

# **CRITICAL ANALYSIS OF ETHNOCENTRIC BIAS IN ENGLISH LANGUAGE TEXTBOOKS**

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## INTRODUCTION

This study presents a critical analysis of two textbook's units of the English subject. The books are used in IES Barañain in Navarre, Spain and in many more centres of the region as Noain High School or Carmelitas. The critical analysis is on the basis of an ethnocentric bias-free perspective, so the student is able to understand the complex sociocultural context in which the English language is inserted. Given that a language cannot be detached from its culture, or the culture from its language, the point of departure of this study is to detect when English is linked to British or USA cultures and overshadows, scorns or focusses the stereotypes of other English-speaking cultures also linked to this language. Along the learning process of a foreign language (English in this case) importance falls on linguistic education. Even though this fact is changing and cultural aspects are being included in the curriculum, there is still a lot of work to be done in order to equate the cultural component to the linguistic one in the materials; either the cultural component is centred in the traditionally dominant cultures (herein, British and USA cultures), or there is a lack of it. In our society the sociocultural aspect as a need for progress and development has been taken into account, at least theoretically, so this aspect must be included in the educative system. Thus, since LOE in 2006 the concept of linguistic competences has been introduced, appearing notions and terms such as *competence in social skills and citizenship, or artistic and cultural competence*. In this way, aims are more specifically mentioned in the English general objectives for Compulsory Secondary Education (henceforth CSE) such as *appreciate the language as a means of accessing surrounding information, like a learning tool of a community in which it interacts, or value the language as a means of communication and understanding among people from different places, different languages and cultures, avoiding any type of discrimination and linguistic stereotypes, or know and work the sociocultural dimension of the foreign language*.

Well, this study departs from questioning these statements and undergoes a critical analysis of the material the schools may use to train students.

This project consists of three parts: i) the first one corresponds to the theoretical background, and deals with providing a context for the study in relation to previous research, as well as setting the basis, criteria and theory on which this analysis stands and develops. ii) The second part consists of the analysis itself, which is carried out according to specific criteria determining if the information within the units appears biased in terms of sociocultural and linguistic ethnocentrism of the dominant British and/or USA cultures; or if on the other hand, this material is bias-free. In addition to the analysis, I have assumed the relevance to know the assessment the users of these books make, so within the internship period personal interviews to students and teachers using this material in order to know their opinions about

objectives, activities and possible bias in the units were carried out. The analysis and interviews cast some conclusions from which a set of improvement and innovation proposals arise. These proposals are developed in iii) the third part of this study. The proposals include alternative materials with an effective intercultural approach to English learning, complementary activities to the analysed material, and in the case these alternatives were unfeasible, another purpose consists on offering guidelines to clear the ground of the ethnocentric-biased material and offer from a biased material a critical, intercultural and inclusive perspective.

To sum up, this study expects to optimize the process of learning English in secondary school classes achieving the English area objectives, as well as real and long-lasting acquisition of the basic curricular competences, fostering the relation language-culture from a critical and global perspective.

## THEORETICAL BACKGROUND

Intercultural perspective is a relatively young approach within the Didactics of Languages field, although it is gradually gaining more relevance. Therefore, research literature in this area is quite scarce, with brief drafts insisting on the importance of incorporating this perspective within the materials and, to some extension, inside the class but not delving into the main points concerning language teaching in a CSE class.

Language teaching is a discipline not frequently included in the academic curriculum; along the history it was a privilege of the elites. The study of a language was linked to literature during a long period of time, and literature was (and it is indeed), at the same time a reflection of the culture bearing that language. Varón Páez in her article *Componente cultural, libros de texto y enseñanza del inglés como lengua extranjera* points that culture has always been understood as a 'national connection' and the learning process of a language regarded culture as a bunch of informations about arts, geography and history, favouring literature. This way, this connection was named 'Background studies' in the United Kingdom, 'Civilisation Française' in France, 'Civiltá' in Italy or 'Landeskunde' in Germany -the latter translated as 'a knowledge of the territory'-. These names imply an ethnocentric perspective of language and culture, highlighting the national imaginary of European powers in the 19th century. According to Varón Páez, it is not until the sixties in the 20th century when language teaching expands to the social majority through its inclusion in the academic curriculum, although teaching is carried out according to linguistic mainstreams, limiting its study to the linguistic component. It is true that culture begins to be taken into account into the study of languages field in the mid fifties in the 20th century, by the linguistic anthropology and Sapir-Worf studies, but it is not until the sixties when Hymes reformulates the Chomskian generativism, widening the concept of

'grammaticality' to 'communicative competence' (Hymes, 1972:283). In the very first moment, this concept developed the idea of the 'adequate' use of the language in terms of adequacy, suitability and belonging but it seems as if the term cleared the path for an horizon which is still a bit faded.

Communicative competence is intrinsically connected to culture, but in order to continue moving forward in the intercultural language teaching field, it must be clarified the concept of 'culture with capital C' and 'culture with minor c'. These concepts were developed by Pusch and La Brack and are explained by Varón Páez in her article: "Cultura con C es todo lo que podemos ver, todo lo visible de una sociedad: instituciones culturales, los sistemas *religiosos, los económicos, educativos, gubernamentales, legales, políticos, obras arquitectónicas, danzas, ópera, teatro, literatura, comidas, héroes, cultura popular, etc...* " mientras que cultura con 'c' según Tomalin y Stempleski es "el comportamiento de la gente, el lenguaje verbal y no verbal, la simbología, los imaginarios, el manejo de conflictos, los significados culturales del tiempo, del espacio, de la vida, de la muerte, de las incógnitas universales, de los mitos, de las leyendas [...] se estudia para el análisis de creencias y actitudes, sobre todo de aquellas que afectan la aceptación y adaptación en las comunidades de acogida".

Inside the class, the student owns a culture; from now onwards named 'origin culture'. In fact and as a consequence of migratory flows, as many cultures as students are can be found: there will be as many cultures as origins. However, the teacher and the rest of the students are not always aware of this cultural diversity. In Spain, for example, we could come across with a class with Canarian, Catalan and Murcian origin students, and the grounding each one owns; but L2 teaching (English, in this case) will imply for the three students certain cultural distance and according to Corbett (2003:1) a "information gap". That is, students also tend to perceive language teaching as a tool to save this gap, but in order to get the goal little steps must be done. Students must be aware of their origin culture to achieve the target culture. Lundgren, in his article "An intercultural approach to foreign language teaching" quotes Risager (1998:243) and his description of four approaches in FLT:

1. Foreign culture approach
2. Intercultural approach
3. Multicultural approach
4. Transcultural approach

In any case and beyond classifying, it is undeniable that the student interacts with his or her environment as well as with the L2, creating a trans-disciplinary education that, as its name suggests, it cannot be limited to a linguistic approach. This is the reason because language teaching must be assisted by other disciplines closely related to linguistics but not always incorporated to the curriculum, to accomplish its goal; ethnography, sociolinguistics, cultural studies, media, literature or critical

discourse analysis (CDA). CDA should be the component providing with critical awareness to the student, so he or she could assess the elements belonging to his or her origin culture and the target culture too.

Nevertheless, we must be realistic and against what somebody could say, the purpose is not that the student knows all the details linked to a culture; that would be impossible. But it is possible indeed that the student gains access to the necessary tools to be able to assess the elements of the target culture he or she may face, "*and seek to explore how decentring from one's own taken-for granted world can be structured systematically in the classroom*" (Corbett, 2003:24).

It could be argued by some social circles such as teachers, families or students that language learning entails acquiring high levels of linguistic competence and pursuing native-like levels; and maybe the cultural aspect linked to a language is or is not relevant, but in any case it is placed in an inferior ranking in the interest hierarchy. Well, there is a number of studies proving that equating linguistic and intercultural communicative competence helps communication and interaction. They help stimulating critical thinking of the dominant culture, and undertake psychological processes of socialization or prepare learners to meet and communicate in other cultures and societies than the specific one, usually associated with the language they are learning (Corbet, 2003:35).

Up to now we are assuming some relevant factors in language learning within the Secondary Compulsory Education (CSE) period like language and origin culture, language and target culture or interculturality, elements that speed up and foster the learning process. In addition to fostering, these features complement the students in their comprehensive education during CSE. The 'Ley Orgánica de Educación (LOE)' includes these characteristics in the basic competences and English area objectives, but does not set more specific guidelines for the decentring needs of the ruling cultures in order to obtain the required perspective to establish 'clear' connections between one language/culture and another. By 'clear' connections must be understood those perceptions, attitudes and relationships established between two cultures from a tolerant, receptive and open perspective free of any bias, stereotypes or prejudices. It is necessary decentring from the ruling culture to acquire a comprehensive education, in order to be a free person with own capacity to take one's decisions, and this is the final objective of teaching.

The point of departure of this study, the perspective adopted towards the textbook and the filter through it will be analysed is ethnocentrism. When we think in English language subject, there involuntarily come to our minds USA and the United Kingdom as cultural referents. In the same way, when we relate Spanish with Spain, omitting the vast community of Spanish speakers in Latin America or ESL speakers, English, probably more intensely because it is the lingua franca of a huge number of

people, narrows its scope if someone put the limits in USA and the United Kingdom. It is true that English language comes from England, but this is not exclusive. The learner's education must be comprehensive, and language teaching cannot be something instrumental, but it must be integrated with the rest of disciplines from an interdisciplinary perspective where English is used for more purposes such as learning history, geography, science and culture in general (music, arts, beliefs). Somebody could argue that the main function is the linguistic one but this project is focussed in CSE and not in 'Escuela de idiomas' or private language teaching institutions where the language takes a more instrumental perspective (despite this could also be in another way). The CSE is, by definition, compulsory and the student who obtains the title has received some 'minimum' contents to face life, independently the path he or she chooses. For this reason we must be very cautious with the education given, the perspectives from where they are taught, the values in which students are educated.

### ¿What is ethnocentrism?

Concerning the English subject, this project departs from the assumption that the material does not present a perspective free of bias. For a better understanding of this statement it would be necessary to provide a definition of ethnocentrism, and this is not an easy task. Below four definitions are quoted, three of them proceeding from English dictionaries and the last one comes from RAE in Spanish:

*Cambridge: Believing that the people, customs, and traditions of your own race or nationality are better than those of other races.*

*Collins: Belief in the intrinsic superiority of the nation, culture, or group to which one belongs, often accompanied by feelings of dislike for other groups.*

*Oxford: Evaluating other cultures according to preconceptions originating in the standards and customs of one's own culture.*

*RAE: Tendencia emocional que hace de la cultura propia el criterio exclusivo para interpretar los comportamientos de otros grupos, razas o sociedades.*

I consider RAE definition as the most suitable for this study over Cambridge or Collins, because in RAE ethnocentrism is defined as 'exclusive criteria' whilst the other definitions include 'better than', 'feelings of dislike'. Ethnocentrism is, by definition, focussing in the (own) customs but this does not imply that the culture we are centred in is better than the others, but we take our culture to understand the rest. I think somebody may consider that his or her culture is not the best but still take it as a reference to assess other cultures, usually by lack of awareness of other cultures, or because it has not been taught how to place all cultures equally. Nevertheless, it is a

real fact that usually someone is centred in his own culture, and from this point he or she rates and set up a hierarchy for other cultures because he or she may consider his or her own environment as the most suitable, but this cannot be a generalization.

There is much literature on interculturality in language teaching such as Crawford-Lange & Lange (1984) or Kramsch (1993) and ethnocentrism is always a goal to avoid, as stated by Álvarez González in the article "*La relevancia del enfoque intercultural en el aula de lengua extranjera*", like modifying stereotypes, a better knowledge of his or her own culture or creating an empathic relationship. Dilin Liu in "Etnocentrismo en TESOL: Formación de profesores y las necesidades descuidadas de estudiantes internacionales de TESOL" talks about NABA countries (North America, Britain and Australia) which train teachers that later will teach English in other countries, and how this training in NABA Countries has an ethnocentric perspective with high influence in this future teachers coming to be trained from around the world.

It is a hard word to find information about the secondary education student in relation with English classroom and his or her opinion about ethnocentrism, as well as analysis on curricular materials from a ethnocentric perspective; ethnocentrism is understood as a goal to avoid. Moreover, analysis on materials correspond surprisingly to French handouts<sup>1</sup> or deal completely with specific questions such as gender<sup>2</sup> in English textbooks in primary school.

Surprisingly, teachers of CSE are indeed questioned in Castro Prieto et al. article "*La cultura en el aula de lenguas extranjeras: análisis de los profesores de secundaria respecto a los objetivos y las actividades de aprendizaje cultural*" about their perceptions and actions in relation to interculturality within the class. In this article a series of items appear, assessed by teachers taken into account to prepare questions in the interviews answered by students and teachers about this analyzed materials in this study.

### Analysis of ethnocentrism in textbooks

In the last decades some guidelines for textbook analysis have been developed from an intercultural perspective, where some prestablished patterns judge the suitability of the contents. The Common European Framework of Reference for Languages, for instance, has contributed to intercultural awareness establishing three subsections within its fifth chapter devoted to sociocultural knowledge, intercultural awareness and skills and intercultural 'how to do' awareness. In the first one, characteristic features of a European society are established: everyday life,

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<sup>1</sup> Paricio Tato, S.: La dimensión cultural en los libros de texto de lenguas extranjeras: pautas para su análisis, p. 138

<sup>2</sup> Guijarro Ojeda, J.R.: Valores de otredad (cultura y género)



interpersonal relationships, values and beliefs, nonverbal tells, knowing how to live and rites.

Paricio Tato sets her own purpose on guidelines to analyse the intercultural dimension in textbooks. She prepares a number of generic questions such as '*¿Se incluyen referencias a la cultura de origen del alumno para contrastarlas con la cultura meta?*'. Teachers' guide is also put under analysis with questions such as '*¿Se sugieren al profesorado actividades para realizar en clase que conlleven la profundización en la cultura extranjera mediante la utilización de fuentes informativas diferentes al libro de texto?*'. Finally, assessing the iconic content is suggested through questions such as '*¿Son las imágenes incluidas significativas desde el punto de vista cultural o constituyen un simple relleno para hacer más atractivo el libro?*', and provides a set of criteria to assess this content: characters' features, prominence, professions, activities or non-professional occupations, cultural informations about the country(ies) where the language is spoken, school, family, leisure activities and free time and everyday life customs.

Severina Álvarez González in her article "La relevancia del enfoque intercultural en el aula de lengua extranjera" questions which factors can measure interculturality and sets a proposal in a grid or chart, with measurement criteria where answers must be provided in form of 'always', 'never', 'sometimes'. These criteria are formulated in positive and some examples are '*adquirir un punto de vista propio*', '*eliminar el etnocentrismo: favorecer la comprensión*', or '*propiciar una toma de conciencia sobre la necesidad de un mundo más justo*'. This analysis was done to assess if the distance existing among French and USA students (geographically and culturally) is used to establish a distance between their perceptions and their reflections<sup>3</sup>.

In conclusion, the intercultural factor in language teaching materials, and more specifically in English is assumed to a greater or lesser extent, and it is a perspective gaining more importance in the last decades. However, good intentions offer criteria, patterns and ideas to put into practice this intercultural perspective but studies are not very conclusive regarding the results of speeding up this perspective. On the other hand, speaking roughly about interculturality in materials ignores, at least partially as it is not taken as a departure point but a goal to avoid, any prestablished ethnocentric perspective in textbooks. This is the point of departure from where this study starts: the presupposition of, despite the good intentions in relation with intercultural perspective in textbooks, these are developed with the own's culture lenses, cut on the bias of other cultures and not undertaking the task of incorporate a real, equal, respectful vision decentring the student from the culture he or she is alienated with, so the student can judge his or her own culture and the culture of the language he or she learns.

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<sup>3</sup> Álvarez González, S,: La relevancia del enfoque intercultural en el aula de lengua extranjera, p. 47

## Research questions

I do not try to state here that cultures most commonly represented in textbooks are so relevant because somebody considered them better than others. I do try to check if there are some cultures presented with more prominence than others, if there are stereotypes on other cultures, or if in the worst case, other cultures are invisible or stereotyped. Thus, the questions I try to answer with this study are two:

i) Are cultural contents present in these textbooks? If so, how?

ii) Do teachers and students consider culture an important part of English lessons? If so, how and why?

In order to answer question number (i) a detailed analysis of two textbook units have been carried out. In order to answer question number (ii) interviews were carried out with teachers and students. Both, the analysis of the textbook and the results from the interviews will be presented in the next sections.

## **THE ANALYSIS**

The textbook used in Spanish school are published by major printers monopolising the market. Printers such as Oxford, Cambridge, Burlington or Longman are utterly well-known and their salespeople attend both, state and private schools to show their merchandise to teachers who will decide which textbooks will use for education. In Navarre, within the public education system textbooks are acquired by schools for a five-year period of time; in this time students will use those books through a borrowing system by which they are obliged to return back to the school when the course finishes so next year these books will be borrowed again. Before this, textbooks had to be purchased by families on a decision made by the education centre itself. Therefore and logically, the volume of sales has decreased nowadays and printers must create more attractive materials so the schools decide to acquire them.

As it has been said so far, textbooks and English subject confer a huge importance to linguistic issues, but step by step textbooks are acquiring cultural sections complementary to the linguistic ones, showing the awareness they are undertaking on the importance of interculturality in language teaching and learning.

Textbooks analysed in this project belong to Oxford printers, and each book corresponds to a final stage in CSE, 2nd grade in the first stage, and 4th grade in the second stage. To establish the topics for the analysis, research previously mentioned has been observed and more recurring topics have been chosen. These topics have been

selected regarding the importance to detect a culture. At the same time, specific free biased criteria underlie these topics, and these criteria will be used for the analysis of the book and activities.

Taking into account the possible subjectivity concerning the topic and criteria establishment, after the textbook analysis interviews have been passed to students and teachers to know how they perceive the material.

The topics by which a culture is identified are:

Social relationships: People relate one to another in a different way depending on the culture we are set, family or affective relationships, greetings and presentations are cultural indicators.

Linguistic register: Linguistic varieties and register are specially indicative of the culture we are set, as language and culture are closely linked.

Living conditions: Professions, housing, educative systems, healthcare or economic system are the way of living each culture carry out differently, regarding their needs.

Culture: Probably the widest topic, it includes every cultural appearance by which a culture acquires its identity. Manifestations such as music, literature, cinema, cuisine, identity questions such as religion, national feeling, prizes and achievements provide the social group with cohesion.

Proper names: Probably the subtlest topic but very important when deciding if a book is centred in proper names of the own culture or includes different cultures.

Both books are made up of 103 pages and 9 units, plus an initial unit. At the end of the pair units there is a Culture section and Practical English, and at the end of the odd units the sections is Practical English and a song. The other skills are identical in every unit and in both books: grammar, vocabulary, reading, listening, speaking, pronunciation and writing.

## 2nd of CSE

Ben Wetz et al., English Alive! Students' book 2, Oxford.

The material is composed of two books:

English Alive! Student's book 2 and English Alive! Workbook 2. The second book deals with practical exercises exclusively, drilling exercises to practice the acquired linguistic notions, so the analysis will be focussing just in Student's book 2. The authors

are Ben Wetz<sup>4</sup>, Catherine McBeth<sup>5</sup> and Jenny Quintana<sup>6</sup>, all of them with great experience as teachers and freelance authors for printers such as Oxford or Mcmillan.

In the Oxford's English Alive! 2 the analysed unit is the second, titled 'What's on?'. The unit is about television as media, resulting in a perfect topic to analyse because of the cultural impact this means has in society. The unit is divided in the following sections: Unit introduction (with sections on vocabulary and reading on three television programme types), On screen (with sections on grammar and vocabulary), Wildlife (with sections on reading and grammar), Favourite programmes (with sections on reading a questionnaire titled 'are you a tv addict?', listening and writing) and as unit closing a section on Culture and Practical English. In the unit introduction the skills to train are mentioned:

Vocabulary: TV programmes/Adjectives of opinion.

Grammar: Present continuous/Present continuous and present simple/Present continuous with future intention.

Writing: A description of a TV programme.

Speaking: Describing TV programmes.

The unit closing deals with family life in the Culture section and diaries/dialogues about making arrangements in the Practical English section.

The unit is made up of 10 pages with 33 appearing images, and all the sections have in common a small box called 'Activate your English' where situations to practise English are proposed concerning vocabulary and syntax: for instance, ask and answer questions about TV programmes, talk about what would the student do if he or she were in an island with five friends in a team, or imagining that the student is making a nature documentary programme. Besides, periodically (twice in this unit) there is another box named 'Phrase bank' related to idiomatic expressions. In all the unit there are two listening exercises, the first one is in the Introduction of the unit (it is not a production exercise, the listening accompanies the text reading), and in the Wildlife section there is the other one, asking the student to mark some sentences as true/false depending on what he or she understands.

Therefore, we can conclude that i) the unit is basically centred in linguistic competence skills (reading, speaking, writing and listening) being listening the one with less presence (as a productive exercise just once), ii) culture explicitly shown has little

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<sup>4</sup> [http://elt.oup.com/bios/elt/w/wetz\\_b?cc=global&sellLanguage=en](http://elt.oup.com/bios/elt/w/wetz_b?cc=global&sellLanguage=en)

<sup>5</sup> <http://macmillanprofessional.es/Catherine-McBeth.catherinemcbeth.0.html>

<sup>6</sup> [http://elt.oup.com/bios/elt/q/quintana\\_i?cc=hu&sellLanguage=hu](http://elt.oup.com/bios/elt/q/quintana_i?cc=hu&sellLanguage=hu)

prominence in the book (just one page every two units) and iii) images carry weight within the unit (3.3 images per page).

In this analysis, the most interesting idea to state is that explicitly taught culture represents a 4.12% of the total amount of pages, so there is more importance given to linguistic skills within the overt curriculum. Let's see what happens now with the covert curriculum.

