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ENGLISH AROUND THE WORLD

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1. Abstract

This project entitled 'English Around the World' is intended to raise students' awareness of the complexity that the English language comprises in all varieties. For this purpose, the project is structured in two parts. The first one is a theoretical part that explains the concepts needed to understand the role that English has nowadays in the English-speaking countries as well as in the rest of countries. Besides, there presented a practical part by means of a didactic unit which exemplifies one form of transmitting the ideas of the theoretical part.

Keywords: culture, multicultural, identity, categorization, global language, lingua franca, World Englishes, New Englishes, standard, first language, second language, foreign language.

Resumen

Este trabajo titulado "English Around the World" trata de concienciar a los estudiantes de la complejidad que la lengua inglesa abarca en sus distintas variedades. Para ello, se ha estructurado el trabajo en una parte teórica que explica todos los conceptos necesarios para entender el papel que desempeña el inglés en la actualidad tanto en los países que son de habla inglesa como es lo que no. Además, se propone una parte práctica a través de una unidad didáctica que ejemplifica una forma de transmitir las ideas de la parte teórica.

Palabras clave: cultura, multicultural, identidad, categorización, lengua global, lengua vehicular, variedades del inglés, nuevas variedades del inglés, lengua estándar, lengua materna, segunda lengua, lengua extranjera.

2. Introduction

This Master's Thesis is aimed at discussing the current situation of the English language throughout the world and proposing the means of transmitting it to the class. English has an important role in the communities of the world nowadays. People from different countries travel more and more for personal or professional reasons and this fact enhances the necessity of a common language to communicate (Crystal, 1997: 2-5). A definition of global language will be provided as well as a description of features that demonstrate that English is a global language.

Moreover, it is worth mentioning that English is used by an increasing number of speakers in the world today. In particular Kachru's classification (Kachru B. & Kingsley B. 2006: 242) of World Englishes in three circles (inner, outer and expanding) will be analysed in order to offer a visualization of the distribution of the English-speaking countries. To complete this picture, McArthur's diagram of world Englishes illustrates the spread of English even further.

Taking this appreciation into consideration, a definition of Standard English and the role within society is described followed by an explanation of British and American Standards. Furthermore, the concept of "standard" is illustrated in relation to New Englishes, which are defined, and I questioned whether these relatively new varieties of English follow the standards and whether these varieties have developed their own ones.

Finally, Australian, New Zealand and South African varieties of English are explained in order to show the richness and diversity that English has achieved. However, there must be considered that this choice is not meant to disregard the numerous other varieties of English but it is necessary to select some of them due to the amount of information that is found. Indeed, the overwhelming amount of data on this subject is proof enough that it deserves a mention at least in secondary education.

In this context, a didactic unit has been designed. It contains eight classes which are oriented towards the realization of a final project by means of communicative and interactive activities. This final project allows students to be closer to different cultures

of the English-speaking countries. Besides, it promotes an open attitude with regard to diversity and introduces the students to the reality that exists in the world of Englishes.

3. Theoretical study

3.1 Justification

This Master's Thesis deals with the topic of World Englishes. This topic is relevant to the ideals that the Common European Framework of Reference for Languages holds, where the importance of multilingualism and cultures is highlighted.

As the topic of World Englishes is a relatively new area of study that is growing each day, this project has required a great amount of summarizing due to the extension that World Englishes cover. English, as Crystal (1997) discusses, has become the global language. This fact has multiple consequences which are difficult to condense and cover. It is precisely due to its magnitude that it is a topic that should be implemented in class.

It is in class where teachers realize the necessities that students have in order to develop efficient learning processes. My experience in the Secondary School 'IES Santa Teresa', in Jaén, allowed me to realize that the textbooks that this school have employed from the first grade to the fourth year of compulsory secondary education since it opened have not contained any references to any variety of English that was not British. Textbooks from Non Compulsory Education could not be tested as this school only allows students up to the fourth year of compulsory secondary education. This reality shows a lack of connection between the English they learn in class and the real world since the current situation of English in the world is very heterogeneous.

When teaching English as a foreign language a specific variety is used as a guide for learners and teacher. In the case of Spain, probably due to Britain's proximity Standard British English is taught. However, I believe that in order to create open minded learners and prepare them for the real world it is also necessary to introduce content and cultural references of other varieties of English in a progressive way.

The textbooks that the above mentioned secondary school used were two: *Active English* (2007) and *Build Up ESO* (2010). Firstly, *Active English* was used in class in the four grades of Secondary Education, in each grade with its corresponding level. In the last four years there has been a change to *Build Up ESO* which is much more

communicative but it is still based only on British English. The only cultural references to the United Kingdom and the United States found were through the introduction of songs, films and famous people.

In addition, the American influence that affects Spanish society through videogames, music, films and social networks is relevant to understand that adolescents are in contact with this variety of English that it is not studied in secondary education. This may lead to the students mixing British English and American English spellings among other elements. This is one case that proves that it could be helpful for teachers to introduce other varieties of English in class. Moreover, it can motivate students as the teacher if offering them material that they will recognize and utilize for their own entertainment.

3.2 State of the Art

3.2.1 World Englishes

The expansion of the English language is worldwide. However, the role that English performs around the globe is not homogeneous; it differs from one place to another. There are three main names given to speakers of English. As reported by Jenkins (2003: 14), English can be classified as a native language (ENL), a second language (ESL) or as a foreign language (EFL) of a country.

Countries where English is generally the mother tongue of their speakers and consequently acquired in a natural way include the United Kingdom, the United States, Canada, Australia, and New Zealand mostly. There are approximately 350 million native speakers of English (15).

In contrast, there are countries where English is a second language. This includes countries which are bilingual or multilingual such as India, Bangladesh, Nigeria and Singapore. English is used in different fields within the country, such as in education or government, although there are also other languages employed for other domains such as religion (4).

Lastly, English can be considered a foreign language of a country. This means that English may be the priority language taught in the educational system but it does

not have any active role within the country as it is not used on an official basis. English is learnt in order to communicate with people from other countries whether they are English speaking countries or not (15).

Hence, these divisions are used to identify types of English speakers. However, the complexity of the current situation of English in the world requires a more specific classification that bears in mind, apart from English users, the countries and the languages spoken within them that make use of English.

Kachru's aforementioned classification of the different circles of English is a meaningful proposal for the representation of the distribution of English. Kachru & Kingsley (2006: 242) portray the split of the use of English worldwide in three stages which correspond to different phases that the language has undergone: the inner, outer and expanding circle:

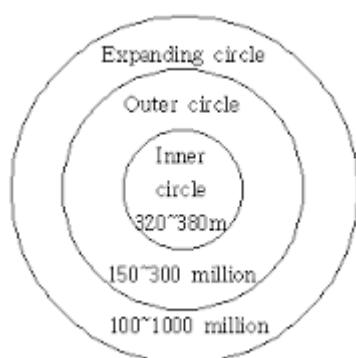


Figure 1. The three circles of Kachru (1985)

The inner circle, according to this explanation, comprises countries in which English is the native language such as in the USA, the UK, Australia, New Zealand or Canada.

The countries belonging to the outer circle are principally ex-British colonies such as India, Jamaica, Nigeria, Pakistan or South Africa, , where English still remains part of the institutions despite these countries having achieved independence.

Finally, the expanding circle is composed of those countries which have accepted English as having an important role in the world, indeed, perceiving it is as a global language, and in these countries the main foreign language taught is English. This expanding circle, obviously the biggest of the three, consists of countries such as China, France, Germany, Greece, Japan, Poland, Russia or Spain.

This classification serves to illustrate that there is a huge extension of the English language in the world. However, it also leads to the thought that due to mere distance, as well as other factors, English is not a unified language. For example, the English of India is not the same as the English of USA. There are many more varieties of English around the world that corroborate this idea of what has come to be known as the study of World Englishes by many specialists, such as Crystal (1997), Kachru (2006), Jennifer Jenkins (2003) or Andy Kirkpatrick (2007) to name but a few.

The boundaries between Kachru's outer and expanding circle are not clearly delimited as they both share some common features. What is more, it is difficult to arrange the vast number of countries into immobile sections as the role of English and the circumstances of each country may be complex or may have changed. The case of English in South Africa is an example of a difficult situation to categorize because there is not even a unity of language within the same community (Kachru & Kingsley 2006: 243).

Among these varieties of English there is one coined as Standard, which is considered to be a model for learners of English. This is what Jenkins (2003: 29) defines as "the variety of a language which is considered to be the norm". I believe that this concept is relevant in order to discuss the function that this language has in society nowadays, to see if this model is changing in some way and if so, whether the emergence of the New Englishes could have influenced that change.

