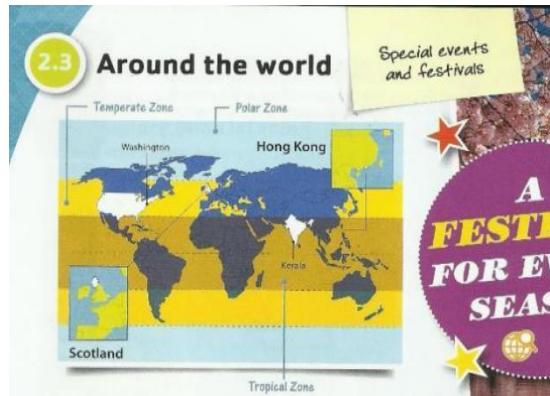


Figure 1. *Around the world* p. 14

Figure 2. *Around the world* p. 26

as well as pictures that display beautiful landscapes and local people, such as the images of Black South African people on pages 64 and 65:

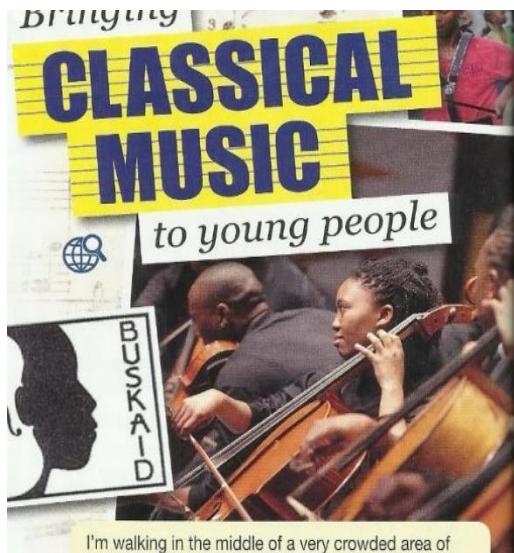


Figure 3. *Black people* p. 64

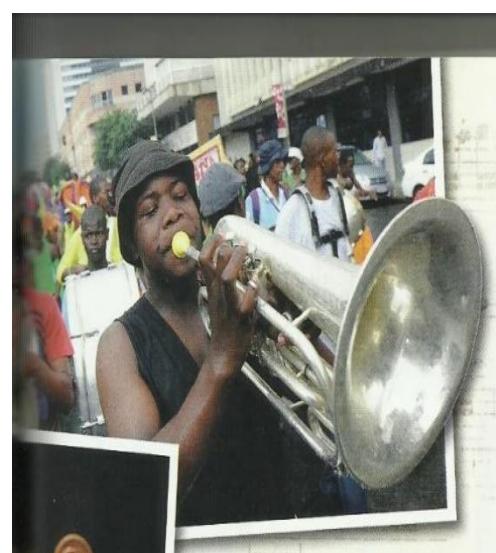


Figure 4. *Black people* p. 65

As for the environmental section, it focuses mostly on the biodiversity that can be found in each country; for instance, wallabies in Australia (p.10), elephants in Kenya

(p.22), and jungles in Papua Guinea (p.98). There were no specific references found related to demographic, economic or political content.

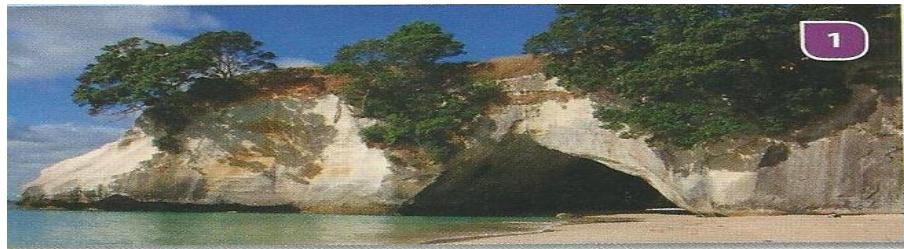


Figure 5. Jungles in Papua Guinea p. 98

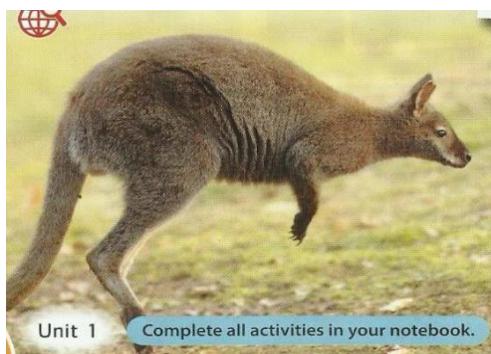


Figure 6. Wallabies in Australia p. 10



Figure 7. Elephants in Kenya p. 22

### Sociocultural Knowledge

21 points could be scored for each category in this section, and I observed 16 references for NC and 12 for NNC. Everyday living depictions represent meals, hobbies and school hours in both categories. The living standard depictions promoted are clearly Western, since it is taken for granted that people can afford travelling, attending festivals and having pets at home (and even taking them to beauty salons, as portrayed on the reading “pets in the UK”, pp. 14- 15- see Annex 5.2). Besides, NNC have no points in this subcategory as I found no references. Content related to interpersonal relations can be only seen in pictures, where it seems that relationships only occur among peers (children with children, teenagers with teenagers). The family model that is pictured is that of a heterosexual couple with children, as the Argentinian family on page 10.



Figure 8. Argentinian family p. 10

There is hardly any reference about body language behaviour and the values and beliefs promoted have to do with festivals, art and music. No content related to social minorities or regional cultures. As for social conventions, the text “Schools: a world of differences” (pp. 38-39, see Annex 5.6) includes some social codes about uniforms. There are no depictions about marriage, birth, conversational conventions or religious rites.

#### Intercultural Awareness

I obtained 6 points for NC and 7 for NNC, out of a possible total score of 9 points for each category of countries. I found no cultural stereotypes, which is something positive, for stereotypes can “distort” the general knowledge of the world (Council of Europe 2001:102), and according to the objectives outlined in the Aragonese curriculum (Orden ECD/489/2016), it is fundamental to develop intercultural awareness without prejudices or stereotypes (p. 13126). The only content that contrasts other cultures with the learners’ culture (i.e Spanish) is the text “Street food” (pp.72-73, see Annex 5.11), where typical food is compared between Spain and a number of NNC. With regards to the documents that promote critical thinking about other ways of living, only one was observed: “Schools: a world of differences” (pp. 38-39, see Annex 5.6), in which students are

provided with some information about daily life in other parts of the world that can make them reflect about other cultures and about their own.

### Intercultural Skills and Know-how

Undoubtedly, this is the cultural guideline that deserves more attention given the lack of content concerning intercultural communication strategies, negotiation of meaning approaches and possible intercultural misunderstandings or conflicts. As the curriculum issues in the section for 1<sup>st</sup> ESO contents, students should appreciate the English language as a tool for information, communication and understanding among cultures and teachers need to encourage them to establish contact with speakers of other languages (p. 13131). With regards to the varieties of English section (the only one that scored points), I was able to identify more than 7 tracks that included NC varieties (3 points) and only 3 that contained NNC ones (1 point). The native varieties that I could distinguish were Scottish, Canadian, American, and British RP (Received Pronunciation). As for the non-native varieties, some Indian, Chinese, African, Cambodian and Malaysian could be heard in particular occasions.

## **6.2. Questionnaire Responses**

A total of 49 students filled in the questionnaires, of which 25 were women and 24 were men. In order to illustrate the results, a table for each question will be displayed with percentages, and a discussion explaining the most representative and interesting findings will be followed after.

Question 1: “When you think of the English language, what countries come to your mind?”

	TOTAL	Female	Male
USA	73%	84%	62%
CANADA	16%	16%	17%

UK	80%	72%	87%
IRELAND	18%	20%	17%
AUSTRALIA	6%	4%	8%
GERMANY	2%	0%	4%
NEW ZEALAND	6%	4%	8%
No answer	2%	0%	4%

As the results show above, most of the students relate the English language to the UK and the USA, followed by Ireland and Canada. Only a few of them thought of Australia and New Zealand, and the only non-Anglo Saxon country that was pointed out by one of the students was Germany. It is worth mentioning the lack of geographical knowledge shared by students: most of them do not distinguish among countries and cities, as some of the responses overlapped (e.g: “USA, Los Angeles, Dublin, Ireland and UK”), and they do not know the constituent parts of the UK (e.g. Scotland, Great Britain, England and UK”). Girls associated the language with the USA more than with the UK, and it was the opposite in the case of boys.

Question 2: “If you wish to communicate properly in English, you should sound like a native speaker (choose one option and justify your answer)”

	TOTAL	Female	Male
TRUE	35%	44%	25%
FALSE	61%	52%	71%
No answer	4%	4%	4%

The majority of students said that having a native accent was not necessary to convey meaning (61%), and only 35% said otherwise. It was interesting to find that women seem to appreciate native accents more than men (44% over 25%). Among the justifications for the answer choice, some interesting comments were found:

## TRUE

- You can communicate better with a native accent (mentioned 3 times)
- People can understand you better (8 times)
  
- Sounds better (referring to native English) (2 times)
- Pronunciation is very important
- **People will take you more seriously** (see Annex 4.1)

## FALSE

- They'll understand you better (native speakers)
- As long as you have a good accent, you can communicate well (x2)
- You can speak correctly without a native accent (x3)
- Not everyone can have the same accent (x4)
- Vocabulary is more important than accents (x2)
- Speaking well and sentence structure is more important than pronunciation (x2)
  
- You don't need to have a C2 level, there is body language and other strategies that may help you communicate
  
- You just need the basics to communicate with native speakers (x2)

Question 3: "As you know, the Spanish language is spoken in Spain, Argentina, Mexico, Ecuador and many other countries in the world. In which countries is the English language spoken?"

	TOTAL	Female	Male
UK	90%	88%	92%
USA	76%	76%	83%
FRANCE	5%	4%	4%
IRELAND	41%	44%	33%

CANADA	22%	20%	33%
AUSTRALIA	37%	32%	33%
JAMAICA	5%	0%	8%
MEXICO	2%	4%	0%
NEW ZEALAND	25%	24%	25%
SPAIN	2%	0%	4%
ARGENTINA	2%	0%	4%
CHINA	2%	0%	4%
ITALY	2%	0%	4%
No answer	5%	0%	8%
All countries	2%	0%	4%

In this question, more countries were mentioned as compared to the answers in question

1. It seems that they relate more the English language to native countries only, but they acknowledge the fact that the lingua franca can be heard in many other non-native countries, such as Spain, Mexico, Argentina, China and Italy. There was even one student who said “all countries in the world”. Still, the preferred countries were the UK (90%) and the USA (76%), and very few people mentioned non-native countries (around 5%). No significant differences were found between female and male students.

Question 4: “The English variety that I understand best is...”

	TOTAL	Female	Male
BRITISH	57%	60%	54%
AMERICAN	31%	32%	29%
OTHER	0%	0%	0%
None	10%	8%	13%
No answer	2%	0%	4%

57% of the students chose British English versus 31% American English, with 10% of them who recognised that they were not able to understand any of the native varieties.

It appears that they favour BE, as it may be the variety they are mostly exposed to (as discussed in the previous textbook analysis, the chosen variety in the great majority of audio files was English RP).

Question 5: “I prefer doing listening activities in which native speakers can be heard, to those in which non-native speakers intervene (justify your answer)”

	TOTAL	Female	Male
TRUE	65%	72%	62%
FALSE	27%	20%	34%
No answer	8%	8%	4%

65% of the students prefer native speakers than non-native ones (27%). Again, it can be perceived here that women pay more attention to nativeness than men (72% over 62%). The most interesting justifications can be found below:

TRUE

- This way you can get used to native accents (x6)
- I understand them better (x16)
- I like native accents better than non-native ones (x2)
- **If the speakers are native, you can be sure that they speak properly** (see Annex 4.2)
- Because you can learn to speak like a native
- It is better in case you go to work to England in the future
- **It is more real** (see Annex 4.3)
- You learn more from natives

FALSE

- I understand them better (x4)

Question 6: “English is considered to be a lingua franca nowadays. This means

that...”

	TOTAL	Female	Male
A language spoken in France	6%	4%	4%
A language of a francophone origin	16%	12%	25%
A language for international communication	27%	36%	21%
An honest language	6%	4%	4%
No answer	45%	44%	46%

Most of the teenagers were not sure about the status of English as a lingua franca, since 45% of them did not reply and 28% of them chose the wrong answer. No significant differences were found between boys and girls. We can conclude here that ELF instruction is needed, as the pupils are not even familiarized with the term.

Question 7: “If I speak English, I can communicate with any person around the world (justify your answer)”

	TOTAL	Female	Male
TRUE	63%	60%	67%
FALSE	33%	32%	33%
No answer	4%	8%	0%

63% students were positive about the status of English as an international tool of communication, whereas 33% were not. Among the most relevant answers, I will highlight these:

## TRUE

- It is the mostly spoken language (x5)
- It is the international language (x2)
- Everyone learns English (x4)
- It is the universal language (x3)
- Everyone knows English (x4)
- Everyone is obliged to learn English (with an emphasis on “obliged”, by adding a note after the justification that says (“some of us don’t want to”))
- It is the most important language (x2)

## FALSE

- There are people who do not speak English (x6)
- There are countries with few resources and they are not taught (x3)
- If you go to China, you cannot speak English
- English is not spoken in all countries

### Question 8: “Achieving a native-like pronunciation (with no Spanish accent) is...”

	TOTAL	Female	Male
Very important	25%	32%	17%
Quite important	25%	28%	21%
Somewhat important	43%	36%	50%
Not very important	6%	0%	12%
Not important	0%	0%	0%
No answer	1%	4%	0%

Most students decided that achieving a native-like pronunciation is “somewhat important” (43%) and some other said “very important” (25%) and “quite important”

(25%). No student said that pronouncing like a native is “not important”, so that they gave at least some importance to this. This means that they believe that one of the important aspects (even if it is not the most important of all) of learning English is native pronunciation. It is proved again that female students are more concerned about the accent than male students (32% over 17% selected “very important”).

