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Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

Didactic unit: English around the world

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0. Abstract

This Degree Dissertation consists of a didactic unit which is divided into six lessons of approximately 55 -minutes. It is designed for students of an intermediate level, which corresponds to the fourth level of Educación Secundaria Obligatoria in Spain. The main objectives of this didactic unit are the transmission of cultural aspects of English-speaking countries as well as the provision with linguistic resources for students to continue with their development of different competences in the English language. These competences would help to use this language as a vehicle for communication. The activities are designed to foster and develop the communicative competence, the artistic and cultural competence, the social competence and the autonomous competence. The realization of homework, tasks and participation in class each day are obligatory elements that will be evaluated accordingly by the teacher.

Key words: objectives, competences, culture, multicultural, stereotype, identity, categorization.

0. Resumen

Este Trabajo Final de Grado consiste en una programación de una unidad didáctica que está dividida en seis clases de una duración aproximada de 55 minutos. Está diseñada para alumnos de un nivel intermedio, que corresponde con el nivel de un curso de 4º de Educación Secundaria Obligatoria. Los objetivos principales de ésta unidad didáctica son transmitir aspectos culturales de los países de habla inglesa y ampliar la visión que los alumnos tienen de las culturas angloparlantes. Además proveen al alumnado de recursos para que continúen desarrollando distintas competencias en la lengua inglesa que ayuden a usar la lengua como vehículo de comunicación. Las actividades están diseñadas para desarrollar la competencia comunicativa, la competencia artística y cultural, la competencia social y la competencia autónoma. El trabajo diario, deberes y participación lo más activa posible son elementos obligatorios que serán evaluados como estime oportuno el profesor.

Palabras clave: objetivos, competencias, cultura, multicultural, estereotipo, identidad, categorización.

1. Introduction

Studying a language does not imply only considering its linguistics aspects. A language is used for the transmission of thoughts, feelings, and experiences in different ways such as the writing of a poem, singing a song, discussing something with someone... These actions can contribute to a valuable cultural exchange which helps to understand the new language studied.

I had the chance to get to know deeply the English language and its cultural aspects during my English Degree, especially through the subjects of ‘Variedades del inglés en el mundo contemporáneo’ and ‘Cultura de los países de habla inglesa’. They provided me a wider vision of the position, richness and importance that the English language has in the world nowadays as well as its history and development over the years.

Providing English students with the opportunity to know a little about English-speaking countries while also learning linguistic aspects of the language is the aim that I have followed in this dissertation and the one that I would have loved to receive when I was in secondary school. That is one of the reasons that inspired me to choose this topic.

The other one is more practical. The design of a didactic unit is a good way to come into contact with the teacher’s perspective in class in secondary education. Also it can be an opportunity to apply the knowledge that I acquired during my degree to secondary education which implies a large extent of selecting and adapting the content to the level of the students. Having said this, I also believe that preparing a didactic unit reflects the fact that most students who finish a degree in English Studies in Spain will usually choose teaching as their future profession. The subject ‘Materiales y recursos para la enseñanza del inglés’ has also inspired me due to its practical nature.

The design of the didactic unit is created around four main sections: objectives, competences, evaluation and lesson plan. There are selected five specific objectives and four competences that are achieved by the realization of the activities which are described in detail in the lesson plan section. The evaluation is focused on the activities that are carried out in class in order to keep track of the students’ progress and improvements.

2. Objectives

2.1. Cultural aspects and multicultural attitude

As regards cultural aspects and a positive attitude to multiculturalism my aim is to encourage students to:

- understand the concept of culture and its different dimensions to appreciate the diverse and complex cultures of the world focusing on the cultures of English speaking countries;
- understand the role of stereotypes in societies nowadays and how they work;
- maintain an open attitude towards countries different from one's own ;
- do some research about an English-speaking country.

2.2. Language aspects of English

As regards the linguistic aspects of this didactic unit, my aim is for students to:

- learn the vocabulary related to adjectives to describe physical appearance and personality and use it in the activity of the description of a musician;
- learn the vocabulary related to agree and disagree and use it in spoken conversation;
- use the grammar rules of adjective word order to employ English language accurately;
- differentiate main stress and secondary stress of adjectives by using the phonetic symbols of a dictionary in case students need help.