Besides, since these New Englishes constitute varieties of English just like a standard one, it is possible to think about whether there have also appeared more modern standards of English, and whether they can become universal models for English speakers. Indeed, McArthur has created yet another famous diagram to illustrate just how many types of world Englishes there are, and predicting that in the future what will be spoken in the world will be World Standard Spoken English (WSSE), which contains elements of all varieties:

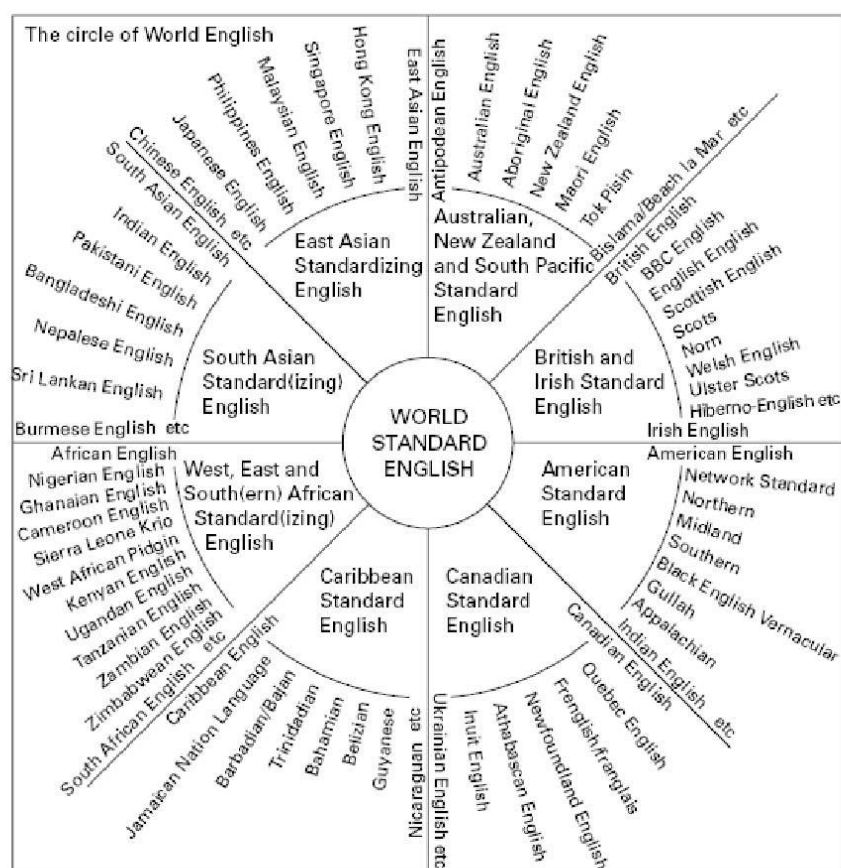


Figure 2. Relationship among the World Englishes, according to McArthur (1987)

Needless to say, this is all conjecture, as we cannot know what is going to happen in the future. The only thing we can be sure of is that there are a large variety of Englishes spoken in the world and this is a fact.

3.2.2 Definition of a Global language

According to Crystal (2003: 3) a global language is the one that is recognized in every community as having a favourable position over other languages even in places where there are no native speakers of that language.

This recognition from the nations around the world is what actually gives English the status of being global. A language becomes global when it is used by an important number of non-native speakers of that language.

Furthermore, as Kachru B. et al (2009: 350) states, a global language differs from a standard language in that the former is the tongue which was originally national and has become international while the latter begins as a regional variety that

later develops into a national one. A standard language would be used by speakers of different dialects of the same nation and a global language would be employed by speakers from other languages and countries.

In order to identify a language as a global language Crystal (2003: 4) points out two general features that must be taken into account. One is that this language is recognized as an official language in a large number of countries. It is used with communicative purposes in different domains such as public administrations, educational systems or media. Another characteristic is that this language is the priority foreign-language taught in many countries throughout the world.

3.2.3 Standard English

As mentioned above, Jenkins (2003: 29) defines a standard language as “that variety of a language which is considered to be the norm”. Therefore, it is carefully analyzed and compared to other varieties as it serves as a reference among varieties.

Besides, as stated by Trudgill (1989: 1-5), Standard English is a variety of the English language that is mostly employed by literate people as its features are used in formal contexts and in both written and spoken language.

It does not refer to any particular accent but it does to vocabulary and grammar. There are two main varieties of what is known as Standard English which are Standard British English and Standard North American English. There are differences between the two of them. Nowadays they are both perfectly accepted in academic contexts as long as there is coherent use of one of them and not a mixture of both. Nonetheless, English students should understand the differences that the two Standard Englishes present (1-5).

As stated by Jenkins (2003: 29) the use of a standard language is contentious among language users. Languages are not fixed structures; they change through time as they are used by people. The idea of having a standard language implies having a set of rules that are considered to be the model for the rest. The problem arises when the language changes and these rules have not yet adapted to the new changes.

Jenkins explains that there are people who either support or retract from talking about Standard English. Among the retractors, there are those who believe it is better to talk about New Englishes, such as Parakrama (1995: 3), who thinks that language standards should be amplified and cover as much diversity as possible. Otherwise, language standards categorize people into those who are educated and uneducated (29).

Supporters of the concept of Standard English believe that it is necessary to establish a set of rules that serves as a model of reference. This model of reference is intentionally created by the followers of this standard (29).

Jenkins cites the steps that Haugen (1996:922-35) believes are needed to standardize a language: selection, codification, elaboration of function and acceptance. The first step called selection is concerned with the establishment of a preference towards a variety of the language. This choice is usually influenced by the political, social and economic situation in which this variety is set. The process of selection is usually promoted by influential speakers, who use their economic or political power in order to choose a favourable variety for them. The selection of one variety or another will be oriented to benefit those speakers (29).

The next step is called codification and focuses on the written description of that standard variety in dictionaries to facilitate people the guide they have to follow in order to use the standard variety properly (30).

The third step, the elaboration of function, deals with the revision of the standard variety in order to complete it by adding any necessary element. It should constitute an efficient tool for the development of the language in certain fields such as education, government, law and science. Finally, there is the last stage, acceptance, which, as its name implies, is the process whereby the variety is accepted or not (30).

3.2.4 American and British Standards

This section presents a comparative description of American and British standards. In order to illustrate the features that characterize Am E and Br E varieties examples are presented which are taken from two main sources. Svartik and Leech (2006) are the

authors on which this comparative description is based and convenient examples used by them are introduced in this section. Moreover, examples from the newspapers *New York Times* (American) and *Daily News* (British) are collected since they are interesting sources that reflect differences in the use of language that both varieties of English present.

American and British English can be considered the main varieties of English. According to Svartvik & Leech (2006: 150) 83 % of native speakers of English speak those varieties. One of these two models is usually chosen in education in order to teach English. The choice of using American or British English is thought to be indifferent nowadays.

Nevertheless, there are certain differences between these two varieties at diverse levels. As regards semantics, to denote the same entity different words are used. The following examples are listed from the quotation that Svartvik presents from Bill Bryson and they illustrate the characteristic mentioned: *yard (Am)/garden (Br)*, *duplex (Am)/semi-detached house (Br)*, *crosswalk (Am)/ pedestrian crossing (Br)*. Besides, Svartvik and Leech offer some familiar examples such as *lift (Br)/elevator (Am)* and *biscuit (Br)/cookie (Am)* (153). Evidently, as we all know, these are but a few examples.

Regarding spelling, some features should be highlighted that are different in each variety. First, words that are not monosyllables and finish in –our in Br E, finish in –or in Am E such as in these following AmE/Br E examples: *honor/honour*, *savior/saviour*, *odor/odour*, *favor/favour*, *behaviour/behaviour*. Furthermore, words that end in –re in Br E are spelt with –er in Am E. Just a few examples are *metre/meter*, *center/centre*, *liter, litre*, *theater, theatre* (154).

Regarding spelling of verbs there are also some noticeable changes. In Am E the suffix –ize is used whereas in Br E it is –ise. For example, *realize/realise*, *apologize/apologise* (155).

Among other features, there is simply some variation on specific words which are spelt differently in each variety. Some of these words that are highlighted by

Svartvik are *pajamas* (Am E) and *pijamas* (Br E), *skeptical* (Am E) and *sceptical* (Br E) *cheque* (Am E) and *check* (Br E) (155).

These words are the result of an intentional attempt of Noah Webster (1758-1843) to differentiate American and British English as he was someone who had tried to encourage America's individuality. All the examples presented by Svartvik are modifications that Webster had introduced and which were implemented in the United States (154).

In pronunciation, there are clear differences. Some relevant aspects of both pronunciations are underlined. One of the most noticeable features that an English speaker can identify is whether the letter –r is pronounced or not, taking note of this rhoticity or its absence. In General American (GA), the –r is pronounced in every position and it is identified as a retroflex r. For instance, in the word *car*, the pronunciation in GA would be /kɑ:r/. The sound of the vowel is followed by the –r sound, which seems like covering the entire vowel sound. In contrast, in RP the pronunciation would be simply /kɑ:/ (163).

According to the Oxford Dictionary's definition, RP is the type of pronunciation that is generally associated with Br E. However, in Standard English, RP is only one type of accent, just like the GA one.

As regards grammar, minor distinctions are found in the use of grammatical structures. One of them is the use of the subjunctive. In Am E the following structure is most likely to be chosen: *he insists that Mary come to the party*. In Br E this construction is accepted as well as these following ones: *he insists that Mary should come to the party* and *he insists that Mary comes to the party*. The first one is beginning to be rejected in Am E and the last one is not accepted (167-168).

Another distinctive feature is the use of the verb *gotten* and *got*. The first verb is used in Am E while the second one is used in Br E. For instance, the sentence "Microsoft has suddenly gotten serious with mobile" from the newspaper *New York Times* employs this Am E use of *gotten* while the following sentence taken from *The Guardian* "Paul Krugman has got it wrong on austerity" uses the Br E form (167).

Despite these differences, the standardized varieties of Am and Br English are alike in grammatical terms. In spelling there are some differences but in general they are similar too. In vocabulary, the body of vocabulary is shared in both varieties though there are some differences. Regarding pronunciation, there are noticeable differences but American and British speakers can usually understand each other without difficulty. Hence, in spite of the fact that there may be misunderstandings between American and British varieties, there are no serious problems of communication (157).

