



**UNIVERSIDAD DE JAÉN**  
Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

**A preliminary analysis of  
the cultural component  
in TEFL textbooks: The  
case of *Living English*  
1(1<sup>st</sup> year of NCSE)**

**Alumna: M<sup>a</sup> del Pilar Moraga Lorenzo**

Tutor: Antonio Vicente Casas Pedrosa  
Dpto.: Filología Inglesa

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## **1. ABSTRACT AND KEY WORDS.**

### **Abstract**

This Final Degree Project pays special attention to the cultural component in textbooks used for teaching English as a Foreign Language. This component has not been set aside in during many years but with the passing of time, it is acquiring more relevance in textbooks used for learning a new language.

First of all, an introduction about the importance of culture in the language classroom will be provided and then a complete analysis of culture in Living English will be provided. This is a textbook aimed at 1<sup>st</sup> year of non-compulsory secondary education. So, these cultural components will be studied paying special attention to the way in which they have been introduced in this particular book, and to the importance they have for English language teaching.

**Key words:** culture, learning, language teaching, students, English language, textbooks, non-compulsory secondary education.

### **Resumen**

Este trabajo de Fin de Grado presta especial atención al componente cultural en los libros de texto usados para la enseñanza del inglés como lengua extranjera. Este componente ha sido dejado a un lado durante muchos años, pero con el paso del tiempo parece estar adquiriendo más importancia en los libros de texto destinados al aprendizaje de una lengua nueva.

En primer lugar, se expone una introducción sobre la importancia de la cultura en el aula de idiomas y a continuación se proporciona un completo análisis de la cultura en Living English. Se trata de un libro de texto asignado para el primer año de Bachillerato. Por lo tanto, estos aspectos culturales se estudiarán prestando especial atención a la manera en la que han sido introducidos en este libro en particular y la importancia que tienen para la enseñanza del inglés.

**Key words:** cultura, aprendizaje, enseñanza de lenguas, estudiantes, lengua inglesa, libros de texto, Bachillerato.

## **2. INTRODUCTION**

Language and culture are two terms which are closely together because of the patent relation they maintain with each other. Both are aspects of identification of a society and that is why they are taking into account. In addition, when learning a language, it is not enough with

knowing and learning about grammatical and linguistic aspects, but it is also necessary and critical to know how to face different communicative situations, traditions, the way of living of people with which you will mating a conversation in the foreign language, etc. that is because when we learn a language, our main objective is being able to communicate using this language and for this reason it is essential the knowledge about culture aspects. It is true that you will be able to communicate in a L2 or FL thanks to grammar and vocabulary aspects but it would be fundamental knowing about people to whom you will face and other cultural elements about countries using that target language as L1.

But in spite of this relation, culture is not a very relevant nor present aspect in lessons of teaching of a foreign language. It is true that in the last few years this relation has being more keeping in mind in textbooks. Some years ago, culture was not introduced in textbooks as one more skill or aspect necessary of being learned by students and the vast majority of teachers did not include this aspect nor even as an extra element. But, it seems that this relation has been gaining importance and playing an important role for editorials and teachers and that is the reason why there are many textbooks which include this culture aspect with great significance.

## **2.1. Aims**

The main aim of this essay is to explore the culture elements which have being set aside during many years in language classroom giving evidences and reasons why this skill or component is important for learners of a second or foreign language. So, this project pretends to show the importance and presence of cultural component in textbooks, the significance they have when learning a second language and in what way they are used to achieve the main aim of learners: be communicative competent. For this, through the study of *Living English* student's book and workbook and through its exercises and components, all these aims will be fulfilled and it will be shown the relevance of culture in many of the new books, how these cultural components are introduced in the lesson and how they are helpful and essential for students' learning of the target language.

## **2.2 Structure**

After the brief introduction about what this essay is about, the choice of some the most relevant keywords of this project and the aims, this work continue with the legal framework. In this legal framework, educational laws related with the content of this essay (cultural components in the teaching of a foreign language) are grouped. Following this legal section, the theoretical framework starts. It starts from most general theoretical part to the most specific

aspects; first of all, it includes a definition of what cultural competence is and how it is achieved. After this, a concise description about English culture will be done, in which a definition about this concept and a more detail interpretation of this concept will be carried out.

Below these two sections, the project becomes more specific dealing with cultural aspects in textbooks used for teaching English as a foreign language. The first and one of the most important points is establishing disadvantages and advantages in the introduction of this component in textbooks as another necessary aspect for the complete acquisition of the target language. Afterwards, there is a classification of the objectives that want to be achieved by introducing cultural aspects in textbooks. Another important aspect is how to teach culture and the importance and role of teachers when teaching culture. Finally, to finished with this theoretical framework, how textbook may be a tool and a method for teaching culture will be examined because this particular project deals with the use of textbook.

In order to show all these theoretical contents in a real example, the analysis of a particular book used for high school to teach English as a foreign language will be analyzed from a cultural perspective. First of all, it is necessary to describe the book and the general components and immediately after, the complete analysis will be detailed. As this examination focus on a cultural perspective, the different aspects from this cultural component is achieved will be detailed one after another in an individual way.

At last, as in all projects, a conclusion is depicted in which the main points of this work and the result of the analysis are summarized.

### **2.3. Justification**

As explained above, the main aim of this essay is to focus on the cultural aspects included in textbooks used for language teaching, particularly English. The reason why I have chosen this topic is because it is totally related to the profession I would like to have in the future and, besides, culture is an essential element in language learning and teaching even though enough attention may not be paid to it. Thus, the presence of these cultural factors in the textbooks that high schools use for their students is analyzed as well as to what extent culture is relevant for learners.

I have decided to concentrate on the books used for non-compulsory secondary education since they usually take cultural aspects into account more often than compulsory secondary education (henceforth, CSE) coursebooks. More specifically, the textbooks designed for the first year of this educational level have been considered since the ones for the second year are primarily aimed at preparing students for the university entrance exams (“*Selectividad*” in Spanish) and this conditions most of the decisions textbook writers have to take.

Nowadays, most publishing houses allow you to surf their websites and download sample materials so that you are in a better position when choosing the best coursebook for your students according to different criteria. After exploring many different textbooks from the main publishing houses in charge of producing English textbooks in Spain (Burlington, Cambridge University Press, Longman, Macmillan, and Oxford University Press, among others), I decided to analyze *Living English 1*. The main reason for this is that this is the textbook which, according to its table of contents, pays more attention to culture not only in the student's book and in the workbook but also in its online materials. However, in the books published by other companies the presence of cultural elements in the different topics or units was not so prominent.

Generally, the presence of cultural elements in the different books under study varies considerably. Thus, for instance, in the case of Burlington's *Living English* (Grant and Edwards, 2014) and *Trends*, they both include one specific section in every single topic dedicated to cultural aspects such as traditions, expressions in different countries and even literature. Besides, they also provide both students and teachers with the possibility to access the online materials which can prove useful for them. In fact, for example, they can watch cultural videos which will also allow them to improve their listening skill.

In the case of Longman, *Access 1*, *Focus 1*, and *Performance 1* are interesting because they also include information about culture but it was not possible to download neither sample units nor the table of contents to see to what extent culture is considered.

Finally, Longman editorial also includes culture in their books and specifically in the book "Key 1" from Oupé, there is one section in each topic dedicated to culture. But although all these books were very complete in accordance with the cultural framework, Burlington books were the most complete because of the online components and the very organized structure so I opted for that specific editorial.

So, at the end, I had to decide between two different books of the same editorial (Burlington) both of which have a huge influence and presence of this cultural perspective in them, but I chose it because it has better organization and in my opinion, it one includes more interesting topics for children presenting them in a funnier way.

### **3. LEGAL FRAMEWORK**

According to the definition of "plurilingualism" included in the first chapter of CEFR,

“The plurilingual approach emphasizes the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (Chapter 1: 1.3. What is ‘plurilingualism’?)

At the time, plurilingualism is totally connected with pluriculturalism in the sense that language is the mean used in order to access to cultural manifestations. When one person learns a language, this same person is learning its culture in order to achieve a complete knowledge of this language and the society in which it is used.

“The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how”. (Chapter 4: “Language use and language user/learner”)

Furthermore, there is one section paying special attention to the sociocultural knowledge (5.1.1.2) in which the main features of a society and of culture, especially European society, such as food and drink, holidays, living standards, interpersonal relations, values, beliefs among others are grouped. But above this, is also important to pay attention to intercultural skills and know-how: (5.1.2. “Intercultural skills and know-how”)

- “the ability to bring the culture of origin and the foreign culture into relation with each other”;
- “cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures”;
- “the capacity to fulfil the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and

conflict situations”;

- “the ability to overcome stereotyped relationships”.

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Once more time, plurilingual and pluricultural competences are not isolated terms and that is something put into words in CEFR too.

“Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw”. (chapter 8)

According to BOE, article 11, one of the main objectives of this law is to teach students their own cultural and historical aspects but also aspects of other cultural and at the same time, teach them to respect other societies. In this law, there is one specific section for each subject and section 20 deals with information about the second foreign language taught in high schools.

“En el mismo sentido, y en relación con el aprendizaje a lo largo de la vida, el Consejo de Europa señala que la finalidad de la educación lingüística en el mundo de hoy no debe ser tanto el dominio de una o más lenguas segundas tomadas aisladamente como el desarrollo de un perfil plurilingüe e intercultural integrado por competencias diversas en distintas lenguas y a diferentes niveles, en función de los intereses y necesidades cambiantes del individuo. Así, para fomentar y facilitar la construcción de un repertorio plurilingüe e intercultural, los currículos de las etapas de ESO y de Bachillerato incluyen, con carácter específico, la materia de Segunda Lengua Extranjera”.