### SOCIAL RELATIONS

*Criteria: The families represented cover a wide cultural range(monogamous, polygamous, heterosexuals, homosexuals, nuclear families, traditional families)...in a complex manner and depth.*

The unit is centred mainly in the television itself and it is presented as an activity carried out alone. The only references to family in all these pages are placed in two sections:

i) Page 24, in the reading part of the questionnaire 'are you a TV addict?' of the 'Favourite programmes' section, the third item is 'Your mum asks you about what you want for your birthday', and the sixth item 'You're doing an exam in the morning. What do you do the night before?'

ii) Page 26, in the 'Family life' part in the Culture section, two teenagers, one of them urban and the other one rural tell how they live with their family. The urban girl says 'mum arrives home from work at five thirty and makes our dinner. My sister and I eat at six thirty but Mum doesn't eat with us because she eat with Dad later'. The rural boy says 'I live with my mum, dad, brother and sister. [...] I do my homework and then I help Dad on the farm. We have dinner at six o'clock. After dinner, I read or watch TV or DVDs'.

Family has little weight in this unit. Questions in the questionnaire imply that the student must be taken into account when watching television, and the Culture section presents parents as workers who take care of their children in the afternoon, and take responsibilities as feeding.

#### IMPROVEMENT PROPOSALS:

The unit should go in depth on watching TV activity in a more responsible manner, and socially, as a familiar event. It could depict the different ways other cultures have on watching television (in England teenagers undertake this activity in a more isolated manner, maybe because their parents arrive home late after work, whilst in other societies watching TV must be understood as a familiar and social event, probably they will just have one TV equipment and will have no option but to agree on what they want to see, or maybe in other cultures people will not have TV.

*Criteria: Social and affective relations are represented in a culturally diverse manner (both sex friends, friends of one sex, with(out) physical contact, affective relationships based on romantic love or pre-established agreements).*

In this unit there are many pictures of both sex people relating to each other. On page 20, exercise 2, it is reproduced a tv programme with boys and girls in the woods. On page 23 there are three teenagers of both sexes talking about DVDs and football, and in the image following the reading on page 24 it can be seen two teenagers of both sexes watching television too.

On the other hand, the unit does not make explicit reference to affective relationships. There are not homosexual couples, nor friendship or affect demonstrations.

#### IMPROVEMENT PROPOSALS:

Television is a perfect excuse to show any cultural characteristic, and interpersonal relations cannot be less. 'My big fat gypsy wedding' is a British TV show reflecting how gypsy people relate to each other in the United Kingdom, or 'Callejeros viajeros bodas' to know how weddings are in other countries/cultures.

*Criteria: Presentations and greetings include different English-speaking communities and make the student to compare his/her culture with others.*

The most relevant section regarding greetings and presentations is 'Phrase bank' where the student is given a set of expressions such as 'I'm mad about...' or 'It's so boring', or 'What about...'. Besides, student is asked on page 23 to fill the blanks of two informal mails, and on page 25, the writing section there are four expresions given to express opinion. On the rest, the unit does not show any cultural aspects of televisions from different English-speaking cultures regarding greetings or presentations, nor there is any reference to tv programmes in relation to this cultural feature in the society the student is placed.

#### IMPROVEMENT PROPOSALS:

This book could make reference to Arab world and controversies relating to veiled women on screen. Moreover, tv shows samples internationally adapted could be used, as the multiple versions of 'Who wants to be a millionaire?', Big Brother, The News with its headlines and closings could be a topic to develop from this criteria.

### REGISTER

*Criteria: Different people appear speaking in a low register with different English-speaking societies, such as Black English, Indian English, jargons or expressions from different cultures.*

There is no reference to register criteria, jargon, slangs, or expressions within all the unit but the previously mentioned 'Phrase bank'. However, in this unit an informal English with contractions such as 'I'm' or 'He's' is used without metioning that this contractions are more common in spoken English.

#### IMPROVEMENT PROPOSALS:

Television is a means of communication combining images and language, so it is most suitable to dedicate some space to language in this unit. Questions on strong language in Western tv channels could be included, in opposition to a more respectful language in other societies. An example of language registers and varieties is reality tv programmes, a kind of show not mentioned in the unit. For instance, in Big Brother India, contestants are forced to use not other language but Hindi<sup>7</sup> (despite being English the lingua franca in that country) and on the other hand, in Big Brother Africa English is the language used as many different countries broadcast the same format. Furthermore, in United Kingdom many USA programmes are aired (in fact, there is Channel 5 USA, with USA sitcoms) and to a lesser extent, Indian films recorded in English.

*Criteria: Different varieties of social English-speaking groups are represented.*

*Criteria: A cultivated language is represented, comprising different societies with specific structures (i.e. India, where people are generally more formal in treatment than British English).*

Here two consecutive criteria appear because the unit does not develop any activity relating to them. There is no mention to different social groups varieties nor high register, even though television topic is a good tool to do it.

#### IMPROVEMENT PROPOSALS:

The unit could add tv programmes such as 'World's strictest parents'<sup>8</sup>, tv programme that besides providing an image on the family in other cultures it also shows different varieties of formal English because difficult children move to another country for two weeks to be educated by other stricter families in other cultures around the world. All the series are recorded in English, despite the target family origin. Another tv programme would be 'Come fly with me'<sup>9</sup> where two British comedians simulate airport staff. Among the characters there are a large amount of varieties and registers, because the characters come from different social British layers and from different English speaking countries.

#### LIVING CONDITIONS

*Criteria: Different professions related to English-speaking culture are represented (rickshaw driver, sulphur collector, recycling collector...) and not only prototypical jobs from the West.*

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<sup>7</sup> [http://articles.timesofindia.indiatimes.com/2012-11-20/tv/35227294\\_1\\_big-boss-suzanne-bernet-channel](http://articles.timesofindia.indiatimes.com/2012-11-20/tv/35227294_1_big-boss-suzanne-bernet-channel)

<sup>8</sup> <http://www.youtube.com/watch?v=gyXIR9KQ-mQ>

<sup>9</sup> <http://www.youtube.com/watch?v=dCk6fSQ21rY>

Professions shown in the unit are: tv presenter, policeman, footballer and singer, all of them on page 18. In the rest of the unit there are no professions represented

#### IMPROVEMENT PROPOSALS:

Through television, and more frequently in recent years due to the great number of television channels offered, we see many professions in different cultures where English is present, as sulphur collectors in Malaysia or Indonesia, rickshaw drivers in India, or gold-makers out of mud in BBC documentaries<sup>10</sup>. BBC broadcasts many good documentaries where different professions from many English-speaking or other other cultures are shown.

*Criteria: Different educative systems are represented (schools, uniforms, mixed classes, homogeneous classes...)*

*Criteria: Healthcare is represented in different ways, along with insalubrity, hospitals, nurses, material, pasteurization...*

Here I have preferred to place both criteria together because both criteria are inherently connected with living conditions but there none of them represented in this unit.

#### IMPROVEMENT PROPOSALS:

As it is being said up to now, the topic on television is perfectly suitable to show different cultures with different characteristics. The BBC series previously mentioned, 'World's strictest parents' displays different types of school in the world, with different uniforms, rules and disciplines in relation to the culture where they are set. Regarding healthcare, BBC also broadcasts some documentaries about health and the world.

*Criteria: The type of housing shown responds to a wide range of constructions, from slums to skyscrapers, mentioning those with no access to housing.*

Images reflected show Western housing with couches and technology as TV and DVDs that somebody could identify with the type of living room of our culture and society. Apart from that, the unit does not explicitly mention the housing concept or the lack of access to it. Again, the excuse of the topic on television could be used to show television programmes which shows housing situation in the world, from the student's culture to different cultures with different housing or homeless people.

#### IMPROVEMENT PROPOSALS:

In documentaries or television programmes previously mentioned as 'World strictest parents' or 'Welcome to India' different housing samples or homeless people are shown, so apart from improving the criteria previously exposed, the student's learning part regarding different housing types in English-speaking societies would be covered, to he or she could contrast them with his or her culture. Besides, this fact would connect perfectly with the next criteria, economic system.

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<sup>10</sup> <http://www.youtube.com/watch?v=lpdoRUMeshw>



*Criteria: Economic system appearing is not just the capitalist but other ones like self-governed, subsistence, communist...*

The economic system where the unit is set is with no doubt the capitalist one, where the perspective on television is consumist. There are no references to a responsible tv consume (and this is one of the biggest problems of teenagers<sup>11</sup> indeed). There are no references to other economic systems where television is understood in a different manner to the capitalist/consumist alternative, as in North Korea (where consumist advertisements are forbidden), India (of socialist tendency up to 1990 and Dordarshaan was the only channel), communist systems up to 1990 (where television was made of just one channel in control of the State) or societies where people do not have access to television (as in subsistence or nomadic societies).

#### IMPROVEMENT PROPOSALS:

The student must be able to decentralise himself or herself from the society where he lives to assess the use made in his or her environment of television (as this is the concerning topic of this unit), means to which people dedicate too many hours and private channels are concerned with consumist publicity, and other societies where television is not placed in that position or people even has not devices. In order to do so including some paragraphs explaining television in societies as the previously mentioned would be enough (North Korea, socialist countries, ex-soviet countries, societies where there is no television, societies with more influence of radio...) or together with open questions for the student to think.

#### CULTURE

*Criteria: Musical, literary, cinematographic manifestations, or plastic arts represent a wide range of cultures (rhythms, movements, ideals, perspectives, effects....).*

This is probably the most substantial criteria to analyse. However, after the analysis cultural poverty is concluded, either for the British/USA societies and for the student's culture, as for other English-speaking cultures or other different ones. There are images about Madonna and The Simpsons on page 18, the text on page 19 reflects the schedule for Channel 4 and Discovery Channel, mentioning reality tv as Survivors, Going Tribal or Lost. Questions accompanying the reading are closed, for example 'What time is 'Going tribal' on tv?', or 'In 'Lost' how many people are there on the island?'. On page 20 there are two examples of a fake programme called 'Forest survival', made of two texts to fill the blanks. On page 21, there are two examples for the student to circle the correct adjective mentioning 'This music programme is great/rubbish' or 'Is a boring/frightening film' not specifying what music/film programmes are. On the other hand, it says there is a programme called 'The're exploring the Himalayas in this interesting/funny documentary'. On page 22 a documentary on Central Africa is shown, about mountain gorillas, and a text with blanks to fill about Alaska and bears. On page 23 there is a brief text with blanks talking about going to America to make a documentary on eagles, or going to Africa to make another documentary on elephants. The exercise on describing on page 25 makes reference to Smallville and the writing exercise consists on describing the favourite student's programme. There are no explicit mention to musical or literary programmes, or specific films. There is no debate about art on television, or the time people devote to television and not to art, for instance.

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<sup>11</sup> [http://www.revistaeducacion.educacion.es/re352/re352\\_24.pdf](http://www.revistaeducacion.educacion.es/re352/re352_24.pdf)

#### IMPROVEMENT PROPOSALS:

The book is too much centred in animals documentary programmes. The artistic depictions are also broadcasted in channels as ARTE, Discovery Channel, National Geographic, or any other thematic channel. The student must consider the time devoted to watch television in relation to other activities like going to the cinema, literature, music or plastic arts. This could be solved with exercises including open questions so the student can think, as well as varying the typology of the programmes depicted in this unit. Moreover, links to websites of tv cultural channels could be added either in the unit or in a complementary cd with images about culture, for instance.

*Criteria: Characters in the unit are identified with different nationalities and not just with British or USA nationalities.*

The unit does not overtly mention any nationality except in the 'Culture' section where the urban girl is from Bristol and the rural boy from North Wales. On the other hand, there is Madonna appearing, a policeman in British uniform (page 18), Channel 4 (British Channel), or on page 25, the reading says: 'My favourite TV programme is the American series Smallville' where the methonymy 'american' misunderstands the continent for USA.

#### IMPROVEMENT PROPOSALS:

When improving previous criteria, this is improved too because characters, situations and texts are contextualised in other cultures. Including television channels from other cultures or different perspectives on television would help to improve this aspect.

*Criteria: Different religions in the same conditions are depicted.*

There are no religions nor religious manifestations depicted within this unit.

#### IMPROVEMENT PROPOSALS:

Religion is a topic within the television. In Spain, for example, mass can be watched on Sunday mornings in the public broadcaster, in Arab countries religious manifestations are common on television, and the same for India. Open questions in the speaking section would be suitable, for instance, so the student can think about religion in media and in different cultures.

*Criteria: Free time is represented in various forms, with typical games from many cultures, offering non-consumist alternatives to cinema, DVD, music, shopping...*

The unit does not make any reference to alternatives to television, this media is presented as something fully incorporated to the way of life. The unit does not question television nor presents societies where this questioning is done, or where television is unknown. The free time issues appearing in this unit is integrated with television; in fact, television is depicted as free time. Words as 'show',

'sports', or 'game' are found along the 10 units. There is just one free time situation not related to television in the exercise on page 23 'What are you doing this month?' where the answer is 'I'm going to Greece', or 'Are you working?' 'No, I'm on a holiday'. Finally, in the Culture section the rural boy says that he sometimes reads, and the urban girl goes swimming. In the Practical English section, in the writing a diary section it is mention 'Go swimming with Meg', 'Sleepover at Jen's house' or 'Nick's football match'.

#### IMPROVEMENT PROPOSALS:

In the unit it should be included at least one exercise on open questions for the student to express himself or herself in English and thinking at the same time on the irresponsible use of television, as well as other non-consumist and sustainable alternatives to this media.

*Criteria: There is diverse cuisine from diferent English-speaking areas, as well as customs, manners and timetables.*

There is no reference to cuisine within this unit.

#### IMPROVEMENT PROPOSALS:

Cuisine is a recurring topic in the television schedule. It would be enough if a couple of examples were included on cuisine programmes in English-speaking cultures, as 'Come dine with me' on Channel 4<sup>12</sup> (although this format is also aired in other English-speaking countries as Canada, Ireland or South Africa; or 'Pepe's pot' of the Gibraltar Broadcasting Company<sup>13</sup>. This programme, as well as for improving cuisine questions it is useful to improve the criteria of register and varieties as Gibraltarian English is mixed with Andaluz Spanish.

*Criteria: Characters' clothing are varied, attending to cultural or religious aspects.*

Character's clothing is Western-type in this unit, excepting on page 19 in the reading section where two characters are dressed with tribal clothes to illustrate 'Going tribal' text. There is no cultural reference to any garment from other cultures not being European/UK/USA.

#### IMPROVEMENT PROPOSALS:

If another intercultural perspective was added to this unit, characters should appear in other clothes; is a direct consequence of adopting another free-bias perspective: depicting cultures in an equitable manner.

*Criteria: Prizes and achievements mentioned belong to different English-speaking cultures and not just British or USA culture.*

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<sup>12</sup> <http://www.channel4.com/programmes/come-dine-with-me>

<sup>13</sup> <http://www.gbc.gi/television/tv-player.php?programme=570&episode=4588>

The only reference appearing within the unit related to prizes and achievements is found on page 20, second grammar exercise, where it says 'In this game, the teams are looking for gold stars'. It is possible to find a situation on the book talking about gold stars and not about other achievements more linked to our culture as television brands: Oscar, BritAwards, Golden Globes...

#### IMPROVEMENT PROPOSALS:

A television programme where the prize is not something conventional could have been depicted, as trendy contests currently aired where the winners donate amounts of money to NGO's or humanitarian projects. Recognitions as Nobel Prize (awarded to international personalities) could be used as a framework.

### PROPER NAMES

*Criteria: Characters' names are varied, including different cultures from English-speaking countries.*

This is one of the most biased criteria; there is not a single name not being British or from USA. Only the sitcom 'El comisario' makes reference to a Spanish tv programme. Names as Parry, Harry, Alice, Jane, Ben, Sam (página 20), Kate Britten, Tom Mann (page 22), Kate, Tom, Amy, Anna, Nick, Sal (Page 23), Lex Luthor (Page 25), Hannah, Robert (page 26) show that there is room for names from other cultures but this is not done. Naming tells us a lot about this book's perspective.

#### IMPROVEMENT PROPOSALS:

It would be recommended to change the characters' names, as well as their standard appearance consisting of 'white teenager with ages between 12-20 years old, Western clothing' by varied names and features.

#### **Conclusion:**

The perspective shown in this unit is completely utilitarian. The television topic is not used for the student to learn British or USA cultural values nor other cultures values where (or where not) English is spoken. There are some references to Western series and tv programmes but superfluously. Questions and exercises in the unit are closed, not fostering the student's critical thinking more than linguistic aspects. The student is given some tools to learn how to speak English, grammatical, vocabulary and writing exercises but if he or she does not have a cultural background, the 'informational gap' remains insurmountable. This is a clear example of how the (inter)cultural aspect helps and highly affects information.

It could be argued that the analysis criteria, despite being created on previous published research, are arbitrary. With the aim of reducing the subjectivity in the analysis, and as it has been told in previous pages, some interviews were designed for this textbook's users (students and teachers) to know their impressions on this material. To do so, a 2nd and 4th CSE teachers were interviewed from the Instituto de

Barañain in Navarre. Regarding students, three from each class were selected, trying that inside every group there was at least one immigrant student with a different culture from the school's. In the annexes are included both interviews for the teachers and for the students. Interviews were recorded and help for the argumentation of this book. The results are qualitative as this is a small group, but answers are firm.

The interviews are made of 16 questions for the students and 19 questions for the teachers. The teachers have two more questions concerning to the election of the material. Questions are divided in three blocks: i) questions related to the objectives of the book, ii) questions related to the activities in the book, and iii) questions related to bias, if any. The interviews were recorded individually, explaining and developing the questions one by one, and clarified if doubts arose. The questions are based in the Castro Prieto et al. article "*La cultura en el aula de lenguas extranjeras: análisis de las percepciones de los profesores de secundaria respecto a los objetivos y las actividades de aprendizaje cultural*" and are configured for the answers to be yes/no and a brief argumentation, and for some questions a set of items is provided for the interviewed to choose. A chart with no-developed answers is provided in the annexes.

#### INTERVIEWS TO THE 2ND CSE GROUPS

In IES Barañain there are four 2nd CSE groups. This study has been done within the internship period in this course 2012/13, so from the four groups, three were inside this project. Of the two classes, three students were chosen, and from the other class just two students were available. There is one group not inside the internship programme. The total number of interviewed students in 2nd CSE is 8 plus the teacher from the three groups. Two students are Ecuadorian in this eight-group students, so up to a certain point they can understand the ethnocentric perspective in the textbooks as if it happened in the Spanish language in relation to the Spanish culture.

#### RESULTS:

Regarding students, the contradiction is very remarkable. In general, students are aware of the necessity of interculturality, and more or less they have clear in mind the characteristics of it. All the interviewed students in 2nd CSE consider the book gives more importance to grammar or linguistic notions, although they find quite relevant the way of living of the English-speaking people within the subject. The majority of them consider they must learn from this situation. They think, besides, that they have been taken into account by the author in order to design the book, and this helps them to think. They think there are different cultural depictions corresponding to various societies, but the vast majority agree that British and USA cultures are more prominent. The majority also agree that the book makes them think about consumerism and they learn sustainability and ecologism, but all of them argue this on the basis of

the Unit 5 of the book, named 'Planet Earth'. Finally, they think the book fosters solidarity and mutual assistance.

On the other hand, the teacher's opinion is more coherent and elaborated. Decisions on the election of the material are agreed, but the teacher in charge of the specific course has more capacity of election. She thinks the objective of the book are notions on English language and is grammar-based. She affirms that the book is based on the British culture (above the USA culture) and any cultural complement must be introduced by teachers through complementary materials.

#### 4th CSE

Ben Wetz, English Alive! Students' book 4, Oxford.

The material includes two books:

English Alive! Student's book 4 and English Alive! Workbook 4. The second book is made up of practical exercises to drill the acquired linguistic notions, therefore the analysis is focussed just in the Student's book 4. Unlike from the other book analysed, this one is written by just one author; Ben Wetz. It is highly surprising that a two-grade higher book is developed by one writer whilst there are three of them for the previous manual.

In this book, English Alive! 4, the analysed unit is also the second one, titled: "Live and learn". The unit is centred in connecting the past with the present, as well as with experiencing. As its name shows, 'Live and learn' is the perfect framework -as in the previous book was television- to portrait a multicultural setting for learning.

The unit is divided in the following sections: Unit introduction (with sections on vocabulary and reading on familiar conflicts), Growing up (with sections on grammar and vocabulary), Years ago (with sections on listening and grammar), Experiences (with sections on reading an article about things that two teens would like to do before their twenties, speaking and writing a life story), and as unit closing one section on culture and practical English. In the unit introduction the skills to develop are mentioned:

Vocabulary: Adjectives/antonyms/past participles

Grammar: Present perfect/yet, already, just/past simple and present perfect/for, since, ago

Writing: A life story

## Speaking: Responding to ideas

The unit closing deals with 'Faces of Britain' where intercultural Britain is shown through two stories: Jamil Ashraf, a British teen of Pakistani origins, and Natalia Dykczak, a Pole studying in UK. The other section in the closing is Practical English, with two sections: i) Charts, where three diagrams are shown on ethnic mix of US population and languages in US, and ii) Dialogue on greetings and news.

The unit is formed of 10 pages with 24 pictures, nine less than in the previous book. All sections have a common part named "Activate your English", where specific tasks are proposed to practise vocabulary and syntax, i.e., write sentences about your life in the last five years, or imagine that you live in Britain, but you went home for the summer. Prepare a dialogue to meet a friend and exchange news or make questions and write your answers using for, since, and ago. Moreover, sporadically (twice in this unit) there is a "Phrase bank" with useful expressions. In the unit there are four exercises on listening: the first one in the Introduction (listening to a text, the student must classify some words in British English or American English), the second one on page 23 dealing with grammar consolidation, the third one on page 25 with the same purpose of fill-in the blanks in a text, and the fourth one on page 26 'Faces of Britain' in the cultural page.

Therefore, we can conclude that: i) The unit is focussed mainly in the linguistic competence skills (reading, speaking, writing and listening. Unlike the 2nd CSE book English Alive! 2, herein listening is more present (four times previously mention, despite not being a fully listening activity as the student uses the tape as a support for what he is reading, and one 'pure listening' where the student needs to understand what is spoken to guess which person uttered some sentences). ii) The culture overtly shown has little significant weight in the book (just one page every two units, 4,12% of the pages), and iii) image rate decreases from the other book with 2'4 images per page -compared to 3.3 in the 2nd book). Once again the linguistic skills are predominant. Let's see what happens with the hidden curriculum.