Question 9: “In the future, I will use English more with native speakers than with non-native speakers (if you choose ‘False’, justify your answer)”

	TOTAL	Female	Male
TRUE	63%	56%	71%
FALSE	33%	40%	25%
No answer	4%	4%	4%

The majority of the pupils considered that they would have more exchanges with non-native speakers (63%) than with native ones (33%). Nevertheless, there is a gap between genders: men seem to be more convinced (71%) than women (56%) of the fact that they would have more interactions in English with non-native speakers. In this question, they had to justify their answer if it was negative, and these were the comments:

- You will have as many interactions with NS than with NNS (x2)
- Because if you learn English, it is to communicate with NS
- With NNS I speak Spanish (x2)
- I only expect using English with NS (x2)
- **I will try to speak with more NS to improve my accent** (see Annex 4.4)
- **Because if you learn a language, it is to speak with people whose mother tongue is that language** (see Annex 4.5)
- It does not make sense using English with NNS
- Because I want to study in the UK
- If I speak English with NNS, they will not understand me

Question 10: “When I listen to an audio file in English (listening activities in class, TV series, radio, music, etc.), speakers have either British or American pronunciation...”

	TOTAL	Female	Male
Most of the times	39%	40%	38%
Many times	31%	32%	29%
Sometimes	16%	12%	21%
Few times	4%	4%	4%
Hardly ever	4%	4%	4%
No answer	6%	8%	4%

The preferred answers were “most of the times” (39%) or “many times” (31%), so that they mostly agreed on the presence of BE and AE in the majority of audio files in English. There were no significant difference to highlight among genders.

### **6.3. Suggestions for Material Improvement**

The analysed book, when dealing with both NC and NNC, is mostly centred on surface cultural elements, providing only a few data about deep cultural aspects. The former refer to what it can easily be observed or “static elements that represent a nation”, like “holidays, tourist sites, famous’ people’s achievements and food” (Gómez Rodríguez 2015: 168), and the latter embraces “invisible meanings associated with a region, a group of people, or subcultures that reflect their own particular sociocultural norms, lifestyles, beliefs and values”, which are involved in the notion of culture too. In the EFL field, it appears that there is a need for appropriate and sufficient cultural content so that learners have the opportunity to face the sociocultural exchanges that may take place in different backgrounds, and to achieve that goal, surface culture elements are not enough to understand the target culture. Although there are two texts pointing out cultural differences of diverse American, European and Asian countries (“Schools: a world of differences” and “Street food”), the majority of the reading activities in *Mosaic 1*

emphasise Western lifestyles and native characters' stories; and when dealing with NNC, these are mostly illustrated as mere exotic places or top travelling destinations, without contributing with very significant information about their economy, demography, geography, politics and environment. It would be therefore interesting to complement this material with extra reading passages that provide learners with deep culture knowledge and intercultural awareness about both native and non-native English speaking countries, in order to compensate the superficial cultural overload mentioned earlier; as well as to implement some activities that promote communication strategies with people from other countries.

The recordings reaffirm the “British-centrism” of this material, since the vast majority of the voices in the audios prove to have a standard British accent or Received Pronunciation (RP), defined by Oxford Dictionary (n.d) as “The standard form of British English pronunciation, based on educated speech in southern England, widely accepted as a standard elsewhere” (n.p). Of the 24 tracks analysed, only 8 audios included varieties other than RP, and only one track did not include RP. It seems that this the right accent or model to follow by learners, and after listening to these audios with a native speaker from Scotland (Millar 2019), it was interesting to find that even those non-native accents, such as Chinese and Indian, were not real, as it was quite noticeable that the speaker was faking them. Given that students may be involved in diverse speaking contexts while travelling or working in the future, it would be fruitful that they are exposed to real varieties. Of course, the range of accents and varieties is very large, but at least students can be aware of that if a few more are presented to them. Even if they should pick one variety as a model to follow and be consistent with (and undoubtedly, British and American cultures have high prestige to this regard) it would be ideal to, as Lund (2006: 75) discusses, “find a balance between the accommodation for the learners' obvious needs to become proficient in dominant forms of language and culture on the one hand and for their needs to be able to speak with their own voice on the other”.

## 7. CONCLUSIONS

In an ever more globalised world where English has become a worldwide tool for communication, and language teaching approaches have experienced a shift from linguistic to communicative, it is fundamental that some sociocultural aspects are incorporated in teaching contexts and that students also receive some instruction orientated towards this international status of the language. This sociocultural content should not be merely focused on the native-speaking countries, since today this is just one more context in which the non-native speaker will be using the language. This does not mean, however, that students should be presented dozens of different cultures in the classroom (this would be impossible in terms of time and assimilation of the part of learners), but they should definitely participate in socioculturally-varied communicative situations that make them develop intercultural awareness.

In this paper, the issue of ELF and the intercultural communicative competence in language teaching and learning have been explored through the analysis of the sociocultural content of a modern English textbook for 1st of ESO, as well as the collection of some questionnaires filled in by the students using that book. From now on, the objectives and research questions stated earlier can be answered and discussed.

The results show that the chosen material is Anglo centric, written from a Western perspective and knowledge of the world, and very much focused on the British RP variety of English. Whenever a different culture is presented, it is from an exotic perspective, without going deeper into cultural issues, and there are just two texts which actually compare cultures (food and schools). The book also lacks content with regards to pragmatic strategies that would help students achieve successful communication with foreign people. Consequently, it can be argued that the sociocultural content of this book does not contribute totally to the learners' development of the intercultural competences stated by the CEFR and the Aragonese curriculum, for it lacks many aspects contemplated by both entities: demographic, economic and political content, body language depictions and living condition depictions of NNC, communication and negotiation of meaning strategies, cultural misunderstandings and sections dealing with different English

varieties.

As for the questionnaires, they reveal the need for some ELF instruction and ICC development as students tend to relate the English language with the Anglo saxon world only, even if they acknowledge that the majority of their verbal encounters may take place with non native speakers and they seem to be aware of the status of English as an international language. They also consider that achieving a native-like pronunciation is somewhat important, and that most of the times the English varieties they hear in audios are either British or American, which also matches the book's analysis results in terms of varieties proposed.

For future research, it would be interesting to compare 1st of ESO students with students from other courses in secondary education, as well as to analyse the full content of the materials, in order to detect more learning and teaching necessities and therefore contribute to innovative resources for the EFL classroom. In any case, this small-scale case study can serve as an illustration of the need for ELF instruction and intercultural methods of teaching.

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## 9. ANNEXES

### 9.1. Annex 1: CEFR Rubric

TEXTBOOK: _____				
		1 point	2 points	3 points
KNOWLEDGE OF THE WORLD	How many native speaking countries (NC) are depicted?	between 1 to 2	between 3 to 4	5 or more
	How many non-native countries (NNC) are depicted?	between 1 to 2	between 3 to 4	5 or more
	Geographical content	NC	1 reference	2 references
		NNC	1 reference	2 references
	Environmental content	NC	1 reference	2 references
		NNC	1 reference	2 references
	Demographic content	NC	1 reference	2 references
		NNC	1 reference	2 references
	Economic content	NC	1 reference	2 references
		NNC	1 reference	2 references
	Political	NC	1 reference	2 references

		content				references
			NNC	1 reference	2 references	3 or more references
SOCIOCULTURAL KNOWLEDGE	Everyday living depictions:	NC	1 reference	2 references	3 or more references	
	meals, public holidays, hobbies, working hours.	NNC	1 reference	2 references	3 or more references	
	Living conditions depictions: living standards, housing, welfare arrangements.	NC	1 reference	2 references	3 or more references	
	Interpersonal relations depictions: relations among people according to gender, age, status, classes and place of interaction.	NNC	1 reference	2 references	3 or more references	
		NC	1 reference	2 references	3 or more references	
	Values, beliefs and attitudes depictions: social class, wealth, regional cultures, security, institutions, traditions, social minorities, identity, arts,	NC	1 reference	2 references	3 or more references	
	NNC	1 reference	2 references	3 or more references		

	humour.				
	Body language depictions	NC	1 reference	2 references	3 or more references
		NNC	1 reference	2 references	3 or more references
	Social conventions depictions: punctuality, presents, dress, conversational	NC	1 reference	2 references	3 or more references
		NNC	1 reference	2 references	3 or more references
	conventions and taboos.				
	Ritual behaviour depictions (NC): religious rites, birth, marriage, death, celebrations, festivals, audience behaviour at performances.	NC	1 reference	2 references	3 or more references
		NNC	1 reference	2 references	3 or more references
	Cultural stereotypes represented	NC	3 or more references	1-2 references	none
		NNC	3 or more references	1-2	none

			references	
<b>INTERCULTURAL AWARENESS</b>	Content that contrasts the target culture with the learners' (Spain)	NC	1 reference	2 references
		NNC	1 reference	2 references
<b>INTERCULTURAL SKILLS AND KNOW-HOW</b>	Documents that promote critical thinking about other ways of living.	NC	1 document	2 documents
		NNC	1 document	2 documents
	Strategies for contact with people from foreign cultures	NC	1 reference	2 references
		NNC	1 reference	2 references
	Negotiation of meaning	NC	1 reference	2 references
		NNC	1 reference	2 references
	Intercultural misunderstandings or conflicts	NC	1 reference	2 references
		NNC	1 reference	2 references
	Number of tracks that include different varieties of English	NC	1 to 3 tracks	4 to 6 tracks
		NNC	1 to 3 tracks	4 to 6 tracks

## 9.2. Annex 2: CEFR Rubric's Results

TEXTBOOK:	Mosaic 1, Student's Book	1 point	2 points	3 points
KNOWLEDGE OF THE WORLD	How many native speaking countries (NC) are depicted?			X
	How many non-native countries (NNC) are depicted?			X
	Geographical content	NC		X
		NNC		X
	Environmental content	NC		X
		NNC		X
	Demographic content	NC	X	
		NNC		
	Economic content	NC		
		NNC		
LITERACY	Political content	NC		
		NNC		
	Everyday living depictions: meals, public holidays, hobbies, working hours.	NC		X
	Living	NNC		X
		NC		X

<b>SOCIOCULTURAL KNOWLEDGE</b>	conditions depictions: living standards, housing, welfare arrangements.	NNC			
	Interpersonal relations depictions: relations among people according to	NC		X	
		NNC	X		
	gender, age, status, classes and place of interaction.				
	Values, beliefs and attitudes depictions: social class, wealth, regional cultures, security, institutions, traditions, social minorities, identity, arts, humour.	NC			X
		NNC			X
	Body language depictions.	NC			
		NNC	X		
	Social conventions depictions: punctuality, presents, dress, conversational conventions and taboos.	NC		X	
		NNC		X	

	<p>Ritual behaviour depictions (NC): religious rites, birth, marriage, death, celebrations, festivals, audience behaviour at performances.</p>	NC			X
		NNC		X	
<b>INTERCULTURAL AWARENESS</b>	<p>Cultural stereotypes represented</p>	NC			X
		NNC			X
	<p>Content that contrasts the target culture with he learners' (Spain)</p>	NC	X		
		NNC			
<b>INTERCULTURAL SKILLS AND</b>	<p>Documents that promote critical thinking about other ways of living</p>	NC	X		
		NNC	X		
	<p>Strategies for contact with people from foreign cultures</p>	NC			
		NNC			
	<p>Negotiation of meaning</p>	NC			
		NNC			
	<p>Intercultural misunderstandings or conflicts</p>	NC			
		NNC			

<b>KNOW-HOW</b>	Number of tracks that include different varieties of English	NC			X
		NNC	X		

### 9.3. Annex 3: Questionnaire



Facultad de Educación  
Universidad Zaragoza

## CUESTIONARIO ANÓNIMO SOBRE LA LENGUA INGLES

Sexo: Mujer  Hombre

Curso: \_\_\_\_\_ Colegio: \_\_\_\_\_

**1. Cuando piensas en la lengua inglesa, ¿qué países o nacionalidades te vienen a la mente?**

---

---

**2. Si quieras comunicarte correctamente en inglés, debes sonar como un nativo (selecciona una opción):**

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

---

---

**3. Como sabes, la lengua española se habla en España, Argentina, México, Ecuador y muchos otros países del mundo.**

**¿En qué países se habla inglés?**

---

---

**4. La variedad de la lengua inglesa que mejor entiendo es...**

- Británica
- Americana
- Otras (indicar cuál) \_\_\_\_\_
- Ninguna de las anteriores. No entiendo a las personas nativas.