BOJA pays much attention to culture around the learning of the second language and one of the main objectives established here is making classrooms one multilingual environment but teaching them as much as the language as the culture.

“Convertir las aulas en entornos multilingües, aumentando la exposición a varias lenguas extranjeras desde las edades más tempranas y dotando al alumnado de una competencia plurilingüe y pluricultural”. (29)

“Desarrollar las competencias plurilingüe y pluricultural, como elementos inmersos en el aprendizaje de una lengua y que no pueden separarse del proceso de enseñanza-aprendizaje de la misma”. (33)

During the whole article, BOJA tries to get a major exposure of the second foreign language in the classroom but also out of the classroom and at the same time it makes reference to the bilingualism students want to achieve, it makes reference to the importance of the exposure of the target culture students need to have.

**El trabajo de las competencias plurilingüe y pluricultural será también uno de los aspectos más destacados del Plan Estratégico de Desarrollo de las Lenguas en Andalucía,** *dado que el perfil pluricultural difiere del perfil plurilingüe (por ejemplo: un buen conocimiento de la cultura de una comunidad, pero un conocimiento pobre de su lengua; o un pobre conocimiento de una comunidad cuya lengua predominante, sin embargo, se domina. Cap- 6 MCERL).* Se trabajarán ambas competencias para favorecer en el alumnado un acercamiento lo más completo y real posible a las diferentes lenguas y culturas estudiadas en el centro. (31)

#### **4. CULTURE AND LANGUAGE LEARNING.**

Before starting relating the term “culture” with the learning of languages, it is important to define what is culture and provide a complete definition of it. There are different approaches about culture and different definitions about this particular term. But, according to Khol (1994), as “a general concept includes the generalized conceptions such as interculturality, value orientations, attitudes, and behavior that are not specific of a particular language but can be applied to any culture”. (Moran, Patrick R. 2001:4).

When referring to the term *culture* as civilization, can be found with big and small “C” including different meanings; Culture when is written with “C”, refers to the history, achievements, social institutions, works of art, music, architecture and literature of people of one community while *culture* includes customs, traditions or practices that people carry out as part of their everyday lives. (Halverson, 1985 mentioned in Moran, 2001:4)

Going deeper in this definition, it is interesting to make reference to the concept *culture franca*. In the same manner we define lingua franca as a vehicle we create to make possible communication among people which do not share a common mother tongue, we have to link culture franca with globalization. Cook asserts about an emerging world culture and for him it does not matter where you are, that you are going to use and hear the same sentences and phrases since there exist “international contents” in the vast majority of modern foreign languages,

particularly thanks to English. And why English? Because this is a language and culture that is really immersed in every society because of the influence of different media such as internet, television or cinema, among others. Keckes (2007: 213) defines English as a lingua franca with this definition:

A language mode of its speakers, representing different languages and cultures, while carrying pragmatic, discursive and grammatical characteristics, which ensure its coherence. (Szende, 2014: 66).

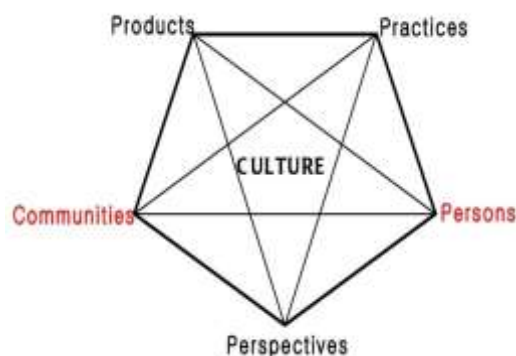
But what is the relation between language and culture? When learning a language, it is important to develop grammar, listening, reading skills among others but apart from those, it is necessary to know about the way of living of people using that particular language, customs, traditions, religions, etc. So learning a language means learning its culture too and these are two aspects that are totally connected and cannot be separated under no circumstance. So, learning of culture is as important as the acquisition of the other skills and without a wide knowledge about culture, the complete acquisition of a language would not be possible. In short, as the main aim of acquiring a language is that students will be able to communicate using this target language, culture have a very important role because you need to know every aspect of that language to be competent.

#### **4.1. Cultural Competence.**

Alluding to cultural competence, we are referring to different cultural variables. Cultural competence refers to the knowledge and comprehension of the own culture. When learning a language, the main aspects are the five famous skills but they are not the only thing in the language but also it is important to make reference to the culture of this particular language in order to know its traditions, history, beliefs, way of livings, rules and values of that group of people.

So, in the same way that students learn and acquire grammar and vocabulary of the language there are learning, they will be able to construct their knowledge about the norms, way of living and differences they have with the target language individuals. This idea can be understood as a skill of a language but also as a moral and ethical obligation they need to develop in the language they will acquire in a future to organize themselves in future situations they will face in the target language.

In accordance with Moran (2001: 24), culture is seen as practice, products, perspectives, communities and persons. It means that culture is maintained thanks to these five aspects.



*Products* refers at tools created by member of a culture such as clothing, buildings, documents, music, spoken language, institutions as family, education, economy, politics and religion.

*Practices* are the particular and specific actions performed by members of that community.

*Perspectives* are values, attitudes and beliefs that those people of that community follow when practising their culture.

*Communities* specific social contexts or circumstances in which those members conduct the practice of their culture.

And finally *persons* are the individual member of a culture and of a community. Each person has a particular culture but they have an identity which makes them different and unique from people belonging to that culture.

There are six objectives for achieving teaching cultural competence:

1. The learner is going to show curiosity and interest and empathy through members of the target language.
2. They will be conscious about different variables such as religion, sex, social aspects, traditions, and how this people behave and act.
3. Discovers cultural images that are related with that culture.
4. Learners understands that people act in a particular way for satisfying their needs.
5. Recognition of variables affection behaviors.
6. They can value a general idea about that culture and if they are motivated they can find more information in books, mass media, people or by their own investigation.

That is to say, teacher can help students to develop their interest in the target language through culture by questions like who, what, why or when and encouraging them to investigate on their own. (Classification of objectives by Fantini, 1997: 25).

#### **4.2. English culture**

Culture is not an easy point to define. According to C.P. Snow *Western culture* is:

“as in effect two cultures, the literary and the scientific, neither knowing much about the other. It is not easy to separate culture as a way of life or kind of society from culture as something possessed through social training or lacking because such training was not available or one failed to take advantage to. The first sense is sociological: people belong to a culture. the second sense is social: people have or lack culture, much as they have or lack charm, good looks, and money” (MacArthur Thomas, 1992: 274)

What is relevant in this particular essay is the case of British and American culture. Both aspects are the maximum exponents of English culture because both, America and Great Britain, are the two main English speaking-countries. It is not an easy task to separate and define British and English culture as two different terms. British culture comprises the traditions, beliefs, literature, etc. of the nation-state of Great Britain made up of England, Scotland and Wales, and also including Ireland and the British Isles, while America refers to the United States culture. Although they are the main models of English culture, there are many differences between these two cultures in terms of traditions and way of livings.

When learning a language, it has been mentioned and studied that it is necessary to study its culture too. This is something which may not be easy for students because of the differences with other way of thinking or of living. It means that learners studying English will need to know about the culture in those countries in which English is spoken as first language. That is the importance of the inclusion for culture in textbooks used for teaching a foreign language. It is true that there are many English speaking-countries but the two main exponents are America and Great Britain because they are two countries in which English is spoken as first language so textbooks destined to teach English language mainly include British and American aspects of life. But, due to the significant influence that English is having around the world, in English teaching textbooks we can see not only the influence of America and British culture, but also there are many references to cultures of other countries in which English is very influent because of its great expansion around the world. Some years ago, culture was not very influent in textbook used for teaching English as a foreign language, and if this aspect was included in the book it was related with America or Great Britain. But nowadays English has become the most important and influential language in the world so editorials started to think about this expansion and about the importance of culture and cultural aspects around more different countries in which English is also used, and even the inclusion of culture of many others countries just to expand and improve the learner’s knowledge.

### **4.3. Cultural aspects in English textbooks.**

#### *4.3.1. Pros and cons*

##### **PROS**

1. To enrich their knowledge about many aspects of life.
2. To provide them enough information in order to prepare them to face different situations of everyday life because of the relation language have with its culture.
3. Establishing differences and similarities between their country and other countries and at the same time, differences and similitudes between them and other people living other country.
4. Opening them to new perspectives and new ideas at the same time developing their empathy, tolerance and solidarity to understand different ideas and different people. Culture affects our behavior because we have the idea that what is around us and what we think is the good way and we do not see further ideas so it is important to learn these aspects and differences since we are children.
5. Make them thinking about other societies, ways of living and traditions.

##### **CONS**

1. Students may be bored if this part of the subject is not explained in an interactive and entertaining way. This a very important factor which teachers should have in mind because if culture is taught in a bored way, they will not be interested in that part of the language learning.
2. Be careful and conscious about the way we are going to teach culture, because if we use technologies or games, we have to be sure that our students will be paying attention to what they are being taught and not doing something different and they can be distracted if we do not focus that teaching in the correct way.