## SOCIAL RELATIONS

*Criteria: The families represented cover a wide cultural range(monogamous, polygamous, heterosexuals, homosexuals, nuclear families, traditional families)...in a complex manner and depth.*

The topic about family is presented in a plain manner through this unit, with no complexity. On page 19, the text 'Runaway' presents the situation of a teenager who runs away from his house because a parental dispute. The text does not develop the question of the argument, despite it says 'it feels like a nightmare'. In the upcoming exercise some questions are stated for the student to talk, like: 'what problems do teenagers have?' or 'was there a better solution for Hal's problems?'. Students are required

to classify some words from the text in British or American English, and one of the words is 'folks' meaning 'parents'. The book does not say which kind of language is it, regarding slangs or vulgar language. Moving forward, exercise 2 on page 20 encourages students to write sentences about the text's main character teenager Hal using Present perfect. These sentences are plain and vague, although they might make the student reflect upon the conflict. Some samples are 'he has spoken a lot with his parents', or 'Hal has been more social with his parents'.

Besides, this unit presents the family topic with a feature casting 'working parents'. It is shown implicitly with sentences as 'I have worked in my father's shop this year' on page 21, in the writing model 'I'll probably work in my mother's bussiness' on page 25 or 'my mother works in Scotland now' in exercise 7 of the same page. In the culture section, Jamil's family is depicted as 'Asian immigrants', 'My grandfather started his own bussiness and he opened a sari shop', and in the Practical English section the dialogue between Meera and Adam, the girl says about her trip to India 'I was visiting my relatives. My grandmother lives there'.

#### IMPROVEMENT PROPOSALS:

The family topic is very vague and plain within the whole unit. If the title of it is 'Live and learn', family topic should be developed in depth. It is quite complex to develop an intercultural perspective of the family in this book, because it is focussed in drilling exercises after the skills practical explanations, but it could be still improved by modifying the text 'Runaway' and making it more complex developing the conflict between parents and son. More illustrations on different types of family could be added, or open questions about family conflicts in other societies, regarding respect and affectiveness for example.

*Criteria: Social and affective relations are represented in a culturally diverse manner (both sex friends, friends of one sex, with(out) physical contact, affective relationships based on romantic love or pre-established agreements).*

In exercise 2 page 18, students are asked to write sentences about him or her and his/her friends. Sentences like: 'With my friends I'm sometimes...' or 'I like people who are...'

In the text 'Runaway', the main character Hal meets Daniel in his runaway. Daniel is a guy from the street who helps him getting some food by stealing it, and he sometimes begs for money. This depiction is again vague and purposeless.

In the text 'Faces of Britain' in the culture section, Jamil says 'young people like me have accepted British customs. We respect Pakistani customs too, so we go to the pub, but we don't drink alcohol'. His counterpart Natalia says 'I sometimes get homesick, but there are some Polish cafés in town - there are about 5.000 poles living here now-'. In the Practical English section, Adam and Meera's dialogue is very basic despite they are friends.

#### IMPROVEMENT PROPOSALS:

Again, and as it happens with the family topic, relationships are very vague and non complex. If the unit deals with 'Live and learn', of course relationships are an important part of this process. Some proposals of improvement are: In exercise 2 on page 18, instead of doing



students utter plain sentences about him/her and friends, some of the sentences could be formulated for the student to contrast their understanding of friendship and the meaning in other cultures, for example, Islamic, where it is quite rare to find both-sex friendship. Moreover, the text of 'Runaway' seems quite inappropriate because it is as if the important point of the text is a teenager running away, and moreover the text does not develop such action of escaping presenting alternative solutions to the student. Instead, a constructive text on managing conflicts in our culture and in different cultures - more respectable with parents, for example- would be most suitable. The unit deals with personal development and there is not a space for affective relationships or homosexuality as hot topics.

*Criteria: Presentations and greetings include different English-speaking communities and make the student to compare his/her culture with others.*

There are no references to presentations and greetings in the unit. The only resemblance are the "Phrase bank" sections with sentences such as 'Yes, that's a nice idea!' or 'I haven't seen you for ages' or 'Good to see you again'. The unit does not make any reference to other ways of greeting or of introducing someone -for example, in Asian communities they don't shake hands, or in many cultures body contact with the left hand is very rude, or pointing at someone with the feet when sitting down-.

#### IMPROVEMENT PROPOSALS:

There should be room for a "Culture bank" not just at the end of every two units but in every one, telling in a couple of sentences these cultural manners of greeting and presenting. In order to contextualise these expressions in use, they should be included in the texts, given that the texts used should be interculturally related.

### REGISTER

*Criteria: Different people appear speaking in a low register with different English-speaking societies, such as Black English, Indian English, jargons or expressions from different cultures.*

Informal English is used along the whole unit, but without specifying it. Contractions like 'I'm', 'He's doing' or 'He's just seen' are everywhere. These are features of spoken English. On page 18, exercise four, the student is required to classify a set of words from the text 'Runaway' in British English or American English. 'parents' and its counterpart 'folks' (which, by the way, it is very informal, but it is not specified), 'flat' and 'apartment', or 'amazing' and 'awesome' are some examples. Anyway, there are no references to other English not being British or American.

On page 27, within the chart section, there are two circle diagrams on languages in USA showing the linguistic reality of such a big country.

#### IMPROVEMENT PROPOSALS:

Differences between spoken or informal English and other registers should be highlighted, so the student can identify which form is being used. Moreover, the exercise 2 on page 18 should provide the student with other examples or varieties of English from other

parts of the world such as Irish 'what's your banter?' expression por example, or Australian, South African and many more.

Concerning the charts, it is of high interest to show the different languages spoken in USA, but it will be of most concern to show English throughout the world and its coexistence with many other languages (sometimes in coofficiality with English). Furthermore, the questions proposed to comment this charts are true-false whilst it would be more thought-provoking for the student to ask open questions on the linguistic reality of a specific area and comparing it with the student's reality, so he or she could notice that the monolingualism found in Spain is extremely rare in the rest of the world.

*Criteria: Different varieties of social English-speaking groups are represented.*

There are no references to some other varieties as the previously mentioned such as: Black English, Indian English, Basic English. There are no space to provide explanations such as the double negation found in Black English (similar to the double negation in Spanish), or the high level of politeness in Indian English speech.

#### IMPROVEMENT PROPOSALS:

There is room for this questions in the Culture/Practical English section or in the "Phrase Bank" box, so it would be extremely useful for intercultural purposes to notice these relevant questions.

*Criteria: A cultivated language is represented, comprising different societies with specific structures (i.e. India, where people are generally more formal in treatment than British English).*

There are no references nor exercises to a cultivated register. This makes the student not to be aware of this type of register, so the learner will not have a model to imitate when needed (institutional purposes, academic issues, travelling...). However, 4th CSE requires a high competence of language in Spanish, so remarking these features of high English seems to be appropriate too.

#### IMPROVEMENT PROPOSALS:

The student must be aware of different situations he might be forced to overcome. For example, the student should be prepared to face a situation with other students about his or her age, so he would need an informal English. On the other hand, he might be enrolled in an exchange programme, or as it is common nowadays, going abroad to follow some studies. In these cases, the student must be ready to succeed with a more formal English. These two ideas of contrast should be developed in the book but not as an isolated matter but developing them constructively through all the units. One specific part on conversation should be created including these features.

## LIVING CONDITIONS

*Criteria: Different professions related to English-speaking culture are represented (rickshaw driver, sulphur collector, recycling collector...) and not only prototypical jobs from the West.*

The professions mentioned in this unit are: on page 21, one character says that she works in a fast food place; on page 22 there is a picture of a policeman, also mentioned on page 23 along with a teacher. In 'Faces of Britain' within the Culture section, Jamil's grandfather runs a saree shop, but as it is a clothes shop in the end it cannot be taken into consideration in this criteria.

### IMPROVEMENT PROPOSALS:

One of the most common ways of practising English in India is addressing to a rickshaw driver (a 2 wheel-passenger cart) to haggling for the destination price or to get some directions. One of the most health-threatening jobs is done in Malaysia (ex British colony) by workers collecting sulphur in volcanoes. Jobs related to agricultural environment (more present in developing countries) are other examples of illustrating this unit with meaningful intercultural content, maybe through texts or images. This could be perfectly developed in the 'Culture' section, with some open questions to help students think in the jobs surrounding them, and jobs in other types of societies.

*Criteria: Different educative systems are represented (schools, uniforms, mixed classes, homogeneous classes...)*

*Criteria: Healthcare is represented in different ways, along with insalubrity, hospitals, nurses, material, pasteurization...*

I have decided to place both criteria together because there is little reference to educative systems, but no reference to healthcare. Therefore, and considering both basic necessities for living conditions, maybe they should be treated together. Regarding education, on page 21 three students answer a question 'have you finished school yet?' Ashley, 14, from USA, answers: 'you can't leave school here until you're 15' while Lourdes, 16, Spain says 'No, I've had to leave when I am 18'. On page 25, the exercise on writing says 'I also remember my first day at primary school. My teacher's name was Mrs. Hammond, and I was in the first class. I've been at The Sacred Heart Secondary School'. On page 26, in the culture section Natalia says: 'I'm studying tourism at the university here '.

### IMPROVEMENT PROPOSALS:

The texts talk about high school, primary school and university, but it is not treated in depth. There is not a single reference to other education systems and the characteristics linked to them like respect, compulsory education, access to higher studies or illiteracy rates. The same happens with health system. The unit could be modified and instead of presenting on page 21 three students such as Japanese, USA and Spanish, the nationalities and the answer provided should be modified. The text on the writing should be treated from a different perspective too. There are enough options in this unit to cast an intercultural perspective.

*Criteria: The type of housing shown responds to a wide range of constructions, from slums to skyscrapers, mentioning those with no access to housing.*

There are few references to housing in this unit. The first one is on page 19, showing a typical motel in USA. The second one is in the writing text which says: 'When I was young we lived in a different house. It was in a place called Gosforth. We've moved since then, and I've lived here in HJesmond for six years now'. The last mention is on page 26, in the culture section where Jamil says: 'Asians still live in the centre of Bradford and white people live outside, but young people like me have accepted British customs'.

#### IMPROVEMENT PROPOSALS:

There is enough room for developing this criteria too. Students must know that people around the world (whether if they speak English or not) do not have equal access to housing, and house types may vary from one culture to another. If there is any inconvenience presenting this criteria in a developed exercise, some open questions for the student to think is always useful.

*Criteria: Economic system appearing is not just the capitalist but other ones like self-governed, subsistency, communist...*

There is no explicit reference to any economic system. There might be some insinuation like on page 23 where it says: 'Jennifer Lopez [...] has made more than \$225 million. She once had a number 1 movie and a number 1 CD in the same week'. Obviously, this statement is not enough to conclude that the perspective of the unit is capitalist.

#### IMPROVEMENT PROPOSALS:

Students must be aware of the economic system they live in, as well as the alternatives to it. In many English-speaking countries economic system does not work (or has not worked) like ours. For example, India was socialist up to 1990. Many inhabitants under the British Empire (up to 1960-80) lived and live in a subsistency system, based in agriculture and raw materials. This must be reflected, probably not just with open questions to reflect, but with a text dedicated to this criteria in each unit.

### CULTURE

*Criteria: Musical, literary, cinematographic manifestations, or plastic arts represent a wide range of cultures (rythms, movements, ideals, perspectives, efects....).*

The only artistic manifestations deal with cinema, television and music. On page 21, there is a reference to non-western musical manifestations, as it is stated: 'Yes, I've heard some Japanese bands',

uttered by Hiroshi, a Japanese guy. 'Japanese bands' is a generic noun, not providing any proper name to define these bands. On the other hand, on page 22 there is a gapped text concerning 'The changing faces of Michael Backson' -of course making reference to Michael Jackson-, and a graphical depiction of him is adjoined-, on page 23 there is a text called 'When they were young' talking about Eminem, Tom Hanks, Jennifer Aniston and her sitcom Friends, and Jennifer López. On page 24, Mikki Kent, the girl from the Reading, says that she would like to kiss Brad Pitt before she is twenty.

#### IMPROVEMENT PROPOSALS:

There must be highlighted that the only reference to a non-western culture manifestation is shown as a generic: 'Japanese bands'. This is the perfect criteria to show that the books are developed from a western culture perspective, and it avoids other cultures' concerns. 'Kissing Brad Pitt before my twenties' can be taken as a joke or prank, but the text regarding four well-known characters in the Western cultures, it could had been modified including well-known characters in other cultures. If they are not well-known in the student's culture, there is a good chance to introduce them and to show that there is much more apart from the student's inner culture.

*Criteria: Characters in the unit are identified with different nationalities and not just with British or USA nationalities.*

In the text 'Runaway', it is said: 'Approximately, 1'5 million American teenagers run away from home. These are extracts from the diary of a 15-year-old called Hall'. The text says that the main character is, not from USA but from America -methonymically, using the name of the continent to refer the country. On page 21, characters are Hiroshi from Japan, Ashley from USA -here USA is used instead of America-, and Lourdes from Spain. Sentences to complete with since and ago on page 23 use as example 'She went to USA', and 'I haven't been to USA'. In the same page and concerning Jennifer Aniston, it is said that she grew up in Greece and California. The character of the writing sample on page 25 was born in Newcastle, specifically in Gosforth, but then she moved to Jesmond. In the culture section, as it has been previously said, Jamil is from United Kingdom with ascendance from Pakistan, and Natalia is Polish. In the Practical English section, Meera has relatives in India.

#### IMPROVEMENT PROPOSALS:

The only references out of 11 not related to USA or UK are Hiroshi, Lourdes, Jennifer Aniston (in part), Jamil, Natalia and Meera (partially, too). The improvement would be as easy as untie texts and characters from USA and UK and give new nationalities to them. If there is any unknown nationality, it is a good excuse to introduce that country to the student.

*Criteria: Different religions in the same conditions are depicted.*

There are just three references to religion in this unit. The first one, on page 25 in the writing sample. The character says she's 'been at The Sacred Heart Secondary School' and thus we can infer that she's been to a Catholic school. The second reference is in the Culture section, as Jamil says 'We respect Pakistani customs too, so we go to the pub, but we don't drink alcohol'. In fact, it is an euphemism because it is not a Pakistani custom but a Muslim one, and this is not clarified. Natalia, his counterpart,

says -explicitly- 'I sometimes get homesick, but there are some Polish cafés [...] or go to the Catholic church nearby.

#### IMPROVEMENT PROPOSALS:

Two examples -overtly- make reference to Christianity and one -covertly- makes reference to Islam. It is a clear bias that could be solved presenting different religions and not the two major ones. There are countless religions in the world, and there could be a small text giving a brief explanation of any of them, so the student could have access to other forms of beliefs, being explicitly or implicitly.

*Criteria: Free time is represented in various forms, with typical games from many cultures, offering non-consumist alternatives to cinema, DVD, music, shopping...*

There are many forms representing free time in the unit. On page 21, Hiroshi, Ashley and Lourdes answer to the question 'Have you ever been to a rock or pop concert?'. On page 22 and 23 there are references to music such as the previously mentioned Michael Backson, Eminem, Tom Hanks, Jennifer Aniston or Jennifer López as referents of cinema and music. On page 24, the reading 'Teen talk: Before I'm twenty I want to...' two teenagers say what they would like to do. Things like swimming with dolphins, going to Antarctica, playing the guitar, play football in Wembley Stadium, going scuba diving, see elephants in the wild, visiting Disneyland, riding a horse on the beach and see an active volcano are the items. In the forthcoming exercise the student is asked if he has ever: ridden a motorbike/visited another country/been to a sports event/performed on stage/owned a pet/won a prize. All these questions are inside the section 'Experiences'.

#### IMPROVEMENT PROPOSALS:

In the whole unit, as it is shown in the previous paragraph, there are few non-consumist alternatives for the free time, and when presented, it is not explicitly. Anyway, there are non-real or close at hand activities that the student could carry out in normal circumstances, as 'scuba diving' or 'riding a horse on the beach' are little plausible. In experiences, for example, sustainable alternatives should be provided. These sustainable alternatives, are often present in non-consumist cultures or in poorer societies. Alternatives based on solidarity would be very adequate for the student. For example, as 'experiences' volunteering could be presented, or learning different sports from the student's culture like cricket. The alternatives are numerous, and creativeness must be used.

*Criteria: There is diverse cuisine from different English-speaking areas, as well as customs, manners and timetables.*

On page 21, 'Activate your English' box, there is two sentence for the student to conjugate: '(eat) exotic food', and '(cook) for your family'. In the 'Culture' section, Jamil says 'We like fish and chips, but we still eat curry'. There are no further references to food or culinary customs.

#### IMPROVEMENT PROPOSALS:

The presence of cuisine in this unit is extremely poor, and when it does, it is very topical: exotic food, fish and chips and curry do not reflect interculturality. The student must

know that Pakistani people just do not eat curry, and must have clear in mind what exotic food is. The right place for this clarification and development of the criteria would be the 'Experiences' section. Customs such as eating with the right hand, having one light breakfast and two main meals at lunchtime and dinner are not characteristic from USA or UK but from other English-speaking countries like former Asian colonies. South Africa, for example, is extremely rich in culinary habits in its many social groups. This groups use English as lingua franca and should not be missed from English teaching.

*Criteria: Characters' clothing are varied, attending to cultural or religious aspects.*

All clothing follow the same pattern, western-style clothing, without any contrasts among them. There is not a single picture digressing from this perspective.

IMPROVEMENT PROPOSALS:

Again, diversity should be reflected by showing different ways of dressing through pictures and maybe accompanied by some extract or short text.

*Criteria: Prizes and achievements mentioned belong to different English-speaking cultures and not just British or USA culture.*

There are three references to prizes and achievements, and all of them are between pages 22 and 23. On page 22, regarding the text of Michael Backson, it says: 'have thirteen number 1 songs in Albania'. On page 23, in the text 'When they were young' it says that 'Tom Hanks [...] as an actor he won two Oscars', 'Jennifer López [...] once had a number 1 movie and a number 1 CD in the same week.

IMPROVEMENT PROPOSALS:

Differing from English Alive! 2, there are a couple of references about prizes and achievements in this unit, but all of them are related to USA or UK. Michael Jackson was number 1 in Albania, but he was a USA product himself. The same happens with Jennifer López or Tom Hanks' achievement of 2 Oscars. As in English Alive! 2, prizes or achievements such as grants, Nobel Prize, Principe de Asturias Price, Sundance Festival, Golden Palm...should be promoted.

### PROPER NAMES

*Criteria: Characters' names are varied, including different cultures from English-speaking countries.*

The proper names appearing in the unit are: On page 19, Hal, Daniel. On page 21, John, Hannah, George. On page 21, Hiroshi, Ashley, Lourdes. On page 22, Josh Kline, Susan Lynch, Michael Backson. On page 23, Eminem, Tom Hanks, Jennifer Aniston, Jennifer López. On page 26, Mikki Kent, Brian Tomlins, Brad Pitt. On page 26, Jamil Ashraf, Natalya Dykczsak. On page 27, Adam, Meera.

## IMPROVEMENT PROPOSALS:

There are 22 proper names considering just characters, and just 5 are non British/USA names. Compared to English Alive! 2, there are more names belonging to other nationalities/cultures but it is almost 1/5 of the total. As in the previous analysis, it would be enough just by changing names (despite stories should be changed along with the names) to mark intercultural presence in this unit.

## Conclusion:

In English Alive! 2 the perspective offered was very utilitarian; but in English Alive! 4 there can be found slight changes. The complexity of the unit is higher, but the cultural content is meaningless. This statement notwithstanding, the 'Culture' section is very useful but as it is part of the unit closing, the relevance and the chances that the teacher decided to use it decrease. The unit 'Live and learn', as its own name shows, is a perfect setting to learn many aspects, not just regarding linguistics but also culture. However, explicit USA/British culture is absent so it is any reference to any other culture.

## INTERVIEWS TO THE 4ND CSE GROUPS

In IES Barañain there are three 4th CSE groups, and three students were chosen from each, considering to include foreign students as they may feel more sensitive regarding ethnocentrism. In this course one Colombian, one Belarrussian and one Romanian students were interviewed. Besides, a teacher of English for this grade was interviewed too.

## RESULTS:

As it can be seen in table 1 in the annexes section, perceptions in 4th CSE are very diverse. In general, students perceive the textbooks have as a main objective for the student to acquire basic knowledge about the language, focussing in grammar, although some students think communication is the main objective. Most of them consider culture as an important factor in textbooks and they feel they must learn from cultural situations. In the activities part, there is a disparity in answers, but some of them think that even if they should learn from cultural situations, the book does not encourage personal reflection and interest. Most of the students think the textbook does not represent many cultures but it is focussed on the British/American cultures. They also consider that the book does not offer a clear perspective on consumism or ecologism, helping them to think about these concepts. As a limitation it must be said



that the Belarrussian and Romanian students seemed to have a little difficulty to understand some of the questions; some of them were explained again but it seems as if they did not get the idea in questions as 15 or 16. Anyway, the Belarrussian student uttered sentences such as 'I don't learn anything from the intercultural situations because old songs don't seem interesting to me'.

The teacher, on the other hand, provided undefined answers. In general terms, it can be concluded that she thinks the intercultural materials must be handed by the teacher, and the books are quite plain in terms of interculturality because they try to be 'politically correct'. She also stated that she considers the book to be centred in grammar. Finally, she reckons the book itself does not help students to think and be interested on interculturality but this fact is more related with student's attitude.

#### DIFFERENCES BETWEEN 2ND AND 4TH ANSWERS

In table 1 differences between answers are provided in darker colours, the more different the answer is, the darker the colour is. Thus, there is more presence of darker colours in the 4th groups than in the 2nd groups. In the 2nd groups, answers are practically the same, with few exceptions. In the 4th groups, answers differ from a range of acceptance to dislike or disagree with the book, always from an intercultural perspective. The 4th group reasoned question 17 on ecologism as 'there is not presence of ecologism or sustainability within the book' and in fact, and differing from the 2nd textbook where unit 5 is titled 'Planet Earth', there is not a single unit talking about this topic.