**5. Prefiero realizar actividades de *listening* en las que se escuchan hablantes nativos, que aquellas en las que se escuchan hablantes no nativos:**

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

---

---

**6. El inglés es considerado a día de hoy una *lengua franca*. Esto significa que...**

- Es una lengua que se habla en Francia
- Es una lengua de origen francófono
- Es una lengua mediante la cual dos personas que hablan lenguas diferentes pueden comunicarse
- Es una lengua sincera
- No estoy seguro/a

**7. Si hablo inglés, me puedo comunicar con personas de cualquier país del mundo.**

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

---

---

**8. Conseguir pronunciar como una persona nativa (sin acento español) es para mí:**

- Muy importante
- Bastante importante
- Algo importante
- Poco importante
- No importante

**9. En el futuro utilizaré más la lengua inglesa para hablar con personas no nativas que con personas nativas:**

Verdadero  Falso  (Si eliges falso, di por qué \_\_\_\_\_)

**10. Cuando escucho un audio en inglés (actividades de listening en clase, series de TV, radio, música, etc.), las personas que hablan tienen pronunciación británica o americana:**

- Casi siempre
- Muchas veces
- Algunas veces
- Pocas veces
- Casi nunca

## 9.4. Annex 4: Some questionnaire results

### Annex 4.1. Example 1

 Facultad de Educación  
Universidad Zaragoza

MASTER EN PROFESORADO DE E.S.O, BACHILLERATO, F.P.  
Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y DEPORTIVAS  
ESPECIALIDAD LENGUAS EXTRANJERAS,  
INGLÉS

**CUESTIONARIO ANÓNIMO SOBRE LA LENGUA INGLESA**

Sexo: Mujer  Hombre  Curso: 1º A ESO Colegio: Santa Rosa

1. Cuando piensas en la lengua inglesa, ¿qué países o nacionalidades te vienen a la mente?  
U. K

2. Si quieras comunicarte correctamente en inglés, debes sonar como un nativo (selecciona una opción):  
Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):  
Podrían tomarte más en serio, y sería más fácil comunicarte sin que se confundan.

3. Como sabes, la lengua española se habla en España, Argentina, Mexico, Ecuador y muchos otros países del mundo. ¿En qué países se habla inglés?  
EE. UU, Reino Unido, Canada, Irlanda, Australia

4. La variedad de la lengua inglesa que mejor entiendo es...  
 Británica  
 Americana  
 Otras (indicar cuál) \_\_\_\_\_  
 Ninguna de las anteriores. No entiendo a las personas nativas.

5. Prefiero realizar actividades de *listening* en las que se escuchan hablantes nativos, que aquellas en las que se escuchan hablantes no nativos:  
Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

## Annex 4.2. Example 2

Por que así te puedes asegurar que hablan bien.

6. El inglés es considerado a día de hoy una *lengua franca*. Esto significa que...

- Es una lengua que se habla en Francia
- Es una lengua de origen francófono
- Es una lengua mediante la cual dos personas que hablan lenguas distintas se comunican.
- Es una lengua sincera
- No estoy seguro/a

7. Si hablo inglés, me puedo comunicar con personas de cualquier país del mundo.

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

Si porque es el Idioma universal

8. Conseguir pronunciar como una persona nativa (sin acento español) es para mí:

- Muy importante
- Bastante importante
- Algo importante
- Poco importante
- No importante

9. En el futuro utilizaré más la lengua inglesa para hablar con personas no nativas que con personas nativas:

Verdadero  Falso  (Si eliges falso, di por qué \_\_\_\_\_  
\_\_\_\_\_  
)

10. Cuando escucho un audio en inglés (actividades de listening en clase, series de TV, radio, música, etc.), las personas que hablan tienen pronunciación británica o americana:

- Casi siempre
- Muchas veces
- Algunas veces
- Pocas veces
- Casi nunca

### Annex 4.3. Example 3



Facultad de Educación  
Universidad Zaragoza

MASTER EN PROFESORADO DE E.S.O., BACHILLERATO, F.P.  
Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y DEPORTIVAS  
ESPECIALIDAD LENGUAS EXTRANJERAS,  
INGLÉS

#### CUESTIONARIO ANÓNIMO SOBRE LA LENGUA INGLESA

Sexo: Mujer  Hombre

Curso: 1º A ESO Colegio: Svila Rosa

1. Cuando piensas en la lengua inglesa, ¿qué países o nacionalidades te vienen a la mente?

Inglaterra, Gran Bretaña, Estados Unidos

2. Si quieras comunicarte correctamente en inglés, debes sonar como un nativo (selecciona una opción):

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

Si porque si no le entiendes  
miraría así que es normal sonar bien

3. Como sabes, la lengua española se habla en España, Argentina, Mexico, Ecuador y muchos otros países del mundo. ¿En qué países se habla inglés?

Inglaterra, Australia, Estados Unidos, Irlanda, Canadá, Nueva Zelanda

4. La variedad de la lengua inglesa que mejor entiendo es...

- Británica  
 Americana  
 Otras (indicar cuál) \_\_\_\_\_  
 Ninguna de las anteriores. No entiendo a las personas nativas.

5. Prefiero realizar actividades de *listening* en las que se escuchan hablantes nativos, que aquellas en las que se escuchan hablantes no nativos:

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

Porque la entiendo mejor es  
nuestra mejor porque es más real

unizar.es

## Annex 4.4. Example 4

Prefiero que me hagan un reading porque

yo les leo el texto y para mí es más sencillo. En los listening  
van muy rápido y en los reading lo puedes leer una y otra  
vez. Y algunas veces ayudarte del texto y otras no.

**6. El inglés es considerado a día de hoy una *lengua franca*. Esto significa que...**

- Es una lengua que se habla en Francia
- Es una lengua de origen francófono
- Es una lengua mediante la cual dos personas que hablan lenguas distintas se comunican.
- Es una lengua sincera
- No estoy seguro/a

**7. Si hablo inglés, me puedo comunicar con personas de cualquier país del mundo.**

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

yo creo que es verdad porque el inglés es una

de las lenguas con la que más personas del mundo lo  
saben y es importante aprenderla, y es importante aprenderla  
desde pequeño (o eso pienso yo)

**8. Conseguir pronunciar como una persona nativa (sin acento español) es para mí:**

- Muy importante
- Bastante importante
- Algo importante
- Poco importante
- No importante

**9. En el futuro utilizaré más la lengua inglesa para hablar con personas no nativas que con personas nativas:**

Verdadero  Falso  (Si eliges falso, di por qué Porque intentaré hablar con personas  
no nativas para tener mejor acento y todo pero  
también hablaré con personas no nativas pero intentaré  
mas con nativas.

**10. Cuando escucho un audio en inglés (actividades de listening en clase, series de TV, radio, música, etc.), las personas que hablan tienen pronunciación británica o americana:**

- Casi siempre
- Muchas veces
- Algunas veces
- Pocas veces
- Casi nunca

## Annex 4.5. Example 5

Porque al saber mas inglés se entiende mejor.

6. El inglés es considerado a día de hoy una *lengua franca*. Esto significa que...

- Es una lengua que se habla en Francia
- Es una lengua de origen francófono
- Es una lengua mediante la cual dos personas que hablan lenguas distintas se comunican.
- Es una lengua sincera
- No estoy seguro/a

7. Si hablo inglés, me puedo comunicar con personas de cualquier país del mundo.

Verdadero  Falso  (En cualquiera de las dos opciones, justifica tu respuesta):

Porque en casi todos los países ( ) se habla inglés

8. Conseguir pronunciar como una persona nativa (sin acento español) es para mí:

- Muy importante
- Bastante importante
- Algo importante
- Poco importante
- No importante

9. En el futuro utilizaré más la lengua inglesa para hablar con personas no nativas que con personas nativas:

Verdadero  Falso  (Si eliges falso, di por qué yo hablo con los nativos porque no tiene sentido que lo utilice con personas de otra lengua.

10. Cuando escucho un audio en inglés (actividades de listening en clase, series de TV, radio, música, etc.), las personas que hablan tienen pronunciación británica o americana:

- Casi siempre
- Muchas veces
- Algunas veces
- Pocas veces
- Casi nunca

## 9.5. Annex 5: Pages analysed from the textbook *Mosaic 1*

### Annex 5.1. Page 10: *Life on the road*

**1.1 My brother's name is Wallaby**

# Life on the road

It's the year 2000. This is Herman and Candelaria Zapp. Herman is 31, and Candelaria is 29. They are from Argentina. Their dream is to travel around the world ... in a car ... in a **VERY old** car! Its name is Macondo Cambalache but sometimes they call it 'Grandpa'! For Candelaria, and her husband, this is the **start** of a **new** life – on the road.

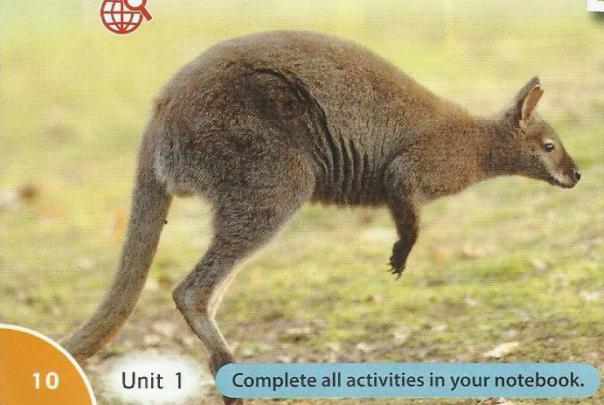
It's now a few years later, and some things are very **different**. Herman and Candelaria are now parents, with four children. Here they are: dad, mum, three sons and a daughter. But one thing is **the same**: Macondo Cambalache, their car, is still with them!

Their children have all got different nationalities. Pampa is on the right next to his dad. He's nine years old. His place of birth is the USA. His brother, Tehue, is on the left, next to his mum. Tehue is six years old, and his place of birth is Argentina. Their sister, Paloma, is next to Tehue. She's four, and her place of birth is Canada. The other boy is Wallaby. He's two and he's from Australia. Is this the **end** of their trip? No, it isn't – the Zapp family is still on the road! And Macondo Cambalache is not just their car. It's their home, their school, and part of their family!

The Zapps have got a website. [Read more about their family online.](#)

**Did you know?**

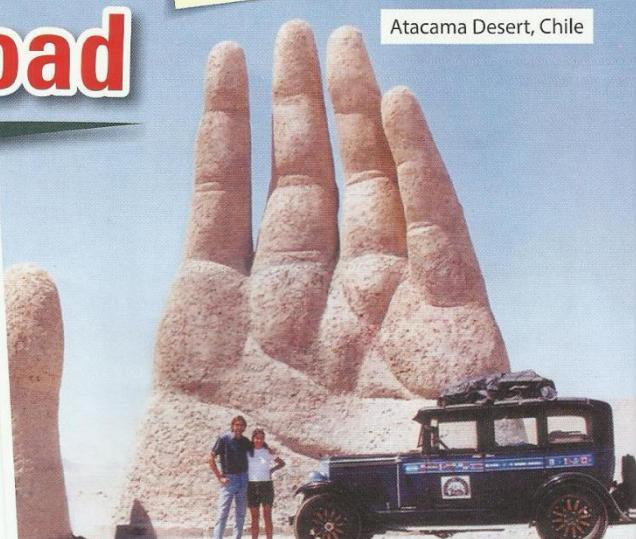
A wallaby is a cute Australian animal – similar to a kangaroo.



10 Unit 1 Complete all activities in your notebook.

**Talking about families**

Atacama Desert, Chile



### Reading and Vocabulary

**i Vocabulary presentation**

**i Reading preparation**

**1 1.05** Read and listen to the article. Which countries are mentioned?

**2** Read the article again. Find the family words and make a list. Add any other family words you know.

**i Vocabulary practice**

### 1.3 Around the world



#### Listening and Speaking

##### i Listening preparation

1 1.09 Listen to a radio programme about pets in the UK. What is the UK's number one pet?

2 1.09 Listen again and match the numbers and percentages to 1-8.

1 million	8 million	7.9 million	nearly 25%
200,000	700,000	more than 50%	about 50 million

- 1 the percentage of families with a pet
- 2 the percentage of homes with a dog
- 3 the number of dogs
- 4 the number of cats
- 5 the number of rabbits
- 6 the number of reptiles
- 7 the number of snakes
- 8 the number of fish

3 Look at how we say numbers in English. Now say the numbers in exercise 2.

##### Learn it!

##### Numbers

48% = forty-eight per cent

8.6 = eight point six

1,000 = one thousand

100,000 = one hundred thousand

1,000,000 = one million

40,000,000 = forty million

Pets in the UK

### PETS' CORNER

A

### PERFECT PET SALON

The number one place for clean and beautiful dogs. Try our dog shampoos and chocolates, or treat your dog to a special massage.



A clean dog is a happy dog!

Call us on  
020 7946 1000

C



### COOL FOR CATS

Come and see our new designs – cool clothes, beds and toys for cats and other animals. How about a fantastic collar with your pet's name on it?

Cool for Cats,  
143 Park Street, Manchester

**B**

# MISSING!

WHERE IS SPEEDY GONZALES?



He's an unusual pet. He's big and brown, and he's old. He's my grandpa's pet.

They're the same age – 70!

Please phone Tim: 07700 973210.

**D**

## SEAVIEW PET HOTEL AND SPA

Have you got holiday plans? What about your pet? Our rooms for dogs have got comfortable beds, posters on the walls and amazing views of the garden. They've also got webcams, so your pet is always with you – even when you're on the beach!

Phone 01632 583880 for more information.



## Reading and Writing

- 4 1.10 Read and listen to the advertisements. Match situations 1–4 to texts A–D.

- 1 Your pet is lost.
- 2 You're on holiday for two weeks in July.
- 3 Your pet is cold. It's time to buy some clothes.
- 4 Your dog is dirty.

- 5 Read the advertisements again. Answer the questions.

- 1 What food is there for dogs at the salon?
- 2 What is special about the collars at 'Cool for Cats'?
- 3 What colour is Tim's grandpa's pet?
- 4 Where are the webcams?
- 5 How old is Tim's grandpa?
- 6 What can you see from the dogs' bedrooms?

