



Universidad de Valladolid

FACULTAD de FILOSOFÍA Y LETRAS

DEPARTAMENTO de DIDÁCTICA DE LA LENGUA Y LA LITERATURA

TRABAJO DE FIN DE MÁSTER

MÁSTEN en PROFESOR DE EDUCACIÓN SECUNDARIA
OBLIGATORIA Y BACHILLERATO, FORMACIÓN PROFESIONAL Y
ENSEÑANZA DE IDIOMAS

Benefits of Dealing with Sociocultural Aspects in the English Language Classroom

Alumna: Ana Álvarez Prieto

Tutora: Andrea Cristina Rodríguez Hernández

Valladolid, 2020/2021

Abstract

Sociocultural aspects could be defined as those aspects related to social and cultural factors, this means, habits, traditions, and beliefs usually present in different groups of people. Since the beginning of the Sociocultural approach late in the 20th century, a lot of studies have been carried out to show the benefits of teaching sociocultural aspects in the English language classroom. As such, this final master's thesis intends to demonstrate the importance of teaching and assessing sociocultural aspects to future generations in the English language classroom. For this reason, this final master's thesis is based on the design of a feasible seven-sessions didactic unit on the culture of six different English-speaking countries. This didactic unit could be carried out at the end of the first term with 2nd year of Compulsory Secondary Education students.

Keywords: Sociocultural aspects, English language classroom, didactic unit, Compulsory Secondary Education, 2nd year

Resumen

Se podría definir a los aspectos socioculturales como aquellos aspectos relacionados con factores sociales y culturales, es decir, costumbres, tradiciones, y creencias que normalmente están presentes en diferentes grupos sociales. Desde el comienzo del enfoque sociocultural a finales del siglo XX, se han llevado a cabo numerosos estudios para demostrar los diversos beneficios que se obtienen al enseñar aspectos socioculturales en la clase de primera lengua extranjera: inglés. Así, este proyecto de fin de máster tiene como objetivo demostrar la importancia que tiene enseñar y evaluar aspectos socioculturales en la clase de primera lengua extranjera: inglés a las futuras generaciones. Para ello, este proyecto se basa en el diseño de una unidad didáctica de siete sesiones sobre la cultura presente en seis países anglófonos diferentes. Esta unidad didáctica se presenta como factible y podría implementarse a finales del primer trimestre con estudiantes de 2º curso de Educación Secundaria Obligatoria.

Palabras clave: Aspectos socioculturales, clase de primera lengua extranjera: inglés, unidad didáctica, Educación Secundaria Obligatoria, 2º curso

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Introduction

The present master's thesis, *Benefits of Dealing with Sociocultural Aspects in the English Language Classroom*, focuses on the importance of teaching and assessing sociocultural aspects while teaching English in educational institutions. This introduction will explain what is understood as sociocultural aspects, how important sociocultural aspects are, and what psychological benefits can be achieved by our future generations from teaching sociocultural aspects. Moreover, the new educational law *LOMLOE* will be analysed to check how it deals with sociocultural aspects regarding its competences, its common contents, and the cultural awareness. Finally, the methodology used will be introduced as well as the main objective and the two aims of this final master's thesis.

What do we mean by sociocultural aspects?

According to the *Cambridge dictionary*, sociocultural aspects are those “aspects related to different groups of people in society and their habits, traditions, and beliefs” (“Sociocultural”, n.d.). As such, the sociocultural aspects that will be dealt with in this final master's thesis are those related to literature, history, geography, flora and fauna, food, languages, national festivities, landmarks, famous artists, dance, cinematography, and sports. All these sociocultural aspects are related to what is called culture with capital “C” or formal culture.

The importance of sociocultural aspects in the English language classroom

Sociocultural approaches began late in the 20th century (Göncü, & Gauvain, 2012, p. 126). Since this century, lots of studies have been carried out to show the importance of teaching sociocultural aspects in the English language classroom.

One of these studies is the one carried out by Luis C. Moll, Professor at the University of Arizona, and Elisabeth Arnot-Hopffer, former Clinical Assistant Professor at the University of Arizona, in 2005. This study was carried out to show the importance of developing the sociocultural competence between young children. To carry out this study, twenty Latino children from the elementary school years, and different bilingual EFL teachers were involved. This study is characterised for the diversity present between each child regarding ethnicity, social class, and language proficiencies upon starting school. The high school is characterised for creating a supportive environment in which teachers help students whenever they need. Teachers protect these students from blatant attacks and insults as such creating a culture of caring and mutual trust. This study concludes that teacher education is a matter of developing technical competence and solid knowledge as well as sociocultural competence in working with

the diversity of students that characterised contemporary schooling around the world (Moll, & Arnot-Hopffer, 2005, p. 244).

Other studies, as well as this one, demonstrate that teaching sociocultural aspects fosters students' reflection on culture because culture and people are the own objects of inquiry. It fosters the analysis of positive and negative aspects of students' own culture as well as shows the common facts between cultures. Consequently, most of these studies shows that culture connects people instead of separating them. As such, culture should be taught from early educational stages.

Psychological benefits of teaching sociocultural aspects to future generations

According to different experts, teaching sociocultural aspects confers great psychological benefits upon future generations.

One psychological benefit is the development of transversal competences. According to Assistant Professor María José Sá and Professor Sandro Serpa, transversal competences are “a set of competences that can be applied in any professional situation or task, regardless of where they were attained” (Sá, & Serpa, 2018, p. 125). Thus, the development of transversal competences is fundamental to mould future generations into competences that are not restricted to education but to any situation or context. The common transversal competences developed while teaching sociocultural competences are critical-thinking, open-mindedness, tolerance, respect, empathy, and sociability. All these competences will help future generations to manage any situation at any time throughout their life.

Other psychological benefits that can be conferred are related to attention, memory, reflection, and problem solving (Göncü, & Gauvain, 2012). According to Artin Göncü, Professor at the University of Illinois, and Mary Gauvain, Professor of Psychology at the University of California, Riverside, teaching sociocultural aspects in the English language classroom confers a lot of great psychological benefits upon future generations.

One psychological benefit is related to attention and to be more precise, to voluntary attention. “Sociocultural research has demonstrated that social processes are linked to the development and use of attention in children” (Göncü, & Gauvain, 2012, p. 139). As such, this statement shows that teaching sociocultural aspects in the English language classroom in infancy and early childhood helps children to develop voluntary attention as well as regulate attention. Thus, it also develops critical knowledge.

Another psychological benefit is related to memory. Since the second year of life, human beings have event memory and semantic memory. Event memory is the one related to memorise specific experiences while semantic memory is the one related to memorise concepts,

skills, categories, this means, knowledge in its broadest sense (Göncü & Gauvain, 2012, p. 139). To develop memory, different activities such as conversations about the past, narrative forms, and stories comprehension could be carried out. As such, memory and reflection are developed at the same time.

Finally, another psychological benefit is related to problem solving. However, this psychological benefit could be only perceived after a long period of time (Göncü, & Gauvain, 2012, p. 141). Some activities that could be carried out to develop problem solving are those based on identifying goals, reflecting, and finding a solution. These activities not only develop problem solving but also capabilities such as attention, perception, memory, concept, and symbolic processes.

Organic Law 3/2020 dated 29th December, amending the Organic Law 2/2006, dated 3rd May, on Education

On the 29th of December 2020, the *LOMLOE* or *Organic Law 3/2020* was approved. This is the ninth Spanish educational law since the entry into force of the *Moyano Law* in September 1857. This new educational law was created for amending the *Organic Law 2/2006*, dated 3rd May, on Education. Some educational aspects to amending are the competence level, the early detection of educational difficulties for a timely and effective resolution, the inclusiveness of the system in order to avoid student segregation, and the provision of more opportunities for students to study. Thus, as it is a new educational law with a lot of improvements in mind, it is interesting to check whether it improves the teaching of sociocultural aspects in the different educational institutions or not.

The preface states that education is the most appropriate way to transmit and renew culture (p. 3). As such, according to the new circumstances, it is necessary to emphasize a variety of approaches that are key to adapt the Spanish educational system to the demands of the actual times. The fourth of these approaches is the one related to education for sustainable development and global citizenship. Within this approach, international comprehension and intercultural education are two aims to achieve. Thus, as citizenships requires a new educational system, the implementation of these approaches will transform the actual educational system into a new, moderner, opener, less strict, multilingual, and cosmopolitan one (p. 6).

After the preface, **Article 1. Amending of the Organic Law 2/2006, dated 3rd May, on Education**, modifies the writing of some letters from the section 1. The letter that concerns us is letter k) because it deals with preparing students for being citizens, being part of the surrounding society and participating actively in economic, social, and cultural life (p. 15).

Then, **Article 5 bis**. *Non-formal education* is another key aspect of this new law because it deals with the idea that culture could be taught both at educational institution as well as in everyday life context. As such, Article 5 bis states that non-formal education activities are organized to satisfy different educational aims in diverse social life spheres such as personal training, promotion of community values, sociocultural entertainment, and social participation (p. 16).

Next, within **Article 12**. *General principles*, 9 bis modifies the writing of some sections. The section that concerns us is section d) because it deals with knowing, understanding, and respecting the different cultures and the differences between people (p. 20).

To almost finish, **Additional Article 25th**. *Promotion of gender equality* deals a little with the notion of culture in the fourth point. It states that educational institutions must include and justify in their educational project different measures that help to promote and educate for equality in all the educational stages, including the education to end with gender violence, to respect identities, cultures, sexualities, and their diversity, and to participate actively to make equality a reality (p. 65).

To finish, **Additional Article 41st**. *Values underpinning democracy and human rights and the prevention and peaceful resolution of conflicts* also deals a little with the notion of culture. It states that it is necessary to study and respect other national and international cultures (p. 70).

Thus, what *LOMLOE* continuously do through these articles is to foster the sociocultural competence. This competence is a sub competence of the Communicate approach, which is laconically mentioned through this new educational law. The Communicative approach could be defined as an approach based on the idea that learning a language successfully comes through having to communicate real meaning. As such, the main objective of the Communicative approach is to communicate ideas in a context as authentic as possible. Some features that characterized this approach are the following ones. Firstly, the use of the language. The language used to communicate must be appropriate to four aspects: the situation, the roles of the speakers, the setting, and the register. Secondly, the constant use of the target language. Students must have a constant use of the target language, this means, students must interact with and be exposed to the target language constantly. Thirdly, the communicative activities. Communicative activities must be carried out to foster the use of the target language. Those activities must also develop the five macro-skills: speaking, listening, reading, writing, and cultural awareness. Fourthly, students' motivation and interest. Students' motivation and interest must be present to foster students' learning. Fifthly, the role of students and FL teachers. The core of the class are the students; thus the FL teachers are only a guide or a facilitator. Therefore, what FL teachers do when assessing students, is to assess students' accuracy and

fluency in the foreign language. Finally, the allowance of mistakes. Mistakes are allowed because they are understood as part of the learning process. Consequently, as *LOMLOE* fosters the sociocultural competence, EFL teachers should develop the Communicative approach in the English language classroom in order to make students communicatively competent.

To conclude, even if there are some little changes related to how to deal with sociocultural aspects and interculturality in educational institutions, there are just theoretical changes. This means that sociocultural aspects and interculturality are still valued in the theory, but there are no practical effects of the same.

Final master's thesis objective

The final master's thesis main objective is to demonstrate the importance of teaching and assessing sociocultural aspects to future generations in the English language classroom. However, there is also necessary to mention the two main aims needed to fully achieve this objective. On the one hand, one main aim is to understand the relationship between language and culture in the English language classroom; on the other hand, the other main aim is to increase students' view of their own culture and the culture of others. As such, increasing students' reflection on cultural issues.

Final master's thesis organization

The methodology followed to carry this out may be divided into three steps:

- (a) Identifying literature on the benefits of dealing with sociocultural aspects in educational institutions.
- (b) Reading different academic papers on the importance of interculturality, how to assess interculturality, how is interculturality present in educational contexts different from the Spanish one, and the existent troubles of teaching sociocultural aspects in the English language classroom.
- (c) Proposing a seven-sessions didactic unit on the culture of six different English-speaking countries.

Then, the final master's thesis will be divided into four sections that arrange content as follows:

1. Theoretical basis to review three different academic articles and one final master's thesis to support the importance of teaching sociocultural aspects in the English language classroom. The three articles are "Towards Interculturality through Language Teaching: Argumentative Discourse" written by Fernando Trujillo Sáez and published in 2002,

“Assessing Intercultural Competence in Language Learning and Teaching: A Critical Review of Current Efforts” written by Fred Dervin and published in 2010, and “Internationalization, Interculturality, and the Role of Foreign Languages in Higher Education” written by Thomas Vogel and published in 2001. *Interculturality in Additional Language Teaching, Reality or Just another Dream?* is the final master’s thesis written by Mayara Volpato and published in 2014. Finally, the existent troubles of teaching culture in the English language classroom are also examined.

2. Proposal design based on a seven-session didactic unit on the culture of six different English-speaking countries designed to be taught from the 22nd of November 2021 until 10th of December 2021 in the 2nd year of Compulsory Secondary Education.
3. Conclusions to understand how important teaching sociocultural aspects in the English language classroom is.
4. Works cited (APA 6th edition) to reference all the resources mentioned throughout the final master’s thesis.

Theoretical basis

In order to get the objectives and aims that have been stated, this next section will bring the theoretical background to support the importance of teaching sociocultural aspects in the English language classroom. Central to this thesis is the concept of interculturality, therefore the topic to be dealt with is the relation between culture, interculturality, and the intercultural competence studied by Trujillo Sáez (2002). The importance of including the intercultural competence in the English language classroom studied by Dervin (2010) will be also analysed. Later, some empirical studies by Vogel (2001) and Volpato (2014) having the German and Brazilian context as background will be respectively reviewed. And lastly, although the importance of teaching sociocultural aspects in the English language classroom is widely supported by many authors, this is still not the reality when it comes to the classroom. For this reason, the troubles of teaching culture in the English language classroom will be also explored.