Considering similitudes, both grades agreed in the fact that British or USA cultures are predominant (although in 2nd they said mainly that many cultures are represented for question 13 but British/USA cultures are predominant, which is a contradiction; in 4th the half of them said that many cultures were depicted but 6 out of 9 considered British/USA as the main ones. Most of the students from both grades considered that there is not racial discrimination in the book, but one student argued that this was 'because practically all pictures show white people'. Both grades also agreed on question 8 concerning sections represented in their respective units. 2nd and 4th said that either grammar was the main focus on activities, or communicating through texts and speaking, none of them mentioning culture.

On teachers' answers, they are much alike. They do not disagree in any point, and they agree in the fact that the teacher must provide extra material for intercultural purposes. They also agree considering the textbooks to be plain, and centred in British (more than in USA) culture. The 2nd CSE teacher considers trendiness as the main criteria for selecting textbooks whilst the 4th CSE teacher thinks on extra material.

## PROPOSALS: HOW TO CLEAR ETHNOCENTRISM

Once the analysis has been done, it is appropriate to suggest some guidelines for teachers and, why not, for printers to follow in order to avoid ethnocentric perspectives when teaching English (or any language). It is very difficult not to fall in stereotypes and keep a 'clear' view on a language and a culture, so probably these proposals could be improved a bit further. In any case, improvement proposals over this will be very welcome.

There are three different proposals suggested here, depending on many factors such as:

-The availability of materials. Each school does not have access to the same materials as other, so there could be a lack of materials in the Department.

-Timing. Teachers sometimes are run out of time for class preparations and it is easier to follow any book than spending hours and hours trying to find suitable material.

-Student's interest. Learners might not help when trying to offer a 'clear' view on a language or culture, and sometimes they may interfere or delay this process. Other times, some students have more ability in the English class and learn faster and better than others. This may be a handicap to incorporate a free of ethnocentric bias perspective.

Therefore, the perspectives adopted here are three. The first proposal consists on looking for textbooks free of ethnocentric bias. This is a hard work, because as it has been said, publishers practically monopolise the market and almost all of them base their curriculum on linguistic aspects more than on intercultural aspects, and when dealing with culture they focus their interest in Britain/USA. The second proposal is to find specific material free of ethnocentric bias, complementing usual textbooks. However, this proposal is very time-consuming despite the resources being numerous. Complementary materials can be found in internet, in libraries, in other textbooks as part of them (all textbooks have 'Culture' sections, so the teacher should look for these sections and complement the book followed in class), but sometimes is discouraging because of the difficulty, and other times teachers simply don't have the will. The third option might sound as the most economic one in terms of money, but it is also the most challenging, and sometimes teachers are afraid of it or maybe they are not simply qualified to undertake it: turn around the ethnocentric bias in the textbook used and present them to the students overtly. This proposal consists of specifying to the class the ethnocentric bias found in textbooks. Stated like this, it sounds quite feasible because someone may say that the teacher is biased too; but in fact, this is the teacher's job, being able to leave his or her ideology at one side and teach professionally.

New materials:

It is a hard task to find meaningful materials in terms of ethnocentric free bias. NGO's create textbooks to give education different scopes from the conventional ones, but English is not always within the subjects they create these materials for. It is relatively easy to find alternative perspectives for subjects such as Economics, Maths, Spanish Language or History, but when it comes to English it is a different matter. Maybe because teachers are too much concerned on linguistic aspects, or maybe because English has powerful institutions behind like British Council, Cambridge University or Oxford University; be as that it may, finding a whole textbook from another perspective could be challenging. However, the answer is sometimes closer than we think: we try to come to NGOs for example when using some tags as 'solidarity', 'alternative to consumism', 'interculturality'. But the resource can be wellknown by everyone.

During my internship period I found two interesting books, and there are scanned samples attached in the Annexes:

-English Explorer 2 and 4 of the National Geographic Learning and written by Helen Stephenson.

- Aspire (Discover, Learn, Engage) of the National Geographic Learning and written by John Huhges and Robert Crossley.

My purpose is not to analyse these books in the same way as English Alive! 2 and 4 because the aim of this study is to show ethnocentrism and no to analyse ethnocentric free-bias, but I assume that my obligation afther the ethnocentric bias analysis is to find some proposals. Thus, I will just illustrate the criteria with some samples from these three books:

### SOCIAL RELATIONS

*Criteria: The families represented cover a wide cultural range(monogamous, polygamous, heterosexuals, homosexuals, nuclear families, traditional families)...in a complex manner and depth.*

I have found materials depicting the family in a more complex way than English Alive! books, but I have not found any material depicting homosexual or poligamous families. Anyway, on page 90 of English explorer 2 on the topic 'Spending money' the text says that her mother has shown her how to

budget or that it is the character's sister's birthday and she wants to take her to London for the day. On page 18 of *Aspire* there is a depiction of a family with a large amount of food, showing what they eat.

Compared to the previous analysis, here the perspective on the family is more complex than just going to work, because they incorporate topics as affect, responsibility on money and how they carry out social events as feeding.

*Criteria: Social and affective relations are represented in a culturally diverse manner (both sex friends, friends of one sex, with(out) physical contact, affective relationships based on romantic love or pre-established agreements).*

This example is useful for the previous criteria as well; on page 94 of *Aspire* book the topic is 'Talking to parents' and it is based on listening and speaking. There are many open questions as 'what's a good way to avoid arguments?' or 'Which of these topics do your parents or guardians often discuss with you?' and samples as 'the type of friends you are with' or 'your plans for future education'. Then, there is a role play to solve a conflict.

In this topic social relations are presented in a more complex way. I will not place any reference to intercultural relations depictions because this books are full of images on this, but I consider interesting to add here how to approach a conflict situation, compared to 'Runaway' text.

*Criteria: Presentations and greetings include different English-speaking communities and make the student to compare his/her culture with others.*

On page 12 of the *Aspire* book the topic is describing people. If this is taken as presentations, it would be very useful. The starter unit of *English explorer 2* deals about the same issue.

## REGISTER

There are no references to different types of English. More on this on the limitations section of this study. However, on page 41 of the *Aspire* book there is a text called 'The spoken world' making reference to Oral tradition, Advertising language in mass media and Speaking skills today. This would help students to communicate, although I miss some references to different English varieties in the world.

On page 98 of *Aspire* book there is a text on world's language extinction because of main languages as English or Spanish.

## LIVING CONDITIONS

*Criteria: Different professions related to English-speaking culture are represented (rickshaw driver, sulphur collector, recycling collector...) and not only prototypical jobs from the West.*

On page 24 of the English explorer 2 book the topic is called 'Working in Mongolia' and we can see how nomads from this country work with sheeps and furs in extreme cold conditions. It can be compared with English Alive! professions as policeman or teacher.

*Criteria: Different educative systems are represented (schools, uniforms, mixed classes, homogeneous classes...)*

On page 86 of Aspire book there is a text talking about home-schooling. In fact, the topic is called 'what type of school?'. In English explorer 2, the topic on 'Working in Mongolia' also says how nomads attend school.

*Criteria: Healthcare is represented in different ways, along with insalubrity, hospitals, nurses, material, pasteurization...*

On page 80 of English explorer 2, the topic is called 'Your health' and there are three examples provided of people around the world answering to questions as 'Have you lived a healthy life?', or 'Have you ever had any illnesses?' or 'Has your grandmother ever told you her secret for a long, healthy life?'

This topic should be more developed, but it is useful compared to English Alive! absence.

*Criteria: The type of housing shown responds to a wide range of constructions, from slums to skycreepers, mentioning those with no access to housing.*

Unit 5 in Aspire book is titled 'A new home' and deals with different housing around the world, as on page 67 'cultural' tips showing behaviour manners in different cultures when arriving to someone's home.

*Criteria: Economic system appearing is not just the capitalist but other ones like self-governed, subsistency, communist...*

On page 81 of Aspire book the topic is called 'Rebels' and there is a text on Nelson Mandela and the Apartheid. There are also some pictures of Mahatma Gandhi, Che Guevara, Aung Saan Suu Kyi or Emmeline Pankhurst that, along with a listening, students learn how these people contributed to society in different economic and political systems as communism in Myanmar or Cuba, imperialism in India or the right to vote for women.

## CULTURE

*Criteria: Musical, literary, cinematographic manifestations, or plastic arts represent a wide range of cultures (rythms, movements, ideals, perspectives, efects....).*

There is plenty of material about artistic representations in these books, but as an example I am just going to point at one: On page 14 of English Explorer 4 the topic is 'Music explorer' with a text on a

explorer looking for alternative music. After the reading, there are open questions as 'How easy is to discover new music from different countries?'

*Criteria: Characters in the unit are identified with different nationalities and not just with British or USA nationalities.*

*Criteria: Different religions in the same conditions are depicted.*

*Criteria: Characters' clothing are varied, attending to cultural or religious aspects.*

On page 12 of the English explorer 2 book there is a topic named 'Student profiles' where an Afghan girl and an Australian boy compare their profiles and likes. I have joined there these three criteria because, although there are many examples of these three criteria in these books, with this example on 'Student profiles' these three criteria are covered. The Afghan girl, Fekria, is veiled and with different clothing than Jamie, the aussie. Furthermore, she is veiled because Muslim women have the possibility to wear such garment according to religious issues.

*Criteria: Free time is represented in various forms, with typical games from many cultures, offering non-consumist alternatives to cinema, DVD, music, shopping...*

On page 79 of Aspire book there is a text on a pumpking-throwing contest.

*Criteria: There is diverse cuisine from different English-speaking areas, as well as customs, manners and timetables.*

Unit 2 in Aspire book is titled 'What the world consumes' and it shows how different Chinese families do the shopping and what they eat. On page 20 the topic is how to make power of animals, cows, gibbles or fat. On page 22 the theme is Solar cooking.

*Criteria: Prizes and achievements mentioned belong to different English-speaking cultures and not just British or USA culture.*

On page 40 of English explorer 4 the topic is 'Sporting success' and it mentions medals in competitions. It is a worldwide tradition to award sportpeople with medals, as it happens in English Alive! with gold medals. Nonetheless, prizes should wide their scope in these textbooks too.

### PROPER NAMES

*Criteria: Characters' names are varied, including different cultures from English-speaking countries.*

These books use different name typologies in all the units.

As explained, if not perfect, these books are much more suitable than English Alive! textbooks in terms of interculturality, without neglecting the linguistic part of a language/culture. More on limitations in these books in the 'Final conclusions' section of this study.

Another alternative regarding ethnocentric free-bias material is to provide students with specific cultural activities or sheets not being a whole textbook themselves. An example of this statement is extracted from Burlington publisher's book 'Discover ESO'; intercultural activities are scanned and attached to Annexe 5 to illustrate this. This is a book of 1st of ESO but it is very suitable for this intercultural proposal.

From this book we can extract the following intercultural sheets:

-Page 24 shows different types of housing around the world. However, open questions should be added to this brief texts to help the student think.

-Pages 26 and 26 show different countries and people. There are few images in this book, but many drawings, as in page 26 the depiction of a Moroccan boy.

-Page 42 deals with different timetables around the world as in India, England, USA, Belgium and Mexico for school or meals.

-Page 68 explains briefly different food types and dishes around the world as in Denmark, China, England, Nepal, India and Scotland.

As this example on selecting intercultural activities apart from the textbooks shows, it is a very easy task to carry out. The teacher could browse the net or cultural contents in textbooks and after photocopying, hand them to students.

Finally, the last proposal offered here consists on taking to pieces ethnocentric bias in the pre-established materials; here English Alive! 2 and 4. There is not a prescribed way to do this, but much of the effort falls on the teacher. As previously mentioned, it could be argued that maybe the intention is to leave ethnocentric perspective out, but now contents could be biased by the teacher perspective; well, my opinion is that all contents in education are subject to the teacher's perspective but his or her role is to guide students in their learning process, so the teacher must be considered a guide more than a mastermind who knows everything. The teacher must help student to think, and this can be done by the simple way of posing open questions so the student can start the thinking process and draw conclusions on his or her own.

Again, we are not going to dismantle both English Alive! books as this is not the purpose of this project, but some brief guidelines are offered:

-When a bias detected within a textbook, the teacher may have two options: i) to state clearly that an ethnocentric bias is found. With this attitude, the teacher is showing overtly his or her perspective on a culture/language. Noticing bias overtly does not help students to think, it is as given the information chewed.

-Another option is not to show the bias overtly, but start making questions. This is more time consuming, and it may divert the purpose of the ongoing activity; in this case the teacher must evaluate what is more important in that specific moment: following with the carrying out activity or to stop for some time to deal with the ethnocentric bias. When making questions, these must be open so the student can think on his or her own. This is a very problematic option as some students may not pay attention or try to divert by themselves the purpose of the activity and it can be difficult to pick the path again. An example of open question would be the one posed in English explorer book 'How easy is to discover new music from different countries?'

-The teacher must try to get all the attention from the students; this may sound easy but levels of attention in a 25 student class are not always at the same level. This is even harder if the materials used are not attractive for students either. They are people in ages of evolution of cognitive processes and different typologies of students may be present in just one classroom. The best way of catching the class, in my opinion, is to present facts as they really are; not hiding or sweetening information, the teacher must try to be as precise and as honest with information and knowledge as he or she can.



## FINAL CONCLUSIONS

This study casts consistent conclusions. However, there have been some limitations that I would like to point at in the case someone wants to keep further this analysis. Maybe, taking into account these limitations conclusions can be more precise or even modified.

The first limitation found deals with extension. Due to the limit on pages I had to be very cautious of not exceeding it. Limit on time was a handicap; it must be very interesting to keep on this analysis with these limits increased as more on this study could have been done.

The second limitation concerns previous research. Although communicativeness and interculturality are two concepts very present in researchers interests and as I have previously mentioned, ethnocentrism is a goal to avoid but not the preconceived concept from which start through. As English teaching develops, so does interculturality too (not just for the sake of English but language teaching in general) so probably is a matter of time to create general awareness on ethnocentrism.

The third limitation is on the analysis itself. Two units from each book were chosen, but I find more suitable to analyse both books completely. Conclusions had been more concluding with the nine units in each book analysed. This study had been more exhaustive, but again time and page limit left not choice. I would also have liked to analyse more books from different major publishers as Burlington, Cambridge or Collins but it was impossible due to limitations.

The fourth limitation consists on the interviews. Another interesting manner of carrying them out would have been to create questionnaires for the student to tick or rate items in a rank instead of interviews, but I feared they did not understand certain questions so I preferred to interview them so I could go through items explanations when needed. Besides, I consider more suitable to question students on the criteria analysed exclusively, but I feared they had not payed enough attention to those specific points in those specific units and they did not know how or what to answer.

The fifth limitations concerns improvement proposals; I would have liked to analyse exhaustively the proposed bias-free books because they are not perfect and some aspects should be explained in detail. Considering this, I found quite surprising that, materials as those from National Geographic Learning do not make any reference to English in the world (remember that English Alive! had at least one exercise on distinguishing British English from USA English). I may suggest that a possibility on this is the fact that contents should be approved by the British Council or any similar institution and they may dislike the fact of presenting so many English varieties. Another wild guess may be that despite National Geographic Learning's good

intention, in the end all students willing to get any certification or recognition of English must attend Cambridge or TOEFL institution so not trying to confuse students with different varieties they preferred to omit this criteria on Register.

### To sume up

The point of departure of this study was to check if some textbooks for the English subject have an ethnocentric perspective. When doing the analysis, ethnocentrism was the point of view used in every page but this does not mean that the conclusion was going to be that, effectively, this English textbooks are ethnocentric; the conclusion might be that they are bias-free.

On the other hand, several interviews were carried out to help drawing the conclusion along with the analysis; it has been extremely useful to know teachers' and students' opinions on the materials they use. This way, the combination analysis and interviews do casts firm statements on this project.

We can conclude that English Alive! 2 and 4 depart from a ethnocentric perspective when teaching English. Approaches on English teaching have changed enormously in the last decades: from a grammar-translation approach to a communicative approach. Tasks are very present in textbooks nowadays compared to those books focussed just on grammatical explanations and drilling exercises on translating isolated sentences and no pictures at all; nowadays the student is encouraged to speak, to read and to use English actively, but as shown, this is not all the thing. Paradoxically, English language is alive (as the textbooks) and it is spread worldwide: English does not belong to England, Britain or USA, it belongs to all its users and these users cannot be invisible for new learners; new learners must be aware of them because in the world we live in upcoming adults may be aware of differences so they can work on tools to overcome them.

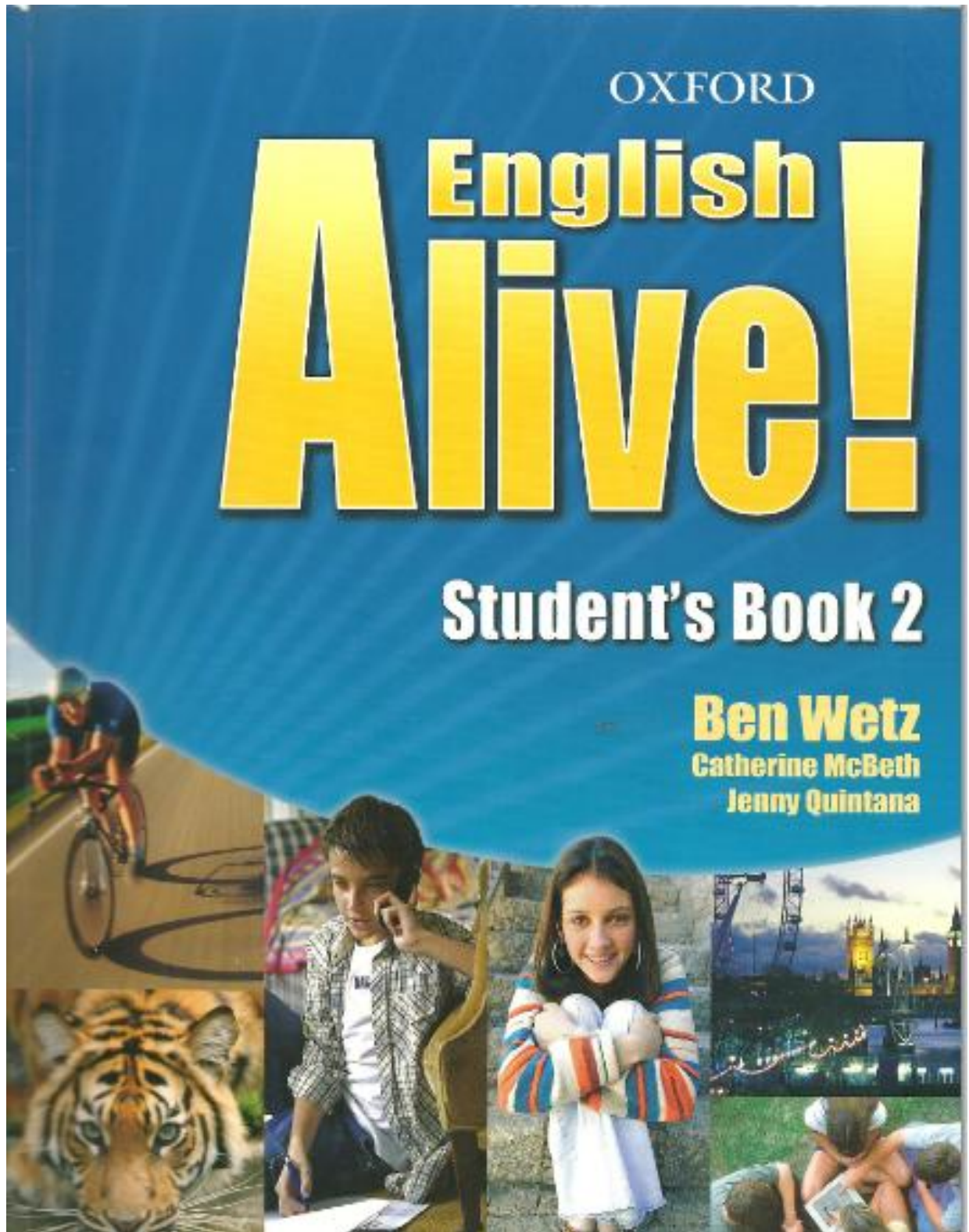
Ethnocentrism in languages is desirable avoidable by the majority of scholars, as it has been seen in previous research; we just have to know how to do it. I hope this guidelines are helpful for a teacher when considering a perspective on the language.

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ANNEXES

Annexe 1: Front page of English Alive! 2 and pages of the unit.



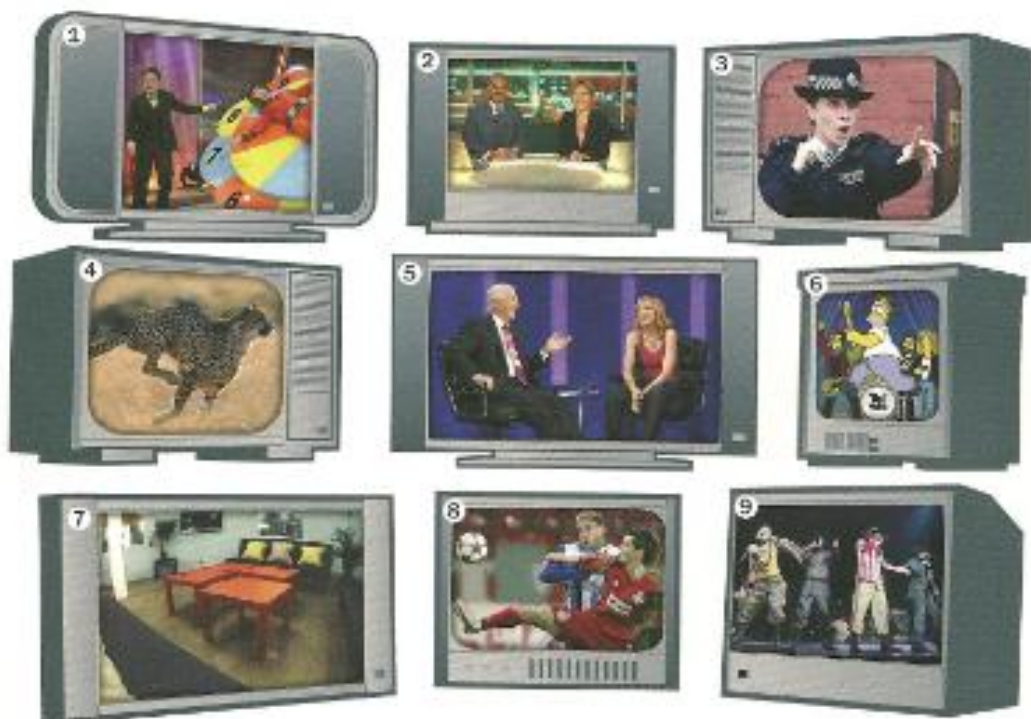
# 2 What's on?