**i** Reading extension

## Language in action

- 6 Write a 'MISSING' advertisement for a pet. Use the advertisement about Speedy Gonzales as a model. Write four or five sentences.

- 7 Read and listen to other students' advertisements. Which pet is your favourite?

**Video**



**i** Culture video: Pets in the UK

**Focus on ...**

## Biology

Are these animals vertebrates or invertebrates?

birds butterflies fish insects mammals  
reptiles spiders

Now go to page 123 to find the answer.

2.1

## She makes breakfast for the elephants

Things we do regularly

### Vocabulary and Reading

**i** Vocabulary presentation

**i** Vocabulary practice

- 1 Which of these activities do you do every day or every week? Write them in your notebook.

brush your hair clean your room eat fruit  
feed an animal get changed get up early  
go for a walk go home have a bath have a shower  
make breakfast make the bed wash your hands

I brush my hair every day.

- 2 1.16 Read and listen to the article. Which activities in exercise 1 do Caitlin and the elephants do every day?

# Working with elephants

#### Did you know?

An elephant doesn't always lie down to sleep. It can sleep standing up.

Elephant centres around the world help elephants in danger. Caitlin works as a volunteer at a centre in Kenya.

Every day she gets up early and starts work at 7.00 a.m. First, she makes breakfast for the elephants and she feeds them. 'An adult African elephant weighs about 4,000 kg. They're very big, so they eat about 130 kg of fruit and grass every day,' Caitlin says. 'They make a lot of noise when they see the fruit.'

Caitlin cleans the elephants' sleeping area, but she doesn't make their beds! Then she gets changed and washes the elephants in the lake. 'Elephants love water so they love showers. They use their long trunk as a snorkel.'

In the afternoon, visitors come to see the elephants. They brush the elephants and go for a walk with them. At 6.30 p.m., Caitlin has a shower and goes home. 'Working with elephants is hard work, and I don't get paid, but I don't want to do a different job. I love it!'

**i** Reading preparation

- 3 Read the article again. Complete sentences 1–5, in your notebook.

- 1 Caitlin gets up early because (...). *she starts work at 7.*  
2 Elephants eat a lot because (...). *They are very big*  
3 The elephants love to have a shower because (...). *they like water*  
4 People come to the elephant rescue centre because (...). *They want to watch the elephants*  
5 Caitlin doesn't want to do a different job because (...). *She loves working with elephants*

**i** Reading extension

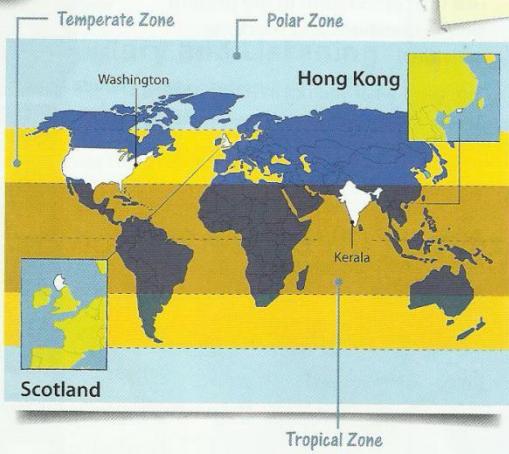
*She loves working with elephants*



## Annex 5.4. Pages 26-27: A festival for every season

2.3

### Around the world



Special events and festivals

### A FESTIVAL FOR EVERY SEASON

#### Reading and Vocabulary

1 Look at the photos. What kind of festivals or events do they show?

2 1.21 Read and listen to the texts. Match texts A–D to the seasons.

summer autumn winter spring

3 Read the texts again and answer the questions.

- Where do people eat at the Cherry Blossom Festival?
- What does the Onam Festival celebrate?
- How old is the Dragon Boat Carnival?
- How do people celebrate Hogmanay in the big cities?
- In which two festivals do people wear costumes?

#### Reading extension

4 Look at the highlighted words in the text. Which ... ?

- are special clothes people wear for a festival
- make a lot of noise and explode with coloured lights
- are attractive ornaments used on special occasions
- is the time of year we collect fruit and other produce from the ground and trees
- are games in which people try to win a prize

#### Vocabulary practice

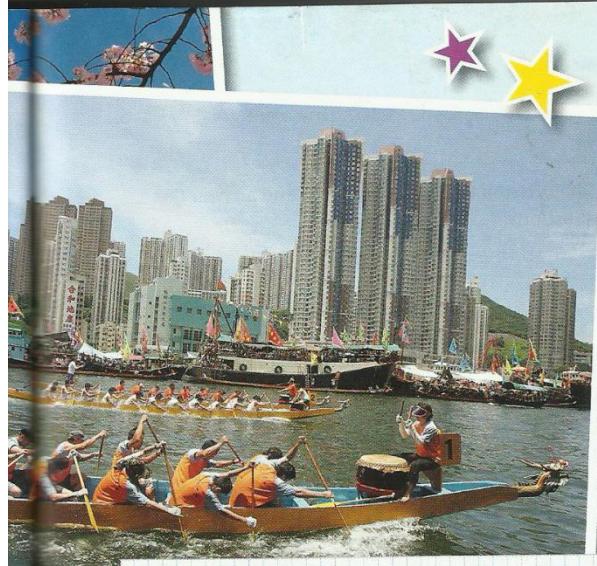
26

Unit 2 Complete all activities in your notebook.

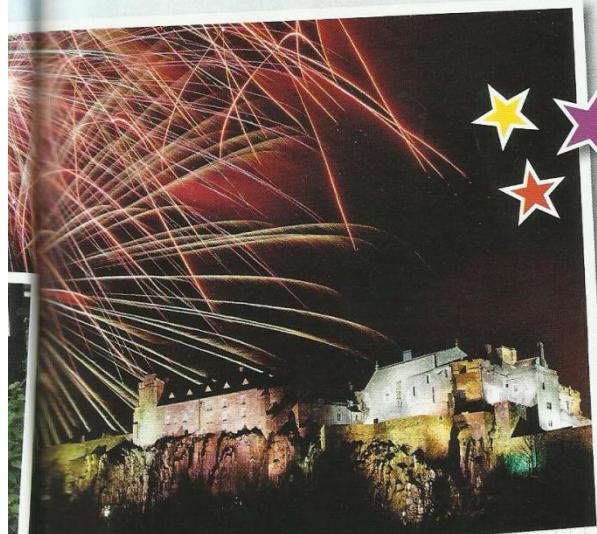
**A** In Washington D.C., USA, there are 3,000 Japanese cherry trees. In April, pink flowers (blossom) open on the trees. This is the start of the National Cherry Blossom Festival. People have picnics under the trees. There is a procession of floats – vehicles on the road with decorations all over them. I usually go with my family and we wear traditional Japanese costumes.

**B** In my country, India, the Onam Festival in Kerala celebrates the harvest of food in early September. For about ten days, there is singing and dancing, and people play games. There are elephants, boats and flowers everywhere! People eat a big meal with thirteen different kinds of food! My favourite event is the 'Pulikali' or the 'Dance of the tigers'. People wearing tiger costumes and masks dance through the streets.





**C** Every year in August, thousands of people from all over the world come to Discovery Bay in Hong Kong to see the Dragon Boat carnival. It's a very old festival – 2,000 years old. There are competitions for the best boats. I go every year to look at them and to enjoy the special food.



**D** In Scotland, at New Year, we celebrate Hogmanay. There are all-night parties with live music and dancing. At midnight, everyone holds hands and sings a traditional New Year song. In big cities like Edinburgh there are fantastic fireworks.

### 5 Match these popular festivals to descriptions 1–4.

Carnival Christmas Halloween New Year's Eve

In some countries ...

- 1 children get presents from Santa Claus.
- 2 people wear amazing costumes and dance through the streets.
- 3 people dress up as witches and ghosts.
- 4 people eat twelve grapes at midnight.

### 6 1.22 Listen and check your answers.

### Language in action

#### Writing preparation

#### 7 Write a paragraph about a festival in your region.

Include information about:

- the festival's name
- what it celebrates
- when and where it is
- what people do, eat and wear at the festival
- what event you like

### Video



#### Culture video: World festivals

#### Focus on ...

#### Geography

Look at the map on page 26. In which climate zones (polar, temperate or tropical) are the places A–D?

- A Washington D.C., USA   B Kerala, India  
 C Hong Kong, China   D Scotland, UK

Now go to page 124 to find the answers.

3.1

## I usually hang out in the playground

Talking about how often we do things

### Glasgow School of Sport

Bellahouston Academy in Glasgow is special. It's the only school in Britain with its own School of Sport, specializing in athletics, badminton, gymnastics, hockey and swimming. 132 of the 900 students are specialist sports students who all have the same **dream** – to become the sports stars of the future. Here are two of them.



#### Jenny Gray (2<sup>nd</sup> year athletics)

Hi! I love the School of Sport. My favourite thing about the school is winning competitions. Here's a typical day.

The **bell** goes at 9.00 a.m. On Tuesday mornings, I'm always in the changing rooms, because we start with two hours of athletics. We usually do a long-distance run on the playing fields, or we sometimes do fitness training in the sports hall.

At 11.00 a.m. we have a **break**. I usually hang out in the playground with my friends. Then we have lessons with the other students for the rest of the day. I like doing science in the science labs, but I like sport more.

#### Alex McFall (3<sup>rd</sup> year swimming)

I'm Alex and I think the School of Sport is cool and the coaches are fantastic!

Sports students do nine hours of sport per week. My main sport is swimming. We often miss lessons like **ICT**\* and science, but I don't mind, because I love swimming.

We have **registration** every day from 8.50 a.m. to 9.00 a.m. when the teacher checks who is at school, so that's when I see all my friends. Then I sometimes go to the pool for training. At 12.50 p.m. we have lunch. I never eat in the canteen – I bring food from home. I eat loads! My ambition is to swim in the Olympics. Wish me **luck**!

\* **ICT** = Information and Communication Technology

## Vocabulary and Reading

### i Vocabulary presentation

### i Vocabulary practice

- 1 Which of these places and people have you got at your school? Write sentences in your notebook.

canteen changing room coach hall head teacher  
ICT suite library playground playing fields  
science lab sports hall staffroom

In my school, there's a hall. There aren't any playing fields.  
We've got a canteen.

- 2 1.27 Read and listen to the blog. Which people and places from exercise 1 aren't mentioned?

- 3 Read the blog again. Are the sentences true or false? Correct the false ones, in your notebook.

All the students are sports students.

**False.** 132 of the 900 students are sports students.

- 1 On Mondays, Jenny starts her day with two hours of athletics.
- 2 At break, Jenny usually sees her friends in the sports hall.
- 3 All sports students at the school do nine hours of sport every week.
- 4 Students have registration once a week.
- 5 Alex sometimes eats in the canteen. He never brings a packed lunch.

### 3.3 Around the world



Facts and figures about schools

A

#### When do children start school?

- In the UK<sup>1</sup>, children usually start school when they are five years old.
- In Sweden<sup>2</sup>, they usually start when they are seven years old.



### Reading and Vocabulary

- 1 1.31 Read and listen to the text. Choose the correct sentence to describe the text.

- 1 The text talks about things that are the same in schools around the world.
- 2 The text describes interesting things about schools in different countries.
- 3 The text talks about what students learn in schools in other countries.

- 2 Read the text again. Answer the questions.

- 1 When is the 'weekend' for children in Jordan?
- 2 What do children wear to school in the UK?
- 3 How much do parents in the 'walking bus' in Australia get paid?
- 4 What do children in Japan do before and after school?
- 5 Why don't some children in Australia go to school?

#### i Reading extension

- 3 In your notebook, complete the text with the correct form of the highlighted words in the text.

- 1 I (...) my bike to school.
- 2 We (...) in a hotel every year on holiday.
- 3 My dad's a policeman. He (...) a uniform every day.
- 4 Let's (...) at the sports centre at 10.00 a.m.
- 5 She often (...) the whole morning at the library.

#### i Vocabulary practice

## SCHOOLS: a world of differences



#### B What do children wear at school?

- In many countries, such as Brazil<sup>3</sup>, China<sup>4</sup>, Japan<sup>5</sup>, Mexico<sup>6</sup> and the UK, students **wear** a uniform to school. In others, such as Russia<sup>7</sup> and Denmark<sup>8</sup>, children wear their own clothes.
- In Thailand<sup>9</sup>, students don't **wear** shoes in the classrooms.



**C**



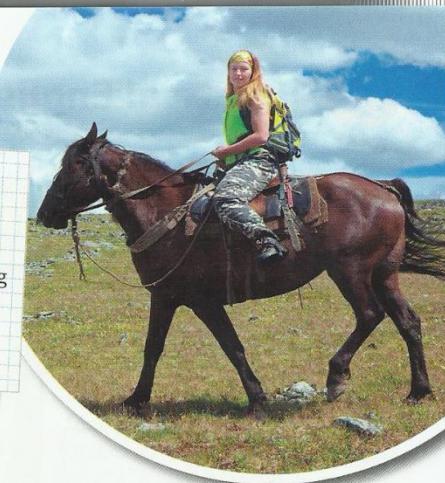
**How do children travel to school?**

- In Argentina<sup>10</sup>, some children **ride** horses to school.
- Many schools in Australia<sup>11</sup> use a 'walking bus': volunteers (usually parents) walk to and from school each morning. Children **meet** them along the way.