“Towards Interculturality through Language Teaching: Argumentative Discourse”

“Towards Interculturality through Language Teaching: Argumentative Discourse” is an article written by Fernando Trujillo Sáez and published in 2002 in the journal *Cauce. Revista Internacional de Filología, Comunicación y sus Didácticas*. This article shows the relation between culture, interculturality and the intercultural competence. Moreover, it shows a useful tool to practice interculturality in the English language classroom. Fernando Trujillo Sáez is an assistant lecturer for English language teaching at the Department of Language and Literature Teaching at the Faculty of Education and Humanities of the University of Granada.

At the beginning of the article, the author states that there is a connection between culture, interculturality and the intercultural competence (Trujillo Sáez, 2002, p. 103). For this reason, he analyses each concept in isolation so that readers understand the existent relation between them.

On the one hand, Trujillo Sáez affirms that culture is a difficult concept to define. However, he also states that according to Bueno (1996), the most frequent definition of culture in language teaching is related to two expressions: culture with capital “C” and culture with small “c”. Culture with capital “C”, or formal culture is the one related to history, geography, literature, and great achievements of a nation and its people. Culture with small “c”, or deep culture is the one related to manners, customs, and ways of life (p. 362). Nevertheless, Trujillo Sáez argues that culture is more complex than just this. Therefore, cognitive and communication studies allow him to define this concept in a more complete way. Basing on Geertz (1973) who defines culture as a system of meanings and symbols which is historically

transmitted (p. 89), Trujillo Sáez (2002) defines culture as a “dynamic entity in a continuous process of transmission-modification” (p. 107). Therefore, he makes a connection between culture and communication.

On the other hand, the author states that interculturality is understood as a key concept in contemporary educational institutions due to several reasons. Firstly, its presence in the English language classroom of children who stimulate a reconsideration of the cultural variable. Secondly, it is a form of attention to diversity, a fundamental concept present and highlight in Spanish educational law from recent years. Thirdly, it is part of globalization, therefore, it has an impact on society and on interpersonal relations between citizens from different countries (Trujillo Sáez, 2002, p. 104). As such, Trujillo Sáez (2002) defines interculturality as a “critical participation in communication, being aware that the assumption of culture as a watertight compartment related to nation-states or certain social groups is a fallacy whereas diversity is the feature which characterises reality” (p. 107).

It could be noticed that the idea of communication between others is present in both definitions, thus they share this concept. Culture and interculturality are linked not only because of the concept of communication, but also because one, interculturality, exists because of the presence of the other, culture. As such, contemporary educational institutions need to foster the intercultural competence. Intercultural competence is based on the idea of intercultural attitude, this means, attitude of respect to those national cultures different from the own one.

The author continuously emphasized that interculturality is not restricted to nation-states. He emphasized that intercultural diversity is as important as intranational cultural diversity, this means, the diversity present in the English-speaking world in general terms (Trujillo Sáez, 2002, p. 109).

Even if this is a hard task, the author shows a useful tool to practice interculturality in the English language classroom: the argumentative discourse. The argumentative discourse is defined as “a tool which may favour the consideration of diverse thinking, which will promote the development of our cognitive environment to include other perspectives on a similar problem” (Trujillo Sáez, 2002, p. 111). As such, argumentative discourse is useful to practice both intercultural competence as well as communicative competence. The best way of working with argumentative discourse is to complement it with three teaching strategies that stimulates both intercultural and communicative competences These teaching strategies are cooperative learning, “generative topics”, and critical thinking (Trujillo Sáez, 2002, p. 113). Cooperative learning in association with argumentative discourse contributes to the construction of social bonds as well as to language learning and cognitive development by working on problems and its possible solutions (Trujillo Sáez, 2002, p. 114). “Generative topics” in association with argumentative discourse contribute to start debates in which the topic is the object and the

motivation for the argumentation (Trujillo Sáez, 2002, p. 115). Critical thinking in association with argumentative discourse allows students to be open-minded, analytical, systematic, inquisitive, judicious, truth-seeking, and confident in reasoning (Facione, 1998, p. 8).

To conclude this article, Trujillo Sáez (2002) states that interculturality represents a hopeful point of contact between individuals, school curricula, and society (p. 116). However, intercultural theory and practice in language teaching should be closer. Thus, the argumentative discourse is a useful tool that could fill the gap between both.

“Assessing Intercultural Competence in Language Learning and Teaching: A Critical Review of Current Efforts”

“Assessing Intercultural Competence in Language Learning and Teaching: A Critical Review of Current Efforts” is an article written by Fred Dervin and published in 2010 in the book titled *New Approaches to Assessment in Higher Education*. This article focuses on the importance of including the intercultural competence in both language learning and teaching. Additionally, this article also shows how is usually the intercultural competence assessed in educational institutions. Fred Dervin is Professor of Multicultural Education at the University of Helsinki.

At the beginning of the article, Professor Dervin states that the intercultural competence needs to be included in language learning and teaching (Dervin, 2010, p. 2). However, even if it is sometimes included, its assessment is also a crucial factor for a good implementation.

Firstly, basing on Hashem (1995: 1), Professor Dervin explains one common method used to assess the intercultural competence. This method is the *standard cultural tests*. These tests consist of multiple-choice questions of easy correction. They could be seen as a feasible method for EFL teachers; however, they are not because they only test factual knowledge usually generalised and stereotypical.

Basing on Fantini (2006), Professor Dervin also explains another assessment tool commonly used to assess intercultural competence. This tool is diagnostic scales with Likert-type items. Likert-type items are statements that are asked to a survey respondent. This person is asked to evaluate the items by giving them a quantitative value. The common format of a Likert-type item ranges from strongly disagree to disagree, to neither agree nor disagree, to agree, and to strongly agree.

Additionally, other methods of assessment mentioned by Professor Dervin are case studies, individual and group interviews, analysis of narrative diaries, surveys, evaluation forms, critical incident reports, portfolios, and so forth (Deardorff 2006; Jackson 2005; Byram 2005: 14).

Even if there is a variety of methods and tools to assess intercultural competence, many of them of questionable usefulness, Professor Dervin proposes an assessment model for the development of intercultural competence for EFL students. This model is based on the use of both formative and summative assessment. On the one hand, the use of a formative assessment would help students to progress during the teaching and learning process as well as it would help teachers to make decisions on what to do or change to improve the teaching and learning process. On the other hand, the use of a summative assessment would help students to know what their actual level for the foreign language is as well as it would help teachers to mark the actual students' level, thus achieving what is established in the curriculum. The use of both assessments will finally help students to demonstrate that they have acquired the English language (Dervin, 2010, p. 14).

To conclude this article, Professor Dervin defends that even if he has proposed a new assessment model, intercultural competence should not be assessed as such because “intercultural competence is not permanent, “for life”, and its practice and learning never end” (Dervin, 2010, p. 15). However, basing on Sørderberg (1995), Professor Dervin accepts that intercultural competence is assessed because learners tend not to pay attention to what is not assessed and therefore demand that good assessment tools be developed.

“Internationalization, Interculturality, and the Role of Foreign Languages in Higher Education”

“Internationalization, Interculturality, and the Role of Foreign Languages in Higher Education” is an article written by Thomas Vogel and published in 2001 in the journal *Higher Education in Europe*. This article is located in Germany, so it studies the presence of interculturality in a German context. Thomas Vogel is the former president of the German Association of University Language Centres, the former managing director of the Foreign Language Center at the European University Viadrina in Frankfurt, Germany, and a member of the co-ordinating committee of CERCLES (European Confederation of University Language Centers).

To begin this article, the author contextualises it by explaining that year 2001 is the European Year of Languages by the Council of Europe. Thus, what is fostered from Europe is the multilingual competence and as such, having multilingual graduates who are interculturally trained. For this reason, it is expected by teachers to create well prepared linguistically and culturally students (Vogel, 2001, p. 387).

It is also explained that education is a life-long learning that starts in school, continues in high school, and finishes when students became adults, probably at the university (Vogel, 2001, p. 382).

Additionally, the author states that the university is a community, this means, it is a cultural entity. Therefore, the author argues that language centres should engage in numerous activities that substantially enrich the cultural life of the institution and its students and professors. Some of these activities could be scientific conferences on intercultural themes, lectures on culture, or cultural events (Vogel, 2001, p. 388).

Continuing this idea, Vogel focuses on foreign language teaching as a kind of teaching that is good for integrating foreign students who at the beginning usually view the language centres as their home base (Vogel, 2001, p. 388). Thus, foreign language teaching improves international relations between students from different nations as well as it makes foreign students feel comfortable when they firstly arrive in a new country.

To conclude this article, Vogel states that foreign language teaching is fundamental to foster interculturality and internationalization. However, this kind of teaching must be always updated because “conditions and outcomes of language teaching and learning are under continuous development and evaluation” (Vogel, 2001, p. 385).

Interculturality in Additional Language Teaching, Reality or Just another Dream?

Interculturality in Additional Language Teaching, Reality or Just another Dream? is a final master's thesis written by Mayara Volpato and published in 2014 at the Federal University of Santa Catarina in Florianopolis, Santa Catarina, Brazil. This master's thesis is an empirical study whose main objective is to show whether interculturality in English language teaching in Brazil is a matter of reality or fiction. Mayara Volpato is a Brazilian student from the Federal University of Santa Catarina in Florianopolis, Santa Catarina, Brazil. This master's thesis belongs to the master's degree in Literature/English and related Literature.

At the very beginning of this master's thesis, the Brazilian student states that an intercultural approach to English language teaching aims at preparing learners not only to be able to speak the language, but also to develop culture awareness, that is, be able to reflect upon their own culture as well as the culture of the other (Volpato, 2014, Abstract). Thus, Volpato believes that an intercultural approach to English language teaching is almost compulsory to make students reflect on cultural issues.

Volpato, basing on Byram et al. (2002), also states that an intercultural approach to English language teaching would help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors. As such, respectful international relations between different native and non-native English speakers could be established.

Consequently, if an intercultural approach to English language teaching was usually used in the English language classroom, it would help students to become intercultural citizens, to learn how to communicate across culture, and to understand that our actions are culturally shaped (Volpato, 2014, p. 3).

Thus, Volpato explains her empirical study to show at the end whether the intercultural approach is present in the English language teaching or not. This study takes place in an extracurricular course on languages such as English, Spanish, French, Italian and German carried out at the Federal University of Santa Catarina during the first semester of 2013. The participants are two non-native EFL teachers and two groups of fifteen and thirteen students each. The students' English level is pre-intermediate – intermediate. The extracurricular course consists of 45 lessons for eight didactic units divided into lessons of one hour and a half on Mondays or Tuesdays, and Wednesdays or Thursdays, and lessons of three hours on Fridays.

What is concluded by Volpato after this study is that interculturality is present in the observed classes, however, it is not enough time dedicated to sociocultural aspects because teachers focus more on other aspects such as grammar rules and vocabulary items. Nevertheless, Volpato is honest, and she says that this is a limit context, and it is possible that other teachers deal more with interculturality during their lessons (Volpato, 2014, p. 69). Thus, Volpato's study shows that interculturality in Brazil is more a dream than a reality, but little by little it is becoming more real than before. Anyway, what Volpato and the two non-native EFL teachers conclude is that the intercultural approach should be included always in English language teaching because it is beneficial to students' learning process as it makes them reflect upon crucial issues.

Troubles of teaching culture in the English language classroom

After the two articles and the two empirical studies analyses, it could be noticed that many scholars and researchers from different countries agree on the huge importance of teaching sociocultural aspects in the English language classroom. Sociocultural aspects should be taught because they foster students' reflection and understanding of their own culture and the others' cultures. In addition, culture is present in students' everyday life, thus, they should know more issues about what is surrounding them. However, although scholars, researchers and even teachers agree on how important sociocultural aspects are, they also agree on the existing limitations to teach them.

To begin with, two limitations commonly present in every context are time constraints and strict curricula. There are three terms (it is actually about six months) to teach and assess nine didactic units and read and assess a graded reader. Three terms could be seen as enough

time to do these tasks; however, it is not. It is not because what *Orden EDU/362/2015* pays more attention to is to teach grammar rules, vocabulary items, reading strategies, listening strategies, and writing strategies. Therefore, even if there are a few brushstrokes present in the curriculum, sociocultural aspects are not presented as important as the previous aspects. Sociocultural aspects are sometimes included in these linguistic aspects, but as something superficial. Therefore, even if six months could be seen as enough time to teach and assess nine didactic units and read and assess a graded reader, the curriculum could set specific contents and specific assessment criteria to foster the teaching of sociocultural aspects in the English language classroom.

Another limitation is the limited resources. This limitation depends on the educational institutions, but there are still some schools and high school with few resources. The lack of resources limit EFL teachers to teach culture in a more dynamic and updated way. Thus, the Spanish Ministry of Education and Professional Training (*Ministerio de Educación y Formación Profesional*) should invest more public money on education to allow educational institutions to have more or less the same resources and as such, give the same opportunities to students. In addition, the Spanish Government should invest more public money on education in general terms to improve the quality of education in Spain.

One more limitation is EFL teachers' education. This limitation depends on each teacher, but as sociocultural aspects have not been taught as thoroughly as other linguistic aspects for decades, there are few EFL teachers who consciously dedicate enough time during their lesson to teach culture. Moreover, due to this lack of knowledge and experience, there are EFL teachers who apply activities which do not really lead to intercultural communication. What these EFL teachers do is to use the contrastive approach which usually results in the creation of stereotypes or even fights between cultures. Therefore, inspectors should check the knowledge that EFL teachers have on the intercultural competence or the intercultural approach to maybe recommend EFL teachers to use this approach and foster this competence. Consequently, EFL teachers could take lessons on how to teach culture to students. Nevertheless, inspectors should advise EFL teachers not to use the contrastive approach when teaching sociocultural aspects because cultures are different, but they are not better or worst ones from others.

Finally, the last limitation is the practice itself. This last limitation is based on the idea that there are a lot of articles, books, and so forth on how to teach sociocultural aspects in the English language classroom, but there are not practical cases or feasible examples. Thus, teachers need to make a huge effort and be creative and innovative to teach sociocultural aspects in the English language classroom.

Proposal design

After having brought a theoretical background that clearly supports the importance of teaching sociocultural aspects in the English language classroom, now it is time to propose a design that shows that teaching and assessing sociocultural aspects in the English language classroom is absolutely feasible if efforts are made.