#### *4.3.2 Aims in its introduction in textbook.*

According to Stern (1992: 212-214), objectives developed when learning a second or foreign language are developed into three groups; cognitive, affective and behavioral. Cognitive refers to the expected knowledge that students or learners are going to develop during the learning process; affective are the different kinds of attitudes these learners are going to face during the process; that is, motivation, empathy with their classmates, cooperation in class, responsibility, autonomy, tolerance of different cultures, etc. and procedural objective are those that have as objectives that the student will be able to know the behaviors and circumstances of the target language to put them closer to this situations because they will be involved in these situation and they will need to face them.

- One and maybe the main objective of the introduction of cultural competence in textbooks for learning a language is to bring students closer to the cultural aspects of the language they are studying in order to have a better understanding and knowledge of the environment of this language.
- Another aim would be to establish differences between the target language and their own language in the sense of the culture, apart from the grammar differences, and the similarities and differences of the countries in which their mother tongue is spoken and those in which target language is spoken.
- Learning a language as a means of cultural knowledge and enrich their cultural competence, not only culture related with this language but in general, because textbooks including cultural aspects not only deal with the traditions of countries in which that language is spoken, but also of culture in general what makes them conscious about this topic.
- To develop their motivation, encouraging them to look for interesting things, giving them interesting details and information about cultural aspects of that language.
- To help them to learn to appreciate and even increase their knowledge about their own culture and ways of thinking.
- To prepare themselves for facing people who have a different culture and background.
- Socially, to get our students ready for showing empathy and solidarity with other people and helping them to comprehend that there are differences with other people but we have to respect all societies and ways of thinking.

#### *4.3.3 Teaching culture.*

In the second language learning, the acquisition of the language is totally related with the assimilation of its culture because learning a language supposed knowing its culture too. As mentioned before, one of the main objectives developed in learning is the affective aim. The learning of a language is also affected by many variables and that is why Seliger states:

Since language is used in social exchanges, the feelings, attitude, and motivations of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed. In other words, these affective variables will determine the rate and degree of second language learning. (Seliger 1988:30 mentioned in Byram 1994: 5).

Motivation is one of the most or even the most important aspect in the learning process and in a lesson. Students must be motivated to learn a language and so, its culture. For this reason, teachers have to be conscious of this and they will need to look for ways and methods

that can be interesting and striking for students in order to develop this feeling in them. For this labor, there are many options today that can be very noteworthy for them such as reading books, actual newspapers or magazines or even internet and games, song or series. Doing the class an interactive and enjoyable place is the best way to wake up their motivation and wish of continuing their learning.

It is true that there are many editorials that do not pay enough attention to the cultural aspects because of the general and false idea of “learning a language consists on learning its grammar”. The same happens with the listening and speaking skills, that not very taking into account in the vast majority of secondary schools’ textbooks. But on the other hand, there are editorials which include in their textbooks a very important and abundant cultural component, considering culture other main aspect of the learning of a language and giving it as importance as to the other main skills.

For example, the book that will be analyzed later, is going to present a huge presence of cultural component and it treats this aspect as other important part of the language giving culture one particular part in every unit. But also, although books include this culture as another important skill to learn a language, nowadays, teachers do not pay the same attention to this particular content than they pay to grammar or to vocabulary.

And how students must learn culture? There are many forms and practices that help them to develop this aspect in their knowledge.

Following the activities of a textbook, we will see that activities related with culture would be different kind of readings, pairs works in which they will face to real-life situations, songs, videos (included in the electronic resources of many books). Listening activities are a way of including culture.

Although these methods are included in the book, the teacher must be flexible and imaginative to design activities away from the book that provide them knowledge about cultural framework and at the same time for learning and consolidating this new information.

For this, the role of teacher resides in relating topics they like with cultural framework. Teachers can use films, videos, literature, realia, experiences and experiential activities, cultural simulations, role-plays, discussion. All these methods are good techniques for teaching culture in a school or a high school and teachers can design activities by asking them to research something on the internet, by working in groups through investigation, quizzes, writing, reading and listening activities and games. One way of encouraging them to investigate about certain aspects is through a Web quest which can be designed in a funny and striking way for students and this can be perceived as an enjoyable activity.

Therefore, the role of teacher is going to be very relevant. According to Patrick Moran (2001:143-152), teacher would perform these roles: model, source, elicitor, arbiter, guide, co-researcher, Listener, witness and co-learner.

- *Model*: teacher will be the person who explain and reflect what and how have to do something. They are going to be the real sample of what they have to do an in what way or they will use different forms of showing it like videos or through the radio, etc.
- *Coaching* is similar to model but it supposed that students need to be involved in the action. The role of teachers here is guiding and helping them.
- *Guide*: this kind of teaching consists of asking students some questions and wait for their answer. The aim of these questions is to help them to use the knowledge they have acquired about culture.
- *Source*: teacher is the one who learns information and teach it to the students. Teachers will give them details and instruction of ways of looking for information in order to make learner a source of information for other classmates too.
- Connected with teachers acting as “source”, we find the role of *elicitor*: it consists of asking students to share what they know with their other classmates.
- *Arbiter*: teachers identify and verify the content as information, and distinguish knowing about from knowing why because by providing them cultural information, learners will not be able to comprehend their meaning and interpretation of this information through their own investigations.
- *Co-researcher*: this role need to be performed at a precise time, that is, when students develop their own rationalizations or analysis because it is advantageous for learners when information is shared one’s own explanations.
- *Listener*: it is true that learning culture is not easy for students because they have to think and to behave in a different way so teachers have to create an atmosphere to make them feel sure to help them to say and express what they really think because this part is an important stage of a learning culture.
- *Witness*: understand and making sense of what students say.
- *Co-learner*: they can share their own experience in the cultural learning process.

#### 4.3.4. Textbook as tools for learning language and culture

Textbook is a most used tool to teach and learn language and teachers are going to follow instructions expressed in that tool. Although textbooks are expected to include a wide cultural component, as mentioned before, there are a huge quantity of them which contain this

component in a lacking way. What is true is that there has been a change in textbooks in the last years because years ago, culture was barely included in them, but nowadays this cultural component has a more relevance in lessons, although it also depends on teachers.

According to Brosh, lessons of a foreign language and its culture is totally supported by the textbook and it is the most used instruments because as the guide for students is their teachers, the teachers' guide will be the textbook.

Language classroom observation indicates that content and direction of lesson, and in particular cultural content, are strongly influenced by the language textbook available to both teachers and students. Textbooks, therefore, are considered to be one of the most important instructional tools for most language teachers and a central source of information about a foreign culture (1997:311 mentioned in Méndez García, 2003:31)

It is true that there are many teachers who make a good effort and work by introducing complementary tasks which have a good result for students because these activities will be designed according to their needs and their main interest which increase their motivation. If we think about culture in textbooks, this idea can also be supported by listening and speaking skill. Why? These three skills are the most lacking in textbooks when learning a language, and from my own experience, when student in a high school, speaking and listening are two main skills which are set aside in textbooks but also in lessons guided by teachers. At the same way, cultural framework is put aside too because the main focus in the learning of language is directed towards grammar and vocabulary development, that is, a linguistic development instead of a communicative one.

But as is referred before, although in many textbooks this lack is shown, there are many others which include cultural component and some of them even include a very huge presence of culture. That is the reason why Damen is going to design a classification of textbooks which include cultural component, but not in the same way or at the same extent. The *traditional* books look for the development of linguistic skills but culture is set aside. The *communicative* textbooks, as its name indicates, which pay more attention to written and specially, oral skills in order to achieve that students will be able to communicate in the target language. But for this communicative skills will be developed, is important and necessary to have a good knowledge of culture, so in this kind of texts, culture is more taking into account and have a bigger presence. Finally, the last type, the most recent are called *cultural-linguistic* books in which culture is totally presence and they include the learning of the language and of culture for communicative purposes.

With this classification, we realize of the change produced in the structure and intention of textbooks designed for the teaching and learning of a foreign language. (Classification by Méndez García, María del Carmen, 2003: 32)

## **5. ANALYSIS OF THE CULTURAL ASPECTS IN *LIVING ENGLISH***

Before starting with the analysis of the book, it is necessary and compulsory to describe the textbook and its components. This book called “Living English” belongs to Burlington editorial. It was written by Elizabeth Grant and Kaitlin Edwards and designed to get around a B1 or B2 level. As mentioned in the justification, this particular book is used for teaching of English in 1º year of Bachillerato.

And, which are the extra components included with this book? For students, together with student’s and workbook, this book includes another workbook as vocabulary builder and exam preparation which can be very useful for the learning and consolidation of the language and at the same time it is a good way of studying and preparing exams. With regards to the teacher’s components, this book includes the teacher’s manual which is the main guide and help for them and another manual called “teacher’s all-in-One-Pack” apart from the audio material, “Burlington PAU Examination Builder”, which was more used for 2º Bachillerato in order to prepare learners to that test, and “Tests Factory”, very helpful for teachers when they need to prepare an exam.

But apart from all these components, that are included in the vast majority of books, what is really important and highlighting of this book is the inclusion of technological material which is composed by interactive wordlist, grammar, listening, and techno help. “Techno help” is like a webbook included in this book in order to aid students with the use of technologies through tutorials and exercises.

Since the very beginning, that is, since the moment we see the contents of the book, we realize that this is a book which pays a lot of attention to the cultural competence. Why? The first element that calls our attention is that there is one section in each topic dedicated to culture, and in some occasions apart from culture it also includes literature topics. This is something that shows us the currently of that book. The development of cultural competence in these books is achieved thanks to many factors, and these are going to be the key point of this analysis.