**D**

**Which days do children go to school?**

- In Jordan<sup>12</sup>, children go to school from Sundays to Thursdays. They don't go to school on Fridays and Saturdays.
- In Argentina, children don't **spend** the whole day at school: they go in the morning or in the afternoon.



**E**



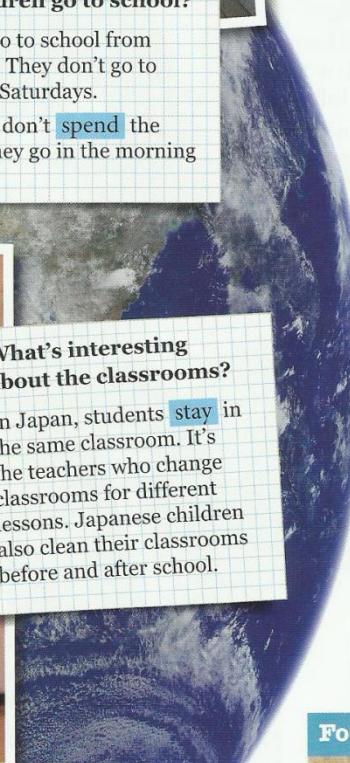
**What's interesting about the classrooms?**

- In Japan, students **stay** in the same classroom. It's the teachers who change classrooms for different lessons. Japanese children also clean their classrooms before and after school.

**F**

**Do all children go to school?**

- In some remote parts of Australia, children can't go to school. They don't live near a school. They have their lessons at home on the internet.
- About 50,000 children in the UK don't go to school. They are 'home educated' – their parents or a tutor teach them at home.



**4** 1.32 **DICTION** Listen and write the four sentences you hear. Which country is it?

a the UK b Sweden c Japan

**5** Write true sentences about your school.

**Language in action**

**6** Write a fact file about schools in your region or country. Include information about:

clothes clubs sports subjects  
 the school day / week travel to school

**Video**



**i** **Culture video:**  
Schools in the UK and the USA

**Focus on ...**

**ICT**

Match services 1–3 to their uses A–C.

1 e-mail	A to share texts and images
2 blog publishing	B to find information and images on the internet
3 search engine	C to send and receive messages across the internet

Now go to page 125 to find the answer.

Unit 3

39

69

4.1

## It's faster, higher and longer

Comparing things

# PortAventura® – Fun for all



Posted by Duncan Lewis, 23 October

Are you adventurous? Do you like fast, exciting rides? Then go to PortAventura!

### The Park

PortAventura is a big theme park near Barcelona. It's got something for everyone: from extreme roller coasters, to safe, quiet rides for children. I also recommend the shows with singing, dancing, and more.

### Best Rides

Here are my top three rides:

**Furius Baco:** a short ride (55 seconds) but really enjoyable! Rating: 9/10

**Shambhala:** faster and higher than all other roller coasters in Europe! Rating 9/10

**Dragon Khan:** one of the older rides, but my favourite! Rating 10/10



Shambhala (2012)

- 1,564 m long ↔
- 76 m high ↑
- 134 km per hour!

### Location

It's easy to get there by car or train.

You can also fly. Reus airport is very near.

### Top tips

The park can be very crowded in summer, and sometimes you wait a long time to get on the rides. The queues are worse during the day. It's better to go early in the morning or late in the afternoon.

Food and drink are quite expensive, so take some food with you.

### Comments

**Ted**

25 May 13.15

The new rides are scarier and more exciting than the old rides. Shambhala is really high and frightening, but I love it!

**Naomi**

25 May 12.30

I think that the rides are boring. The shows are better. There are shows with amazing and dangerous acrobatics. In summer, the fireworks are fantastic – and very noisy!

**Rita**

25 May 9.00

Tickets aren't cheap, but children don't pay full price. There are low prices for groups too. My favourite ride? That's a difficult question – they are all good. It's probably Dragon Khan because it's long and fast.

**Jake**

24 May 22.45

My favourite ride is surprising. It's the Tutuki Splash – you ride through a volcano on water. It's quite slow, but it's a lot of fun. My brother prefers the shows to the rides.

## Vocabulary and Reading

### Vocabulary presentation

### Vocabulary practice

- 1 Check the meaning of the words in the box. Then complete the sentences in your notebook.

queues    rides    roller coasters    shows    theme park

- 1 PortAventura is a (...) near Barcelona.
- 2 There are different (...), including a train, a submarine and the extreme (...).
- 3 There are (...) with singing and dancing.
- 4 The park is popular. There are (...) during the day.

- 2 2.02 Read and listen to the web page and answer the questions.

- 1 Which is the writer's favourite ride?
- 2 When are there more people in the park?
- 3 Why is it a good idea to take a picnic?
- 4 Does Ted prefer the old rides or the new rides?
- 5 Do Jake and Rita like the same types of rides?
- 6 Which two people like the shows more than the rides?

### Reading extension

- 3 Look at the highlighted words on the web page. Find eight pairs of opposites. There are five words that don't form pairs.

fast – slow

**4.3 Around the world**



A famous tourist attraction in North America

# NIAGARA FALLS: the trip of your life!



See the Niagara Falls from close-up with one of our exciting trips.

**Reading and Vocabulary**

**1** 2.06 Read and listen to the advertisement. Which trip(s) offer(s) ... ?

- 1 the wettest ride
- 2 the best views
- 3 the slowest ride

**2** Read the advertisement again. Are the sentences true or false? Correct the false ones.

The helicopter trip is longer than the boat trip.  
**False. The boat trip is longer than the helicopter trip.**

- 1 The Aero Car takes more people than the helicopter.
- 2 People get wetter in the Jet Dome than in the Wet Jet boats.
- 3 The cable car is faster than the boats.
- 4 There are boat trips on the American and on the Canadian side of the river.
- 5 The boat trips are not for children shorter than one metre.

**i Reading extension**

**3** How do you say these words in your language?

**HELICOPTER TRIPS**

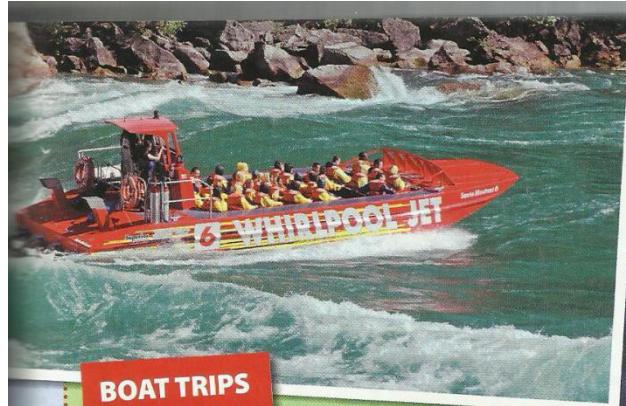
See the Falls from the air! Our helicopter rides offer amazing views of the most famous waterfalls in the world. Don't **forget** your **camera**!

- The six-seat helicopters **fly** over the Falls every fifteen minutes.
- Trips are fifteen minutes long.
- Listen to the audio guide on personal **headphones**. Choose from twelve languages.
- Location: Ontario, Canada



52

Unit 4 Complete all activities in your notebook.



## BOAT TRIPS

Wild, wet and wonderful, our 'Wet Jet' boats speed along the river at 60 km per hour. Fun for all ages!

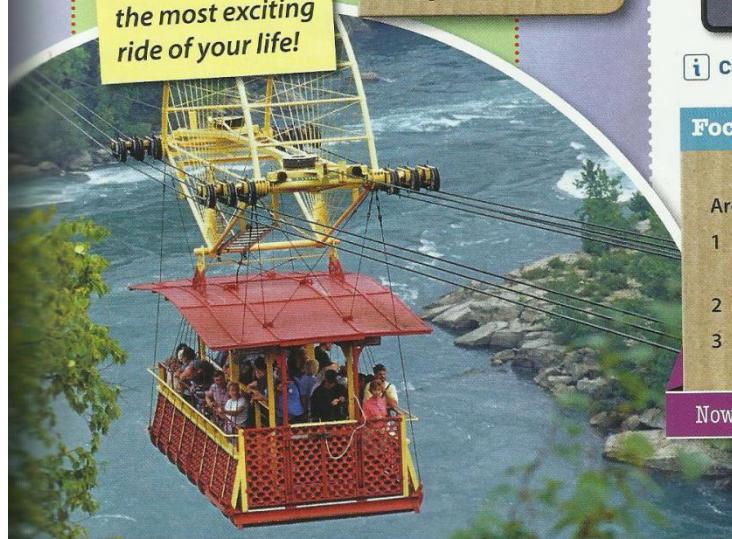
- Bring dry clothes – you get VERY wet!
- Trips are 45 minutes long.
- Children over 110 cm tall only.
- You don't want to get wet? Take the Jet Dome for a completely dry ride.
- Location: Ontario, Canada, and New York State, USA

## AERO CAR

Take a slow but exciting ride high above the Niagara River in this historic cable car.

- The Aero Car takes 35 passengers.
- The trip across the river is 1 km long and takes ten minutes.
- Children under five go free.
- Location: Ontario, Canada

**Come and have the most exciting ride of your life!**



### Did you know?

The Aero Car is a design by Leonardo Torres Quevedo, (1852–1936), an engineer from Spain.

- 4 Look at the highlighted words in the text and answer the questions.

- 1 Do you like flying?
- 2 Is there a school trip this year?
- 3 Do you use your mobile phone as a camera?
- 4 Do you use headphones to listen to music?
- 5 Do you sometimes forget to bring things when you go on holiday?

### Vocabulary practice

## Language in action

- 5 Give your opinion. Say which trip to Niagara Falls you like / don't like and why. Make comparisons and say which is the best / scariest / most exciting.

*I think the boat trips are scarier than the helicopter trips.  
I like the helicopter trip because it's the most exciting.*

### Video



### Culture video: Auckland, New Zealand

### Focus on ...

## Geography

Are the sentences true (T) or false (F)?

- 1 The Cascada del Cinca is the highest waterfall in Spain.
- 2 The Aragón runs into the Ebro.
- 3 The mouth of the Duero is in Spain.

Now go to page 126 to find the answers.

Unit 4

53

### 5.1 He's drawing a picture

#### Vocabulary and Reading

**i** Vocabulary presentation  
**i** Vocabulary practice

1 In your notebook, use as many of the words as possible to complete each phrase.

build carry climb close dive draw  
 fly hold jump open practise sail

1 (...) a boat  
 2 (...) a picture  
 3 (...) a bag or a box  
 4 (...) into a lake  
 5 (...) a tree  
 6 (...) a plane  
 7 (...) someone's hand  
 8 (...) an instrument  
 9 (...) a door or a window  
 10 (...) a house

2 **2.10** Read and listen to the article. Match photos 1–4 with the readers' comments A–D.

3 Read the article again and answer the questions.

1 What is Zev's favourite hobby?  
 2 How does Zev make the 'tiny' people in his photos?  
 3 What are Zev's hobbies?  
 4 What is Zev doing in photo 2?  
 5 Find five adjectives other photographers use to describe his work.

**i** Reading extension

4 In your notebook, complete the sentences with the highlighted words from the article.

1 I'm writing a (...) about my holidays.  
 2 Russia is a (...) country – the biggest in the world.  
 3 In his free time, he loves building (...) cars.  
 4 There's a (...) insect on your arm.  
 5 We've got a big red (...) for Cara's party.

**i** Vocabulary practice

Things happening now

## A TALENTED YOUNG PHOTOGRAPHER



Teenager Zev Hoover from the USA has many interesting hobbies, but most of all he loves photography. He takes photos of all kinds of things, but at the moment he is working on a very interesting project called *Littlefolk*, which means 'small people'. Zev takes photos of himself (and sometimes other people) and then he uses his computer to make the people very small. In this way, he creates a **huge** world where **tiny** people are doing different things, for example, swimming, climbing trees, walking in forests or flying planes. His sister Aliza often helps him with ideas for the pictures, but Zev takes the photos and edits them. Zev has a website, and his photos are on the internet. When he isn't taking photos, he writes his **blog**. He also builds and flies **model** aeroplanes. Many top photographers like his work. Here are some comments.

**A** Your photos are fantastic, Zev! I love the photo of the boy sailing a paper boat. He's reading a book. The pages of the book are also the boat. It's a really great photo! **1 day ago**

**B** In my favourite photo a girl is holding a **balloon** and flying through the air. Where is she going? Is she enjoying her unusual trip? It's a beautiful photo. **6 days ago**

**C** I love your photos of water. In one photo, you're wearing goggles and you're jumping into a lake or a river. **2 weeks ago**

**D** Wow! There's one photo where a boy is holding a pencil. He's sitting on a notebook and drawing a picture of himself! It's amazing! You're a wonderful photographer, Zev! **1 month ago**

60

Unit 5

Complete all activities in your notebook.

73

## Annex 5.10. Pages 64-65: Bringing classical music young people

**5.3 Around the world**



**Reading and Vocabulary**

1 Look at the photos and the title of the text. What do you think the text is about?

**i Listening preparation**

2 2.12 Read and listen to the text. Check your answers.

3 Read the text again and answer the questions.

- 1 What type of music does the writer hear in the streets?
- 2 Where does the Soweto Strings Orchestra practise?
- 3 What type of music does the Soweto Strings Orchestra play?
- 4 Who can join the orchestra?
- 5 Why do the older children teach the smaller children?