What is it about?

This proposal design consists of a seven-sessions didactic unit designed to be taught in the 2nd year of Compulsory Secondary Education. Some of the most relevant cultural issues present in different English-speaking countries such as Great Britain, USA, Australia, Canada, Ireland, and South Africa is the topic chosen.

The didactic unit set out below seeks to address some of the contents as well as the Key Competences that are developed in the *Orden EDU/362/2015*, from the 8th of May, which regulates the curriculum of Compulsory Secondary Education (*Educación Secundaria Obligatoria*, ESO) in Castilla y León. Therefore, it is also based on the *Royal Decree 1105/2014*, from the 26th of December, which establishes the basic curriculum of both ESO and Non-compulsory Secondary Education (*Bachillerato*); as well as on the *Organic Law 8/2013*, from the 9th of December, focused on improving education quality. However, due to the recent approval and forthcoming entry into force of the *Organic Law 3/2020*, from the 29th of December, this didactic unit includes aims, instead of learning standards.

This didactic unit is designed for a bilingual class of 24 students in the 2nd year of Compulsory Secondary Education. Nevertheless, it is also designed to focus on the diversity awareness since there is a case of autistic student in the class. The high school taken as a reference for its application is a rural and bilingual high school from the town of Tordesillas, located at 30 km from Valladolid. This high school is around 300 students from the area of Tordesillas, which means, Tordesillas and near villages such as Villamarciel, San Miguel del Pino, El Montico, Torrecilla de la Abadesa, San Román de Hornija, Serrada, Pollos, Castronuño, Siete Iglesias de Trabancos, Alaejos, Velilla, Matilla de los Caños, Torrelobatón, Bercero, Berceruelo, Villán de Tordesillas, Villavieja del Cerro, Mota del Marqués, and so forth.

Individual work as well as group work are mixed in this didactic unit because it focusses not only on developing students' autonomy but also students' cooperation, interaction, and respect to each other. This didactic unit is also designed to be taught in a class which includes technological resources such as a laptop with Internet connection, a digital blackboard, a projector, speakers, and a conventional blackboard. These are needed because some of the

material used will be adapted texts, adapted audios, websites which allow people to see the inside parts of sites and a lot of exercises not only from the *Students' Book*, but also from the Internet or prepared by myself.

The curricular timetable established by *Orden EDU/362/2015* in the *Anexo II: Organización de materias y distribución del horario semanal* (p. 376) in the 2nd year of Compulsory Secondary Education corresponds to the three hours of teaching per week for the First Foreign Language. Although this timetable is limited, maximum advantage could be taken from each lesson to develop enough students' autonomy to carry out the final task, acquire the contents and competences required in the curriculum and develop their communicative skills in English. According to some *Students' Book*, the didactic unit which usually deals with culture in detail is often included in the first term and corresponds to the third didactic unit. Therefore, Mondays, Wednesdays, and Fridays from the 22nd of November 2021 until 10th of December 2021, before the term exams, are the days chosen to apply this didactic unit. Each class will last about 50 minutes.

The students' level of proficiency in the language must be mostly at level B1+ (Companion Volume, 2018), which allows them to work at a high pace. Consequently, the idea is that the pupils communicate to a large extent with the teacher and with their classmates too, thus favouring interaction and group work.

As far as the methodological processes are concerned, the didactic unit developed is based on the task-based approach, in which group work and cooperation between students is a priority. For this, it focuses on the communicative approach and the students' interaction. Thus, the aim is not learning but meaningful language acquisition, encouraging the development of the four language skills (oral comprehension, oral production, written comprehension, and written production). In class, the teacher will provide linguistic-discursive input developing the whole content in English, but students will also have an active participation, among themselves, and interacting with the teacher.

To finish off, this proposal is interdisciplinary, as it links the knowledge acquired in the English class with knowledge acquired in other subjects such as Geography, Music, Physical Education, and Technology.

UNIT TITLE: Learning more about the English-speaking world

General chart

Course	First cycle	
Year	2 nd ESO Bilingual – 3 hours per week	
Time	7 sessions (22 nd of November 2021- 10 th of December 2021)	
Objectives (Royal Decree 1105/2014)	Contents (Orden EDU/362/2015)	Tasks
a) b) e) g) i) j)	<p>Block number 1. Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Activate previous schemata about cultural issues such as food, sports, historical events, music, and sites. Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects: Customs, principles, beliefs and attitudes. - Communicative functions: Oral lexicon of common use related to food, sports, historical events, music, and sites. <p>Block number 2. Oral Production</p> <ul style="list-style-type: none"> - Production strategies: <ul style="list-style-type: none"> - Planning: Plan an oral text that is adequate to the context and communication channel, applying the appropriate register and structure to it. - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. 	<p>SESSION 1: Task 1 “What country is this?” Task 2 “British music” Task 3 “British sports” Task 4 “British food” Task 5 “Rest and relax”</p> <p>SESSION 2: Task 1 “A new English-speaking country” Task 2 “Final project guidelines” Task 3 “American music” Task 4 “American sports” Task 5 “American food”</p> <p>SESSION 3: Task 1 “Aussies” Task 2 “Australian music” Task 3 “Australian sports” Task 4 “Australian food” Task 5 “Stretching our bodies”</p> <p>SESSION 4: Task 1 “Where does this flag belong to?” Task 2 “Canadian music” Task 3 “Canadian sports” Task 4 “Canadian food” Task 5 “Do you speak English?”</p> <p>SESSION 5: Task 1 “Eyre” Task 2 “Irish music” Task 3 “Irish sports” Task 4 “Irish food” Task 5 “White noise”</p>

	<ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: Customs, principles, beliefs and attitudes. - Communicative functions: Oral lexicon of common use related to food, sports, historical events, music, and sites. <p style="text-align: center;">Block number 3. Written Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Activate previous schemata about cultural issues such as food, sports, historical events, music, and sites. Identification of the main ideas and relevant details of an oral text. <ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: Customs, principles, beliefs and attitudes - Communicative functions: Written lexicon of common use related to food, sports, historical events, music, and sites. <p style="text-align: center;">Block number 4. Written Production</p> <ul style="list-style-type: none"> - Production strategies: - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. <ul style="list-style-type: none"> - Sociocultural and sociolinguistic aspects: Customs, principles, beliefs and attitudes - Communicative functions: Oral lexicon of common use related to food, sports, historical events, music, and sites. 	<p>SESSION 6: Task 1 “iNingizimu Afrika” Task 2 “South African music” Task 3 “South African sports” Task 4 “South African food” Task 5 “African Zulu Dancing”</p> <p>SESSION 7: Task 1 “Today is the day” Task 2 “And ... The English-speaking country is ...” Task 3 “Assessment” Task 4 “<i>Hakuna Matata</i>”</p>
<p>Assessment criteria (<i>Orden EDU/362/2015</i>)</p> <p>Block number 1. Oral Comprehension: 1, 2, 3, 6</p>		

<p>Block number 2. Oral Production: 1, 2, 3, 4, 6, 7</p> <p>Block number 3. Written Comprehension: 1, 2, 3, 6, 7</p> <p>Block number 4. Written Production: 1, 3, 4, 6, 7</p>
<p>Key Competences (Orden EDU/362/2015)</p> <p>Linguistic communication Digital competence Learning to learn Civic and social competences Sense of initiative and entrepreneurship Cultural awareness and expressions</p>
<p>Diversity awareness</p> <p>There is a case of male student from the 2nd ESO bilingual class who has specific educational support needs because he is a student with Autism Spectrum Disorder (ASD).</p> <p>As stated by paediatrician Hodges, and Professors Fealko, & Soares in their article Autism spectrum disorder: definition, epidemiology, causes and clinical evaluation from the journal <i>Translational Pediatrics</i> (2019), ASD is “a neurodevelopmental disorder characterized by deficits in social communication and the presence of restricted interests and repetitive behaviors.” This is what exactly happens to the boy I am referring to because he does not interact with his classmates, thus he is often alone. Moreover, he does not feel motivated when he does repetitive tasks such as filling the gaps or so.</p> <p>Therefore, this student needs special attention because on the one hand, it is necessary to integrate him into the class group so that he can establish social relationships with his classmates; on the other hand, it is also necessary to him to feel motivated in class to avoid been decentralized. For these reasons, group work activities are going to be carried out to foster social relationships between students as well as interactive and participative activities which are going to make students pay attention and be ready to participate. Thus, they will feel involved in the class. Finally, during the course of the activities, I am going to keep him close to me or at least controlled in my area of vision so that, if he has any distraction, it can be rapidly figured out.</p>

1st session chart

1 st session – Monday, 22 nd November	
Aims	Contents
<p>At the end of the session students should be able to</p> <ul style="list-style-type: none"> - activate previous schemata about cultural issues such as food, sports, and music. - familiarize themselves with different kinds of audio-visual material, identifying their main ideas, relevant details, and topic(s). - comprehend written texts, identifying their main ideas, relevant details, and topic(s) while also being involved in teamwork. 	<p style="text-align: center;">Block 1: Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects related to the British culture. <p style="text-align: center;">Block 2: Oral Production</p>

	<ul style="list-style-type: none"> - Production strategies: <ul style="list-style-type: none"> - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. - Communicative functions: Oral lexicon of common use related to food, sports, and music. <p style="text-align: center;">Block 3: Written Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of a text. <p style="text-align: center;">Block 4: Written Production</p> <ul style="list-style-type: none"> - Production strategies: Express the message with clarity and coherence making use of the right models and formulas the text requires.
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Assessment criteria

If students are able to

- listen for gist and decode information from audio-visual sources as presented in a formal register showing their ability to fluently produce newly arranged sentences with intelligible pronunciation.
- demonstrate their knowledge on cultural issues and comprehension of written texts by means of correctly answering questionnaires.

Tasks	Time
Task 1 “What country is this?”	7’ (1’ + 5’ + 1’)
Task 2 “British music”	16’ (6’ + 10’)
Task 3 “British sports”	16’ (6’ + 10’)
Task 4 “British food”	9’ (3’ + 6’)
Task 5 “Rest and relax”	2’

2nd session chart

2 nd session – Wednesday, 24 th November	
<p style="text-align: center;">Aims</p> <p>At the end of the session students should be able to</p> <ul style="list-style-type: none"> - familiarize themselves with different kinds of audio-visual material, identifying their main ideas, relevant details, and topic(s). - comprehend written texts, identifying their main ideas, relevant details, and topic(s) while also being involved in teamwork. 	<p style="text-align: center;">Contents</p> <p style="text-align: center;">Block 1: Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects related to the American culture. <p style="text-align: center;">Block 2: Oral Production</p> <ul style="list-style-type: none"> - Production strategies: - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. - Communicative functions: Oral lexicon of common use related to food, sports, and music. <p style="text-align: center;">Block 3: Written Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of a text. <p style="text-align: center;">Block 4: Written Production</p> <ul style="list-style-type: none"> - Production strategies: Express the message with clarity and coherence making use of the right models and formulas the text requires.
<p>Assessment criteria</p> <p>If students are able to</p> <ul style="list-style-type: none"> - listen for gist and decode information from audio-visual sources as presented in a formal register showing their ability to fluently produce newly arranged sentences with intelligible pronunciation. - demonstrate their knowledge on cultural issues and their comprehension of written texts and instructions by means of correctly answering questionnaires and applying those instructions. 	

Tasks	Time
Task 1 “A new English-speaking country”	5’ (3’ + 2’)
Task 2 “Final project guidelines”	8’
Task 3 “American music”	9’ (5’ + 4’)
Task 4 “American sports”	14’ (8’ + 6’)
Task 5 “American food”	14’ (6’ + 8’)

3rd session chart

3 rd session – Friday, 26 th November	
Aims	Contents
<p>At the end of the session students should be able to</p> <ul style="list-style-type: none"> - familiarize themselves with different kinds of audio-visual material, identifying their main ideas, relevant details, and topic(s). - make use of authentic vocabulary in different communicative situations. 	<p>Block 1: Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects related to the Australian culture. <p>Block 2: Oral Production</p> <ul style="list-style-type: none"> - Production strategies: <ul style="list-style-type: none"> - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. - Communicative functions: Oral lexicon of common use related to food, sports, and music.
Assessment criteria	
If students are able to	

<ul style="list-style-type: none"> - listen for gist and decode information from audio-visual sources as presented in a formal register showing their ability to fluently produce newly arranged sentences with intelligible pronunciation. - comprehend oral speech taken from documentaries, sports events, and the teacher's questions through sharing information in different communicative situations. 	
Tasks	Time
Task 1 "Aussies"	5' (3' + 2')
Task 2 "Australian music"	9' (3' + 6')
Task 3 "Australian sports"	9' (4' + 5')
Task 4 "Australian food"	23' (6' + 17')
Task 5 "Stretching our bodies"	4'

4th session chart

4 th session – Monday, 29 th November	
Aims	Contents
<p>At the end of the session students should be able to</p> <ul style="list-style-type: none"> - familiarize themselves with different kinds of audio-visual material, identifying their main ideas, relevant details, and topic(s). - comprehend written texts, identifying their main ideas, relevant details, and topic(s). - make use of authentic vocabulary in different communicative situations. 	<p style="text-align: center;">Block 1: Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects related to the Canadian culture. <p style="text-align: center;">Block 2: Oral Production</p> <ul style="list-style-type: none"> - Production strategies: <ul style="list-style-type: none"> - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires.