- Vocabulary** - TV programmes  
 - Adjectives of opinion
- Grammar** - Present continuous  
 - Present simple and present continuous  
 - Present continuous with future meaning
- Writing** - A description of a TV programme
- Speaking** - Describing TV programmes

## Vocabulary TV programmes

- 1 Match photos 1-9 with nine of the TV programmes in the box. Then listen and check.  
 7 *quiz show*

comedy programme cartoon quiz show  
 documentary music programme the news  
 police drama reality show soap opera  
 sports programme chat show



- 2 Listen to the extracts from the TV programmes. What types of TV programmes are they?
- 3 Complete the sentences with the names of TV programmes.

*El Comisario* is a police drama.

- 1 ... is a music programme.    4 ... is a soap opera.  
 2 ... is a comedy programme.    5 ... is a chat show.  
 3 ... is a sports programme.    6 ... is a cartoon.

## Activate your English

- 4 Ask and answer questions about TV programmes. Use the words in the box.

like love don't mind don't like hate

- A *Do you like watching documentaries?*  
 B *Yes, I do. I love watching documentaries.*

Word Bank Workbook page 114

## Reading

5  Read and listen to the TV guide. What programme do you want to watch?

 <b>television.com</b>		 Tuesday 1st November	 Your guide to tonight's TV
<b>5.00 p.m. Channel 1: Survive</b>		<b>6.30 p.m. Discovery Channel: Going Tribal</b>	
<p>It's week three of this fantastic reality show. The game is simple: there are ten boys and ten girls on an island without televisions, mobile phones or electricity. The boys and girls form teams and play a lot of difficult games. Every two weeks, one team must leave the island.</p> <p>In this scene from tonight's show, the teams are playing a game called 'Treasure Hunt'. Verdict: ***</p>		<p>Bruce Parry is spending four weeks with the Kombai tribe. He wants to live, eat and sleep like the Kombai. So, he's living in a tree house and he's learning to hunt and cook.</p> <p>Don't miss this documentary series. Bruce is a great presenter and the show is interesting and sometimes funny. Verdict: ****</p>	
		<b>9.00 p.m. Channel 4: Lost</b>	
		<p>It's episode four of this great drama. A plane crashes on an island. 48 people survive but the island has got some dangerous secrets.</p> <p>In these scenes from tonight's show, the survivors are looking for food and water in the forest. But someone, or something, is distracting them. On the beach, Shannon and Sayid are not sunbathing. They are talking and making plans.</p> <p>Verdict: *****</p>	
		 	

6 Read the TV guide again. Answer the questions.

- 1 What type of TV programme is *Survive*?
- 2 How many children are there on the island?
- 3 What are the teams playing in the photo?
- 4 What time is *Going Tribal* on TV?
- 5 Who is the presenter?
- 6 Is he living in a hotel?
- 7 In *Lost* how many people are there on the island?
- 8 What are the people doing in the forest?

7  What do you remember? (8 points)

- 1 *Survive*: Find four examples of the present simple affirmative. (4 points)
- 2 *Going Tribal*: Find two adjectives to describe this show. (2 points)
- 3 *Lost*: How do you say something and someone in your language? (2 points)

## On screen

### Grammar Present continuous

- 1 Study the tables. Then copy and complete the rules.

Affirmative			
The red team	is	playing	a game.
They	are	making	plans.

Negative			
They	aren't	sunbathing.	
Bruce	isn't	living	in a hotel.

Questions			
What are	the survivors	doing	in the forest?
Is	Bruce	learning	to hunt?

#### Rules

We form the present continuous with the verb (1) ... and the (2) ... form.

We use the present continuous to talk about things happening now.

Grammar Book Workbook page 94

- 2 Look at these scenes from the reality show *Forest Survival*. Complete the sentences with the present continuous.

put cook sleep not tidy make help



It's seven o'clock and the members of the red team *are making* breakfast. Harry (1) ... eggs and bacon, and Alice (2) ... him. Jane (3) ... the tent, she (4) ... wood on the fire. They are a good team! The blue team aren't an organised team. They (5) ... in the tent.

fight not play climb look for



In this game, the teams (6) ... gold stars. Jane and Harry (7) ... a tree. The red team have got two gold stars. The blue team have got a problem. Ben, Jenny and Sam (8) ... the game. Jenny (9) ... with Ben.

- 3 Write questions and answers about the photos in exercise 2.

Jane / collect wood / photo 1

*Is Jane collecting wood in photo 1? Yes, she is.*

1 Alice and Jane / talk / photo 1

2 Harry / cook potatoes / photo 1

3 Ben and Jenny / sleep / photo 1

4 Jane / have got a star / photo 2

5 Ben and Jenny / climb a tree / photo 2

6 red team / win / photo 2

- 4 Write more questions about the photos. Then close your books and ask and answer.

A *What is Harry doing in photo 1?*


B *He's cooking.*

### Activate your English

- 5 Imagine you are in a game show. You're staying on an island. You have got five friends in your team. What are you all doing?

*I'm cooking meat and Antonio's sleeping.*

## Vocabulary Adjectives of opinion

6  Check the meaning of adjectives 1–12. Then listen and repeat.

- |               |               |
|---------------|---------------|
| 1 exciting    | 7 interesting |
| 2 boring      | 8 annoying    |
| 3 silly       | 9 serious     |
| 4 great       | 10 rubbish    |
| 5 funny       | 11 safe       |
| 6 frightening | 12 dangerous  |

7 Read the sentences and choose the correct word.



People do silly / safe things on reality shows. This person is wearing animal clothes.



1 This is an annoying / exciting police drama. The cars are driving very fast.



2 They're exploring the Himalayas in this interesting / funny documentary.



3 The audience is enjoying this serious / funny comedy show.



4 This soap opera is serious / dangerous. The actors aren't speaking.



5 This music programme is great / rubbish. Everyone is dancing and singing.



6 It's a boring / frightening film. The man is sleeping.

8 Put the words in the correct column.

Positive	Negative	Positive or Negative
<i>exciting</i>	<i>boring</i>	<i>serious</i>

Pronunciation Word stress

Pronunciation Dash Workbook page 134

## Activate your English

9 Write about things you like and don't like. Use words from exercise 8 to explain your opinions.

*I like surfing the internet because it's interesting.*

free time activities TV programmes  
sports people subjects

Word Bank Workbook page 134



# Wildlife

## Listening

- 1 Read the programme guide and guess if sentences 1–6 are true or false. Then listen and check.

**TV 2** 6.30 p.m. **Totally Wild**

Kate Britten and Tom Mann present this interesting documentary about the mountain gorillas of Central Africa.



This group of gorillas are relaxing. But what happens next?

- 1 Gorillas are dangerous animals.
  - 2 They live in family groups.
  - 3 People never hurt them.
  - 4 Gorillas eat plants.
  - 5 They don't eat insects.
  - 6 They like playing games.
- 2 Listen again. Answer the questions.
- 1 How many mountain gorillas are there in Africa?
  - 2 Where do gorillas sleep?
  - 3 What do gorillas eat?
  - 4 What is the large gorilla eating?
  - 5 What are the young gorillas doing?
  - 6 What does the small gorilla take from Kate's bag?

## Grammar Present simple and present continuous

- 3 Study the table. Then copy and complete the rules. Write present simple or present continuous.

Present simple	Present continuous
They live in groups.	It's eating leaves.
They don't eat meat.	They aren't playing.
Do they eat plants?	What are the gorillas doing?

### Rules

We use the (1) ... to talk about habits and routines.

We use the (2) ... to talk about actions in progress.

**Grammar Bank** Workbook page 94

- 4 **DICTATION** Listen to five sentences. Write the sentences.
- 5 Kate Britten and Tom Mann are now in Alaska. Complete the text with the present simple or present continuous form of the verbs.

Today on *Totally Wild*, we *re watching* brown bears in Alaska. We (1) ... (sit) near a river and a bear (2) ... (walk) in front of us. It (3) ... (look) for food. Brown bears (4) ... (sleep) for five to eight months in winter, so they (5) ... (eat) a lot of food in the autumn. The bears often (6) ... (hunt) in this river. Look! A fish (7) ... (swim) near the bear. Now, the bear has got the fish in its mouth. It (8) ... (eat) the fish.



## Present continuous for future use

- 6 Read the dialogue and the rules. When is Tom having a holiday?

Kate What are you doing next month?

Tom I'm going to Greece.

Kate Are you working?

Tom No, I'm not. I'm having a holiday.

## Rules

- 1 We can use the present continuous to talk about future arrangements.
- 2 We often use the present continuous with time expressions such as *tomorrow*, *next week*, *next month*.

Grammar Bank Workbook page 94

- 7 Complete the emails with the verbs in the box.

not work not do go make travel

Hi Amy,

We *re travelling* to America next month because we (1) ... an exciting documentary about eagles. Tom (2) ... with us this time because he's on holiday. So we need an animal expert. Can you help?  
Kate

Hi Kate,

Thanks for the email. I'm busy next week. I (3) ... to Africa to make a programme about elephants, but I (4) ... anything next month, so I can go to America with you. It's a really interesting project. I can't wait!  
Amy

## Activate your English

- 8 Imagine you are making a nature documentary programme. Plan your programme.

*I'm making a documentary programme about turtles ...*

what when where who ... with

## Grammar consolidation

- 9 Complete the dialogue. Use the present simple or the present continuous. Then listen and check.

## IT'S A GREAT PROGRAMME!

Anna What (1) ... (you do), Nick?

Nick I (2) ... (look) for my favourite football DVD.

Sal Football?

Nick Yeah, I'm mad about football. I (3) ... (have got) fifteen football DVDs.

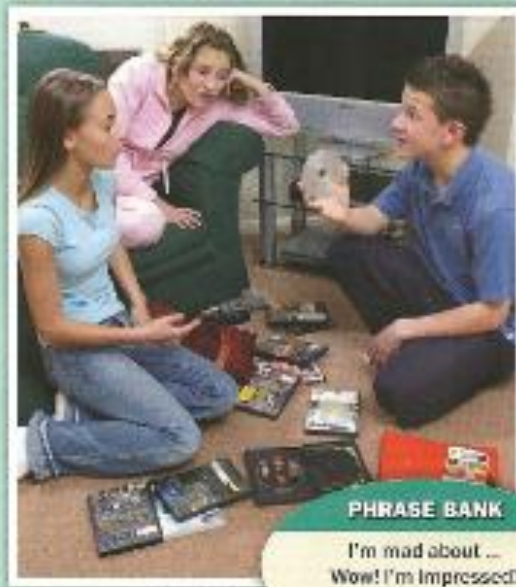
Sal Wow! I'm impressed!

Anna I (4) ... (not watch) football. It's so boring. It's Monday and I (5) ... (always watch) my favourite soap opera on Monday.

Nick Soap operas (6) ... (be) rubbish!

Anna No, they're not! Hey, Sal, where (7) ... (you go)?

Sal I (8) ... (go) home. There's a great music programme on tonight. I never miss it.



## PHRASE BANK

I'm mad about ...  
Wow! I'm impressed!  
It's so boring.  
I never miss it.

- 10 Translate the Phrase Bank. Then listen and repeat.

Word Bank Workbook page 114

# Favourite programmes

## Reading

1 Read the quiz. Then do the quiz and compare your answers.

1 How much TV do you watch every day?

- A I never watch TV.
- B Five or six hours, more at the weekend.
- C About two hours, after I finish my homework.

2 A new soap opera is starting on TV. Your best friend wants to go out. What do you do?

- A I go out. I hate soap operas.
- B I stay in. I love soap operas.
- C I go out and watch the soap opera the next day.

3 Your mum asks you what you want for your birthday. What do you say?

- A Some DVDs.
- B A TV.
- C New clothes and new CDs.

4 What type of TV programmes do you watch?

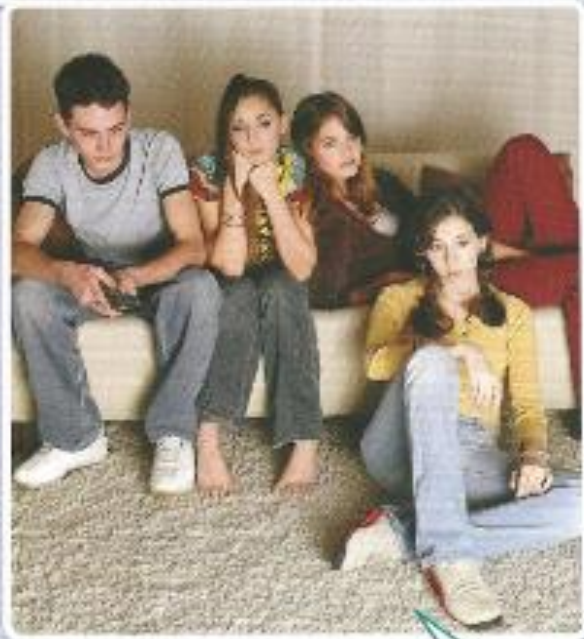
- A I don't watch anything. All TV programmes are rubbish.
- B I watch everything.
- C I only watch the really interesting programmes.

5 They're filming your favourite police drama in your town on Saturday. What do you do?

- A Stay at home. I'm not interested in actors.
- B Take a sleeping bag and some sandwiches and camp in town for three days.
- C Take a friend and a camera.

6 You're doing an exam in the morning. What do you do the night before?

- A Tell my family, 'You can't watch TV, I'm revising and I need silence!'
- B Watch TV, I can revise in the morning before the exam.
- C Revise for two or three hours and then watch TV.



Are you a  
TV addict?

- Mostly As** You're not a telly addict, in fact, you think that all TV is rubbish. Come on! It's OK to watch TV sometimes!
- Mostly Bs** You're definitely a telly addict. You watch TV all the time. Stop! There's more to life than TV.
- Mostly Cs** You think that TV is OK, but it isn't everything! Friends and schoolwork are also important to you.

## Listening

2 **SKILLS FOCUS** Listening for gist

Robert works for a TV company. He's interviewing some people in the street. Listen and answer the question.

Who watches more TV?

A Mark B Sarah

3 Listen again. Answer the questions.

- 1 How much TV does Mark watch every day?
- 2 What type of programmes does he like?
- 3 What type of programmes doesn't he like?
- 4 Why does he like *The Simpsons*?
- 5 How much TV does Sarah watch every day?
- 6 Why hasn't Sarah got any time?

## Writing A description of a TV programme


### My favourite TV programme

My favourite TV (1) ... is the American series, 'Smallville'. I like Smallville because the stories in the programme are great. I also think that it's exciting.

In the series, Superman, or Clark Kent, is a teenager. He lives with his family in the quiet (2) ... of Smallville. He (3) ... to school and does normal things with his friends, but he also uses his powers to help people.

In my opinion, the best character is Lex Luthor. I like Lex Luthor (4) ... he's interesting and he becomes Superman's enemy.



- 4  **MODEL** Read the model text. Guess words 1-4. Then listen and check.

#### 5 LANGUAGE POINT Giving opinions

Find these examples in the model text and translate them.

- 1 My favourite ...
- 2 I like it because ...
- 3 I also think that ...
- 4 In my opinion, ...

- 6 Complete the sentences in exercise 5 about a TV programme you like.

My favourite TV programme is *Los Serrano*.

- 7 **PREPARATION** Think about your favourite TV programme. Make notes to answer the questions.

- 1 What is the title of the programme?
- 2 What type of programme is it?
- 3 Why do you like it?
- 4 What happens in the programme?
- 5 Who is your favourite character?

- 8 **TASK** Write about your favourite TV series or soap opera. Look again at the model text and use your ideas from exercise 7.

#### WRITING PLAN

Paragraph 1: Information about the programme

*My favourite TV programme is ...*

Paragraph 2: Content of the programme


*The programme is about ...*

Paragraph 3: Favourite part or character

*In my opinion, ...*

## Culture

### Family life

- 1 At what times do you think British teenagers usually ...
- 1 get home from school?
  - 2 eat in the evenings?
  - 3 go to bed?
- 2  Read and listen to the text. Check your answers to exercise 1.

I live in Bristol with my mum, dad and sister. I usually get home from school at four o'clock and then I do my homework. Mum arrives home from work at five thirty and makes our dinner. My sister and I eat at six thirty, but Mum doesn't eat with us because she eats with Dad later. On Tuesday, I go to ballet classes after school and on Thursday, I have swimming lessons. We often have pizza, fish and chips, or a curry from the local take-away restaurant on Friday. This Saturday, we're going to a Chinese restaurant because it's my birthday. I go to bed at ten o'clock.



I live on a farm in a small village in North Wales. I live with my mum, dad, brother and sister. Our school is in another village, so I travel there on the school bus every morning. I get home from school at about half past three. I do my homework and then I help Dad on the farm. We have dinner at about six o'clock. After dinner, I read or watch TV or DVDs. I love watching films. This weekend, I'm going to the cinema with some friends. I usually go to bed at half past ten.



- 3 Read the text again. Answer the questions.
- 1 Does Hannah eat dinner with her parents on weekdays?
  - 2 What does she do on Tuesday and Thursday?
  - 3 What does the family usually eat on Friday?
  - 4 Where is Hannah's family going at the weekend?
  - 5 How does Robert go to school?
  - 6 What does Robert do before he has dinner?
  - 7 What is he doing at the weekend?

### COMPARING CULTURES

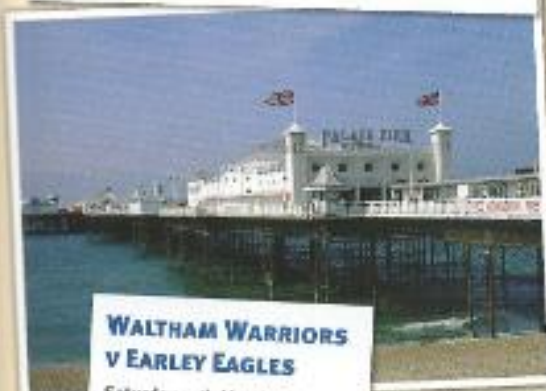
- 4 Answer the questions about your family life.
- 1 What time do you get home from school?
  - 2 Do you do your homework before or after dinner?
  - 3 When do you eat in the evening?
  - 4 Do you often eat in a restaurant?
  - 5 What do you do in the evening?
  - 6 What time do you go to bed?

# Practical English

## Diaries

1 Look at the information in Anna's diary. Answer the questions.

Monday 23rd	
Tuesday 24th	4.30 pm. Meet Sal and Paul at new café.
Wednesday 25th	5.00 pm. Go swimming with Meg.
Thursday 26th	
Friday 27th	7.30 pm. Sleepover at Jen's house.
Saturday 28th	10.00 a.m. Nick's football match.
Sunday 29th	Brighton with Mum, Vest Nani and Grandad.



### WALTHAM WARRIORS V EARLEY EAGLES

Saturday 15th March,  
10 a.m.

At Earley School  
Meeting p.m. at Waltham Road  
Bus leaves at 9.30 a.m.

- 1 Who is Anna meeting on Tuesday?
- 2 What sport is she doing this week?
- 3 Who is she staying with on Friday?
- 4 What sport does Nick play?
- 5 What time is Anna going to the match?
- 6 Who is going to visit Anna's grandparents?

## Dialogue Making arrangements

2 Read and listen. When do Sal and Anna arrange to meet?

- Sal Hi, Anna. I've got a new DVD. Do you want to watch it with me?
- Anna Yeah, of course. When?
- Sal How about Friday night?
- Anna Sorry! I'm busy. I'm going to a sleepover at Jen's house.
- Sal I'm free on Saturday afternoon. What about you?
- Anna I'm not doing anything.
- Sal Great. Let's meet on Saturday, then. Do you want to come round to my house at four o'clock?
- Anna Yes, all right. See you then.



### PHRASE BANK

How about ...?  
I'm free on ...  
What about you?  
Come round to my house.  
See you then.

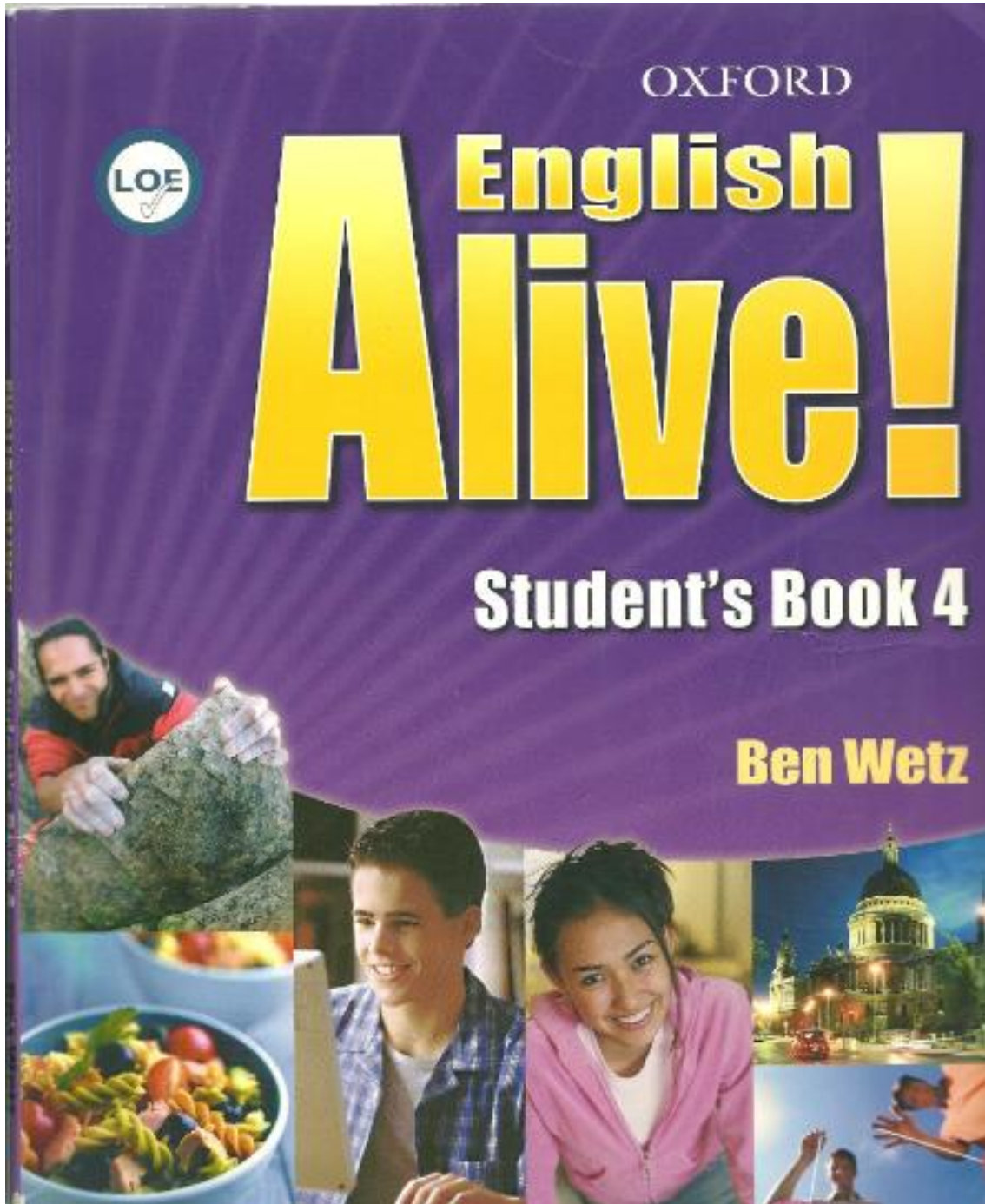
3 Listen and repeat.  
Focus on your rhythm and intonation.

