



Universidad de Valladolid

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Interculturality in The Big Bang Theory

Autora: Lourdes Luque Cardenal

Tutora: Ana Isabel Alario Trigueros

Departamento de Didáctica de la Lengua y la Literatura

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ABSTRACT [EN]

Nowadays, the world in which we are living is characterised by the presence of different cultures co-existing in the same places, interacting among each other. This phenomenon, called interculturality, happens also in other fields, such as education, where students from diverse cultures and nationalities relate with other ways of lives different from theirs. Interculturality can be also appreciated in fiction, such as TV shows like the famous *The Big Bang Theory*. This series is familiar for students, and it could be a useful tool for working and developing cultural awareness and respect in class. Therefore, in this Master Thesis I propose a syllabus with activities that include critical discussion, as well as individual, pair and group work, in order to study interculturality in the classroom using *The Big Bang Theory*.

KEYWORDS: culture, interculturality, education, foreign languages, *The Big Bang Theory*

RESUMEN [ES]

Actualmente, vivimos en un mundo caracterizado por la presencia de diferentes culturas coexistiendo en los mismos lugares, interactuando entre ellas. Este hecho, conocido como interculturalidad, también se produce en otros ámbitos, como la educación, donde los estudiantes de diversas culturas y nacionalidades están en contacto con otros modos de vida diferentes a los suyos. La interculturalidad también puede apreciarse en la ficción, como en series de TV como la famosa *The Big Bang Theory*. Dicha serie resulta cercana para los estudiantes, y puede ser una herramienta eficaz para trabajar y desarrollar la conciencia cultural y el respeto en el aula. Por lo tanto, en este Trabajo de Fin de Máster propongo una unidad didáctica con actividades que incluyen debates críticos, así como trabajo individual, en pareja y en grupo, con el fin de estudiar la interculturalidad en clase mediante *The Big Bang Theory*.

PALABRAS CLAVE: cultura, interculturalidad, educación, lenguas extranjeras, *The Big Bang Theory*

1. Introduction

When we talk about interculturality, we refer to the relationship between people from different cultures, and the harmonious interaction among them, without inequalities. Since we live in a globalised world, interculturality is not a new phenomenon, because “[p]eople have always interacted across borders, be they national, regional, linguistic, religious and/or social” (Pietersen qtd. in Dervin 2016, 2), and “[w]hat is different about interculturality in our era is its omnipresence and the speed at which it can take place” (Dervin 2016, 2). Also, this phenomenon is present in every aspect from our daily lives in every part of the world, and, one of those aspects is education; in fact, Dervin claims that “[e]ducation is probably one of the best places to learn about, practise, and reflect on interculturality” (2016, 2). There are many methods and techniques to implement interculturality in the classroom, so that students could learn new cultures, while they respect and tolerate the possible differences that may exist among those new cultures strange for them, and their own culture. Moreover, around the age of 15, teenagers start developing their critical thinking skills, which means that they begin to build their own opinions, ideas and values, and, consequently, they will show an specific attitude towards foreign cultural notions.

The most evident manner of learning from different cultures are TV documentaries; but there are also many other means, such as fictional and non-fictional books, graphic novels and comics, films, and also TV series. There are many shows that attract the attention of students, like the famous *The Simpsons* (1989-) or the Netflix series *Sense8* (2015-2018). But one TV show that seems to interest teenagers the most is *The Big Bang Theory* (2007-2019). In its 12 years and seasons, we have been witnessing the different and main events that have happened in *The Big Bang Theory*, which concerned the main characters and their families and friends. The series, which has won numerous prizes, is about a group of friends living in Pasadena, California; these people, principally, are scientists and work at the University. Also, in this series, many cultures coexist together, and the most noticeable is the Indian culture, because of the character Rajesh Koothrappali, or the American Jewish, represented in Howard Wolowitz; but there are other cultures, from different states of the USA, like the Texan, the Nebraskan and the New Jerseyan, portrayed in the characters of Sheldon

Cooper, Penny and Leonard Hofstadter, respectively, apart from the Californian culture, since Pasadena is the city in which the series develops.

The main aim of this Master thesis is the study of *The Big Bang Theory*'s intercultural dimension. In order to achieve that goal, this thesis is structured in five main ideas: firstly, I provide a justification for the elections and reasons of this matter; secondly, I establish the different objectives of the thesis itself; thirdly, I include a theoretical framework analysing previous studies on interculturality and similar concepts from numerous experts; fourthly, I provide a set of activities in order to study *The Big Bang Theory*'s interculturality in the classroom; and finally, I include a series of conclusions that I have reached in the final section of this Master thesis.

2. Justification

There are two main reasons why I selected this topic for my Master thesis. On the one hand, respect and tolerance towards the other is thoroughly important in the multicultural world we are living nowadays. As a consequence of the cultural diversity, we constantly see people from foreign countries living with us. Besides, in the high schools from Spain and every country worldwide, there are students coming from other places, and they bring their culture and language with them into the classroom, with their classmates; therefore, students should learn this respectful attitude in the classrooms.

On the other hand, *The Big Bang Theory* is a very popular TV series, among different audiences from all ages, and many teenagers have grown up watching this show, and witnessing many special moments like Howard Wolowitz and Bernadette Rostenkowski becoming parents, or Sheldon Cooper asking Amy Farrah Fowler to marry him. Certainly, many students enjoy watching the different events that compose the show develop; therefore, *The Big Bang Theory* is familiar for them, which eases the process of interculturality and learning from the different cultures that appear in the show, despite certain stereotypes that could be present in some episodes.

In addition, the activities I propose for examine the intercultural dimension in *The Big Bang Theory* were performed during my internship at the high school 'IES Parquesol', during February and March 2020.

2.1. Objectives

This Master thesis includes a series of objectives. The main goal is

- to work and develop students' cultural and social skills, as well as encourage values like respect and tolerance towards the different cultures, while students promote empathy to those ways of life and assimilate their customs and habits, and learn and understand those possible cultural dissimilarities they may encounter.

In addition, this Master thesis pursues other objectives,

- to avoid any signs of intolerance and discrimination towards a specific culture that could develop into racism or xenophobia;
- to learn in an amusing and funny way with a very familiar TV show as *The Big Bang Theory*;
- and to propose activities to perform in Secondary Education, with possible adaptations for Bachillerato.

3. Theoretical Framework

3.1. Interculturality

First of all, I consider essential to define the term interculturality, a term that rised in the 1970s decade in France (Guillén 2002, 207), and has been widely discussed by many experts, as Dervin points out (2016, 2). According to the *Online Cambridge*

Dictionary, the concept of intercultural is defined as “relating to or involving more than one culture” (2020, n. p.). Besides, Beacco et al. affirm that “[i]nterculturality denotes the ability to experience otherness and diversity, analyse that experience and derive benefit from it” (2016, 20), as well as interculturality comprises “the competences for critical awareness of other cultures” (Beacco et al., 2016, 21).

Shortly, interculturality refers to the phenomenon in which numerous cultures from different origins interact with each other, as the same time people recognise those cultural aspects.

Furthermore, interculturality is very similar in meaning to concepts like multiculturalism and pluriculturalism which will be explained in detail later on. Certainly, the three of them are directly related to culture, but they do not mean the same neither refer to the same relations towards culture. In fact, its prefixes, of Latin origin, indicate some clues about their meanings: *inter*, from Latin *inter*, meaning ‘(in) between’, ‘among’; *multi*, from Latin *multus*, *multa*, *multum*, meaning ‘many’, ‘lots (of)’; and *pluri*, from Latin *plus*, meaning ‘more’. Furthermore, Dervin suggests that

The approach to interculturality in education promoted in this book suggests that the prefix *inter-* translates best what the ‘intercultural’ could be about: *Interaction*, *context*, *the recognition of power relations*, *simplicity* (the inevitable combination of *the simple* and *the complex*), and *intersectionality* (how different identities beyond race, ethnicity, nationality and language also contribute to interculturality) (2016, 4)

Thus, I consider essential to explain multiculturalism and pluriculturalism in detail.

3.1.1. Multiculturalism

On the one hand, multiculturalism, as it is recorded in the *Online Cambridge Dictionary*, is “the belief that different cultures within a society should all be given importance” (2020, n. p.). In addition, multiculturalism, which “. . . is part of a broader and deeper process of re-defining and re-imagining the nation-state of European origin as well as the relations which articulate the state with contemporary society” (Dietz, 2009, 7), is a movement born in the USA, at the end of the 60s decade (Dietz, 2009, 11). About this phenomenon,

Dietz claims that “[t]he confluence of the programs of these “new” social movements - Afro-American, indigenous, Chinano, feminist, gay-lesbian, “Third World”, etc. - have since then made themselves known under the often ambigious catchword “multiculturalism” (2009, 11). About the definition of this term, Dietz affirms that he will employ it “. . . to designate this heterogeneous group of movements, associations, communities, and - afterwards - institutions that come together in vindicating the value of ethnic and/or cultural “difference”, as well as in the struggle to pluralize the societies that shelter these communities and movements” (2009, 11).

Therefore, multiculturalism refers to the numerous cultural societies that inhabit in the same territory, without interacting with each other.

3.1.2. Pluriculturalism

On the other hand, pluriculturalism, whose definition could not be found on the *Online Cambridge Dictionary*, “. . . denotes the ability to participate in different cultures, *inter alia* by acquiring several languages” and it is the “identification with two (or more) social groups and their cultures” (Beacco et al., 2016, 20-1). Besides, “[p]luriculturalism . . . and interculturality . . . may complement each other: active discovery of one or more other cultures may help learners to develop intercultural competence” (Beacco et al., 2016, 21). Moreover, according to Giménez Romero, pluriculturalism is based on two principles, which are “1) el *principio de igualdad* o de no discriminación en función de la raza, cultura, etnia, religión, lengua, nacionalidad, origen regional, etc. Y 2) el *principio de diferencia* o respeto y aceptación del Otro” (2003, n. p.).

Then, pluriculturalism, as multiculturalism, refers to the phenomenon in which differnt societies coexist together in the same place, both of them advocates for the cultural diversity and inclusion. However, unlike multiculturalism, all those communities could interact with each other; thus, that would explain the connection between interculturality and pluriculturalism.

Once I have provided the definitions of the terms interculturality, multiculturalism and pluriculturalism, I believe that it is important to explain other fundamental

notions in this matter that are directly related with the previous concepts, such as culture and globalisation.

In addition, the scholar Carlos Giménez Romero proposes his own conceptual and terminological classification of interculturality, multiculturalism and pluriculturalism, while he establishes and identifies the differences between these terms, provided in Figure 1.

<p>Plano Fáctico</p> <p>o de los Hechos</p> <p>LO QUE ES</p>	<p>MULTICULTURALIDAD</p> <p>= diversidad cultural, lingüística, religiosa....</p>	<p>INTERCULTURALIDAD</p> <p>= relaciones interétnicas, interlingüísticas, interreligiosas.....</p>
<p>Plano Normativo</p> <p>o de las Propuestas sociopolíticas y éticas</p> <p>LO QUE DEBERÍA SER</p>	<p>MULTICULTURALISMO</p> <p>Reconocimiento de la diferencia</p> <p>1.- Principio de Igualdad</p> <p>2.- Principio de Diferencia</p>	<p>INTERCULTURALISMO</p> <p>Convivencia en la diversidad</p> <p>1.- Principio de Igualdad</p> <p>2.- Principio de Diferencia</p> <p>3.- Principio de Interacción Positiva</p>
	<p>Modalidad 1</p>	<p>Modalidad 2</p>
<p>PLURALISMO CULTURAL</p>		

Figure 1. Giménez Romero's 'Pluralismo, multiculturalismo e interculturalidad - Propuesta terminológica y conceptual' (2003, n. p.)

In this case, Giménez Romero distinguishes, firstly, between two levels, “Plano Fático” and “Plano Normativo”, which refer, respectively, to the social and political reality, and to the ideological and ethical conceptions, and that is ‘how things really are’ and ‘how they should be’, because these notions are based on reality and ideologies and ethics (Giménez Romero 2003, n. p.). Besides, Giménez Romero establishes a second level, “multiculturalidad/multiculturalismo” and “interculturalidad/interculturalismo”, in order to identify multiculturalism and interculturality within the greater category of pluriculturalism, meanwhile the scholar distinguishes between diversity and the recognition of differences, and the relations between those communities (Giménez Romero 2003, n. p.).

In Giménez Romero’s opinion, “la perspectiva intercultural está surgiendo básicamente tras la constatación de los límites, fracasos y errores en el campo del multiculturalismo, lo cual no debe ocultar los méritos y aportaciones de la perspectiva multiculturalista.” (2003, n. p.), and he proposes “. . . ver el multiculturalismo y la interculturalidad como concreciones sucesivas del paradigma pluralista” (Giménez Romero 2003, n. p.).

Thus, Giménez Romero, distinguishes multiculturalism and interculturality in the factual level, and multiculturalism and interculturalism in the normative level, to indicate the real and the proposed situations.

3.1.3. Culture

As I mentioned before, interculturality, multiculturalism and pluriculturalism address culture directly; then, what is culture? As in the terms previously explained, culture is another concept that have received numerous definitions by authors (Dervin, 2016; Dietz, 2009; Guillén, 2002; Trujillo Sáez, 2002), from politics and philosophers like Marcus Tullius Cicero (106 B. C. - 43 B. C.)¹ and Immanuel Kant (1724-1804)²,

¹ Cicero defines culture as “cultura animi”, to refer to the philosophy of the soul’s culture (Williams 1983, 87)

² For Kant, culture is “. . . [the] deliberate approach reason, the concern for it, in its positive character, along with awareness of its limitations” (Surprenant 2016, n. p.).

to writers like T. S. Eliot (1888-1965)³ and Raymond Williams (1921-1988)⁴, as well as The United Nations Educational, Scientific and Cultural Organisation or UNESCO⁵, due to “[c]ulture is a difficult term to define, which is quite logical given the array of different elements included under this term” (Trujillo Sáez 2002, 105); in fact, the anthropologists Alfred Louis Kroeber and Clyde Kluckhohn recorded 164 definitions of the culture concept.

Etymologically, culture comes from Latin *cultūra*, past participle of the verb *colere*⁶, as it is recorded on the *Online Etymology Dictionary*. Firstly, this term was employed to denominate the agricultural activities and animal farming (Williams 1983, 87; n. p.). However, as centuries passed, the term was acquiring other connotations⁷, until the 16th century, when culture meant “cultivation through education, systematic improvement and refinement of the mind” (n. p.), to develop later, in the 19th century, into other meanings, “learning and taste, the intellectual side of civilization” by 1805 (n. p.), and finally “collective customs and achievements of a people, a particular form of collective intellectual development” by 1867 (n. p.).

Despite the evolution of its meaning, nowadays, the *Online Cambridge Dictionary* provides numerous definitions of the term, such as “the way of life, especially the general customs and beliefs, of a particular group of people at a particular time” (n. p), and, from a sociological perspective, “the way of life of a particular people, esp. as shown in their ordinary behaviour and habits, their attitudes toward each other, and their moral and religious beliefs” (n. p.).

³ According to Eliot, culture “. . . includes all the characteristic activities and interests of the people: Derby Day, Henley Regatta, Cowes, the twelfth of August, a cup final, the dog races, the pin table, the dart board, Wensleydale cheese, boiled cabbage cut into sections, beetroot in vinegar, 19th century Gothic churches and the music of Elgar. The reader can make his own list” (Eliot 2010, 14-5).

⁴ For Williams, culture is “. . . a complex argument about the relations between general human development and a particular way of life, and between both and the works and practices of art and intelligence” (Williams 1983, 81).

⁵ UNESCO conceives culture as “that complex whole which includes knowledge, beliefs, arts, morals, laws, customs and any other capabilities and habits acquired by [a human] as a member of society.” (n. p.)

⁶ “to tend, guard; to till, cultivate” (n. p.)

⁷ For example, by 1620, the original meaning of cultivation developed to refer to fish and oysters (n.p.); also, in the 19th century, culture was used to denote the cultivation of bacteria and microorganisms (n. p.)

The scholar Guillén Díaz, who argues that “[a]unque por sí sola la lengua no puede definir la cultura” (2002, 203), discusses about “lo cultural”

Empezaré por decir lo que no es. Lo cultural no es simplemente un conjunto de conocimientos sobre la historia, la geografía, las instituciones de un país; menos aún sobre las características de turísticas de un país . . . **Lo cultural** no es una realidad global, es una realidad fragmentada, múltiple, plural que depende de numerosos factores tales como el lugar geográfico, el estrato social, la edad, el sexo, las categorías socioprofesionales, etc. Hay que hablar pues de las características culturales de un grupo social dado, de una época dada, y ver las cosas bajo el ángulo de la pluralidad. (Charaudeau qtd. in Guillén Díaz, 2002, 203)

However, Eriksen warns about the problems in the definition of our own culture

. . . it is easy to see how problematic this can become . . . Such comparisons can create dichotomies between the ‘good’ and ‘bad’, the ‘civilized’ and ‘uncivilized’, and the ‘same’ and the ‘other’. They can contribute to ethnocentrism (believing that our culture is better than others), establish power imbalance, patronize the other, close doors to our environment, and hide and justify negative actions (attacks against freedom of speech, violation of human rights, misogyny, and so on). (qtd. in Dervin 11)

Shortly, culture is a complex term, whose meaning has gained different connotations with the passing of time. Moreover, culture involves more than just referring to traditions, customs, habits and ways of life; nevertheless, all of us should be prudent and avoid any negative thoughts about our neighbouring cultures, which are different from ours. Otherwise, that perspective could lead us to types of intolerance and discrimination such as racism and xenophobia. Since these two notions are employed as synonyms in the Present-day, I will explain them briefly, highlighting the differences among them.

3.1.3.1. Racism

Again, if we search in the *Online Cambridge Dictionary* for the definition of this concept, it refers to “the belief that people’s qualities are influenced by their race and that the members of other races are not as good as the members of your own, or the resulting unfair treatment of members of other races” (n. p.). Thus, racism describes the superiority of a group of

people over other people different from them, because of their race, culture, beliefs, etc. Unfortunately, this intolerance has been present in our lives for centuries⁸, and still is; however, organisations all along the world, like the European Union, proposed measures to fight every racist behaviour, such as “[t]he Treaty of Amsterdam, signed in 1997, introduces the principle of free circulation of persons, the Rights o Man and the fundamental liberties while fighting against “all discrimination based on gender, race, ethnicity, religion, handicap or sexual orientation” (Lo Bianco, 1999, 53).

Besides, in the field of education, this treaty, along with the Treaty of Maastricht⁹, have made possible the development of numerous programs, such as

the European SOCRATES and LEONARDO programmes elaborate a number of concrete measures which encourage the learning and diffusion of the languages of member states and amplify at all levels of each educational system the cross-border mobility already encouraged by the ERASMUS (for students), COMETT (a cooperative effort between universities and the private sector), PETRA (vocational training for youth) programmes. (Lo Bianco, 1999, 53).

In addition, experts have created guides and manifestos, such as *The Green Book* (1993), or *The White Book on Education and Trainig. Teaching and Learning: Towards the Cognitive Society* (1995), to mention a few, that “specify the educational goals for the European citizen of the next century: mastery of three E.U. languages, promotion of distance learning and new methods of evaluation skills, the fight against social exclusion, life-long learning” (Lo Bianco, 1999, 53).

⁸ Slaves’ trade from Africa to America and Europe in the 16th-19th centuries; the Nazi Regime during the World War II persecuting mainly, the Jews; segregation in USA against African-American people in the mid-20th century.

⁹ Ratified in 1992, the Treaty of Maastricht put in the place the institutional and legal framework of the EU. Each member state found in it a guarantee of its national sovereignty and a declaration of its adherence to the common principles of democracy, as well as to economic and social union. Furthermore, if the European Community contributes to the development of the culture of member states, it also has the mandate of promoting European identity and of encouraging the awareness and diffusion of a specifically European culture and patrimony (Lo Bianco 1999, 52-3).

3.1.3.2. Xenophobia

Xenophobia, from Ancient Greek *xenos* ‘foreign’, and *phobos* ‘fear’, refers to the “extreme dislike or fear of foreigners, their customs, their religions, etc.”, according to the *Online Cambridge Dictionary* (n. p.). Xenophobia, however, does not imply any cultural neither racial connotations; this attitude refers to the rejection of people from different countries and nationalities.

In order to avoid xenophobic attitudes in education, international organisations, like UNESCO, have proposed numerous educational initiatives, focused on the intercultural education (Lo Bianco, 1999, 40); in fact, this was one of the goals of the Council of Europe since its creation in 1949, to fight xenophobia and other intolerant attitudes in countries, while reaching a solution and helping its victims (Lo Bianco, 1999, 56).

I return to Giménez Romero to explain his interesting classification, as it may be appreciated in Figure 2 (2003, n. p.)

EXCLUSIÓN Racismo, Xenofobia, Antisemitismo, Apartheid, Holocausto, etc...	Discriminación del Otro (trato desigual)	Legal	Leyes discriminatorias	
		Social	Prácticas discriminatorias	
	Segregación del Otro	Espacial	Guetos residenciales Delimitación de espacios públicos	
		Institucional	Guetización escolar Guetización sanitaria	
	Eliminación del Otro	Cultural	Etnocidio Fundamentalism o cultural	
		Física	Genocidio Limpieza étnica	
	INCLUSIÓN	Aparente	Homogeneización	Asimilación Arabización Ladinización
				Fusión cultural
Real			Pluralismo	Multiculturalismo
		Aceptación de la diversidad cultural como positiva	cultural	Interculturalismo

Figure 2. Giménez Romero's 'Hacia una Tipología de Modelos Sociopolíticos ante la Diversidad Cultural' (2003, n. p.)

In this second table, Giménez Romero distinguishes between exclusion and inclusion (2003, n. p.). Within the first category, the scholar refers to phenomena like racism and xenophobia, terms previously described. Giménez Romero points out here to the

different treatments towards the *Other*: discrimination, segregation and even elimination (2003, n. p.).

In the second category, however, Giménez Romero addresses inclusion, while he differentiates between the homogenisation, which may lead to certain obstacles like ethnocentrism, and the acceptance of cultural diversity, including terms that have been explained before (2003, n. p.).

3.1.4. Globalisation

Another important concept in this matter is globalisation, whose definition in the *Online Cambridge Dictionary* refers to “a situation in which available goods and services, or social and cultural influences, gradually become similar in all parts of the world” (n. p.). In accordance with Lo Bianco, this phenomenon

. . . refers to the manifold ways in which the nations and populations of the world are becoming enmeshed in a single interconnected global system . . . Globalisation extends well beyond things financial . . . education is a commodity in which is traded globally and in which language plays a critically determining role . . . In the domain of culture, we note the rapidly emerging effects of the global exchange of entertainment, cinema, publication and music. At innumerable levels previously discrete systems of endeavour are being meshed into hybrid new varieties influenced by the instantaneous capacity for communication via the telecommunications revolution. Globalisation, here sketched very briefly, sustains the domestic multicultural imperative for language education to address interculturalism. (1999, 16-7)

Therefore, as a consequence of globalisation, we live in world that is evolving into one, and this may be appreciated in every aspect, not only in entertainment, but also in culture, and even in education (Lo Bianco, 1999, 16-7).

3.2. Intercultural Competence

Intercultural competence is an essential concept within this topic, after reviewing other important and interrelated issues such as interculturality, multiculturalism, pluriculturalism, culture and globalisation. Thus, this ability not only alludes to the socio-cultural skills, as we may generally believe, but also to the communication capacities that allow people to interact with each other. Consequently, and thanks to this competence, people from different countries, cultures, nationalities, etc., relate among them, and develop understanding and empathy with those whose customs and beliefs are different from theirs. According to Beacco et al., intercultural competence

. . . is the ability to experience otherness and cultural diversity, to analyse that experience and to derive benefit from it. Once acquired, intercultural competence makes it easier to understand otherness, establish cognitive and affective links between past and new experiences of otherness, mediate between members of two (or more) social groups and their cultures, and question the assumptions of one's own cultural group and environment. (2016, 10)

Since the definition of this competence is clear, what are the requirements for a person to develop intercultural competence? Byram, Gribkova and Starkey affirm that the acquisition of this skill is never perfect neither complete, due to the constant changes in which cultures are nowadays and the different languages that are spoken worldwide, and also because of the personal values and beliefs people have towards cultures (2002, 11). The components of intercultural competence, Byram, Gribkova and Starkey affirm, “. . . are knowledge, skills and attitudes” complemented by the personal social values (2002, 11), which shall be explained in the next lines.

In the attitudes (*savoir être*) lies the foundation of the intercultural competence, and would correspond to the comprehension of different cultures, from an opener perspective; this ability would be known as “to decentre” (Byram, Gribkova and Starkey, 2002, 12). Next, knowledge (*savoirs*) refers to the notions surrounding the different social interactions, both personal and of other people (Byram, Gribkova and Starkey, 2002, 12). In the case of skills, Byram, Gribkova and Starkey distinguish two

categories: the skills of comparison, interpreting and relating (*savoir comprendre*) (2002, 12-3) and the skills of discovery and interaction (*savoir apprendre/faire*) (2002, 13). The first category is identified with the capability to recognise and relate aspects from other cultures with one's own (Byram, Gribkova and Starkey, 2002, 13); the second category, however, refers to the interaction with people from another cultures, in order to acquire new notions from that people and culture (Byram, Gribkova and Starkey, 2002, 13). Finally, the critical cultural awareness (*savoir s'engager*) indicates the critical skills and self-consciousness to evaluate other and one's own cultural values (Byram, Gribkova and Starkey, 2002, 13).

In addition, Byram, Gribkova and Starkey conclude that “. . . all language teaching should promote: a position which *acknowledges respect for human dignity and equality of human rights as the democratic basis for social interaction*” (2002, 13). Also, these scholars add that “[t]he role of the language teacher is therefore to develop skills, attitudes and awareness of values as much as to develop a knowledge of a particular culture or country” (2002, 13), an issue that is related with the next section.

3.3. Interculturality in Language Teaching

Once the concept of intercultural competence has been explained, I consider essential to analyse its role in teaching. As I mentioned before, this competence involves socio-cultural and communicative skills; this means that language is a proper medium to transmit culture. In fact, Byram, Holmes and Savvides claim that

. . . some language teachers have also recognised the opportunity to re-integrate the aims of the liberal education philosophy which had been attached to language teaching in the 19th century, i.e. the personal development of the individual through empathetic understanding of other countries, peoples and their languages. (2013, n. p.)

Nevertheless, culture knowledge does not imply that a teacher must know every aspect of a specific culture, since “. . . there are many cultures associated with a particular language . . .”, which means that, despite there are many countries that share a common language as L1, there are, in fact, variations in their cultures, customs, etc. (Byram, Gribkova and Starkey, 2002, 14).

Regarding the aim of interculturality in language teaching, it is widely spread that the perfect intercultural competent teacher, a figure whose existence could be impossible (Byram, Gribkova and Starkey, 2002), is the one who gathers cultural knowledge perfectly; nevertheless, Lo Bianco affirms that the real aim of interculturality in language teaching is “. . . supporting the development of intercultural competence through the learning of foreign languages and by extension through the learning of how language and culture connect in one’s first and target language” (1999, 21).

However, Lo Bianco points out to two obstacles in the situation of cultural education in the classroom

. . . a) that language teaching has predominantly been based on the *written form* of the languages taught and b) that culture . . . has always been taught as an adjunct to language whether in the form of literature (high culture) or cultural studies (e.g. history and customs).

Even when the proclaimed aims of language teaching . . . were to teach people how to use a foreign *spoken language* to communicate *across cultures*, the content of language education by and large remained heavily based on written forms, that is, mainly grammar, and culture was never taught as an inherent part of language . . . this also requires an effort from language teachers to rethink the very nature of language: how it shapes human interactions and relationships. (1999, 20-1)

Thus, Lo Bianco is highlighting the importance of language teaching within the context of intercultural education in the classrooms.

Interculturality in language teaching assures benefits, as it “. . . continues to help learners to acquire the linguistic competence needed to communicate in speaking or writing, to formulate what they want to say/write in correct and appropriate ways. But it also develops their intercultural competence” (Byram, 2002, 9-10).

Therefore, the intercultural competence in language teaching does not require cultural knowledge exclusively; instead, learners should develop certain socio-cultural and communicative skills. There are numerous methods to work this competence in the class, in the form of activities, games, debates, etc. Later, in the proposed activities section, I shall provide a series of techniques to practise interculturality in language teaching, concretely, English language teaching.

4. *The Big Bang Theory*

The Big Bang Theory is one of the most popular *sitcoms*¹⁰ in the Present-day, from its very beginning in 2007, until its ending last year, in 2019. Besides, this TV show is known worldwide, reaching numerous countries, and its success has been such that the creators developed in 2017 a *spin-off* based on the youth of one of the main characters, *Young Sheldon*. *The Big Bang Theory* is set in Pasadena, California, and follows the different stories of a group of friends and their families and friends: Sheldon Cooper and Amy Farrah Fowler, Leonard Hofstadter and Penny, Howard Wolowitz and Bernadette Rostenkowski, and Rajesh Koothrappali. All along the development of the *sitcom*, we witness numerous events, like weddings (Howard Wolowitz and Bernadette Rostenkowski's, Sheldon Cooper and Amy Farrah Fowler's, Leonard Hofstadter and Penny's), deaths (Howard Wolowitz's mother), or even winning the Nobel Prize (Sheldon Cooper in Physics). One of the main themes of the show is science, since the main characters' occupations are related with this issue: experimental, theoretical and astrophysics (Leonard Hofstadter, Sheldon Cooper and Rajesh Koothrappali), neuro and microbiology (Amy Farrah Folwer and Bernadette Rostenkowski), and aerospace engineering (Howard Wolowitz). Another prominent and recurrent topic is superheroes' comics and science-fiction movies and shows, such as *Star Wars* and *Star Trek*, or *Marvel's* and *DC's* comics.

Furthermore, the main characters from *The Big Bang Theory* have different origins: not all of them are from California. The most evident case is Rajesh Koothrappali's, who is from India, and the series includes some references to this country and its culture, as well as some stereotypes. Howard Wolowitz is the Jewish man within his group of friends, and, like Rajesh, there are also some aspects from his culture in the *sitcom*, apart from the stereotypes. Again, there are mentions to cultural aspects of other states from the country, like Texas and Nebraska, due to Sheldon Cooper and Penny were born and raised there, respectively. The same happens, to a lesser extent,

¹⁰ Situation comedy: a comedy genre, typical in TV shows, which follows a series of event, normally humorous, around the main characters. This type of comedies, whose great majority are original from the USA, are usually recorded in front of an audience in episodes lasting around 20 minutes, whose laughs accompany the series. Some examples of *sitcoms* are *Seinfeld* (1989-1998), *Frasier* (1993-2004), *Friends* (1994-2004) or *How I Met Your Mother* (2005-2014), among many others.

with the New Jerseyan culture, represented in the character of Leonard Hofstadter, with a lesser quantity of references to his culture and state origin. Nevertheless, I include different sections for each culture and character in the next paragraphs.

4.1. Cultures in *The Big Bang Theory*

As I mentioned before, there are numerous cultures that may be appreciated in *The Big Bang Theory*. Consequently, since the main characters come from different origins, and have different beliefs and customs, they are in contact with each other as friends, they interact among them. Thus, they share their cultural aspects; and what is more, they learn from other cultures different from theirs and their friends. Certainly, the series itself shows a cultural mosaic which reflects the integration of people from different cultures and nationalities in the USA (Guerrero and González, 2010, n. p.). Therefore, I dedicate the next sections for each culture, as I mentioned before. Nevertheless, there are also some stereotypes of these cultures within the series, some of the most noticeable that have been gathered in another different section.