	<p style="text-align: center;">- Communicative functions: Oral lexicon of common use related to food, sports, and music.</p> <p style="text-align: center;">Block 3: Written Comprehension</p> <p style="text-align: center;">- Comprehension strategies: Identification of the main ideas and relevant details of a text.</p> <p style="text-align: center;">Block 4: Written Production</p> <p style="text-align: center;">- Production strategies: Express the message with clarity and coherence making use of the right models and formulas the text requires.</p>
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Evaluation criteria	
<p>If students are able to</p> <ul style="list-style-type: none"> - listen for gist and decode information from audio-visual sources as presented in a formal register showing their ability to fluently produce newly arranged sentences with intelligible pronunciation. - demonstrate their knowledge on cultural issues and their comprehension of written texts and instructions by means of correctly answering questionnaires. 	
Tasks	Time
Task 1 “Where does this flag belong to?”	5’ (3’ + 2’)
Task 2 “Canadian music”	14’ (5’ + 9’)
Task 3 “Canadian sports”	14’ (8’ + 6’)
Task 4 “Canadian food”	15’
Task 5 “Do you speak English?”	2’

5th session chart

5 th session – Wednesday, 1 st December	
<p style="text-align: center;">Aims</p> <p>At the end of the session students should be able to</p> <ul style="list-style-type: none"> - familiarize themselves with different kinds of audio-visual material, identifying their main ideas, relevant details, and topic(s). - comprehend written texts, identifying their main ideas, relevant details, and topic(s) while also being involved in teamwork. - make use of authentic vocabulary in different communicative situations. 	<p style="text-align: center;">Contents</p> <p style="text-align: center;">Block 1: Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects related to the Irish culture. <p style="text-align: center;">Block 2: Oral Production</p> <ul style="list-style-type: none"> - Production strategies: <ul style="list-style-type: none"> - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. - Communicative functions: Oral lexicon of common use related to food, sports, and music. <p style="text-align: center;">Block 3: Written Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of a text. <p style="text-align: center;">Block 4: Written Production</p> <ul style="list-style-type: none"> - Production strategies: Express the message with clarity and coherence making use of the right models and formulas the text requires.
<p>Evaluation criteria</p> <p>If students are able to</p> <ul style="list-style-type: none"> - listen for gist and decode information from audio-visual sources as presented in a formal register showing their ability to fluently produce newly arranged sentences with intelligible pronunciation. - demonstrate their knowledge on cultural issues and their comprehension of written texts and instructions by means of correctly answering questionnaires. 	

Tasks	Time
Task 1 “Eyre”	6’ (4’ + 2’)
Task 2 “Irish music”	9’ (3’ + 6’)
Task 3 “Irish sports”	17’ (3’ + 14’)
Task 4 “Irish food”	15’
Task 5 “White noise”	3’

6th session chart

6 th session – Friday, 3 rd December	
<p style="text-align: center;">Aims</p> <p>At the end of the session students should be able to</p> <ul style="list-style-type: none"> - familiarize themselves with different kinds of audio-visual material, identifying their main ideas, relevant details, and topic(s). - make use of authentic vocabulary in different communicative situations. 	<p style="text-align: center;">Contents</p> <p style="text-align: center;">Block 1: Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects related to the Irish culture. <p style="text-align: center;">Block 2: Oral Production</p> <ul style="list-style-type: none"> - Production strategies: <ul style="list-style-type: none"> - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. - Communicative functions: Oral lexicon of common use related to food, sports, and music.
<p>Evaluation criteria</p> <p>If students are able to</p>	

- listen for gist and decode information from audio-visual sources as presented in a formal register showing their ability to fluently produce newly arranged sentences with intelligible pronunciation.	
Tasks	Time
Task 1 “iNingizimu Afrika”	4’ (2’ + 2’)
Task 2 “South African music”	10’ (3’ + 7’)
Task 3 “South African sports”	18’ (3’ + 15’)
Task 4 “South African food”	13’ (5’ + 8’)
Task 5 “African Zulu Dancing”	5’

7th session chart

7 th session – Friday, 10 th December	
Aims	Contents
<p>At the end of the session students should be able to</p> <ul style="list-style-type: none"> - present their oral presentation to the rest of the class, applying the content learnt in a fluent and appropriate way. - make use of authentic vocabulary in different communicative situations. - develop critical thinking by practicing group strategies. 	<p>Block 1: Oral Comprehension</p> <ul style="list-style-type: none"> - Comprehension strategies: Identification of the main ideas and relevant details of an oral text. - Sociocultural and sociolinguistic aspects related to the English-speaking countries culture. <p>Block 2: Oral Production</p> <ul style="list-style-type: none"> - Production strategies: <ul style="list-style-type: none"> - Production: Express the message with clarity and coherence making use of the right models and formulae the text requires. - Communicative functions: Oral lexicon of common use related to food, sports, and music.

Evaluation criteria	
If students are able to <ul style="list-style-type: none"> - apply the contents acquired throughout the previous sessions adjusting it into an oral presentation lasting five minutes. - comment on and assess the oral presentations of other classmates justifying their opinions. 	
Tasks	Time
Task 1 “Today is the day”	5’ (2’ + 3’)
Task 2 “And ... The English-speaking country is ...”	36’ (6’ per oral presentation)
Task 3 “Assessment”	5’
Task 4 “ <i>Hakuna Matata</i> ”	4’

Teacher’s assessment

With a view to assess student progress, this didactic unit has taken into consideration the evaluation criteria established at the beginning of the document, as indicated by the *Royal Decree 1105/2014* in Block number 1, Criteria 1, 2, 3, and 6, Block number 2, Criteria 1, 2, 3, 4, 6, and 7, Block number 3, Criteria 1, 2, 3, 6, and 7 and Block number 4, Criteria 1, 3, 6, and 7 these being based on the production and comprehension of texts in a variety of contexts and registers, on the correct use and application of functional language in accordance with a communicative purpose, and on a comprehensible pronunciation that enables communication. Additionally, the criteria have been set in relation to objectives a, b, e, g, i, and j, which focus on cultural aspects, communicative skills in a foreign language, discipline and autonomous learning, critical thinking, and technological abilities, among others. Bearing the previous information in mind, students will be evaluated in two different ways, that is, through formative evaluation to record their daily performance and through summative evaluation, offering information on the extent to which students have learnt the contents presented in these seven sessions. Hence, when it comes to the first, students will undergo teacher evaluation day by day. Regarding formative evaluation, it will be the teacher the one assessing the final task; however, students will also assess their classmates’ final task focussing on general aspects such as organization, clarity, ability to answer questions, and adherence to time limit, the oral presentation content, the visual aid used, and the performance. In an effort to do so, several

evaluation tools will be necessary. Firstly, a diary on pupils' performance will be kept, thus their daily work will be recorded, including whether or not they have completed their few homework, participated, and behaved correctly in class. Direct observation in class will also nourish the diary. Furthermore, their improvements and weaknesses will also be written down. In second place, the final task will be assessed using a rubric in which a variety of elements have been included to provide extended data of their final task. Find the forenamed rubric below:

	Fail (1-4)	Sufficient (5)	Good (6)	Very good (7-8)	Excellent (9-10)
Clarity of content					
Quality of content					
Originality and creativity					
Complexity					
Appropriate use of visual aid (PPT presentation)					
Smooth transitions between topics					

Logical flow of sections and ideas					
Reading the notes					
Intelligibility					
Eye contact					
Gestures and movements					
Time management					
Response to questions					

Figure 1. Final task assessment rubric (Source: Own elaboration)

Conclusions

Teaching sociocultural aspects in educational institutions has been a matter of debate since the late 20th century. Even if many scholars have paid too much attention to the importance of teaching sociocultural aspects in the English language classroom, the Spanish educational laws have not paid enough attention to it, at least in the practice. This final master's thesis had the main objective of demonstrating the importance of teaching and assessing sociocultural aspects to future generations in the English language classroom. To achieve this main objective, two main aims need to be understood. On the one hand, understanding the relationship between language and culture in the English language classroom; on the other hand, increasing students' view of their own culture and the culture of others this means increasing students' reflection on cultural issues.

The theoretical basis not only reviewed four different academic papers on the importance of teaching sociocultural aspects in the English language classroom but also explained in detail the most common troubles happened when teaching sociocultural aspects in the English language classroom. The article "Towards Interculturality through Language Teaching: Argumentative Discourse" (2002), written by Fernando Trujillo Sáez, shows the existent and close relation between culture, interculturality and the cultural competence. It also explains the usefulness of using the argumentative discourse as a tool to practice interculturality in the English language classroom. The article "Assessing Intercultural Competence in Language Learning and Teaching: A Critical Review of Current Efforts" (2010), written by Fred Dervin, shows the importance of including the intercultural competence in language learning and teaching. Additionally, it shows the usual assessment of the intercultural competence in educational institutions. The article "Internationalization, Interculturality, and the Role of Foreign Languages in Higher Education" (2001), written by Thomas Vogel, shows the presence of interculturality in German educational institutions. The final master's thesis *Interculturality in Additional Language Teaching, Reality or Just another Dream?* (2014), written by Mayara Volpato, studies whether interculturality in English language teaching in Brazil is a matter of practice or just theory. The most common troubles of teaching culture in the English language classroom were also explained in detail by basing on what most of these authors had mentioned on their academic papers.

The proposal design showed a seven-sessions didactic unit on culture of six different English-speaking countries: Great Britain, USA, Australia, Canada, Ireland, and South-Africa. This didactic unit was designed to be taught to a 2nd year of Compulsory Secondary Education class of 24 students at the end of the first term in a rural and bilingual high school from the town of Tordesillas (Valladolid). This didactic unit was also adapted to an ASD student who needed specific educational support. Each session, excluding the last one, had five tasks related

to different cultural issues from one of the English-speaking countries mentioned above. The shared cultural issues in each session were music, sports, and food; however, other cultural issues related to the culture with capital “C” such as literature, history, geography, flora and fauna, languages, national festivities, and landmarks were also mentioned. It was intended to always include a warm-up activity, an introductory activity, a development activity, and a relax activity. Nevertheless, in the last session, there were only four tasks. Two of them were application activities so that students had to apply the contents learnt during the six previous sessions and present them orally in front of their classmates. Additionally, they had to assess their classmates’ oral presentations. These two application activities would help them to be more confident when presenting in front of many people as well as to develop critical thinking.

This final master’s thesis has allowed us to show that teaching sociocultural aspects in the English language classroom is beneficial for students. Moreover, even if this task seems laborious, it is absolutely feasible, and the results obtained will be much more gratifying for students and EFL teachers than when teaching other linguistic aspects of the English language. We hope to have shown the extent to which teaching sociocultural aspects in the English language classroom could be beneficial for students and EFL teachers in particular and the whole educational community in general.

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Annexes

1st session tasks

Task 1 “What country is this?”

Title	Type	Time
What country is this?	Warm up activity + Introductory activity	7 minutes divided into: 1 minute for the greeting and a brief introduction to the topic. 5 minutes for watching the <i>YouTube</i> video. 1 minute to guess what the country described in the video is.
Classroom management Group work The whole class is involved.		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, and <i>British Culture & Customs</i> <i>MUST SEE</i> ► https://www.youtube.com/watch?v=jBLs91JEQUU , students’ voice and participation.
Aim(s) At the end of the task students should be able to - listen for gist and decode the information explained in the video to guess the country.		
Linguistic input “Good morning to you all. Happy Monday! Today, we are going to start our third didactic unit. This unit deals with culture in detail and as such, we are going to know more cultural issues about six different English-speaking countries. Any doubts or questions? (Students ask some questions.) Well, if everything is clear, now it is time to watch this video. I want you to pay attention to what it is explained there, and I want you to tell me which country is described in the video. (We watch the video <i>British Culture & Customs</i> / <i>MUST SEE</i> ► https://www.youtube.com/watch?v=jBLs91JEQUU). OK. Who knows which country is described in the video? (Many students rise their hands and one of them answers correctly.)		

Right! It is Great Britain. So, today's class is about this country. We will learn about British music, British sports, and British food.

So, let's start!"

Task 2 "British music"

Title	Type	Time
British music	Development activity	16 minutes divided into: 6 minutes for watching the <i>YouTube</i> video. 10 minutes for answering to different questions about Freddie Mercury's life.
Classroom management Group work for watching the video. Individual work Each student uses his/her <i>Plickers</i> card to answer to the questions individually because each card is linked to one student.		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Freddie Mercury Draw My Life</i> ► https://www.youtube.com/watch?v=A52JL03K5MA , <i>Plickers</i> cards, <i>Plickers</i> app ► https://www.plickers.com/seteditor/60a1ab76fc1caf00128a0abe ► https://www.plickers.com/seteditor/60a1b6eb6376e30013688f43 , and teacher's tablet.
Aim(s) At the end of the task students should be able to - listen for gist and decode the information explained in the video.		
Linguistic input "Firstly, we are going to learn a little bit about British music. Therefore, we are going to watch a <i>YouTube</i> video about Freddie Mercury, one of the most representative British rockstars from the 1980s. Pay attention to it and take notes if needed because then we are going to do a listening comprehension. Are you ready? (Students nod. We watch the video <i>Freddie Mercury Draw My Life</i> ► https://www.youtube.com/watch?v=A52JL03K5MA). I hope you have liked it. Now, I am going to give each you a sheet of paper with a <i>Plickers</i> card. Each card is numbered, and it has four letters from A to D (one per side of the card), however, only letters A and B are going to be used. You are not able to change the cards with other classmates because each card is linked to each of you. In a second, you are going to see on the screen nine true-or-false questions related to the video ► https://www.plickers.com/seteditor/60a1ab76fc1caf00128a0abe ►		

<https://www.plickers.com/seteditor/60a1b6eb6376e30013688f43>. The idea is that you select the correct answer with the help of the *Plickers* card. To do so, you have to raise your cards by the correct side, this means, if there is a true-or-false question with two options from A (true) to B (false), those of you who think that the correct answer is A (true) must raise your cards with the A option upwards. While you are raising your cards, I am going to use *Plickers* app and the tablet to scan all your answers. Then, we are going to check what the correct answer is according to the video.
Do you understand it?"
(Students nod. The listening comprehension starts.)