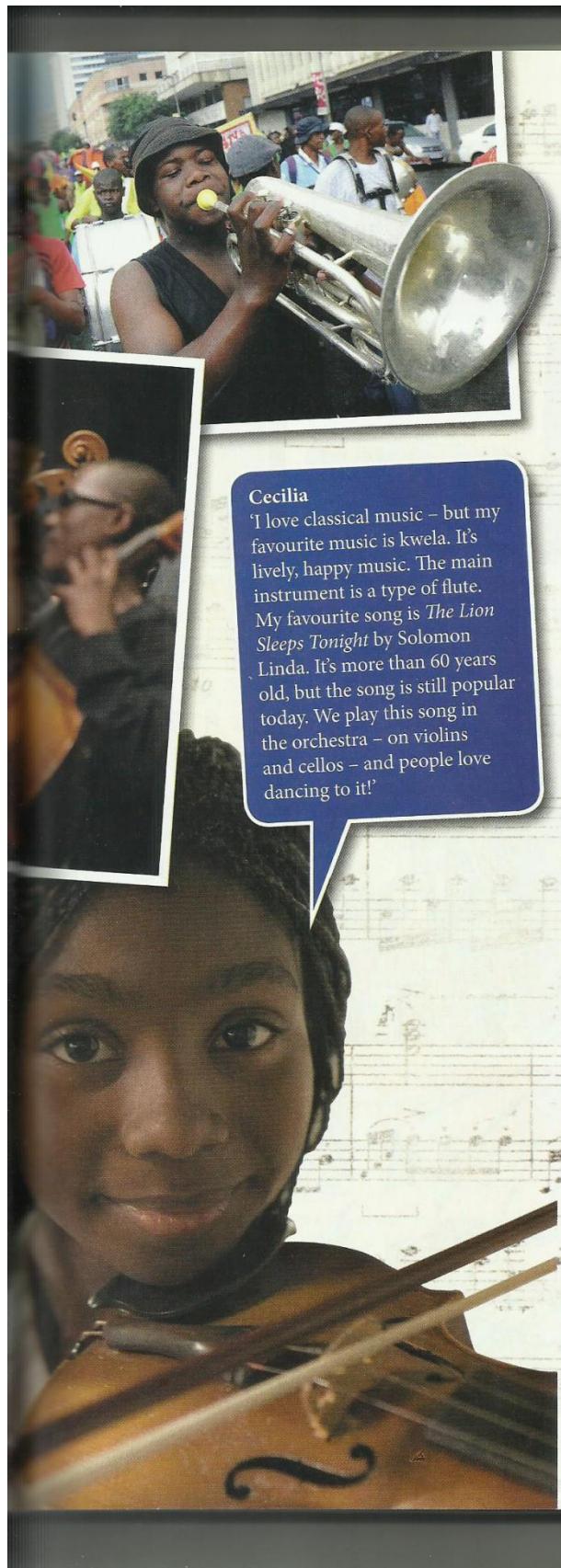
**i Reading extension**

4 Write the correct option in your notebook.

- 1 The music in the music school is (...) the music in the streets.
  - different from
  - the same as
  - more lively than
- 2 At the music school (...)
  - the children pay for the music lessons.
  - the teachers pay for the music lessons.
  - a charity pays for the music lessons.
- 3 The musicians learn to play (...)
  - every type of instrument.
  - wind instruments.
  - mainly string instruments.

**64** Unit 5 Complete all activities in your notebook.

I'm walking in the middle of a very crowded area of Johannesburg, South Africa. All around me, people are playing music – on their radios and on instruments in the street. Trumpet and saxophone players are playing African jazz music, and there's reggae in the markets and hip-hop music on every street corner. People are dancing to kwela – traditional African dance music. The streets are **lively** and noisy. But in an unusual music school at the end of one of these streets, they're playing a different type of music. This school is the home of a young orchestra, the Soweto Strings. There are about 100 **musicians** here, aged 5 to 29. Students learn to play string instruments – violin, viola, cello and double bass – as well as piano. They play mainly classical music, but they play African music too. The classes are for children who live in the local area. The classes are **free**, and there isn't an **audition**. Every year, hundreds of students **try** to come here for lessons – but it's impossible to teach everyone. There are only twelve teachers, so senior students help the younger ones. The money for the school comes from a **charity** called Buskaid. It collects money from people all over the world.



### Cecilia

I love classical music – but my favourite music is kwela. It's lively, happy music. The main instrument is a type of flute. My favourite song is *The Lion Sleeps Tonight* by Solomon Linda. It's more than 60 years old, but the song is still popular today. We play this song in the orchestra – on violins and cellos – and people love dancing to it!

### 5 In your notebook, complete the sentences with the highlighted words from the text.

- 1 Join the school orchestra. Come to an (...) next Friday.
- 2 My uncles are (...) – They play the saxophone in a band.
- 3 This (...) helps animals in danger.
- 4 At night the streets are (...) and exciting.
- 5 I (...) to practise the piano every day.

### Vocabulary practice

### 6 2.13 Listen and note the styles of music in the order you hear them.

A classical B hip-hop C jazz D kwela E pop F reggae

### Language in action

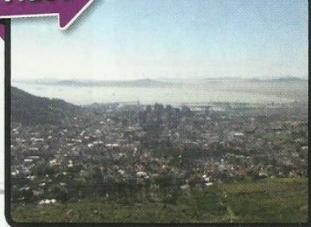
#### Writing preparation

### 7 Write four or five sentences about your favourite music, and give an example of a musician or composer. Use Cecilia's text to help you.

Include information about:

- the style of music
- the name of the musician
- what you like / love about it
- the main instruments
- a favourite song and / or a composer of the music

### Video



Culture video:  
Cape Town,  
South Africa

### Focus on ...

### Music

Match instruments 1–4 to the sections of an orchestra A–D.

- 1 drums 2 flute 3 trumpet 4 violin  
A strings B percussion C brass D woodwind

Now go to page 127 to find the answers.

Unit 5

65

## 6.1 You must cook the spiders

# STREET FOOD

In many countries, people cook **tasty** snacks in the street for people to buy. We call it street food. Here are some places around the world where street food is popular.

Ability, permission, obligation and prohibition

1 In Mexico, the street food is delicious and often **healthy**. I love burritos and buy them from El Huequito. I can make them myself too. It's fast and easy! Cook some beef and onion. Add some beans, spices, salt and pepper. Put it all into a tortilla. Finish with cheese, tomatoes and some chilli sauce. Yum, yum!

2 In Turkey, simit is a popular breakfast snack. It's a bread roll that you eat with cheese or jam. People often have a **salty** drink called ayran with it. Mix some yoghurt with water and salt – it's simple. My dad can make it really well.

3 Do you like spiders? In my country, Cambodia, tarantulas are a favourite snack! You must cook the spiders. Cook them in oil and add some salt and sugar. Eat the spider's legs! They're really **crunchy**. I think they're the best part.

4 In your notebook, complete the sentences with the highlighted words in the discussion forum.

crunchy healthy salty spicy sweet tasty

1 At break, we eat (...) snacks like fruit.  
 2 Do you like hot, (...) food made with chilli or paprika?  
 3 It's unhealthy to eat too much (...) food – try to eat less than 4 g of salt per day.  
 4 He loves (...) things – anything with sugar.  
 5 I prefer to eat (...), fresh vegetables, rather than soft ones.  
 6 My favourite food is Italian – it's really (...) – I love it!

**Vocabulary and Reading**

**i Vocabulary presentation**  
**i Vocabulary practice**

1 Copy and complete the table, in your notebook.

beans	beef	bread	cheese	chicken	chickpeas
chilli sauce	grapes	jam	mushrooms	oil	onion
rice	salt and pepper	spices	sugar	yoghurt	

2.19 Read and listen to the discussion forum. Which countries are mentioned?

3 Read the discussion forum again and answer the questions.

1 What are the ingredients to make a 'burrito'?  
 2 Which part of the spider is the person's favourite part?  
 3 Is it difficult to make 'ayran'?  
 4 Can you eat with your hands in Malaysia?  
 5 Why doesn't the Spanish person eat 'churros' at home?

**i Reading extension**

Unit 6 Complete all activities in your notebook.

**Learn it!** **False friends**

ham jam

### Did you know?

In Italy, you can't eat on the famous 'Spanish steps'. It's illegal. Can you eat in the street where you live?



4 I'm from Spain.

My favourite street food is 'churros'. You cook them in oil and eat them with sugar and hot chocolate, so they're very **sweet**. They're like doughnuts, but even more delicious. **My parents can't make them**, so we always eat them when we're out.

### Grammar *can / can't, must / mustn't*

#### Grammar animation



6 Read the sentences in blue in the discussion forum, then complete the rules.

- 1 We use can / must to ask for and give permission.
- 2 We use can / must to talk about what is necessary or an obligation.
- 3 We use can and must / can't and mustn't to talk about things that are prohibited.
- 4 We also use can and can't / must and mustn't to talk about ability.

#### Grammar practice

7 Write the correct option in your notebook.

- 1 You **must / can't** buy a ticket to travel by train. It's not free.
- 2 **Can / Must** I have a break?
- 3 I'm not hungry – so you **can / must** have my sandwich.
- 4 The sign says, 'No drinks in the cinema.' So you **must / mustn't** finish your drink before you go inside.
- 5 You **must / mustn't** play football inside the house.
- 6 Eighteen-year-olds **must / can** drive a car.
- 7 We **can / mustn't** park here – it's illegal.
- 8 My brother **can / must** cook really well.

5 Chicken satay is a popular street food in Malaysia. Mix chicken with spices, then put the meat on a stick. Cook it for ten minutes on a barbecue. Then it's ready to eat. Be careful, it's quite **spicy**. In Malaysia, **you can eat with your hands**. But be careful – you **mustn't eat with your left hand**. It's very offensive.



8 Complete the text in your notebook. Use the words or choose the correct option.

beef cheese mushrooms onions

- Max I'm happy you (1 **can / must**) work in my restaurant. Do you have any questions?  
Jan Yes, what time do I start?  
Max You (2 **can / must**) be here at 7.00 a.m.  
Jan What do I need to do?  
Max Prepare the vegetables. Chop the (3) and (4). (5 **Can / Must**) you do that?  
Jan Yes, of course. Are there any rules?  
Max Yes, you (6 **must / mustn't**) always wash your hands before you begin. The kitchen (7 **must / mustn't**) be dirty.  
Jan Why do you have so many fridges?  
Max Because you **mustn't** put meat like (8) with the dairy products, such as (9) or yoghurt.  
Jan (10 **Can / Must**) I have a snack from the fridge when I get hungry?  
Max 'No, you (11 **can / can't**) only eat during breaks.  
Jan When do I get a break?  
Max You (12 **can / can't**) have a break at 11.00 a.m.

### Language in action

9 Make a poster. Write about rules you have at home or in school. Use **can, can't, must** and **mustn't**.

Rules at home

**At home I can watch TV when I like, but I can't ...**

Rules at school

**You can eat in the canteen, but you mustn't eat ...**

6.3

Around the world



Talking about art

Street art – illegal vandalism or creative genius? Whatever your opinion, street artists around the world are becoming more and more popular. London is one of the best cities to see original, imaginative street art in public places, and in East London, you can go on tours to look at the work of famous street artists.

**A** A group of artists called The Toasters use stencils to create their street art. After twelve years, their work is very famous, and now there are some huge pictures of toasters in London and in cities all over the world.

**B** There aren't many street artists like Dscreet. He draws and paints owls in bright colours. Why? Because of their enormous eyes – they are magical. Dscreet's owls are cartoon-like and their eyes follow you – it seems like they're watching you. Although there are no rules with street art, Dscreet says you must have fun!

**C** The artist Stik uses spray paint to paint 'stick' people around London. They are simple, but people love their faces. Stik is very popular, and people wait six months to buy one of his paintings, but he still paints all his street art for free.

**D** Street art can also be sculpture. Christiaan Nagel is from South Africa. He thinks painting on canvas is boring. So he climbs up buildings and constructs mushrooms, in different colours. His 3D mushrooms are all over London, and there are some in South Africa too.

**E** Inkie is a well-known street artist who works in London and Ibiza. He paints the same woman again and again and is the only street artist to paint inside the Houses of Parliament. Inkie is now one of the top graphic designers in video gaming and also teaches art to children.

Did you know?

Prehistoric cave paintings from around 30,000 BC are the earliest form of street art.

i

Vocabulary practice

## 7.1 Platform shoes were cool for men!

# FASHION

never stays the same.  
Look at these changes  
across six centuries.

**16<sup>th</sup> Century**

**A** In the 16<sup>th</sup> century, large circular collars were fashionable. Some were more than 30 cm across. It wasn't easy to eat in one of these!

**1**

**17<sup>th</sup> Century**

**B** Today, jeans are popular all over the world, but in the 17<sup>th</sup> century, jeans were for poor people. Genoa, Italy, was the home of early jeans.

**2**

**18<sup>th</sup> Century**

**C** In the 18<sup>th</sup> century, hoop skirts were fashionable. They were circular and some were huge. When it was windy, these skirts were quite dangerous and it was easy for women to fall over!

**Did you know?**  
Before the 19<sup>th</sup> century, left and right shoes were identical.

**19<sup>th</sup> Century**

**D** In the 19<sup>th</sup> century, in North America and Europe, shorts were only for young boys. The shorts were baggy at the top and tight at the knee. Shorts for men weren't common until the middle of the 20<sup>th</sup> century.

**Talking about the past**

**3**

### Vocabulary and Reading

**i Vocabulary presentation**

**i Vocabulary practice**

**1** In your notebook, write these words in the correct category. Then add your own words to each list.

boots cap cardigan dress hat hoodie jacket  
jeans leggings sandals shirt shoes shorts  
skirt socks sweatshirt top trousers T-shirt

Head: **cap**  
Upper body: **cardigan**  
Lower body: **jeans**  
Feet: **boots**

**i Reading preparation**

**2** **3.01** Match the fashions in pictures 1–5 to the timeline. Then read and listen to the timeline and check your answers. Which texts have no pictures?