Word Bank Workbook page 114

### Activate your English

4 Prepare and practise a new dialogue about your arrangements for next week. Arrange to meet your partner.

Annexe 2: Frong page of English Alive! 4 and pages of the unit.



# 2 Live and learn

**Vocabulary** - Adjectives; antonyms  
- Past participles  
**Grammar** - Present perfect  
- Past simple and past perfect  
- Past simple and present perfect  
- for time and age  
**Writing** - A life story  
**Speaking** - Responding to ideas

## Vocabulary Adjectives; antonyms

- 1** Find the meaning of the blue words. Then listen and repeat. Do you agree or disagree with each opinion?

Politicians are honest and fair.

*I don't really agree with that.*

What's your opinion?

- 1 Politicians are honest and fair.
- 2 I always feel secure when I walk around in my town.
- 3 People from my country are very emotional.
- 4 Mature people are usually happy.
- 5 Sociable friends are better than reliable friends.
- 6 People in my country are tolerant of different races and religions.
- 7 School teaches you to be responsible.

- 2** Look at the words in the box. Find pairs of opposites with the blue words from exercise 1.

*I fair - unfair*

immature unreliable insecure unemotional  
unfair irresponsible intolerant

Pronunciation Word stress

Pronunciation Bank Workbook page 134

### Activate your English

- 3** Write sentences about you and your friends. Use adjectives from exercises 1 and 2.

- 1 With my friends I'm sometimes ...
- 2 With my family I'm not usually ...
- 3 I try to be ...
- 4 I want to be more ...
- 5 I like people who are ...
- 6 I don't like people who are ...
- 7 Parents should be ...

Word Bank Workbook page 134

## Reading

- 4** **WORD SEARCH** Read and listen to the text. Copy and complete the table with American English words which have the same meaning as 1-6.

British English	American English
1 parents (noun)	
2 fat (noun)	
3 autumn (noun)	
4 amazing (adjective)	
5 I suppose (verb)	
6 tramps (noun)	

- 5** Look again at the text. Who felt these emotions?

- 1 angry
- 2 emotional
- 3 irresponsible
- 4 responsible for Hal
- 5 embarrassed

- 6** Read the text again and answer the questions.

- 1 Why did Hal leave home?
- 2 What did he plan to do in Philadelphia?
- 3 How did Hal feel when he received his sister's email?
- 4 Why didn't Hal sleep well in the park?
- 5 How did he spend his money in Philadelphia?
- 6 How many days was Hal in Philadelphia before he met Daniel?
- 7 How did Hal feel when he spoke to Daniel? Why?
- 8 How was Daniel getting money and food?



# Runaway

Every year, approximately 1.5 million American teenagers run away from home. These are extracts from the diary of a 15-year-old runaway called Hal.

## MONDAY

<sup>5</sup> I've left home. I had a massive argument with my folks last night. I got up at five o'clock, put some things into my backpack and left the apartment. At seven o'clock I got on a train. I have food from home and about twenty dollars. One of my older cousins moved to Philadelphia in the fall, so maybe I can stay with him.

Philadelphia's awesome! I've phoned my cousin five times but there's no answer. I guess I'll sleep in a motel tonight. If they ask me for identification, I'll say that I lost it. I've been in Internet cafés most of the day.

I've just read an emotional email from my little sister. She said she was crying. That's awful! I guess I've been irresponsible, but my folks were unfair with me.

## TUESDAY

Motel rooms were expensive, so I bought a blanket and I stayed in the park. There were buses and strange people there, and I felt very insecure.

<sup>20</sup> I slept maybe an hour and someone stole my backpack. It's two o'clock in the afternoon and I haven't eaten yet today. I've already spent all of my money. I don't know anybody here. I have never felt so alone.

<sup>25</sup> This guy Daniel gave me some food. He laughed at my story. 'At least you have parents,' he said. I was embarrassed. Daniel's sixteen and he's been on the streets for two months, stealing food and sometimes begging for money. I haven't <sup>30</sup> stolen yet and I don't want to start. At first this was an adventure. Now it feels like a nightmare.



### 7 RECYCLE Routines

Write a list of verbs to describe your daily routines. Then imagine that you are a runaway. Write a paragraph about a day in your life.

*sleep, get up...*

### 8 TALKING POINT Ask and answer the questions.

1. What do you think about Hal?
2. What problems do teenagers have?
3. Was there a better solution for Hal's problems?
4. How long could you survive in a big city?
5. What do you think Hal did in the end?

# Growing up

c/b ✓

## Grammar Present perfect

## yet, already and just

1 Read the rules and examples. Then complete the table.

Rules		
We use the present perfect to describe a situation or experience which happened in the past where:		
1 the time period hasn't finished. I <b>haven't eaten</b> today. (Today has not finished.)		
2 the action is complete but it has an effect now. I <b>ve left</b> home. (I am on the streets now.)		
Affirmative and Negative		
I've / I haven't		left home.
He's / He (1) ...		been on the streets.
(2) ... / They haven't		sent a text.
Questions		
Have you		left home?
Has he	(man)	been on the streets?
(3) ... they		sent a text?

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2 Hal is now at home again. Complete the sentences with the correct form of the verbs. Use the present perfect.

- Hal ... (not run away) again.
- He ... (speak) a lot with his parents.
- Hal's mum and dad ... (be) more tolerant.
- They ... (not ask) him about Philadelphia.
- They ... (decide) to speak more often.
- Hal ... (be) more sociable with his parents.
- Hal ... (stay) at home more this week.
- He ... (not watch) TV in his room every night.

### Activate your English

3 Write sentences about your life in the last five years. Use affirmative and negative forms of the present perfect.

*In the last five years I haven't changed a lot.*

- |                        |                     |
|------------------------|---------------------|
| 1 (change) a lot       | 4 (learn) a lot     |
| 2 (meet) nice people   | 5 (buy) a new phone |
| 3 (become) more mature | 6 (be) abroad       |

4 Translate examples a-d. Then answer questions 1-4.

- Has she spoken to you yet?
- I haven't eaten anything yet.
- I've already spent most of my money.
- I've just read an email.

- Where in a sentence do we put yet?
- Do we use yet in affirmative sentences?
- Which action happened very recently?
- Where in a sentence do we put already?

Grammar Book Workbook page 94

5 Look at the information. Then make sentences with (not) yet and already.

	John	Hannah	George
wake up	✓	✓	✓
get up	X	✓	✓
have breakfast	X	X	✓
go to school	X	X	X

they (wake up) *They have already woken up.*

- John (get up)
- Hannah and George (get up)
- John and Hannah (have breakfast)
- George (have breakfast)
- Hannah (go to school)?
- John and George (go to school)?

6 Write sentences to explain the situations. Include just and the present perfect.

George / smile / see a friend

*George is smiling because he's just seen a friend.*

- They / walk / miss the bus
- Hannah / laugh / see a funny film
- Her friend / scream / find a spider
- The boy / run / steal some bread
- John and George / study / arrive at the library
- I / frown / hear some bad news

### Vocabulary Past participles

- 7 Copy and complete the table with the past participles of the verbs in the box. Then look at the irregular verbs list on page 144 of the Workbook and check your answers.

wear see work be drive buy do play  
have cook leave pass decide eat  
sleep study take

Regular	Irregular
	wear - worn

- 8 Read about three teenagers and complete 1-10. Use participles from exercise 7.

### Activate your English

- 9 Complete the sentences with your ideas. Use verbs from exercise 7.

- 1 I've already ... 4 I've often ...  
2 I haven't ... yet. 5 My parents have ...  
3 I've never ... 6 They've never ...



- 10 Make questions using the present perfect. Then ask and answer.

*I love you ever played in a band?*

- 1 (play) in a band 6 (drive) a car  
2 (eat) exotic food 7 (wear) traditional clothes  
3 (see) a live concert 8 (be) to another country  
4 (have) an interview 9 (cook) for your family  
5 (sleep) in a tent

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## Have you ever ... ?

	 <b>Hiroshi, 18 (Japan)</b>	 <b>Ashley, 14 (USA)</b>	 <b>Lourdes, 16 (Spain)</b>
Have you (1) ... school yet?	No, I haven't (2) ... my final exams yet.	You can't leave school here until you're 15.	No, I've (3) ... to leave when I'm 18.
Have you ever (4) ... a car?	Yes, I've just passed my driving test.	No, I haven't.	Yes. My dad has just (5) ... a new jeep, and I drove it in the country yesterday.
Have you ever (6) ... on holiday without your parents?	No, I haven't.	Yes, I've been to summer camp.	Not on holiday, but I've (7) ... English abroad.
Have you ever (8) ... a job?	Yes, I've (9) ... in my father's shop this year.	Yes, I'm working in a fast food place on Saturdays.	No, I haven't.
Have you ever been to a rock or pop concert?	Yes, I've (10) ... some Japanese bands.	Yes, I have.	Yes, but only two bands have played in my town.

# Years ago

## Listening

1 Look at the photographs of Josh and Susan and guess which person...

- ... has had three different hairstyles this year.
- ... was shy and insecure as a teenager.
- ... has been a teacher for two years.
- ... has been a police officer since 2004.
- ... is much more responsible and tolerant now.
- ... was a rebel at the age of fifteen.

## CHANGES

Eight years ago, Josh Kilne and Susan Lynch were sixteen. What are they doing now and how have they changed?



2 Listen and check your answers.

3 Listen again and complete the sentences.

Josh:

- At sixteen I was quite ...
- I smoked a lot and I ...
- I've been much fitter since I ...

Susan:

- I've changed quite a lot, but I'm still basically ...
- I felt a bit insecure about ...
- I became a lot more sociable ...

## Grammar Past simple and present perfect

4 Match examples 1-4 with rules a and b.

- I argued with my parents yesterday.
- I've changed in the last six years.
- I've been a teacher for three years.
- I ran away when I was sixteen.

### Rules

- a The past simple describes completed actions in the past.
- b The present perfect often describes unfinished time periods.

Grammar Bank Workbook page 94

5 Complete the text with the correct form of the verbs. Use the past simple or the present perfect.

### The changing faces of Michael Backson

Michael Backson (1) ... (be) a pop singer since he was seven years old. When he (2) ... (be) young he sang with his brothers in The Backson Five. Then he (3) ... (start) a solo career, and since 1979 he (4) ... (have) thirteen number 1 songs in Albania. But Michael (5) ... (have) problems in his life. He is immature and insecure because his childhood (6) ... (be) difficult. In the last twenty years, his appearance (7) ... (change) a lot, but he says that he (8) ... (not have) plastic surgery.



6 Look at time expressions 1-8. Are they finished (F) or unfinished (U)?

- |             |                          |
|-------------|--------------------------|
| 1 this year | 5 last weekend           |
| 2 last year | 6 in the last few days   |
| 3 today     | 7 when I was younger     |
| 4 yesterday | 8 since I started school |

7 Make sentences about you using the past simple and present perfect. Use the time expressions from exercise 6.

*I've studied a lot this year.*

study see watch write go like have buy

### for, since and ago

- 8 Translate examples 1–3. Then complete rules a–b with *for*, *since* and *ago*.

How long have you had that job?

- I've been a teacher for three years.
  - I've been a police officer since 2004.
- When did you stop smoking?
- I stopped smoking three years ago.

#### Rules

- With the past simple we use ... with a period of time.
- With the present perfect we use ... with a period of time and ... with a point in time.

Grammar Bank Workbook page 24

- 9 Write *since*, *for* or *ago* for sentences 1–8.

- I haven't seen my sister ... three years.
- She went to the USA two years ...
- She says that she's changed ... she's been there.
- I spoke to her a few days ...
- She's had a boyfriend there ... a year.
- They've been together ... Christmas.
- She sent me a plane ticket a week ...
- I'm excited. I haven't been to the USA ... 2001.

- 10 **DICTIONARY** Listen to five sentences. Then listen again and write the sentences.

### Activate your English

- 11 Make questions and write your answers. Use *for*, *since* and *ago* in the answers.

How long have you...?	When did you...?
(live) in this town	(get up) today
(study) English	(start) secondary school
(be) at this school	last (clean) your teeth
(know) the person next to you	last (go) on holiday
(be) a genius	

### Grammar consolidation

- 12 Choose the correct words. Then listen and check.

### When they were young



Eminem (1) ... a happy time when he was a child. When he (2) ... school, he was already a good rapper. He often says that he will retire, but he hasn't stopped (3) ...

Tom Hanks (4) ... any talent when he was at school. But he has been interested in acting (5) ... he was young, and in his career as an actor he (6) ... two Oscars.

Jennifer Aniston grew up in Greece and California. She acted (7) ... ten years in the TV series *Friends*. Since then she (8) ... a popular film actress.

Jennifer Lopez has (9) ... been married three times and has made more than \$255 million. She once (10) ... a number 1 movie and a number 1 CD in the same week.

A	B	C
1 hasn't had	not had	didn't have
2 has left	left	did leave
3 yet	still	already
4 not show	didn't show	hasn't shown
5 ago	for	since
6 win	won	has won
7 for	since	ago
8 become	has become	became
9 already	just	yet
10 have	had	has had

# Experiences

## Reading and Speaking

- 1 Read the article. Complete the sentences with five ideas from Mikki and Brian's lists.

I really like the idea of *swimming with dolphins*.

- 1 I really like the idea of ... (verb + -ing)
- 2 I really want to ... (verb)
- 3 I've always wanted to ... (verb)
- 4 I've never really wanted to ... (verb)
- 5 I'm not interested in ... (verb + -ing)

- 2 Compare your sentences with a partner.

### PHRASE BANK

#### Responding to Ideas





Yes, that's a nice idea!  
That sounds good.  
I don't like the sound of that.  
No, I'm not sure about that either.  
No, me neither.

Word Bank Workbook page 114

## Teen talk

Before I'm twenty, I want to ...

We asked you to send us your list of the six things which you most want to do before you're twenty. Here are our favourite lists.

 <b>WINNER! Mikki Kent</b>		<ol style="list-style-type: none"><li>1 Swim with dolphins.</li><li>2 Go to Antarctica.</li><li>3 Meet all of my cousins.</li><li>4 Learn to play the guitar.</li><li>5 Make my parents proud.</li><li>6 Kiss Brad Pitt.</li></ol>
 <b>WINNER! Brian Tomlins</b>		<ol style="list-style-type: none"><li>1 Play football in Wembley Stadium.</li><li>2 Go scuba diving.</li><li>3 See elephants in the wild.</li><li>4 Visit Disneyland.</li><li>5 Ride a horse on the beach.</li><li>6 See an active volcano.</li></ol>

- 3 **SKILLS FOCUS** Making conversation

Read the questions in columns A and B. Then listen to the conversation. Which questions do they ask?

A


Have you ever...  
... ridden a motorbike?  
... visited another country?  
... been to a sports event?  
... performed on stage?  
... owned a pet?  
... won a prize?

B

When was that?  
Where were you?  
Was it good?  
Who was with you?  
Did you take any photos?  
Do you want to do it again?

- 4 Work with a partner. Ask and answer questions from columns A and B.

## Writing A life story

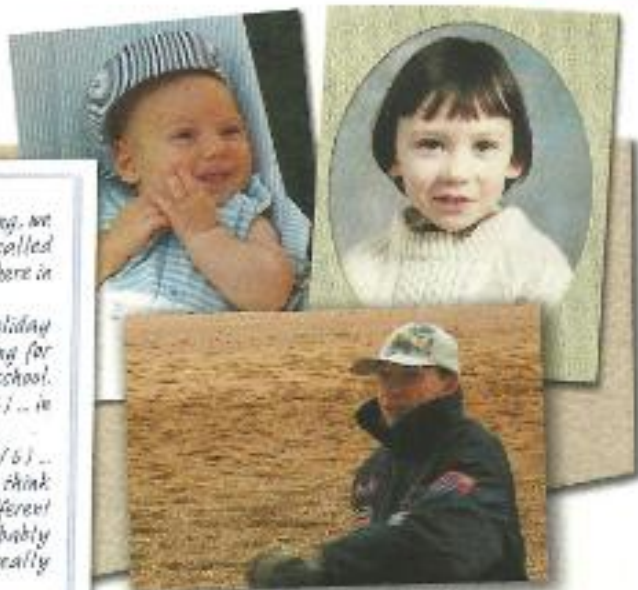
- 5  **MODEL** Read the text and guess the missing words. Then listen and check.

### My life

I was born in Newcastle in 1992. When I (1) ... young, we lived in a different house. It was in a place called Gosforth. We've moved since then, and I've (2) ... here in Jesmond for six years now.

My earliest memory is very clear. We (3) ... on holiday in France and I was playing on the beach, looking for shells. I also remember my first day at primary school. My teacher's name was Mrs. Hammond, and I (4) ... in the first class.

I've been at The Sacred Heart Secondary School (5) ... three years. I've changed since I was young. I think that I'm more sociable now, and my hair is a different colour! When I finish secondary school, I'll probably work in my mother's business. Before I'm old I really (6) ... to go on a safari!



### 6 LANGUAGE POINT Using different tenses

Match sentences 1–5 with a–e. Name the tenses.

- I think that I'm more sociable now.
- I cried in the first class.
- I was playing on the beach.
- We've moved since then.
- I'll probably work in my mother's business.

- an action which started in the past and has an effect now
- a finished action
- a prediction or hope for the future
- a situation or action in the present
- an action in progress in the past

### 7 Complete the sentences with the correct form of the verbs. Use the tenses from exercise 6.

- My father ... (sail) when he fell into the water.
- We ... (live) in this area since 2004.
- My father ... (go) to the same primary school.
- My mother ... (work) in Scotland now.
- I hope that I ... (be) happy when I'm older.

- 8 **PREPARATION** You are going to write three paragraphs about your life. Make notes to answer the questions.

- Where were you born?
- Have you moved house or do you live in the same place?
- What's your earliest memory?
- Do you remember primary school?
- How long have you been at secondary school?
- Have you changed much since you were young?
- What do you think you'll do when you finish school?
- What do you really want to do before you're old?

- 9 **TASK** Write about your life. Look again at the model text and use your ideas from exercise 8.

#### WRITING PLAN

##### Paragraph 1: First years

*I was born in ...*

##### Paragraph 2: Early memories

*My earliest memory ...*


##### Paragraph 3: Now and the future

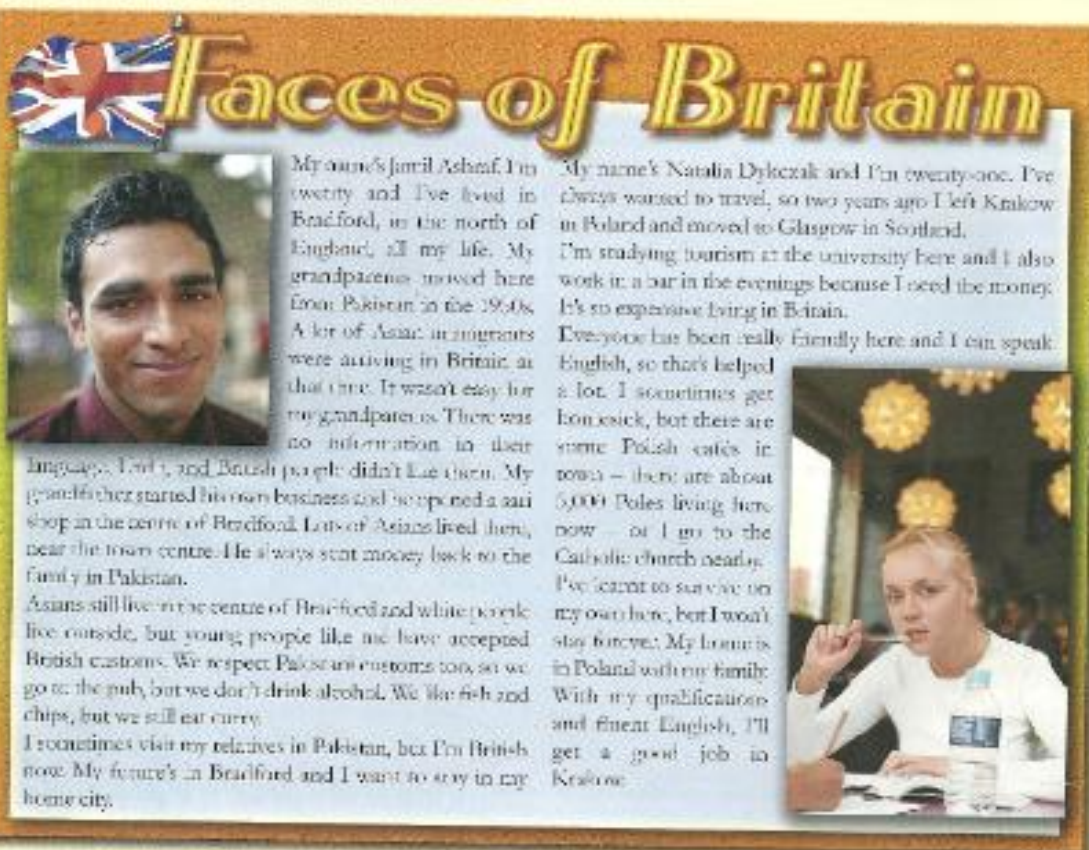
*I've been at ...*

*When I finish ...*

# Culture

## Multicultural Britain

- 1 Look at the pictures. Who do you think is British, the man or the woman? Why?
- 2  Read and listen to the text. Check your answer.