Task 3 “British sports”

Title	Type	Time
British sports	Development activity	16 minutes divided into: 6 minutes for reading the text. 10 minutes for answering the questions about the text.
Classroom management		Resources
<p style="text-align: center;">Individual work for reading the text.</p> <p style="text-align: center;">Group work</p> <p>Students are going to be organised in six groups of four people. Then, they are going to discuss two exercises to choose the correct answers. One spokesperson chosen by each group is going to share the answers with the rest of the class.</p>		A sheet of paper per student titled <i>Sport in Great Britain</i> (See Annex, Item 1), students’ voice and participation.
Aim(s)		
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - comprehend the text and expand their knowledge on British sports by selecting the key ideas and draw conclusions with their partners. 		
Linguistic input		
<p>“Right now, it is time to learn about British sports. As it is known by most of you, football is one of the most important sports worldwide. However, other sports are also played in Great Britain. For this reason, now we are going to read individually this brief sheet of paper titled <i>Sport in Great Britain</i>. Six minutes later, you will be organised in six groups of four people each to do exercises 1. <i>Write if the following sentences are true (T) or false (F)</i> and 2. <i>Choose the right word</i>. You have to discuss the answers politely. Then, one spokesperson chosen by each group is going to share the answers with the rest of the class to check whether they are correct or not. Are you ready to start?” (Students nod. The reading comprehension starts.)</p>		

Task 4 “British food”

Title	Type	Time
British food	Development activity	9 minutes divided into: 3 minutes for watching the <i>YouTube</i> video. 6 minutes for answering the questions about shepherd’s pie.
Classroom management Individual work Students are allowed to use their smartphones to play with <i>Kahoot</i> app and answer the question about shepherd’s pie.		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Classic Shepherd’s Pie</i> <i>Gordon Ramsay</i> ▶ https://www.youtube.com/watch?v=M_GNzvnIN1E&t=29s , <i>Kahoot</i> app ▶ https://cutt.ly/sn5J9ix , students’ smartphones
Aim(s) At the end of the task students should be able to - listen for gist and decode the information explained in the video.		
Linguistic input “To almost finish this class, we are going to learn a new cultural issue about Great Britain: British food. Most of you know that one of the most typical British food is fish and chips, however, there are other delicious dishes in Great Britain. For this, we are going to watch a <i>YouTube</i> video about how to prepare a shepherd’s pie. Then, you are allowed to use your smartphones to play a <i>Kahoot</i> listening comprehension. Do not forget to enter the code and write your name and surnames. Who will be the winner? Let’s go!” (We watch the video <i>Classic Shepherd’s Pie</i> <i>Gordon Ramsay</i> ▶ https://www.youtube.com/watch?v=M_GNzvnIN1E&t=29s . Students feel nervous and are concentrated while watching the video. Then, we play the <i>Kahoot</i> listening comprehension ▶ https://cutt.ly/sn5J9ix).		

Task 5 “Rest and Relax”

Title	Type	Time
Rest and relax	Relax activity	2 minutes

Classroom management	Resources
Group work The whole class is involved	Laptop with Internet connection, projector, digital whiteboard, speakers, <i>2 Minute Timer Calm and Relaxing Music</i> ► https://www.youtube.com/watch?v=4cSXXYnco_g
Aim(s)	
At the end of the task students should be able to <ul style="list-style-type: none"> - reduce their level of stress and anxiety by focusing on environmental sound and relaxing in a calm environment. 	
Linguistic input	
“Well, everyone, incredibly good job! It is enough for today. Now, we are going to relax while listening to environmental sound, which can be helpful to reduce stress and anxiety, so maybe you can listen to it before your exams.” (We listen to <i>2 Minute Timer Calm and Relaxing Music</i> ► https://www.youtube.com/watch?v=4cSXXYnco_g).	

2nd session tasks

Task 1 “A new English-speaking country”

Title	Type	Time
A new English-speaking country	Introductory activity	5 minutes divided into: 3 minutes for watching the <i>YouTube</i> video. 2 minutes for answering to different questions about the country described in the video.
Classroom management		Resources
The whole class is involved for watching the <i>YouTube</i> video. Then, six groups of four students are created to answer four oral questions about the video. One spokesperson chosen by each group is going to share the answers with the rest of the class.		Laptop with Internet connection, projector, digital whiteboard, speakers, <i>USA FACTS FOR KIDS</i> ► https://www.youtube.com/watch?v=3oQfyScJQsA , students’ voice and participation.

Aim(s)
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video to guess the country.
Linguistic input
<p>“Hello! How are you? How is your week going? (Many students answer their week is going OK.)</p> <p>Right. If you well remember, on Monday we learnt some interesting cultural facts about Great Britain. On today’s class, we are going to learn new cultural facts about another English-speaking country. For this, we are going to start watching a <i>YouTube</i> video that gives us some interesting clues to guess which country are we going to learn about today. (We watch the video <i>USA FACTS FOR KIDS</i> ► https://www.youtube.com/watch?v=3oQfyScJQsA)</p> <p>OK. Do you know which country is described in the video? (All the class answer USA).</p> <p>Exactly! Now, you are going to be divided into six groups of four people each to answer orally to four questions about the video. Question 1: How many states are there in the USA? Question 2: What is the capital city of the USA? Question 3: What is the second language spoken in the USA? Question 4: What is the currency commonly used in the USA?</p> <p>Let’s go!”</p>

Task 2 “Final project guidelines”

Title	Type	Time
Final project guidelines	Development activity	8 minutes
Classroom management		Resources
The whole class is involved.		Laptop with Internet connection, projector, digital whiteboard, speakers, and <i>Canva</i> presentation ► https://cutt.ly/ImuqvZp
Aim(s)		
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - comprehend instructions to apply in a major project and to work cooperatively by improving their listening skills. 		
Linguistic input		

“Good job!

Now, I want to explain you what your final project for this unit is. I am going to show you a *Canva* presentation with all the details ► <https://cutt.ly/ImuqvZp>. It is going to be available for you on *Teams*, however, you can take notes if needed.

This final project consists of a *Padlet* activity and an oral presentation. At first, what you have to do is to assemble in groups of four people. As you know, we have already learnt interesting cultural facts about one English-speaking country: Great Britain. This is just the beginning because we are going to learn cultures issues about five more English-speaking countries for this week and the following one. Therefore, your next step is to choose an English-speaking country to talk about different cultural issues. I recommend you to be original, creative and to paste some pictures or videos to make it more appealing.

If you choose Great Britain, you have to talk about:

Music ► You have to talk about a famous British music style from the 1980s and some representative singers and songs.

Sports ► You have to choose one typical British sport. Then, you have to explain what it consists of (rules, number of players, equipment, and so forth) and what are the most representative teams and competitions.

Food ► You have to choose a typical British food. Then, you have to explain how it is made. If you want to prepare it in class with artificial ingredients, you are allowed to do it. It will be a very original idea.

If you choose the USA, you have to talk about:

Music ► You have to talk about a famous American singer from the 21st century. You have to talk about interesting life facts and the most representative songs.

Sports ► You have to choose one typical American sport. Then, you have to explain what it consists of (rules, number of players, equipment, and so forth) and what are the most representative teams and competitions.

Food ► You have to choose one major American food brand. Then, you have to explain when it was created, who created it, where it was created, what do they sell nowadays, whether they are in Spain or not, and so forth.

If you choose Australia, you have to talk about:

Music ► You have to talk about one song sung by an Australian singer at the Eurovision Song Contest.

Sports ► You have to choose one sport event celebrated in Australia in 2017. Then, you have to explain what the sport event is, when it took place, where it took place, who was the winner, and so forth.

Food ► You have to choose one of the typical Australian food explained in the video. Then, you have to explain how it is made and maybe when it is eaten. If you want to prepare it in class with artificial ingredients, you are allowed to do it. It will be a creative idea.

If you choose Canada, you have to talk about:

Music ► You have to talk about one song sung by a Canadian singer/band and explain its content.

Sports ► You have to choose one typical Canadian sport different from ice hockey. Then, you have to explain what it consists of (rules, number of players, equipment, and so forth) and what are the most representative teams and competitions.

Food ► You have to choose a typical Canadian food different from the video. Then, you have to explain how it is made. If you want to prepare it in class with artificial ingredients, you are allowed to do it. It will be a very original idea.

If you choose Ireland, you have to talk about:

Music ► You have to talk about one song sung by an Irish singer/band. Then, you have to look for phrasal verbs and explain its meaning in context.

Sports ► You have to choose one typical Irish sport different from hurling. Then, you have to explain what it consists of (rules, number of players, equipment, and so forth) and what are the most representative teams and competitions.

Food ► You have to choose a typical Irish food different from ones learnt in class. Then, you have to explain how it is made. If you want to prepare it in class with artificial ingredients, you are allowed to do it. It will be a very original idea.

If you choose South Africa, you have to talk about:

Music ► You have to talk about one song sung and played by a South African singer/band. Then, you have to talk about the instruments used (their names, their instrumental family, and so forth.)

Sports ► You have to choose one sport event celebrated in South Africa. Then, you have to explain what the sport event is, when it took place, where it took place, who was the winner, the importance of the event, and so forth.

Food ► You have to choose a typical South African food different from the video. Then, you have to explain how it is made. If you want to prepare it in class with artificial ingredients, you are allowed to do it. It will be a very original idea.

The due date to finish the *Padlet* activity is on Monday the 6th of December. I will correct your activities on Tuesday the 7th of December. Thus, you will have until Friday the 10th of December to prepare your oral presentations. These will be evaluated not only by me but also by your classmates.

Any doubts or questions?

(Quite a few doubts are asked and answered.)

Task 3 “American music”

Title	Type	Time
American music	Development activity	9 minutes divided into: 5 minutes for listening to Katy Perry’s song <i>Roar</i> . 4 minutes for answering to the questions about the song.
Classroom management The whole class is involved for listening to the song. Individual work Students are allowed to use their smartphones to play with <i>Kahoot</i> app and answer the question about Katy Perry’s <i>Roar</i> .		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Roar</i> ► https://www.youtube.com/watch?v=CevxZvSJK8 , <i>Kahoot</i> app ► https://cutt.ly/wn5KhRW , students’ smartphones
Aim(s) At the end of the task students should be able to <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video. 		
Linguistic input “As you guessed before, the English-speaking country for today’s class is USA. Thus, what we are going to do now is to learn about American music. We are going to watch a <i>YouTube</i> video titled <i>Roar</i> . This is a song sung by Katy Perry in 2013. Perry is one of the most representative American singers from the 21 st century. After listening to it, you are allowed to use		

your smartphones to play a *Kahoot* listening comprehension. Do not forget to enter the code and write your name and surnames.
 Who will win?"
 (We watch the video *Roar* ► <https://www.youtube.com/watch?v=CevxZvSJK8>. Then, we play the *Kahoot* listening comprehension ► <https://cutt.ly/wn5KhRW>.)

Task 4 “American sports”

Title	Type	Time
American sports	Development activity	14 minutes divided into: 8 minutes for listening to the TED Talk. 6 minutes for answering to the questions about the TED Talk.
Classroom management The whole class is involved for watching the TED Talk. Group work Then, six groups of four students are created to answer questions about the video. One spokesperson chosen by each group is going to share the answers with the rest of the class.		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>The real importance of sports</i> / Sean Adams / TEDxACU ► https://www.youtube.com/watch?v=woR9b01N6mQ&t=341s , Google Form questions ► https://cutt.ly/en5HLlr
Aim(s) At the end of the task students should be able to - listen for gist and decode the information explained in the video.		
Linguistic input “Well done! Now, it is time to learn about American sports. I have a question, have you ever watched a TED talk? (Students shake their heads.) OK. Now it is the time. We are going to listen to a TED talk about the importance of sports in America. Then, in groups of four people each, you will have to answer some questions from a <i>Google Form</i> . Do you have any doubt?” (We watch <i>The real importance of sports</i> / Sean Adams / TEDxACU ► https://www.youtube.com/watch?v=woR9b01N6mQ&t=341s . Then, the <i>Google Form</i> questions are answered ► https://cutt.ly/en5HLlr .)		

Task 5 “American food”

Title	Type	Time
American food	Development activity	14 minutes divided into: 6 minutes for reading the text. 8 minutes for doing two exercises about the text.
Classroom management		Resources
Individual work Students read the text and answer to the questions individually.		A sheet of paper titled <i>The Story of Colonel Sanders</i> (See Annex, Item 2), a sheet of paper with two exercises about the text ► https://cutt.ly/Rn5Knho , and students’ pens.
Aim(s)		
At the end of the task students should be able to <ul style="list-style-type: none"> - comprehend the text and expand their knowledge on major American food brands by selecting the key ideas and draw conclusions with their partners. 		
Linguistic input		
<p>“To finish today’s class, we are going to learn about American food. As you know, there are a lot of American food brands present in our society: Starbucks, McDonald’s, Taco Bell, Pizza Hut, and so forth. For this reason, we are going to read a text about the creation of KFC. Together with this text, I am going to give you a sheet of paper with two exercises about the text itself. When you finish, you have to give it to me to correct it for this weekend.”</p> <p>Is everything clear? (Students nod. The reading comprehension starts.)</p> <p>Thank you for your effort! Remember that on Friday you need your tablets, so please, bring them to class.”</p>		

3rd session tasks

Task 1 “Aussies”

Title	Type	Time
		5 minutes divided into:

Aussies	Introductory activity	<p>3 minutes for watching the <i>YouTube</i> video.</p> <p>2 minutes for answering to different questions about the country described in the video.</p>
<p style="text-align: center;">Classroom management</p> <p>The whole class is involved for watching the <i>YouTube</i> video.</p> <p style="text-align: center;">Group work</p> <p>Then, six groups of four students are created to answer four oral questions about the video. One spokesperson chosen by each group is going to share the answers with the rest of the class.</p>		<p style="text-align: center;">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Australia / Destination World</i></p> <p style="text-align: center;">▶</p> <p>https://www.youtube.com/watch?v=f0PvMmTAUAQ&t=2s, students' voice and participation</p>
<p style="text-align: center;">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video to guess the country. 		
<p style="text-align: center;">Linguistic input</p> <p>“Hello! How are you? How is your end of the week going?</p> <p>(Many students answer they are so tired.)</p> <p>OK. Today is our last week class, so let's finish the week with energy. If you well remember, we have just learnt some interesting cultural facts about two English-speaking countries: Great Britain and the USA. On today's class, as you can imagine, we are going to learn new cultural facts about another English-speaking country.</p> <p>For this, we are going to start watching a <i>YouTube</i> video that gives us some interesting clues to guess which country are we going to learn about today.</p> <p>(We watch the video <i>Australia / Destination World</i> ▶ https://www.youtube.com/watch?v=f0PvMmTAUAQ&t=2s.)</p> <p>OK. Do you know which country is described in the video?</p> <p>(All the class answer Australia).</p> <p>Absolutely right! Now, you are going to be divided into six groups of four people each to answer orally to five questions about the video.</p> <p>Question 1: What is Australia: a country or a continent?</p> <p>Question 2: What is Australia's nickname?</p> <p>Question 3: Where is located the largest coral reef in the world? (Name the ocean)</p> <p>Question 4: What animals can be seen in Australia? (Name at least four)</p> <p>Question 5: Who were the first inhabitants of Australia?</p> <p>Let's go!”</p>		