### **5.1. Idioms and phrasal verbs**

The first and notable aspect is idioms. English language is perceived for students as a difficulty and one of the main obstacles for them are idioms. It is important to have a clear idea

that culture comprises beliefs, customs, traditions, literature but idioms are included within culture because they are factors that are proper of each culture so they are one more way of including culture in textbooks. Besides, idioms are expressions used in every language so they are important in the learning of English because students may need because they express in the best way what they mean. Since the moment we see the contents, we realize that every topic is titled as idioms and this is a way of expanding students' vocabulary but at the same time it is a big influence on English culture. At the beginning of the unit, there is a section, it means, one page dedicated to the meaning and the practice of this idiom and in some occasions, the book expands students' knowledge with the introduction of more idioms (see appendix 9.3.1). The main objective of learning a language is being competent to communicate with native speakers of the target language and for this reason it is important and necessary to know vocabulary and idioms since their frequency of use in English language.

Idioms are one of the main difficulties for learners of English because they have a particular meaning that is different from the meanings of each word on its own. They are confusing for learners so the introduction of them in the way in which is done in this book is a great idea because in each topic they are presented several idioms and they learned them slowly and working each one quietly so that they do not need to study them by heart. These expressions are a very good way of introducing learners in the target language considering that those expressions are proper of each language and therefore of each culture.

These groups of words are very useful for students because while they are learning English vocabulary and culture, they are comparing and establishing differences between their mother language and the language they want to learn and this is one of the main objectives of learning culture. For example, *an apple a day keeps the doctor away* in Spanish is translated as "Una manzana al día es salud y alegría", so they can work with this expression establishing which are the similarities and differences with their mother tongue.

In the case of the workbook, idioms are not practiced nor revised and they are not given importance because in this practice book students will learn more vocabulary and will revise general vocabulary they have studied in texts and exercises of the student's book.

In the manner of idioms, phrasal verbs are also a cultural and identity element of English since they are proper of this language. These verbs are formed by a verb plus and an adverb or a preposition and depending on the second element, their meaning will vary. That is the reason why they are considered a cultural aspect of English. The same way that idioms, phrasal verbs are points of this language which normally are kept in mind in textbooks because of the importance they have in this language. I mean, they are necessary to be studied and learned

because they are very used by native speakers in a usual conversation. But they are not easy for students because of the great variety of verbs with different prepositions existing in English language. Phrasal verbs together with idioms, are two of the most difficult aspects for studying in this language because they are so hard to be studied by heart. Maybe it is the reason why in this book there is a notable presence of phrasal verbs but it is true that authors seem to be treating them in the right way: in each unit, learners will study phrasal verbs but not in all units there are exercises dedicated to phrasal verbs. This is a good idea in order to avoid they felt overwhelmed with this difficult aspect for them.

In the workbook, phrasal verbs have the same presence that in student's book because of the inclusion of exercises with which learners will practice, revise and consolidate phrasal verbs they have learned thanks to student's book.

## **5.2. Culture section**

As it was referred in the introduction, there is one section in each topic dedicated to culture and in some cases there is one more section dealing with literature. As it can be seen in the contents, in student's book, there is one part of each unit that is going to give importance to culture treating this aspect as one more and important factor of learning and acquiring a language. As when learning our first language, we are taught about culture, literature, history about this language, it is also necessary to know and study the culture of the new language we are learning for the total acquisition of it. What is true is that some years ago the introduction of culture in textbooks for learning a foreign language concentrated on aspects and cultural elements only dealing with the culture of that particular foreign language but nowadays in textbooks, for example those used for the teaching of English, includes cultural aspects having nothing to do with that particular culture but with other different languages and culture.

This section dealing with culture is added like an extra part of this book's units and it is composed by a reading, in which students will be provided with the information of a particular topic of which they learn vocabulary apart from the cultural information. Following the text, this part includes an exercise dealing with the text with the aim of working the text but also, in some occasions, there is one exercise which helps to expand the information introduced in the text. Normally, the exercises included which help to work the text are questions to be answered or exercises to write True or False in some statements. (see appendix 9.3.2)

After this introductory activities, this part is formed by a listening. This listening exercises are related to the previous text but it expands their information about aspects already mentioned or related with the data of the text.

To finish with exercises included in this cultural section, there is a last exercise to improve and practice speaking skill. This speaking section is a good idea and a good way for students to practice one of the most difficult aspects of learning English, speaking. Students are going to practice some actions individually because they have to do some practical exercises on their own, but at the end of the exercises there is always one activity in which learners will practice their speaking production with a partner. In all units, the speaking activity is suggested to be produced in pairs. In this pairs group, they have to take into account the turn-taking, the turns and in some cases they will be asked to change their roles between them in order to experience different roles.

Apart from the activities to work about the text, there is one small section in each text that includes more specific information apart from that included in the text. This information and data are comprised in a small chart presented on one side or below the text and this normally contain extra and interesting information about one specific aspect mentioned in the text.

In general, information included in this cultural aspect use to be English or American culture but it does not mean that all information is about American and British knowledge because there are some readings and exercises presenting other different cultures such as Indian, Irish or French. This is an important fact because although it is true that these particular learners are studying English and they will need to learn culture around this language to be competent in this language, it is also important to have knowledge about other cultures in order to compare and stablish differences about different cultures and to have a wide knowledge of the world.

In the section related to literature, the text is a short story or an excerpt of a story and they have to work on them. Activities included in literature part are questions to be answered, some vocabulary tasks, and even some dealing with literary aspects found in the text such as metaphors.

In general, this part is presented as a funny and interactive part for students because a lot of topics presented there may rouse the curiosity and their desire to continue learning because of the topics included in the text. Besides, the best way of presenting culture is through images and that is why this cultural section is full of photos and pictures to facilitate their understanding and to have a visual idea about the facts explained through the text and exercises. The introduction of images is a good way of attracting student's attention because they prefer to have a visual idea to understand it in a better way and for teachers these images are an opportunity of working in class with students by describing them or encouraging them to work with them.

On the other hand, in workbook there is no a culture section in each topic nor at the end of the book, but it is certain that at the end of the book, a section for practice exams and practicing listening skill is included. Although it is not specifically to practice and learning culture, the activities and texts proposed are very related to culture and at the same time they are preparing their exams or preparing their communicative production they are learning and having a wider knowledge of cultural aspects (see appendix 9.3.8)

### **5.3. Readings**

As in every book of learning a language, reading is related to cultural facts. From my experience as student of English, when I was studying English in a high school all the data we have about culture was thanks to the reading. In this book it is not the case, because it includes much more ways of learning culture, but it is true that reading is the most used form of including culture. This reading practice is very good for students because this is a very complete one since with this activity they are practicing pronunciation and reading production, comprehension, expanding their vocabulary, grammatical information about word order, expressions and culturally, readings are very useful to expand their knowledge about facts, people, history, traditions, beliefs and more aspects occurring around us to have a wider idea of the world.

Readings included in this book do not deal just with English or American culture but they include cultural aspects and stories about many parts of the world. Regarding at the contents of these readings, they are chosen according to the age of teenagers and they can find some of these readings interesting and useful for their lives. These readings deal with medicine, technologies, personal experiences of people about education, travels, etc. (see appendix 9.3.3)

Reading skill comprises three different stages: pre-reading activities, while-reading and after-reading. These stages are important because each of them has different aims and they are designed in order to achieve objectives. These activities are going to be useful for learners of a foreign language, in the case of this book learners of English, since these tasks will help them to comprehend the text in a better and more complete way.

The first stage, pre-reading activity, is a kind of warm-up which helps them to have a general idea about what is the text about to aid them to understand the text better and more easily. The teacher will have a very important role here because he/she will provide students enough context and background about what they are going to read later to make this exercise easier. That is, in this stage, exercises deal with identification of purposes, authors, new

vocabulary, the general idea and organization of the text and. Students will pay attention to the title, images, keywords and they will try to predict all this information.

In the second place, while reading is an individual activity in which the student will face the text with the information and help they have received previously. This is a good idea to provide them the help of a dictionary to encourage them to work alone in order to develop their autonomy and confidence which is very important in a lesson. In this stage, students can note in the margin of the text some problems of understanding or of vocabulary they have in order to ask it to the teacher at the end of the reading. The teacher's role is to make this stage easier for them through the exercises of the first stage considering that reading activities are not simple for students of a second language. True or false exercises, number different statements or looking for a synonym are examples of tasks included in this stage.

In the third place, post-reading stage is that in which teachers will check the learner's comprehension and understanding of the text and with activities of this stage students will analyze the text in a complete way. Some exercises found at this stage are a summary of the content of the text, brainstorming among all students giving each one their own view and opinion, questions by the teacher, completing a text with gaps, among others. Brainstorming or a discussion exercises among students are useful to fill the gap learners have about the text because misunderstanding or problem with the content or translation. Finally, in this stage students may be asked to answer or to look for information out of the text in order to compare outside or maybe own experiences with that they have read in the previous text.

As far as culture is concerned, these three stages are also useful and effective for developing student's cultural knowledge and each of them have an aim from a culture perspective: those activities included in the first stage are going to investigate and to show a background about what they are going to read in the text; the second stage tasks are more cultural because they are totally related with the content to understand better this cultural aspects and facts but also these exercises are useful to the learning of vocabulary and expression which is a very important cultural aspect and finally the last activities can be to reinforce what they have learned but also learners may investigate and expand more cultural facts.