4.1.1. Indian

To begin with, the most obvious representation of the Indian culture is portrayed in the character of Rajesh Koothrappali. Rajesh, or Raj, as his family and friends call him, is a shy Indian man from a large and wealthy family, despite he himself claims that they are not as rich as they seem. In the series, he has an evident Indian accent in his English speech, a phenomenon which has not been reflected in the Spanish dubbed version of *The Big Bang Theory*. He is an astrophysicist working at Caltech¹¹, and his shyness used to hamper him from talking to women, unless they were from his family

¹¹ California Institute of Technology

or he was under alcohol effects. As the series develop, there are many references to the Indian culture and customs, which Raj and his friends comment; however, some of these mentions may seem stereotypical, even discriminatory. In the final season, Raj is tired of being single, and asks his father to arrange a marriage, which is a typical habit in India.

This is one of the many aspects from the Indian culture that may be noticed in the show, with whom non-Indian people are generally familiar. Other aspects from this culture, which are portrayed in *The Big Bang Theory*, are extended families, as Rajesh's family is itself; Hinduism and religious temples, which appear briefly in specific occasions; as well as the typical clothes and cuisine of the Asian country in some episodes. The series also contains jokes towards this culture and the different customs, traditions and habits, made by Raj himself and his friends, generally.

4.1.2. American Jewish

The American Jewish customs and beliefs, reflected in Howard Wolowitz, are also very evident in the 12 seasons of *The Big Bang Theory*. Howard lives with his mother, Debbie, who suddenly dies in season 8. As Rajesh and his friends, he also works at Caltech; however, unlike them, Howard lacks any PhD, and that is the reason why his friends usually joke about his aerospace engineering degree; nevertheless, he is the one who achieves going to space. In contrast with his best friend Raj, he is extroverted and, before meeting his wife Bernadette Rostenkowski, he was usually flirting with women. We may appreciate some mentions to the American Jewish culture within the series, like the numerous dishes or traditions, as well as some stereotypes, such as Mrs. Wolowitz's representation of the American Jewish protective mother, who treats his son as a little child (Vidal, 2013, 32); besides, certain Jewish religious references appear in the show, as well as traditions and dishes.

4.1.3. Texan

There are numerous mentions to Texas and its culture in the show, since Sheldon Cooper, probably the most popular character within *The Big Bang Theory* and one of the most noticeable in the history of *sitcoms*, was born and raised in this state. Sheldon is a theoretical physicist working at Caltech, whose personal habits seem strange for people. He is arrogant, lacks social abilities, shows an obsessive behaviour and follows always the same routine (Vidal, 2013, 31), which would explain why Sheldon is considered as an example of Asperger Syndrome. Apart from his interest in science, Sheldon loves superheroes comics, science-fiction and fantasy sagas, as well as board games and videogames.

Sheldon comes from a Texan family; besides, he shows an evident Texan accent in the series, as well as expressions from his birthplace state (Vidal, 2013, 31). In fact, the actor that portrays Sheldon Cooper, Jim Parsons, was also born and raised in Texas. In the show, Sheldon refers to Texas in certain occasions, sometimes with a disrespectful tone, but the most obvious Texan cultural reference could be the representation of Sheldon's mother: she is a devoted Christian, because Texas is the state where most Christian population inhabit, in the USA.

4.1.4. Nebraskan

The Nebraskan way of life also appears in the series, but with a mocking tone. Penny, who was Sheldon and Leonard's new neighbour and friend at the beginning of *The Big Bang Theory*, was born and raised in Nebraska, until she moved to Pasadena, to become a successful actress. Unlike her friends, she lacks any studies and does not work in Caltech. She is portrayed as a girl who has been raised in the country, with manly manners in certain occasions, who does not know (neither cares) about science, as her friends and husband do. Despite their differences, Penny and the boys become friends rapidly. The references to Nebraska are not so evident in the show as

the other cultures previously mentioned; however, when these mentions are present in *The Big Bang Theory*, portray certain stereotypes that shall be analysed later.

4.1.5. New Jerseyan

Less frequent are the references to New Jersey and its culture; in this case, Leonard Hofstadter is the character from this state. Leonard is an experimental physicist working with Raj, Howard and Sheldon in Caltech. He seems to be the one who understands Sheldon the most, and has to explain Sheldon's behaviour in specific occasions (Vidal, 2013, 32). Despite he comes from a successful family of scientists, Leonard seems to be considered the least outstanding, especially by his mother, who is always criticising her son, and whose attitude is interestingly similar to Sheldon's.

4.1.6. Californian

The show is set in Pasadena, California, and, since the main characters are from different places and cultures, this means that in this location there are many cultures coexisting together and interacting with each other. In addition, other characters, like Amy Farrah Fowler, Bernadette Rostenkowski or Howard Wolowitz himself have been born and raised in different cities of California: Glendale, Yorba Linda and Altadena, respectively, and they arrived to Pasadena. Some of the examples of all these cultures living together could be appreciated in the diversified variety of food deliveries the group of friends have for dinner, in different days of the week. However, since the activities proposal is focused on the previous cultures, I do not consider convenient to explain the Californian customs and habits in detail.

4.1.7. Scientific

The series also mentions different theories, concepts and experiments from different science fields, especially physics (Guerrero and González, 2010, n. p.); even the name itself provides clues, as well as the different special appearances of distinguished people such as the British theoretical physicist Stephen Hawking (1942-2018). Besides, all those scientific facts are provided by the astrophysicist David Salzberg from the University of California in Los Angeles (UCLA) (Guerrero and González, 2010, n. p.). In addition, Salzberg claims that the show received excellent reviews from *Science Magazine*, despite the negative critics because of the absence of female scientists in the series (Guerrero and González, 2010, n.p.).

4.1.8. *Nerd or Geek?*

These phenomena are also evident in the show. Besides, these two terms are very similar, and their differences are blurred. On the one hand, Guerrero and González (2010) refer to the four men in *The Big Bang Theory* as *nerds*; while Vidal (2013) claims that they are *geeks*. In order to clarify the notions, I consider convenient to define them. According to the *Online Cambridge Dictionary*, a *nerd* is “a person who lacks social skills, esp. someone interested in technical things” (n. p.), while a *geek* is “someone who is very interested in a particular subject and knows a lot about it” (n. p.). As I mentioned before, the concepts are very identical, but *nerd* seems to refer specifically to those people interested in computers, and *geeks* are those whose interest is focused in a specific issue, and these issues could be videogames, comics, etc. Thus, the most similar terms in Spanish seem to be “empollón” for *nerd*, and “friki” for *geek*.

Besides, in the case of *nerds*, they seem to have been present in TV and films from the 70s decade in the USA (Guerrero and González, 2010, n. p.). The reason why this social group is frequently recognised by their interest towards computers and technology, is due to the economical and technological increase between the 1980s and 1990s decade, which may be appreciated in the foundations of famous enterprises

like Microsoft or Apple, whose leaders have also been tagged as *nerds* (Kendall qtd. in Guerrero and González, 2010, n. p.), Bill Gates (1955-) and Steve Jobs (195-2011), respectively, as the most prominent founders of these companies.

Despite Guerrero and González consider that the main male characters of the series are *nerds*, and, on the contrary, Vidal affirms that they are *geeks*, I personally believe that Sheldon, Leonard, Howard and Rajesh are both *nerds* and *geeks*, because they lack certain social abilities, except for Leonard, who seems to be the one with more developed social skills, and seems to act like the leader of the group (Vidal, 2013, 32), and all of them are interested not only in computers and technological matters, but also in science, videogames, superheroes comics and science-fiction and fantasy sagas, among many other issues. In addition, neither *nerds* nor *geeks* are directly related to characteristics like race, age, gender or religion, despite their stereotypical representations as “. . . hombres caucásicos heterosexuales de clase social media . . .” or the typical Asian-American student who stands out in subjects related to science (Guerrero and González, 2010, n. p.).

4.2. Stereotypes

Nevertheless, all these characterisations and representations of cultural aspects in *The Big Bang Theory* may lead to stereotypes, which are categorisations of a specific group of people, usually implying negative connotations, which also draw into generalisations about the behaviours and habits of that people (Byram, Gribkova and Starkey, 2002, 27). Therefore, it is essential to learn how to reduce all these generalisations, specially in young people, who are still developing their critical and thinking skills; thus, education plays an important role in this matter. In fact, the elimination of prejudices and stereotypes “. . . is a top **priority for language teachers**” (Byram, Gribkova and Starkey 2002, 27). And, how can a teacher exclude those thoughts from their students’ minds and opinions in the classroom? In accordance with Byram, Gribkova and Starkey, the answer to this question is found on the

development of the critical discourse analysis (CDA)¹² and critical cultural awareness skills (2002, 27); thus, it is in the teachers' hands to challenge all those stereotypes, based on feelings, instead of thoughts, and all these feelings and emotions towards different cultures can be overcome by means of texts and images (or even TV shows, like it is the case of this thesis), as students develop their critical thinking skills (Byram, Gribkova and Starkey, 2002, 28).

This is the case of overcoming students' stereotypes; however, what could teachers do to eliminate their stereotypes? Despite those feelings are positive or negative towards specific countries, some teachers believe that they must not influence their students' way of thinking (Byram, Gribkova and Starkey, 2002, 35). Nevertheless, teachers may transmit their stereotypes and prejudices to their students, so that they could think by their own on the feelings of their teacher, and reflect on them (Byram, Gribkova and Starkey, 2002, 35).

As I mentioned in the previous paragraphs, the series portrays specific and typical stereotypes, in some occasions from the cultures that the characters belong to. These stereotypes may be useful tools for students to reflect upon them. To begin with, Rajesh seems to be the main object in discriminatory situations, mainly, because of his speech and accent. Raj's English is not the same as his friends in some occasions, and that leads to situations in which they laugh at him, whenever Rajesh mispronounces, or mistakes the conjugation of a verb, or employs a word inadequately. In the same line, Penny is also portrayed with stereotypical and even discriminatory connotations, especially by Sheldon, because she is from Nebraska, and she is represented as a country girl with some masculine attitudes. In a lesser degree, people usually laugh at Howard, not only because he has no PhD., but because he is a Jewish; besides, Howard himself jokes about this. In the case of the Texan culture, certainly Sheldon comments sarcastically (despite he cannot understand irony neither sarcasm, ironically) about Texas and its population, mainly his family, in which he describes them as cave people in specific occasions, such as his twin sister

¹² “**Critical discourse analysis** (CDA) studies the way text and talk may reproduce or resist racism, abuse of social power, dominance and inequality. It looks at texts and talk in the social and political context. CDA can provide a set of **guidelines for interrogating an authentic text**, so that learners engage with the content critically at the same time as they attempt to understand other more superficial aspects of the text. For instance, learners may confront texts of a possibly xenophobic nature to explore the discourse mechanisms of racism” (Byram, Gribkova and Starkey 2002, 27).

giving birth to his niece, or in every situation in which Sheldon jokes about Christianity, since his mother, Mary Cooper, is a devoted Christian. Finally, the New Jerseyan culture, since the customs and manners from this state do not seem to be so prominent as the rest of the cultures, lacks some of these stereotypical views, despite Leonard himself, and maybe Sheldon as well, is the one who may comment and joke about his birthplace state.

Furthermore, scholars have examined in different studies *The Big Bang Theory*, from different perspectives, and, one of those cases, is the evaluation of stereotypes within the show. In their study, Guerrero and González (2010) affirm that *The Big Bang Theory* represents stereotypes from the USA, focused on *nerds* and *geeks* and their social interactions. These scholars proved that, certainly, the series demonstrates the heterogeneous population of the USA, formed by people from different cultures, nationalities and religions, unfortunately, with a discriminatory tone (2010, n. p.). This study also analysed the presence of men in science, which, regrettably, is more predominant than women's, among other differences between both genres, like education and occupation since the male characters seem to have more studies and better jobs, because they have degrees and/or PhD's and work at Caltech, than Penny, who did not attend the University and used to work as a waitress at *The Cheesecake Factory*; another negative stereotype is directly related with physical appearance and intelligence, since the four men are considered "ugly" but intelligent, and Penny is portrayed as the blonde beautiful girl but stupid (Guerrero and González, 2010, n. p.). Despite all these sexist attitudes, this study focused only on the three first seasons of *The Big Bang Theory*; from that moment on, female characters like Penny, Amy Farrah Fowler and Bernadette Rostenkowski acquired more importance in the show, which established certain balance in contrast with the previous seasons.

5. Methodological Proposal

The selected methodology for the activities proposed is task-based, which consists in the succession of different activities, related among each other and focused in a

final task. These activities could be an opportunity for the social and communicative development of the students (O'Dowd, 2007, 11), since the main theme is interculturality in *The Big Bang Theory*, which is a TV show familiar for teenagers, and this fact could increase their interest and motivation in the lessons, which means that students will participate actively in class.

The activities are comprised into six sessions that belong to a quarterly program in which interculturality is worked. Furthermore, throughout the first five lessons, students watch videos from *The Big Bang Theory* that portray cultural aspects, and they should reflect and debate upon them, while they develop their critical thinking skills as well as tolerance, respect and comprehension towards their classmates' views. In these five sessions, students learn concepts and aspects from the most evident cultures in the show: Indian, American Jewish, Texan, Nebraskan and New Jerseyan; each lesson corresponds to a different culture and integrates a similar strategy and activities related to discussion and personal reflection. In the final session, students play *Trivial* with questions related to *The Big Bang Theory*, and write an invented story on the show.

Besides, all these activities are not only beneficial for developing competences such as social, critical thinking and cultural skills, and creativity and imagination, but also to revise and even acquire new contents of grammar and specific vocabulary. In addition, students learn cultures different from theirs while they enjoy discussing and playing board games with their classmates. Furthermore, students are expected to work in small groups, a technique that promotes cooperative and collaborative work. In addition, introducing games in the classroom, such as *Trivial*, which has been a very popular board game for decades, and is familiar for students, encourages motivation and participation in students, and contributes to a calmer environment within the classroom, which is excellent for students in their learning process.

This unit is designed to be developed with students from Secondary Education, specifically, third grade. According to CEFR, the average English level of this grade corresponds to B1. In addition, the activities are arranged to consider special needs for students with any type of necessity.

Finally, I could perform similar activities in my internship period in 'IES Parquesol', from February to March 2020. I introduced to 38 students, from two classes of 3^o

ESO, to the cultures from *The Big Bang Theory* mentioned before, while combining the grammatical contents from the textbook *Mosaic* (Oxford University Press). In this first unit, I employed the same technique, which consisted in the combination of the theory explanation from the textbook, and then customs and habits of the corresponding culture of the lesson, along with the references in *The Big Bang Theory*.

6. Activities Proposal

In this section, I include the different activities that can be performed with students in the classroom to study interculturality in *The Big Bang Theory*. All these activities are comprised in a syllabus, which, as I mentioned before, consists of six sessions, whose lessons are dedicated to each culture from the main characters of the show, and the selected methodology is task-based. The sessions include debates and games for students, so that they could feel motivated and comfortable, in order to participate and contribute to a more dynamic and relaxed atmosphere in the classroom. Besides, the activities cater to any possible special necessity that students could require, thus, they could be adapted to any students' needs. In addition, official legislations from Spain such as Orden EDU 362/2015, Real Decreto 1105/2014 and Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE), as well as documents from the European Union like the "Council Recommendations", which have been useful tools to establish different aspects, such as objectives to achieve and competences to develop, as may be appreciated in the next paragraphs.

6.1. Objectives

On the one hand, the main goals in Secondary Education can be found on Artículo 11 from Real Decreto 1105/2014 of 26 December 2014 (Real Decreto 1105/2014, 11). Because of the extension of these objectives, I will mention briefly that, in Secondary Education, students are expected to develop skills and

competences to be good citizens, including the improvement of social abilities, tolerance and respect (Real Decreto 1105/2014, 11), as well as other capacities that could be appreciated in the next sections. In addition, Secondary Education advocates for the development and consolidation of study and working habits, in order to prepare students for their future studies and labour life as citizens (Real Decreto 1105/2014, 10-1).

In regards to the objectives of the subject ‘Primera Lengua Extranjera’ from the curriculum of Secondary Education and Bachillerato, the famous Ley Orgánica 8/2013, of 9 December 2013, para la Mejora de la Calidad Educativa, establishes that

La Unión Europea fija el fomento del plurilingüismo como un objetivo irrenunciable para la construcción de un proyecto europeo . . . para conseguir que los estudiantes se desenvuelvan con fluidez al menos en una primera lengua extranjera, cuyo nivel de comprensión oral y lectora y de expresión oral y escrita resulta decisivo para favorecer la empleabilidad y las ambiciones profesionales . . . (LOMCE, 10)

As it may be appreciated, both in Real Decreto 1105/2014 and LOMCE, the students are prepared in Secondary Education and Bachillerato in order to acquire the required competences and skills that they one day will put into practise in their future studies and occupations.

In this syllabus, the main objectives are

- To learn new and different cultural aspects from India and regions of the USA;
- To understand the teacher’s instructions and explanations;
- To ask for help to solve questions and doubts;
- To develop tolerance and respect;
- To produce proper oral and written speeches in English;
- To work cooperative and collaboratively.

Furthermore, the Spanish law Orden EDU 362/2015 of 4 May 2015 establishes the curriculum for Secondary Education, and has been central in the planification of

these activities. According to this official document, language is “[e]l instrumento fundamental para la comunicación y el aprendizaje” (Orden EDU 362/2015, 32232); besides Orden EDU 362/2015 provides relevance to language knowledge, since “[e]l conocimiento de otras lenguas, aparte de la lengua materna, constituye un bagaje indispensable de las personas inmersas en un mundo globalizado” (32232). In line with this issue, the subject known as Primera Lengua Extranjera in Secondary Education helps students to develop their communicative skills, not only in the foreign languages they are learning, but also in their mother tongue (Orden EDU 362/2015, 32232); thus, the learning of those L2, according to Orden EDU 362/2015, should be as similar as the acquisition of L1, to guarantee students’ proper control in the real world’s contexts (32232). Furthermore, the knowledge and handle of foreign languages is an incredibly beneficial phenomenon, since this fact implies numerous opportunities in the globalised world we are living nowadays, where cultures are in contact with each other (Orden EDU 362/2015, 32232).

The curriculum of Secondary Education is comprised into four blocks that introduce the contents, criteria assessment and assessable learning standards (Orden EDU 362/2015, 32232):

- Block 1. Comprehension of oral texts;
- Block 2. Production of oral texts: expression and interaction;
- Block 3. Comprehension of written texts;
- Block 4. Production of written texts: expression and interaction (Orden EDU 362/2015).

As it may be appreciated, these blocks are devoted to oral and writing skills within the subject Primera Lengua Extranjera. Interestingly, in Orden EDU 362/2015 are highlighted the next issues:

. . . la producción oral es la que mayores problemas causa al alumnado y, por ello, hay que conseguir que se sienta cómodo en la utilización del idioma. Para lograrlo se pueden utilizar los mismos mecanismos y rutinas usados para el desarrollo de la clase, como pueden ser los saludos, felicitaciones, preguntas recurrentes, etc. . . . En cuanto a la producción escrita, contribuye a fomentar la motivación y el uso por el idioma la utilización de temas actuales, familiares y acordes con los intereses del alumnado. Las comprensiones orales y escritas han de ser

documentos reales o adaptaciones de estos, que permitan al alumnado la adquisición de los contenidos socioculturales y transversales previstos en el currículo . . . como discursos del profesor, vídeos, canciones, audios, dictados . . . apoyos de vocabulario no exhaustivos que aclaren algún término no adecuado al nivel o de carácter cultura. (32233)

Besides, languages allow learners to develop competences established by the Council of Europe, some of which are improved in the activities proposed that have been described in the next section.

6.2. Competences

As I mentioned before, the activities from this proposal seek for the improvement of specific skills in students from an early age, which can be found on the “Council Recommendations of 22 May 2018 on key competences for lifelong learning”, established by the Council of Europe. Nevertheless, this expected improvement does not only refer to education, but also to society, culture, work and citizenship: the main goal is to form people with attitudes and skills in order to interact properly with other citizens, from different nationalities and cultures, and learn how to cooperate and collaborate with them in team work, while they develop a positive behaviour, based on tolerance, empathy and understanding. Thus, these proposed activities pursue the improvement of the next competences

- Literacy competence, “. . . the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts”, which also requires social interaction and critical thinking (Council of Europe, 2018, 8);
- Multilingual competence, similar to the previous competence, “. . . defines the ability to use different languages appropriately and effectively for communication”, and involves knowledge and curiosity towards different languages and cultures (Council of Europe, 2018, 8);
- Digital competence requires “. . . the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society”, as

well as other capacities such as problem solving and critical thinking, and also social interaction and communication, always from a responsible and safe perspective (Council of Europe, 2018, 9-10);

- Personal, social and learning to learn competence “. . . is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career”, and involves the knowledge of communication and conduct rules of different cultures, as well as comprehension, tolerance and empathy (Council of Europe, 2018, 10);
- Citizenship competence refers to “. . . the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability” and requires the knowledge of certain aspects, related with people, society, work organisations, economy and culture (Council of Europe, 2018, 10);
- Entrepreneurship competence “. . . refers to the capacity to act upon opportunities and ideas, and to transform them into values for others.”, and is founded on skills such as creativity and imagination, critical thinking and problem solving, individual and collaborative work and initiative (Council of Europe, 2018, 11);
- and Cultural awareness and expression competence involves “. . . understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms”, which requires knowledge of languages and cultures, empathy and abstraction, and open-mindedness (Council of Europe, 2018, 11-2).

Other important aspects to consider are the context, the class formation, the resources and materials, and the characteristics of the students, and cooperative and collaborative group work that these activities may require. Concerning the context, a similar syllabus to the present one has been performed at the IES Parquesol, in Valladolid, in the homonym neighbourhood, during February and March 2020. Despite those activities were also focused on grammar from the textbook *Mosaic* (Oxford University Press), they also pursued the development of cultural and social skills. However, both the original and the present proposal, are addressed to students from 3º ESO, who are, generally, 15 years old, an age in which abstract and critical

thinking begins developing, as I mentioned before. In addition, the proficiency English level of this students would correspond to B1. I personally consider this issue very important, since not all students from the same classroom show the same level, thus the average level of the whole class may not be as homogeneous as expected.

Regarding the class formation in which these activities could be performed, the most adequate manner to place the tables and chairs in the classroom would be, depending on the number of students, in small groups of 3-4 students per group, so that they can work together and help each other in the different activities. In addition, this class formation could lead to a more relaxed environment, and, thanks to the activities and cooperation, competition among students may decrease. The resources and materials employed would be the traditional blackboard and chalk, whenever needed, but also Information and Communication Technologies, called ICTs, such as digital board, projector, laptop or computer with Internet connection; if the students' usual classroom lacks any of these resources, the activities would take place in the computer room instead. Furthermore, since we are living nowadays in a more technological world, which is becoming even more digital everyday, the incorporation of new technologies is beneficial and motivational for students for two reasons

- Because students are familiar with these sources from their earlier age, and
- The use of new technologies in education contributes to the development of the skills such as Digital competence, as mentioned above.

In addition, it is essential to know the students' characteristics, attitudes and interests before performing the activities. As I mentioned previously, this syllabus addresses students from 3º ESO; generally, teenagers from this level show interest towards *The Big Bang Theory*, which is an advantage before implementing this proposal. Nevertheless, level and motivation are fundamental aspects to consider, as well as special necessities that students may need; thus, this syllabus allows to specific adaptations of the activities: dynamism, open-questions debates, etc.

Finally, these activities encourage collaborative and cooperative team work, which is very beneficial for students, since they interact with their classmates, as they develop their social skills, and each student learns from each other, while competition among students reduces; also, the activities proposed include debates that work critical thinking skills, as well as tolerance and respect towards other students' opinions.

In the next sections, I include a short introduction of every lesson, as well as tables that gather aspects, such as time, class formation, materials, activities, objectives, among others; besides, there are explanations on every activity from the sessions.

6.3. First Session

This first session, as I mentioned above, is dedicated to India and its culture, and also to Rajesh Koothrappali from *The Big Bang Theory*. This lesson consists of six activities; whose duration varies among each other. In this session, students discuss about the Indian culture, and watch four short videos from the TV show, whose links can be found at the end of the table.

Temporalisation	50 minutes
Class formation	Individual work: students sit on their usual places to work autonomously Pair work: students gather in pairs to work cooperatively
Materials	Laptop or computer with Internet connection, proyector, white screen, digital and/or traditional boards, chalk, papers, pencils and ball pens
Objectives	<ul style="list-style-type: none"> - Learn aspects from the Indian culture - Develop tolerance and awareness towards a different culture - Understand the teacher's questions and explanations - Produce oral texts, striving to pronounce correctly and be understood - Work collaboratively - Participate actively in class - Comprehend <i>The Big Bang Theory's</i> videos

	- Respect their classmates' opinions and views
Activities	<p>1 - 'Brief presentation to the syllabus' (2 minutes)</p> <p>2 - 'What is culture?' (5 minutes)</p> <p>3 - 'What do you know about India?' (5 minutes)</p> <p>4 - 'The Indian culture in <i>The Big Bang Theory</i>' (10 minutes)</p> <p>5 - 'Aspects from the Indian culture that you have appreciated' (10 minutes)</p> <p>6 - 'Role play: Raj's expected visit' (18 minutes)</p>
Videos' links	<p>https://www.youtube.com/watch?v=n4OJfXnjtS0 "Big Bang Theory Hinduism mentioned"</p> <p>https://www.youtube.com/watch?v=mKO--YojicM "Big Bang Theory Indian"</p> <p>https://www.youtube.com/watch?v=bOZ6nKnJI6w "TheBigBangTheory - Sheldon tries Indian Meditation [HD] 3x18"</p> <p>https://www.youtube.com/watch?v=zfprS-CXSnU "Raj Wants Arrange Marriage-The Big Bang Theory S12E02// TBBT 12X02"</p>

In the first activity of this session, 'Brief introduction to the syllabus', the teacher presents very briefly what students will be working on in the next five lessons. The teacher mentions that these sessions will be focused on culture and a famous TV series they probably are familiar with. This brief introduction is the connection with the second activity, 'What is culture?'. The main aim of this task is to have students discussing about their own definitions and opinions on culture. This is a short activity, in which the teacher leads the discussion to a specific country, India, because it will be the main theme of the lesson, and asks students about this region, to begin with the third activity of the session, 'What do you know about India?'. In this task, students say out loud aspects from India they are familiar with, so that the teacher can ask

them if they know an Indian character from a film or TV show; the expected answer is ‘Rajesh Koothrappali’, from *The Big Bang Theory*, in order to focus now on the fourth activity, ‘The Indian culture in *The Big Bang Theory*’. In this case, the teacher plays videos from the show (with subtitles if needed), and students have to pay attention to the aspects from the Indian culture that are being represented, so that they can discuss and share them with their classmates and the teacher in the next task, ‘What aspects from the Indian culture have you appreciated?’. Finally, in the remaining minutes of the lesson, students work in pairs in ‘Role play: Raj’s expected visit’, in which one of them plays Rajesh and the other Howard. The fictional situation consists in Raj having left Pasadena for some weeks, since he had to return to India and stay there because of a work project; nevertheless, he needs Howard’s help, and he asks him to visit India. Then, students imagine about this situation, pointing out the aspects from the Indian culture they have learnt in this lesson, such as famous monuments, customs, food, etc.

6.4. Second Session

Secondly, the next session is dedicated to the American Jewish culture and Howard Wolowitz from *The Big Bang Theory*. There are five activities of different temporalisation in this lesson. These activities include videos and discussion, as in the previous session, and also in the following ones, as well as a jigsaw and a collaborative summary to revise the aspects learnt in this lesson and in the previous one.

Temporalisation	50 minutes
Class formation	Individual work: students sit on their usual places to work autonomously Group work: students gather in small groups to work cooperatively

Materials	Laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk, papers, pencils and ball pens
Objectives	<ul style="list-style-type: none"> - Learn aspects from the American Jewish culture - Develop tolerance and awareness towards a different culture - Understand the teacher's questions and explanations - Produce oral texts, striving to pronounce correctly and be understood - Work collaboratively - Participate actively in class - Comprehend <i>The Big Bang Theory's</i> videos - Respect their classmates' opinions and views - Reflect on different cultures - Produce coherent written texts
Activities	<p>7 - 'What do you know about American Judaism?' (5 minutes)</p> <p>8 - 'The American Jewish culture in <i>The Big Bang Theory</i>' (5 minutes)</p> <p>9 - 'Aspects from the American Jewish culture that you have appreciated' (10 minutes)</p> <p>10 - 'Jigsaw: Howard's Hanukkah' (20 minutes)</p> <p>11 - 'Similarities between the Indian and the American cultures' (10 minutes)</p>
Links	<p>https://www.youtube.com/watch?v=pXblAAatUZEU "The Big Bang Theory S05E21 - Jewish Heaven"</p> <p>https://www.youtube.com/watch?v=qIODUxjBfZ0 "Praying at Church - The Big Bang Theory"</p>

	https://www.youtube.com/watch?v=aeYbKTuypZg “The Big Bang Theory - Pray for falling off the space”
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This session begins with the activity ‘What do you know about American Judaism?’, a discussion activity similar to the first activity of the previous lesson, and ‘What do you know about the Indian culture?’, whose aim is to introduce the students to the main theme of the present session; besides, this introductory task helps them activating their previous knowledge on Judaism, not only in America, but also in other countries. Similarly, the teacher asks the students about known Jewish characters in TV shows, and students probably answer ‘Howard Wolowitz’. Then, in the next activity, ‘The American Jewish culture in *The Big Bang Theory*’, the teacher plays videos from *The Big Bang Theory* that refer to certain aspects from the addressed culture, because students discuss them later, in the third activity, ‘Aspects from the American Jewish culture that you have appreciated’. The following task, ‘Jigsaw: Howard’s Hanukkah’ requires group work. In this activity, students, before forming groups of 6, receive a numbered paragraph with a description of this Jewish tradition. This fragment belongs to a more extended and invented letter in which Howard Wolowitz is narrating how he spent Hanukkah when he was 15 years old. Once that students have read the paragraph individually, they form groups of 5 students, and they cannot coincide in the same group with a classmate that has the same passage as s/he. In groups, each member explains what happens in his/her paragraph, and they have to collaborate and cooperate to reach a conclusion on the correct order of the story. After all groups have finished discussing, they correct the puzzle with the teacher. At the end of the lesson, students, in their same groups as in the previous activity, have to discuss with their classmates about the similarities they have appreciated between the two cultures they have learnt from in these two sessions, and then, share their conclusions briefly with the rest of the class.

6.5. Third Session

This session is dedicated to the Texan culture and Sheldon Cooper from *The Big Bang Theory*, probably the most famous character within the series. In this third lesson, there are four activities whose duration differs. Again, students discuss and watch videos of the series; as a new and dynamic activity, students play a short Escape Room, focused on Sheldon and the Texan culture.

Temporalisation	50 minutes
Class formation	Individual work: students sit on their usual places to work autonomously Group work: students gather in small groups to work cooperatively
Materials	Laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk, papers, pencils and ball pens
Objectives	<ul style="list-style-type: none"> - Learn aspects from the Texan culture - Develop tolerance and awareness towards a different culture - Understand the teacher's questions and explanations - Produce oral texts, striving to pronounce correctly and be understood - Work collaboratively - Help their classmates - Participate actively in class - Comprehend <i>The Big Bang Theory's</i> videos - Respect their classmates' opinions and views

Activities	<p>12 - ‘What do you know about Texas?’ (5 minutes)</p> <p>13 - ‘The Texan culture in <i>The Big Bang Theory</i>’ (7 minutes)</p> <p>14 - ‘Aspects from the Texan culture that you have appreciated’ (10 minutes)</p> <p>15 - ‘Escape Room: Help Sheldon in Texas’ (28 minutes)</p>
Links	<p>https://www.youtube.com/watch?v=O3gG-uE04Sc “Leonard, Raj and Howard get back Sheldon from Texas”</p> <p>https://www.youtube.com/watch?v=JQhZsNjz2b0 “The Big Bang Theory S10 E12 The Big bang theory A Trip to Texas”</p>

The first three activities from the lesson are similar to the previous sessions: ‘What do you know about the Texan culture?’, as a pre-warming task to activate students’ previous knowledge on this state; ‘The Texan culture in *The Big Bang Theory*’, after the teacher asks the students if they know any character from Texas in the show, and they are expected to answer ‘Sheldon Cooper’, so that they can reflect on aspects that they may have pointed out previously, or new for them, found in the videos played by the teacher, as they discuss in ‘Aspects from the Texan culture that you have appreciated’. Finally, in the remaining 28 minutes, students play a short Escape Room which includes aspects from the Texan culture and requires team work; therefore, they have to form groups of 4-5 students, and solve four puzzles proposed by the teacher, which are concerned with helping Sheldon leaving Texas. The required materials, especially cards with questions and riddles written on them, are distributed in different parts of the classroom, and the number of cards is equivalent to the number of groups formed by the students; moreover, if students succeed in solving all the puzzles, the teacher delivers them the ticket that would allow Sheldon to leave Texas, and return to California.

6.6. Fourth Session

Fourthly, in this session students learn notions from the Nebraskan culture and Penny from the TV show, due to she is originally from this region. The procedure employed is similar as in the previous sessions in the case of the first activities; at the end of the lesson, students work in a role play in pairs.

Temporalisation	50 minutes
Class formation	Individual work: students sit on their usual places to work autonomously Pair work: students gather in pairs groups to work cooperatively
Materials	Laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk, papers, pencils and ball pens
Objectives	<ul style="list-style-type: none"> - Learn aspects from the Nebraskan culture - Develop tolerance and awareness towards a different culture - Understand the teacher's questions and explanations - Produce oral texts, striving to pronounce correctly and be understood - Work collaboratively - Participate actively in class - Comprehend <i>The Big Bang Theory's</i> videos - Respect their classmates' opinions and views
Activities	<p>16 - 'What do you know about Nebraska?' (5 minutes)</p> <p>17 - 'The Nebraskan culture in <i>The Big Bang Theory</i>' (10 minutes)</p>

	<p>18 - ‘Aspects from the Nebraskan culture that you have appreciated’ (15 minutes)</p> <p>19 - ‘Role play: Penny’s invitation to Nebraska’ (20 minutes)</p>
Links	<p>https://www.youtube.com/watch?v=DQn7g2fXVPo “Fun With Flags - Clip 6 - Nebraska - The Big Bang Theory”</p> <p>https://www.youtube.com/watch?v=ePxeYGoW8wY “The Big Bang Theory - Learning About Football”</p> <p>https://www.youtube.com/watch?v=djfmLVEjJdI “The Big Bang Theory – The Cornhusker Vortex clip1”</p>

This fourth lesson begins with the introductory activity ‘What do you know about the Nebraskan culture?’, the visualisation of *The Big Bang Theory* videos in ‘The Nebraskan culture in *The Big Bang Theory*’ began by the teacher’s usual question about a specific character from the series who is from Nebraska, and the ensuing discussion task ‘Aspects from the Nebraskan culture that you have appreciated’. Later, students work in pairs in a role play, ‘Penny’s invitation to Nebraska’, for the remaining 20 minutes, in which they have to imagine that Penny has invited them to her birthplace, and they have to discuss which activities would they like to do in Nebraska.

6.7. Fifth Session

Fifthly, the main focus of this fifth session is the New Jerseyan culture. Nevertheless, the strategy performed in this lesson differs from the previous ones, due to the lack of relevant videos portraying aspects from the mentioned culture in *The Big Bang Theory*. Despite the absence of videos from the show, the teacher plays a video on New Jersey and its culture, so that students can become familiar with this way of life. Also, as in the preceding sessions, this lesson contains discussion and group activities.

Temporalisation	50 minutes
Class formation	<p>Individual work: students sit on their usual places to work autonomously</p> <p>Pair work: students gather in pairs groups to work cooperatively</p> <p>Group work: students gather in small groups to work cooperatively</p>
Materials	Laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk, papers, pencils and ball pens
Objectives	<ul style="list-style-type: none"> - Learn aspects from the New Jerseyan culture - Develop tolerance and awareness towards a different culture - Understand the teacher's questions and explanations - Produce oral texts, striving to pronounce correctly and be understood - Work collaboratively - Participate actively in class - Comprehend <i>The Big Bang Theory's</i> videos - Respect their classmates' opinions and views
Activities	<p>20 - 'What do you know about New Jersey?' (5 minutes)</p> <p>21 - 'Visualisation of videos on New Jerseyan culture' (10 minutes)</p> <p>22 - 'Creative group writing' (20 minutes)</p> <p>23 - 'Revision of contents' (15 minutes)</p>
Video Link	https://www.youtube.com/watch?v=SIOkoCd445U "7 Facts about New Jersey"

	<p>https://www.youtube.com/watch?v=7UIrHvqE228 “New Jersey Traditions”</p> <p>https://www.youtube.com/watch?v=_CtDLbLQ92Y “5 New Jersey Sandwiches to Eat Before you Die”</p>
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As in the previous lessons, this fifth session begins with the task ‘What do you know about the New Jerseyan culture?’, a question made by the teacher to the students in order to activate their previous knowledge on facts they may know about New Jersey. Next, students watch and pay attention to the videos ‘7 Facts about New Jersey’, ‘New Jersey Traditions’ and ‘5 New Jersey Sandwiches to Eat Before you Die’, so that they can verify the different aspects from New Jersey and its culture in the first activity, and also to acquire new ones. In the next activity, the class is divided into groups of 3-4 students, and each of them receive a photocopy with an introductory sentence: “And Leonard was on his way to New Jersey for a couple of weeks, because...”. They have to work cooperative and collaboratively in groups and continue writing, creating an original story that includes aspects from the New Jerseyan culture, and, when all students have finished writing, each composition shall be read. Finally, in the remaining 10 minutes, the teacher revises with the students the contents they have acquired in these five lessons, because this will be relevant for the next and last session of the syllabus.

6.8. Sixth Session

In the final session, students prove their acquired knowledge in this syllabus; thus, this lesson is composed by two activities that encourage team and autonomous work. Besides, the type of tasks seem entertaining and motivating for students, because they are familiar for them and allow creativity and imagination.

Temporalisation	50 minutes
Class formation	Group work: students gather in small groups to work cooperatively Individual work: students sit on their usual places to work autonomously
Materials	Photocopies, papers, pencils and ball pens
Objectives	<ul style="list-style-type: none"> - Demonstrate the acquired knowledge - Understand the teacher's questions and explanations - Show respect and tolerance towards other cultures - Work cooperatively and help other classmates - Participate actively - Produce oral texts, striving to pronounce correctly and be understood - Respect their classmates' opinions and views - Produce coherent invented and creative texts
Activities	<p>24 - 'Trivial' (30 minutes)</p> <p>25 - 'Writing: invent a story' (20 minutes)</p>

Finally, this sixth session is dedicated to the demonstration of the acquired knowledge in the syllabus. On the one hand, students make groups of 3-4 students, to play Trivial with 15 questions directly related with the contents learnt in the previous classrooms. This first task lasts 30 minutes, if we consider that students have 20 minutes to answer and discuss the questions with the members of their group, and 10 minutes so that all groups can participate and correct the questions with the teacher. On the other hand, the last activity, which lasts 20 minutes, is a creative writing task, in which each student, individually, has to invent a story on the characters from the show; however, if students do not finish the task, they can continue at home. The teacher provides dictionaries and tables with information on the characters (names, birthplaces,

occupations, families, etc.) to help students in this activity, and s/he suggests ideas for writing, such as situations happening after the end of *The Big Bang Theory*, or before the show, as *Young Sheldon*, or alternative situations; in addition, they can focus on the situations formulated in the previous writing activities from the preceding lessons, but in this case, students have to be original and cannot repeat the invented stories from their classmates. When students finish the task, they have to submit their stories to the teacher, who will evaluate each student's creativity and originality.

7. Conclusions

To conclude, I proposed a series of activities to perform in a class of 3º ESO in this Master Thesis. This syllabus, composed by six sessions, is focused on the evaluation of interculturality in the famous *sitcom The Big Bang Theory*, familiar for the students, which includes tasks that encourage discussion and work group, so that they learn how to cooperate and collaborate with their classmates, as well as help them. In addition, these activities pursue the development of tolerance and respect towards different cultures and nationalities, and censure any negative behaviour, such as racism.

Besides, these students find themselves in a particularly important age, since, at the age of 15, critical thinking and abstraction are developing; thus, these activities contribute to that development, and help in the assimilation of concepts, such as tolerance. Besides, due to this syllabus addresses *The Big Bang Theory*, students may find the different activities motivating and entertaining, since this TV show is familiar for them, and some students may consider themselves 'fans' of *The Big Bang Theory*. In addition, these proposed tasks also assist to improve some of the competences established by the Council of Europe that have been alluded before.

On the other hand, this proposal can be adapted to other grades, with students from different ages and English proficiency levels. Furthermore, and, as a consequence of globalisation, there are numerous series that also address cultural diversity, and different activities can be performed from them, such as the famous *The Simpsons* or *Sense8*, series that, once again, students are familiar with and usually like.

Thus, further research would have needed, addressing other students and other TV shows that portray different cultures, or even another languages that are taught at high schools in Spain, like French or German.

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APPENDIX I: TABLES OF THE SYLLABUS

Year and level	3° ESO B1 (CEFR)
Main objectives	<ul style="list-style-type: none"> - Learn new and different cultural aspects from India and regions of the USA; - Understand the teacher's instructions and explanations; - Ask for help to solve questions and doubts; - Develop tolerance and respect; - Produce proper oral and written speeches in English; - Work cooperative and collaboratively.
Contents	<p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3, 6 - Communicative functions: 1, 2, 3, 5, 6 - Syntactic-discursive structures: 1, 2 <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: Planification: 1, 2 Performance: 1, 3 Linguistics: 1, 2 Para-linguistics: 1, 2, 3, 4 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 2, 3, 5, 8 - Syntactic-discursive structures: 1, 2 - Accent, and rhythm and intonation patterns: 1,

	<p>2</p> <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3 - Sociocultural and sociolinguistic aspects: 1, 2 - Communicative functions: 2, 3, 4, 5 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions <p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: <p>Planification: 1, 2</p> <p>Performance: 1, 2, 3</p> <ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 2, 3, 5, 6, 7, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions: 1
<p>Activities</p>	<p>First session - The Indian culture</p> <ol style="list-style-type: none"> 1 - 'Brief presentation to the syllabus' 2 - 'What is culture?' 3 - 'What do you know about India?' 4 - 'The Indian culture in <i>The Big Bang Theory</i>' 5 - 'Aspects from the Indian culture that you have appreciated' 6 - 'Role play: Raj's expected visit' <p>Second session - The American Jewish culture</p> <ol style="list-style-type: none"> 7 - 'What do you know about American Judaism?' 8 - 'The American Jewish culture in <i>The Big</i>

	<p><i>Bang Theory</i></p> <p>9 - ‘Aspects from the American Jewish culture that you have appreciated’</p> <p>10 - ‘Jigsaw: Howard’s Hanukkah’</p> <p>11 - ‘Similarities between the Indian and the American cultures’</p> <p>Third session - The Texan culture</p> <p>12 - ‘What do you know about Texas?’</p> <p>13 - ‘The Texan culture in <i>The Big Bang Theory</i>’</p> <p>14 - ‘Aspects from the Texan culture that you have appreciated’</p> <p>15 - ‘Escape Room: Help Sheldon in Texas’</p> <p>Fourth session - The Nebraskan culture</p> <p>16 - ‘What do you know about Nebraska?’</p> <p>17 - ‘The Nebraskan culture in <i>The Big Bang Theory</i>’</p> <p>18 - ‘Aspects from the Nebraskan culture that you have appreciated’</p> <p>19 - ‘Role play: Penny’s invitation to Nebraska’</p> <p>Fifth session - The New Jerseyan culture</p> <p>20 - ‘What do you know about New Jersey?’</p> <p>21 - ‘Visualisation of videos on New Jerseyan culture’</p> <p>22 - ‘Creative group writing’</p> <p>23 - ‘Revision of contents’</p> <p>Sixth session - Trivial and invented stories</p> <p>24- ‘Trivial’</p> <p>25 - ‘Writing: invent a story’</p>
Time	6 sessions (50 minutes each)
Criteria assessment	Block 1. Comprehension of oral texts:

(ORDEN EDU 362/2015)

- To identify the essential information, the main points and the most relevant details in well organised oral texts, transmitted out loud or through technical media and at medium pace, in a formal, informal or neutral register, about daily life topics in usual situations, or about general topics, or from the interest field itself in the personal, public, educational and occupational areas, whenever the acoustic conditions don't distort the message and it could be listened again.

- To know and use, for the comprehension of the text, the sociocultural and sociolinguistics aspects from the daily life (studying and working habits, leisure), life conditions (environment, social structure), interpersonal relationships (between men and women, at work, at the school, at institutions, in society), behaviour (gestures, facial expressions, voice, visual contact) and social conventions (customs, traditions).

- To recognise the common usage oral vocabulary related to daily topics and general topics or related to interests, studies and occupations, and infer the context and cotext, with visual aid, the meaning of words and expressions less frequent or most specific.

- To discriminate sound, accent, rhythm and intonation patterns of common use, and recognise the general communicative meanings and intentions related with them.

Block 2. Production of oral texts: expression and interaction:

- To produce brief and comprehensible texts, both in a face-to-face conversation and via phone or other technical media, in a neutral or informal register, with a simple language, in which is given, required and exchanged information about daily life relevant topics and known or personal, educational or occupational interests' matters, and are briefly justified the causes of determined actions and plans, despite interruptions and hesitations, seem obvious pauses and reformulation to organise the speech and select expressions and structures, and the speaker sometimes may have to require what has

	<p>been said.</p> <ul style="list-style-type: none"> - To know how to apply the most adequate strategies to produce brief monological or dialogical oral texts of simple and clear structure, using, among others, procedures such as message adaptation to patterns of the first language or other, or the use of similar vocabulary elements whenever lacking more precise elements. - To incorporate to the production of the monological or dialogical oral text the sociocultural and sociolinguistic knowledge acquired relative to the social structures, interpersonal relations, performance patterns, behaviour and social conventions, acting with the right appropriateness and respecting the most important courtesy standards in the respective contexts. - To know and use an oral vocabulary supply adequate to communicate information, opinions and points of view, brief, simple and direct, in daily life situations, although in less usual situations the message should be adapted. - To pronounce and pitch in a clear and understandable way, although the foreign accent may sometimes seem clear, or there are sporadic pronunciation mistakes, whenever communication is not interrupted, and the speakers will require for repetitions. - To interact in a simple way in clearly structured exchanges, using manners or simple gestures to take or give the speaking time, although it highly depends on the speaker's performance. <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - To identify the essential information, the main points and the most relevant details in well organised oral texts, both in printed and digital formats, brief and well structured, written in a formal, informal or neutral register, about daily life topics in usual situations, or about general topics, or from the interest field itself in the personal, public, educational and occupational areas, containing simple structures and
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	<p>vocabulary of common use.</p> <ul style="list-style-type: none"> - To know and use, for the comprehension of the text, the sociocultural and sociolinguistics aspects from the daily life (studying and working habits, leisure, including art manifestations like music or cinema), life conditions (environment, social structure), interpersonal relationships (between men and women, at work, at the school, at institutions), behaviour (gestures, facial expressions, voice, visual contact) and social conventions (customs, traditions). - To distinguish the most relevant communicative function or functions of the text and a supply of its most common exponents, like speech patterns of frequent use related to the text organization (introduction to the topic, development and topic change, and text closure). - To recognise the common usage written vocabulary related to daily topics and general topics or related to interests, studies and occupations, and infer the context and cotext, with visual aid, the meaning of words and expressions less frequent or most specific. <p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - To write, in paper or digital format, brief, simple texts, with a clear structure about daily or personal interests' topics, in a formal, neutral or informal register, using properly the basic cohesion resources, the basic orthographical conventions and the most common punctuation signs, with a reasonable control of simple expressions and structures, and a vocabulary of frequent use. - To incorporate to the production of written text the sociocultural and sociolinguistic knowledge acquired relative to the social structures, interpersonal relations, performance patterns, behaviour and social conventions, respecting the most important courtesy standards in the respective contexts. - To accomplish the asked functions for the communicative purpose, using the most
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	<p>common exponents of those functions and the most common usage speech patterns to organise the written text in a simple way with the adequate internal cohesion and coherence regarding the context of the communication.</p> <ul style="list-style-type: none"> - To show control over a limited supply of syntactic structures of common use, and employ, to communicate, simple procedures conformed enough to the context and to the communicative intention (repetition of vocabulary, ellipsis, deixis, personal, spacial and temporary, juxtaposition, and frequent connectors and speech markers). - To know and use a written vocabulary supply adequate to communicate brief, simple and direct information, opinions and points of view, in usual and daily life situations, although in less usual situations about less known topics the message should be adapted. - To know and apply, in an adequate way to be understandable, the basic punctuation signs (e. g. period, comma) and the basic orthographical rules (e. g. use of capital or small letters, or the separation of the words at the end of the line), as well as the most common orthography conventions' in the redaction of texts in electronic format (e. g. text message, <i>WhatsApp</i>)
<p>Assessable learning standards (ORDEN EDU 362/2015)</p>	<p>Block 1. Comprehension of oral texts: 1, 2, 4, 5, 7</p> <p>Block 2. Production of oral texts: expression and interaction: 2, 3</p> <p>Block 3. Comprehension of written texts: 2, 3, 6, 7</p> <p>Block 4. Production of written texts: expression and interaction: 2, 3, 5</p>

<p>Key Competences</p> <p>Según RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente (Diario Oficial de la Unión Europea)</p>	<p>The Key Competences would be:</p> <ul style="list-style-type: none"> - Literacy competence; - Multilingual competence; - Digital competence; - Personal, social and learning to learn competence; - Citizenship competence; - Entrepreneurship competence; - Cultural awareness and expression competence.
<p>Diversity Attention</p>	<p>The activities are dynamic and include open-answers questions</p>

First Session:

<p>Activities</p>	<ul style="list-style-type: none"> - ‘Brief presentation to the syllabus’ - ‘What is culture?’ - ‘What do you know about India?’ - ‘The Indian culture in <i>The Big Bang Theory</i>’ - ‘Aspects from the Indian culture that you have appreciated’ - ‘Role play: Raj’s expected visit’
<p>Criteria Assessment</p>	<p>The students should be able to:</p> <p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Understand the explanations and the instructions provided by the teacher - Understand the questions that the teacher may ask - Be familiar with aspects from the Indian culture: society, traditions, clothes, cuisine, etc. - Understand and follow the videos from the TV show <i>The Big Bang Theory</i> that the teacher plays <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Produce brief oral speeches and messages to answer the teacher’s questions, related with the Indian culture and the TV series <i>The Big Bang Theory</i> - Interact with the teacher in English - Show control over the English language - Make an effort to pronounce in a proper way to make themselves understood by the teacher and their classmates - Show tolerance and respect towards the new culture they have already learnt about <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Understand the subtitles from the videos

	<p>Block 4. Production of written texts: expression and interaction:</p> <p>- Write properly the dialogues from the role play activity</p>
Learning Standards	<p>The student:</p> <p>Block 1. Comprehension of oral texts:</p> <p>1.1: Comprehends the teacher's instructions and explanations</p> <p>1.2: Follows the events that have happened/are happening in the videos of <i>The Big Bang Theory</i></p> <p>3.1: Understands the dialogues from the <i>The Big Bang Theory</i> videos</p> <p>4.1: Comprehends the questions related with the Indian culture that the teacher asks</p> <p>5.1: Comprehends the teacher's speech</p> <p>7.1: Understands the Indian cultural references in <i>The Big Bang Theory</i> videos</p> <p>Block 2. Production of oral texts: expression and interaction:</p> <p>4.1: Answers the questions that the teacher asks about the Indian culture and <i>The Big Bang Theory</i></p> <p>Block 3. Comprehension of written texts:</p> <p>3.1: Understands the subtitles from <i>The Big Bang Theory</i> videos</p> <p>7.1: Reads the subtitles and follows the events that develop in <i>The Big Bang Theory</i> videos about one of the main characters from the series, Rajesh Koothrappali</p> <p>Block 4. Production of written texts: expression and interaction:</p> <p>1.1: Has enough knowledge and comprehension to participate in a role play activity based on Raj and India</p>
Time	50 minutes

Contents	<p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3 - Sociocultural aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 7, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: Planification: 1, 2 Performance: 1, 2, 3 Linguistics: 1, 2 Para-linguistics: 1, 2, 3 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 5 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions <p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: Planification: 1 Performance: 1, 2, 3 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 5, 9
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	<ul style="list-style-type: none"> - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions
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Session 1 - Activity 1	Title: Brief presentation to the syllabus
Type: Introductory activity	Temporalisation: 2 minutes
Class organization: the teacher is in front of the class and the students are on their seats, paying attention to the teacher's explanations	Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk, papers, notebooks, pencils and ball pens
Assessable Learning Standards:	
Block 1. Comprehension of oral texts: 1.1, 4.1, 5.1	
Linguistic input:	
<p>Good morning, students! Today and in the next five sessions, we are going to learn about different cultures of the world; we are going to do different activities and play some games too. Also, I will play some videos from a very famous TV show that I suppose you are familiar with. So, today's lesson is going to be focused on India.</p>	

Session 1 - Activity 2	Title: What is culture?
Type: Introductory activity	Temporalisation: 5 minutes

<p>Class organization: the teacher is in front of the class and the students are on their seats, discussing and expressing their own opinions</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.1, 4.1, 5.1, 6.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>Before dealing with India, what is culture? Can you give a definition? What do you think it is? *students share their views with the teacher and their classmates*</p>	

<p>Session 1 - Activity 3</p>	<p>Title: What do you know about India?</p>
<p>Type: Introductory activity</p>	<p>Temporalisation: 5 minutes</p>
<p>Class organization: the teacher is in front of the class and the students are on their seats, sharing the aspects they know on the addressed culture</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	

Linguistic input:

Now that we have been discussing what culture is, can you tell me aspects that you know from India and its culture? *the students share with the teacher and their classmates the aspects they know from India* And, do you know any Indian character/s from a TV show or films? *the teacher waits for the correct answer*

Session 1 - Activity 4	Title: The Indian culture in <i>The Big Bang Theory</i>
Type: Reinforcement activity	Temporalisation: 10 minutes
Class organization: the teacher plays some videos from <i>The Big Bang Theory</i> with subtitles in front of the class and the students stay on their seats, paying attention	Materials: laptop or computer with Internet connection, projector, white screen, digital board
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p> <p>Block 3. Comprehension of written texts: 3.1, 7.1</p>	
<p>Linguistic input:</p> <p>As I mentioned before, I am going to play now some videos that reflect aspects of the Indian culture in <i>The Big Bang Theory</i>. Pay attention. *the teacher plays selected videos from the TV show with subtitles, while the students pay attention and follow the events*</p>	
Session 1 - Activity 5	Title: Aspects from the Indian culture that you

	have appreciated
Type: Reinforcement activity	Temporalisation: 10 minutes
Class organization: the teacher is in front of the class and the students are on their seats, while they discuss associating the aspects from the addressed culture represented in the TV show	Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>So, can you say aspects from the Indian culture that you identified in the videos? You can contrast them with the ones you have mentioned before. *students discuss on the aspects they have recognised*</p>	

Session 1 - Activity 6	Title: Role play: Raj's expected visit
Type: Reinforcement activity	Temporalisation: 18 minutes
Class organization: students work in pairs on the role play activity	Materials: papers, notebooks, pencils and ball pens

Assessable Learning Standards:

Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1

Block 2. Production of oral texts: expression and interaction: 4.1

Block 4. Production of written texts: expression and interaction: 2.1, 3.1, 4.1, 5.1

Linguistic input:

Finally, since you have learnt different notions from the Indian culture, you are going to work now in a role play. You have to work in pairs, and one of you has to play Raj, and the other Howard, because Rajesh has left Pasadena for some weeks, since he had to return to India and stay there because of a work project; nevertheless, he needs Howard's help, and he asks him to visit India. So, you have to act and think as if you were them, and imagine the situation, pointing out the aspects from the Indian culture that you have learnt in this lesson, like famous monuments and places, customs, food, clothes, and so on. You write down the dialogue in your notebooks, and when you have finished, we will try to read all of your role plays. Come on.

Second Session:

<p>Activities</p>	<ul style="list-style-type: none"> - ‘What do you know about American Judaism?’ - ‘The American Jewish culture in <i>The Big Bang Theory</i>’ - ‘Aspects from the American Jewish culture that you have appreciated’ - ‘Jigsaw: Howard’s Hanukkah’ - ‘Similarities between the Indian and the American cultures’
<p>Criteria Assessment</p>	<p>The students should be able to:</p> <p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Understand the explanations and the instructions provided by the teacher - Understand the questions that the teacher may ask - Identify aspects from the American Jewish culture: history, traditions, society, cuisine, etc. - Understand and follow the videos from the series <i>The Big Bang Theory</i> that the teacher plays <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Produce brief oral speeches and messages to answer the teacher’s questions, related with the American Jewish culture and <i>The Big Bang Theory</i> - Interact with the teacher in English - Show control over the English language - Make an effort to pronounce in a proper way to make themselves understood by the teacher and their classmates - Show tolerance and respect towards the new culture they have already learnt about <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehend the subtitles from the videos - Understand the instructions and the passages from the jigsaw

	activity on the American Jewish culture
Learning Standards	<p>The student:</p> <p>Block 1. Comprehension of oral texts:</p> <p>1.1: Comprehends the teacher's instructions, explanations and corrections</p> <p>1.2: Follows the events that have happened/are happening in the videos of <i>The Big Bang Theory</i></p> <p>3.1: Understands the dialogues from the <i>The Big Bang Theory</i> videos</p> <p>4.1: Comprehends the questions related with the American Jewish culture and <i>The Big Bang Theory</i></p> <p>4.2: Understands the answers and explanations provided by their classmates</p> <p>5.1: Comprehends the teacher's speech</p> <p>7.1: Understands the references to the American Jewish culture in <i>The Big Bang Theory</i> videos, represented, generally, in the one of the main characters from the TV show, Howard Wolowitz</p> <p>Block 2. Production of oral texts: expression and interaction:</p> <p>4.1: Interacts with the teacher in English</p> <p>4.2: Answers the questions that the teacher asks about the American Jews and <i>The Big Bang Theory</i></p> <p>Block 3. Comprehension of written texts:</p> <p>1.2: Recognises specific vocabulary</p> <p>3.1: Understands the subtitles from <i>The Big Bang Theory</i> videos referring to particular events from the TV series</p> <p>7.1: Is familiar with the events that develop in the selected videos from <i>The Big Bang Theory</i> videos, since the teacher plays them with subtitles</p>

Time	50 minutes
Contents	<p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3 - Sociocultural aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: Planification: 1, 2 Performance: 1, 2, 3 Linguistics: 1, 2 Para-linguistics: 1, 2, 3 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3, 6 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 9 - Syntactic-discursive structures: 1, 3 - Graphical patterns and orthographical conventions

Session 2 - Activity 7

Title: What do you know about American

	Judaism?
Type: Introductory activity	Temporalisation: 5 minutes
Class organization: the teacher is in front of the class and the students are on their seats, sharing the aspects they know on the addressed culture	Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>Good morning, students! Today, we are learning about a different culture. Let's move from India to the USA, because we are focusing today on the American Jewish culture. So, let's start this lesson with aspects you know from this culture. What can you say about the traditions and customs of Jewish people in the USA? Can you mention aspects from their way of life, their behaviour, their gastronomy? *the students share with the teacher and their classmates the aspects they know from American Judaism* As I asked in the last lesson, can you tell me the name of popular American Jewish character/s from TV shows? *the teacher waits for the correct answer*</p>	

Session 2 - Activity 8	Title: The American Jewish culture in <i>The Big Bang Theory</i>
Type: Reinforcement activity	Temporalisation: 5 minutes

<p>Class organization: the teacher plays some videos from <i>The Big Bang Theory</i> with subtitles in front of the class and the students stay on their seats, paying attention</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital board</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p> <p>Block 3. Comprehension of written texts: 3.1, 7.1</p>	
<p>Linguistic input:</p> <p>As I did in the previous lesson, I am going to play now some short videos that reflect aspects from the American Jewish culture in the show. Pay attention. *the teacher plays selected videos from the TV show with subtitles, while the students pay attention and follow the events*</p>	

<p>Session 2 - Activity 9</p>	<p>Title: Aspects from the American Jewish culture that you have appreciated</p>
<p>Type: Reinforcement activity</p>	<p>Temporalisation: 10 minutes</p>
<p>Class organization: the teacher is in front of the class and the students are on their seats, while they discuss associating the aspects from the addressed culture represented in the TV show</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk</p>

Assessable Learning Standards:

Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1

Block 2. Production of oral texts: expression and interaction: 4.1

Linguistic input:

Can you say which aspects from this culture have you appreciated? Were they the same as the ones you mentioned previously? *students discuss on the aspects they have identified*

Session 2 - Activity 10	Title: Jigsaw: Howard's Hanukkah
Type: Reinforcement activity	Temporalisation: 20 minutes
Class organization: the students work and discuss in groups, as they respect their classmates' opinions	Materials: laptop or computer with Internet connection, projector, white screen, digital board, fragments of the letter
Assessable Learning Standards: Block 1. Comprehension of oral texts: 1.1, 4.1, 4.2, 5.1 Block 2. Production of oral texts: expression and interaction: 4.1, 4.2 Block 3. Comprehension of written texts: 1.1, 1.2	
Linguistic input: Now that you are familiarised with the American Jewish culture, we are going to play a game. It is similar to a puzzle, and to solve it, you are going to work in groups of 6. But first, I will explain you the activity: Howard Wolowiz is telling in a letter how he spent Hanukkah when he was 15 years old. So, I have divided this text into 6 different passages, and	

you have tell to your group's members what is Howard narrating in your paragraph, and then, all of you discuss the correct order. Now, I will give each of you a passage, and then, we will form groups. *the teacher provides each student a numbered passage from the text* Now that all of you has a fragment, you have to form different groups and you cannot coincide with a classmate that has the same paragraph as you. Come on, explain and discuss the correct order with your classmates, and we will solve the puzzle. *each group examines the correct order*

Session 2 - Activity 11	Title: Similarities between the Indian and the American cultures
Type: Reinforcement activity	Temporalisation: 10 minutes
Class organization: the students work and discuss in groups, as they respect their classmates' opinions	Materials: laptop or computer with Internet connection, projector, white screen, digital board
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.1, 4.1, 4.2, 5.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1, 4.2</p>	
<p>Linguistic input:</p> <p>Before finishing the lesson, I would like that, each of you, in the groups you are now, discuss about the similarities you may identify between today's culture, American Jewish, and last lesson's, the Indian culture. Come on, you have 10 minutes, and at then, you will share your conclusions with the rest. *each group examines the similarities between the addressed cultures*</p>	

Third Session:

<p>Activities</p>	<ul style="list-style-type: none"> - ‘What do you know about Texas?’ - ‘The Texan culture in <i>The Big Bang Theory</i>’ - ‘Aspects from the Texan culture that you have appreciated’ - ‘Escape Room: Help Sheldon in Texas’
<p>Criteria Assessment</p>	<p>The students should be able to:</p> <p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Understand the explanations and the instructions provided by the teacher - Understand the questions that the teacher may ask - Recognise aspects from Texas and its culture: history, customs, society, cuisine, etc. - Understand and follow the videos from the series <i>The Big Bang Theory</i> that the teacher plays <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Produce brief oral speeches and messages to answer the teacher’s questions, related with the Texan culture and the TV show <i>The Big Bang Theory</i> - Interact with the teacher in English - Show control over the English language - Make an effort to pronounce in a proper way to make themselves understood by the teacher and their classmates - Show tolerance and respect towards the new culture they have already learnt about <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehend the subtitles from the videos - Understand the instructions from the Escape Room

Learning Standards	<p>The student:</p> <p>Block 1. Comprehension of oral texts:</p> <p>1.1: Comprehends the teacher’s instructions, explanations and corrections</p> <p>1.2: Follows the events that have happened/are happening in the videos of <i>The Big Bang Theory</i></p> <p>3.1: Understands the dialogues from the <i>The Big Bang Theory</i> videos</p> <p>4.1: Comprehends the questions related with Texas and <i>The Big Bang Theory</i> that the teacher asks</p> <p>4.2: Understands the teacher and the classmates’ explanations and opinions</p> <p>5.1: Comprehends the teacher’s speech</p> <p>7.1: Understands the Texan cultural references in <i>The Big Bang Theory</i> videos, especially perceived in two characters of the series, Sheldon Cooper and his mother</p> <p>Block 2. Production of oral texts: expression and interaction:</p> <p>4.1: Interacts with the teacher in English</p> <p>4.2: Answers the questions that the teacher asks about Texas and <i>The Big Bang Theory</i></p> <p>Block 3. Comprehension of written texts:</p> <p>1.1: Comprehends the instructions in the Escape Room</p> <p>3.1: Understands the subtitles from <i>The Big Bang Theory</i> videos referring to particular events from the TV series</p> <p>7.1: Follows the events that develop in <i>The Big Bang Theory</i> videos about the characters from the series, specifically Sheldon Cooper and his mother, by means of the subtitles</p>
Time	50 minutes
Contents	Block 1. Comprehension of oral texts:

	<ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3, 6 - Sociocultural aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 6, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: <p>Planification: 1, 2</p> <p>Performance: 1, 2, 3</p> <p>Linguistics: 1, 2</p> <p>Para-linguistics: 1, 2, 3</p> <ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 6, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3, 5 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 3, 5, 6, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions
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Session 3 - Activity 12	Title: What do you know about Texas?
Type: Introductory activity	Temporalisation: 5 minutes

<p>Class organization:the teacher is in front of the class and the students are on their seats, sharing the aspects they know on the addressed culture</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>Good morning, students! Today, we are staying at the USA, since we are learning cultural notions from a different state: Texas. We are going to start by discussing the aspects you know from this state: you can mention historical facts that you know, famous monuments, the typical food there, customs and traditions... *the students share with the teacher and their classmates the aspects they know from Texas* In the previous lessons, I asked you about popular Indian and American Jewish characters, and you correctly answered ‘Rajesh Koothrappali’ and ‘Howard Wolowitz’, so, is there any character in the show who is from Texas? *the teacher waits for the correct answer*</p>	

<p>Session 3 - Activity 13</p>	<p>Title: The Texan culture in <i>The Big Bang Theory</i></p>
<p>Type: Reinforcement activity</p>	<p>Temporalisation: 7 minutes</p>
<p>Class organization: the teacher plays some videos from <i>The Big Bang Theory</i> with subtitles in front of the class and the students stay on their seats, paying attention</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital board</p>

Assessable Learning Standards:

Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1

Block 2. Production of oral texts: expression and interaction: 4.1

Block 3. Comprehension of written texts: 3.1, 7.1

Linguistic input:

As I did in the previous lesson, I am going to play now some short videos that reflect aspects from the American Jewish culture in the show. Pay attention. *the teacher plays selected videos from the TV show with subtitles, while the students pay attention and follow the events*

Session 3 - Activity 14	Title: Aspects from the Texan culture that you have appreciated
Type: Reinforcement activity	Temporalisation: 10 minutes
Class organization: the teacher is in front of the class and the students are on their seats, while they discuss associating the aspects from the addressed culture represented in the TV show	Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk
Assessable Learning Standards: Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1 Block 2. Production of oral texts: expression and interaction: 4.1	

Linguistic input:

Now that you could appreciate aspects from this culture, regarding Texans' way of life, customs, traditions, behaviour and so on, can you mention aspects that you have identified in the videos? You can either refer to new aspects or repeat the ones you mentioned before. *students discuss on the aspects they have identified*

Session 3 - Activity 15	Title: Escape Room: Help Sheldon in Texas
Type: Reinforcement activity	Temporalisation: 28 minutes
Class organization: the students work collaborative and cooperatively in groups, helping each other to solve the puzzles from the Escape Room	Materials: laptop or computer with Internet connection, cards with instructions, questions and riddles on the Escape Room
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.1, 5.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1, 4.3</p> <p>Block 3. Comprehension of written texts: 4.1.</p>	
<p>Linguistic input:</p> <p>We are going to play now a game: Escape Room, but, for time reasons, this is going to be a very short version. Have you ever been in an Escape Room? *the teacher waits for the students' answers* I have distributed instructions, clues, questions, riddles and puzzles from the Escape Room that you have to solve in groups of 4-5, because you have to help Sheldon to leave Texas; if you achieve it, you will obtain a ticket from Galveston, Texas, to Pasadena, California. When you solve one of the puzzles, you can continue to the next one. So, let's form the groups, and you start here, at this point.</p>	

Fourth Session:

<p>Activities</p>	<ul style="list-style-type: none"> - What do you know about Nebraska? - The Nebraskan culture in <i>The Big Bang Theory</i> - Aspects from the Nebraskan culture that you have appreciated - Role play: Penny's invitation to Nebraska
<p>Criteria Assessment</p>	<p>The students should be able to:</p> <p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Understand the explanations and the instructions provided by the teacher - Understand the questions that the teacher may ask - Identify aspects from the Nebraskan culture: history, traditions, society, cuisine, etc. - Understand and follow the videos from the series <i>The Big Bang Theory</i> that the teacher plays <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Produce brief oral speeches and messages to answer the teacher's questions, related with the Nebraskan culture and <i>The Big Bang Theory</i> - Interact with the teacher in English - Show control over the English language - Make an effort to pronounce in a proper way to make themselves understood by the teacher and their classmates - Show tolerance and respect towards the new culture they have already learnt about <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehend the subtitles from the videos <p>Block 4. Production of written texts: expression and interaction:</p>

	- Write properly the dialogues from the role play activity
Learning Standards	<p>The student:</p> <p>Block 1. Comprehension of oral texts:</p> <p>1.1: Comprehends the teacher's instructions, explanations and corrections</p> <p>1.2: Follows the events that have happened/are happening in the videos of <i>The Big Bang Theory</i></p> <p>3.1: Understands the dialogues from the <i>The Big Bang Theory</i> videos</p> <p>4.1: Comprehends the questions related with the Nebraskan culture and <i>The Big Bang Theory</i> that the teacher asks</p> <p>4.2: Understands the answers and explanations provided by their classmates</p> <p>5.1: Comprehends the teacher's speech</p> <p>7.1: Understands the references of the Nebraskan culture in <i>The Big Bang Theory</i> videos, reflected, concretely, in one of the main characters, Penny</p> <p>Block 2. Production of oral texts: expression and interaction:</p> <p>4.1: Interacts with the teacher in English</p> <p>4.2: Answers the questions that the teacher asks about Nebraska and <i>The Big Bang Theory</i></p> <p>Block 3. Comprehension of written texts:</p> <p>3.1: Understands the subtitles from <i>The Big Bang Theory</i> videos referring to particular events from the TV series</p> <p>7.1: Is familiar with the events that develop in the selected videos from <i>The Big Bang Theory</i> videos, about Penny, one of the main characters who is from Nebraska, thanks to the subtitles</p> <p>Block 4. Production of written texts: expression and interaction:</p> <p>1.1: Has enough knowledge and comprehension to participate in a role play activity based on Penny and Nebraska</p>

Time	50 minutes
Contents	<p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3, 6 - Sociocultural aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: Planification: 1, 2 Performance: 1, 2, 3 Linguistics: 1, 2 Para-linguistics: 1, 2, 3 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 6 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions <p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: Planification: 1 Performance: 1, 2, 3

	<ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions
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Session 4 - Activity 16	Title: What do you know about Nebraska?
Type: Introductory activity	Temporalisation: 5 minutes
Class organization: the teacher is in front of the class and the students are on their seats, sharing the aspects they know on the addressed culture	Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>Good morning, students! The lesson of today is going to be focused on Nebraska and its culture. We are going to follow the same technique as in the previous sessions, so, to begin with, we are going to discuss aspects that you know about this region. Who wants to start? *the students share with the teacher and their classmates the aspects they know from American Judaism* And now, I know you are very familiar with this question, but, can anybody tell me which character from <i>The Big Bang Theory</i> is from Nebraska? *the teacher waits for the correct answer*</p>	

Session 4 - Activity 17	Title: The Nebraskan culture in <i>The Big Bang Theory</i>
Type: Reinforcement activity	Temporalisation: 10 minutes
Class organization: the teacher plays some videos from <i>The Big Bang Theory</i> with subtitles in front of the class and the students stay on their seats, paying attention	Materials: laptop or computer with Internet connection, projector, white screen, digital board
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p> <p>Block 3. Comprehension of written texts: 3.1, 7.1</p>	
<p>Linguistic input:</p> <p>As I did in the previous lesson, I am going to play now some short videos that reflect aspects from the American Jewish culture in the show. Pay attention. *the teacher plays selected videos from the TV show with subtitles, while the students pay attention and follow the events*</p>	
Session 4 - Activity 18	Title: Aspects from the Nebraskan culture that you have appreciated
Type: Reinforcement activity	Temporalisation: 15 minutes

<p>Class organization: the teacher is in front of the class and the students are on their seats, while they discuss associating the aspects from the addressed culture represented in the TV show</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>Now that you know more about Nebraska and its culture, which other issues have you identified? *students discuss on the aspects they have identified*</p>	

<p>Session 4 - Activity 19</p>	<p>Title: Role play: Penny's invitation to Nebraska</p>
<p>Type: Reinforcement activity</p>	<p>Temporalisation: 20 minutes</p>
<p>Class organization: students work in pairs on the role play activity</p>	<p>Materials: papers, notebooks, pencils and ball pens</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	

Block 4. Production of written texts: expression and interaction: 2.1, 3.1, 4.1, 5.1

Linguistic input:

Before finishing the lesson, you are going to work now in a role play. In pairs, you are going to imagine that Penny invited you to Nebraska, so you have to include the notions you have learnt today from the Nebraskan culture. Also, you have to discuss what would you like to do in Nebraska. Come on, write your dialogues, and when you finished, we will read as many as possible.

Fifth Session:

<p>Activities</p>	<ul style="list-style-type: none"> - What do you know about New Jersey? - Visualisation of videos on New Jerseyan culture - Creative group writing - Revision of contents
<p>Criteria Assessment</p>	<p>The students should be able to:</p> <p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Understand the explanations and the instructions provided by the teacher - Comprehend the questions that the teacher may ask - Identify aspects from the New Jerseyan culture: history, traditions, society, cuisine, etc. <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Produce brief oral speeches and messages to answer the teacher's questions, related with the New Jerseyan culture - Interact with the teacher in English - Show control over the English language - Make an effort to pronounce in a proper way to make themselves understood by the teacher and their classmates - Show tolerance and respect towards the new culture they have already learnt about <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehend the subtitles from the videos - Understand the instructions and explanations provided by the teacher in the writing activity <p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - Write adequately the fictional story on Leonard Hofstadter,

	including aspects from the New Jerseyan culture and <i>The Big Bang Theory</i>
Learning Standards	<p>The student:</p> <p>Block 1. Comprehension of oral texts:</p> <p>1.1: Comprehends the teacher's instructions, explanations and corrections</p> <p>4.1: Comprehends the questions related with the New Jerseyan culture</p> <p>4.2: Understands the answers and explanations provided by their classmates</p> <p>5.1: Comprehends the teacher's speech</p> <p>Block 2. Production of oral texts: expression and interaction:</p> <p>4.1: Interacts with the teacher in English</p> <p>4.2: Answers the questions that the teacher asks about New Jersey</p> <p>Block 3. Comprehension of written texts:</p> <p>1.1: Comprehends the instructions formulated by the teacher in the writing activity</p> <p>3.1: Understands the subtitles from the videos played by the teacher on the New Jerseyan culture</p> <p>Block 4. Production of written texts: expression and interaction:</p> <p>1.1: Has enough knowledge and comprehension to create a fictional story including aspects from the New Jerseyan culture and <i>The Big Bang Theory</i></p>
Time	50 minutes
Contents	<p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3 - Sociocultural aspects: 1, 2, 3

	<ul style="list-style-type: none"> - Communicative functions: 1, 2, 3, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: <p>Planification: 1, 2</p> <p>Performance: 1, 2, 3</p> <p>Linguistics: 1, 2</p> <p>Para-linguistics: 1, 2, 3</p> <ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3, 6 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 4, 5, 8, 9 - Syntactic-discursive structures: 1, 3 - Graphical patterns and orthographical conventions <p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: <p>Planification: 1</p> <p>Performance: 2, 3</p> <ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 5, 8, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions
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Session 5 - Activity 20	Title: What do you know about New Jersey?
Type: Introductory activity	Temporalisation: 5 minutes
Class organization: the teacher is in front of the class and the students are on their seats, sharing the aspects they know on the addressed culture	Materials: laptop or computer with Internet connection, projector, white screen, digital and/or traditional boards, chalk
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>Good morning students! This is the last day we are learning about cultures from the USA. We are moving now to New Jersey, and, as in the previous classes, you are going to share the notions you know from this state and its culture, traditions, food... So, what can you say about New Jersey? *the students share with the teacher and their classmates the aspects they know from India* Before moving to the next activity, I am going to make you a question about <i>The Big Bang Theory</i>: do you know which character comes from New Jersey? *the teacher waits for the correct answer*</p>	

Session 5 - Activity 21	Title: Visualisation of videos on New Jerseyan culture
Type: Reinforcement activity	Temporalisation: 10 minutes

<p>Class organization: the teacher plays some videos about New Jersey with subtitles in front of the class and the students stay on their seats, paying attention</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital board</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p> <p>Block 3. Comprehension of written texts: 3.1, 7.1</p>	
<p>Linguistic input:</p> <p>As I mentioned before, I am going to play now some videos that reflect aspects of the Indian culture in <i>The Big Bang Theory</i>. Pay attention. *the teacher plays selected videos with subtitles, while the students pay attention*</p>	

<p>Session 5 - Activity 22</p>	<p>Title: Creative group writing</p>
<p>Type: Reinforcement activity</p>	<p>Temporalisation: 20 minutes</p>
<p>Class organization: students work in pairs on the creative group writing activity</p>	<p>Materials: papers, notebooks, pencils, ball pens, photocopies</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.2, 3.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p>	

Block 4. Production of written texts: expression and interaction: 2.1, 3.1, 4.1, 5.1

Linguistic input:

Now, you are going to form groups of 3-4, and you are going to write a story that should include aspects from the New Jerseyan culture. You have to work in groups, so every member should help in the creation of the story. I give you now a photocopy with the beginning of the story that says “And Leonard was on his way to New Jersey for a couple of weeks, because ...”. Come one, start writing, and please, be original and creative. When you finish, we will try to read all your stories.

<p>Session 5 - Activity 23</p>	<p>Title: Revision of contents</p>
<p>Type: Reinforcement activity</p>	<p>Temporalisation: 15 minutes</p>
<p>Class organization: the students work and discuss in groups, as they respect their classmates' opinions</p>	<p>Materials: laptop or computer with Internet connection, projector, white screen, digital board</p>
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.1, 4.1, 4.2, 5.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1, 4.2</p>	
<p>Linguistic input:</p> <p>We have 10 minutes left, so, we are going to do a quick revision of the contents that you have been learning these days, because you will need to remember them for the next class. *the teacher asks questions to the students related with the contents seen in class in the previous sessions*</p>	

Sixth Session:

<p>Activities</p>	<ul style="list-style-type: none"> - Trivial - Writing: invent a story
<p>Criteria Assessment</p>	<p>The students should be able to:</p> <p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Understand the explanations and the instructions provided by the teacher in the development of the Trivial and the writing activity - Comprehend and respect their classmates' opinions and answers - Recognise contents learnt in the previous lessons <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Answer correctly the Trivial's questions while using all the contents they have been learning in the previous sessions - Repeat an answer if they are asked to by the teacher or their classmates - Discuss the answers with their classmates in English - Interact with the teacher in English - Show control over the English language - Make an effort to pronounce in a proper way to make themselves understood by the teacher and their classmates - Show tolerance and respect towards their classmates <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Understand the questions and instructions required by the teacher in the Trivial and writing activity - Recognise contents learnt in the previous sessions <p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - Complete the questions from the Trivial, in groups

	<ul style="list-style-type: none"> - Write an invented short story about one of the main characters of the TV show <i>The Big Bang Theory</i> - Show control over the English language, orthography and punctuation
<p>Learning Standards</p>	<p>The student:</p> <p>Block 1. Comprehension of oral texts:</p> <p>1.1: Comprehends the teacher's instructions, explanations and corrections</p> <p>1.2: Understands the essential information that is required in the questions from the Trivial and in the writing part</p> <p>4.1: Comprehends his/her classmates' opinions and explanations</p> <p>5.1: Is familiar with the teacher corrections and explanations</p> <p>7.1: Has enough knowledge on culture and <i>The Big Bang Theory</i> to complete the activities from this session</p> <p>Block 2. Production of oral texts: expression and interaction:</p> <p>1.1: Shares with the teacher and his/her classmates the answers that his/her group has been discussing about, and the final conclusion they have reached</p> <p>3.1: Interacts with the teacher and his/her classmates in English</p> <p>3.2: Discuss with his/her groups the most adequate answer</p> <p>3.3: Answers the questions from the Trivial with his/her group</p> <p>4.1: Asks the teacher for help whenever needed</p> <p>Block 3. Comprehension of written texts:</p> <p>1.1: Comprehends the instructions from the Trivial and the writing</p> <p>1.2: Understands the questions from the Trivial and the guidelines in the writing task</p> <p>3.1: Is familiar with the information that the teacher provides about the main characters of <i>The Big Bang Theory</i> in the writing task</p> <p>Block 4. Production of written texts: expression and interaction:</p>

	<p>2.1: Is knowledgeable enough to answer the questions from the Trivial, in groups</p> <p>4.1: Develops an invented short story about the main characters from <i>The Big Bang Theory</i></p>
Time	50 minutes
Contents	<p>Block 1. Comprehension of oral texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2, 3, 4, 5, 6 - Sociocultural aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 5, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 2. Production of oral texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: Planification: 1, 2 Performance: 1, 2, 3 Linguistics: 1, 2 Para-linguistics: 1, 2, 3 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 8, 9 - Syntactic-discursive structures: 1, 2, 3 - Accent, and rhythm and intonation patterns: 1, 2 <p>Block 3. Comprehension of written texts:</p> <ul style="list-style-type: none"> - Comprehension strategies: 1, 2 - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 6, 7, 8, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions

	<p>Block 4. Production of written texts: expression and interaction:</p> <ul style="list-style-type: none"> - Production strategies: <p>Planification: 1, 2</p> <p>Performance: 1, 2, 3</p> <ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: 1, 2, 3 - Communicative functions: 1, 2, 3, 4, 5, 6, 7, 8, 9 - Syntactic-discursive structures: 1, 2, 3 - Graphical patterns and orthographical conventions
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Session 6 - Activity 24	Title: Trivial
Type: Reinforcement activity	Temporalisation: 30 minutes
Class organization: students play Trivial in small groups (3-4 students per group)	Materials: papers or notebooks, pencils and ball pens, photocopies
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.1, 1.2, 4.1, 5.1, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 1.1, 3.1, 3.2, 3.3, 4.1</p> <p>Block 3. Comprehension of written texts: 1.1, 1.2, 1.3</p> <p>Block 4. Production of written texts: expression and interaction: 2.1</p>	
<p>Linguistic input:</p> <p>Good morning, students! We have been learning about different cultures in the last five sessions, cultures that appear in <i>The Big Bang Theory</i>, a TV show which is very familiar to you. So, today we are going to test all that knowledge; but do not worry, this is not an exam, this is a play, which I guess that you know: Trivial. But, this Trivial is a special one, because it contains questions directly related with <i>The Big Bang Theory</i> and the places and customs you have learnt</p>	

recently. So, first, form groups of 3-4, and then, I will give you the photocopies with the questions, which are 15, and, to answer them correctly, you have to discuss them first with your groups, and please, respect your classmates. You have 20 minutes to discuss and answer the questions, and once that all of you have finished, you will share with us the conclusions you have reached, and we will correct them. If you have questions while playing Trivial, please raise your hand *students play Trivial in groups*

Session 6 - Activity 25	Title: Writing: invent a story
Type: Reinforcement activity	Temporalization: 20 minutes
Class organization: each student works on their invented story	Materials: papers or notebooks, pencils and ball pens, dictionaries
<p>Assessable Learning Standards:</p> <p>Block 1. Comprehension of oral texts: 1.1, 1.2, 7.1</p> <p>Block 2. Production of oral texts: expression and interaction: 4.1</p> <p>Block 3. Comprehension of written texts: 1.1, 1.2, 1.3, 3.1</p> <p>Block 4. Production of written texts: expression and interaction: 4.1</p>	
<p>Linguistic input:</p> <p>Before finish the class, you are going to write now a fictional story related with one, or maybe more than one, character from <i>The Big Bang Theory</i>. I have here for you photocopies with tables that contain facts of the main character from the show: Sheldon, Amy, Leonard, Penny, Howard, Bernadette and Rajesh. These tables include their names, their birthplaces, their jobs, their religions and their family relations, because what I want you to do is to invent a story, and you can think of a story before or after the series, similar to <i>Young Sheldon</i> but with a different character, or the story of Leonard and Penny's baby, or an alternative story, like Rajesh and Anu getting married, or even develop the story of a character who is only mentioned in the show, like one of Rajesh unnamed brothers or his unnamed sister. The tables are like a guide for you, in case that you need some help. Come, start writing. I also brought some dictionaries in case that you need help, but you can ask me too. You have to write minimum 100 words, and if you do not</p>	

finish, you can do it at home and give it to me next day. You have 20 minutes.

APPENDIX II: EMPLOYED MATERIALS

Session 2 - Activity 10

4

December 5, 1996

Today is the first day of Hanukkah, and Mom and I are celebrating it together. This is a very famous Jewish tradition that lasts 8 days, in the 25th of Kislev, the Jewish month which usually corresponds to December in the Gregorian calendar.

1

We are waiting for uncle Elliot and aunt Betty, they are coming for dinner tonight. She had told me lots of times about the origins of Hanukkah, which is also called 'the Festival of Lights', and it has been celebrated for more than 2000 years.

5

Hanukkah celebrates the rededication of the Second Temple in Jerusalem, as a consequence of a Jewish revolt against the Syrian-Greek oppressors, who had dishonoured the Temple. And the reason why this festivity lasts 8 days is found in the *Talmud*.

2

It says that, after the rededication, there was only a jar in the Second Temple with enough oil to burn only for a day; but instead, it burnt for 8 days, which is considered a God's miracle.

We celebrate many traditions in Hanukkah.

6

For instance, we light the *menorah*, an eight-candles candelabra. Every night during Hanukkah, we insert a new candle from right to left, although we light them from left to right.

Mom has been cooking all day. She always makes lots of food.

3

During Hanukkah, we eat traditional foods like potato pancakes, called *latkes*, and jelly doughnuts, called *sufganiyot*.

The doorbell has rang. It must be uncle Elliot and aunt Betty. I guess I will play cards or *dreidel* with them after dinner.

Solutions: 4 - 1 - 5 - 2 - 6 - 3

Session 3 - Activity 15

First riddle - Placed in the last table of the classroom

Decipher the next message:

9-14 20-5-24-1-19, 23-5 12-15-22-5 18-15-4-5-15-19; 25-15-21
 10-21-19-20 14-5-5-4 2-18-1-22-5-18-25 1-14-4 20-8-5
 16-5-18-6-5-3-20 19-5-1-20!

Solution: In Texas, we love Rodeos; you just need bravery and the perfect seat!

Second riddle - Located in the teacher's chair

Answer the question:

Here, in Texas, barbecues are very popular; in fact, cowboys from the 19th century used this technique to cook meat. As you may know, coal is used in barbecues, and coal is a dark rock used for combustible. Can you find another dark rock that is NOT combustible near you?

Solution: blackboard

Third riddle - Placed behind the blackboard

Can you please tell Sheldon to take me with him?
 On days like these, he would not need and usually forgets about me.
 And I like to keep him warm every time he comes to Galveston to
 visit Mary.
 That is the most comfortable feeling!

Solution: coat

Fourth riddle - Located in the coats' pegs

Complete the next passage with the words below. To get the final answer of the Escape Room, you have to take the first letter of every word from the blanks and order them.

cultures, explore, Texas, institutions, today, Kimbell

We can visit different _____ here in _____. For instance, we can go to the _____ Art Museum, where there are paintings from different _____, such as European, Asian and Precolumbian.

Solutions - blanks: institutions, Texas, Kimbell, cultures, explore, ; mystery word: ticket

Ticket provided by the teacher:

From: Galveston	18/03/2020	6:00 a.m.
To: Pasadena	20/03/2020	2:00 a.m.
Bus: 28	Seat: 18	62.84 \$
Ticket number: 1693758376947		

Session 6 - Activity 24

- 1 - CULTURE: INDIA - Explain what an arranged marriage is.
- 2 - GASTRONOMY: INDIA - Which is the name of a famous Indian dessert made from yogurt?
- 3 - TV: *THE BIG BANG THEORY* - Mention three Rajesh Koothrappali's girlfriends.

4 - CULTURE: AMERICAN JUDAISM - Mention and explain a Jewish tradition which is celebrated in the USA.

5 - HISTORY: AMERICAN JUDAISM - When did the first Jews arrive to the USA?

6- TV: *THE BIG BANG THEORY* - Say the name of Howard Wolowitz's brothers and sisters.

7 - RELIGION: TEXAS - Which is the most prominent religion in Texas?

8 - GASTRONOMY: TEXAS - Mention a famous cooking technique in Texas.

9 - TV: *THE BIG BANG THEORY* - Describe Mary Cooper's personality.

10 - SPORTS: NEBRASKA - Say the name of a famous sport in Nebraska.

11 - CULTURE: NEBRASKA - Describe the Nebraskan flag.

12 - TV: *THE BIG BANG THEORY* - What is Penny's surname?

13 - GASTRONOMY: NEW JERSEY - Mention three popular sandwiches from New Jersey.

14 - CULTURE: NEW JERSEY - What is the Jersey Devil?

15 - TV: *THE BIG BANG THEORY* - Say the name and occupations of Leonard Hofstadter's family.

Session 6 - Activity 25

WRITING: write **an invented story** from a character of *The Big Bang Theory* (**minimum: 100 words**): you can invent a story after the end of the series (for example, Leonard and Penny's baby, or Sheldon and Amy's life after winning the

Nobel Prize, etc.) or even before the show (similar to Sheldon Cooper's *Young Sheldon*, but with a different character), you can also invent an alternative story (for example, what would have happened if Raj and Anu got married? What would have happened if Howard and Bernadette broke up before getting married? Etc.), or you may invent the story (and name in some cases) of a character who is only mentioned in the show, and he/she does not appear (for example, Raj's unnamed brothers and sister, Penny's sister Lisa, etc.). In case that you need some facts of the main characters from the TV show, you have tables with some facts below.

Character	Sheldon Cooper
Birthplace	Texas
Job	Theoretical Physicist; winner of the Nobel Prize in Physics
Family	Father: George (dead); mother: Mary; brother: George Jr.; (twin) sister: Missy; unnamed nephew (Missy's son); maternal grandmother: Meemaw; wife: Amy Farrah Fowler; father and mother-in-law: Larry Fowler And Mrs. Fowler
Religion	Atheism but raised in Christianity

Character	Amy Farrah Fowler
Birthplace	California
Job	Neurobiologist
Family	Father: Larry; mother: Mrs. Fowler; husband: Sheldon Cooper; mother-in-law: Mary Cooper; brother-in-law: George Cooper Jr.;

	sister-in-law: Missy Cooper; no brothers or sisters
Religion	Christianity

Character	Leonard Hofstadter
Birthplace	New Jersey
Job	Experimental Physicist
Family	Father: Alfred; mother: Beverly (divorced parents); brother: Michael; unnamed sister; nephews (her sister's sons): Neil, Jeffrey, Scott, William, Richard; wife: Penny; unborn baby (with Penny); father-in-law: Wyatt; mother-in-law: Susan; brother-in-law: Randall; sister-in-law: Lisa
Religion	Unknown

Character	Penny
Birthplace	Nebraska
Job	First waitress in the <i>Cheesecake</i> , then actress, and now Pharmaceutical Sales Rep
Family	Father: Wyatt; mother: Susan; brother: Randall; sister: Lisa; husband: Leonard Hofstadter; unborn baby (with Leonard); father-in-law: Alfred; mother-in-law: Beverly; brother-in-law: Michael; unnamed sister-in-law; ex-husband: Zack Johnson

Religion	Spiritual
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Character	Howard Wolowitz
Birthplace	California
Job	Aerospace Engineer, Astronaut once
Family	Father: Sam; mother: Debbie (dead); stepmother: Mrs. Wolowitz II; half-brother: Josh; wife: Bernadette Rostenkowski; daughter: Halley; son: Neil Michael; father-in-law: Mike Rostenkowski; mother-in-law: Mrs. Rostenkowski; brother-in-law: Joey Rostenkowski; four unnamed brothers and sisters-in-law; unnamed nephews and nieces
Religion	Judaism

Character	Bernadette Rostenkowski
Birthplace	California
Job	First waitress (with Penny in the <i>Cheesecake</i>), now Microbiologist
Family	Father: Mike; mother: Mrs. Rostenkowski; brother: Joey; unnamed brothers and sisters; unnamed nephews and nieces; husband: Howard Wolowitz; daughter: Halley; son: Neil Michael; father-in-law: Sam Wolowitz; mother-in-law: Debbie Wolowitz (dead)
Religion	Chatholicism

Character	Rajesh Koothrappali
Birthplace	India
Job	Astrophysicist and narrator in the Planetarium Show
Family	Father: V.M. Koothrappali; mother: Mrs. Koothrappali; brother: Adoot; sister: Priya; two unnamed brothers and one unnamed sister; brothers and sisters-in-law; goddaughter: Halley Wolowitz
Religion	Hinduism