Task 2 “Australian music”

Title	Type	Time
Australian music	Development activity + Application activity	9 minutes divided into: 3 minutes for listening to Montaigne’s song <i>Technicolour</i> . 6 minutes for a short debate.
Classroom management		Resources
The whole class is involved.		Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Technicolour</i> ► https://www.youtube.com/watch?v=CoUTzNXQud0 , students’ voice and participation
<p style="text-align: center;">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video. - develop their oratory skills in order to convince the other participants and express their main arguments by means of a structured, organized and fluent speech using useful expressions for debate such as “The primary argument for...is, I agree with you that... but we must remember that..., I’m afraid I disagree because...” 		
<p style="text-align: center;">Linguistic input</p> <p>“As you guessed before, the English-speaking country for today’s class is Australia. Therefore, what we are going to do now is to learn about Australian music. We are going to watch a <i>YouTube</i> video titled <i>Technicolour</i>. This is a song sung by Montaigne in 2021 at the Eurovision Song Contest. After listening to it, we are going to start a debate about the meaning of the song. For this, I am going to subtitle the song, so if there is any interesting idiom or expression you want to write down, you should do it. This is a new activity, so I hope you like it.” (We watch the video <i>Technicolour</i> ► https://www.youtube.com/watch?v=CoUTzNXQud0. Then, the debate starts.)</p>		

Task 3 “Australian sports”

Title	Type	Time
		9 minutes divided into:

Australian sports	Development activity	<p>4 minutes for watching the <i>YouTube</i> video.</p> <p>5 minutes for answering to different questions about the MotoGP race.</p>
<p style="text-align: center;">Classroom management</p> <p>The whole class is involved for watching the video.</p> <p style="text-align: center;">Individual work</p> <p>Each student uses his/her <i>Plickers</i> card to answer to the questions individually because each card is linked to one student.</p>		<p style="text-align: center;">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>MotoGP™ Rewind: A recap of the #AustralianGP</i> ► https://www.youtube.com/watch?v=MxK5yRqE6rg, <i>Plickers</i> cards, <i>Plickers</i> app ► https://www.plickers.com/set/60d4d141a91775001280e1ae, and teacher’s tablet.</p>
<p style="text-align: center;">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video. 		
<p style="text-align: center;">Linguistic input</p> <p>“I have to confess that you are extremely imaginative, and you have shared remarkably interesting ideas in the debate. Maybe we should call Montaigne to ask her what the meaning of the song is. (Students laugh)</p> <p>OK. Now, let’s move on to the next cultural issue: Australian sports. Now, we are going to watch a <i>YouTube</i> video that recaps the 2017 MotoGP race. After watching the recapitulation, we are going to do a listening comprehension. I recommend you pay attention to the commentators and take notes if needed. (We watch the video <i>MotoGP™ Rewind: A recap of the #AustralianGP</i> ► https://www.youtube.com/watch?v=MxK5yRqE6rg).</p> <p>I hope you have liked it. I have to confess I am a huge Moto GP fan. Now, I am going to give each you a sheet of paper with a <i>Plickers</i> card. You should remember how it works; however, I am going to explain it again. Each card is numbered, and it has four letters from A to D (one per side of the card), however, only letters A and B are going to be used. You are not able to change the cards with other classmates because each card is linked to each of you. In a second, you are going to see on the screen five multiple-choice questions related to the video ► https://www.plickers.com/set/60d4d141a91775001280e1ae. The idea is that you select the correct answer with the help of the <i>Plickers</i> card. To do so, you have to raise you cards by the correct side, this means, if there is a true-or-false question with two options from A (true) to B (false), those of you who think that the correct answer is A (true) must raise your cards with the A option upwards. While you are raising your cards, I am going to use <i>Plickers</i> app and the tablet to scan all your answers. Then, we are going to check what the correct answer is according to the video.</p> <p>Do you remember it?”</p> <p>(Students nod. The listening comprehension starts.)</p>		

Task 4 “Australian food”

Title	Type	Time
Australian food	Development activity + Application activity	23 minutes divided into: 6 minutes for watching the <i>YouTube</i> video. 17 minutes for sharing opinions about their favourite Australian traditional food.
<p align="center">Classroom management</p> <p>The whole class is involved for watching the video.</p> <p align="center">Pair work</p> <p>Then, in pairs, an Australian traditional dish is chosen, and the choice is argued by each pair.</p>		<p align="center">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Most 10 popular Australian traditional foods</i> ► https://www.youtube.com/watch?v=oCQTGFaFpWk&t=47s, students’ voice and participation</p>
<p align="center">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video. - indicate opinion through expressions such as “I think...”, “In my opinion...” while developing critical thinking. 		
<p align="center">Linguistic input</p> <p>“To almost finish this class and this week, we are going to learn the last cultural issue about Australia: Australian food. I do not know whether you know anything about Australian food. For this reason, we are going to watch a <i>YouTube</i> video about the ten most popular Australian traditional dishes. After watching the video, I want you to assemble in pairs and choose your favourite Australian traditional dish. I warn you that you not only choose the dish but also argue why you have chosen it. (We watch the video <i>Most 10 popular Australian traditional foods</i> ► https://www.youtube.com/watch?v=oCQTGFaFpWk&t=47s. Then, some different well-argued opinions are shared).</p>		

Task 5 “Stretching our bodies”

Title	Type	Time
Stretching our bodies	Relax activity	4 minutes

Classroom management	Resources
Individual work The whole class is involved.	Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Afternoon – Stretch</i> ► https://www.youtube.com/watch?v=EHL-xr3OPaQ
Aim(s)	
At the end of the task students should be able to <ul style="list-style-type: none"> - reduce muscle tension, anxiety, and stress. 	
Linguistic input	
<p>“Well, everyone, I want to congratulate all of you because you have been working hard all this week and I want to tell you that I feel immensely proud of the knowledge we are acquiring and the effort you are doing to acquire it. Therefore, it is enough for this week.</p> <p>We have learnt different cultural facts about three English-speaking countries from three different continents and as a spoiler, the following week we will learn cultural facts about three new English-speaking countries: one from America, another from Europe and the last one from Africa.</p> <p>Now, to finish this week, we are going to relax while stretching our bodies. So, let’s listen to Donovan Green and let’s relax.”</p> <p>(We listen to <i>Afternoon – Stretch</i> ► https://www.youtube.com/watch?v=EHL-xr3OPaQ).</p>	

4th session tasks

Task 1 “Where does this flag belong to?”

Title	Type	Time
Where does this flag belong to?	Introductory activity	5 minutes divided into: 3 minutes for watching the <i>YouTube</i> video. 2 minutes for answering to different questions about the country described in the video.
Classroom management		Resources
The whole class is involved for watching the <i>YouTube</i> video. Group work Then, six groups of four students are created to answer five oral questions about the video.		Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Canada Basic Information Everyone Must Know</i> , https://www.youtube.com/watch?v=kGhRmpNcWjk , students’ voice and participation

One spokesperson chosen by each group is going to share the answers with the rest of the class.	
<p style="text-align: center;">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video to guess the country. 	
<p style="text-align: center;">Linguistic input</p> <p>“Hello! How are you? How was your weekend?”</p> <p>(Many students answer the weekend was too short.)</p> <p>OK. Today is our first week class, so let’s start the week with energy. If you well remember, we have just learnt some interesting cultural facts about three different English-speaking countries: Great Britain, USA, and Australia. I have seen that some groups are already assembled, and these countries are already selected, so, the ones that we are going to learn for this week are the ones that could be selected by the rest of groups. Anyway, on today’s class we are going to learn new cultural facts about another English-speaking country. For this, we are going to start watching a <i>YouTube</i> video that gives us some interesting clues to guess which country are we going to learn about today.</p> <p>(We watch the video <i>Canada Basic Information Everyone Must Know</i> ► https://www.youtube.com/watch?v=kGhRmpNcWjk.)</p> <p>OK. Do you know which country is described in the video? (All the class answers Canada).</p> <p>Correct! Now, you are going to be divided into six groups of four people each to answer orally to five questions about the video.</p> <p>Question 1: What is the capital city of Canada? Question 2: How many languages are spoken in Canada? (Name them) Question 3: What is the national animal of Canada? Question 4: What is lacrosse? Question 5: What tree does the leaf on the flag belong to?</p> <p>Let’s start!”</p>	

Task 2 “Canadian music”

Title	Type	Time
Canadian music	Development activity	14 minutes divided into: 5 minutes for listening to Alessia Cara’s song <i>Scars to your Beautiful</i> . 9 minutes for sharing opinions.

Classroom management	Resources
<p>The whole class is involved for listening to the song.</p> <p style="text-align: center;">Individual work</p> <p>Each student shares his/her opinion on <i>Nearpod</i>.</p>	<p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Scars to your Beautiful</i> ► https://www.youtube.com/watch?v=MWASeaYuHZo, <i>Nearpod</i> ► https://share.nearpod.com/ON5SJwT3ohb, students' tablets.</p>
Aim(s)	
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video. - indicate opinion through expressions such as “I think...”, “In my opinion...” while developing critical thinking. 	
Linguistic input	
<p>“As you guessed before, the English-speaking country for today's class is Canada. Therefore, what we are going to do now is to learn about Canadian music.</p> <p>We are going to watch a <i>YouTube</i> video titled <i>Scars to your Beautiful</i>. This is a song sung by the Canadian singer Alessia Cara in 2015. After listening to it, you are going to turn on your tablets to enter the code. Then, you are going to share your opinions about the song on <i>Nearpod</i>. Anonymous opinions are allowed. Then, some of these opinions are going to be commented. I am going to subtitle the song, so if there is any interesting idiom or expression you want to write down, you should do it.</p> <p>This is a new app, so I hope you like it.”</p> <p>(We listen to the song <i>Scars to your Beautiful</i> ► https://www.youtube.com/watch?v=MWASeaYuHZo. Then, the opinions are shared on <i>Nearpod</i> ► https://share.nearpod.com/ON5SJwT3ohb.)</p>	

Task 3 “Canadian sports”

Title	Type	Time
Canadian sports	Development activity	<p>14 minutes divided into:</p> <p>8 minutes for reading the text.</p> <p>6 minutes for answering the questions about the text.</p>
Classroom management	Resources	
<p>Individual work for reading the text.</p> <p style="text-align: center;">Individual work</p> <p>Students are allowed to use their tablets to play with <i>Nearpod</i> app and answer the question about the text.</p>	<p>A sheet of paper per student titled <i>Discover Ice Hockey</i> (See Annex, Item 3), <i>Nearpod</i> app ► https://share.nearpod.com/9XcKzGWfphb, students' tablets.</p>	

Aim(s)
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - comprehend the text and expand their knowledge on Canadian sports by selecting the key ideas and draw conclusions with their partners.
Linguistic input
<p>“Congratulations! You have understood quite well how to use this new app.</p> <p>Right now, it is time to learn about Canadian sports. Thus, now we are going to read individually this sheet of paper titled <i>Discover Ice Hockey</i>. Eight minutes later, you are going to use your tablets individually to play a <i>Nearpod</i> reading comprehension. Do not forget to enter the code and write your name and surnames. Who will arrive first to the top of the mountain?”</p> <p>(Students feel nervous. The reading comprehension starts.)</p>

Task 4 “Canadian food”

Title	Type	Time
Canadian food	Development activity + Application activity	15 minutes
Classroom management		Resources
<p style="text-align: center;">Group work</p> <p>Six groups of four students are created to describe different Canadian dishes.</p> <p>One spokesperson chosen by each group is going to describe each Canadian dish.</p>		<p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Genially</i> presentation ► https://view.genial.ly/60d763a483b8480ded4e1439/presentation-presentacion-receta-cocina, students’ voice and participation</p>
Aim(s)		
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - comprehend instructions to apply in the task and to work cooperatively by improving their oratory skills. 		
Linguistic input		
<p>“To almost finish this class, we are going to learn the last cultural issue about Canada: Canadian food. I do not know whether you know anything about Canadian food. In addition, I have to confess that I did not know anything about Canadian food when I was your age. Anyway, I am going to show you six pictures of</p>		

different Canadian dishes. Then, you are going to be divided into six groups of four students per group. Remember that each group has to choose one spokesperson to describe each Canadian dish. Consequently, each group is going to describe the ingredients of one Canadian dish. Finally, you are going to argue if you would like the dish chosen or not and why.”
 (We watch the *Genially* presentation ► <https://view.genial.ly/60d763a483b8480ded4e1439/presentation-presentacion-receta-cocina>).

Task 5 “Do you speak English?”