All reading activities are useful to improve the students' knowledge about culture when the reading content is about culture. In *Living English* each and every one of them are related to culture and are very useful to get better their knowledge about culture. Apparently reading activities seem to be designed in order to practice grammar, vocabulary and formal aspects of English and it is true but also when learners are revising the content of the text and vocabulary such as phrasal verbs or expressions they are also learning and practicing language. We must

take into account that expression, idioms, phrasal verbs are also a cultural component since they are proper of a language and as mentioned before, they are useful to be competent in language. So, reading does not only provide history, traditions, beliefs and so on to students but also they are useful in the sense of more formal aspects.

Until now, I have referred to the reading part of the unit but it is important to mention that along the whole unit there are more exercises that are designed to be completed by students in order to practice some grammatical or vocabulary aspects they have learned but are also considered reading activities and these charts are included in units as other aspects which give learners more information about social or historical aspects of traditions, that is why these tasks are also considered ways of included culture. (see appendix 9.3.6)

In the case of workbook, the case is very similar to the student's book. Workbook presents a big reading in which students will read about cultural perspective and there are also small charts including exercises which also tell and narrates histories related with traditions, history or other cultural aspects. Readings of workbook, as those of student's book, are related with the title of the topic and small exercises too, and although the vast majority of times these readings concentrate on American and British culture, there are many readings and charts that also narrates events which takes place in other places of the world. (see appendix 9.3.3 again)

#### ***5.4.Living culture***

Every textbook indirectly present cultural facts in readings and through the introduction and presentation of idioms and phrasal verbs but not many books focus of teaching a foreign language includes one section in each unit devoted to culture and in the case of *Living English* there is one more section in each unit called "Living culture". This part corresponds with a small brown chart included within the communication area and the content of this chart is different in each topic depending on the exercises and aspects students learn in communication section. They tend to be influenced by the content of each unit(see appendix 9.3.4) The presence and introduction of these charts show us the importance this book pays to culture and in what sense. One more time, it is an invitation to students and even to teachers to go in depth with this brief introduction of some details of different cultures. Maybe teachers can expand these charts with images, more examples or more details about what is expressed in the charts.

What is really interesting of these charts is that they are presented in an indirect and brief way in order to do not bore nor harass students with many details or datum but giving them just the brief item which is beneficial because they pay more attention to these charts and they will find them interesting and helpful. That is the reason why teacher may expand these charts

with more but brief information about that news in order to catch learners' attention and develop their motivation towards the subject and specifically towards culture.

Normally, in this small charts differences among different countries are going to be shown; expressions, customs, food, sports, education system, social networks, among others. These charts present information that may be helpful and interesting from them because these charts include activities related with many different aspects involving many different countries in the world. We can say that culture presented in these parts of the units are not related with the culture of the language these learners are learning since they introduce learners much information and details of cultures that they do not know.

And what is the reason why these charts are included within the communication part of each unit? As is obvious, one of the main aim of people that are learning a language is to be enough competent in this language to communicate with other people and the introduction of these charts help to this objective regarding that they include vocabulary information to details and facts they can use in a communication exchange.

Otherwise, in workbook there is not any part corresponding to that chart because in this particular book, and as in the vast majority of these kinds of books, culture is more present in the student's book than in the workbook.

### **5.5. Web quest**

Web quest are guided activities designed by teachers in order to develop and promote learner's ability with technology. It is one way of introducing technologies and internet in the lessons. This activity present a task well explained and in a clear way and at the same time the sources and instructions learners must followed are also explicit inside these exercises. Sometimes sources and webpages students have to use are included while other times not. The introduction of technologies is also important in lessons and this is one way of using them in class. So this innovative method is really used for learning not only a foreign language but also teachers use this technique in lessons in which they use their mother tongue while encouraging students' use of technologies for looking for information and giving them information about some webpages useful and even for the learning of language but these web quests are also really used for the introduction of culture in lessons, and in this particular textbook they are used for this particular use.

Teacher design it from the choice of a theme and he/she proposes some questions or exercises and some webpages where students have to look for the answers. What teacher pretends to achieve with these kinds of activities is learners learned to use technologies to study

and look for useful information, promote a better use of technologies and develop their autonomy. In order to do this activity more dynamic, generally, it is proposed to be done in groups to develop each student's autonomy and the coordination among them. In this way, the role of teacher will change because he/she will not be the person who explains but students will learn on their own. At the end of the activity, the results will be published on internet and teacher will correct through internet too. As a way of motivation, teacher may design this activity as a game in which that group which first finishes questions and does this in the right way is the winner and it will be compensated with a prize.

So, web quest is a learning model based in cooperative learning and investigation as a way of learning and acquisition of knowledge. This is an innovative way of facing learning a subject because students are going to be more independent of teachers and they will have more freedom to face the language they are learning.

These web quests were created not for a long time, they have not been included in textbooks nor used in classes, but it seems that with the great influence and advance in technologies this technique is being included in lessons more every day. In *Living English*, this is remarkable the use of this learning method for learning culture. This small chart included inside of the listening section of each unit is related with culture and it is composed by three or four questions which guide students to look for different answers. They are inside of the listening section because there are many listening which indirectly are intended to develop and improve listening skill but the content of some of them are totally cultural and with the subsequent activities also are helpful for the comprehension and acquisition of cultural facts. Maybe this chart is included inside of listening because of the relation of listening with the title of the unit, I mean, listenings in this book are totally related with the main theme of the unit, and this web quest is designed to extend the knowledge they already have learned about the cultural competence through the reading, for example. (see appendix 9.3.5)

### **5.6. Audio visual support**

Another and significant feature of this book is the presentation of culture in a visual and more attractive way. That is, this book offers a video package for those learners who are using this book in which there are many interactive methods of learning culture to students. Learners would find videos from international news agencies, documentaries and other English-speaking programmes. But besides, there are another part in which they would have access to cultural videos too. This video package is called "English Everywhere". Thanks to the great advance of technologies in the classroom, these video packages can be used by teachers as part of the lesson

and particularly this video package has the intention of being used in classroom in order to work with videos and exercises all together checking what students are working with this material, what they are learning and also to solve possible problems they have when facing this type of materials. In addition, these cultural videos, episodes and documentaries have the possibility of being shown with or without subtitles which can be useful for learners.

In short, this book includes a CD room with the name of “English everywhere” and what this CD provides them are ten communication episodes in which they will follow and American student who travel around London, Oxford and England and apart from these episodes, they will have access to ten cultural episodes that introduce students to bigger cities around English-speaking world, and these cultural episodes include activities in order to practice as much as their conversation and listening and comprehension skill as their cultural knowledge and understanding thanks to these videos. Seeing the description made by the own page of the book we can observe that learners will have access to videos and component which pays the whole attention to the English-speaking countries and setting aside other countries culture. This is not strange but it is obvious that with this they want to show in a more visual and complete way the way of living, places, traditions of those countries which learners may visit to practice English. The introduction of exercises is very important and it is a good idea because learners will practice the post-listening stage but also it helps them to memorize and consolidate the culture knowledge they have acquired with videos.

### **5.7. Other aspects**

There are two more aspects which have to be considered as part of cultural element in this book: listenings and images.

Listening are not considered as an individual cultural aspect because it is true that not all listenings nor the majority are focus on teaching culture. But there are some of them which are totally related with culture and that is why it is important to mention listening in this analysis. As readings, listenings exercises are designed in order to help students with their listening skill but there are some of them which indirectly teach them some cultural elements to which they will pay more attention thanks to listening exercises. In listening related to culture, exercises created to develop and improve their listening skill, are also useful for the consolidation and better understanding of the content of listening and therefore of cultural aspects or information explained. (see appendix 9.3.7)

The other aspect are images. Images are important in each subject of education because they are important and helpful for students. It is not the same something explained with a photo

as example that without it. As this essay is about culture, I concentrate on cultural images and along the whole book, in workbook and in student book, there are a lot images showing the culture element explained. These images are something that must be taken into account by teacher because they are the models for students who should explain information and relevant aspects about those important images in order to get a better learning in their pupils. Images are one aspect that normally are keep in mind in the vast majority of textbooks, and overall in those which are not from the same language or culture of students studying that language. Particularly in this one, images are expressed along the whole book as in student's as in workbook. Although, as mentioned before, cultural aspects are more focus in textbook so images related to culture are exhibit in student's book. In workbook, every reading, or the great majority, is accompanied by the presence of an image and this is helpful for a better understating of the content.