2.3. Oral communication

As for oral communication skills I would like students to learn how to:

- ask for opinions in a conversation as well as express an opinion about one topic presented in class by using expressions related to agreement and disagreement;
- use all aspects of their knowledge of the language in order to apply them in spoken conversations in class which will include group activities or taking part in discussions.

2.4. Written communication

As regards skills of written communication the activities aim to help the students

- understand the general idea of the written texts about presented in class;
- elaborate a coherent written text.

2.5. Capacity of working individually and in groups

According to these objectives the appropriate level selected to develop this didactic unit is an intermediate level. It corresponds to a B1 level conforming to the Common European Framework of Reference for languages. Students with this level are expected to interact in a situation where the language studied is spoken without much difficulty, to use the language with certain autonomy so that students can express an opinion and a brief reason for that opinion, feeling or any idea. Moreover, they can understand familiar conversations related to school, work and holidays. It would be ideal if the class is a bilingual one.

3. Competences

3.1. Communicative competence

All lessons have activities that have an oral or written communicative aim. Grammar and vocabulary activities strengthen the foundation of the students' language knowledge for both oral and written purposes. Pronunciation activities have a communicative aim too because they are intended to provide useful information in order to use language properly and with sufficient resources in a conversation. Reading comprehension activities provide the students with the opportunity to extract a message from a written text.

3.2. Artistic and cultural competence

This type of competence is aimed at being developed by carrying out activities where there are cultural aspects of an English-speaking country transmitted.

3.3. Autonomous competence

This implies the realization of homework: writing activities, and vocabulary exercises, active participation in group tasks such as an oral presentation or role plays and individual written work.

3.4. Social competence

This is aimed at being acquired by the students using the English language to interact with people in class. It includes any exchange of speakers' viewpoints when they are asked to work in groups and come to an agreement together or by using the intervention from the rest of the class to present a personal opinion about a topic.

The actual language contents, competences and objectives in this didactic unit are illustrated in the following table:

Lessons' Activities	Language Contents	Competences	Objectives
Lesson 1			
Activity 1	Definition of the term 'multicultural'	Communicative Social Artistic and Cultural	Understand the concept of culture
Activity 2	Different aspects of culture	Communicative Social Artistic and Cultural	Understand the concept of culture
Activity 3	Categorization of the different aspects of culture.	Communicative Autonomous Artistic and Cultural	Understand the concept of culture Understand the general idea of a written text "three levels of culture" Individual work
Activity 4	Reflexion about the concept of culture	Autonomous Artistic and Cultural	Understand the concept of culture Individual work
Lesson 2			
Activity 1 Homework correction	Vocabulary: adjectives to describe personality	Communicative Social	Pair work Learn vocabulary related to adjectives to describe personality
Activity 2	Identifying stereotypes Vocabulary: expressions of agreement and disagreement	Communicative Cultural Social	Understand the role of stereotypes in society Group work Ask and express an opinion
Lesson 3			
Activity 1	World map with English-speaking countries	Cultural Social Communicative	Provide a global view of English Speaking countries
Activity 2	Presentation about one English-speaking country. Jamaica is one example and used as a model for students	Autonomous Communicative Social Cultural	Do some research Work in groups Encourage an open attitude towards different cultures
Activity 3	Reflexion about the English-speaking countries presented in activity 2	Communicative Social Cultural Autonomous	Express a personal opinion Individual work