Title	Type	Time
<p><i>Do you speak English?</i></p>	<p>Relax activity</p>	<p>2 minutes</p>
<p>Classroom management</p> <p>Individual work The whole class is involved.</p>		<p>Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Do you speak English? – Big Train – BBC comedy</i> ► https://www.youtube.com/watch?v=rxUm-2x-2dM</p>
<p>Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - familiarize themselves with humoristic language and understand the different gags from the sitcom. 		
<p>Linguistic input</p> <p>“God job! Now, to finish off, we are going to watch a short video from a British sitcom called <i>Brig Train</i>. Just relax and enjoy it.” (We watch the video <i>Do you speak English – Big Train – BBC comedy</i> ► https://www.youtube.com/watch?v=rxUm-2x-2dM).</p>		

5th session tasks

Task 1 “Eyre”

Title	Type	Time
<p>Eyre</p>	<p>Introductory activity</p>	<p>6 minutes divided into: 4 minutes for watching the <i>YouTube</i> video.</p>

		2 minutes for answering to different questions about the country described in the video.
<p style="text-align: center;">Classroom management</p> <p>The whole class is involved for watching the <i>YouTube</i> video.</p> <p style="text-align: center;">Group work</p> <p>Then, six groups of four students are created to answer five oral questions about the video. One spokesperson chosen by each group is going to share the answers with the rest of the class.</p>		<p style="text-align: center;">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, [<i>Learn English Country 9</i>] IRELAND FACTS FOR KIDS ► https://www.youtube.com/watch?v=EZEcAdYXDh8&t=26s, students' voice and participation</p>
<p style="text-align: center;">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video to guess the country. 		
<p style="text-align: center;">Linguistic input</p> <p>“Hello! How are you? How is your week going?”</p> <p>(Some students answer this week is going pretty well.)</p> <p>I am happy to hear that.</p> <p>If you well remember, we have just learnt some interesting cultural facts about four different English-speaking countries: Great Britain, the USA, Australia, and Canada. Therefore, on today’s class we are going to learn new cultural facts about another English-speaking country.</p> <p>For this, we are going to start watching a <i>YouTube</i> video that gives us some interesting clues to guess which country are we going to learn about today.</p> <p>(We watch the video [<i>Learn English Country 9</i>] IRELAND FACTS FOR KIDS ► https://www.youtube.com/watch?v=EZEcAdYXDh8&t=26s)</p> <p>OK. Do you know which country is described in the video? (Half of the class answers Ireland).</p> <p>Well! Now, you are going to be divided into six groups of four people each to answer orally to five questions about the video.</p> <p>Question 1: How is called Ireland in Irish Gaelic?</p> <p>Question 2: How many languages are spoken in the Republic of Ireland? (Name them)</p> <p>Question 3: What is the name of the author of <i>Dracula</i>?</p> <p>Question 4: When is St. Patrick’s Day?</p> <p>Question 5: What is the shamrock for the Republic of Ireland?</p> <p>Let’s start!”</p>		

Task 2 “Irish music”

Title	Type	Time
Irish music	Development activity	9 minutes divided into: 3 minutes for playing with The Dubliners’ song <i>Lord of the Dance</i> . 6 minutes for learning some phrasal verbs.
Classroom management The whole class is involved for playing with the song. Individual work Students are allowed to use their smartphones to play with <i>Kahoot</i> app and learn some phrasal verbs.		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Lyrics Training</i> ► https://es.lyricstraining.com/play/the-dubliners/lord-of-the-dance-audio/HW8nMdG4WW#b7c , <i>Kahoot</i> app ► https://cutt.ly/Mmrv9Wr , students’ smartphones
Aim(s)		
At the end of the task students should be able to - listen for gist and decode the phrasal verbs mentioned in the video.		
Linguistic input		
<p>“As you guessed before, the English-speaking country for today’s class is Ireland. Thus, what we are going to do now is to learn about Irish music.</p> <p>We are going to play with an app named <i>Lyrics Training</i>. It is focussed on filling the gaps from thousands of songs through different levels of difficulty. This is a song sung by the The Dubliners, an Irish band from 1960s. After playing with it, you are allowed to use your smartphones to play with <i>Kahoot</i>. This time it is not a listening comprehension, but a new way of learning phrasal verbs. Remember, phrasal verbs are difficult but if you put them in context, you learn them better. Do not forget to enter the code and write your name and surnames.</p> <p>Ready to start?”</p> <p>(We play with the song <i>Lord of the Dance</i> https://es.lyricstraining.com/play/the-dubliners/lord-of-the-dance-audio/HW8nMdG4WW#b7c. Then, we play the <i>Kahoot</i> ► https://cutt.ly/Mmrv9Wr.)</p>		

Task 3 “Irish sport”

Title	Type	Time
Irish sport	Development activity + Application activity	17 minutes divided into: 3 minutes for watching the <i>YouTube</i> video. 14 minutes for sharing ideas.
<p align="center">Classroom management</p> <p>The whole class is involved for watching the video.</p> <p align="center">Individual work</p> <p>Each student shares his/her ideas on <i>Mentimeter</i>.</p>		<p align="center">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>How to Play Hurling</i> ► https://www.youtube.com/watch?v=w500X75v0bk, <i>Mentimeter</i> ► https://www.menti.com/9pbhrkytde, students’ smartphones.</p>
<p align="center">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - listen for gist and decode the information explained in the video. - indicate opinion through expressions such as “I think...”, “In my opinion...” while developing critical thinking. <p align="center">Linguistic input</p> <p>“Fantastic! You have understood quite well how to use this new musical app.</p> <p>We have to continue, so it is time to learn about Irish sports. Thus, now we are going to watch a video about one of the most important Irish sports. It is hurling. After watching it, you are going to turn on your smartphones to enter the code. Then, you are going to share three main ideas extracted from the video related to hurling. Ideas must be different because each of you remembers different things from the video. So, different ideas should be projected on the digital whiteboard. To finish this task, some of these ideas are going to be commented and defended by each of you.”</p> <p>(We watch the video <i>How to Play Hurling</i> ► https://www.youtube.com/watch?v=w500X75v0bk. Then, the ideas are shared on <i>Mentimeter</i> ► https://www.menti.com/9pbhrkytde</p>		

Task 4 “Irish food”

Title	Type	Time

Irish food	Development activity	15 minutes
<p align="center">Classroom management</p> <p align="center">Pair work</p> <p>In pairs, students read the text first. Then, they discuss which definition suits better each picture.</p> <p>The whole class is involved for the correction.</p>		<p align="center">Resources</p> <p>A sheet of paper titled <i>Irish Food</i>, students' pens</p>
<p align="center">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - comprehend the text and expand their knowledge on Irish food by selecting the key ideas and draw conclusions with their partners. 		
<p align="center">Linguistic input</p> <p>“To almost finish this class, we are going to learn the last cultural issue about Ireland: Irish food. I am going to give you a sheet of paper titled <i>Irish Food</i>. Thus, you have to work in pairs. You have to read the sheet of paper and then, decide which definition suits better each picture. When you finish, we are going to correct it. Are you ready?” (Students nod. The reading comprehension starts.)</p>		

Task 5 “White noise”

Title	Type	Time
White noise	Relax activity	3 minutes
<p align="center">Classroom management</p> <p align="center">Individual work The whole class is involved.</p>		<p align="center">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>5 Minutes to Relax: Rain / Soothing Rain Sounds for Sleep, Relaxation, Meditation, Calm Down (5013)</i> ► https://www.youtube.com/watch?v=0n9P9LvXSos</p>
<p align="center">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - reduce their level of stress and anxiety by focusing on environmental sound and relaxing in a calm environment. 		

Linguistic input

“Very good job!

On Friday, we are going to finish this didactic unit, so I hope you are working on the *Padlet* activity for then, prepare your oral presentations and have enough time to do everything.

Now, we are going to relax while listening to white noises, which can be really helpful to reduce stress and anxiety, so maybe you can listen to it before your term exams.”

(We listen to the video *5 Minutes to Relax: Rain / Soothing Rain Sounds for Sleep, Relaxation, Meditation, Calm Down (5013)* ► <https://www.youtube.com/watch?v=0n9P9LvXSos>).

6th session tasks

Task 1 “iNingizimu Afrika”

Title	Type	Time
iNingizimu Afrika	Introductory activity	4 minutes divided into: 2 minutes for watching the <i>YouTube</i> video. 2 minutes for answering to different questions about the country described in the video.
Classroom management The whole class is involved for watching the <i>YouTube</i> video. Group work Then, six groups of four students are created to answer three oral questions about the video. One spokesperson chosen by each group is going to share the answers with the rest of the class.		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Our Country South Africa!!!</i> ► https://www.youtube.com/watch?v=EwkbeUwNopQ , students’ voice and participation
Aim(s) At the end of the task students should be able to - listen for gist and decode the information explained in the video to guess the country.		
Linguistic input “Hello! How are you?”		

(Some students answer they are so happy because the long weekend starts in a few hours.)

I supposed that. I have another good news for you. Today is our last class before the oral presentations. Thus, today is our last class to learn cultural issues about a new English-speaking country.

If you well remember, we have learnt some interesting cultural facts about five different English-speaking countries: Great Britain, the USA, Australia, Canada, and Ireland. Therefore, on today's class we are going to learn new cultural facts about our last English-speaking country.

For this, we are going to start watching a *YouTube* video that gives us some interesting clues to guess which country are we going to learn about today.

(We watch the video *Our Country South Africa!!!* ► <https://www.youtube.com/watch?v=EwkbeUwNopQ>)

OK. Do you know which country is described in the video?

(Some students raise their hands to answer South Africa).

Good! Now, you are going to be divided into six groups of four people each to answer orally to three questions about the video.

Question 1: How is also called South Africa? Why?

Question 2: How many official languages are there in South Africa?

Question 3: How many capital cities are there in South Africa? (Name them)

Let's start our last week class!"

Task 2 “South African music”

Title	Type	Time
South African music	Development activity	10 minutes divided into: 3 minutes for listening to the South African national anthem. 7 minutes for talking about the instruments.
Classroom management The whole class is involved for listening to the national anthem. Individual work Each student uses his/her <i>Plickers</i> card to answer to the questions individually because each card is linked to one student.		Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>The South African National Anthem Played on Marimba by Drum Cafe [360p]</i> ► https://www.youtube.com/watch?v=MX0SE1jovY&t=56s , <i>Plickers</i> app ► https://www.plickers.com/seteditor/60d7e00c12f98c00121dbf8f , students' smartphones.
Aim(s) At the end of the task students should be able to - listen for gist and decode the information explained in the video.		

Linguistic input

“As you guessed before, the English-speaking country for today’s class is South Africa. Therefore, what we are going to do now is to learn about South African music.

We are going to listen to a *YouTube* video about the South African national anthem played with three different instruments.

(We listen to the South African national anthem *The South African National Anthem Played on Marimba by Drum Cafe [360p]* ► <https://www.youtube.com/watch?v=MX0SE1jovY&t=56s>.)

I hope you have liked it. Now, I am going to give each of you a sheet of paper with a *Plickers* card. You should remember how it works; however, I am going to explain it again. Each card is numbered, and it has four letters from A to D (one per side of the card). You are not able to change the cards with other classmates because each card is linked to each of you. In a second, you are going to see on the screen five multiple-choice questions related to the video ► <https://www.plickers.com/seteditor/60d7e00c12f98c00121dbf8f>. The idea is that you select the correct answer with the help of the *Plickers* card. To do so, you have to raise your cards by the correct side, this means, if there is a multiple-choice question with four options, those of you who think that the correct answer is C must raise your cards with the C option upwards. While you are raising your cards, I am going to use *Plickers* app and the tablet to scan all your answers. Then, we are going to check what the correct answer is according to the video.

Do you remember it?”

(Students nod. The listening comprehension starts.)

Task 3 “South African sports”

Title South African sports	Type Development activity + Application activity	Time 18 minutes divided into: 3 minutes for watching the <i>YouTube</i> trailer. 15 minutes for debating about it.
Classroom management The whole class is involved for watching the trailer. Individual work Each student argues his/her thoughts about the trailer watched.	Resources Laptop with Internet connection, projector, digital whiteboard, speakers, “ <i>Invictus</i> ” – <i>Official Trailer [HD]</i> ► https://www.youtube.com/watch?v=RZY8c_a_dIQ , students’ voice and participation	
Aim(s) At the end of the task students should be able to - develop their oratory skills and express their main arguments by means of a structured, organized, and fluent speech using useful expressions for debate such as “The primary argument for...is, I agree with you that... but we must remember that..., I’m afraid I disagree because...”		
Linguistic input		

“I have to confess that you are quite good on guessing instruments. I think you like Music a little bit.
(Students nod.)

OK. Now, let’s move on to the next cultural issue: South African sports. Now, we are going to watch a *YouTube* video from the film *Invictus*. After watching the trailer, we are going to star a debate about it.

Are you ready?

(Students nod. We watch the trailer “*Invictus*” – *Official Trailer [HD]* ► https://www.youtube.com/watch?v=RZY8c_a_dIQ. Then, the debate starts with this question: “How can sports help to improve our society?”)

Task 4 “South African food”

Title	Type	Time
South African food	Development activity	13 minutes divided into: 5 minutes for watching the video. 8 minutes for describing some of the dishes shown there.
<p>Classroom management</p> <p>Group work Six groups of four students are created to describe different South African dishes. One spokesperson chosen by each group is going to describe each South African dish.</p>		<p>Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>13 South African Food You Will Love to Eat</i> ► https://www.youtube.com/watch?v=YsOXugm2Q6A, students’ voice and participation</p>
<p>Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - comprehend instructions to apply in the task and to work cooperatively by improving their oratory skills. 		
<p>Linguistic input</p> <p>“To almost finish this class and this week, we are going to learn the last cultural issue about South Africa: South African food. I do not know whether you know anything about South African food. In addition, I have to confess that I did not know anything about South African food when I was your age and even nowadays. Anyway, we are going to watch a <i>YouTube</i> video about 13 different South African dishes. Then, you are going to be divided into six groups of four students per group. Remember that each group has to choose one spokesperson to describe each South African dish. Consequently, each group is going to describe the ingredients of one South African dish. Finally, you are going to argue if you would like the dish chosen or not and why.” (We watch the video <i>13 South African Food You Will Love to Eat</i> ► https://www.youtube.com/watch?v=YsOXugm2Q6A. Then, the explanations start.)</p>		

Task 5 “African Zulu Dancing”

Title	Type	Time
African Zulu Dancing	Relax activity	5 minutes
<p align="center">Classroom management</p> <p align="center">Individual work The whole class is involved.</p>		<p align="center">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>African Zulu Dancing Beautiful Traditional of Tribes</i> ► https://www.youtube.com/watch?v=0Xo6zI1Anqo</p>
<p align="center">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - reduce their level of stress and anxiety by focusing on dance. 		
<p align="center">Linguistic input</p> <p>“Great job!</p> <p>One more week I want to congratulate you for your effort. I hope you have liked this didactic unit because it is essential to learn about other cultures to respect others. I have enjoyed this didactic unit a lot. However, remember to finish the <i>Padlet</i> activity before Monday and be ready to practise your oral presentations before the next Friday.</p> <p>Thus, to finish this class and start the long weekend with energy, I want us to see this video about a tribal dancing.</p> <p>(We watch the video <i>African Zulu Dancing Beautiful Traditional of Tribes</i> ► https://www.youtube.com/watch?v=0Xo6zI1Anqo).</p> <p>Have a great long weekend!”</p>		

7th session tasks

Task 1 “Today is the day”

Title	Type	Time
Today is the day	Introductory activity	5 minutes divided into: 2 minutes for talking about the <i>Padlet</i> activity previously corrected.