### 5.8. Cultural aspects in each topic

#### TOPIC 1: *Blood is thicker than water*

ASPECT	STUDENT'S BOOK	WORKBOOK
1. IDIOMS	- <i>Blood is thicker than water</i> - Page 5: exercises 1 and 2	-
2. CULTURAL SECTION	-Names around de World: India, Iceland and UK.	
3. READINGS	- <i>UK and American popular names</i> - <i>Winner and Loser Lane</i> - <i>Long Lost Family</i>	- <i>A Huge Family Tree</i> - <i>A Brother's Story</i> - <i>The Lilly Family Reunion</i> - <i>The first family of reality TV</i> - <i>Family Matters</i>
4. LIVING CULTURE	-Customs of different countries	
5. WEB QUEST	-Popular baby names in Britain	-
6. PHRASAL VERBS	-Page 8/12: exercises	-Page 4/8/11: exercises

7. FALSE FRIENDS	With the reading about UK and American popular names	-
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**TOPIC 2: *It's raining cats and dogs***

ASPECT	STUDENT'S BOOK	WORKBOOK
1. IDIOMS	- <i>It's raining cats and dogs</i> -Page 17: exercises	-
2. CULTURAL SECTION	- <i>Life in Tornado Alley</i>	
3. READINGS	- <i>Playing with the weather</i> - <i>Death from a clear blue sky</i> - <i>The effects of Global Warning</i> - <i>Leaders in a crisis</i>	- <i>The power of Rain</i> - <i>The perfect weather forecast</i> <i>From Hurricane to "Super storm"</i> - <i>The Blizzard of 2013</i> - <i>Beware of lightening</i>
4. LIVING CULTURE	-Food and sports of different countries	
5. WEB QUEST	Look for information about a weather-related job	
6. PHRASAL VERBS	-	-
7. FALSE FRIENDS	Included in the reading "Playing with the weather"	-

**TOPIC 3: *Face the music***

ASPECT	STUDENT'S BOOK	WORKBOOK
1. IDIOMS	- <i>Face the music</i>	-
2. CULTURAL SECTION	- <i>Irish Pub Sessions</i>	
3. READINGS	- <i>Joy in the Congo</i> - <i>In Harmony</i>	- <i>Litsztomania</i> - <i>Uggs! Earworms!</i>

		- <i>The electric guitar</i> - <i>Suddenly musical</i>
4. LIVING CULTURE	-Styles of Music specific of different countries	
5. WEB QUEST	-Find out about the structure of an orchestra	
6. PHRASAL VERBS	-Not in specific exercises but there are some exercises including them (page 32 exercise 2 and 6)	-Like in student's book, phrasal verbs are included in different exercises not dealing with this aspect of English language (page 20 exercises 2,3)
7. FALSE FRIENDS	-Within the reading "Joy in the Cong"	-
8. EXTRA	-Page 29: <i>Music Quiz</i>	-

#### TOPIC 4: My lips are sealed

ASPECT	STUDENT'S BOOK	WORKBOOK
1. IDIOMS	-My lips are sealed -Page 41 exercise 1 and 2	-
2. CULTURAL SECTION	- <i>Detective Fiction- A British Pastime</i>	
3. READINGS	- <i>Finding Code Crackers- then and now</i> - <i>The Queen and the Code</i> - <i>Skyfall- At a Cinema Near You</i> - <i>The Dolls are watching</i>	- <i>Corporate espionage</i> - <i>Poetry in code</i> - <i>Sports espionage</i>
4. LIVING CULTURE	-Cameras' influence in UK	
5. WEB QUEST	-Find out about famous cyber attack	

6. PHRASAL VERBS	-In this case there are not phrasal verbs but verbs with prepositions (page 44 exercises 3,4,6 and 7)	- Verbs and preposition practice in page 29 exercise 5,6 and 7.
7. FALSE FRIENDS	-Included in within reading “Finding Code Crackers- then and now”	-

### TOPIC 5: An Apple a Day Keeps the Doctor Away

ASPECT	STUDENT’S BOOK	WORKBOOK
1. IDIOMS	-An apple a day keeps the doctor away	-
2. CULTURAL SECTION	- <i>The French Paradox</i> - <i>Culture Clash!</i>	
3. READINGS	- <i>Doctor Goodwyn’s. Health Advice</i> - <i>E-cigarettes- a good solution?</i>	-The kissing disease -Jennifer Lawrence Aimed High
4. LIVING CULTURE	-About various types of exercises from around the world	
5. WEB QUEST	-About health issues	
6. PHRASAL VERBS	-Page 56 exercise 1,3 and 5	Page 36 exercise 2 and 31/ page 37 exercise 5 and 8
7. FALSE FRIENDS	-Within the text “Doctor Goodwyn’s. Health Advice”	-
8. EXTRA	-English sayings in page 53 exercise 1 -Health Quiz	-

### TOPIC 6: Hit the Books!

ASPECT	STUDENT’S BOOK	WORKBOOK
1. IDIOMS	- <i>Hit the books</i>	-

	-Page 65 exercise 1	
2. CULTURAL SECTION	-A vote for tradition -The Lord's Mayor show	
3. READINGS	-Autotutor- it knows what you are feeling -Strict on cheating	-School in a cave -Un unusual education -Boat schools of Bangladesh
4. LIVING CULTURE	-About school children holidays in different countries	
5. WEB QUEST	-About creating a survey	
6. PHRASAL VERBS	-Page 68 exercise 2 and 6	-Page 44 exercise 1
7. FALSE FRIENDS	-Included in a reading called "Best teacher I ever had"	
8. EXTRA	-In page 72 there is a chart explaining differences between some British and US words	- Exercise about US and British English

### TOPIC 7: You can't teach an old dog new tricks

ASPECT	STUDENT'S BOOK	WORKBOOK
1. IDIOMS	-You can teach an old dog new tricks -Page 76 exercise 1 and 2	-
2. CULTURAL SECTION	-A world of Angry Birds	
3. READINGS	-Welcome to Ashley's travel blog -Apes and Apps -A library with no books	-In your lifetime -High Expectations from Low-tech -The socket ball
4. LIVING CULTURE	-About Facebook in different countries	
5. WEB QUEST	-Find out information about .Facebook	

6. PHRASAL VERBS	-There are some phrasal verbs in different exercises of vocabulary section of this unit but there are not special exercises dealing with phrasal verbs.	-As in student's book there are not exercises which only pay attention to phrasal verbs, but other vocabulary exercises include phrasal verbs.
7. FALSE FRIENDS	-Included in the reading page 79	-

### TOPIC 8: Don't rock the boat

ASPECT	STUDENT'S BOOK	WORKBOOK
1. IDIOMS	- <i>Don't rock the boat</i> -Page 89 exercise 1 and 2	-
2. CULTURAL SECTION	- <i>London Tours: Wembley Stadium, Shakespeare Globe , Buckingham Palace</i>	
3. READINGS	- <i>Hi-tech treasure hunts</i> - <i>Seatrekking</i> - <i>Twilight tours</i> - <i>Scream your way to Norway</i>	- <i>Hodophobia</i> - <i>Look for the Blue Badge</i>
4. LIVING CULTURE	-About countries which require a visa from UK citizens	
5. WEB QUEST	-About famous towers	
6. PHRASAL VERBS	-Page 96 exercise 3 and page 124	-Page 64 exercise 4
7. FALSE FRIENDS	-Page 91 included in the reading	-
8. EXTRA	-The travel Quiz (page 89)	-

### 6. CONCLUSION

During the whole project, it has been describing the importance of culture in the teaching of foreign languages and the presence of this element in textbooks designed for teaching and learning English as a second or foreign language. In order to see the progress of the importance

of this aspect in textbooks, the analysis of a book was carried out and according to the results we can see that nowadays that culture is an aspect of considerable importance and presence, although it is true that not all books pay the same attention, as it can be seen as the difference among the several books I have in mind for doing the analysis.

Going deeper into the analysis of *Living English 1* book, it can be observed the weight it has along the units, including sections only dedicated to culture and literature. But it is true that these sections are only part of student's book because there is a great difference between the value given to culture in workbook and in the student's book. Through the charts summarizing the examination of the two books, we can see that there are a lot of aspects including culture in the textbook while on the other hand, the workbook is lacking of these elements. In the workbook, culture can be only seen in some phrasal verbs or vocabulary exercises or in readings while in student's book there are many sections in each topic dealing with cultural aspect.

Apart from the importance given to culture in the textbook, it is relevant to highlight the inclusion of audiovisual materials to practice culture too considering that technologies and videos are educational methods considered like interesting and enjoyable for students so this is a way of teaching culture them while they are entertained and learning other different skills in a way to which they are not accustomed to.

In conclusion, as mentioned above, there has been a change from some years ago to now because textbooks paid attention to the main five skills and now there are starting to include culture as one necessary skill and in this particular book there is a harmony among the main parts or aspects necessary to be competent enough in a new language, and it is the main feature that must be included in a book and what makes a book good enough for being used in a classroom.