Lesson 4			
Activity 1 Homework correction	Grammar: adjectives' word order	Communicative Autonomous Social	Learn grammar rules of adjective word order Individual work
Activity 2	Vocabulary: adjectives used to describe physical appearance	Communicative Social	Learn adjectives used to describe physical appearance
Activity 3	Vocabulary: adjectives used to describe physical appearance	Communicative Social	Practise vocabulary related to adjectives that describe physical appearance Open attitude Express an opinion and feelings about the music presented in class
Activity 4	Grammar: how to paraphrase instead of using adjectives to describe someone	Communicative Social	Group work Learn and practise how to paraphrase to describe someone
Homework explanation	Vocabulary: adjectives to describe physical appearance and personality Writing: description of a musician	Communicative Linguistic Cultural	Practise the vocabulary given about adjectives to describe physical appearance and personality Elaborate a coherent written text
Lesson 5			
Activity 1	Vocabulary: goal, teammates, accomplishment, determination Expression: do/give your best	Communicative Autonomous	Understand the general idea of the video "The football effect" by watching it using subtitles. Individual work
Activity 2	Grammar: adjectives used as nouns such as nationalities: The English, the Turks; and other specific groups of people: the poor, the unemployed, etc.	Social Communicative	Be familiar with the rules about how to use adjectives as nouns
Activity 3	Grammar: adjectives used as nouns	Social Communicative	Practise the grammar rules related to adjectives used as nouns
Activity 4	Pronunciation: check word stress by using a dictionary	Social Communicative	Differentiate between main stress and secondary stress
Lesson 6			

Activity 1	Brainstorm about Australia and New Zealand	Cultural Social	Cultural aspects and intercultural attitude
Activity 2	Vocabulary: bucket list, bait, cage diving, 'go figure' expression	Cultural Autonomous Social Communicative	Understand the general idea of the text "The Best Underwater Tourism Experience in the World!" Individual work
Activity 3	Question formation practice: How many people are there? How much does it cost? What does it include? Which days are available? Is there a special price? Do you have accommodation?	Communicative Social Autonomous Cultural	Oral communication Group work
Activity 4	Idiomatic expressions: Be over the moon; Drive someone crazy; Face the music; Birds of a feather flock together; Get on someone's nerves; Be as hard as nails; Put all your eggs in one basket; Pull someone's leg	Communicative Social Autonomous Cultural	Group work Cultural aspects of the English language

4. Evaluation

The evaluation of the contents of the didactic unit is based on the activities that are carried out in class and the homework activities. The table below contains the competences that the activities develop and how they would they be evaluated.

LESSON ACTIVITIES	EVALUATION	
	What is evaluated?	How is the activity evaluated?
Lesson 1		
Activity 1	Participation in class	Ask for volunteers or directly to students. Participation at least once per student
Activity 2	Participation in class	Ask for volunteers to answer questions. Participation at least once per student
Activity 3	Capacity to work individually Capacity to use the information given to organize the words in a three-level table	The table should be completed by each student
Activity 4	Capacity to work individually Answering the questions using the information given	Ask for volunteers to share their answers. Correct answers should be coherent and based on what has been explained in class Collection and marking of the answers
Lesson 2		
Activity 1: Homework correction	Knowledge of the meaning of all the adjectives in order to match each one with their correct definition	In pairs students exchange their answers and correct each other's work. Students should guide their corrections according to these notes: From 19 to 26 correct sentences = satisfactory From 27 to 31 correct sentences = good From 32 to 34 correct sentences = excellent Correct answers are provided by the teacher
Activity 2	Capacity of working individually and in groups Contribute with ideas in class	Asking each member of the group to answer in a coherent way one of the questions to make sure they have reflected upon what has been explained

		about stereotypes
Lesson 3		
Activity 1	Capacity to work individually	Ask for volunteers and situate at least three countries
Activity 2	Presentation about one English-speaking country Capacity to work in groups	Appropriate content: language, geography, food and climate (2 points) Oral expression (1 point) Pronunciation (1point) 2 points = satisfactory 3 points = good 4 points = excellent
Activity 3	Capacity to work individually	Ask for volunteers. Each student has to express his/her opinion
Lesson 4		
Activity 1: Homework correction	Capacity to work individually Use the information to put the adjectives in the correct word order	In pairs, students correct each other's work taking into account that: 6 correct answers = satisfactory 7-8 correct answers = good 9 correct answers = excellent The teacher asks for volunteers to correct the activity or the answers can be given by the teacher and students use answers to correct the activity
Activity 2	Participation in class (brainstorm of adjectives to describe someone physically)	Ask for volunteers. Each student should give at least two adjectives
Activity 3	Capacity to work individually Elaboration of a written text that describes four portraits of musicians	Ask for volunteers to read their texts. The text should be coherent and contain adjectives to describe physical appearance
Activity 4	Capacity to work in groups Answer the questions	Ask each group about one of the questions. In their answers students should paraphrase
Lesson 5		
Activity 1: Homework collection	Capacity of working individually Elaboration of a written text	The written text should be: Structured in three parts (2 points) Adjectives to describe physically and personally someone (1 points) Adjectives used in the right word order (1point) The content should be coherent (2 points) 3 points = satisfactory