3.2.5 New Englishes and Standard English

Crystal (1997: 130) enhances the current situation that the English language is going through and argues that there may be English native speakers who feel awkward about the fact that their language is shared and used by an increasing number of people in the whole world.

Today, the number of speakers of English as a first language in the Inner circle and speakers of English as a second language in the Outer circle is approximately the same (400 million). However, the number of speakers from the Outer and Expanding circle is increasing every day. This fact leads to the thought that there are possibly more second language speakers of English than first language speakers at the moment (130). As a consequence, English is more likely to suffer changes of any type more than any other language. Proof of this is the rising number of varieties of English from different areas of the world which have developed distinctively. This began long ago with the arrival of colonizers in America. Since then, both varieties of English were separated and started to differ from each other. Similarly, Australian, New Zealand and Canadian English also differ from each other.

Crystal makes a comparison between the dialects that are found within a country, which affect towns or provinces, with the English varieties which instead of affecting a small proportion of population cover whole countries.

When a language has been extended throughout the world, and it has been adopted by a considerable number of speakers, it is probable that each separate community adapts that language to its own context such as history, culture or even

climate. Consequently, it causes changes within the language in order to adapt to a concrete situation of a community.

Speakers need to adjust the language so that they can feel identified with it. The language should have space for their habits, customs, and every aspect that is part of them so that they feel represented by using that language. It is a way of expressing the identities of that community.

The appearance of the so called New Englishes is strengthening the controversy towards the role of Standards. As stated in Jenkins (2003: 32) New Englishes are regarded as non-standard varieties just like the non-standard varieties of the Inner circle.

Jenkins cites Milroy's (1999: 174)) description of American and British Standards. Milroy thinks that people find it easier to identify non-standard varieties than standard ones. On the basis of this thought, Milton defines American Standard English as what is left when all non-standard varieties such as African American or Mexican American are taken away. Non-standard American English's lack of acceptance was due to questions of race. A similar panorama exists in the UK, though the difficulties to accept other non-standard varieties were caused by social issues. In this case, Standard British English can be described as the one that remains when Cockney, London, Jamaican, or Estuary English¹ among others are omitted (32).

Nowadays, New Englishes are going through a similar situation. For example, Indian Standard English is an English variety that has been standardized but it is not considered the best prototype of English by foreigners and even by the speakers of that variety in relation to the American and British Standards. It is relegated to an inferior position compared with the Standards from the Inner Circle (33).

¹ Estuary English according to John Wells on his website (<https://www.phon.ucl.ac.uk/home/estuary/>), refers to,

the forms of English widely spoken in and around London, and more generally in the Southeast of England – along the River Thames and its estuary [...] Estuary English is a new name. But it is not a new phenomenon. It is the continuation of a trend that has been going on for 500 years or more – the tendency for features of popular London speech to spread out geographically (to other parts of the country) and socially (to higher social classes).

3.2.6 Australian English

According to Melchers & Shaw (2003: 100-101), Australia's population is around 20 million from which two million people have another first language rather than English. Australia is an association of territories that comprises New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania and Northern Territory. The inhabitants who lived in Australia before the colonizers arrived were arranged in different tribes. They are referred to as the aboriginal people. Currently, the population of aboriginal people is only one percent and the number of languages spoken by them, which used to be around 200 different languages, has been reduced considerably.

As reported by Crystal (2003:41), by the end of the eighteenth century Australia had already been visited by the British and founded prisons there. Prisoners came from different parts of Great Britain, especially London and Ireland. That is why some features of the Cockney accent and Irish English are identified in Australian English (Aus E). Moreover, other words have been created there, and some others are taken from the aboriginal languages.

In order to identify Australian English, a summary of the main features are to be described. It must be taken into consideration that due to Australia's geographical extension, usually the differences of pronunciation are not determined by the location of the speakers but by the social or ethnic group (Svartvik & Leech: 104).

As far as pronunciation is concerned, Australian English is especially identified by the accent and the articulation of the vowels. Some relevant features are to be described:

The schwa vowel is more frequently used in Australian English than in RP. For instance, the verb ending—ed is usually pronounced in RP as /id/. However, in Aus E the /i/ sound is replaced by a schwa sound. There is an example coined by Svartvik and Leech which reflects the differences that a British person and an Australian may encounter regarding this pronunciation feature in the verb *chatted*. In RP the verb would be pronounced /'tʃætɪd/ but in Aus E it would be /'tʃætəd/ which is pronounced in the same way as the verb *chattered* (104).

The final –y in RP is pronounced with a short –i while in Aus E the sound is lengthened until a long –i sound is achieved. For example, the word happy in RP is pronounced /'hæpi/ and in Aus E accent it would be /'hæpi:/ (104).

The diphthong /ei/ in RP is pronounced /ai/ in Aus E. In RP it would be pronounced /p'streiliə/ while in Aus E would be /p'strailiə/ (104).

Regarding vocabulary the terminology employed in this variety of English is characterized as being full of creative everyday expressions, some of them based on the great variety of species and colours that Australia has. Among them, the word *sheila* which means a girl or *dinkum* which means 'authentic' can be highlighted. In addition, Australian vocabulary is characterized by the shortening of words such as *beautiful* which is employed as *beaut* (104).

3.2.7 New Zealand/Aotearoa

As reported in Crystal (2003: 41) New Zealand, or Aotearoa in Maori, was colonized after Australia by the end of the 18th century but the official colony was not established until the early 19th century through a deal made between the British Crown and Maori leaders. It was then when the population from Europe grew notably.

It is worth mentioning that the situation in New Zealand compared to Australia, is different regarding social aspects. In New Zealand, the historical relationship with Britain was much more valued and there was considerable respect and interest for their tradition and ideals. Moreover, New Zealand has built its own character which strengthens the unity of the country. Special attention has been taken into account in order to respect Maori people and their rights. They represent 10% of the population. As a consequence, an increase in use of Maori words in New Zealand is noticeable (43).

These facts influence the use of languages in New Zealand where English and Maori are official languages, though the Maori language is not employed in everyday interaction (Melchers & Shaw 2003: 107).

In spite of the fact that New Zealand and Australia are different varieties of English, they share common features. Concerning pronunciation, some of the characteristic features of Aus E are also found in NZ E, mostly in the pronunciation of

vowels. Nonetheless, one characteristic that is distinctive in NZ E pronunciation is the short –i sound, which is pronounced with schwa sound. For example, the word *pen* would be pronounced /pən/ instead of the RP /pen/. Also, the diphthong / eə/ is pronounced /ɪə/. Therefore, words such as *air*, *hair*, and *chair* can be confused with the words *ear*, *here*, and *cheer* respectively (Svartvik & Leech 2006: 109).

As for vocabulary, it contains words which are from Australian English such as *beaut* which means ‘excellent’ or *blackblocks* which means ‘far-off’. The suffixes –ie and –o which are usual in Aus E are also adopted in NZ E. For example, the word *boat* would add the suffix –ie to *boat* and the result is the word *boaties*, used to refer to people interested in sailing, and likewise, the word *truckies* is used to refer to people who drive trucks (Svartvik & Leech 2006: 110).

3.2.8 English in South Africa

The English spoken in South Africa is not a homogenous variety due to the complex historical and social problems that the population has suffered there. By the late 18th century, the British power was set up in the Cape Province and English was established as the official language. In the region of South Africa, there were different English varieties for evident reasons. Indeed in the Cape Province, the British colonizers had a London accent, and in on the eastern side of South Africa, in Natal, the British were from the Midlands and the north (Crystal 2003: 43).

Simultaneously, English was employed as a second language by those who spoke Afrikaans, which was spoken as a consequence of Dutch colonization before the British settled in South Africa. Moreover, there was a part of the population that came from India that adopted English too known as ‘South African Indian English’ (43).

Therefore, the linguistic situation in South Africa is quite difficult. On the one hand, there is Afrikaans, which is the first language or second language of millions of people in South Africa. In addition, different languages of the Bantu family are spoken (Svartvik & Leech 2006: 114).

On the other hand, there is English which is spoken by a minority. Nowadays, English is one of the eleven official languages in South Africa. English is achieving an

important role in South Africa. Afrikaans speakers are proficiently learning English, and many of them are becoming bilingual. Also, English is a tool for international relations. Furthermore, English is popular among the black population and it is the language most used in the South African Parliament. As a consequence, different English accents are noticeable, especially between the Afrikaans speakers and those whose accent resembles the British one (Crystal 2003: 45-46).

Some of the characteristics of the English found in South Africa among the native speakers as far as pronunciation is concerned:

The articulation of –t when it is surrounded by vowels is similar to a –d. This feature is typical in GA too. In the words *matter*, *hater* and *later* the pronunciation is / 'mædə(r)/, / 'leidə(r)/ and / 'heitə(r)/ correspondingly. Some vowels and diphthongs change in SA pronunciation. The vowel /ɑ:/ is moved backward to /ɔ:/. In addition, the diphthongs /aɪ/ and /əʊ/ are simplified and turned into the long vowels /ɑ:/ and /ʌ:/ (Svartvik and Leech 2006: 115).

As explained before, this analysis was meant to provide a description of some distinctive features from English varieties. It constitutes proof that there is a wide range of characteristics which makes each variety unique despite the fact that they all belong to the same language.