## 7. APPENDICES

### 7.1. Appendix 1: Contents of Key 1

Contents		Starter A	Starter B	Starter C
Starter	Page 4	Reading: History Teaching: verbs and adjectives + pronouns Grammar: relative pronoun (that) + demonstrative pronouns + connectives Vocabulary: subject + object + verb + sentence Speaking: opinion	Listening: Advertising: Location Grammar: relative pronoun (that) + demonstrative pronouns + connectives Vocabulary: subject + object + verb + sentence Speaking: opinion	Speaking: Comparing photos Writing: A description Grammar: relative pronoun (that) + demonstrative pronouns + connectives + comparative + superlative: food + ... + in + ... + in + ...
1	Experiences Page 10	Introduction Teaching: that, go, meet + do Vocabulary: Learning: Comparing activities Speaking: Suggesting possibilities	Grammar Relative: that, who, which + do Key verbs: usually, can't + do + noun Learning: opinion / Speaking: opinion	Practical English Vocabulary: verb + noun + verb Vocabulary: verb + noun + verb + noun Learning: Suggesting activities Speaking: Talking + verb
2	Tomorrow's world Page 12	Teaching: The future Learning: Indirect questions Key verb: Learning to go Speaking: Making predictions	Grammar Relative: that, who, which + do + noun Learning: opinion / Speaking: opinion	Writing Task: A narrative Writing: Using: Time expressions (I) Learning: opinion
3	Entertainment Page 14	Teaching: Entertainment: nouns Vocabulary: Learning: Suggesting questions Speaking: Making suggestions	Grammar Relative: who, how, when Key verbs: Subject + noun Learning: opinion / Speaking: opinion	Practical English Vocabulary: verb + noun + verb Vocabulary: verb + noun + verb + noun Learning: Multiple choice Speaking: Comparing opinions Key verb: Doing verb + verb
4	Relationships Page 16	Teaching: Like Learning: Multiple choice Key verb: Make + verb Speaking: Discussion	Grammar Relative: who, how, when Key verb: Subject + noun Learning: opinion / Speaking: opinion	Writing Task: A narrative Writing: Using: Time expressions (I) Learning: opinion
5	Behaviour Page 18	Teaching: Should Learning: Use of verb Speaking: Discussion	Grammar Relative: who, how, when + do Key verb: Subject + noun Learning: opinion / Speaking: opinion	Practical English Vocabulary: verb + noun + verb Vocabulary: verb + noun + verb + noun Learning: Multiple choice Speaking: Comparing opinions Key verb: Doing verb + verb
6	Design and technology Page 20	Teaching: Equipment + devices Learning: Multiple choice Vocabulary: Multiple choice Speaking: Discussion	Grammar Relative: who, how, when + do Key verb: Subject + noun Learning: opinion / Speaking: opinion	Writing Task: A narrative Writing: Using: Time expressions (I) Learning: opinion
7	Change the world Page 22	Teaching: Change verb Learning: Multiple choice Vocabulary: Multiple choice Speaking: Discussion	Grammar Relative: who, how, when + do Key verb: Subject + noun Learning: opinion / Speaking: opinion	Practical English Vocabulary: verb + noun + verb Vocabulary: verb + noun + verb + noun Learning: Multiple choice Speaking: Comparing opinions Key verb: Doing verb + verb
8	Travel and tourism Page 24	Teaching: Travel verb Learning: Multiple choice Speaking: Discussion	Grammar Relative: who, how, when + do Key verb: Subject + noun Learning: opinion / Speaking: opinion	Writing Task: A narrative Writing: Using: Time expressions (I) Learning: opinion

Figure 2: Wetz (2014 2-3).

### 7.2. Appendix 2: Contents of Trends 1

TRENDS 1 Student's Book Contents					
	Vocabulary	Reading	Grammar	Listening	Writing
1	TECH TIME Page 7	Social Media Help in a Storm Reading: Text	Present Simple Present Continuous Past Continuous	A Survey A Conversation Radio Interview	Talking about habits Reading: Texts Present Continuous + verb + noun (...)
2	CRIME STORIES Page 17	The Cat Burglar Reading: Reading for Content	Present Perfect Simple Past Perfect Simple	A History Report News Broadcast An Interview	Talking a Story Reading: Crime Present Continuous (...)
3	IT'S A THRILL! Page 27	Go for It! Reading: Reading for Understanding	Future Simple Future Continuous Future Perfect Simple	A Change An Interview Talking about a Picture	Talking about a Trip Talking about a Picture Present Continuous (...)
4	LET'S TALK Page 37	Can You Talk? Reading: Reading for Information	Modal Modal Perfect	A Survey A Conversation A Dialogue	Discussing Possibilities Reading: Information Present Perfect Continuous (...)
5	WHAT'S ON? Page 47	Argo Reading: Understanding the Author's Purpose	The Future The Conditional	A Dialogue A Radio Interview Making Plans	Talking about a Film Reading: Plans Present Continuous + What You're Word Stress
6	HOW MUCH? Page 57	Let's Swap Reading: Reading for the Main Idea	Relative Pronouns Relative Clauses Relative Clauses	A Survey A Text Making a Decision	Discussing Prices Reading: Information Present Continuous + Comparative Word Stress (...)
7	IN SHAPE Page 67	Being in Shape Reading: Reading for Information	Relative Relative Clauses Relative Clauses	A Conversation A Radio Interview Giving Advice	Discussing Competitive Sports Giving Advice Present Continuous (...)
8	CULTURE SHOCK Page 77	Culture for Dinner Reading: Reading for the Main Idea of a Paragraph	Relative Relative Clauses Relative Clauses	A Dialogue A Conversation Comparing Pictures	Talking about Habits Comparing Pictures Present Continuous (...)

Figure 3: Baines and Rodwell (2014: 2-3)

### 7.3. Appendix 3: Contents of *Living English 1*

	READING	VOCABULARY	GRAMMAR	LISTENING	SPEAKING	WRITING	LANGUAGE CONSOLIDATION
<b>1</b> Blood is thicker than water	What's in a Word? Preparing for school	Words from the Text Alternative Spelling Note Vocabulary Building Collocations with get	Review of Simple Sentences and Pasture Single Tenses	Mini-dialogues & Audio Narration (CD PAPERS 1, PART 1) Short Monologues Listen Carefully: One of the world's best	& Personal Narration (CD PAPERS 1, PART 1) Presentation: Plant seedlings (1) (2) (3)	& Narrative Note Comparison and Extension of Diagrams	Multiple-choice Cloze (CD PAPERS 1, PART 1) Key Word Transformation (CD PAPERS 1, PART 1)
<b>2</b> It's Raining Cats and Dogs	Playing with the Weather Learning the Most About a Paragraph	Words from the Text Compound Words (1) Note Vocabulary Building	Future Perfect Simple Future Continuous	Audio Short Reports Short Monologues (CD PAPERS 1, PART 1) & Audio Narration Listen Carefully: Making a Plan	Comparing & Presenting Presentation: School Events (1) (2) (3) (4)	An Informal Letter or Email Article	Short Paragraphs (CD PAPERS 1, PART 1) Paper Cloze (CD PAPERS 1, PART 1)
<b>3</b> Face the Music	Up or Down? How to Write an Introduction	Words from the Text Spreads and Intonation Note Vocabulary Extension Early Spoken Words	Modals Modal Particles	A Book Short Monologues and Dialogues (CD PAPERS 1, PART 1) & Audio Report Listen Carefully: Social Experiment	Expressing Opinions Presentation: School Events (1) (2) (3)	An Opinion Essay Short Story	Multiple-choice Cloze (CD PAPERS 1, PART 1) Paper Cloze (CD PAPERS 1, PART 1)
<b>4</b> My Lips Sealed	Reading Guide Comparison: Past and Present Listening for Information	Words from the Text Appositive Phrases Note Vocabulary Building	Conditionals Tense Clauses	News on DVD & Audio Presentation (CD PAPERS 1, PART 1) & Audio Narration Listen Carefully: Presentation	Agreeing and Disagreeing Presentation: School Events (1) (2) (3) (4)	A Postcard and an Email Extension of Article and Dialogue	Short Paragraphs (CD PAPERS 1, PART 1) Key Word Transformation (CD PAPERS 1, PART 1)
<b>5</b> An Apple a Day Keeps the Doctor Away	Reading Focus: A Story The Writer's Achievement	Words from the Text Phrasal Verbs Note Vocabulary Building Collocations	The Passive The Gerund	Journal Entries	Asking for Directions	An Information Essay Extension of Article and Dialogue	Multiple-choice Cloze (CD PAPERS 1, PART 1) Paper Cloze (CD PAPERS 1, PART 1)
<b>6</b> Hit the Books!	Read Together! Your Best Writing Strategies	Words from the Text verb + to / verb + to + get + verb Note Vocabulary Building British / US English	Reported Speech	Mini-dialogues & Audio (CD PAPERS 1, PART 1) A Film Review Listen Carefully: Film Review	Reading a Description (CD PAPERS 1, PART 1) Presentation: Subjects and Word Stress	A Biography	Key Word Transformation (CD PAPERS 1, PART 1) Short Paragraphs (CD PAPERS 1, PART 1)
<b>7</b> You Can't Touch an Old Dog's New Tricks	Reference to Ability & Past Ability Note Vocabulary Building Compound Words (2)	Words from the Text Past Perfect Note Vocabulary Building Compound Words (2)	Infinitive and Non-finite Relative Clauses	Mini-dialogues & Audio (CD PAPERS 1, PART 1) A Report Listen Carefully: Making a Recommendation	Role-Playing Presentation: School Events (1) (2) (3) (4)	A Formal Letter or Email Partner and Cultural Comparison Extension of Paragraph	Open Cloze (CD PAPERS 1, PART 1) Multiple-choice Cloze (CD PAPERS 1, PART 1)
<b>8</b> Don't Rock the Boat	Words from the Text Reading Strategy Note Vocabulary Building Phrasal Verbs	Words from the Text Phrasal Verbs Note Vocabulary Building Phrasal Verbs	Review	A Book Short Monologues (CD PAPERS 1, PART 1) & Audio Narration Listen Carefully: Advertisement	Talking about a Trip Presentation: The Future 'will'	A Description of a Place Reflection Writing Skills Review	Short Paragraphs (CD PAPERS 1, PART 1) Key Word Transformation (CD PAPERS 1, PART 1)

**APPENDICES**

- LIVING ENGLISH EXTRA page 100
- GRAMMAR BASICS page 101
- PROMINENT PRONUNCIATION PRACTICE page 102
- EASILY CONFUSED WORDS page 104
- DICTIONARY page 105
- IRREGULAR VERBS page 106
- PHRASAL VERBS page 107
- WRITING NOTES page 108
- PREPOSITIONS page 109

Figure 4: Grant & Edwards (2014: 2-3).

### 7.4. Appendix 4: Example of idioms and phrasal verbs in *Living English 1*

**8 Don't Rock the Boat**

1 Read the sentence below and answer the questions.

"I was going to complain about the tour, but I decided to keep quiet; I **didn't want to rock the boat.**"

- What does the expression "don't rock the boat" mean?
- What kind of people do you think might enjoy "rocking the boat"?

2 Read the mini-dialogues below. What do you think the expressions in bold mean?

- "What are you going to do after university?"  
"I don't know. I'll **cross that bridge when I come to it.**"
- "I didn't know half the answers in the exam!"  
"Neither did anyone else. We're **all in the same boat.**"
- "There were some problems, but we've solved them."  
"Yes, it should be **plain sailing** from here on."

Figure 5: Grant & Edwards (2014: 89).





Figure 8: Grant & Edwards (2014: 118).



Figure 9: Grant & Edwards (2014: 119).



7.7. Appendix 7: Example of “Living culture” in *Living English 1*



Figure 12: Grant & Edwards (2014: 37).

7.8. Appendix 8: Example of web quests in *Living English 1*



Figure 13: Grant & Edwards (2014: 93).

7.9. Appendix 9: Example of other exercises including culture in *Living English 1*

5 Complete the passage with the verbs below. Use the Present Perfect, Past Perfect or Past Simple. 8  
*begin • be • help • meet • lose • find*

**TV TODAY**

**Long Lost Family** 

*Long Lost Family* is a popular reality TV programme that <sup>1</sup>..... many people locate lost family members since it <sup>2</sup>..... in 2011. Some of the people that ask for help <sup>3</sup>..... their brothers or sisters and have never stopped wondering where they are. Others were adopted and <sup>4</sup>..... never ..... their biological parents. Nicky Campbell, the programme's host, was adopted himself. He started the programme after he <sup>5</sup>..... his biological mother when he was 30. He wanted to help others because he <sup>6</sup>..... through the same experience.

6 Complete the episode review with the verbs in brackets. Use the Present Perfect, Past Perfect or Past Simple.

**Long Lost Family**  
**Synopsis: Season 1, Episode 5**

This is one of the most heart-warming episodes that <sup>1</sup>..... (ever / be) on *Long Lost Family*! Here's the story:

Wendy Brotherhood of Croydon, England, was unhappy because she <sup>2</sup>..... (not see) her little sister Sarah for 13 years. Sarah <sup>3</sup>..... (disappear) following a family party and Wendy <sup>4</sup>..... (not know) what had happened to her. When she heard about *Long Lost Family*, she immediately <sup>5</sup>..... (contact) them. After months of searching, the programme's "detectives" finally <sup>6</sup>..... (find) Sarah in North London. When the sisters met, they both cried. Their joy was mixed with sadness over all the years that they <sup>7</sup>..... (spend) apart. The sisters still <sup>8</sup>..... (not stop) thanking the team at *Long Lost Family* for bringing them together.

**TV TODAY** 

Figure 14: Grant & Edwards (2014: 11). (Student's book)

3 How much do you know about other places around the world? Do the quiz and find out.

## THE TRAVEL QUIZ

- What is the capital city of Australia?
  - Perth
  - Sydney
  - Melbourne
  - Canberra
- Where would you find the Appalachian Mountains?
  - Tibet
  - the United States
  - Russia
  - Morocco
- What currency do they use in Bulgaria?
  - Baht
  - Lev
  - Peso
  - Rupee
- In what country do they speak Mandarin?
  - China
  - Japan
  - Tibet
  - Malaysia
- What country gained independence in 2011?
  - Montenegro
  - South Sudan
  - Kosovo
  - Serbia
- Which country does not have a border with Argentina?
  - Paraguay
  - Uruguay
  - Bolivia
  - Colombia
- What is the largest country in the world?
  - China
  - Canada
  - Russia
  - Brazil
- Which is the highest waterfall in the world?
  - Victoria Falls
  - Niagara Falls
  - Angel Falls
  - Rhine Falls

4 Listen and check your answers. How many did you get right?

**HAVE YOUR SAY**  
In the UK, many students travel for a year after finishing secondary school and before starting university. If you could spend a year travelling, where would you go? Why?

Figure 15: Grant & Edwards (2014: 89).

2 Complete the passage with the words and expressions below. There are more words than you need.

*develop • performance • rehearsal • based on  
relied on • ahead of time • trainer • required  
strenuous • out of shape • puts on • works out  
takes up*

### Jennifer Lawrence Aimed High

Before her Oscar-winning <sup>1</sup> \_\_\_\_\_ in *Silver Linings Playbook*, Jennifer Lawrence starred as Katniss Everdeen in *The Hunger Games*. <sup>2</sup> \_\_\_\_\_ the novel by the same name, the film is set in the future and is about teenagers competing for survival in a televised contest. The role of Katniss <sup>3</sup> \_\_\_\_\_ a lot of <sup>4</sup> \_\_\_\_\_ physical activity, including running and climbing trees. According to interviews Lawrence has given, she could do these things because she <sup>5</sup> \_\_\_\_\_ between film roles so that she doesn't get <sup>6</sup> \_\_\_\_\_. However, she also had to learn archery – and <sup>7</sup> \_\_\_\_\_ enough skill at it so she would look like an expert. In order to achieve this, she started lessons way <sup>8</sup> \_\_\_\_\_, about a year before the film was going to be made. Her <sup>9</sup> \_\_\_\_\_ was Khatuna Lorig, an Olympic archer. By the time filming began, Lawrence was ready. Her abilities even impressed professional archers who saw the film!

Figure 16: Grant & Edwards (2014: 43). (Workbook)

## 7.10. Appendix 10: Listenings

**1** Look at the observation towers in the pictures. You are going to hear five different people talking about observation towers they have been to. Have you ever been to an observation tower in your country?

**Tree Tower, Bavaria**

**Space Needle, Seattle**

**Canton Tower, Guangzhou**

**Solfjord, Norway**

**Orbit Tower, London**

**LISTENING**

Figure 17: Grant & Edwards (2014: 93).

## 7.11. Appendix 11: Final extra exercises in workbook

**7 EXAM PRACTICE**

Read the text and answer the questions that follow.

**Who Was Edith Garrud?**

During the 20th century, there were many British female politicians. Including one woman prime minister, Margaret Thatcher. She is hard to picture that woman in England did not have the same voting rights as men until 1928. This right was only won after a long battle in which a woman named Edith Margaret Garrud played a surprising part.

The suffragettes – supporters of votes for women – started their national campaign in 1912. For a while, it was a peaceful political movement, but as time passed with no positive results, a more radical group, the Women's Social and Political Union (WSPU), was formed. This group's aggressive tactics resulted in conflict with the police. The women would no longer themselves, so they turned to Edith for help.

Born in 1872, Edith married William Garrud, who taught physical education in London. He became interested in a new martial art, jujitsu, which it was introduced to Europe in 1859. Both Garruds took lessons and eventually taught their own classes. In 1907, Edith started to film showing how jujitsu could help defend an attack by robbers.

Meanwhile, as the battle between the police and suffragettes intensified, so did the group members' need for protection. In 1913, the song "Cat and Mouse Act" allowed suffragettes to be arrested and then released if they went on a hunger strike. After eating, they were returned, making the hunger strike an ineffective weapon. Force-feeding of women in prisons also became a police tactic. Consequently, 30 suffragettes formed a Bodyguard unit and asked Edith to help. At first sporadic, and then, as participation increased, in secret locations, the taught them how to defend themselves against the police. Whether in internal corridors or using hidden clubs – wooden pieces of exercise equipment popular at the time – the Bodyguard defended the women's bodies, you and arrested members and helped obtain an escape from prison.

When the Bodyguard unit was dissolved in 1916, Edith carried on with her own classes. It is believed she returned to the country in 1925, where she lived until her death in 1937. Although her contribution to the suffragette movement was never widely forgotten, it has recently received renewed interest, and in 2012 a commemorative plaque was placed outside her London home.

**1** Choose the correct answer.

- The WSPU...
  - was the first group to work for voting rights for women
  - was against militant tactics
  - believed it was necessary to use aggression to achieve its aims
- William Garrud...
  - was Edith's teacher
  - taught Edith
  - introduced jujitsu to Europe

**2** Decide whether the following sentences are true (T) or false (F). Find evidence in the text to justify your answers.

- Edith Garrud started as a teacher in a film.
- The woman in the Bodyguard unit wore prisoners.
- Edith Garrud was completely forgotten until 2012.

**3** Answer the questions.

What effect did the "Cat and Mouse Act" have on the suffragettes?

\_\_\_\_\_  
 \_\_\_\_\_

**4** Rewrite the following sentences without changing the original meaning.

- The suffragettes started their national campaign in 1912.  
The national campaign \_\_\_\_\_
- Edith lived in the country until her death in 1937.  
Until she \_\_\_\_\_

**5** Complete the sentences.

- The WSPU approached Edith for help when \_\_\_\_\_
- Edith had to teach the Bodyguard unit to protect because \_\_\_\_\_

**6** Find words or expressions in the text that mean:

- joined (paragraph I)
- approached (paragraph II)
- resisted (paragraph III)
- continued (paragraph VI)

**7** Write a composition of about 180-190 words in your notebook. Choose ONE option.

- A Description of a Person:** What woman do you most admire? Explain your reasons.
- An Opinion Essay:** What are the best ways a country can show appreciation for a national hero or heroine?

Figure 18: Grant & Edwards (2014: 94).



Figure 19: Grant & Edwards (2014: 97).

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