		4-5 = good 6 points = excellent
Activity 2	Capacity to work individually and answer the questions	Ask for volunteers 1-4 correct questions = satisfactory 5-6 correct answers = good 7 correct answers = excellent
Activity 3	Grammar explanation	n/a
Activity 4	Capacity of working individually and in groups	Practise the pronunciation of the sentences in pairs
Lesson 6		
Activity 1	Participation in class	Ask for volunteers. Each student should contribute at least with one idea
Activity 2	Read and answer the questions individually	There are five questions. Students should answer at least three questions. The answers are collected and marked by the teacher
Activity 3	Simulation of a situation Capacity of working in groups	Coherent agreement between customer and employee (make a reservation) Use the information given
Activity 4	Idiomatic expressions' knowledge Capacity to work in groups	Match at least 4 idioms with their correct equivalents in English

5. Didactic Unit: English Around the World

5.1 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).

Then try to define with them 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 (they can start by their own culture). 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 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.

Homework explanation

Duration: 10 minutes

The teacher introduces what students will do in the next class. It 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.

5.2 Lesson 2

Activity 1

Correction of two activities

Duration: 10-15 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 between pairs to correct each other's work.

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...

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

She's/He's...

vain
conscientious
open-minded
insincere
eccentric
easy-going
well-balanced
stubborn
assertive
cheerful
self-confident
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, B and C 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: 5-7 minutes

Firstly the teacher gives students the ‘Identifying Stereotypes’ handout that is found below and asks them to fill it in with their own ideas.

A. Americans (are)	B. The English (are)
always ...	always
never ...	never ...
like ...	like...
don't like ... /not interested in	don't like ...

C. I (am)

always...

never...

like...

don't like...

Eg. The students are encouraged to write sentences referring to stereotypes:

A. Americans (are)

always ... eating junk food

never ... walk far for anything

like ... money too much

don't like /not interested in other countries

B. The English (are)

always ... posh

never ... impolite

like talking about the weather

don't like showing their emotions

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.
Eg:

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.

Homework explanation

Duration: 5 minutes

The teacher introduces the students to the next class. In pairs they will prepare a brief presentation about a country that they will choose from a list given by the teacher. The teacher gives them the list. All the countries must be chosen. The teacher could have 14 or 15 pieces of paper (depending on the size of the class) where the names of the countries are written and each pair has to choose one at random. The presentations should include some information about the country's geography, climate, language/s, or food.

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:

Jamaica:

- It 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.

5.3 Lesson 3

Activity 1. Warm up

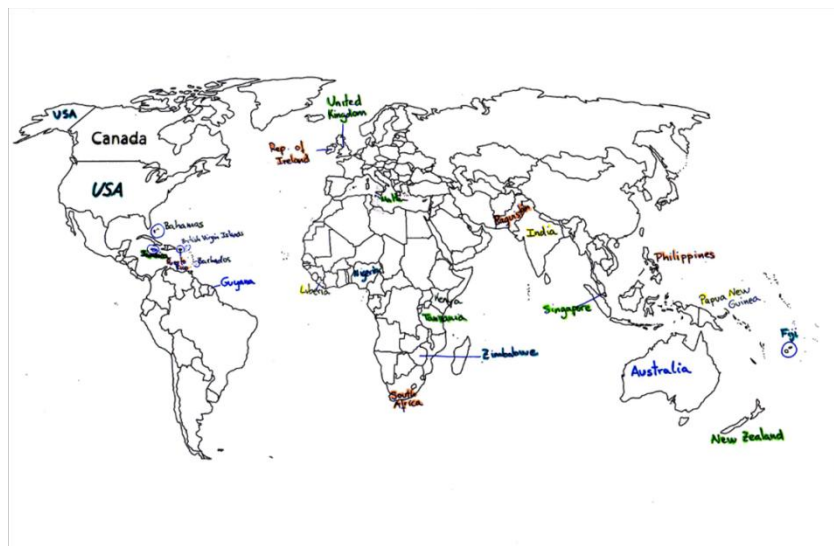
Duration: 5 minutes

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: 30 minutes

Explanation: Students should have brought to the class a brief presentation about a country that they have already chosen from the list given previously. The presentation is carried out in pairs for 5-8 minutes. The presentations should include some information about the country's geography, climate, language/s, or food.

Activity 3

Follow up activity:

Duration: 8 minutes

“Why I love X.” Marsland (1998:36).

Explanation: Students make up sentences with the model: ‘I love X because...’

The activity is used with the theme of countries and students will use this model to think about all countries presented in class and express a brief opinion about them. e.g. I love Jamaica because the food sounds delicious.

The teacher gives students some minutes to think and write down their answers. Later the teacher asks students to share their answers with the rest of the class with a question like: Which country is the most appealing to you?

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)

5.4 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. Warm up: 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.¹

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 group in 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.

¹ 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=DLRq5NdQQ48>

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.

5.5 Lesson 5: America

Collection of the written exercise from the previous day.

Activity 1

“The football effect” < <https://www.youtube.com/watch?v=4GqLGXQZ0GA> >

Duration: 25 minutes total

Explanation: This activity consists of three parts. The first one is a pre-listening activity to introduce the topic of the video to the students. The second part is the listening activity itself: students will watch a video with English subtitles and listen to it twice up until minute 2.29. Finally, the post-listening part contains seven questions about the content of the video to evaluate the student’s comprehension of this activity.

a) Pre-listening activity

Duration: 5 minutes

Explanation 1: Some vocabulary items are given to help students to understand the meaning of the video. The teacher can write them on the blackboard:

Verbs: quit, face, go off, stick with, pick somebody up, get back (to work), give up, and succeed.

Nouns: goal, teammates, accomplishment, and determination.

Expression: do/give your best.

Once the vocabulary is given the teacher can ask students: How many words do you know? Can you guess the meaning of the words? What do you think the video is about?

b) While-listening

Duration: 10 minutes

Explanation 2: The teacher plays the video for the first time. Students are asked just to watch and listen. Then the students are given the handout that can be seen below with

questions about the video. They are given a few minutes to read them. Later, they watch and listen to the video again, taking notes to be able to answer the questions later.

c) Post listening

Duration: 10 minutes

Explanation 3: Now the students have to write down the answers to the questions.

Handout

Answer the questions:

1. What is the video about?
2. Who is talking?
3. What does he think about football nowadays? Did he like football in the past?
4. What made Eric change his mind towards football? When was it?
5. What is the football effect?
6. What can someone practicing football learn from it? What does football teach us?
7. What characterizes the great players?

Answers (Students will not be given this part until they have offered their answers to the teacher)

1. The video is about the positive effect of American football on a person.
2. Eric Cairns
3. Nowadays he loves football. No, he didn't.
4. When he was watching the Green Bay Packers face the Denver Broncos he changed his mind. The Packers won the game in the overtime and he got really excited.
5. It can bring a lot of positive things to a person's life: excitement because of a victory but also great experiences with the player's teammates that he will never forget.

6. We learn how to pick ourselves up after a defeat and start again by getting right back to work. It teaches us how to work hard and never give up.

7. Those who work hard are the most likely to succeed and they know that if they do their best they can never lose.

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 Swedish, 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* / bɪ'gɪn /. Some words, especially compound words, have a primary (or main

stress) and secondary stress, e.g. *good-looking* /,ɡʊd '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 /'æɾəɡənt/ | 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'peɪʃ(ə)nt/ |
| 5. Considerate /kən'sɪd(ə)rət/ | 11. Unsociable /ʌn'səʊʃəb(ə)l/ |
| 6. Conscientious /,kɒnʃi'ɛnʃəs/ | 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 /'æɾəɡənt/ | 7. Poss <u>e</u> ssive /pə'zesɪv/ |
| 2. <u>A</u> ssertive /ə'sɜ:(r)tɪv/ | 8. <u>L</u> oyal /'lɔɪəl/ |
| 3. Bad- <u>t</u> empered /,bæd 'tempə(r)d/ | 9. <u>S</u> tubborn /'stʌbə(r)n/ |
| 4. <u>C</u> reative /kri'eɪtɪv/ | 10. Imp <u>p</u> atient /ɪm'peɪʃ(ə)nt/ |
| 5. Considerate /kən'sɪd(ə)rət/ | 11. Unsociable /ʌn'səʊʃəb(ə)l/ |
| 6. Conscientious /,kɒnʃi'ɛnʃəs/ | 12. Immature /,ɪmə'tjʊə(r)/ |

5.6 Lesson 6: Australia and New Zealand

Activity 1 Warm up

Duration: 10 minutes

Explanation: Firstly, 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?’, ‘Do you know what cage diving is?’.

Secondly, the teacher provides students vocabulary that is found within the reading comprehension text of the next activity. The teacher can write it on the blackboard and ask students: ‘How many of those words do you know? : bucket, sightseeing, bait, thrilling, booking, to book, hardened, steel, diving.’

Activity 2: Reading comprehension

Duration: 15 minutes

Explanation: Students are given the following handout that contains information taken from a website that offers a typical touristic activity in Australia: cage diving with sharks. Students are asked to go through the text individually in 7 minutes approximately and to highlight any words they do not know. Once they have finished, students are asked to answer some questions about the text and can share their answers with a partner. The questions are corrected in class and the teacher asks for volunteers. The answers are collected by the teacher at the end of the class.

“The Best Underwater Tourism Experience in the World!” <
<http://adventurebaycharters.com.au/shark-cage-diving-with-great-whites/> >

If there is one thing you must add to your bucket list, it has to be shark cage diving with Great Whites!

As the creators of Australia's first advanced eco-certified shark cage diving experience, we offer visitors the once in a lifetime opportunity to swim with the legendary Great White Shark in its natural habitat.

Our full day tour takes you from Port Lincoln marina to 'shark bay' at Neptune Island, approximately 70kms south of Port Lincoln, South Australia. On the way, see spectacular scenery as you cruise through the Thorny Passage and expect sightings of inquisitive local dolphins and sea birds.

To ensure we are protecting the natural environment, we use audio sound vibrations to attract the sharks to the boat rather than berley¹. The benefits of using sound vibration is that it is omnidirectional (that is, it travels in all directions underwater), it's instantaneous and completely eco friendly – and funnily enough, the Great White shark's favourite choice of music is the rock tunes from AC/DC – go figure²!

When the Great White's arrive at the boat, you can choose to swim with the sharks from the safety of a hardened steel cage, or take in the thrilling sight from the safety of the boat above the water!

Don't forget... \$50 discount available on all subsequent tours booked with Adventure Bay Charters (please contact us to apply the discount to your next booking)!

1 Berley/Burley: Australian word for bait.

2 'Go figure': Colloquial expression used by the speaker as an invitation to the reader to think about something curious that has taken place.

Questions Handout

1. What underwater experience is the text talking about?
2. Where does it take place?
3. Why do they use audio sound vibrations to attract sharks? Is it more effective than using bait?
4. Is it compulsory to swim with the sharks in a cage?
5. Would you like to do this activity?

Answers:

1. Cage diving with sharks.
2. The tour starts in Port Lincoln but actually it takes place in Neptune Island.
3. Because they want to protect the natural environment. Sound vibrations are more effective than using bait because it is instantaneous and travels in all directions.
4. No, you can stay in the boat or swim with the shark in a cage.

Activity 3 Role Play

Duration: 20 minutes

Explanation: Students are grouped in pairs and given the instructions by the teacher: In pairs, make up a dialogue in which a customer and an employee interact in order to make a reservation. You don't have to use all the information given, just that which you consider useful for your oral intervention.

Besides, each student will use a handout. For each pair there is one handout for the role of customer and one for the role of employee. With the information given to each one they have to create a dialogue between a customer and employee and agree orally to make a reservation for an activity, without writing down anything.

When they have finished, and if there is time, they can share their dialogue with the rest of the class.

Handout for the customer

This information is taken from the following website <
<http://adventurebaycharters.com.au/shark-cage-diving-with-great-whites/> >

Departure Point: Marina Hotel Boarding Pontoon, Jubilee Drive. Please be at the departure gate 15 minutes before the scheduled departure time.

Duration: 1 day

Return Transfers (to and from Marina Hotel jetty):

Everyone who books accommodation from the following list of accommodations does not have to pay the return transfer:

★ Adventure Backpackers (\$25/night 6 bed shared dorm)

★ Navigators Inn

★ Port Lincoln Hotel

★ Sarin Group Townhouses

★ Anchorage Apartments

★ Southern Blue Apartments

★ Port Lincoln Tourist Park

Imagine you love sea animals and that you have travelled to Australia to experience what it is like to swim with sharks. You have already read some information posted on a website but for some reason you can't find the prices and you need to call if you want to make a reservation.

You can ask questions like...

- How much does it cost? What does it include?
- Is there a special price for big groups?
- Which days are available?

Handout for the employee

This information is taken from the following website <
<http://adventurebaycharters.com.au/shark-cage-diving-with-great-whites/> >

Cost per person :

Adult \$345* (238€ approx)

Child (3-15 years) \$245* (169 €)

Off-peak (April [excluding holiday weekends] & November):

Adult \$245*

Child (3-15 years) \$145* 100 €u

All prices include \$32 per person Neptune Island Conservation Park fees.

Facilities: Toilet on board, changing room and hot water shower

Includes: Tea, Coffee, Lunch, Morning Tea and Afternoon tea

Drinks and light snacks available for purchase

Merchandise available on board

You work for Adventure Packers Hostel and you are in charge of making possible reservations of different activities by phone.

You can ask questions like:

- **How many people are there?**
- **Do you already have accommodation?**
- **Would you like to hire a return transfer?**

Activity 4

Duration: 10 minutes

Explanation: Students will be given a handout with the following table and they will be asked to complete the exercise in 5 minutes in pairs. After the time estimated, it will be corrected in class: the teacher can ask for volunteers to share their answers.

Match the Spanish proverbs with their English equivalent. (Idioms taken from Oxeden,1996: 151-152)

- | | |
|--|--------------------------------------|
| 1. Dios los crea y ellos se juntan | a. She's over the moon |
| 2. Afrontar las consecuencias, dar la cara | b. You drive me crazy |
| 3. Tiene el corazón de piedra | c. Face the music |
| 4. Estar loco de contento | d. Birds of a feather flock together |
| 5. Me estás tomando el pelo | e. You get on my nerves! |
| 6. Jugárselo todo a una sola carta | f. He's as hard as nails |
| 7. Me vuelves loco | g. Put all your eggs in one basket |
| 8. Me pones de los nervios | h. You're pulling my leg |

Answers: 1d, 2c, 3f, 4a, 5h, 6g, 7b, 8e

6. Conclusion

This didactic unit has selected five main objectives: cultural aspects and intercultural attitude, language aspects of English, oral communication, written communication and capacity to work individually and in groups. In order to fulfill these objectives four competences are expected to be developed by students throughout the realization of the activities of the lessons.

There is a wide variety of activities distributed in the six lessons: vocabulary and grammar activities, reading comprehensions, the elaboration of written texts, a simulation of a real situation, a pronunciation activity, watching a video about American football... My main aim in introducing such variety was to work on diverse abilities and provide students with dynamic classes which are difficult to predict. The activities are communicative and usually contain many questions as warm-ups that introduce the topic of the activity that follows but also try to challenge the students. It helps to maintain them active in class and can be considered a technique to motivate them.

The activities are selected in accordance with the objectives and competences set but they contribute to a wider goal that is to help students to use the English language to communicate in situations where the English language is spoken.

In this way students will construct their own identity towards the English language and feel part of it because the English language has multiples identities which encapsulate a whole community of speakers that use the language to communicate.

The English community in class is created also by group activities that generally enrich and enable students to carry them out. Their interactions imply sharing thoughts about notions such as culture, identity and stereotypes which are concepts that may lead to expressions about more personal ideas. That is a great opportunity not only for students to get to know each other better but for the teacher to establish a closer relation and create a more comfortable atmosphere in class if possible.

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