Besides, it shows that studying English requires a great effort due to its expansion around the world but this fact also makes it easier to find materials to study. It is important that students are ready to encounter these situations and regard the language as one more resource that they need to learn in order to deal with the real world. Furthermore, they can use English with a better understanding of the language and culture.

Finally, it is an interesting fact for students to realize that there are many English accents, and that there is not only one single way of speaking in English. This in turn could contribute to students accepting their own particular way of speaking the language and to become confident about using their Spanish accent, despite their aim

to sound native. After all, being intelligible is of the utmost importance, perhaps much more than having to sound native.

4. INTRODUCTION TO THE DIDACTIC UNIT ‘

4.1 Contextualization and background information

A suitable level to carry out this didactic unit is an intermediate level which corresponds to a B1 level, roughly for the 4th year of Compulsory Secondary Education (4º ESO) conforming to the Common European Framework of Reference for languages.

The Secondary school where this didactic unit is designed to be put into practice is located in Torredelcampo, in the province of Jaén, Spain. The school is called IES Miguel Sánchez López and it has both Secondary and Non Compulsory Education. It has had a bilingual programme for seven years in all years of Secondary Education and Non Compulsory Education. Moreover, it is an ITC centre fully equipped with new technologies that facilitate teachers and students the learning in the daily class routine.

The school has a classroom for students with specific needs, music classroom, Science laboratory, outdoor sport tracks, auditorium, and cafeteria. There is a computer, an over-head projector, speakers, a blackboard, an electronic blackboard and an internet connection in each classroom

The students belong mainly to middle class families. There are 28 students in the class where this didactic unit is implemented. The average level in the class is B1. These students are very talkative and know each other since they started their first year of secondary education. This makes the atmosphere in class very comfortable. This didactic unit is designed to be carried out at the end of the third term as students need some knowledge acquired during the academic year.

4.2 Objectives

The objectives selected to carry out this didactic unit are explained in the table found below. They have been selected according to the Royal Decree 1631-06 of December 29th, Decree 231/07 of July 31st of Andalusia for the general objectives of the stage and Decree 231/07 and Order 10th 2007 related to general objectives of the subject of English. Also, there is a section for didactic objectives which are the specific ones described by the teacher for this didactic unit. Therefore, didactic objectives are related to stage and area. Besides, they are also related to key competences.	Stage objectives ROYAL DECREE 1631/06 of December 29th]	Stage objectives Decree 231/07 of July 31st (Andalusia)	FI [Royal Decree 1631/06, Decree 231/07 & Order of August 10th, 2007]	Key competences (LOE)
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Didactic Objectives				
Work individually and in groups	a, b	a	1, 2	1, 6
Participate actively in class	b, g	a	1, 2	5, 6
Understand the general idea of written texts (skimming)	e	b	3, 6	1
Elaborate coherent written texts	h	b	4, 5, 6	1
Ask for opinion in a conversation as well as express an opinion about one topic presented in class	d, b, i	b	1, 2	1, 5, 6
Learn vocabulary related to adjectives to describe physical appearance and personality	e	a	5	1, 4, 6
Learn vocabulary related to agree and disagree and use it in spoken conversation	e	a	5	1, 4, 6
Use the grammar rules of adjective word order	e	a	5	1, 4, 6

Understand the concept of culture and its multiple dimensions	j, l	f	9	6, 7
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4.3 Content

The following table shows the organization of contents that this didactic unit contains according to *Ley Orgánica General del Sistema Educativo* (LOGSE). There are four main sections on this table: listening speaking and interaction, reading and writing, socio cultural aspects and multicultural awareness, and linguistic awareness and reflection upon the language which is divided into linguistic knowledge and reflection upon one's learning.

LISTENING SPEAKING AND INTERACTION	READING AND WRITING	SOCIAL CULTURAL ASPECTS AND MULTICULTURAL AWARENESS
Listen to a conversation between an American and British person. Ask and express an opinion about stereotypes. Listen to four Asian and African singers. Present orally in class one person from an English-speaking country.	Skimming a text about the dimensions of a culture. Skimming a text about Sydney's attractions.	Concept of culture. Concept of stereotype. English speaking countries.
LINGUISTIC AWARENESS AND REFLEXION UPON THE LANGUAGE. LINGUISTIC KNOWLEDGE		LINGUISTIC AWARENESS AND REFLEXION UPON THE LANGUAGE. REFLEXION UPON ONE'S LEARNING
1. Vocabulary		Participating actively

Adjectives to describe personality. Expressions of agreement and disagreement. Adjectives to describe physical appearance. American and British words: chips/French fries; pants/trousers. 2. Grammar Paraphrasing instead of using descriptive adjectives. Adjectives used as nouns (nationalities). 3. Functions Planning a day in Sydney as tourist with a classmate. Describe a musician in a written text. 4. Phonetics Differentiate word stress of adjectives: /ˈæɾəgənt/, /ˌɪməˈtʃə(r)/, /kriˈetɪv/	Working cooperatively. Organizing and doing an oral presentation. Following tips to avoid anxiety. Fulfilling a handout for self-evaluation of the oral presentation.
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4.4 Attention to diversity

A. Supplementary activities

These resources are aimed at providing further practice and explanation to those students who may finish the tasks in class earlier or to those who desire more practice. It is a selection of activities and some theoretical explanation that is little more

extended to what is seen in class. They are all exercises which the students can do at home or at school using online resources:

Pronunciation Tips. Schwa sound (from BBC Learning English, Pronunciation Tips).

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/features/schwa/index.shtml>

Listening and vocabulary practice (from BBC Learning English. Words in the News)

<http://www.bbc.co.uk/learningenglish/english/features/witn/ep-150211>

Grammar agree/disagree (from Usefulenglish.ru)

<http://usefulenglish.ru/phrases/phrases-exercise-five>

Further theoretical explanation of agreeing and disagreeing

<http://usefulenglish.ru/phrases/general-conversation-and-discussion>

American and British spelling (from Usefulenglish.ru)

<http://usefulenglish.ru/writing/british-and-american-spelling-differences>

B. Reinforcement activities

These resources are chosen in order to help those students who need more explanation at some point in class. They are core elements of the content of the didactic unit. Also, they could be used as homework if necessary.

Reading tips (from BBC World Service, Learning English)

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv248.shtml>

Adjectives word order explanation (from Grammar.cl)

<http://www.grammar.cl/english/adjectives-word-order.htm>

Adjectives word order practice (from Grammar.cl)

<http://www.grammar.cl/english-games/adjective-word-order-basic.htm>

Conversation skills (YouTube)

<https://www.youtube.com/watch?v=amJ7ApXR0tw>

4.5 Cross curricular issues

This didactic unit fosters Intercultural Education by highlighting the varieties of English as enriching and promoting the role of languages as promoter of cultures. Besides, it encourages Moral and Civic Education. The introduction of the concept of variety as a positive notion tries to influence students to regard the otherness as something valued and not to be rejected. It strengthens empathy through interactive activities and personal relations by working in groups.

4.6 Interdisciplinarity

This didactic unit cooperates with the area of social sciences and music. It deals with notions of geography, especially with the geographical situation of the English-speaking countries. In addition, it introduces cultural references from different places that correspond to the field of social sciences. Also, music is introduced in some activities as a culture promoter from one country.

4.7 Materials

For the correct development of the class, the following materials will be needed: blackboard, printed handouts, speakers and internet connection. The printed handouts are the option presented in the lesson plan but they can be replaced by using the electronic blackboard. That is to say, the handouts corresponding to the activities to be carried out in class would appear in the electronic blackboard, and all the students would read it from there. The content of these handouts would be sent by the teacher to students by email so that they do not miss anything in any case.

4.8 Temporalization

The table introduced below illustrates the sequence of activities organized in eight lessons and the duration that each activity lasts. It provides a global visualization of the whole lesson plan that it is presented in the following section.

	DURATION
LESSON 1	
Activity 1	5 minutes
Activity 2	5 minutes
Activity 3	20 minutes
Activity 4	15 minutes
Homework Explanation	10 minutes
LESSON 2	
Activity 1	15 minutes
Activity 2	40 minutes
LESSON 3	
Activity 1	5 minutes
Activity 2	5minutes
Activity 3	20 minutes
Homework Explanation	10 minutes
LESSON 4	
Homework Correction	5 minutes
Activity 1	10 minutes
Activity 2	25 minutes
Activity 3	10 minutes
Homework Explanation	5 minutes
LESSON 5	
Activity 1	25 minutes
Activity 2	10 minutes
Activity 3	10 minutes
Activity 4	10 minutes
LESSON 6	

Explanation of the final project	5 minutes
Working on the final project	50 minutes
LESSON 7	
Activity 1: final project presentations	55 minutes
LESSON 8	
Activity 1: final project presentations	35 minutes
Activity 2	15 minutes
Activity 3	3 minutes

5 DIDACTIC UNIT: 'English around the world'

Lesson 1

"Understanding the Depth and Breadth of Multiculturalism".

Activity 1

Duration: 5 minutes

Brainstorm: write on the blackboard the term "multicultural" and see what words students think of for the teacher to write on the blackboard. The teacher can help students by explaining the meaning of the prefix –multi (many, different, varied).

The students should then try to define the meaning of the word 'cultural'.

Activity 2

Duration: 5 minutes

Explanation: For a deeper understanding of the term multiculturalism the teacher asks students to identify different dimensions of culture by presenting this situation:

Your Australian friend is coming to Spain. It is the first time he will visit the European continent. How would you help him? What most important features would you include to talk about Spain?