**86** Unit 7 Complete all activities in your notebook.

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

- 1 In the 16<sup>th</sup> century, why were collars a problem at the dinner table?
- 2 What type of weather was a problem for women in hoop skirts?
- 3 Was it normal for men to wear shorts in the 19<sup>th</sup> century? Why / Why not?
- 4 Why weren't paper dresses a good idea?
- 5 What was unusual about the design of some onesies?

**i Reading extension**

**4** Check the meaning of the highlighted words in the timeline. Then answer the questions.

- 1 Is anyone in your class wearing a top with a hood?
- 2 Is anyone wearing a shirt with a collar?
- 3 Do you prefer baggy or tight trousers?
- 4 Do you normally wear tops with long sleeves or with short sleeves?
- 5 Which of your friends is the most fashionable?

**i Vocabulary practice**

**E** There was an unusual fashion in the 1960s: paper dresses! They were very popular in the USA and they were for sale in all the biggest shops. Were there any problems? Yes – in a paper dress, you weren't safe near fire ... or in the rain!

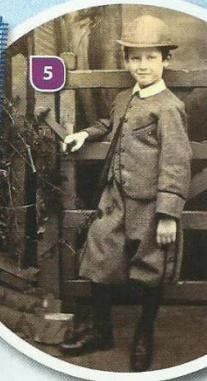
**F** In the 1970s, high 'platform' shoes were cool for women and men. But in the 16<sup>th</sup> century shoes were even higher. It was impossible to walk in them without a helper.

**20<sup>th</sup> Century**

**21<sup>st</sup> Century**

**4** 

**G** A onesie is a comfortable all-in-one suit with a hood, body, sleeves, legs and feet. In 2012, they were popular with adults and teenagers all over the world! Some designs were really crazy, for example, there were onesies with ears and a tail!

**5** 

**Grammar Past simple: be**

**i Grammar animation**

**5** In your notebook, copy and complete the table with *was*, *wasn't*, *were*, *weren't*.

Affirmative	I was a baby in 2002. It <sup>(1)</sup> popular in the 1960s. They <i>were</i> dangerous.
Negative	I <sup>(2)</sup> at school yesterday. You <i>weren't</i> at home. We <sup>(3)</sup> fashionable.
Questions	<sup>(4)</sup> you in bed? Was she happy? Were they <i>popular</i> at school?

**i Grammar practice**

**6** In your notebook, complete the sentences with *was*, *wasn't*, *were*, *weren't*.

- 1 In windy weather, it (...) easy for women to walk in a hoop skirt.
- 2 In the 16<sup>th</sup> century, high shoes (...) fashionable.
- 3 Shorts (...) popular with men before the 20<sup>th</sup> century.
- 4 A paper dress (...) a bad thing to wear in the rain!

**Rosie** What <sup>(1)</sup> clothes like in the past, Mum? <sup>(2)</sup> it fashionable to wear tight or baggy jeans?

**Mum** When I <sup>(3)</sup> young, in the 1970s, trousers were very wide. Women's skirts <sup>(4)</sup> long, right down to the floor.

**Rosie** What about shoes? <sup>(5)</sup> trainers fashionable?

**Mum** No, they <sup>(6)</sup>. Trainers were only for running at that time. There <sup>(7)</sup> an unusual fashion for high shoes for both men and women.

**Rosie** That's strange!

**Mum** Well, fashions change. A lot of things <sup>(8)</sup> different in the 1970s.

**i Grammar practice**

**7** Ask and answer the questions.

you / at school / yesterday?  
**Were you at school yesterday?**  
**No, we weren't. It was Sunday – we were at home.**

- 1 it / your birthday / last month?
- 2 your parents / at the cinema / last night?
- 3 your favourite show / on TV / last night?
- 4 you / born / in Spain?
- 5 your grandmother / a teenager / in the 1940s?

**Language in action** PAIRS

**10** Write questions using *was* and *were*. Then ask and answer with a partner.

- 1 What / your favourite TV show when you were five?
- 2 Who / your first teacher?
- 3 When and where / you born?
- 4 Where / your favourite ever holiday?
- 5 What / your best present last Christmas or birthday?
- 6 What / your first words as a baby?

**i Grammar practice**

Language summary SB page 95

Grammar reference WB page 108

Unit 7

## Annex 5.14. Pages 90- 91: An interview with an astronaut

**7.3 Around the world**

A trip to a Space Centre in the USA



# An interview with an astronaut

Last week, our class visited the Kennedy Space Centre, in Florida. We learned all about space travel – how it started, and what it's like today. We also asked a real astronaut some questions!

**Vocabulary and Reading**

1 Match these words to items 1–4 in the pictures.

gloves helmet space station spacesuit

2 3.04 Match questions 1–8 to paragraphs A–H in the text. Listen and check your answers.

3 Match the highlighted words to their definitions.

1 to leave Earth in an aeroplane or spaceship  
2 to return to Earth in an aeroplane or spaceship  
3 to take air into your body, and let it out again  
4 the force that 'pulls' everything towards the centre of the Earth  
5 moves around a planet  
6 to be suspended in air or water

**Vocabulary practice**

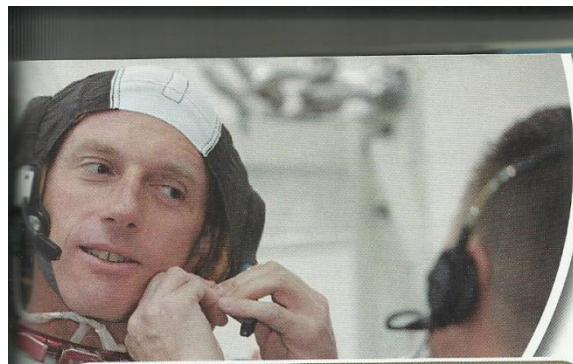
4 Read the text again. Choose the correct option.

1 It is *easy* / *difficult* to get dressed in a spacesuit.  
2 Astronauts always wear spacesuits *when they orbit the Earth* / *when they land and take off*.  
3 The astronaut's last trip to space *was* / *wasn't* frightening.  
4 In the Space Station, astronauts *change* / *don't change* their clothes every day.  
5 The force of gravity is *stronger* / *weaker* in space.

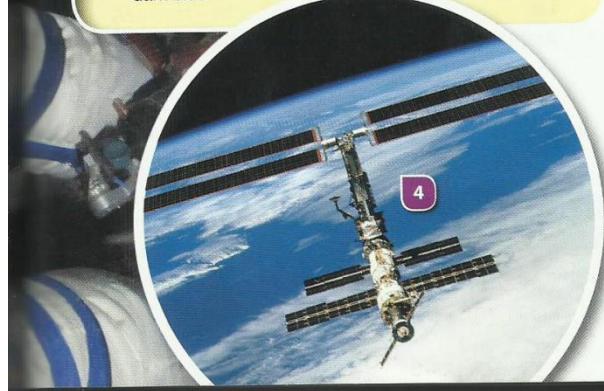
**Did you know?**

Astronauts train in a swimming pool before they go into space. Floating in water is similar to floating in space!

90 Unit 7 Complete all activities in your notebook.



- A Space is a dangerous place. A spacesuit protects us from heat and cold, and gives us air to **breathe**. The helmet protects our eyes from the sun, and special gloves keep our fingers warm.
- B Yes! It takes more than an hour to put on a spacesuit. There are lots of different parts, so we need help to get dressed!
- C No, not all the time. We must wear one when we **take off** and when we come back to Earth to **land**.
- D Yes, because under our helmets we wear a cap with a radio microphone and headphones.
- E My last mission was to the International Space Station. The Space Station **orbits** the Earth. I stayed there for three months. It wasn't scary because we trained hard. I loved taking pictures and looking at the Earth. It was beautiful.
- F In the Space Station, we wear normal clothes, for example, jeans or shorts and a T-shirt. We wear the same clothes for several days because we can't wash our clothes in space!
- G On Earth, **gravity** pulls us down all the time, but in space the force of gravity is less strong, so your feet are free to leave the ground. That's why astronauts **float**. It's like floating in water – but without the water! Very exciting. I loved it!
- H When we're not in space, we go to the office, and train for our next mission. I usually wear a NASA uniform. It's dark blue.



- 5 3.05 Listen to the words. Do you hear /ʊ/ or /u:/?

**Say it!**

**The sounds /ʊ/ and /u:/**

blue boots hood put shoes two you

- 6 3.06 Say these words. Listen, check and repeat.

book cool food foot good juice look who

**i Speaking practice**

**Language in action**

- 7 Interview someone you know about their clothes.

- What do you usually wear to school / work?
- What do you usually wear at the weekend?
- Do you do any sports? What clothes do you wear?
- What clothes do / don't you like?
- Do you prefer practical or fashionable clothes?

- 8 Now write their answers to the interview questions. Write one or two sentences for each question.

**Video**



**i Culture video: Space travel**

**Focus on ...**

**Science**

Choose the correct option.

- 1 How many planets are there in our solar system?

A 7 B 8 C 9

- 2 Which is the largest planet?

A Saturn B Jupiter C Mars

Now go to page 129 to find the answers.

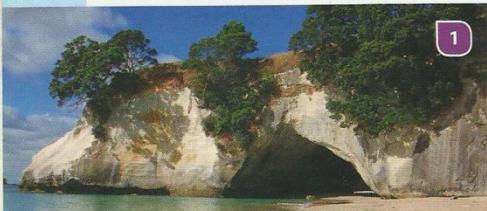
8.1

**He swam with sharks**

**i Vocabulary presentation**

**A** This is Steve Backshall. He was born in Britain in 1973. His love for animals and travel began when he was a child. He had lots of unusual pets, and his family took him on holidays to many different places.

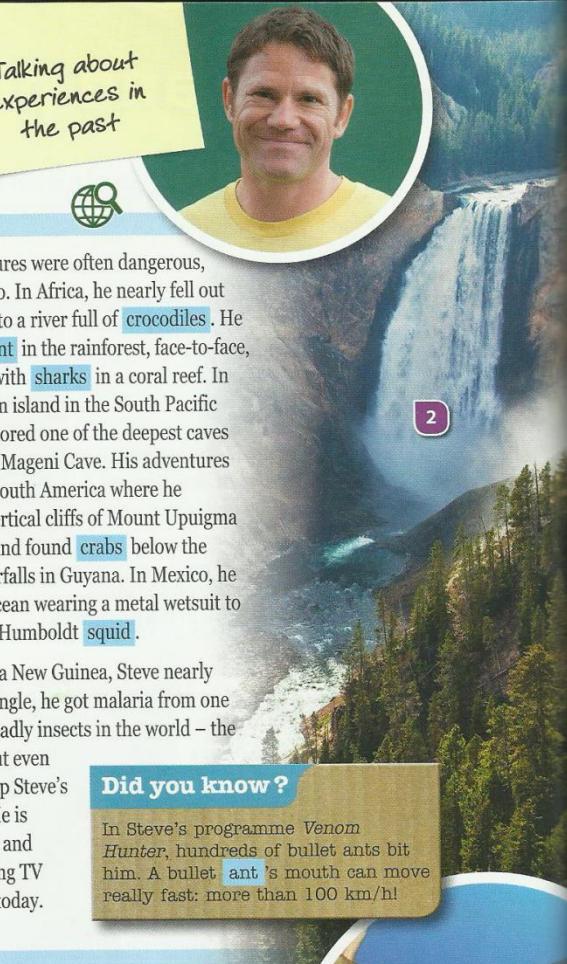
**B** Years later, he had an idea that changed his life. He left his job and bought a video camera. Then he went to the rainforest in Colombia and made a film about the animals he saw there. When he came back to Britain, he sold the film to a TV company. The film was a success and he became one of Britain's most popular wildlife presenters. Now, he is famous for his TV series called *Deadly 60*. In this show, Steve travelled across six continents for six months, and filmed 60 of the most dangerous animals.



**C** Steve's adventures were often dangerous, but exciting too. In Africa, he nearly fell out of his canoe into a river full of **crocodiles**. He met an **elephant** in the rainforest, face-to-face, and he swam with **sharks** in a coral reef. In New Britain, an island in the South Pacific Ocean, he explored one of the deepest caves in the world – Mageni Cave. His adventures continued in South America where he climbed the vertical cliffs of Mount Upuigma in Venezuela and found **crabs** below the Kaieteur waterfalls in Guyana. In Mexico, he dived in the ocean wearing a metal wetsuit to film the giant Humboldt **squid**.

**D** Then, in Papua New Guinea, Steve nearly died. In the jungle, he got malaria from one of the most deadly insects in the world – the **mosquito**. But even that didn't stop Steve's adventures! He is still travelling and making exciting TV programmes today.

Talking about experiences in the past



**Did you know?**

In Steve's programme *Venom Hunter*, hundreds of bullet ants bit him. A bullet ant's mouth can move really fast: more than 100 km/h!

**Vocabulary and Reading**

**i Vocabulary practice**

- 1** Look at the words for geographical features. Which can you see in the photos?

beach cave cliff coral reef desert  
forest island jungle mountain ocean  
rainforest river valley waterfall

- 2** **3.10** Read and listen to the profile. Match paragraphs A–D with the headings 1–4.

- 1 A near-death experience
- 2 Adventures in the wild
- 3 Childhood years
- 4 Early work

- 3** Read the profile again and complete the sentences, in your notebook. Use your own words or words from the text.

- 1 When he was young, Steve loved (...).
- 2 He went to Colombia to (...).
- 3 A TV company bought (...).
- 4 Steve had to wear special clothes when he (...).
- 5 After a mosquito bit him, (...).

**i Reading extension**

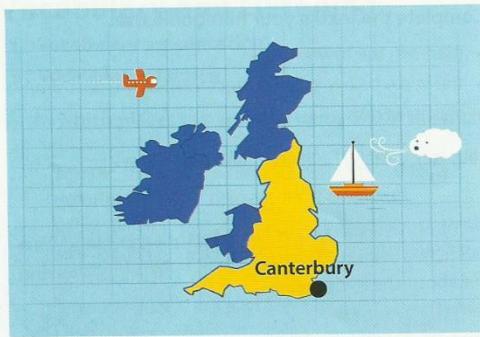
- 4** Find seven animals in the profile. Write sentences about where they live: in water, on land or in the air.
- Crocodiles live in water and on land.*

**i Vocabulary practice**

## Annex 5.16. Pages 102- 103: A town in the past

8.3

### Around the world



### Reading and Vocabulary

#### Reading preparation

##### 1 Match captions 1–3 to photos A–C.

- 1 Roman mosaics found in Canterbury
- 2 Canterbury Cathedral rebuilt in 1070
- 3 Roman Canterbury: an artist's impression

##### 2 3.13 Read and listen to the text and answer the questions.

- 1 When did the Romans first come to Britain?
- 2 What two things were typical in the design of Roman cities?
- 3 Where did the Romans go to relax?
- 4 What did the Romans do at the forum?
- 5 Which Roman building was originally in St Margaret's Street?
- 6 What modern building is in the same location as the Roman bath house?

#### Reading extension

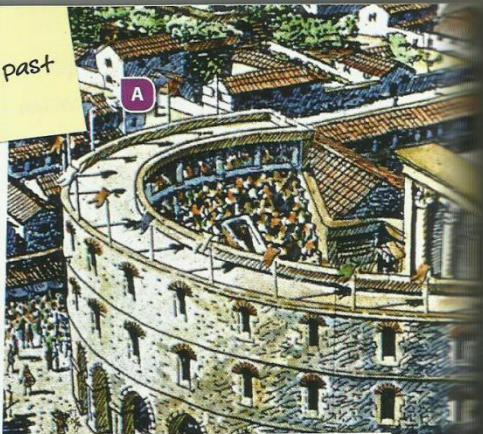
##### 3 Look at the highlighted words in the text.

Which one means:

- 1 a location, a place or a position
- 2 a hard material used for building
- 3 things that you buy or sell
- 4 squares with straight lines crossing each other, horizontally and vertically
- 5 below the earth
- 6 parts of an old building that isn't there any more

#### Vocabulary practice

A town in the past



#### THE ROMANS CAME TO BRITAIN

In 43 AD, most of Britain was covered with forests and hills. Then the Romans arrived. They wanted to conquer the whole country. They built many roads across Britain. They invaded cities like Colchester, York and Chester. In the 1<sup>st</sup> century, the Romans invaded Canterbury, a city near the south coast. Its location near the sea and a river was very important for the invaders because they transported people and **goods** between Britain and Europe by boat.

#### A CITY REBUILT

Like other Roman cities, the Romans designed new roads in Canterbury in a **grid** pattern and protected the city with a wall. They built big public buildings from **stone**: there was a large town hall called the basilica, a theatre and some beautiful Roman temples. An important meeting place was the public baths. In Roman times, public baths were a place to socialize, play games and even read and use the library. The forum was in the centre of Roman Canterbury. It was an open space with shops on both sides and probably a market. The Romans stayed in Canterbury for nearly 400 years.

#### Did you know?

Before the Romans arrived, there were no roads in Britain.

Look at how we write dates in the past in English.

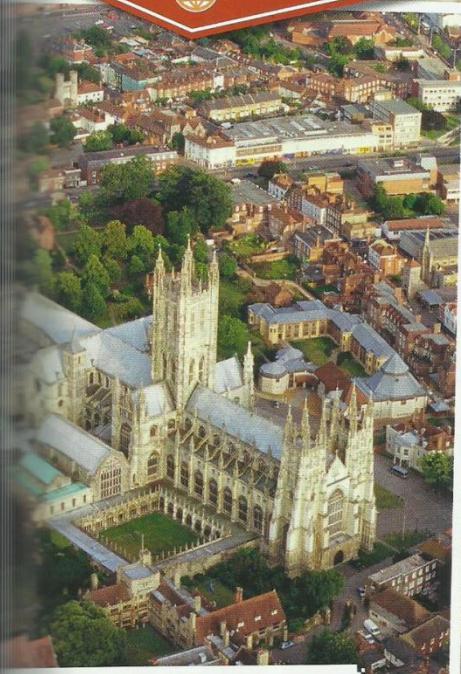
**Learn it!**

**AD or BC?**

AD is for dates from year 1.  
BC is for dates before year 1.

*The Romans arrived in Britain in 43 AD.*

**CANTERBURY**  
**A ROMAN TOWN**



**INTERBURY TODAY**

Over 1,600 years later, you can still see signs the Romans ... if you look underground. In the cathedral there is a small museum. Here you can see the ruins of a Roman house with three famous mosaics. Under the floor of a hotel in St Margaret's Street, you can still see the ruins of the Roman theatre, and there are the ruins of the Roman public baths. Interestingly, the shop on the site of the original bath house is now a bookshop!

**5** Read the text. Which Spanish town does it describe?

The Romans built this town in 25 BC. It's in a valley and there are mountains to the north and south. In the centre they built the forum and the Temple of Diana – you can still see the ruins. There is also the impressive Aqueduct of Miracles. The town gets water from the two Roman reservoirs and there's a bridge across the River Guadiana. Here, you can still see plays at the Roman theatre and the amphitheatre in the summer.

**Language in action**

**i Writing preparation**

**6** Find out more information about a Roman city. Write a paragraph about the location and the ruins you can see today. Use the text in exercise 5 to help you.

*This town is in the mountains and ...*

**Video**



**i Culture video: Bath – a Roman town**

**Focus on ...**

**History**

Match the Roman rulers with the facts.

A Julius Caesar B Emperor Augustus  
C Emperor Constantine

1 He was the first Roman ruler.  
2 He moved the capital of the Roman Empire to Turkey.  
3 William Shakespeare wrote a play about him.

Now go to page 130 to find the answers.

Unit 8 **103**

9.1

## That will never happen!

### Vocabulary and Reading

Vocabulary presentation

Vocabulary practice

- 1 How often do you use the items below?  
What do you use them for?

digital camera e-book games console keyboard  
memory stick mobile phone mouse printer  
remote control speakers tablet webcam wi-fi

I use a keyboard every night when I do my homework.  
I always use wi-fi at home.

- 2 Read and listen to the article. Which ideas 1–5 do the pictures represent?



### Predictions about the future ...

Flying cars, underwater cities, time travel. These are some of the predictions that scientists from the past made about life in the twenty-first century. We're still waiting for these ideas to happen, but what about the predictions that came true?

#### 1 Mobile phones

In 1900, John Elfreth Watkins, an American engineer, predicted: 'A husband in the Atlantic will have a conversation with his wife in her bedroom in Chicago.' People didn't believe it. It was a long time until the first wireless phone call. Today, with mobile phones, we can phone home from almost anywhere on the planet.

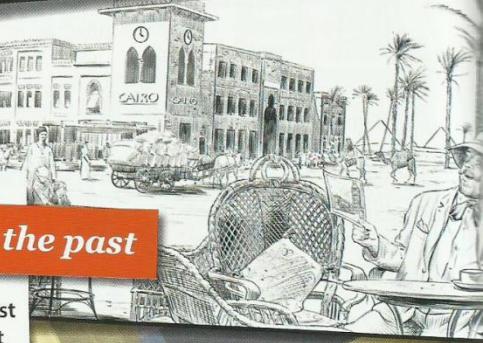
#### 2 e-books

In 1911 the inventor Thomas Edison imagined the book of the future: a slim, light book with a whole library inside it. A crazy idea? Not if you compare Edison's prediction with today's tablet computers and e-books.

#### 3 Webcams

Watkins imagined a future where people watch a screen to see what is happening in other places around the world. This came true with the invention of television, and later with webcams, which allow us to see what's happening anywhere – on a tablet, computer or smartphone screen.

Making predictions



from the past

#### 4 Photo Sharing

'People will send photos of an event to newspapers around the world in an hour.' Nothing new? In Watkins' time this was an impossible idea, but again Watkins predicted it. Today we use digital cameras and the internet to share photos instantly.

#### 5 Touch screen computers

Computers keep getting smaller. In the past people always used computers with a keyboard and mouse. In 1987, a computer company said, 'Computers will have touch screens.' And when we speak, the computer will understand us and answer our questions.' They were right. 2011 was the year of the first smartphone with a 'voice'. And tablets with touch screens are more and more popular.

C  
Good morning  
How are you today?

What will the next  
100 years bring?  
What are your  
predictions about  
the future?

9.3

### Around the world

celebrating culture  
in Scotland



#### Reading and Vocabulary

1 3.21 Read and listen to the text. Which would you like to visit: Edinburgh the city; the Fringe; or the Book Festival?

2 Read the text again. Answer the questions.

- 1 Why is Edinburgh popular in the summer?
- 2 What can you see at the Fringe Festival?
- 3 Do all the shows at the Fringe Festival have professional performers?
- 4 What did Wendy do last summer?
- 5 Who did Elliot meet at the book festival?
- 6 In *Underworld*, why do the teenagers decide to work together?

**i** Reading extension

3 Match the highlighted words to their definitions.

- 1 the name of a book
- 2 to write your name
- 3 to appear in a show
- 4 very exciting
- 5 the people who watch a show
- 6 a book that tells a story

**i** Vocabulary practice

4 How do you say these words in your language?

**Learn it!**

**False friends**

history story

**i** Vocabulary practice

114

Unit 9

Complete all activities in your notebook.

# EDINBURGH FESTIVAL CITY

A Are you thinking of visiting the UK this summer? Scotland's capital city, Edinburgh, has everything you need: shopping, history, nightlife and friendly people. It's also the home of a huge arts festival. It's not just one festival, but a collection of festivals. Most of them take place in the summer, and visitors come from all over the world. We talked to two teenagers about their favourite festival.



## THE EDINBURGH FRINGE FESTIVAL

B I'm crazy about the Fringe Festival! You can see theatre, comedy, music and dance. There are nearly 3,000 shows in three weeks, on the streets and in every type of building – churches, sports centres, hotels, schools – even on a bus! Anyone can perform – there's no audition – so the **audience** doesn't know what the show is going to be like. Some shows are funny, some are strange, and some are simply bad! Last year, I went with my school drama group. We performed every night and we were part of all the fun! It was incredible. I'm not going to **perform** this year, I'm just going to watch.

(Wendy, 14)

**ATHY CPHAIL**  
**UNDERWORLD**  
... giant and dark, filling  
was coming after them ...  
HARPERCOLLINS

**THE EDINBURGH BOOK FESTIVAL**

C I like the Book Festival. There are lots of activities to celebrate reading, and you can meet famous authors. Last year I went to a talk by Cathy MacPhail. She's from Scotland, and she writes really exciting books for teenagers. She read to us from her new **novel**, and gave us some tips for writing our own stories. I asked her to **sign** a copy of one of her books for me! The **title** of the book is *Underworld*, and it's about a group of teenagers on a school trip. They are exploring a cave when their teacher falls and can't walk any more. Then the cave starts filling up with water. Normally the students hate each other, but they realize they are going to need to work together to survive ... I won't tell you the rest of the story, but it's really **thrilling** and scary.  
(Elliot, 13)

**Did you know?**

JK Rowling, author of the famous *Harry Potter* books, wrote the first *Harry Potter* novel in a café in Edinburgh.

- 5** Answer the questions in your notebook.
- 1 Would you like to read *Underworld*? Why? Why not?
  - 2 What kind of books do you usually read?
  - 3 How often do you read a book?
  - 4 When and where do you usually read?

### Language in action

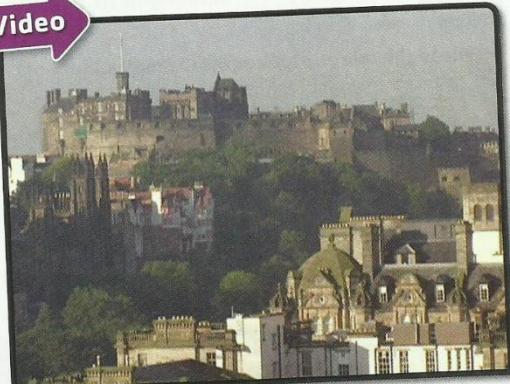
#### Writing preparation

- 6** Write about your favourite book. Use Elliot's text to help you. Write four or five sentences.

Include information about:

- the title and the author of the book
- some information about the author
- a description of the story and your favourite character in the book.

#### Video



#### Culture video: The Edinburgh Festival

#### Focus on ...

#### Literature

Match the authors to the novels.

- |                     |  |
|---------------------|--|
| 1 Roald Dahl        | A <i>The Shadow of the Wind</i>            |
| 2 Isabel Allende    | B <i>Charlie and the Chocolate Factory</i> |
| 3 Carlos Ruiz Zafón | C <i>The House of the Spirits</i>          |

Now go to page 131 to find the answers.