### Faces of Britain

My name's Jamil Ashraf. I'm twenty and I've lived in Bradford, in the north of England, all my life. My grandparents moved here from Pakistan in the 1940s. A lot of Asian immigrants were arriving in Britain at that time. It wasn't easy for my grandparents. There was no information in their language, and British people didn't like them. My grandfather started his own business and he opened a taxi shop in the centre of Bradford. Lots of Asians lived there, near the town centre. He always sent money back to the family in Pakistan. Asians still live in the centre of Bradford and white people live outside, but young people like me have accepted British customs. We respect Pakistani customs too, so we go to the pub, but we don't drink alcohol. We like fish and chips, but we still eat curry. I sometimes visit my relatives in Pakistan, but I'm British now. My future's in Bradford and I want to stay in my home city.

My name's Natalia Dylczak and I'm twenty-one. I've always wanted to travel, so two years ago I left Krakow in Poland and moved to Glasgow in Scotland. I'm studying tourism at the university here and I also work in a bar in the evenings because I need the money. It's so expensive living in Britain. Everyone has been really friendly here and I can speak English, so that's helped a lot. I sometimes get homesick, but there are some Polish cafes in town – there are about 5,000 Poles living here now – or I go to the Catholic church nearby. I've learnt to survive on my own here, but I won't stay forever. My home is in Poland with my family. With my qualifications and fluent English, I'll get a good job in Krakow.

- 3 Read the text again and write true or false. Explain your answers with information from the text.
  - 1 Jamil was born in Bradford.
  - 2 Jamil's grandparents had problems when they arrived in Britain.
  - 3 Jamil wants to do everything like British people.
  - 4 Natalia works in a bar because she wants to meet people.
  - 5 Natalia can meet other Polish people in Glasgow.
  - 6 Natalia has got the same ambitions as Jamil.

### COMPARING CULTURES

- 4 Answer the questions.
  - 1 Is your country multicultural?
  - 2 What about your area?
  - 3 What are the advantages of a multicultural society?
  - 4 Would you like to study in another country? Why? / Why not?



# Practical English

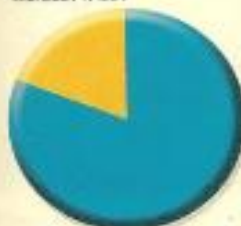
## Charts

1 Look at charts A-C and write true or false.

- There are more black people than Hispanic people in the United States. (A)
- In 2050 nearly half of the population of the US will be Hispanic. (A)
- Most people in the US speak English. (B)
- Chinese is the second language of the US. (C)
- More people in the US speak German than French. (C)



**Chart B: English and other languages in the US**  
Total 203.7 million



- English speakers (81.3%)
- Speakers of other languages (18.7%)

Source: US Census Bureau

**Chart C: Main languages in the US (excluding English)**  
Total 40.7 million



- Spanish 20.5 million
- Chinese 2.8 million
- French 1.3 million
- Tagalog (Philippines) 1.2 million
- German 1.0 million
- Vietnamese 1.0 million
- Others 12.2 million

2 Listen to six sentences and compare the information with chart C. Which sentences are correct?

## Dialogue Greetings and news

3 Read and listen. Why did Meera go to India?

- Adam** Hi, Meera. I haven't seen you for ages. Where have you been?
- Meera** I've been away. We were in India for a month.
- Adam** Really? What were you doing there?
- Meera** I was visiting relatives. My grandmother lives there.
- Adam** Cool. What was it like?
- Meera** Hot! But it was brilliant though. What about you? How have you been?
- Adam** Not bad. We went to Ibiza in the summer – not quite as exotic as India.
- Meera** Great. Anyway, I'd better go. I'm in a hurry.
- Adam** OK. Good to see you around again.



### PHRASE BANK

I haven't seen you for ages.  
What was it like?  
Anyway, I'd better go.  
Good to see you around again.

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4 Listen and repeat. Focus on your rhythm and intonation.

### Activate your English

5 Imagine that you live in Britain, but you went home for the summer. When you return to Britain you meet a friend and exchange news. Prepare a new dialogue and practise with a partner.

### Annexe 3: Interviews for the students and teachers

#### PREGUNTAS PARA EL **ALUMNADO** DE INGLÉS ACERCA DE LA VALORACIÓN Y CONCEPCIÓN QUE TIENEN SOBRE EL MATERIAL CURRICULAR USADO EN 2º Y 4º DE ESO EN EL IES BARAÑAIN

La finalidad de las preguntas para los alumnos de inglés de 2º y 4º de ESO en Barañain es conocer su valoración sobre los materiales que utilizan dentro del aula. De la misma manera que las preguntas para el profesorado, las preguntas dirigidas a los alumnos también se dividen en tres categorías: preguntas sobre los objetivos de los materiales, sobre las actividades y sobre posibles sesgos que ellos creen percibir. Las preguntas están formuladas con un vocabulario adecuado a la edad de los alumnos, entre los 13 y los 16, de tal manera que les resulte sencilla su comprensión y puedan aportar respuestas concisas y ceñidas a las cuestiones. Las preguntas comienzan en la 3 por motivos de análisis de tabla.

Nombre:

Origen: España (12), Colombia (1), Bielorrusia (1), Rumanía (1), Ecuador (2)

Edad: 13-18

Curso: 2º y 4º

Sexo: 7 chicos y 9 chicas

#### Preguntas sobre los objetivos en los materiales curriculares de inglés:

3-¿Cuál crees que es el objetivo del libro de texto de inglés? (Tener unos breves conocimientos/aprender/dominar la lengua/cultura extranjera/lengua y cultura extranjeras/tu lengua y tu cultura...)

4-¿A qué crees que le da más importancia el libro, y en qué crees que está más centrado? Gramática, escuchar-repetir, imitar situaciones, a hacer lo que mande el profesor del libro, a que seas capaz de comunicar tus propias cosas en inglés, a que sólo hables en inglés, a que aprendas agusto y tranquilo porque así entiendes mejor.

5-¿Crees que la forma de vida de la gente que habla inglés es importante dentro de la asignatura, o más bien crees que la cultura que sale en el libro se usa como excusa para aprender inglés?

6-¿Crees que tienes que aprender algo de estas situaciones culturales y sociales que salen en el libro?

7-¿Crees que a la hora de hacer el libro te han tenido en cuenta a tí y a tus compañeros? (Aparecen cosas que te pueden interesar, que puedas entender el contenido, se preocupa de que aprendas, de que seas mejor persona, de que te formes tu propia opinión de las cosas...)

#### Preguntas sobre las actividades en los materiales de inglés

8-¿Crees que los siguientes apartados están representados de igual manera en las unidades del libro? geopolítica del inglés, vocabulario, relaciones sociales, textos, gramática, vida cotidiana de gente que habla inglés, actividades enfocadas a escuchar, escritura, cultura.

9-¿Crees que se especifica en cada unidad qué contenidos relacionados con la cultura serán tratados y de cómo?

10-¿Crees que el material muestra diferentes aspectos culturales (literatura, cine, pintura, música...)?

11-¿Crees que hay actividades que desarrollan una mente abierta en tí siendo capaz de relacionar tu cultura con otra/s diferente/s, siendo capaz de tolerarlas y ponerte en el lugar de otros?

12-¿Crees que las actividades del material sólo muestran cosas o te ayudan a pensar y seguir investigando sobre la cultura y sociedad de la gente que habla inglés?

#### Preguntas sobre las actividades en los materiales de inglés

13-¿Crees que el material ofrece la visión de una única cultura y formas de vida de gente que habla inglés o refleja la pluralidad cultural, costumbres y formas de vida?

14-¿Crees que el material da más importancia a la cultura británica o estadounidense que al resto de culturas?

15-¿Crees que el material trata de manera diferente a la gente de raza o color de piel diferente? ¿Los blancos y los negros salen representando las mismas situaciones en los mismos contextos indistintamente?

16-¿Crees que el libro está enfocado al consumismo?

17-¿Crees que el material ofrece una visión ecológica y sostenible para estudiar la lengua?

18-¿Crees que el material ofrece una visión solidaria con la gente o por el contrario ofrece una visión centrada en el individualismo, en uno mismo y en competir?

## PREGUNTAS PARA EL **PROFESORADO** DE INGLÉS ACERCA DE LA VALORACIÓN Y CONCEPCIÓN QUE TIENEN SOBRE EL MATERIAL CURRICULAR USADO EN 2º Y 4º DE ESO EN EL IES BARAÑAIN

La entrevista irá centrada en tres aspectos de la valoración de los profesores de los materiales curriculares de inglés en cuanto a su dimensión intercultural:

1) Cómo valoran los profesores los objetivos del material de inglés de 2º y 4º de ESO (si utilizan la cultura como telón para el soporte lingüístico o si ésta aparece integrada conjuntamente con el idioma, estableciendo una relación cultura-lengua.

2) Como valoran las actividades (los medios) que presenta este material para conseguir los objetivos (Si el libro se centra en la lengua, ¿las actividades son acordes?; si ahonda en el aspecto cultural, ¿las actividades son coherentes con esta perspectiva?)

1) Cómo valoran los profesores el material de inglés de 2º y 4º de ESO en relación a sesgos etnocéntricos que aparecen en los materiales.

Materiales utilizados:

2º ESO Wetz, B., English Alive! 2, Oxford

4º ESO Wetz, B., English Alive! 4, Oxford

### Preguntas sobre los objetivos en los materiales de inglés

1-¿Cómo se toma la decisión de seleccionar un material curricular, i.e. libro de texto para la asignatura de Inglés? (Consensuada por el Departamento, individualizada, determinada por el JD)

2-¿Cuáles son los motivos principales a tener en cuenta por usted para elegir un libro de texto?

3-¿Cree que el componente cultural que aparece en el libro responde a una intencionalidad formativa?

4-¿Cuál cree que es el objetivo del libro de texto? (Nociones/aprendizaje/dominio de una lengua extranjera/cultura extranjera/lengua y cultura extranjera/lengua y cultura propia)

5-¿Cree que el libro ha sido elaborado teniendo en cuenta al tipo de alumnado que puede conformar una clase de 2º/4º de ESO en su área geográfica? ¿Por qué?

6-¿Cree que los contextos culturales reflejados en los libros son comprensibles para el alumno?

### Preguntas sobre las actividades en los materiales de inglés

7-¿Cree que los siguientes apartados/epígrafes están representados equitativamente en las unidades del libro? geopolítica del inglés, vocabulario, relaciones sociales, textos, gramática, vida cotidiana de anglófonos, actividades enfocadas a escuchar, escritura, cultura.

8-¿Cree que se especifica en cada unidad qué contenidos culturales serán tratados y de qué manera?

9-¿Cree que las actividades familiarizan a los alumnos con las diferentes culturas anglófonas siendo capaces de relacionarlas con la suya propia?

10-¿Cree que dedica suficiente tiempo a cuestiones socioculturales dentro del aula de inglés con el correspondiente material?

11-¿Cree que el material muestra diferentes manifestaciones culturales (literatura, cine, pintura, música...)?

12-¿Cree que las actividades del material ayudan al alumno a reflexionar e indagar en las cuestiones socioculturales que le interesen?

### Preguntas sobre las sesgos en los materiales de inglés

13-¿Cree que el material ofrece la visión de una única cultura del inglés o refleja la pluralidad cultural vinculada a esta lengua? ¿cómo?

14-¿Cree que el material establece algún tipo de subordinación entre la cultura británica o estadounidense y otras culturas?

15-¿Cree que el material establece algún sesgo de raza o color de piel? ¿Los blancos y los negros salen representando las mismas situaciones en los mismos contextos indistintamente?

16-¿Cree que el libro ofrece una cosmovisión orientada al consumo?

17-¿Cree que el material ofrece una perspectiva ecológica y sostenible como soporte para trabajar la lengua?

18-¿Cree que el material ofrece una perspectiva solidaria y enfatizante de las relaciones sociales o por el contrario ofrece una perspectiva centrada en el individualismo y competitividad?

19-¿Utiliza algún otro recurso para solventar los sesgos del material en caso de que lo hubiera? ¿Cuál?

## Speaking


- 1 Complete the questions (1–4) with words from the vocabulary box. More than one question is possible. Then work in pairs, and ask and answer the questions. Take turns.

- 1 How much ..... do you get every week?
- 2 Have you got your own ..... ?
- 3 Have you ever used a ..... ?
- 4 Are there any ..... or ..... in your pocket?

bank account budget cash  
cash machine coin credit card  
debit card note pocket money  
savings wages

## Reading and listening

- 2 An interviewer asked three people about money. Read quickly what they said. Then look at the photos, and match the people (1–3) with the photos (a–c).

- 3  8.3 Read and listen to what the people said again. Complete the interviewer's questions with

Yes, I do, actually. My mum's shown me how to do it. I'm going to a summer camp in France this year and I'll need to make my money last for a month. So she's been helping me to work out how much I'll need for travel, for entertainment and things like that.

No, I haven't got any credit cards – I'm not old enough. When I go to France I'm going to take an emergency supply of twenty-euro notes!

1 Emma

No, I haven't. I prefer to pay for things with cash and you can't do that on the Internet! My wages are paid directly into my bank account and I get money out of the cash machine once a week.

I'll probably spend quite a lot of money at the weekend. It's my daughter's birthday and I want to take her to London for the day.

2 Rachel

- 6 Peter Menzel is a photographer. He had dinner with 30 different families in 24 countries and took pictures of each family alongside the food they typically eat in a week. Here is one of the pictures. Discuss in groups:

- 1 Which part of the world do you think the family comes from?
- 2 How balanced is their diet? Do they eat the right amount of everything?

## Listening

- 7  1.08 Listen to part of a documentary about Peter Menzel.

- 1 Why did he take the pictures?
- 2 Which places and countries are mentioned by the presenter?



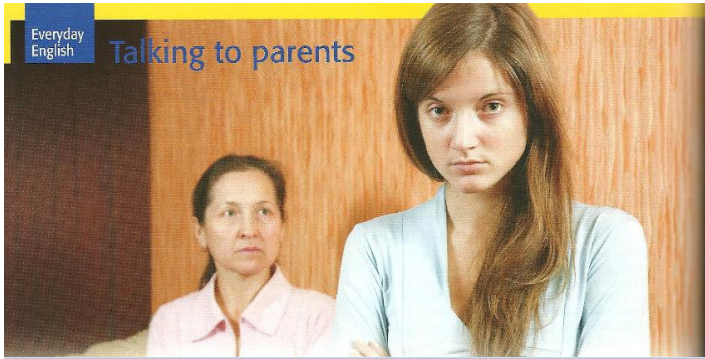
- 8  1.08 Listen again and choose the best ending to sentences 1–4.

- 1 The family in Okinawa had the greatest impact on Peter Menzel because ...
  - A they all lived to be over 100 years old.
  - B they all ate healthy things like fish.
  - C they all knew how to eat the correct amount of food.
- 2 In China, he took pictures of an urban and a rural family to show ...
  - A how rural families are more healthy.
  - B how food says a lot about where and how we live.
  - C how urban families can afford food from supermarkets.
- 3 Peter often found that families ...
  - A lied about what they ate.
  - B told the truth about what they ate.
  - C didn't know what they ate.
- 4 The family in the USA were exercising and so ...
  - A they were losing weight.
  - B they didn't have time to cook food.
  - C they stopped eating fast food.

## Speaking

- 9 Discuss as a class. Do you think people in your country have healthier diets nowadays? Are they eating more or less processed, packaged and fast foods? Is this a problem?

## Talking to parents



- 1 What is the relationship between the people in the picture?
- 2 Why might they argue? What could they argue about?
- 3 What's a good way to avoid arguments?

### 2 Discuss in groups.

- 1 Which of these topics do your parents or guardians often discuss with you?
  - your career plans
  - the type of people you are friends with
  - your plans for future education (e.g. going to university)
  - your choice of clothes
  - household jobs (e.g. helping to clean)
  - where you can go at the weekend
  - how you spend your free time
- 2 Are there any which you often disagree about?
- 3 How do you solve any disagreement?

### 3 2.10 Listen to a conversation between a mother and her son.

- 1 Which topics from the list in Exercise 2 do they discuss?
- 2 Do they reach an agreement? Do both sides get what they want?

	Who ...	Son	Mother
1	wants the other person to do something?		
2	has a deadline?		
3	isn't sure about something?		
4	hasn't got any money?		
5	makes a deal by offering something in return?		

### 5 Work in pairs. Practise two role plays. Take turns to be the parent or the son or daughter. Include all the points in the bullets below.

#### Role play 1

The parent doesn't like a particular friend of the son or daughter.  
Discuss:

- reasons for disliking the friend
- why the son or daughter should not see them
- what the parent will do if the son / daughter agrees
- a final agreement

#### Role play 2

The son or daughter thinks he/she should be allowed to visit a friend in another country.  
Discuss:

- what the son or daughter wants to do on the visit
- what the son or daughter will do, if their parent agrees
- a final agreement

## The spoken word

### Oral tradition

For thousands of years before **written language**, there was a long history of storytelling among many cultures of the world. However, they didn't **tell** these stories just for the amusement or entertainment of the audience – the stories also contained useful information about culture, tradition and history, and would often take the form of action stories about brave heroes, warriors or kings from the past. In some cases, the stories would actually be the laws of the land, which people would **relate** in such a way that all the citizens could understand them – sometimes as rhyming poems, or even songs, which made them easier to remember. They **handed down** their stories from generation to generation and in this way they **passed on** their cultural identity. On the one hand, it is true to say that without these stories we would know very little about ancient people. But on the other hand, we have no way of knowing how **reliable** the information was. The storyteller often used to add details to make their stories more interesting, so fact became confused with fantasy. We cannot be sure if the events in the stories were true or if they were mostly based on myths and legends.

### Ancient Greece and Rome

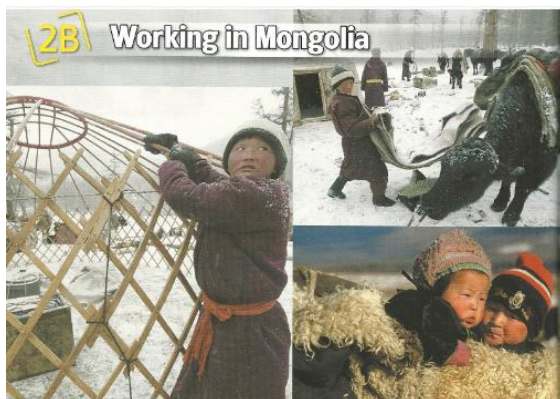
With the **written word** we got a more accurate picture. We know that 3,000 years ago public speaking, or oratory, was an important skill. The Greeks studied rhetoric, which was the way they composed and delivered **speeches**. Much of the emphasis was on **persuading** people and learning how to make a weak argument stronger. As the Roman Empire became more powerful, they took the Greek models for public speaking and this style became extremely important, especially in the area of politics. This method of **convincing** people through **speech** remained almost the same for centuries and is still the basis of the methods politicians use today.

### Advertising and the mass media

With increased trade and mass production of goods, it was logical that producers needed persuasive techniques so that people would buy the products of one company, rather than those of its competitors. The popularity of radio and then television provided a new use for the **spoken word**. One style of advertisements, which we still have today, focuses on a voice of authority – supposedly an expert like a doctor or a scientist – who tells us what to buy because he knows it is good for us. But with radio and TV, advertisers soon realised that they were **speaking** to us in our living rooms at home and many advertisements became less formal as sellers **adopted** a style which spoke directly to the listener or viewer in a friendly way. The people in advertisements began to speak and act like we did and we became more likely to buy their products. Although advertisers still chose their words carefully, the message was generally simpler. Incidentally, US President Franklin D. Roosevelt used this 'friendly' style between 1933 and 1944 when he made a series of radio broadcasts to the nation which were known as 'fireside chats'. Instead of the formal language that politicians used to use, Roosevelt spoke to the people as though he was **chatting** to them. These broadcasts were extremely popular with audiences and had more listeners than the programmes designed for entertainment.

### Speaking skills today

It is not just politicians and advertisers who need good speaking skills. The media, and television in particular, need people who can speak in a clear and convincing way. There are many other professionals who we expect to be able to **communicate effectively**, sometimes in difficult situations, such as teachers, doctors, psychologists, counsellors and people who work for the emergency services. As well as being good listeners, they need to know exactly when to speak and what to say. And we should not forget that in the world of business, the difference between success and failure means you must **get your message across well** in meetings or presentations. You may have the best idea, product or service in the world, but before you become a millionaire, you will need to 'sell' your idea by convincing other people.



## Working in Mongolia

Bogii lives in the Darhad Valley, in Mongolia. His family are farmers. They keep animals. Bogii is 13 years old. In October, he usually goes to school in the city. But this year is different – Bogii is helping his family with the autumn trip to Lake Hovsgol. It's a difficult trip and it takes many days. Bogii tells us about the trip.

'That's me. I'm wearing a hat and gloves because it's snowing. We're at a new camp. I'm putting up our 'tent'. It's called a ger. Every evening, I build the ger. My grandfather usually helps me, but he's ill at the moment. He isn't travelling with us. He's riding in a truck to Lake Hovsgol.'

'In this photo, I'm putting blankets onto the ox. Every morning, I pack our things. On the trip, I ride a horse and watch the animals with my dad. That's my dad behind me. He's wearing a yellow belt. My mum is in the ger. She's making a meal.'

'These are my cousins. They're travelling on an ox. They usually live in the city with my uncle. My uncle drives a truck for a tourism company. Right now, he's driving my grandfather to Lake Hovsgol.'

### Listening

1 You are going to hear about a group of Mongolian farmers. They go on a difficult trip every autumn. Find these places on the map before you listen.

Darhad Valley Lake Hovsgol



2 Listen and follow the direction of the trip on the map.

3 Listen again and answer the questions.

- How many farmers go on the trip?  
a 1,000 b 2,000 c 10,000
- How many animals go on the trip?  
a 4,000 b 16,000 c 60,000
- How many kilometres do they travel?  
a 8 b 80 c 800

### Reading and listening

4 Read and listen to the text about one of the Mongolian farming families. Match the correct heading (a-d) with each paragraph (1-4). There is one extra heading.

- Uncle and his family
- Morning activities
- Bogii at school
- A new camp

8 Write the correct form of the verbs: present simple or present continuous.

We (1) live (live) in Canada. My dad's a farmer. He (2) works (work) twelve hours every day. In the winter, it often (3) snows (snow). It's cold today, but it (4) isn't snowing (not snow). I (5) am wearing (wear) a big coat and gloves because I (6) am helping (help) my dad outside. We (7) are moving (move) the animals into a new field. My mum is in the house. She (8) is making (make) lunch.

## Vocabulary

9 Look at the examples from the text. Make nouns for jobs from the verbs in the box.

verb		noun
build	+ er	builder
drive (a truck)	+ er	(a truck) driver

farm report sing teach work wait

See Vocabulary Explorer: Page 101

10 What's the job? Read the information and decide.

This person works with animals. This person doesn't wear a uniform. This person works outside and uses a tractor.

11 Choose a job from Vocabulary Explorer: Page 101. Write sentences like those in Exercise 10. Then work in pairs and exchange your sentences.



## 7B

## Which type of school?



Madeleine is a typical 15-year-old girl living in Philadelphia. She is interested in clothes and music and plays soccer twice a week. But unlike the other children on her street, who head off to their daily routine of school bus, morning assembly and busy class timetables, Madeleine is home-schooled.

She sits down with her older brother in the family living room where her mother – an ex-schoolteacher – tells them to take out their books and begins the lesson. Her mother explains: 'Most kids spend around eight hours a day at school but the actual amount of time that they spend in class is about four hours in

total. And when you have around twenty-five pupils per class, a lot of that time is spent just on classroom management and discipline issues.'

Over three million children are now home-schooled in the USA and the number is growing. Parents are taking their children out of the 'normal' state-funded schools system believing that they can provide a better learning environment. Madeleine adds: 'It's better than normal school. We do all the same kind of work which other kids my age do, but we finish by lunchtime and then we have time for a trip somewhere in the afternoon like a museum or an art gallery.'

## Reading

1 Read the article above and answer these questions.

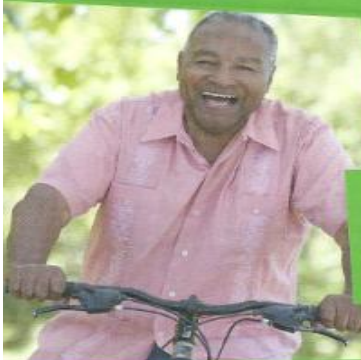
- 1 How is Madeleine's daily life different to other teenagers?
- 2 Why do Madeleine and her mother think

## Grammar: defining relative clauses

4 Read the grammar summary below and find examples of defining relative clauses in the text. See the first example and underline three more.

## Defining relative clauses

## 7B Your health



## Healthy living

We spoke to three people from around the world and asked three important questions.

## Have you lived a healthy life?

'Yes, I have. I've looked after myself! That's my secret and my advice to everybody. I've done a lot of exercise, I've never been lazy and I've never smoked. I haven't been ill exactly, but I've had some accidents. I'm nearly ninety, so I'm not very strong now. But I'm healthy!'

Wesley, UK

## Have you ever had any illnesses?

'No, we haven't. We've sometimes been sick, but it was never serious. Just things like a cold or toothache. We've never taken any medicine for an illness. Of course, I've never drunk alcohol and James has never smoked. We haven't had a very healthy diet – we've eaten a lot of meat. These days the doctors say too much meat is bad for you. But we've been active all our lives. I'm ninety-two and I go fishing every week.'

Zelda and James, Canada



## Has your grandmother ever told you her secret for a long, healthy life?

'My grandma's over eighty now, but she doesn't look it. She's never been ill. I think her secret is her diet and her personality. Firstly, she's never eaten meat. So she's had a healthy diet and she's done a lot of sport too. Secondly, she's always been a happy person. I've never seen her get angry with anybody. Her advice is always "Don't worry!"'

Sara and Kiri, New Zealand

# A new home

5

**Let's get started**

1 Discuss these questions in pairs.

- 1 What type of home can you see in the picture? Compare it with your home.
- 2 Would you like to live in this kind of house? Why? Why not?
- 3 What is the worst place you've stayed in? Describe it to your partner.

**Vocabulary**

2 Put these words into the correct category in the table.

kitchen	hall	conservatory	bedroom
living room	semi-detached	terraced	pictures
tiles	flat	desk	carpet
curtains	armchair	apartment	sofa
bookshelves	dining table	mansion	detached
cottage	bathroom	blinds	log cabin

type of house	rooms	furniture	furnishings

**In this unit you will learn**

- **Communication:** renting a flat, asking for information
- **Vocabulary:** homes and furnishings, phrasal verbs
- **Reading and Listening:** living in space, a new home on Mars, cultural trips
- **Writing:** description of a place
- **Grammar:** will, be going to, the present continuous, modals for speculating about the future

3 Look at these pairs of words connected with homes and houses. What is the difference? Use a dictionary to help you.

detached / semi-detached   carpet / rug  
terrace / flat   desk / table   tile / carpet  
fireplace / heater   curtains / blinds

4 Tell your partner about where you live. Describe your ...

- home (type? number of rooms? garden?)

## 7B Rebels


In one way, the fact that Nelson Mandela became president of his country is not a surprise – his great-grandfather was king of the Thembu people in South Africa. On the other hand, Mandela spent 27 years of his life in a South African prison as a political prisoner!

Mandela was born in 1918. As a child, he did well at school and went on to university. (1) \_\_\_\_\_


The big change in Mandela's life came in 1948. The National Party was elected and it introduced a policy of apartheid. Mandela joined the ANC (African National Congress) campaign of non-violent protest against apartheid. By this time, he had qualified as a lawyer and was influenced by the ideas of Mahatma Gandhi, also a lawyer.

If the peaceful campaign had achieved progress in South Africa, the ANC would not have changed their tactics. In 1961, the ANC started bombing government offices, although they avoided injuring people. (2) \_\_\_\_\_ In 1963, Mandela was sent to prison for life. He was allowed one visitor and one letter every six months. The world should have forgotten him, but instead he became the focus of an international movement against South African policies.


Mandela could have left prison in 1985, but he refused to accept the conditions that the government set. (3) \_\_\_\_\_ Eventually, President F.W. de Klerk gave Mandela his freedom on 11 February 1990. Four years later, he won South Africa's first multi-racial elections and became president.




Nelson Mandela




Emmeline Pankhurst



Mahatma Gandhi



Che Guevara



Aung San Suu Kyi

**Speaking**

1 Look at the photos. What do you know about these people? Tell your partner.

**Reading and listening**

2 Work in pairs. How do you say these words in your language? For each word, write N (noun) or V (verb). Some words are both.

campaign	democracy	election	freedom
government	law	leader	policy
politics	protest	right	vote

**Grammar: could/should have done**

5 Look at the examples (1–2). Match them with the meanings (a–b).

- 1 The world should have forgotten him.
- 2 Mandela could have left prison in 1985.

a It was possible, but it did not happen.  
b It was logical, but it did not happen.

See Grammar Explorer: Page 125

6 Read the text again and complete the gaps (1–3) with the sentences (a–d). There is one extra sentence.

7 Read the first sentence. Complete the second sentence with **could, couldn't, should or shouldn't**.

e.g. I didn't know you were looking for a dictionary. I could have lent you mine.

- 1 I worked hard for that exam. I ..... have got a better mark.
- 2 I think you were the best in the competition. You ..... have won.
- 3 Why didn't you tell me you were in hospital? I ..... have visited you.
- 4 You did your best. You ..... have done any more.
- 5 I made a mistake. I voted for Shaw, but I ..... have voted for Rogers.
- 6 The result of the election was a surprise. Nobody ..... have predicted it.

9 7.3 Listen again and complete the sentences.

- 1 Mahatma Gandhi lived in ..... and India.
- 2 Aung San Suu Kyi was a ..... in her own home.
- 3 Emmeline Pankhurst and her ..... went to prison several times.
- 4 Che Guevara worked as a ..... with the poor and the sick.

**Working with words: suffixes**

10 Look at the examples. Find other words in Exercise 2 which can have different forms.

politics: He was a political prisoner.  
election: The National Party was elected.

See Working with words: Page 106

**Listening**

**Speaking**

**TRUE STORY** **Music explorer**




**Charlie Gillett** was an explorer and a pioneer who travelled the world in search of what mattered to him most. But Charlie wasn't looking for hidden treasure or lost tribes; Charlie was motivated by music. His explorations led him to discover hugely talented musicians from around the world. He then introduced these new sounds to thousands of other people through his entertaining and informative radio shows.

In 1970 Charlie wrote a book about the history of rock and roll. Then it was while working as a music journalist that Charlie began his career as a radio broadcaster. What made him so fascinating to listen to was his knowledge of the music and his genuine enthusiasm for new bands and performers. He turned down the chance to present a popular TV programme because, as he said, he would have found it difficult to introduce bands who he didn't find exciting.

It was on the radio that Charlie felt most comfortable and he eventually turned his attention to playing music from outside of Britain and the US. Charlie was partly **responsible** for introducing **world music**, which is how we

**1 Read the information and choose the correct endings (a or b) for the sentences.**

- Charlie explored different countries to look for
  - hidden treasure and lost tribes.
  - talented musicians.
- Audiences liked Charlie because he
  - knew a lot about the music he presented.
  - played songs that people knew well.
- Charlie was
  - keen to break into television broadcasting.
  - happiest presenting radio programmes.

**3 Talk about one or more of the following questions with a partner.**

- Can you name any popular performers from outside Britain and the US?
- How easy is it to discover new music from different countries?

## 1A Student profiles

### Reading and listening

**1** **1.2 Read and listen to the information about two students – Fekria and Jamie. Complete the sentences with the correct names.**

e.g. *Fekria's* favourite subjects are reading and sports.

- There are 600 students at .....*s* school.
- After school, ..... helps at home.
- ..... is the first student in her family.
- ..... likes skateboarding.
- .....'s ambition is to be a doctor.

**2 Read about another student. Complete the notes**



Fekria Abdul Saboor from Kabul, Afghanistan

**Age**  
13 / 13

**Favourite subjects**  
Reading and sports / Maths and art

**Number of students at school**  
218 (all girls) / 600 (boys and girls)

**Year of school construction**  
2002 / 1875

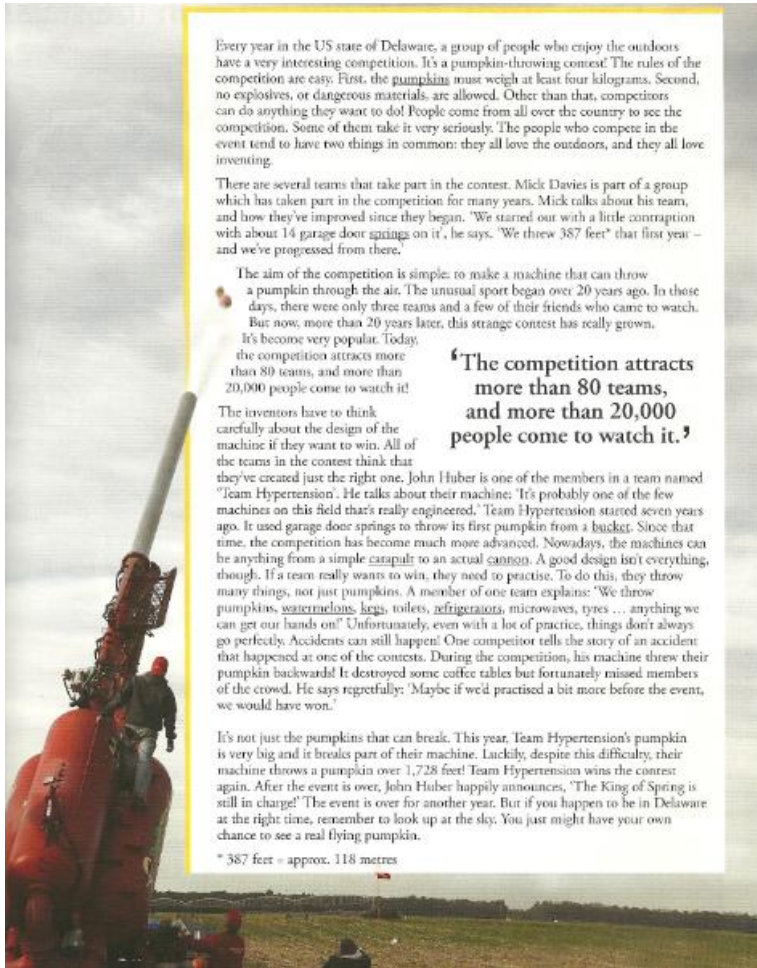
**Generations of family as students**  
She's the first / Four

**After-school activities**  
Helps her mother with housework / Skateboarding, homework, TV

**Ambition**  
To be a doctor / To be an athlete and to represent Australia in the Olympics



Jamie Turner from Brisbane, Australia



Every year in the US state of Delaware, a group of people who enjoy the outdoors have a very interesting competition. It's a pumpkin-throwing contest. The rules of the competition are easy. First, the pumpkins must weigh at least four kilograms. Second, no explosives, or dangerous materials, are allowed. Other than that, competitors can do anything they want to do! People come from all over the country to see the competition. Some of them take it very seriously. The people who compete in the event tend to have two things in common: they all love the outdoors, and they all love inventing.

There are several teams that take part in the contest. Mick Davies is part of a group which has taken part in the competition for many years. Mick talks about his team, and how they've improved since they began. "We started out with a little contraption with about 14 garage door springs on it", he says. "We threw 387 feet\* that first year – and we've progressed from there."

The aim of the competition is simple: to make a machine that can throw a pumpkin through the air. The unusual sport began over 20 years ago. In those days, there were only three teams and a few of their friends who came to watch. But now, more than 20 years later, this strange contest has really grown.

It's become very popular. Today, the competition attracts more than 80 teams, and more than 20,000 people come to watch it!

**‘The competition attracts more than 80 teams, and more than 20,000 people come to watch it.’**

The inventors have to think carefully about the design of the machine if they want to win. All of the teams in the contest think that they've created just the right one. John Huber is one of the members in a team named "Team Hypertension". He talks about their machine: "It's probably one of the few machines on this field that's really engineered." Team Hypertension started seven years ago. It used garage door springs to throw its first pumpkin from a bucket. Since that time, the competition has become much more advanced. Nowadays, the machines can be anything from a simple catapult to an actual cannon. A good design isn't everything, though. If a team really wants to win, they need to practise. To do this, they throw many things, not just pumpkins. A member of one team explains: "We throw pumpkins, watermelons, legs, toilets, refrigerators, microwaves, tyres ... anything we can get our hands on!" Unfortunately, even with a lot of practice, things don't always go perfectly. Accidents can still happen! One competitor tells the story of an accident that happened as one of the contests. During the competition, his machine threw their pumpkin backwards! It destroyed some coffee tables but fortunately missed members of the crowd. He says regretfully: "Maybe if we'd practised a bit more before the event, we would have won."

It's not just the pumpkins that can break. This year, Team Hypertension's pumpkin is very big and it breaks part of their machine. Luckily, despite this difficulty, their machine throws a pumpkin over 1,728 feet! Team Hypertension wins the contest again. After the event is over, John Huber happily announces, "The King of Spring is still in charge!" The event is over for another year. But if you happen to be in Delaware at the right time, remember to look up at the sky. You just might have your own chance to see a real flying pumpkin.

\* 387 feet = approx. 118 metres

## 4A | Sporting success

**Chris:** Now, who can forget the Brazilian grand prix last season – it was so exciting to watch, wasn't it? Let's see those last few minutes again.

**Commentator:** They're nearly at the finish line. Webber is in the lead and he's going to win the race ... yes! It's Webber first, with Kubica second. But here's Button. Button only needs a few more points to win the championship. Can he do it? He's going to finish in fifth place ... there he goes across the line. Yes! It's Hamilton third, Button fifth and so he wins the championship! What a day for British racing!

**Chris:** Fantastic! But what's next for millionaire racing driver Jenson Button? Will he stay with Brawn or will he go to McLaren? What do you think, Alan?

**Alan:** Well, he's said that money isn't the key factor and I don't think he'll change his mind. He also earns a lot from advertising, of course. On the other hand, a contract with McLaren is worth £6 million a year. So it's difficult to say what he'll do.

**Chris:** OK, we'll come back to the glamorous world of Formula One later this afternoon, but first let's look at the career of another world champion, Beth Tweddle. Now, gymnastics doesn't make as many headlines as motor racing, so it's easy to forget that Tweddle became champion on the same day as Button.

**Alan:** And that gymnastics is a tough sport. Beth has had six ankle operations and she's having another operation next week. She's competing in the European Championships next year, but it's hard to imagine she'll win another medal there.

**Chris:** I'm not sure I agree. She trains six days a week and injuries don't stop her! She's 24 now, which is quite old for a gymnast, but she's going to carry on for as long as she can and she's definitely not going to retire until after the next Olympics.



Annexe 5: Complementary sheets

## DISCOVERING THE WORLD Houses

**A** Find these things in the pictures.  
garden ▼ river ▼ tree ▼ boat ▼ mountain

**B** Look at the pictures. Guess which house is in China and which is in Switzerland. Read the texts and check your answers.

**1**



Hermann's house is big. It is in Switzerland. It has got many windows.

**3**



Sabine lives in Germany. Her family has got two houses. Their holiday house is in the mountains. It has got a living room and kitchen downstairs, and two bedrooms upstairs.

**2**



Cam-Hong's house is on a river in Vietnam. Her house is a boat. It has got a small kitchen and one small room.

**4**



Kun Lin's house is in China. It has got a big garden and many trees.

**5**



Temba's house is in the mountains in Nepal. His family has got two rooms upstairs. The downstairs is for the animals.

**C** Answer the questions.

- Where is Cam-Hong's house?
- Who has got two houses?
- Who has got animals in their house?
- Who has got a big garden?

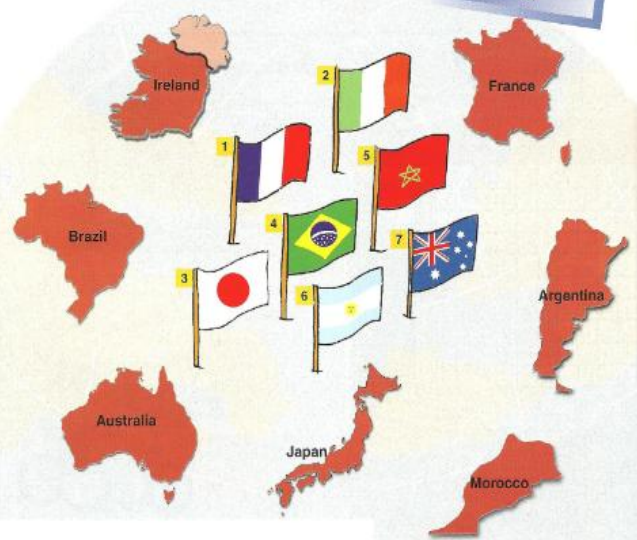
## Unit Around the World

**Discover**

- children in different countries
- Present Simple: affirmative
- personal information

**Starting Off**

**A** Look at the pictures. Match each country to its flag.



**B** Now match the countries to the languages.  
Arabic ▼ Japanese ▼ French  
English ▼ Portuguese ▼ Spanish

**C** Listen and check your answers.

In Morocco people speak Arabic and French.

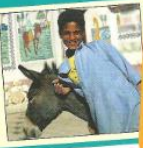
## DISCOVERING THE WORLD Different Timetables

**A** Read the sentences.  
Debbie goes to school at 8.00 am.  
Damien has dinner at 9.00 pm.  
What do *am* and *pm* mean?

**B** Read the texts. Find three things that are different from your typical day.


**INDIA**

Sonu lives in a village in India. He works with the animals all day. He goes to school at night from 7.00 to 9.00 pm.




**ENGLAND**

Charles and Peter live in England. They don't go home from school every day. They go to a special school – a boarding school. They live at their school. They go home for holidays.




**USA**

Debbie lives in the USA. She goes to school five days a week from 8.00 am to 3.00 pm. She eats lunch at school. She takes her lunch to school in a brown bag.




**BELGIUM**

Damien and Nick live in Belgium. Their family has dinner at 9.00 or 10.00 at night.



**MEXICO**

Lilia lives in Mexico. At 2.00 pm her family comes home from...




## DISCOVERING THE WORLD Food

**A** What country do you associate with each food below?  
rice ▼ fish and chips ▼ potatoes ▼ spaghetti ▼ hamburger

**B** Today people eat hamburgers and spaghetti around the world. But children in different countries eat some things that are different. Read the texts. Which things do you eat?

**1**

I'm Frida. I live in Denmark. We eat bread, potatoes, meat... and sweets. Mealtime is family time. It is an important time of the day for Danish people.



**4**

My name is Ning. I'm from China. We eat a lot of rice with vegetables, meat and fish. We eat rice with chopsticks. Chopsticks are fun... and easy.



**2**

I'm Jack. I'm from England. Everyone knows that the English eat fish and chips. But do you know how we eat them? We put salt and vinegar on them and eat them out of paper.



**5**

I'm Tashi. I live in Nepal. We often eat meat and yoghurt on special occasions. But I am Hindu, so I don't eat beef.



**3**

My name is Neema and my family is from India. My favourite food is chapatis. They are a kind of bread.



**6**

My name is Morag and I'm from Scotland. We usually eat porridge with hot milk for breakfast.