The teacher can ask:

What aspects characterize a culture?; He/She can use some examples such as a bride wearing white at her wedding, eating paella, the Spanish language, literature, flamenco or the examples already written on the blackboard.

Once the more superficial aspects are pointed out like food and music, more specific and personal terms such as faith, religion, values, family structure, can be introduced.

Activity 3

Duration: 20 minutes

Explanation: The students will be given a sheet of paper that contains the following text and table. They will be given a few minutes to read it individually and then they will be asked to categorize the list of words that is already written on the blackboard from the first brainstorming activity into the table.

“Categorizing list items using Nizta Hidalgo’s “three levels of culture”: <
<http://www.edchange.org/multicultural/activities/multicultural.html>

- A. The Concrete: This is the most noticeable and tangible level of culture, and includes the most surface-level dimensions such as clothes, music, food, games, and so on. These aspects of culture are often those which provide the focus for multicultural "festivals" or "celebrations."
- B. The Behavioural: This level of culture clarifies how we define our social roles, the language we speak, and our approaches to nonverbal communication. The Behavioral level *–reflects–* our values. Aspects to be listed in this category include language, gender roles, family structure, political affiliation, and other items that situate us organizationally in society.
- C. The Symbolic: This level of culture includes our values and beliefs. It can be abstract, but it is most often the most important level in terms of how individuals define themselves. It includes value systems, customs, spirituality, religion, worldview, beliefs, mores, and so on.

Examples of the three levels of culture

A. The Concrete

B. The Behavioural

C. The Symbolic

Activity 4

Duration: 15 minutes.

Explanation: Students answer the questions below individually and write them down:

What aspects define a culture?

What defines a person? How do you define yourself?

What relationship exists between a language and a culture?

Students' answers should be based on what has been previously explained in class taking into account the categorization of words. The teacher will be available to give vocabulary to the students if necessary to help them.

Once they have finished, the teacher will ask for volunteers to share their answers with the class. In case they do not want to, the teacher can ask students directly to engage their attention. The exchange of answers can be used to solve doubts that students may have. In order to make sure that all students have understood the lesson well, the teacher can collect their answers at the end of the class if he/she considers it necessary.

By the end of the activity a clear definition of culture should be created.

Activity 5

Homework explanation

Duration: 10 minutes

The teacher introduces what students will do in the next class. This will start with the correction of the following two activities. Students are asked to do these exercises at home using a dictionary if necessary. If there is time the teacher can go through the sentences to help the students to understand them properly.

Homework Sheet

Activity 1

Adjectives and phrases to describe personality (Oxeden,2008: 146)

Match the adjectives with phrases 1-20

Ambitious; arrogant; assertive; bad-tempered; calm; cheerful; conscientious; easy-going; eccentric; funny; immature; impulsive; insecure ; insincere; loyal; open-minded ; optimistic; possessive; reserved; self-confident; stubborn; vain; well-balanced; wise

She's the kind (sort) of person who...

She's/He's...

1. always looks at herself in every mirror she passes
2. takes care to do things carefully and correctly
3. is prepared to accept new and different ideas
4. doesn't say what she really thinks
5. other people often find different or unusual
6. fairly relaxed about most things
7. is emotionally in control, not moody
8. never changes her opinion even when she's clearly wrong
9. expresses her ideas or opinions with confidence
10. is always in a good mood
11. feels sure about her ability to do things
12. isn't very sure about herself
13. is determined to be successful

He's good at...

14. supporting his friends
15. giving people advice because of his knowledge
16. keeping his head in a crisis

She's not very good at...

- 17. letting other people share her friends
- 18. showing her feelings or expressing her opinions

He tends to...

- 19. behave like a child
- 20. act without thinking
- 21. get angry very easily
- 22. think he is better and more important than other people
- 23. expect good things to happen

She has/has got...

- 24. a great sense of humour

Activity 2

Adjectives (Oxeden,2008: 151)

Match the adjectives with the situations.

Confused; disappointed; glad; grateful; homesick; lonely; nervous; offended; relieved; shocked.

How would you feel if...?

- 1. two people gave you completely opposite advice
- 2. the police told you that your flat has been burgled
- 3. a friend helped you a lot with a problem
- 4. you thought you had lost your passport but then you found it
- 5. you didn't get a present you were hoping to get
- 6. you went to study abroad and were missing your family
- 7. you moved to a new town and didn't have any friends
- 8. you were about to talk in public for the first time

9. your friend tells you she had just passed her driving test

10. a very good friend didn't invite you to his party

Some adjectives describe a mixture of feelings, e.g.

fed up = bored or frustrated and unhappy (especially with a situation which has gone on too long) *I'm really fed up with my job. I think I'm going to look for something else.*

upset = unhappy and worried/anxious

She was very upset when she heard that her cousin had had an accident.

Lesson 2

Activity 1

Correction of two activities

Duration: 15 minutes

Explanation: The class starts with the correction of the previous two exercises introduced in the last class. These exercises will be useful for the next activities because students will be asked to describe themselves physically and to express their feelings. Students could be given the following handout with the answers to correct each other's work in pairs.

Match the adjectives with phrases 1-20

Ambitious; arrogant; assertive; bad-tempered; calm; cheerful; conscientious; easy-going; eccentric; funny; immature; impulsive; insecure ; insincere; loyal; open-minded ; optimistic; possessive; reserved; self-confident; stubborn; vain; well-balanced; wise

She's the kind (sort) of person who...

She's/He's...

1. always looks at herself in every mirror she passes

vain

2. takes care to do things carefully and correctly

conscientious

3. is prepared to accept new and different ideas

open-minded

4. doesn't say what she really thinks

insincere

5. other people often find different or unusual

eccentric

6. fairly relaxed about most things

easy-going

7. is emotionally in control, not moody

well-balanced

- | | |
|--|----------------|
| 8. never changes her opinion even when she's clearly wrong | stubborn |
| 9. expresses her ideas or opinions with confidence | assertive |
| 10. is always in a good mood | cheerful |
| 11. feels sure about her ability to do things | self-confident |
| 12. isn't very sure about herself | insecure |
| 13. is determined to be successful | ambitious |

He's good at...

- | | |
|---|-------|
| 14. supporting his friends | loyal |
| 15. giving people advice because of his knowledge | wise |
| 16. keeping his head in a crisis | calm |

She's not very good at...

- | | |
|---|------------|
| 17. letting other people share her friends | possessive |
| 18. showing her feelings or expressing her opinions | reserved |

He tends to...

- | | |
|---|--------------|
| 19. behave like a child | immature |
| 20. act without thinking | impulsive |
| 21. get angry very easily | bad-tempered |
| 22. think he is better and more important than other people | arrogant |
| 23. expect good things to happen | optimistic |

She has/has got...

- | | |
|-----------------------------|-------|
| 24. a great sense of humour | funny |
|-----------------------------|-------|

Adjectives

Match the adjectives with the situations.

Confused; disappointed; glad; grateful; homesick; lonely; nervous; offended; relieved; shocked.

How would you feel if...?

- | | |
|---|-------------------|
| 1. two people gave you completely opposite advice | confused |
| 2. the police told you that your flat has been burgled | shocked |
| 3. a friend helped you a lot with a problem | grateful |
| 4. you thought you had lost your passport but then you found it | relieved |
| 5. you didn't get a present you were hoping to get | disappointed |
| 6. you went to study abroad and were missing your family | homesick |
| 7. you moved to a new town and didn't have any friends | lonely |
| 8. you were about to talk in public for the first time | nervous |
| 9. your friend tells you she had just passed her driving test | glad (or pleased) |
| 10. a very good friend didn't invite you to his party | offended |

Some adjectives describe a mixture of feelings, e.g.

fed up = bored or frustrated and unhappy (especially with a situation which has continued too long) *I'm really fed up with my job. I think I'm going to look for something else.*

upset = unhappy and worried/anxious

She was very upset when she heard that her cousin had had an accident.

Activity 2

“Turn off the Stereotype” [adapted from Fantini (1997: 206)]

Explanation: This activity has three parts: A (7’), B (10’) and C (20’) and introduces the topic of stereotypes as this is something that all societies use to refer to other cultures. Stereotypes are based on general appreciations, and culture contains deeper contents. This activity consists of three parts:

A. Duration: 7 minutes

Firstly the teacher gives students the handout that is found below and asks them to answer the question with their ideas in pairs.

Handout (image taken from <http://galleryhip.com/british-stereotype.html>)

What do these images suggest to you?



B. Duration: 10 minutes

Secondly the teacher asks students to think about some expressions used to ask for and to express agreement or disagreement. They will be given 3 minutes for this. After this time the teacher will ask them for their suggestions but he or she will have already prepared a list so he/she can write it on the blackboard together with the students' ideas. E.g.:

Asking for an opinion:

- What do you think?
- Don't you think...?
- Do you agree with that?

Agreeing:

- Exactly
- That's for sure.
- You're right.
- I suppose so

Disagreeing:

- I don't think that's true
- That's not always the case
- I am not sure about that

C. Duration: 20 minutes

Thirdly the teacher tells students to expand and form groups of four. Each group has to come to an agreement about answering these questions:

- Do you think stereotypes usually reflect reality?
- Why are they created?
- How do stereotypes affect the people who they describe? For example, think about these situations:
 - Imagine a group of people working on a project. How would someone feel if he/she has presented interesting ideas to the group but no one recognized them as good?
 - Imagine one trait or feature of your personality that really defines you (like cheerful, cunning, optimistic, jolly...) and then think how you would

feel if this feature is not recognized by anyone. Would you still think you are like that?

- What consequences can stereotypes provoke?

The teacher gives the students 10 minutes approximately. As there are four questions, each member of the group will be in charge of explaining one of them to the rest of their group. Students should guide their responses using vocabulary related to opinions. Then the teacher will ask one person from each group to answer one of the questions.

Lesson 3

Australia

Activity 1. Warm up

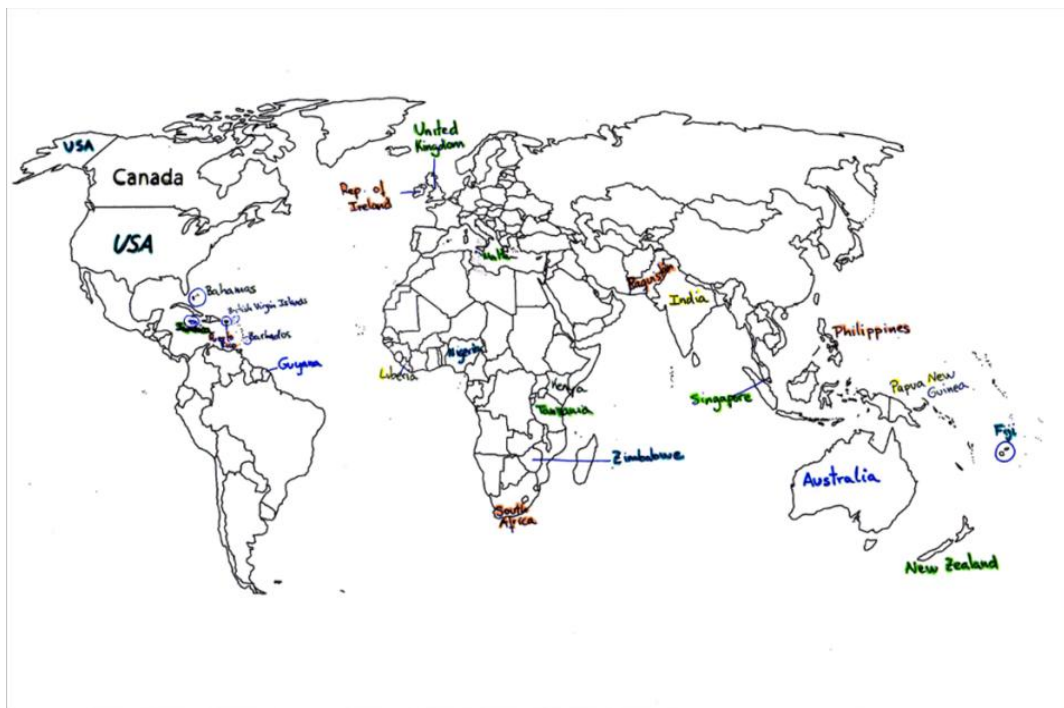
Duration: 5 minutes

Explanation: The teacher hands out a photocopy of a world map and asks the students to indicate the English-speaking countries with a pencil.

World Map Handout



Teacher's World Map Handout:



Activity 2

Duration: 5 minutes

Explanation: The teacher asks students some introductory questions like: 'In which continent are Australia and New Zealand situated?', 'What do you know about those countries?', 'What is the capital of Australia?', 'What is the capital of New Zealand?' 'Would you like to visit Australia or New Zealand?'

Activity 3 Quick revision

Duration: 5 minutes

Explanation: The teacher asks students 'How many expressions of agreement and disagreement do you remember?' .They are given one minute to write down on a sheet of paper all the expressions that come to their minds. Later, the teacher asks students about their answers and writes them on the blackboard.

Activity 4. Reaching an agreement

Duration: 20 minutes

Explanation:

Students are told to imagine that they are travelling to Sydney. They only have one day to spend there unfortunately. They are given a handout where they have some activities to do during the day.

A. In pairs, students make up a dialogue as if they were tourists. They have to choose some of the activities that are found in the handout below. They should reach an agreement about the activities that they would choose and plan their whole day in Sydney. A model is provided in the handout. The handout is read in class in order to solve any doubts.

B. Then, when they have finished the dialogues the teacher gives the students a few minutes to rehearse and represent it to the class. They should represent their conversation and they are not allowed to read it.

Handout

A: First, we can go to the Bondie Beach markets. I like shopping. What do you think?

B: I am not sure about that... I prefer to go to Cronulla beach and sunbathe.

A. Ok. First we can go to Cronulla beach. Then, we can go to Erskineville Fish & Chips and we can eat something.

B. And finally we can go to the Bondie Beach Markets . It is open until 4pm.

Sydney Attractions

(information taken from <http://www.experiencesydneyaustralia.com/search.asp>)

The Sydney Tower Eye. Open 9:00am - 7 days a week 364 days. - Experience the true beauty of Sydney at the Sydney Tower Eye. The breathtaking 360-degree, sky-high view takes in every detail for more than 80km in any direction, from the Blue Mountains in the West and Botany Bay in the South, to Sydney Harbour in the north and the Pacific Ocean in the East... and everything in between.



Cronulla Beach

When visiting Sydney, consider visiting The Shire, also known as the Cronulla Coast in the Sutherland area. The Shire offers some of Sydney's best surfing beaches including Shark Island, The Point, The Alley and Voodoo Reef suitable for beginners through to the experienced world champions. Cronulla Beach offers numerous outdoor activities such as fishing, hiking, whale-watching (when in season) and of course sun bathing. You can also experience fine cuisine and a relaxing atmosphere, visiting one of the many cafés and restaurants within the area.

Bondi Beach Markets. 10am – 4pm Every Sunday Beachfront grounds Bondi Beach Public School Australia's most famous beach! Established in 1993 Original designer clothing Exotic imports Hand made jewellery Arts & crafts Homewares Retro furniture Vintage clothes.

The Tall Lemongrass offers a collection of modern Thai dishes, as well as famed unique modern trademark dishes, such as the Yum Aubergine Stack and The signature cigars with pork and prawn. Within its first year of service, Mosman Daily named the restaurant having Sydney's best Pad Thai, to be enjoyed in a relaxed, casual dining scene with vibrant red and fuchsia cushioned chairs to rusty orange hand carved wall features. Open 11am to 3pm for lunch. 5pm to 10pm for dinner.

Erskineville Fish & Chips and Takeaway. 9 Swanson Street, Sidney, Australia

Fish
On the grill Seasoned with Garlic And Black Pepper or deep fried in a our homemade Gluten Free batter. Also served with Salad \$12.50, Chips & Salad \$15.00.



Salmon	\$7.00
Barramundi	\$7.00
Snapper	\$7.00
Bream	\$5.00

Chips Or Potato Wedges
(Add Extra 0.50c per Portion).
Tuck into our famous chips. Delicious with Our Dips.
(Aioli, Tartare, Tomato). Extra \$2.50.

Small Portion	\$3.50
Medium Portion	\$5.50
Large Portion	\$7.00



Burgers & Wraps
Plain Burger with Chips & can of drink For \$11.50
Wrap with Chips & can of drink \$14.00
Sauce choices (Aioli, Mayo, Hot Chilli, Sweet Chilli, BBQ, Tomato, Garlic Yoghurt)



Beef Burger
100% beef served with lettuce, tomato, fried onion, beetroot, BBQ Sauce or Choose from our Sauce Range. Choice of extras: Egg, Cheese (0.50c), Bacon (\$1.00), Pineapple (0.80c). 100% Beef Burger with the Lot (\$8.00). \$5.50

Grilled or Crumbed Chicken Burger
Grilled or Crumbed Chicken Breast Fillet Served with lettuce, tomato and mayo or choose from our sauce range. \$7.00

Grilled or Crumbed Fish Fillet Burger
Grilled or Crumbed Fish Fillet served with lettuce, tomato and Tartare or choose from our sauce range. \$7.00

Vegi Burger.
Veggie patty served with lettuce, tomato, beetroot, BBQ sauce or choose from our sauce range. \$5.50

Bacon & Egg Roll
Bacon & Egg served on hamburger bun, BBQ sauce or choose from our sauce range. \$4.50

Steak Sandwich.
Scotch Fillet Served with Lettuce, Tomato, Beetroot, BBQ Sauce or Choose from our Sauce Range. \$6.00

Fish Cake Burger.
Fish Cake served with Lettuce, Tomato, Tartare Sauce or Choose from our Sauce Range. \$5.50

Calamari Burger
Crumbed Calamari Rings Served on hamburger bun with lettuce, tartare sauce or choose from our sauce range. \$6.00

Wraps Lamb Or Chicken Or Grilled Fish
Served with Hummus, Lettuce, Tomato, Onion, Beetroot and your choice of sauce from our sauce range. \$8.00

Pack Deals.



Battered Fish & Chips Pack
Bream Battered in our Homemade Gluten Free Batter with Chips. \$8.50

REMEMBER! You can use linkers of:

- ✓ sequence to order your presentation: first, second, next, then, later, after that, finally, in conclusion, at last.
- ✓ contrast to compare something: on the one hand, on the other hand
- ✓ addition to add ideas: also, moreover, besides

Homework Explanation

Duration: 10 minutes

Students are given the following handout about adjective order:

“Adjective order” (Oxeden, 2008: 134)

We’ve got a **lovely old cottage** just outside Bath.

She has **long fair** hair.

I bought a **beautiful Italian leather** belt.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. we CANNOT say ‘an old lovely cottage’ ~~an old lovely cottage~~
- Opinion adjectives, e.g. *beautiful, nice, lovely*, usually go before fact adjectives, such as. *big, old, round*, etc.
- If there is more than one fact adjective, they will go in this order:

Size	Age	Shape/style	Colour/pattern	Nationality	Material	Noun
<i>Big</i>	<i>New</i>	<i>long</i>	<i>pink, striped</i>	<i>Italian</i>	<i>silk</i>	<i>scarf</i>

Do the next activity at home using a dictionary if necessary and considering the information given about adjectives.

Write the adjectives in brackets in the right place. (Oxeden, 2008: 135)

A big car park (empty) *a big empty car park*

1. An attractive man (young)
2. Dirty shoes (old)
3. A leather jacket (purple/stylish)
4. A tall woman (thin)
5. A sandy beach (long)

6. A new floor (lovely/wooden)

7. A smart suit (Italian)

8. Beautiful eyes (big/dark)

9. An old dog (black/ friendly)

Lesson 4

Africa and Asia

Activity 1. Correction of homework

Duration: 5 minutes

Explanation: The class starts with the correction of the homework exercise:

Write the adjectives in brackets in the right place.

A big car park (empty)

A big empty car park

1. An attractive man (young)

An attractive young man

2. Dirty shoes (old)

Dirty old shoes

3. A leather jacket (purple/stylish)

A stylish purple jacket

4. A tall woman (thin)

A tall thin woman

5. A sandy beach (long)

A long sandy beach

6. A new floor (lovely/wooden)

A lovely new wooden floor

7. A smart suit (Italian)

A smart Italian suit

8. Beautiful eyes (big/dark)

Beautiful big dark eyes

9. An old dog (black/ friendly)

A friendly old black dog

The teacher asks students to exchange their answers in pairs and correct them according to the answers given by the teacher.

Activity 2. Describing people

Duration: 10 minutes

Explanation: Brainstorm of adjectives to describe someone physically.

The teacher writes the students' ideas on the blackboard.

The following handout is given to students to complete their vocabulary knowledge:

Physical description handout:

Age: young, middle aged, 'in his early 40s', 'in his late 20s', old, fairly elderly

Height: short, medium height, tall

Build: slim, skinny (negative), fat (negative), well-built

Complexion: pale skin, dark skin, tanned skin, freckled

Face: oval, round, square, long

Eyes: small eyes, oval eyes, big round eyes, hazel eyes

Hair:

- Has: short blonde hair, long black hair, straight grey hair, curly red hair, medium length hair, wavy hair, spiky, coloured hair, highlights
- hairstyle: has his/her hair parted to the right side, with a quiff, pigtails, ponytails, plaits
- He/She is bald, wears a wig, has a fringe, has a moustache, has a beard.

Others: He/She has wrinkles, spots, freckles

Activity 3

Musical Portraits (adapted from Cranmer, 1993: 62)

Duration: 25 minutes

Explanation: 1. The teacher has selected four Asian and African singers. The students in pairs are given a handout with their portraits and have to describe them individually (see the handout below). They write down their descriptions taking into account

physique, age, clothes and expression in 10 minutes. If time is a problem, the student pairs can describe two different singers each. **Musical Portraits Handout**

a)



b)



c)



d)



2. Once the students have finished their descriptions, the teacher explains to them that they are going to listen to four songs and they have to guess which person of the four portraits is singing and to write a few words explaining the reasons for their choice.

3. The teacher plays a maximum of one minute of each song.²

² The music is taken from the following web pages:
<https://www.youtube.com/watch?v=AQPxpRvIPgA>
<https://www.youtube.com/watch?v=3fM3Y6NL0jI>
<https://www.youtube.com/watch?v=TGO38nsNwTY>
<https://www.youtube.com/watch?v=DLRq5NdQO48>

The music is played by using a computer with speakers but the screen picture is minimized so that the students cannot see the singers.

4. The teacher corrects the exercise asking students for the reasons for their answers:

a. Miriam Makeba 'Homeland South Africa'

b. Gary Lawyer 'Indian Summer'

c. Shreya Goshal 'Yeh ishq hai'

d. Stella Chiweshe 'Sawura Wako'

Some other questions can be asked too such as: How many singers did you get right?; Did you like the music?; Which song did you like the most?; How did it make you feel?

Activity 4 Speaking (adapted from Oxeden, 1996: 9)

Duration: 10 minutes

Explanation: The teacher explains to the students that sometimes they may not know the exact adjective that they need. A good option in that case is to paraphrase like *She/He is the kind of person who... He/She tends to...* The teacher writes on the blackboard these phrases and asks students to make groups of threes and discuss the following question: What kind of person makes a bad flatmate/ a bad travelling companion/ a bad boss/ a good teacher/ a good friend/ a good politician? For example, a bad flatmate is the kind of person who never cleans the kitchen; a good politician tends to speak clearly.

Activity 5. Homework explanation

Duration: 5 minutes

Students will be given the following handout and the teacher will explain what they have to do. They will hand in their work for marking on the following day:

Writing activity.

Describe a musician that you like in 150-180 words. Look for a photo of that musician to help you to describe him or her.

The description should contain these three main parts:

➤ Introduction

- Name the person you are describing, and provide general information like his/her nationality, age and professional career.
- Reason(s) why you like that person.

➤ Body

- Description of his/her personality.
- Description of his/her physical appearance.

➤ Conclusion

- Reasons why someone should listen to his/her music.

Model:

Robbie Williams is a British singer of pop rock and a songwriter. He is forty years old and continues with his musical career that started being successful in the 90s with the ballad 'Angels'. His lively music, beautiful voice and the energy that he transmits when he sings is what makes him one of my favourite singers.



Physically he has green eyes and fair skin. His hair is parted to the right side and is turning grey. He is tall and has tattoos on his arms. He is wearing a pink suit with a white t-shirt and blue trainers in the photograph.

Regarding his personality, he seems to be a bit eccentric because of the way he acts on stage. But I think that the feature that really stands out of his personality is that he is self-confident.

Personally I recommend people who like pop music to listen to him if they have not done so yet. They will enjoy his music and can choose among a wide variety of songs from ballads to the best pop songs ever.

Lesson 5

America

Activity 1 American and British English

(adapted from <http://martateacher3y5.wikispaces.com/That%27s+English%21+B1>)

Duration: 25 minutes total

a. Pre listening activity

Duration: 5 min

Explanation 1: The teacher writes on the blackboard the following questions and asks students to answer them in pairs:

Can you think about...

- words that have a different meaning in American and British English? e.g. chips-French fries.
- words that are different for naming the same thing in Br and Am English? e.g. lift-elevator.

b. While-listening

Duration: 15 minutes

Explanation 2: The teacher gives students the following handout with two activities that they are expected to complete after listening to an audio file that is played on the computer with speakers in the class.

First students read the exercises one and two, listen to the audio and complete the exercises. They can listen to it a second time if they need to.

Secondly they read the third activity and listen to the audio. They can listen to it a fourth time if they have not already completed the activity.

Handout (adapted from

<http://martateacher3y5.wikispaces.com/That%27s+English%21+B1>)

1. Listen to the audio for general meaning. Tick the topic that Sarah and Jackie DO NOT talk about

Different meanings of words

Different spelling

Different pronunciation

Different tenses

Not being understood

2. Which speaker do you find easier to understand: Jackie or Sarah?

3. Listen to the audio for detail. Are the following words British or American English?

	UK	US		UK	US
a. pants			g. chips		
b. trousers			h. French fries		
c. pharmacy			i. high street		
d. drugstore			j. pecan		
e. plaster			k. cigarette		
f. band-aid			l. aluminum		

c. Post listening. Quiz. How many words do you remember?

Duration: 5 minutes

Explanation 3: Students are asked to put all their notes aside and take a sheet of paper. They are given 2 minutes to answer the questions that they were asked at the beginning of the lesson: The teacher can write on the blackboard the questions:

How many words do you remember?

- ✓ words that are different for naming the same thing in Br and Am English?
- ✓ words that have a different meaning in American and British English?

Activity 2

Grammar explanation

Duration: 10 minutes

Students are given a grammar handout that contains some rules about how to refer to people from different nationalities and other specific groups of people. The teacher distributes them so that each student has a copy.

Grammar Handout

Nationalities (Oxeden, 2008: 134)

1. **The English** are famous for drinking tea. **The Dutch** make wonderful cheeses. **The Chinese** invented paper.

2. **The Argentinians** invented the tango. **The Greeks** are very extrovert.

3. **The Turks** drink a lot of coffee. **The Poles** play a lot of basketball.

1. You can use *the* with the nationality adjectives which end in *-sh*, *-ch*, *-ss*, or *-ese*. Don't add *s* to these words, or use them without *the*.

2. Nationality words which end in *-an* and a few others, e.g. *Greek* and *Thai*, are both adjectives and nouns. To talk about the people from those countries use a plural noun ending in *-s*.

3. Some nationalities have a special noun for their people which is different from the adjective, e.g. *Polish* = adjective, *Pole* = noun. To talk about the people you can either use *the* + adjective or *the* + plural noun, e.g. *The Polish* or *the Poles*.

With any nationality, you can also use the adjective + *people*, e.g. *French people*.

To talk about one person from a country you can't use *a/an* + adjective alone:

1. *a Japanese man/woman/person, an Englishman/Englishwoman/ English person*, NOT ~~*a Japanese, an English*~~, etc.

2. *an Italian, a Greek*, etc.

3. *A Turk, a Pole*, etc.

Specific groups of people

The poor are getting poorer and **the rich** are getting richer.

The government needs to create more jobs for **the unemployed**.

You can use *the* + some adjectives to talk about specific groups in society, e.g. *the young, the blind, the homeless, the old, the elderly, the sick*. These expressions are always plural.

The teacher goes through the handout in class by reading it aloud and can provide more examples in the nationalities section to make it clearer: type 1 e.g. French, Portuguese; type 2 e.g. Canadian, Korean, American; type 3 e.g. Danish (adjective) and Dane (noun), Scot (noun) and Scottish (adjective), Turk (noun) and Turkish (adjective), Spaniard (noun) Spanish (adjective).

Activity 3

Duration: 10 minutes

Explanation: Students are given a handout (see below) with an exercise about how to talk about groups of people. They are expected to use the information given before to complete the exercise in 5 minutes individually. When they have finished, the exercise will be corrected in class by asking for volunteers.

Rewrite the underlined phrase using *the* + an adjective (Oxeden, 2008: 135)

1. The people who live in Spain go to bed very late. *The Spanish/The Spaniards*

2. The people from Netherland are very good at languages.
3. The people who had injuries were taken to hospital.
4. The system of reading for people who can't see is called Braille.
5. The people from France enjoy eating good food.
6. A nurse's job is to look after the people who aren't well.
7. I think the people from Switzerland are very punctual.
8. The worst season for people without a home is winter.
9. There is a discount for students and people without a job.

Answers:

1 The Spanish/The Spaniards, 2 The Dutch, 3 The injured, 4 The blind, 5 The French, 6 The sick, 7 The Swiss, 8 The homeless, 9 The unemployed.

Activity 4: Pronunciation (Oxeden, 1996: 9)

Duration: 10 minutes

Explanation: Students are given a handout with one pronunciation exercise which is divided in two parts. The teacher reads with them the handout to make sure they know that what they have to do is to complete the first part of the exercise individually. In the first part, students have to signal the main stress of words taking into account the information that they may find in a dictionary about main and secondary stresses. In the second part, students work in pairs and have to practise the pronunciation of five sentences that contain words that they have already seen in part one.

Handout

“Using a dictionary to check word stress” (Oxeden, 1996: 9)

In a dictionary, word stress is shown by an apostrophe before the stressed syllable, e.g. *begin* / bi'gɪn /. Some words, especially compound words, have a primary (or main stress) and secondary stress, e.g. *good-looking* / ,gʊd 'lʊkɪŋ/. Secondary stress is shown by a low apostrophe. It is less strong than primary stress.

a. Use the phonetics to underline the main stressed syllable.

- | | |
|-----------------------------------|--------------------------------|
| 1. Arrogant /'æɾəgənt/ | 7. Possessive /pə'zesɪv/ |
| 2. Assertive /ə'sɜ:(r)tɪv/ | 8. Loyal /'lɔɪəl/ |
| 3. Bad-tempered /,bæd 'tempə(r)d/ | 9. Stubborn /'stʌbə(r)n/ |
| 4. Creative /kri'eɪtɪv/ | 10. Impatient /ɪm'peɪj(ə)nt/ |
| 5. Considerate /kən'sɪd(ə)rət/ | 11. Unsociable /ʌn'səʃjəb(ə)l/ |
| 6. Conscientious /,kɒnʃi'enʃəs/ | 12. Immature /,ɪmə'tjʊə(r)/ |

b. Practise saying the sentences below.

1. He's terribly bad-tempered- you need to be careful with him.
2. She's so conscientious- she always does her best in everything.
3. He's very easy-going- he never gets stressed.
4. His mother's really possessive- she doesn't want him to get married.
5. She's so immature- she behaves like a child.

Answers:

a.

- | | |
|------------------------------------|----------------------------------|
| 1. <u>A</u> rrogant /'æɾəgənt/ | 7. <u>P</u> ossessive /pə'zesɪv/ |
| 2. <u>A</u> ssertive /ə'sɜ:(r)tɪv/ | 8. <u>L</u> oyal /'lɔɪəl/ |

3. Bad-tempered /ˌbæd ˈtempə(r)d/

4. Creative /kriˈeɪtɪv/

5. Considerate /kənˈsɪd(ə)rət/

6. Conscientious /ˌkɒnʃiˈenʃəs/

9. Stubborn /ˈstʌbə(r)n/

10. Impatient /ɪmˈpeɪj(ə)nt/

11. Unsociable /ʌnˈsəʃjəb(ə)l/

12. Immature /ˌɪməˈtʃʊə(r)/

Lesson 6

Final Project (adapted from <http://hdl.handle.net/10953.1/1178>)

Duration: 5 minutes

Explanation:

The teacher introduces the students to what they have to do during the class. In pairs they will prepare a brief presentation (5-8 minutes) about a person (famous writer, musician, cook) from an English speaking country that is presented in the list below. The teacher gives them the list. All the countries must be chosen. The teacher should have 14 pieces of paper where the names of the countries are written and each pair has to choose one at random. The presentations should include the following information:

- ✓ Description of the person chosen. Include the type of profession (lawyer, teacher, musician, dancer), description of their personality (if possible) and physical appearance.
You should bring to class the picture that you are using to describe him/her.
- ✓ Description of the country where he/she is from (and it should include at least four of these aspects: geography, climate, language/s, or food.)
- ✓ Reason why you chose that person.

List of countries:

1 Australia, 2 Barbados, 3 Canada, 4 India, 5 Ireland, 6 Nigeria, 7 New Zealand, 8 Pakistan, 9 Puerto Rico, 10 Singapore, 11 South Africa, 12 United States, 13 United Kingdom, 14 Zimbabwe

A model is provided to the students on a handout:

Example

Usain Bolt

- Usain Bolt is a Jamaican runner. He is self confident, energetic and ambitious. I think these aspects make him win so many races. Moreover, he is very tall and has long legs. He has brown eyes and dark skin.
- His country is Jamaica which is an island located in the Caribbean Sea next to Haiti to the west and Cuba to the south.
- It has beautiful landscapes. It may be the reason why tourism is a key sector.
- It also contains many resources such as the cultivation of sugar.
- Nevertheless, poverty and crime are frequent.
- The language spoken is Jamaican patois, which is based on English.
- 'Ackee and saltfish' is considered the national dish of the country. It is prepared with cod, ackee (a fruit), onion, peppers and some species.

TIPS!

- ✓ Avoid anxiety: You can write down an outline with **key words**.
- ✓ Structure your presentation:
 - Each group member should present himself/herself
 - Name the country that is going to be presented
 - Explain the information that has been collected
- ✓ Remember! you can use linkers of:
 - sequence to order your presentation: first, second, next, then, later, after that, finally, in conclusion, at last.
 - contrast to compare something: on the one hand, on the other hand
 - addition to add ideas: also, moreover, besides

Lesson 7

Final project

A. Presentations of the students

Duration: 5 minutes

Explanation: Students should have brought to the class a brief presentation about a person (famous writer, musician, cook) from an English speaking country.

They are given the following handout to evaluate the presentations of the different groups individually. The group who obtains the highest mark in the class will have 0.25 points added to their final mark for this subject.

Evaluación de la presentación oral por los alumnos

Grupo:

Notal final:

Cada apartado puede obtener un máximo de dos puntos. La nota final es la suma de todos los puntos.

1. El contenido de la presentación es adecuado (incluye lengua, situación geográfica, comida y clima).
2. La presentación está perfectamente coordinada. Los miembros del grupo se han repartido equivalentemente el trabajo.
3. La presentación es amena e interesante. Los miembros del grupo muestran entusiasmo.
4. Hay contacto visual con el público en varias ocasiones.
5. Las explicaciones son inteligibles.

Lesson 8

Final Project

Activity 1. Presentations of the students

Duration: 35 minutes

Activity 2. Searching for the winner

Duration 15 minutes

The teacher collects the sheets of paper that contain the evaluation that students have done of the presentations.

On the blackboard, all the groups are written and the points that have received are counted. The group who obtained the high mark in the class will have 0.25 points added to the final mark of each member of the group in the English subject.

Activity 3. Self evaluation

Duration: 5 minutes

Explanation: Students are given the following handout to complete individually a self-evaluation of their oral presentation.

Evaluación de mi presentación oral

Evalua las siguientes frases teniendo en cuenta que en una escala de 1 a 5:

1=necesita mejorar 2=suficiente 3=notable 4=muy bueno 5=sobresaliente

1. Mi intervención ha sido clara y comprensible.
2. He expresado bien lo que quería decir
3. Usé conectores que no había empleado antes.
4. He usado vocabulario que he aprendido en este tema.
5. Mantuve contacto visual con el público
6. He seguido las pautas que tenía pensadas durante la presentación.

5.1 Evaluation

5.1.1 Evaluation criteria

There are nine evaluation criteria to be considered for this didactic unit:

Whether or not students are able to work in groups and individually.

If students participate actively in class.

If students can understand the general idea of a written text.

Whether or not students can produce written texts in a coherent way

If students can ask for an opinion in a conversation and express an opinion about one topic presented in class

Whether or not students are able to learn vocabulary related to agreeing and disagreeing and use it in spoken conversation.

If students are able to use the grammar rules of adjective word order correctly.

Whether or not students understand the concept of culture and its multiple dimensions.

5.1.2 Evaluation tools

The evaluation tools used with the corresponding percentage to mark students are the following:

Final project (oral presentation in class) 45 %

Active participation 30%

Written text (description of a musician) 25%

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