		3 minutes for listening to a song.
<p align="center">Classroom management</p> <p>The whole class is involved.</p>		<p align="center">Resources</p> <p>Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Riton x Nightcrawlers - Friday ft. Mufasa & Hypeman (Dopamine Re-edit) [Official Video]</i> ► https://www.youtube.com/watch?v=U6n2NcJ7rLc</p>
<p align="center">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - feel confident to start presenting their oral presentations. 		
<p align="center">Linguistic input</p> <p>“Good morning everybody! How are you? How was your long weekend? (Many students answer the long weekend was too short and now, they feel incredibly nervous.)</p> <p>OK. Let’s relax. As you know, today is our last week class, and today is also the day to present your oral presentations. However, before starting this, I want to say to you that I have liked your <i>Padlet</i> activity a lot. I think you have been so creative, so original and it is noticed that you have looked for information about the different English-speaking countries thoroughly. Congratulations for your effort!</p> <p>Now, it is time to relax, to breathe deeply, and to star presenting the oral presentation. Nevertheless, firstly, we are going to listen to this powerful song to be ready to start, right?” (We listen to the song <i>Riton x Nightcrawlers - Friday ft. Mufasa & Hypeman (Dopamine Re-edit) [Official Video]</i> ► https://www.youtube.com/watch?v=U6n2NcJ7rLc.)</p>		

Task 2 “And ... The English-speaking country is ...”

<p align="center">Title</p> <p>And ... The English-speaking country is ...</p>	<p align="center">Type</p> <p>Application activity</p>	<p align="center">Time</p> <p>36 minutes divided into:</p> <p>5 minutes per group for presenting their oral presentations.</p> <p>1 minute per group for answering possible questions.</p>
<p align="center">Classroom management</p> <p>Group work</p>		<p align="center">Resources</p>

	Laptop with Internet connection, projector, digital whiteboard, speakers, students' visual aid, students' voice.
Aim(s)	
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - present their oral presentations in a fluent way using a variety of verbal tenses and vocabulary and incorporating the cultural knowledge on English-speaking countries acquired previously. 	
Linguistic input	
<p>“Time to start. Remember that your oral presentations must last five minutes and then, some questions could be asked by your classmates or me. So, the first group to go on stage is the one who chose Great Britain.” (Each group present their oral presentations and questions are asked.)</p>	

Task 3 “Assessment”

Title	Type	Time
Assessment	Application activity	5 minutes
Classroom management		Resources
Group work		An assessment template (See Annex, Item 4), students' pens.
Aim(s)		
<p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - assess other groups' oral presentation by examining their oratory skills and PPT presentations. 		
Linguistic input		
<p>“Well done everyone! You have been able to present them correctly, haven't you? (Students laugh.)</p> <p>Thus, now it is time to assess your classmates' presentations. Here you have an assessment template. Give a mark to each session and please, try to be objective and critical.” (Students start assessing their classmates' presentations.)</p>		

Task 4 “Hakuna Matata”

Title <i>Hakuna Matata</i>	Type Relax activity	Time 4 minutes
Classroom management Individual work The whole class is involved.	Resources Laptop with Internet connection, projector, digital whiteboard, speakers, <i>Cast of the Lion King – Hakuna Matata (From “The Lion King”)</i> ► https://www.youtube.com/watch?v=0MxulhivCvI	
<p style="text-align: center;">Aim(s)</p> <p>At the end of the task students should be able to</p> <ul style="list-style-type: none"> - familiarize themselves with humoristic language and understand the different gags from the sitcom. 		
<p style="text-align: center;">Linguistic input</p> <p>“Fantastic job! Thank you for all the effort and energy spent. I foresee good marks for this didactic unit. On Monday you will know your grades. (Students feel so nervous.)</p> <p>Now, to finish off, we are going to listen to a song from a film you probably know: <i>The Lion King</i>. Just relax and enjoy it.” (We listen to the song <i>Cast of the Lion King – Hakuna Matata (From “The Lion King”)</i> ► https://www.youtube.com/watch?v=0MxulhivCvI.)</p>		

Item 1: Sport in Great Britain (Task 3 “British sports”)



The British have a reputation for being mad about sports. In fact they like watching sports more than playing them. The British are spectators and the most popular spectator sports are cricket and football.

Football is the most popular game. Football, or soccer, is an example of a professional game. The game of football was first played in Britain, and later people began to play football in other countries. There are many amateur soccer players in Britain who play the game on Saturday or Sunday afternoon. Amateur clubs often play against professionals. Almost every school has its football team and every boy in Britain knows a lot about the game. He can tell you the names of the players in the most important teams, he has pictures of them and knows the results of many matches.

Rugby is another popular British sport which is played in other countries. It is also called rugby football. The story is told that in 1823 boys at Rugby school in England were playing football in the normal way, when suddenly one boy picked the ball up and ran with it. That was how a new game was born. There are two forms of rugby football: the amateur game and the professional game. The two games have different rules.

Football is the favourite winter game in Britain and cricket is the favourite summer sport. Amateur cricket has the same rules as the professional game. A typical amateur cricket match takes place on a village green, an open space in the centre of the village. It is played between two teams - the "home" team and the "visitors" who come from another village.



Write if the following sentences are true (T) or false (F):

- The British like watching sports more than playing them.
- The most popular spectator sports are rugby and football.
- The game of football was first played in the USA.
- A typical amateur cricket match takes place on a village green.

Choose the right word:

- Football is the most popular (game/sport).
- The forms of rugby football have (different/the same) rules.
- Football is the most favourite (summer/winter) game in Britain.
- Amateur cricket has (different/ the same) rules as the professional game.



According to the story complete these sentences:

- Football, or soccer, is an example of a
1) amateur game; 2) professional sport; 3) professional game.
- There are many amateur soccer players in Britain who play the game on.....
1) Thursday or Sunday afternoon; 2) Saturday or Sunday afternoon ; 3) Saturday or Sunday evening.
-is another popular British sport which is played in other countries.
1)Cricket; 2) Rugby ; 3) Football.
- is the favourite summer sport.
1) Cricket; 2) Rugby ; 3) Football.

Answer the following questions:

- What reputation do the British have?
- What are the most popular games in Britain?
- What do you know about amateur soccer players in Britain?
- How is a typical amateur cricket played?
e) *How was Rugby born? (3 -4 sentences)*



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Item 2: The Story of Colonel Sanders (Task 5 “American food”)



The Story of Colonel Sanders

- By age 5, his father died leaving Sanders to cook and care for his siblings.
- By 16 he quit school and left home to go work as a farmhand. At 16, he faked his age to enlist in the United States army. After being honorably discharged a year later, he got hired by the railway as a laborer. However, he got fired for fighting with a coworker. While he worked for the railway, he studied law--until he ruined his legal career by getting into another fight.
- By 17, he had already lost 4 jobs.
- By 18 he got married and by 19 he had a daughter.
- By 20, his wife left him and took their baby daughter. Failed to kidnap his own daughter; eventually his wife returned home. Sanders was forced to move back in with his mom and get a job selling life

insurance. And guess what? He got fired for insubordination at the age of 25.

In 1920, he founded a ferry boat company. Later, he tried cashing in his ferry boat business to create a lamp manufacturing company only to find out that another company already sold a better version of his lamp. Poor guy couldn't catch a break.

It wasn't until age 40 that he began selling chicken dishes in a service station. As he began to advertise his food, an argument with a competitor resulted in a deadly shootout. Four years later, he bought a motel which burned to the ground along with his restaurant. Yet this determined man rebuilt and ran a new motel until World War II forced him to close it down.

- By 65, he retired with \$105 became suicidal and wanted to die. Suddenly, realized there was one thing he could do better than anyone and that was cooking. Used \$87 bought and fried some chicken using his own recipe. His recipe was rejected 1,009 times before anyone accepted it. He went door to door to sell it his neighbors in Kentucky.

Sander's "secret recipe" was coined "Kentucky Fried Chicken", and quickly became a hit. However, the booming restaurant was crippled when an interstate opened nearby so Sanders sold it and pursued his dream of spreading KFC franchises & hiring KFC workers all across the country.

After years of failures and misfortunes, Sanders finally hit it big. KFC expanded internationally and he sold the company for two million dollars (\$15.3 million today). Even today, Sanders remains central in KFC's branding and his face still appears in their logo. His goatee, white suit and western string tie continue to symbolize delicious country fried chicken all over the world.

- Remember at age 65 he was ready to commit suicide. By the age of 88, KFC made him a billionaire. At age 90, Sanders passed away from pneumonia. At that time, there were around 6,000 KFC locations in 48 countries. By 2013, there were an estimated 18,000 KFC locations in 118 countries. WOW.

If you're overwhelmed by rejection or discouraged by setbacks, remember the story of Colonel Harland Sanders. Fired from multiple jobs, ruined his legal career, was set back by the Great Depression, fires and World War II, yet still created one of the largest fast food chains in the world. Sanders wouldn't let anything or anyone defeat him. We should all be more like Colonel Sanders.



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Item 3: Discover Ice Hockey (Task 3 “Canadian sports”)



DISCOVER ICE HOCKEY

HOCKEY GENERAL PRESENTATION (group 2)

MAIN CHARACTERISTICS

Ice hockey is a full-contact team sport (it means that players can use a significant physical impact force on other players, either deliberately or incidentally). It is played on ice, usually in a rink or in an arena, and sometimes on a frozen lake or a pond, for recreation, by two teams of six players wearing skates that allow them to move at speeds between 20-30 miles per hour (30-50 kilometres per hour).

The object of this fast-paced game is for the players to put a small hard-rubber disk (puck) into the net of the opposing team, consequently scoring a goal. Two teams of skaters use their sticks to shoot a vulcanized rubber puck into their opponent's net to score points. The sport is known to be fast-paced and physical, with teams usually consisting of six players each: one goaltender, and five players who skate up and down the ice trying to take the puck and score a goal against the opposing team. The team with the most goals at the end of the game wins.

HISTORY

Games played with curved sticks and a ball can be found in the histories of many cultures. In Egypt, 4000-year-old carvings show teams with sticks and a projectile. The contemporary sport of ice hockey was developed in Canada, most notably in Montreal, where the first indoor hockey game was played on March 3, 1875. Some characteristics of that game, such as the length of the ice rink and the use of a puck, have been retained to this day.

Amateur ice hockey leagues began in the 1880s, and professional ice hockey originated around 1900. The Stanley Cup, emblematic of ice hockey club supremacy, was first awarded in 1893 to recognize the Canadian amateur champion and later became the championship trophy of the NHL. In the early 1900s, the Canadian rules were adopted by the Ligue Internationale de Hockey sur Glace, the precursor of the IIHF and the sport was played for the first time in the Olympics in the Olympic Games of 1920.

THE "BIG SIX"

In international competitions, the national teams of six countries (the "Big Six") predominate: Canada, the Czech Republic, Finland, Russia, Sweden and the United States. Of the 69 medals awarded all-time in men's competition at the Olympics, only six medals were not awarded to one of those countries. In the annual Ice Hockey World Championships, 177 of 201 medals have been awarded to the six nations.

Teams outside the "Big Six" have won only five medals in either competition since 1953. All 12 Women's Olympic and 36 IIHF World Women's Championships medals have been awarded to one of these six countries, and every gold medal in both competitions has been won by either the Canadian national team or the United States national team.

Item 4: Irish Food (Task 4 “Irish food”)

Irish Food

Match the pictures to their description:

	<p>CHAMP This is an Irish dish made by combining mashed potatoes and chopped spring onions with butter and milk.</p>	
<input type="text"/>	<p>COODLE This is a dish associated with Dublin, Ireland. It consists of layers of sliced pork sausages and bacon with sliced potatoes and onions. It is semi-boiled and it is often eaten in the winter months.</p>	<input type="text"/>
	<p>BARMBRACK This is yeasted bread with added sultanas (white seedless grapes) and raisins. The dough is sweeter than sandwich bread, but not as rich as a cake.</p>	
<input type="text"/>	<p>STEAK AND KIDNEY PIE This is a pie with a filling of diced beef steak, lamb or pig's kidneys in a thick sauce.</p>	<input type="text"/>
	<p>ULSTER FRY This is a traditional cooked meal eaten at breakfast. It comprises several fried foods including bacon and eggs.</p>	
<input type="text"/>	<p>BACON AND CABBAGE This consists of boiled bacon served with boiled cabbage and potatoes. Families usually have 'Bacon and cabbage' once a week or more.</p>	<input type="text"/>
	<p>BOXTY Boxty is a traditional Irish potato pancake, containing mashed potato with flour, baking soda, buttermilk and egg.</p>	
<input type="text"/>	<p>IRISH STEW This is another traditional dish made from lamb, beef or mutton as well as potatoes, onions and parsley (bright green herb).</p>	<input type="text"/>
	<p>IRISH COFFEE PUDDING This is a steamed pudding made from butter, brown sugar, flour, Irish coffee powder, cream, eggs and custard (dessert sauce).</p>	
<input type="text"/>	<p>COLCANNON Colcannon is similar to the Irish dish 'Champ,' but this one uses cabbage in place of scallions (salad onion).</p>	<input type="text"/>

Item 5: Assessment template (Task 3 “Assessment”)

Oral Presentation Evaluation Form

Item	improvement needed	good	excellent
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Presentation Content

Simplicity appropriate for audience				
Research problem clearly stated				
Context and importance of research demonstrated				
Results easily and clearly interpreted				
Conclusions to point, corresponding to problem				

Visual aids

Clear, catchy slides, not overcrowded				
Contribution of colors to understanding, not distracting				
Font (size, style, quality)				
Legible figures conveying results effectively				

Performance

Smooth transition from issue to issue				
Audience contact, eye contact				
Voice and pacing, Articulation				
Engagement, enthusiasm				
Body language, gestures				

General

Organization of information				
Clear 'take home message'				
Ability to answer questions				
Adherence to time limit				

Additional comments:
