TECHNICKÁ UNIVERZITA V LIBERCI
Fakulta přírodovědně-humanitní
a pedagogická

An Analysis of the Culture-Related Content English Textbooks for Lower Secondary Schools

Bakalářská práce

Studijní program: B7507 Specializace v pedagogice
Studijní obory: Anglický jazyk se zaměřením na vzdělávání
                     Španělský jazyk se zaměřením na vzdělávání

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Zadání bakalářské práce

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Zadávající katedra: Katedra anglického jazyka
Akademický rok: **2017/2018**

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Rozsah grafických prací:	dle potřeby
Rozsah pracovní zprávy:	40
Forma zpracování práce:	tištěná/elektronická
Jazyk práce:	Angličtina

Seznam odborné literatury:

Celce-Murcia, Marianne. 2001. Teaching English as a second or foreign language. 3rd ed. Cambridge: Heinle Cengage Learning, ISBN 0-8384-1992-5.

Choděra, Radomír. 2013. Didaktika cizích jazyků: úvod do vědního oboru. Vyd. 2. Praha: Academia. ISBN 978-80-200-2274-5.

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Datum zadání práce:	30. dubna 2018
Předpokládaný termín odevzdání:	30. dubna 2019

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V Liberci dne 30. dubna 2018

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Jsem si vědoma následků, které podle zákona o vysokých školách mohou vyplývat z porušení tohoto prohlášení.

28. července 2020   Barbora Grösslová

Acknowledgements

Anotace

Bakalářská práce se věnuje analýze kulturně zaměřeného obsahu v učebnicích pro druhý stupeň Základní Školy, konkrétně v Projectu 1 a v Projectu 3. Teoretická část vymezuje základní pojmy jako je kultura a její učení, vyučování kultury v hodinách Anglického jazyka nebo kulturní kompetence. Cílem praktické čísti je zjistit, jaká kulturní témata jsou v učebnicích obsažena a také jejich vhodnost. Dále jsou zkoumány typy cvičení, dovednosti a schopnosti související s kulturním rozvojem žáků. Pro tyto účely byly sestaveny, či adaptovány checklisty, které obsahují jak tematickou složku aktivit, tak i seznam dovedností a kulturních dimenzí, na které se učebnice zaměřují.

Klíčová slova

kultura, učebnice pro druhý stupeň Základní školy, checklisty, kulturní aspekty

Abstract

This bachelor thesis is concerning with an analysis of the culture-related content in English Textbooks for Lower Secondary Schools, concretely with Project 1 and Project 3. The theoretical part defines the basic terminology, such as culture, learning and teaching culture in the classroom, or cultural competence. The aim of the practical part is to discover, what kinds of cultural topics are included in the textbooks, and also their suitability. Furthermore, types of exercises, and cultural skills are being explored. For that purpose, checklists, were compiled or adapted. Those checklists evaluate both topics, cultural skills and five cultural dimensions, that are included in textbooks.

Keywords

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List of abbreviations

EFL　　　　　　English as a Foreign Language

FEP EE　　　　Framework Education Programme for Elementary Education

1. Introduction

Textbooks are the main resource for teaching a foreign language. The aim of the bachelor thesis is to explore the cultural aspects in chosen textbooks for Lower secondary schools – Project 1 and Project 3. For this purpose, checklists were established in order to evaluate each unit separately, but also compared the one with another in the wider context. The elected aspects for cultural evaluation were the "Five Dimensions of Culture" (Products, Practices, Persons, Perspectives, Communities) combined with "The Cultural Knowings Framework" Another checklist, adopted from Cortazzi and Jin (2006, 202), which concentrates on the manner and scale in which workbooks intercorporate a focus on each of the fields mentioned, was employed. According to the mentioned checklist, the main aim of the textbook is, that it should provide updated accurate information, initiate cultural awareness and deliver realistic picture. Topics in it should not include ideological tendencies. Furthermore, a textbook should more likely present the information in context than just isolated facts and it should do that explicitly connecting historical context with modern culture.

The author is starting with determining the word "culture" and giving various definitions of the experts in the field of study including the explanation of terms as the "Big C" and "Small C" culture or five dimensions of culture. Then the connection between language and culture is explained and also, learning culture in general, outside of the classroom is being defined.

Chapter 2 engages culture learning in the classroom. Furthermore, teaching culture is explained and also is the intercultural competence, which is fundamental feature of understanding culture. Afterwards, roles of a textbooks are defined.

In chapters 5 and 6, author evaluates the cultural aspects included in the textbooks Project 1 and Project 3. In the chapter 5, the main aim is to find out what type of cultural content

and activities are involved in the textbooks. Chapter 6 focuses on which cultural knowings and the five dimensions of culture are involved in mentioned textbooks. Because Project 3 is a subsequent textbook to Project 1, it was also the intention to discover, whether the cultural pages develop any of the topics from the point of widening vocabulary or adding an extra information.

2. What is culture

We live in a world where culture and society keep changing rapidly. We can travel wherever we want to and approach a new cultural experiences with a relative ease, mainly thanks to the media and tourism. Products and ideas are being exchanged on the international levels and people are forced to choose whether they stay at their homelands or migrate for a better living or experiences to other countries. Nowadays, our world is an open place and cultures are closely interwoven one with another.

According to Edgar and Sedwick (2008, 82) the two most significant or universal aspects of culture may be the ability of human beings to control language (to master the whole system with its rules and forms) and to construct and create. The world culture is, however, one of the most problematic words in the English language as it. It is now being used for essential concepts in numerous different academic disciplines and in various, diverse and contradictory system of thoughts (Williams, 1983, 87). Moran (2001, 4) adds that each of these disciplines sees and examines culture in a slightly different way. For that reason, he (2001, 13) commonly uses phrase 'cultural experience' rather than an expression 'culture'. He, actually, believes that the word culture has so many meanings which are rather abstract, that it can be misleading and so there is a possibility that one is not actually participating in it. With this fact also agree Cortazzi and Jin (1999, 97) and claim that one can find various definitions of the word *culture* and it can signify many different things. Some use this term for describing the background information about the country where the language is spoken (for example geography, history, educational and political system), on the other hand, some teachers of languages apply this term when talking about cultural products as for instance art, music or literary works. However here, this term also covers everything that people consider as an experience (behaviour and attitudes, and the social interaction). Giles and Middleton (2008, 6) on the other hand, point out the fact that culture is one of the main frameworks in our awareness of cultures both in past and present. Furthermore, Williams (1983, 90) recognizes three general forms of usage of the word culture:

- culture may be a noun with an abstract meaning which defines an overall process of development in a spiritual, intellectual and creative way.
- it can also mean a specific manner of life, whether of a society, a historical era, or a group;
- and at last, culture can mean the complex works and products (both material and spiritual) of artistic activity.

The science which focuses and examines culture is called anthropology. The world culture here is referring to the lifestyle of a persons and it underlines the united complex of it – our ideas, products and behaviour (Rosman and Rubel, 1989, 6). It is gained and learnt by infants by means of a procedure called *enculturation.* The things acquired during the process of enculturation by infants are *cultural rules*. For instance, cultural rules control when and what a person eats, but also the way one eats. Europeans, for example, use knife and fork, however, Japanese eat with chopsticks. They also do not drink milk but we do. The massive variety of cultural diversities is because of distinctions in cultural rules. All these actions are conducted by codes of cultural rules and it depends on each individual if he or she decides to act according to these formulas or disobey them. (Rosman and Rubel, 1989, 7)

2.1 "Big C" and "Small C" culture

Culture is regarded as civilization, history of people which mirrors their great accomplishments, architecture, art, music, and literature – frequently stated as "**big C"** culture (Halverson in Moran, 2001, 4). Kramsch (2013, 65) believes that "big C" culture is generally taught with national language's standard. It means that a national culture is always associated with the idea of the "right" way of life and moral values. Therefore, it might be difficult for a learner from different environment to understand these values of another culture. Teaching about the literature, history, the art or the institutions helps the target culture to be imprinted into one's memory. That encourages the persistence of a valuable national community. An

interesting observation is, that foreign languages teaching frequently emphasizes the study of literature and assures in cultural stereotypes (Kramsch, 2013, 65).

Culture is similarly seen as the set of actions that people perform every day – **"small c"** culture (Halverson in Moran, 2001, 4). It gives emphasis to the communicative aspect and social context, in particular, routines of everyday life of the native speaker – eating, daily routines, talking and the way they live. (Kramsch, 2013, 66) She believes that small c culture targets on the national characteristics rather than on the historical background and that the basic interest of this framework is the suitable use of language in the authentic cultural environment, in other words, it studies the form and manner the native speakers use the language for communication in everyday life.

2.2 Moran's five dimensions of culture

Moran (2001, 24) states that there are five dimensions to all cultural phenomena (he utilizes this word commonly for describing a cultural topic): *Products, Communities, Practices, Perspectives, Persons.* On the basis of this, he sees *culture* as a developing lifestyle of a community of people, who share the mentioned five dimensions which are in interaction one with another. I would like to develop these five dimensions further in practical part, in chapter 9.
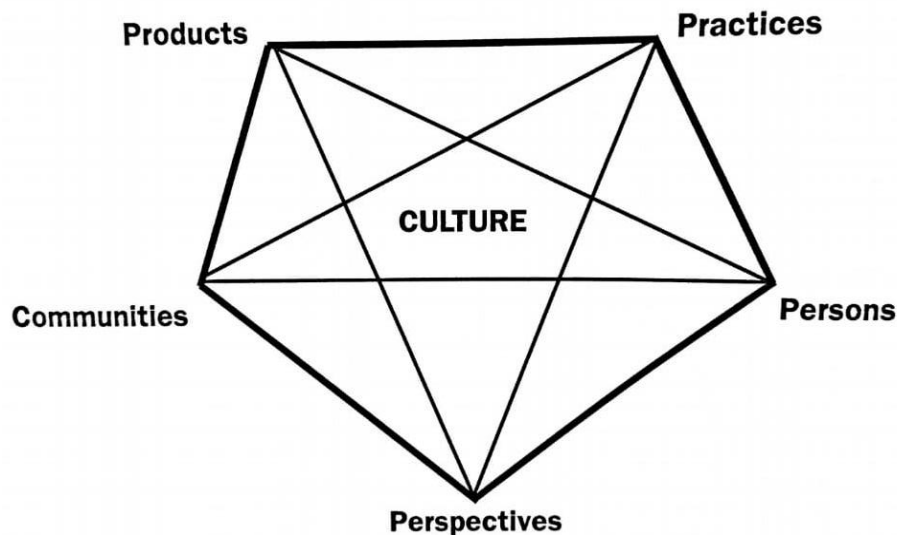
Figure 1: The Five Dimensions of Culture according to Moran (2001, 24)

The term **"products"** includes here a wide scale of tangible and intangible objects, such as: clothing, buildings, documents, language, music, family, education, economy, politics, and religion. We can define them as all concepts or creations which are developed by the members of one culture. Products also contain plants and animals. (Moran, 2001, 25)

Practices, as the name indicates, contains all kinds of interactions and actions (both verbal and non-verbal) that are produced by members of a culture either individually or with each other. By actions is meant all kinds of communication, such as a language, and actions connected to a social group. One is using products when performing these actions. Practices also cover inappropriateness and appropriateness, including taboos. (Moran, 2001, 25)

Perspectives, also defined by Moran (2001, 25) as a worldview, contribute to the orientation and outlook toward life. They are often implicit (unconscious) but also can be explicit (conscious). This dimension includes values, beliefs, attitudes, perceptions and it determines the products, leads communities and persons in the practices of culture.

Moran (2001, 25) arranges the **communities** from the broad context to the narrow one. In the bigger perspective, communities incorporate amorphous groups of people, such as

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language, gender, race, socioeconomic class, religion or generations and culture on the national level. Then continuing with more narrowed grouping – a social club, local political party, a charity organization, family, a sport group, co-workers. These narrowed communities interact in the framework of the national culture one with another in: cooperation, separation, or conflict.

Persons, eventually, introduce the members of a culture, who represents communities in a specific way. Each representative is a different mix of experiences and enriches the culture. The core of culture is in both, the individual members and in their communities that these persons establish. (Moran, 2001, 25)

2.2 Language and culture

Rosman, G. Rubel (1989, 34) claim that cultures are constantly changing in some way and so is language, as it is one of the basic components of culture. Anyway, it is not possible to notice these linguistic diversities throughout a lifetime, apart from little nuances in lexis, for example slang words. Rosman and Rubel demonstrate this fact on the example of a type of language used in Shakespeare's plays with the contemporary manner of speech. The development of English during the past centuries is evident.

Culture is reflected by language sounds, words and constructions in the same way that the language is reflected by cultural practices and products which means that language is the reflection of the culture. And to process the culture, one needs language. A person needs to be capable of expressing herself/himself, to interact with a member of other community. Moreover, one is required to do that properly by means of the correct language which he or she uses appropriately, in agreement with the standards of the members of the target culture. (Moran, 2001, 35) The increase in human intellectual capacity depends on human communication via language. (Rosman, G. Rubel, 1989, 13) Moran (2001, 35) agrees that for exposing culture, we must mainly study language since it is a product of culture. He suggests

the culture of self-expression, of which the main feature is that the cognition of another culture is based on the direct experience, communication and social contact with the members of another culture. Kramsch (2001, 3) adds that by speaking, people are able to identify themselves and others too. The usage of language embodies their social character.

2.4   Learning culture

In the modern world, meeting members of different cultures does not necessarily require traveling. Contemporary conditions, such as massive tourism, movement of people, productivity of the media, the use of the internet assure that sooner or later one will experience an interaction with a member of another culture. Thus, it is important to develop one's cultural awareness. This should be done in the family nucleus; however, school education is one of the best places for such an activity.

As mentioned above, language is an inseparable component of culture, however it is also an instrument by which most of the culture is learned. **A child learns the culture into which she or he is born together with the language of the native culture** (Rosman and Rubel, 1989, 6). The way the culture is learnt is influenced by many factors and situations. Probably the most significant aspect is whether the learning process takes place in a second language or foreign language classroom (Moran, 2001, 6).

Cortazzi and Jin (1999, 196) argue that an important factor of culture, besides content, is also a variation of constantly developing processes which include those included in learning. The instrument for knowing about other cultures is, however, part of a culture learning itself. Yet from the beginning, the teachers and also students get acquainted with the expectations about what type of communication is convenient in the class, what types of texts and exercised one should use, about how teachers should include students appropriately in learning processes. The expected outcomes which emerge from learning of culture may be fundamental determinants of how the interaction in the classroom develops Moran (2001, 13). He also

observes that every language teacher's intention is to present the culture to the students and transmit the knowledge of culture to them: native speakers' interaction, music, literature, personalities, educational system, traditions, food, etc. The cultural experience, therefore, consists of the cultural content, the activities connected with it, in which students employ acquired knowledge, the expected and accomplished outcomes, the learning content, and finally the essence of the relationship that the teacher evolves with his or her students

For understanding **second culture learning**, knowing of terms like *acculturation*, *cultural distance* or *culture shock* is fundamental. *Acculturation* might be defined as learner's adaptation on the unknown culture which includes a change of thinking or feeling, but most importantly communication (Brown in Valdes, 1988, 33)[1]. *Cultural distance* means emotional and rational closeness of two cultures, that, however are represented by individuals. The word distance means difference of two cultures here. (Brown in Valdes, 39). An expression *culture shock* is connected to an experience in which a person learns foreign language directly in target culture. It mainly represents feelings of separation, depression, sadness, loneliness, lack of understanding or homesickness when living in different culture (Brown in Valdes, 1988, 35).

According to Moran (2001, 39) language and culture are viewed differently and treated separately in the classroom interaction, which can have a negative affect on learning culture because it gives us an inadequate picture of language-and-culture. However, it also has certain advantage. Firstly, from the pedagogical point of view, when culture and language is treated separately, pupil can focus only on the language itself and learn its linguistic rules and forms and adding culture awareness could cause confusion. Secondly, we learn culture by using language, but the language we use in the classroom is different. It is adapted to a classroom

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[1] Brown, H. Douglas. 1988. "Learning A Second Culture". *Culture Bound: Bridging the Cultural Gap In Language Teaching*, 33 - 48.

learning when culture is a theme and language the tool to understand, evaluate and react to it. To accomplish this Moran (2001, 39) lists four language functions that are required:

- Language to participate in the culture,

- Language to describe the culture,

- Language to interpret the culture,

- And language to respond to the culture.

The listed four functions reflect the phases of the cultural experience cycle: participation, description, interpretation, response – knowing how, knowing about, knowing why, and knowing oneself. So as to study culture via experience, thus, one should use particular types of language at each phase along the way. To overview the facts mentioned above, explore Table 1 below.

Stage	The Nature of Language
Participation: Knowing how	The language used to participate in the cultural experience
Description: Knowing about	The language used to describe the cultural experience
Interpretation: Knowing why	The language used to identify, explain, and justify cultural perspectives and to compare and contrast these with perspectives from the individual's own culture and other cultures
Response: Knowing oneself	The language individuals use to express their thoughts, feelings, questions, decisions, strategies, and plans regarding the cultural experience

Tab. 1: Language to learn culture (Moran, 2001, 39)

Culture is frequently seen as a plain information transmitted by the language and not as a part of language itself. In that case, cultural awareness is converted into an object of educational process itself and separated from language. If, on the other hand, is language taken as social practice, culture transforms into the very base of language teaching (Kramsch, 2001, 8).

Nowadays, it is widely supported all around the world that in order to learn a foreign language, one needs to not only master it as an object of a theoretical study, but more likely one should concentrate on understanding and learning a means of communication. A dialogue in authentic situation is never out of context, and as culture is basic element of all contexts, mutual communication largely contains a cultural aspect. Thereby, it is greatly acknowledged, that it is not possible to separate learning language and learning about different culture (Cortazzi and Jin, 1999, 197).

Regarding outcomes for culture learning, Moran (2001, 109) introduces that there are several ones for learning culture which are in a cycle of the range of teaching language, multicultural awareness, intercultural interaction, as well as critical pedagogy and literacy education. The possible outcomes for learning culture are dependent on the perspective of culture which is presented. These comprise: cultural assimilation, integration, adaptation, understanding, cultural awareness, communicative competence, language proficiency and social change, language proficiency (Moran, 2001, 6).

Second language teachers, whose students are adults abroad, immigrants or visitors in their country tend to transfer, together with the knowledge of a language, a perspective that demonstrates only the assumptions and cultural values of the society of their teacher. Foreign language teachers, on the contrary, who teach a second foreign language, normally transfer the cultural trends and traditions in agreement with the language 1 educational system. (Kramsch, 2001, 12) As for foreign language class, interaction between student-student and teacher-student forms the culture. As a result of this language, students firstly duplicate a provided content of culture and secondly as the interaction happens in a foreign language, there is also a possibility of creating a new culture (Kramsch, 2001, 47).

It is often slightly treacherous to teach culture in the respect of cultural differences and vulnerability. If two (or more) cultures are combined together there is always a potential risk of

conflict or misunderstanding. Culture is sometimes considered as fifth skill in language learning, as 4 previous: reading, listening, speaking and writing, however, culture is always presented in the background, even from the class one of learning a foreign language, waiting for its opportunity to intervene in the least expected moment. Insufficient knowledge of culture often emphasizes the limitations of learners' communicative competence and challenges them to attempt to understand the world around them (Kramsch, 2001, 1).

"Participants in the foreign language classroom create their own cultural context by shaping the conditions of enunciation/communication and the conditions of reception/interpretation of classroom discourse. With every turn-and-talk, teachers either perpetuate or subvert the traditional social culture of the classroom. On the one hand, together with the students, they enact the traditional culture of the instructional setting in which they were trained; they echo the native culture of the society in which they were socialized; they act out the behaviour of speakers from the target society, which they have studied; their discourse and that of their students are full of invisible quotes, borrowed consciously or unconsciously from those who taught them – parents, teachers, mentors – and from those who have helped build the discourse of their discipline. In fact, language teaches area so much teachers of culture that culture has often become invisible to them" (Kramsch, 2001, 48).

3. Culture learning in the classroom

In this chapter, culture learning in the classroom is discussed, giving some theoretical framework.

The culture learning is a progressive process and can lead to diverse outcomes, which depends on the intentions and skills of learners, the background in which learning is held, and the perspective of the host culture against the learner. At the centre are confrontations of learners with cultural differences (Moran, 2001, 128). He further adds (2001, 124) that proposes that the culture learning process in the classroom is explicit and contains a continuing interaction with cultural diversity which is transmitted through systematic participation in the culture-and-language curriculum (products, practices, perspectives, communities, persons). This diversity can activate emotional reactions. With an assistance of the teacher, the learners will be involved into interpretation, description, and response, in compliance with the phases of the experiential learning cycle and cultural knowings (c. f. Table 1). Thus, after a lapse of time, by means of repetitive encounters and explicit remarks to usual patterns of culture learning, students obtain more awareness of the target culture, establishing more suitable cultural and linguistic behaviours, broaden their horizons, and deepen their knowledge about their own intentions, learning conditions and culture. This procedure emphasizes a continual interchange between the students' culture and the target culture.

Moran (2001, 125) bases the culture learning on several assumptions, and I would like to mention some of them.

- *Culture learning requires managing emotions.* Confrontation with cultural diversity commonly causes emotional response. These responses include feelings form enthusiasm and excitement, when encounter with the new culture, to fears and concerns from our disorientation in the unknown, shock, and loss of identity. Our emotions distinguish us from other cultures and are a lock from our perspective on the world

around us. Ones' principles, beliefs and behavioural patterns have a tremendous power. Eventually, they maintain our world in one piece, and it is challenging to depart form the routine. Therefore, one needs to identify and manage these feelings.

- *Culture learning depends on cultural comparison.* During the process of learning, learner's culture and the target one are continually compared one with another. Diversity in practices, cultural products, communities, persons, and perspectives frequently occurs. Contrast is the main aspect that raises learner's culture of worldview, even though similarities exist as well. In order to learn something about another culture, one must experience this procedure of creating another point of the world. To do so, it is necessary for the learner to shift from the familiar world to the unknown one (Moran, 2001, 126).

- *Various aspects influence culture learning*, for example: the teacher-learner relationship, student character, the student's attitude to the target culture, learning context and conditions (teaching materials used, the school, the curriculum, methods used by teacher, and more). (Moran, 2001, 127).

Kramsch (2001, 177) claims that the importance is not in the spoken or written text, however, in the conversation between the text and the learner. Personal and social voices are consequently crossed one with another to form 'the central code' of culture. This code involves social standards and customs and all other basic meanings of culture, for instance: values, daily routines and habits; also, preconceptions about the foreign culture, with which the learner should be willing to confront with (Nostrand in Kramsch, 2001, 177).

Teaching language also means teaching culture and asks a question what that specifically means (Kramsch 2001, 177). She suggests to start with the present controversial debate related to the idea of 'cultural authenticity', which means emotional identification in home and in abroad too. The word 'authenticity' specifies the usage of a language in non-pedagogical environment, in other words, in everyday communication. She also points out

(2001, 179) that 'authentic' language is often performed similarly as a language is used by native speakers – even though classroom is not likely to become a sufficient compensation for the natural situations and environment of the streets, workplaces or restaurants.

3.1 Teaching culture

As tutors of culture, teachers, are occupied by interacting with student's cultural experiences. Moran (2001, 15) introduces two frameworks that explain this teaching task: *the cultural knowings framework* and *Kolb's model of experiential learning*.

The *cultural knowings framework* gives an opportunity to describe culture from the student's point of view, in particular, what a learner of a culture must do in order to understand it and learn it – meeting with another culture. These aspects will be discussed furthermore in practical part of this work, in chapter 7.3. and demonstrated on examples from the research. In the moment when the interactions are determined, the learning outcomes follow and so do the election of learning and teaching tasks and activities along with relevant means of evaluation. This is a task for a teacher. In addition, a specific interaction requires a different teacher role, for example when transferring cultural information by describing, teacher plays a role of resource, arbiter and elicitor (table 3, 23). Now, we will be focusing on the learning interaction. Moran discusses (2001, 15) four culture learning interactions when one is connected to another:

- o *Knowing About,*
- o *Knowing How,*
- o *Knowing Why,*
- o *Knowing Oneself.*

Knowing about culture consist of all kinds of activities that include acquiring and adopting information about culture, including knowledge and facts about products, perspectives and practices of the target culture and its language. And last but not least *knowing about*

includes an understanding of a core of culture and connected methods of learning and insight into different cultures, or data about student's national culture (Moran, 2001, 15).

Knowing how includes adopting of cultural practices – techniques, abilities, touching, behaviours, activities, looking, saying, and more. To achieve this interaction, one must participate directly in everyday life of the target culture environment or by simulating it, according to their daily routine and customs by using their language and technologies – one do all these things not only to establish a positive relationship with the people of other culture, but also to be capable of integrating into their culture – to do things in the way they do and to speak according to their normal. To summarize, this whole interactions' aim is to be able to change or adjust our behaviour in order to adopt it to the target culture (Moran, 2001, 16).

Knowing why incorporates understanding and broadening of basic cultural context – the beliefs, attitudes, values and perspectives; simply everything that is connected somehow to the all aspects of a culture. This learning interaction demands that learner insight into information, experience and observation of the culture. In addition, it includes a competence of analysing, explaining and inquiring the cultural phenomena that learners experience, which involves contrasting their culture with the target one. Students are supposed to recognize outsider and insider perspectives: the etic and emic. They need to know how to analyse and compare culture on their own. The fundamental values and principles of a culture are an essential aspect of comparison with the principles of the learner's culture (Moran, 2001, 16).

Knowing oneself targets on the learner's individuality – their feelings, point of view, reactions, mimics, ideas, values and opinions, which is the main element of the cultural experience. It is concerned with self-awareness. It is important that learners understand themselves and their own processes of learning culture and they must do it individually, because the cultural experience is highly individual. At last, learner must decide how much she or he will participate, explore or accept the culture and act as a culture learner. Moran (2001, 17)

concludes that learners regulate the limits of knowing how, knowing why and knowing about individually. Decision is up to them. Therefore, knowing oneself is the fundamental dimension of all four cultural learning interactions. Students skills to decide such things relies on their knowledge of themselves, their intentions and situation. The more perceiving they are, the more aware their interaction becomes in the accomplishment of cultural information, understanding and skills. If this interaction is missing or it is insufficient, students do not understand the purpose of learning about the culture and they cannot picture themselves in the process. To summarize, each of the four cultural knowings targets a different group of outcomes, activities and content.

	Content	**Activities**	**Outcomes**
Knowing about	Cultural information	Gathering information	Cultural knowledge
Knowing how	Cultural practices	Developing skills	Cultural behaviors
Knowing why	Cultural perspectives	Discovering explanations	Cultural understanding
Knowing oneself	Self	Reflection	Self-awareness

Tab. 2: Cultural knowings: Content, Activities, Outcomes (Moran, 2001, 18)

Moran (2001, 18) claims that the cultural knowings may be addressed distinctly and effectively as a way of associating content and procedures in teaching culture. Students can be encouraged to concern about any one of the dimensions mentioned. He, nevertheless, suggests that the cultural knowings should be included in the experiential learning cycle which is suitable for relationship and ordering among them. In addition to that, it also organizes them all considering the learning from experience.

Various means and methods can serve for teaching culture in the classroom. Moran (2001, 137) offers a basic framework for teaching culture and I would like to mention some of the points. He for example affirms that:

- teaching culture involves guiding students across the experience in order to evolve cultural knowings,

- establishing the cultural experience includes connecting cultural content and the learning procedure over the four phases of the experiential learning cycle – participation, description, interpretation and response – as students proceed through the stages of the experiential learning cycle, they embrace cultural behaviours (knowing how), obtain cultural material (knowing about), explore cultural clarifications (knowing why), formulate individual answers (knowing oneself), and also develop skills as culture students (personal competence),

- the experiential cycle demarcates language-and-culture content, tasks, and conclusions. Each of the four stages – participation, description, interpretation, response – handles a distant feature of culture and learning.

- to integrate in each of the stages, students adopt the language-and-culture of cooperation, expression, interpretation, and feedback,

- the teacher has to determine culture learning conclusions and for each phase of the cycle, one has to choose and construct specific content fields, learning activities with possible outcomes. However, learners are employed in different tasks,

- one must be aware of the fact, that every learner experiences the learning of culture in a different, individual way,

- while teaching particular stage, teacher needs to play various roles. Elected roles are consequent from various teaching strategies and require different view or attitudes.

- not only students but also teachers must be learners of target culture. It is necessary that they participate in the same cultural experience they offer to their students during classes. These experiences help teachers to understand the culture of the students in their classes, and can guide them to undiscovered zones regarding their own culture learning.

The table 3 below combines the cultural knowings and teacher roles according to Moran (2001, 139) with content, language function, activities, outcomes, and teacher role. I

will be working with the table in practical part, in chapter 6 (page 51), which focuses on the content of four cultural knowings included in specific activities.

	Content	**Language function**	**Activities**	**Outcomes**	**Teacher role**
Knowing how	Cultural practices	Participating	Developing skills	Cultural behaviours	Model coach
Knowing about	Cultural information	Describing	Gathering information	Cultural knowledge	Source resource arbiter elicitor
Knowing why	Cultural perspectives	Interpreting	Discovering explanations	Cultural understanding	Guide co-researcher
Knowing oneself	Self	Responding	Reflection	Self-awareness Personal competence	Listener Witness Co-learner

Tab. 3: Cultural knowings – content, activities, outcomes and teacher roles

3.2   Intercultural competence

It is complicated to define precisely intercultural competence although many have suggested various definitions. Johnson and Rinvolucri (2010, 15) state, that *intercultural competence* is our capability to comprehend and function in different culture. Basically, it is the student's ability to function appropriately in the target language They also point out that there is an effort from various institutions and scholars, in some way, determine and rate ones' intercultural competence (Johnson and Rinvolucri, 2010, 15).

Cultural competence initiates the growth of personality and also guides learners to be aware of the identities of other people they interact with and help them discover it. (Cortazzi and Jin, 2006, 219) Valdes (1988, 49) declares that the basic feature of intercultural competence is of course understanding similarities between two or more cultures; however, it also includes a recognition of the ideas in which cultures differ one from another. The comparison of other language and culture in second language learning provides great perspectives and better understanding of background of other culture for the teacher. However, one cannot learn everything about the target culture so that basic stereotypes are taught. Any study of a culture must present the majority of theories, customs and forms, even though exceptions exist. For example, a subculture of blacks in the United States. She underlines (1988, 49) that it is a delicate to make presumptions about a community or culture on the basis on our knowledge of general culture.

3.3   Roles of textbook

In the Czech Republic, English textbooks play a main role in teaching language and are widely used in classes, and they are considered to be the core source of teaching English.

According to Cortazzi and Jin (1999, 199) a textbook can have a function of:

- a teacher, a map, a resource, a trainer, an authority, a de-skiller, an ideology.

The roles listed above can be classified as a minimal framework for an analysis, though it is possible to analyse EFL textbooks and their functions on several different levels. A textbook can play role of a *teacher* in the way that it provides direct information about English speaking culture to students. A lot of teachers assume that a textbook would include everything, however, EFL training courses affirm that textbook should be used as a resource and suggestions of activities. Teachers will select suitable activities but they do not need to employ them all. They are recommended also use other complementary material in classroom. A textbook, nevertheless, prevails as the dominant resource for teaching foreign language. It can also function as a *map* providing summary on the activities, topics and aims about the course. Teacher's book is a *trainer* for teachers who just began with teaching. It provides the detailed instructions and explanations which might be helpful. Besides, teachers can learn from it as well as students. Textbook is taken as an *authority*, since it is written by specialists in the field so it is also reliable. The cultural information is taken as major factor; however, it is sometimes incorrectly regarded as a correct or the only one. The textbook is *de-skiller*. It consists of critical, creative, and interpretative content. Eventually, the textbook may be assumed as *ideology*, in terms of reflecting a cultural organization and view of the world. The factors influencing a creation of a textbook are for example the home country or business interests (Cortazzi and Jin 1999, 199).

Practical part

4   Methodology

For an analysis of a cultural content, I choose *Project 1 and Project 3 students' books Fourth edition*. I did not choose Project 2, because I wanted to have a bigger difference for comparing, regarding the level of English. My choice is based on a diploma thesis of Schmidtová (2017, 39) "*Comparative Analysis of English Language Textbooks for Lower Secondary Schools in Terms of Fulfilling the FEP EE"*. Her study compares various English Textbooks used in the Lower secondary. She sent her questionnaires to 117 schools and she acquired 100 questioners with answers. The question I am most interested in and on which I based my choice is: *"Which books do you use for teaching English at present?"* As seen in a table 4, the majority of responders use *Project*; 82 responders out of 100, which also means 82 % of the responders.

However, not all the teachers are enabled to choose the textbook according to their preferences, and the one which they would like to be working with, so there was another question in the research: *"Which textbook do you personally prefer?"* It is understood from the content of table number 5 bellow, that the majority of teachers **prefer** *Project*. As the main reasons, the number of 19 of respondents just answered that Project textbooks are simply satisfactory for them without mentioning any specific reasons. Other frequent responses were that teachers appreciate the meaningful structure and coherence (17) and that textbooks incorporate up to date information and modern topics (17 responses). Furthermore, 16 teachers answered that they preferred particular textbook because it includes complementary materials. (Schmidtová, 2017, 39). She points out (2017, 40) that some of the respondents (7), however, are not enabled to choose the textbook themselves, because the school decides about it for them, or they never had an opportunity to work with a different one (3).

Name of textbook	Which English textbooks did you use in the past?	Which English textbooks do you use now?
Angličtina pro X ročník	2	1
Angličtina Way to Win	9	1
Challenges	2	1
Chit Chat	23	5
Complete Key	1	1
Complete PET	1	0
Discover English	1	0
Enterprise	1	0
Happy Earth	4	0
Hot Spot	6	4
Incredible 5	0	1
Messages	8	6
More!	3	0
New Chatterbox	15	2
New English for You	8	1
New Challenges	1	0
Project	89	82
Start with Click New	5	2
Your Space	5	7
Other	9	4

Tab. 4: Textbooks that teachers used in the past and in the present (Schmidtová, 2017, 39)[2]

Which textbook do you prefer for teaching?	Number of answers
Project	81
Your space	5
Messages	3
Face 2 Face	1
Straightforward	1
Headway	1
Challenges	1
Angličtina pro X ročník	1
Happy street	1
Angličtina pro 3. ročník	1
Start with Click New	1
Chit Chat	1
Hot Spot	1
Other	5

Tab. 5: Personal preference of the textbook

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[2] Tables number 4 and 5 are translated and adopted from Schmidtová (2017)

4.1   Description of textbooks

Mentioned textbooks (Project 1 and 3) were written by Tom Hutchison, who is an author of bestselling English language courses for teenagers and young adults. Textbooks were published under the *Oxford University Press* and are, as the survey confirms, plentifully used in Czech primary schools' English classes.

Project fourth edition textbooks targets on young learners between 10 – 14/15, and it is a five-level course. The main aims of *Project fourth edition* are to broaden student's knowledge from beginner to intermediate level and, to activate English in the class with organised learning. It incorporates the most modern approaches in teaching language with the traditional ones. It encourages project work, learner development, a task-based methodology, scale of cross-cultural topics, role playing and more, while implementing adequate framework of grammar and practice of vocabulary and grammatical structures. The textbooks contain a solid cultural focus, which gives the students an opportunity to relate language and life. Cultural background is widely presented regarding both Britain and other English-speaking countries and learners are being asked to discover differences and critically compare them with their own cultural environment (Hutchison, 2013, Ti).

Project 1 and 3 consist of: *Student's Book, Workbook, Teacher's book, Class CDs and Classroom Presentation Tool.* In contrast to the previous editions of Project, this one is accompanied with a *DVD*, which complements the culture pages of the course in the sense that students can play it at home or teacher can play it during the class, and enrich the reading/listening activity with visual picture. It can also be used separately to review and widen what has been previously taught. As mentioned above, in the analysis, I will be focusing on the Student's books, because it contains the cultural page. Workbook does not include such page I need for my research. Each unit of the book includes an English across the curriculum page, a revision page, a project and a song. It also has a whole culture page, which I will be most

interested in, however, one can encounter a cultural content not only on the culture page, as mentioned, but also across the whole textbook (Hutchison, 2013, Tii).

As the table number 6 and 7 show, Project 1 and 3 each has 6 units accompanied with a topic, of course. However, the topic of the cultural pages is different from the topics of whole units. It can be, therefore, taken and analysed separately as it has not much of context and connection.

Cortazzi and Jin (2006, 199) affirm that it is common that textbooks include the cultural topic in the summary of the contents, which is also a case of Project 1 and 3. As evident from the two tables above, both textbooks have broad scale of topics that are discussed in cultural pages. In all of the cases, topics of cultural pages differentiate from the topics of units.

Unit	Unit topic	Culture page topic
Unit 1	Introduction	Names
Unit 2	Friends and family	What's your address?
Unit 3	My world	Schools in England and Wales
Unit 4	Time	Sport
Unit 5	Places	An English town
Unit 6	People	People

Tab. 6: Project 1 – List of units with their topics and culture page topic.

Unit	unit topic	Culture page topic
Unit 1	My life	Families
Unit 2	The future	Transport
Unit 3	Times and places	Britain
Unit 4	Cities	The Big Apple
Unit 5	Experiences	Heroes and heroines
Unit 6	What's up?	Signs

Tab. 7: Project 3 - List of units with their topics and culture page topic.

4.2   Checklists

Common part of ESL and EFL teacher training is learning how to evaluate materials. This process frequently includes an analysis of textbook in the way of putting it against precisely compiled checklist (Cortazzi and Jin, 2006, 201). That is exactly what I did in my research, however, in order to analyse the data, the checklist was defined. There are plenty of checklists, thanks to the wide scale of specialized literature available. On the other hand, it is challenging to find the ones, that concentrate on the cultural content.

Cortazzi and Jin (2006, 202) introduce Byram's list (figure 2), [3]which concentrates on evaluation of cultural content. In his system of evaluation, he explores the manner and scale in which workbooks intercorporate an attention on each of the fields. Furthermore, Cortazzi and Jin (2006, 202) mention other important criteria in which they declare, for example that when evaluating of cultural content, one (or the checklist) should provide updated accurate information, initiate cultural awareness, and deliver realistic picture. And then, evaluating should be unprejudiced and not include ideological tendencies. Textbook should more likely present the information in context than just isolated facts and it should do that explicitly connecting historical context with modern culture. It should be clearly recognizable how personalities are made of the influence of their age (Cortazzi and Jin. 2006, 202).

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[3] Byram, Michael. 1993. *Language and Culture Learning: The Need for Integration.* Frankfurt am Main. 3 – 16

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Criteria for textbook evaluation

Focus on cultural content:

• social identity and social groups
  (social class, regional identity, ethnic minorities)
• social interaction
  (differing levels of formality; as outsider and insider)
• belief and behavior
  (moral, religious beliefs; daily routines)
• social and political institutions
  (state institutions, health care, law and order, social security,
  local government)
• socialization and the life cycle
  (families, schools, employment, rites of passage)
• national history
  (historical and contemporary events seen as markers of
  national identity)
• national geography
  (geographic factors seen as being significant by members)
• stereotypes and national identity
  (what is "typical," symbols of national stereotypes)
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Figure 2: Textbook criteria for evaluation according to Byram, cited in Cortazzi and Jin (2006, 203)

Cortazzi and Jin (2006, 204), who analysed a range of textbooks assess, that they are based on assumption, that the culture presented in a textbook will be the target one, that the subject of cultural identity (such as social class, minorities, regional identity) is not problematic. (I will evaluate this aspect in chapter 5, where features found in Project 1 and Project 3 are discussed.) They also point out that the content of examined textbooks is constructed from the explanatory point of view (knowing that) instead of procedural knowledge (knowing how) or improvement of intercultural competence. Some textbooks are being published at a national level so it is more likely that they reflect the source culture in lieu of the target culture (however this is not the case of Project series). The main reasons for this are first, that students need to be able to talk about their country and its culture with foreigners, and second, that involving the national culture in textbooks is advantageous for realization of their own cultural identification.

For example, during postcolonial times, it was significant for many African countries that ELT workbooks incorporate national cultural awareness (Cortazzi and Jin, 2006, 205).

Cortazzi and Jin (2006, 208) demonstrate that there is a significant number of textbooks focusing on target cultures, mainly because the market asks for it. Gender, race, environmental and cultural problems are nowadays bestselling topics and authors often promote them.

As stated above, it was not necessary for me to create brand new checklist as there is a sufficient amount of literature disponible. The main source for the analysis was the checklist according to Byram, cited in Cortazzi and Jin (2006, 203). I enriched this core checklist of various more aspects. I added the most repetitive activities centring their attention on cultural knowings (Table 11) with the combination of five dimensions of culture (Figure 1) with a description of concrete activity, however in order to evaluate these aspects properly, new table was created (table 12)

5   Cultural evaluation of the textbooks

The table number 8 describes the cultural evaluation of textbooks Project 1 and Project 3. The data was employed from the figure 2 in the previous chapter number 4.2. The checklist contains all the aspects for the cultural evaluation in chapters 1 – 6 from both Project 1 and Project 3.

textbook - unit	interaction	beliefs and behavior	social institutions	socialisation	history	geography	stereotypes
Project 1 - 1	informal	no	no	friends	no	no	yes - names
Project 3 - 1	informal	no	no	family	no	no	yes - typical family
Project 1 - 2	formal	no	no	no	no	no	no
Project 3 - 2	informal	no	no	no	no	no	yes - transport
Project 1 - 3	informal	no	school	school	no	no	yes - typical school
Project 3 - 3	informal	no	no	no	yes - Britain, important dates	Yes – map of the UK	yes - flag, map
Project 1 - 4	informal	no	no	no	no	no	yes - typical sports for USA, Canada and UK
Project 3 - 4	informal	no	no	no	Yes – dates, events	yes - USA - New York	yes - New York
Project 1 - 5	informal	no	no	no	no	yes - town in Britain	no
Project 3 - 5	informal	no	no	no	yes - historical figures	yes - names of places	yes - national heroes and heroines
Project 1 - 6	informal	no	no	no	no	yes - different cities	yes - multiculturalism in Britain
Project 3 - 6	informal	no	no	no	no	no	yes - signs

Tab. 8: Cultural criteria for evaluation

In all the units in both textbooks, the **interaction** is informal, except of the one with a topic "What's your address?". What is meant by an informal interaction is, that the text does not include or cover legislative or administrative topics, for example: how to write a formal

letter, or how to fill in applications, etc. The majority of units does not involve such topics, indeed. However, the analysis proved a formal interaction on the culture page number 2 of Project 1 which focuses on writing the address correctly.

According to figure number 2, the expression **"belief and behaviour"** includes moral and religious beliefs and daily routines. No such topics were found in the cultural pages. For younger learners, it is not necessary to go into such difficult topics as religious or moral beliefs.

Social institutions are not mentioned as well, except for unit 3 of Project 1, where the culture page is dealing with a topic of schools. This theme is update to learners and they can, and they should, easily associate with it.

In **Socialization,** typical aspects of life cycle are included, such as schools, families, employment, etc. In project 1, the research proved 3 cases in which socialization occurred. In project 3, however, were not found such topics.

Socialization - Project 1	Number
no	3
school	1
family	1
friends	1
In total	**6**

Tab. 9: Socialization in Project 1

Only Project 3 deals with topics of **History.** In 3 (cultural pages number 3, 4 and 5) out of the six cultural pages mention historical aspects or facts. Two of them are connected to the realia; it is a matching of historical dates with a correct name, city and country, on cultural page number 3, and some historical facts about New York on cultural page 4. And one is associated with important dates (famous battles, death, length of governing) connected to heroes and heroines in the United Kingdom

The next cultural aspect which I will comment is **Geography.** As seen from the figure 9 and 10, there is no such a difference in involving geographical content into the Project 1 and

Project 3. However, the culture pages of Project 3 involved the information about geography more often, in 50 percent of the cases, in other words in 3 pages out of 6. On the other hand, in Project 1 only 2 pages that talk about geography were found. The most repetitive types of information were similar in both of the textbooks: Names of the places (for example in culture page "The Big Apple"), working with a map (for example: on the culture page number 6 of Project 1, students were asked to search for the places mentioned in the text).
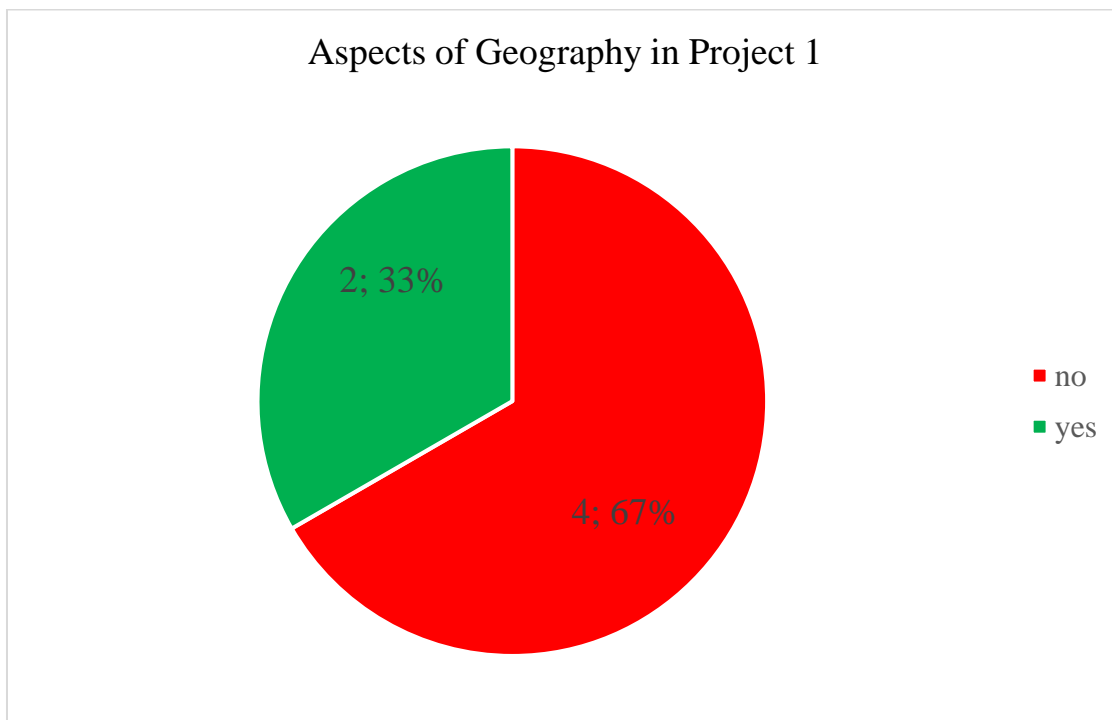

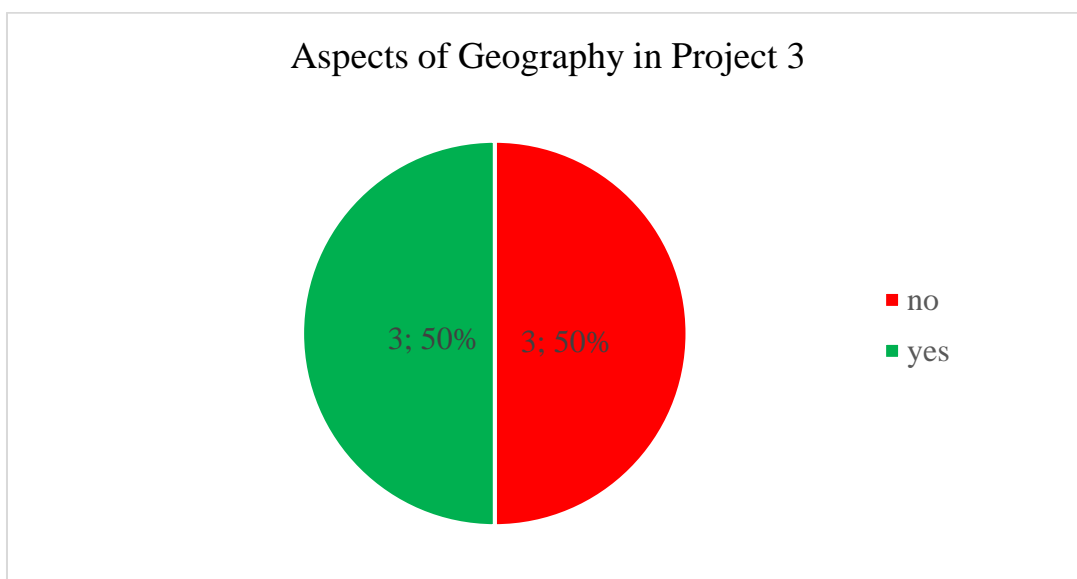*Figure 3: Percentage of geography in Project 1*

Figure 4: Percentage of geography in Project 3

However, regarding **stereotypes**, one can see from the figure number 11, that textbooks include them in the majority of cases, only two units (unit 2 from Project 1 and unit 5 from Project 2) do not cover such topics. As Valdes (1988, 49) claims, it is suitable to teach rather generalities and universal observations even though not everyone from the culture can fit into them. And that is basically the aim here. It is important for young learners to obtain general knowledge about the target culture and therefore, it is fundamental to teach them general topics.
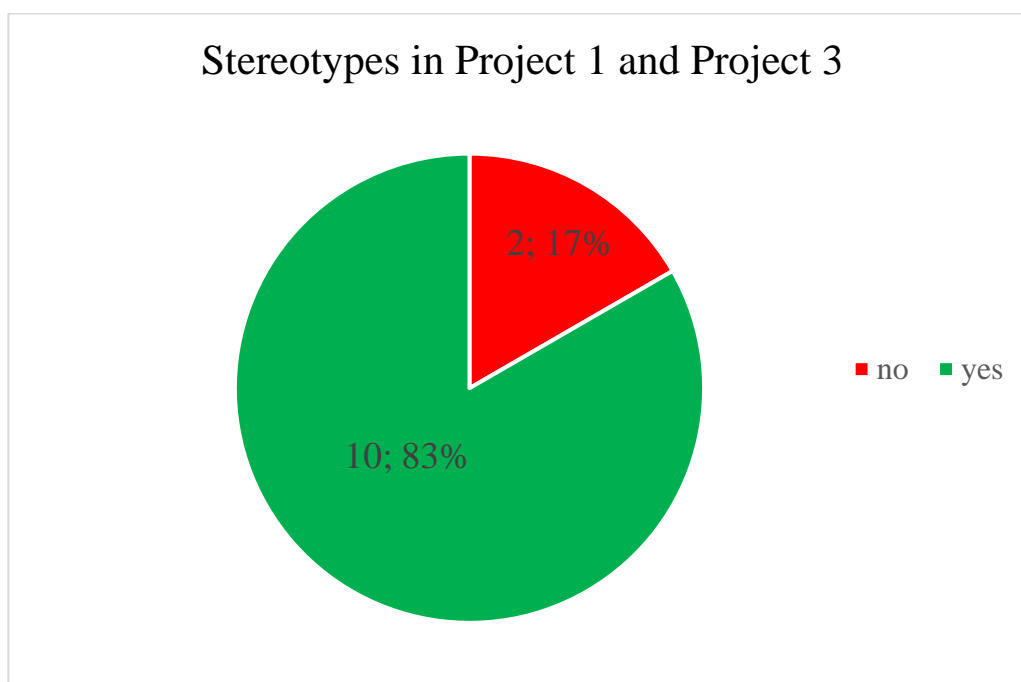
Figure 5: Percentage of stereotypes in Project 1 and Project 3

To sum up, it is advantage, when a cultural page involves more than just one aspect of cultural content listed above, because it is possible to connect more cultural evaluation points into one topic on a cultural page. Therefore, I would like to highlight few cases from the table 8. To begin with culture page number 3 from Project 3, it consists of an information about history (important dates), geography (a map of the United Kingdom), as well as stereotypes (flag, map). Very similar case is also the next cultural page, number 4, with a topic "The Big Apple". The structure and content of the two mentioned pages are quite identical, the only difference is, that "The Big Apple" cultural page does not involve a map. However, we can find

there an information about history (dates, important events), geography (e.g.: names of city parts), and also stereotype (New York).

We can say that culture pages in Project 1 are more likely to target on stereotypes, as just acquaint learners with the culture, however in Project 3, author strayed into more details and intercorporated information about history, realia and geography besides only stereotypes.

5.1   Explicit versus Implicit

Surprisingly, no differences were found regarding explicit or implicit teaching. As seen in the graphs (figure 3 and figure 4) bellow, every culture page from both examined textbooks transfers the cultural information explicitly. Generally, this is a common phenomenon of more textbooks than only this one. One often encounters rather explicit than implicit content in textbooks, and Cortazzi and Jin (2006, 217) believe that explicit way of teaching might help learners to understand and realize better the target culture.
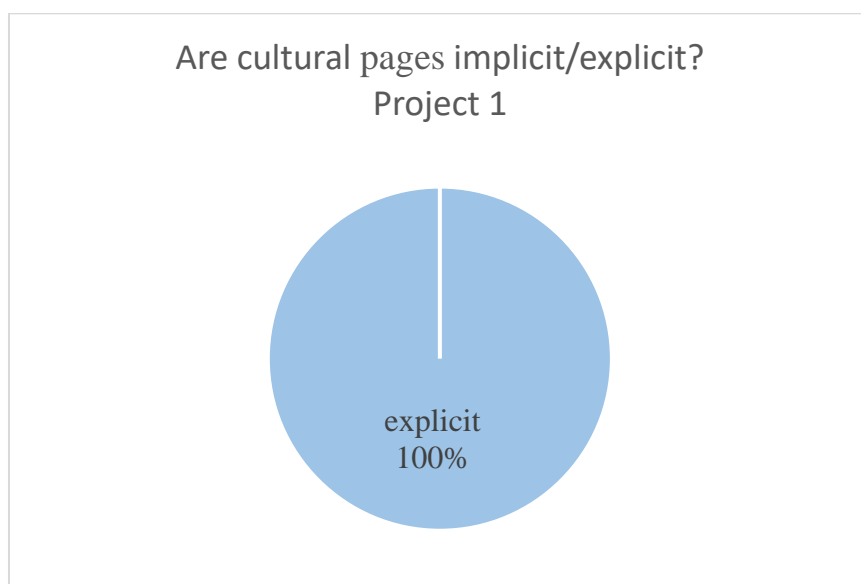
Figure 6: Summary of explicit/implicit cultural content in Project 1
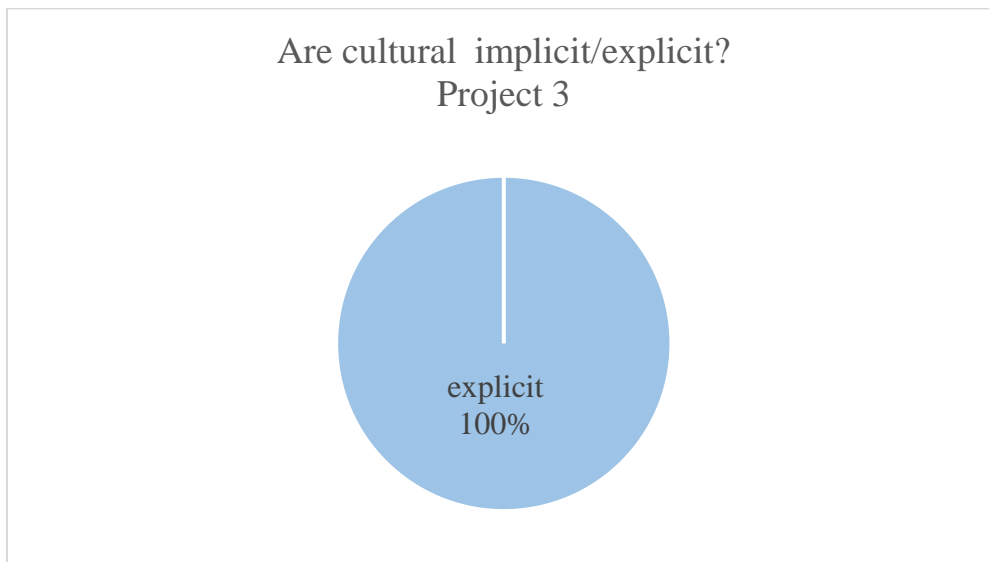
Figure 7: Summary of explicit/implicit cultural content in Project 3

5.2 Social identity group

In the research, specific identification of social class was not found, which is positive, because a textbook or lecturer should not bring a social class differentiation into classes. We could generally say that textbooks are not specifically focused on ethnic minorities, social class and regional identity issues. Project 1 and Project 3 are trying to be neutral in a matter of these topics and offer general perspectives to students, however they mention that Great Britain is a multicultural country and prepare students for this fact (Project 1, culture page number 6). Project 3 mentions cultural class identity (in particular on the cultural page number 1) where they give an example of a typical British family of the 21st century. That's why I classified it as 'yes' once. They also suggest a pre-listening/reading activity which is speaking about a typical family of the source culture. I have not found any other definite examples of social class identity or ethnic minorities.
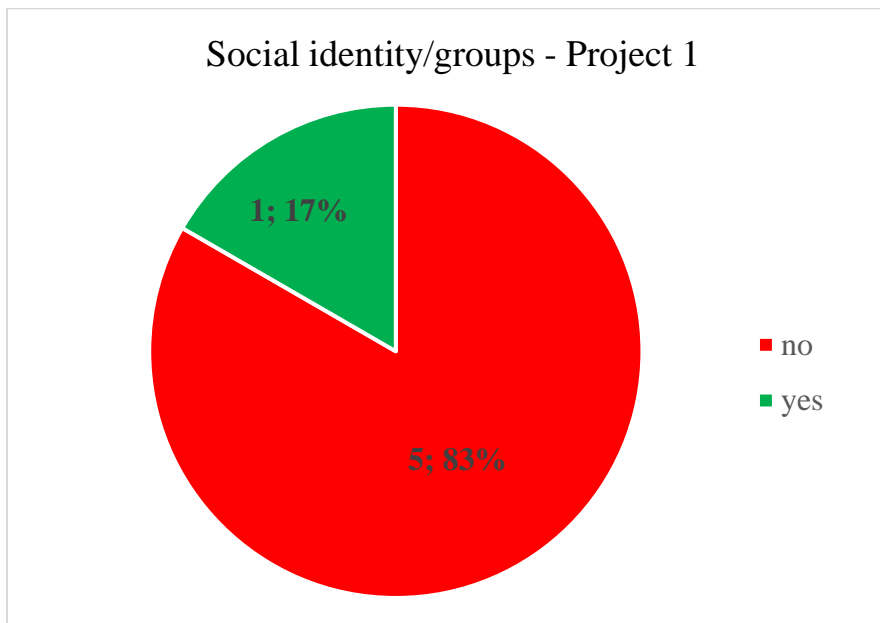
Figure 8: Social identity/groups in Project 1
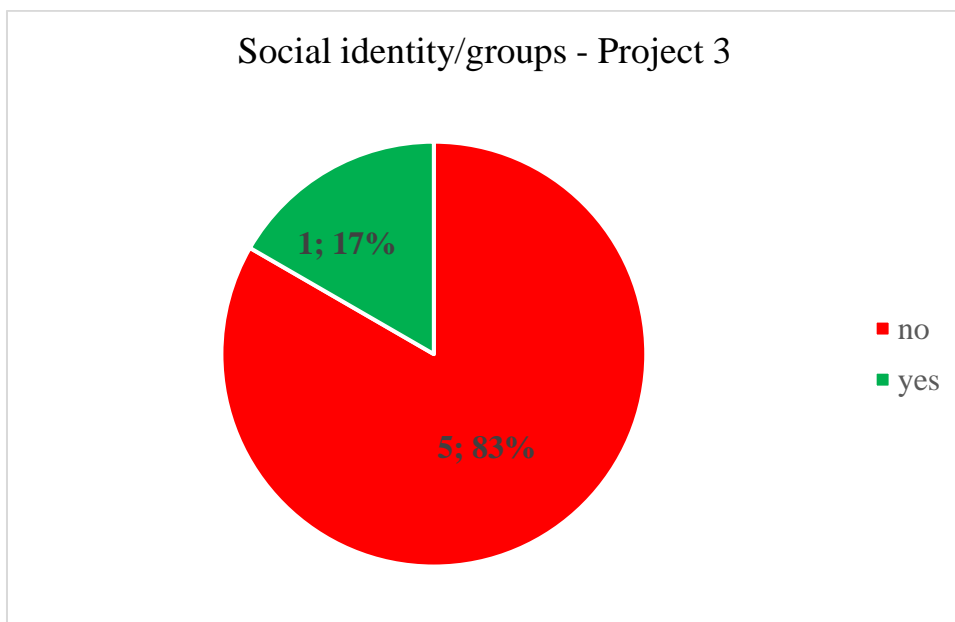
Figure 9: Social identity/group in Project 3

5.3   Types of activities

It can be seen from the data in table 10 below, that the main activities of cultural pages in both Project 1 and Project 3 apply quite similar types of exercises. What emerged from the table is, that the most repetitive activity is **comparing**. In detail, comparing an element of the target culture, with an element of a students' resource culture. For example, in the first cultural page of Project 1 with topic "Names", students are asked to compare the forms of full names to

the names in their country. Mentioned phenomena of comparing is widely used in the classroom, because it is communicative and in the same time, students review an acquired information. This culture teaching approach is called *Culture capsule strategy*. The principal core of this strategy is a short explanation of a concrete aspect of culture, which is implemented into contrast between the student's and the target culture and discussed and compared afterwards. The significant feature of the *Capsule strategy* is an oral presentation. The major benefits of this approach are, firstly, its practical usage in the classroom and compactness, and secondly, that students are participating in the action and they can become aware of the basic principles of both, their own and the target culture (Ridhah and Fatin, 2017, 11).

activity	quantity
answering questions	1
asking address	1
comparing	4
complete the chart	2
talk about	2
working with map	1
write about your country	1
number of cultural pages	**12**

Tab. 10: Types of activities in textbooks

Now, I would like to focus on one interesting fact from the table 10. There is an activity, which is included in the cultural page number 6 from project 1, where it is suggested that students work with a map on pages 82 and 83 (Figure 7 and Figure 8) and find the countries related to the reading-listening part. As mentioned in the chapter 5.1, activities in both textbooks are predominantly explicit, so I would like to suggest that this activity might be converted into rather implicit exercise in the way that teacher might use it as a pre-reading-listening activity. Students could search for the countries before the reading/listening activity, which might raise their interest about the topic itself.
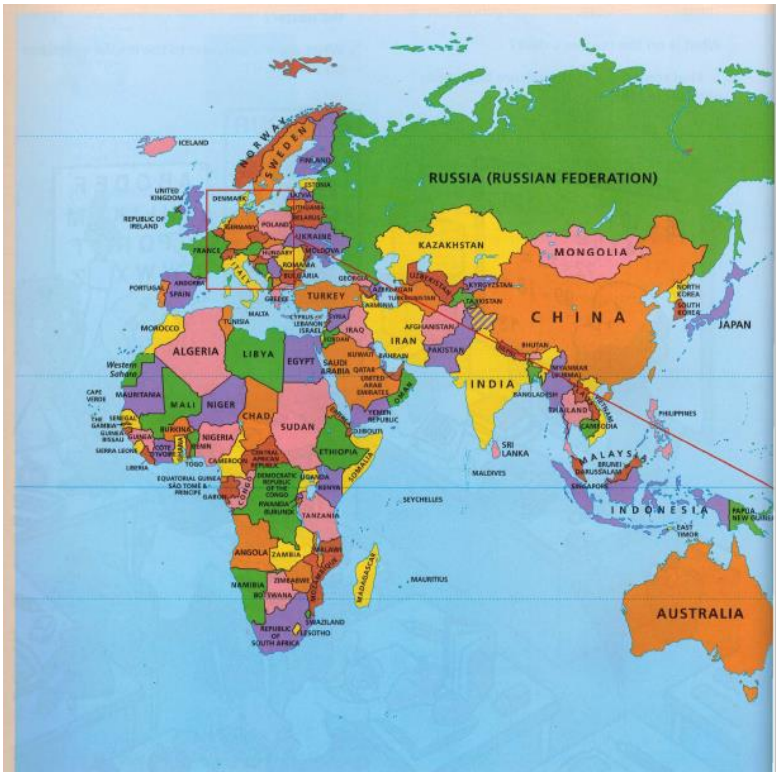
Figure 10: Picture of a map on the page 82, Project 1
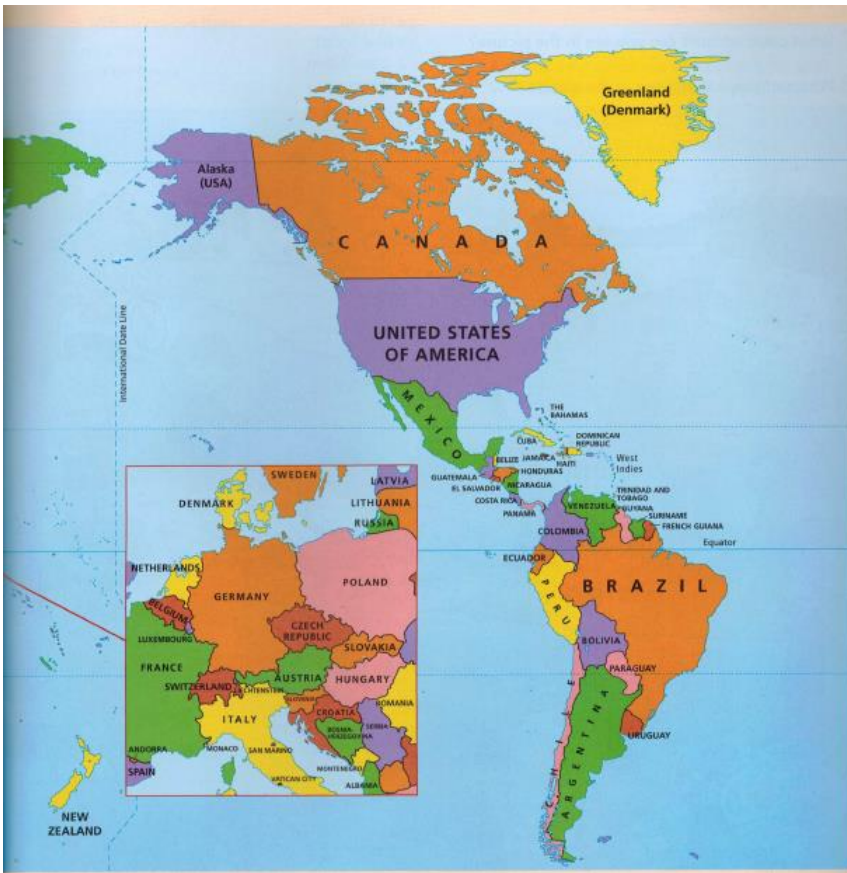
Figure 11: Picture of a map on page 83, Project 1

5.3   Visuals

Kasmaienezhadfard, Pourrajab, and Rabbani (2015, 84) mention that a considerable number of scholars have reminded the importance of implying images in the textbooks on student's motivation and creativity. Usually, pictures do not cover the whole topic, but they encourage students to focus better on the experience and motivate them to read the connected text. Their function is to raise student's interest about the topic or clarify it, if it is too complicated. They can serve as a preparation for the main activity; pictures can indicate, for example, what will happen in the future, outline places, or past events. Students often wish to see a picture in the textbooks because via visuals they are able to adapt to a new knowledge and topics better, and it is less complicated than words. An advantage is, that learners often associate pictures with images or situations with experiences form their own life and with help of that, they connect the meaning with already existing patterns.

Both Project 1 and Project 3 fulfil these requirements sufficiently in 100 % (Table 14 and Table 15). The number of pictures is more visible in Project 1, mainly because it is supposed to be lower level of language than in Project 3. Therefore, the readings/listening texts are shorter and there is a bigger space for pictures and other visuals. However, Project 3 definitely does not stay behind. Even though the texts are slightly longer, as it is higher level of language, there are still plenty of visuals to complement the texts and leave a space for students to develop their imagination.

Project 1	Visuals
yes	6
In total	**6**

Table 11: Visuals in Project 1

Project 3	Visuals
yes	6
In total	**6**

Tab. 12: Visuals in Project

6   Cultural knowings with focus on the 5 dimensions of culture included in Project 1 and Project 3

The aim of this chapter is to find out which activities prevail in each cultural page and to put them into the categories discussed in detail in chapter 4, according to Moran (2001, 15). The examined cultural knowings are: *knowing about, knowing how, knowing why, knowing oneself*. Furthermore, I will be also working with table number 2 which includes the information about the five dimensions of culture, which are: *products, communities, perspectives, persons, practices* (described in chapter 2.2). I would like to point out that one culture page can fall into more than one category. I will not discuss the teacher roles, as this thesis mainly focuses on the cultural content in the textbooks, rather than roles of a teacher, which were, however, briefly commented in chapter 2.2. For that reason and also for a better orderliness, I removed the column about the teacher role and placed the updated table number 13 bellow (page 50). The Table 14 contains an overview of activities that predominate on every culture page, in concrete textbook unit. I will comment on them in detail.

In the **unit 1** culture page of **project 1**, one can see an activity targeting on **knowing why**, because the main objective of this cultural page is to listen/read for the new information, and mainly to **compare** (table 14), which is the main concept of knowing why (contrasting the student's culture with the target one) So, as mentioned in the table 2, the cultural page targets on *cultural perspectives* (names), which falls under the knowing why category, as already mentioned. However, knowing why is combined with another interaction – **knowing about,** as the unit 1 informs readers about the cultural information (*products* – specifically names). It also targets on **knowing how**, because again, its topic are names, which can be classified as *cultural practices*.

Similar case is shown on the cultural page **number 6** of the **Project 3**, where the main activity focuses on comparing the signs students see with the ones in their country – this culture page also contains all the three mentioned interactions: **knowing why**, as it is interpreting a

cultural perspective (signs) by discovering explanations, **knowing about** in the sense that it is describing a cultural information (products – signs) which provides the cultural knowledge as an outcome, and **knowing how**, because the content is also a cultural practice (signs) and students are actively developing their skills about the topic by participating (concretely comparing) in the interaction.

Another example of comparing the two cultural elements, **knowing why**, is in on the **first culture page** of **Project 3**. The topic "Families" directly conducts (by asking questions) the teachers to include a comparative pre-listening/reading activity and this is such a case. Students answer the questions about their family background information – *communities* and *persons* (which targets on their source culture) and then they compare the facts with reading/listening of what a typical British family looks like by interpreting the information about the target culture. In contrast to the two previously mentioned units, this one does **not** include **knowing how**. No cultural practices such as techniques, abilities, touching, behaviours, activities, looking or saying were defined in the content. In the other hand, the strong focus is put on the **knowing about**. It describes a cultural information about a British family (communities and persons) by employing all the skills: speaking, listening, reading, and writing. The outcome is the cultural knowledge of the topic "Families".

Similar topic (Schools) including identical speaking activity (comparing) as in the cultural page number 1, Project 3 is also discussed on the cultural page **number 3** of **Project 1**. Thus, both first culture pages of both textbooks develop the **knowing why** and **knowing about** framework.

To also mention some different examples, I would like to comment on the culture pages number **three** and **four** from **Project 3** and number **five** from **Project 1.** The pages are quite similar, in the sense that they all contain information about realia, and target on *products* that have not yet been mentioned – **places**. For example, on culture page **number 3**, with its

topic "Britain", it is obvious from table 14 bellow, that there is also such an activity that targets on comparing of two cultures (**knowing why**), however not via speaking (as in previous cases), but by writing about. Furthermore, the **knowing about** is strongly recognised. The activities gathering *cultural information* not only about places, but also about significant historical figures (persons) and dates are mentioned. The outcome is mainly cultural knowledge. In this sense, cultural page number 4, project 3 and cultural page number 5, Project 1 are similar, informing about cultural products - places, dates, historical events – **Knowing about**. However, in the case of cultural page number 4 (Project 3) on the contrast to the page number 3 from the same textbook, it does not include a comparing activity. This cultural page only covers one culture knowing.

Culture page number 2 of **Project 1** can be classified as a rich in content of cultural knowings and interactions between the five dimensions. The research proved that it focuses on **Knowing about**, as discussing the *practices* (addresses, writing short form of address) and not only this. It contains also the information about famous *persons* and *products* (places – streets, house, museum) As mentioned in chapter 2.2 (page 13) these can be classified as actions (writing address correctly) produced by members of a culture and they also include the appropriateness. These features are fulfilled in this particular culture page**. Knowing why** is also presented regarding culture page number 2. Student's task is to compare the form in which an address is written in their country and in Great Britain.

The biggest number of cultural dimensions (4) was found on the cultural page **number 4** of **Project 1**. The topic "sport" covers: Products, perspectives, communities and persons. Occurrence of practices, unfortunately, was not proved. As it contains four dimensions, it is obvious that the cultural page develops skills in **knowing about**. The comparison of the source culture and the target one was also found out, even, the two target cultures are compared in the reading/listening activity. The United States of America and Britain. We are dealing with **knowing why**, when comparing of two (or more) elements.

The last culture page (number 6) from Project 1, is focusing mainly on the two dimensions – *persons* and *communities* which we can intercorporate into **knowing about**. The text describes various representatives (persons) of *communities* living in Great Britain. In the other hand, we can also find there an information about another type of product – *places*. And again, **knowing why** is also presented as a speaking task, which requires to answer the questions about people from different countries in the student's source culture. Mentioned cultural knowing interaction is also presented in cultural page **number 2** of **Project 3** and again, by comparing. Now, however the activity is suggested as a homework, because students must find some interesting facts about transport in their country. It further develops the topic of products – transport and places (**knowing about**).

	Content	Language function	Activities	Outcomes
Knowing how	Cultural practices	Participating	Developing skills	Cultural behaviours
Knowing about	Cultural information	Describing	Gathering information	Cultural knowledge
Knowing why	Cultural perspectives	Interpreting	Discovering explanations	Cultural understanding
Knowing oneself	Self	Responding	Reflection	Self-awareness Personal competence

Tab. 13: Cultural knowings – content, activities, outcomes and teacher roles

textbook	unit	speaking	listening	reading	writing	read and listen
Project 1	1	compare	compare	compare	short forms	compare
Project 1	2	compare, answer quetions	complete the chart	complete the chart	short forms	complete the chart
Project 1	3	compare	For detail	Answer questions	make a chart, compare	questions
Project 1	4	answer questions	complete the chart, compare	complete the char, comparet	complete chart, compare	complete the chart
Project 1	5	drilling words, talk to partner	for detail	match, T/F Questions	no	match, T/F Questions
Project 1	6	no	for detail	for detail	no	complete the chart
Project 3	1	answer questions about typical family in your country = compare	complete the chart	Compare two families	write about	Compare
Project 3	2	warm up with pictures	for detail	complete the chart + T/F questions	Hw - compare with your country	complete the chart
Project 3	3	no	comprehension	match + find specific information	write about your contry	match + find specific information
Project 3	4	answer questions	questions	questions	suggested as HW	questions
Project 3	5	no	match	match	suggested as HW	match
Project 3	6	compare	Match	match	no	match

Tab. 14: Learning activities in Project 1 and Project 3

The outcome of this chapter was to evaluate the cultural pages from the cultural knowings perspective, with further focus on the five dimensions of culture. It was proved, as said in chapter 2.2, that the five dimensions are in the interaction one with another, which the research proved to be a copybook example, as there is always more than one dimension in interaction with another one.

Any **knowing oneself** interaction was found in the analysis, mainly because according to Moran (2001, 16) (page 23 of this thesis) it targets on the individual behaviour, mimics, feelings, opinion, values and ideas, which requires a face-to-face contact for one to evaluate it or assess it.

7   Conclusion

The aim of the bachelor thesis was to evaluate the cultural content in elected textbooks for Lower Secondary Schools. The studied aspects were the cultural topics and exercises, cultural knowings, and five dimensions of culture. In the theoretical part, basic definitions were given, as for example: What is culture or how it is learnt and taught.

It was found out that the textbooks are alike in many aspects and activities are frequently repeated and modified but the outline and basis remain the same. Also, the design and visual aspects are very similar, because the subjects of the study were two textbooks from the same collection.

The examined textbooks contain a sufficient number of visuals, which help students to develop their imagination, motivation, and creativity. Although pictures co not cover the whole topic, they encourage students to focus better on the written text and help them to clarify the topic, for example, what will happen in the story, or outline the places and historical events.

It has been classified as positive that textbooks are covering a broad scale of topics of cultural aspects and there is always a different topic in each cultural page. On the other hand, as discovered in chapter 5, although Project 3 is subsequent to Project 1, no repetitive topics, which would develop vocabulary or further cultural knowledge were found. The topics are always different and target on various cultural content

The checklists proved that both textbooks are avoiding the ideological tendencies, however, develop widely stereotypes connected to English speaking countries. As Valdes (1988, 49) claims, it is suitable to teach rather generalities and universal observations even though not everyone from the culture can fit into them. The textbooks inform about the topics rather explicitly, than implicitly and they provide the information in context, often comparing with the source culture. Unfortunately, Project 3 does not include any similar topic as Project,

which means that it does not widen any topic concerning the vocabulary or higher language level of particular topic.

It was confirmed that both textbooks contain all the five dimensions of culture which are in the interaction one with another, and three out of the four cultural knowings. The "knowing oneself" could not be constructively judged, as this interaction is happening mainly during the classes.

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9   Appendices

Project 1 Cultural pages

1 Culture

Names

1 a 1.30 Read and listen.

b Compare this to names in your country.

Hi. I'm Andy Fletcher. This is my full name.

Andrew Martin Fletcher

Andrew is my first name.   Fletcher is my surname.
Martin is my middle name.

My real name is Andrew, but people call me Andy. A lot of English names have short forms. Do you have short forms for names in your country?

My friends often call me 'Fletch'. It's a nickname. Do you have nicknames for your friends?

Hi, Fletch.

2 1.31 Read and listen. Write the short forms.

Boys:		Girls:	
1 Christopher	> *Chris*	1 Elizabeth	> _____
2 Michael	> _____	2 Catherine	> _____
3 Thomas	> _____	3 Megan	> _____

3 1.32 Read and listen to the people. Copy and complete the chart.

	1	2
full name	Bradley Adam Grant	
short name	Brad	
nickname	Bags	

1 Hi. My full name is Bradley Adam Grant. Most people call me Brad. But my friends often call me Bags. It's a nickname from my initials: Bradley Adam Grant – B A G.

2 Hello. My name's Abigail Parker. Everyone calls me Abbie. That's short for Abigail. My middle name is Sophie. I haven't got a nickname.

3 Hello. I'm Tim Roberts. Actually my full name is Daniel Timothy Roberts. So Tim is short for my middle name, Timothy. (I use my middle name, because my dad's name is Daniel, too.) My nickname is Robbo – from my surname, Roberts.

4 Hi. My name's Jojo. It isn't my real name. It's a nickname. My full name is Joanna Megan Jones. So I'm Joanna Jones – Jojo. Only my friends call me Jojo. The teacher and my parents call me Joanna or Jo.

What's your address?

1 a Look at the pictures. Do you know anything about these places?

b (1.54) Read and listen to the texts. Copy and complete the chart.

Address	Where is it?	Why is it famous?
1		
2		
3		
4		

c What famous streets are there in your country? Why are they famous?

This is 10 Downing Street in London. It's the British Prime Minister's home. People often call it just 'Number 10'. It's actually a very big house. There are a hundred rooms in it.

Whose home is this? Not a real person's. But the house is real. It's 221b Baker Street in London, and it's the home of the famous detective, Sherlock Holmes. Today it's a museum about him.

Abbey Road is in London, too. Why is it famous? It's on The Beatles' album 'Abbey Road'. The crossing is outside their recording studio at 3 Abbey

2 Look at the address. How do you write an address in your country?

name
house number — Mr and Mrs H. Smith,
43 Scotland Rd, — street or road
York,
town or city — YO3 TDS — postcode
England — country
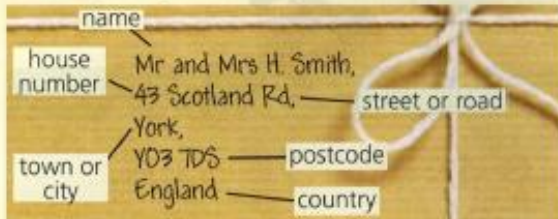
3 a Complete the short forms of these addresses with these words.

Ave   St   Rd

1 London Road   London _____
2 Victoria Street   Victoria _____
3 Park Avenue   Park _____

b Write these in the short form.

High Street   Sydney Avenue   York Road

4 a (1.55) Listen. Write the addresses.

1
65 _____

2
_____
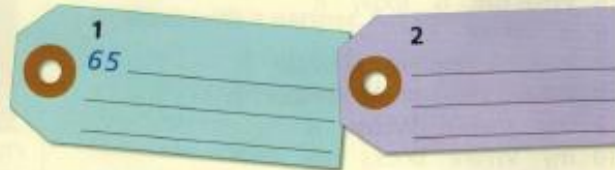
b Work with a partner. Ask and answer. Use the addresses in exercise 4a.

- *What's your address?*
- *It's sixty-five …*

c Work with a partner. Ask and answer about your own addresses.

PENNY LANE L18

Penny Lane is also famous because of The Beatles. It's the name of one of their songs. Do you know it? Penny Lane isn't in London. It's in Liverpool. The Beatles

3 Culture

Schools in England and Wales

1 [2.14] **Read and listen to the information about schools in England and Wales. Look at the chart and answer the questions.**

1 How old are pupils in:
  Year 1?   Year 6?   Year 9?
2 How many years are they at primary school?
3 How many years are they in the sixth form?
4 Are pupils at school on Saturday?
5 Where do pupils have lunch?

The school day is from about 8.45 to about 3.30.
There are no lessons on Saturday and Sunday, but a lot of secondary schools have got sports matches on Saturday morning.
Most pupils have their lunch at school.
About half have a school lunch and half bring sandwiches from home (a packed lunch).
Most schools have got a school uniform.

2 **Compare the information to your country. Make a chart of the school system in your country.**

3 [2.15] **Listen and find this information for each person.**

1 What class is he / she in?
2 What are his / her favourite subjects?
3 What colour is his / her school uniform?
4 Does he / she have a school lunch?

1 Sasha   2 Henry   3 Rob   4 Noelie

Year	Age	School		
1	5–6			
2	6–7			
3	7–8	primary		
4	8–9		compulsory	
5	9–10			
6	10–11			
7	11–12			
8	12–13			
9	13–14	secondary		
10	14–15			
11	15–16			
12	16–17			sixth form
13	17–18			

break

a packed

Sport

1 a 🔊 2.35 Read and listen to the information. Copy the chart and write the names of the sports in columns 1 and 2.

1 Britain	2 The USA	3 My country

These are popular sports in Britain:
football   rugby   cricket   snooker

These are popular sports in the USA and Canada:
American football   baseball   basketball
ice hockey

Tennis and golf are also popular in all these

2 🔊 2.36 Read the text. Copy and complete the chart.

	Girls	Boys
winter	hockey	
summer		

In British schools, pupils normally have a double lesson of PE each week.

In most schools, boys play football or rugby in the winter. In summer, they play cricket and they do athletics.

Girls normally play hockey or netball (a kind of basketball) in the winter. They play tennis and they do athletics in the summer.

Most schools have a sports day in the summer. There are races and other athletics events, like the high jump, long jump and javelin. Parents and grandparents come to watch, and there are prizes for the winners.

3 How often do you have PE in your school? What things do you do? Do you have a sports day?

4 a 🔊 2.37 Listen. What sports do Cherry and Marcus play? Which ones do they like?

Cherry   Marcus

b 🔊 2.37 Listen again. Answer the questions.

5 🎥 Culture

An English town

1 🔊 2.57 **Read and listen to the text. Match the places to the parts of the town.**

A	B
The Pantiles	the shopping centre
Calverley Grounds	a market
the Precinct	an ice rink

2 Are the statements true or false?

1 Tunbridge Wells is in London.
2 It's famous for its old castle.
3 The Pantiles is the old part of the town.
4 There's a post office in the Precinct.
5 Tunbridge Wells hasn't got a museum.
6 You can take a train to the coast from Tunbridge Wells.
7 A lot of people from Tunbridge Wells work in London.
8 You can go swimming in Calverley Grounds.

Tunbridge Wells is in south-east England, about sixty kilometres from London. It isn't a very old town. It's about 350 years old. So it hasn't got a castle or anything like that. It's famous for its water. People think it's good for you.

This is the old part of the town. It's called the Pantiles. There are lots of cafés and restaurants here. There's a market on Saturdays, too. A lot of visitors come to see the Pantiles.

3 a 🔊 2.58 **Listen. Write ✓ or ✗ in the chart for each person.**

	lives there	likes it
Jane		
Ivan		
Mark		
Alice		

b 🔊 2.58 **Look at the cues. Listen again. Which person mentions it? Does he / she like it?**

the sports centre   the cinema   the Pantiles
trains   shops   cafés   the park   theatres
the swimming pool

4 a Think about your town (or the nearest town to you). Answer the questions.

1 What do you like about the town?
2 What don't you like?

b Compare your ideas with a partner.

This is the modern part of the town. People call it the Precinct. The shopping centre and the post office are here. The Town Hall and the police station are here, too. There are also two theatres, a small museum and a library in this part of town.

There's a station in Tunbridge Wells. Trains from here go to London and to Hastings on the coast. A lot of people in Tunbridge Wells take the train to London every day. They work in the banks, offices and shops there. Opposite the station there's a big park. It's called Calverley Grounds. You can play tennis and some other sports here, and there's a nice café, too. In the winter there's an ice rink here and you can go ice skating.

6 📹 Culture

People

1 a 🎧 **3.14** Read and listen to the information. Where were all these people born?

b Copy and complete the chart.

Name	Lives in	The family is from	Speaks
Gabi	Edinburgh		

2 Find the names of six English-speaking countries in the texts.

3 Look at the map on pages 82 and 83 and find the countries.

4 Answer the questions.

1 Are there people from other countries in your country? Where are they from?
2 Do many people from your country live abroad? Which countries do they usually go to?

People from all over the world live in Britain. These young people were all born in Britain, but their parents or grandparents are from other countries.

1 Gabi lives in Edinburgh in Scotland. Her grandfather is from Hungary. 'We usually go to Budapest every summer, but I don't speak Hungarian. It's a very difficult language. Luckily, all my cousins there learn English at school.'

2 Mei's family is from Singapore. They live in Birmingham. Her parents work in a hospital there. 'I speak English and Chinese,' says Mei. 'We always speak Chinese at home, but at school I only speak English. Some of my friends are Chinese, too, but we always speak English to each other.'

3 Desmond's grandparents are from Nigeria in Africa. Desmond lives in Manchester. 'Everyone in Nigeria speaks English. It's the national language,' he says. 'There are a lot of African languages there, too, but I don't speak any of them. I only speak English. I'm learning French at school.'

4 Kathir lives in Oxford. His parents are from Sri Lanka. 'We speak English at home,' he says. 'My parents also speak Tamil — an Indian language — but I don't. I can speak Spanish. We learn it at school and it's my favourite subject.'

5 This is Emre. His family is from Turkey. 'There are a lot of Turkish people in our part of London, so I speak English and Turkish. I speak English most of the time, but we visit my grandparents in Turkey every year and they don't speak English.'

People from Britain live and work in other countries, too. Most of them go to other English-speaking countries – Australia, New Zealand, South Africa, Canada and the

Project 3 Cultural pages

1 What do you think a typical family is like in your country? Answer these questions.

1 Do they usually live in a house or a flat? Does it have a garden?
2 How many rooms has a typical home got?
3 How many children are there in the typical family?
4 Have they usually got a pet? What are typical pets?
5 When do young people usually leave home?
6 Do people often move away from their home town?
7 Do wider families (aunts and uncles, grandparents) live near each other?
8 Where do old people usually live?

2 🎧 1.14 Read and listen to the text. How is a typical British family different from one in your country?

3 a 🎧 1.15 Listen and complete the chart.

	Nick	Grace
lives in?		
lives with?		
has got a pet?		
grandparents?		

b Write about Nick and Grace.

… lives in …   He / She lives with …

c How are Nick's and Grace's families different from John's?

Families

My name's John and I live in a typical British family.
We live in a house with a garden. It's in Bexleyheath, a suburb of London. Our house has got three rooms downstairs – a living room, a dining room and a kitchen. Upstairs there are three bedrooms and a bathroom. We didn't live in this house when I was born. We moved here when I was five years old, because my parents wanted a bigger garden.

Four people live in our house – my parents, my older brother and me. Until two years ago there were five of us, but my older sister left home when she was twenty-one. She still lives and works in London, but she shares a flat with two friends in another part of the city. (It's good, because when she moved out, I got her bedroom, so I don't share with my brother now!) There's one other member of the family in our house, too – our cat.

My parents don't come from London. My dad is from Scotland and my mum grew up in Liverpool. They both moved to London after university to get jobs. So we don't see our aunts and uncles very often, because they all live a long way from London.

My mum's parents now live in Cornwall. I call them Nana and Granddad. They moved to Cornwall when Granddad retired. They've got a small house by the sea. My grandpa (my dad's dad) died a few years ago. Grandma (my dad's mum) lives in Bexleyheath, but she doesn't live with us. She lives in an old people's home.

So that's my family. Of course, not all families are the same. Divorce is common in Britain, so a lot of children live in a single-parent family or in a family with a step-parent and step-brothers and sisters. But we're a very typical British family.

1 [1.25] Read and listen to the text. Look at the pictures. What are these things?

1. the M25
2. Waterloo
3. Eurostar
4. the Tube
5. a double-decker
6. Heathrow

2 Read the text again. Complete the chart.

Form of transport	Advantages	Disadvantages
train		
coach		
the Underground		
bus		
taxi		

3 Are the statements true or false, or doesn't it say?

1. Cars in Ireland travel on the right.
2. Drivers pay to use five motorways in Britain.
3. Distances on signs are in miles.
4. Waterloo is the central station for London.
5. London buses are red.
6. Trains from St Pancras go to France.
7. London has got two airports.
8. Frankfurt is busier than Heathrow.
9. London will have a new airport in ten years' time.

4 Find out some interesting facts about transport in your country.

Transport

ROADS

Vehicles in Britain and Ireland travel on the left, so the steering wheel is on the right. If you live in a country where vehicles travel on the right, you must be extra careful when you cross the road. Always look right first!

The busiest motorway in Britain is the M25. It goes round London. It's almost 200 kilometres long and is one of the longest ring roads in the world. In some countries you have to pay a toll to use the motorways, but in Britain and Ireland most of them are free.

Distances in Britain are in miles (three miles is approximately five kilometres). And speeds are in miles per hour (mph).

RAILWAYS

For long journeys, the train is usually the fastest way to travel. You can also travel by coach. It's cheaper, but it usually takes longer. The main railways connect London to other cities. London hasn't got a central station. Different companies built the railways, and they all had their own station in London. Victoria and Waterloo, for example, are the stations for trains to the south. If you want to go to the west, however, you have to go from Paddington. From St Pancras Station you can take a Eurostar train through the Channel Tunnel to cities in France and Belgium.

TRANSPORT IN LONDON

The fastest way to travel in London is on the Underground (or the Tube, as it's also called). But you can't see any of the famous places down there, so if you want to see London's sights, it's better to take one of the famous red double-decker buses. You'll get a good view if you sit upstairs. However, like a lot of big cities, the traffic in London can be very bad, so the bus often takes a long time.

You can also take one of London's black taxis, or even a cycle rickshaw. They can be quicker, but they're both expensive. Often the best thing to do in London is to walk.

AIRPORTS

There are several big airports in Britain. London has got five. Heathrow is the biggest, and it's the busiest airport in Europe. A plane takes off or lands there every 75 seconds. The most popular destination is New York.

Some people think that London needs a new airport. There are plans to build one on a man-made island in the River Thames.

1 a (2.11) Read and listen to the text and look at the map. Match the names, dates and cities to the correct country: Scotland, Wales or Ireland.

James   Edward   Elizabeth
the 1920s   1603   the 13th century
Cardiff   Belfast   Edinburgh   Dublin

b What happened on the dates?

2 (2.12) Listen to David, Molly and Colin. Find this information.

1 Which part of the UK is each person from?
2 Which person talks about these things? What do they say about them?
   a language
   b trouble
   c money
3 What does each person say about sport?

3 Write about your country.

1 What are the main parts?
2 When and how was the present country formed?
3 What is your country famous for?

BRITAIN

There are several names for Britain: Britain, Great Britain, the United Kingdom, the UK. The official name is the United Kingdom of Great Britain and Northern Ireland. A lot of people call the country 'England', but this is not correct. England is only one part of the UK. However, it is the largest part. There are four 'countries' in the UK: England, Scotland, Wales and Northern Ireland.

London is the capital of the UK, as well as of England, but all the other countries have their own smaller capital cities, too.

SCOTLAND: Until 1603, Scotland and England were separate countries and there were often wars between them. In that year, however, the English queen, Elizabeth I, died. She had no children, so her cousin, James, the king of Scotland, became king of England, too. That's why it's called the United Kingdom.

WALES: The English king, Edward I, conquered Wales in the 13th century. Since then, the eldest son of the monarch is always the Prince of Wales. Many people in Wales, especially in the north, speak Welsh as their first language. All children must learn Welsh at school and all signs must be in Welsh and English.

IRELAND: Elizabeth I's armies conquered Ireland in the 16th century, but there were always problems in Ireland. In the 19th century, thousands of people emigrated to the USA. Finally, in the 1920s, the south became an independent country (the Republic of Ireland), but Northern Ireland is still part of the UK.

This is the British flag. People often call it the Union Jack. It's really three flags in one.

England + Scotland + Ireland

SCOTLAND

NORTHERN IRELAND

UK

Edinburgh

ENGLAND

Belfast

Dublin

THE REPUBLIC OF IRELAND

WALES

Cardiff   London

1 Look at the pictures. Which city is it? What do you know about it? What films or TV programmes have you seen it in?

2 (2.26) Read and listen to the text. What are these things?

The Big Apple   the Empire State Building
New Amsterdam   Times Square   Manhattan
Central Park   the Statue of Liberty   Macy's

3 a Answer the questions.

1   Who were the first Europeans in Manhattan?
2   How did they get the island?
3   Why is it called New York?
4   Where does the nickname, The Big Apple, come from?

b Where can you do these things in New York?

- visit the Statue of Liberty
- celebrate New Year with a lot of New Yorkers
- take a boat on a lake
- see for 120 kilometres

The BIG Apple

It's the most famous city in the world. There are songs about it. It's in hundreds of films and TV programmes. Think of America and you think of 'The Big Apple' – New York.

The centre of New York is the island of Manhattan. Today, the island is full of skyscrapers, but 400 years ago, it was the home of the Delaware Indians. The first Europeans to arrive were from the Netherlands. In 1626, a Dutchman, Peter Minuit, bought the island from the Indians for just 24 dollars and built some houses there. He called it New Amsterdam. However, in 1664, the British took it and they called it New York, because the king's brother was the Duke of York.

Over the next 300 years, New York grew into the largest city in the USA. People from countries like Germany, Ireland, Italy, Poland and China came to find a new life there. There are countless things to do and places to go in New York – museums, art galleries, theatres and nightclubs, plus thousands of restaurants and shops, including the biggest shop in the world, Macy's.

The Statue of Liberty was a gift from the people of France and it stands on Liberty Island. You can get a ferry to the island and visit the statue.

In the middle of Manhattan is Central Park. Here you can walk, take a boat on the lake, play baseball or just relax away from the noise and the traffic. Central Park is bigger than two European countries – the Vatican and Monaco.

The Empire State Building is the most famous skyscraper in New York. It was built in 1931, and it was the tallest building in the world for forty years. It has 102 floors, and on a clear day you can see for 120 km from the top.

Times Square is the entertainment centre of New York. It is full of theatres, bars and restaurants. On New Year's Eve, New Yorkers come to Times Square to celebrate the New Year.

And why is it called The Big Apple? The name comes from horse-racing. The prize for the winner was often called 'the apple'. The prizes in New York were always bigger than anywhere else, so in New York you could win 'the big apple'. Soon it became a nickname for the city itself.
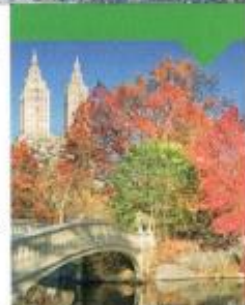
1 ⊙ 3.9 Read and listen to the text. Match the names to the descriptions.

1 Horatio Nelson
2 Boudicca
3 John Lennon
4 I K Brunel
5 J M W Turner
6 Charles Dickens
7 Lord Ashton

a a pop star
b a writer
c an admiral
d a factory owner
e a queen
f a painter
g an engineer

2 Which person is connected to these places? Why?

1 Lancaster
2 Margate
3 Bristol
4 Trafalgar Square
5 Liverpool
6 Portsmouth

3 a What two queens are mentioned?
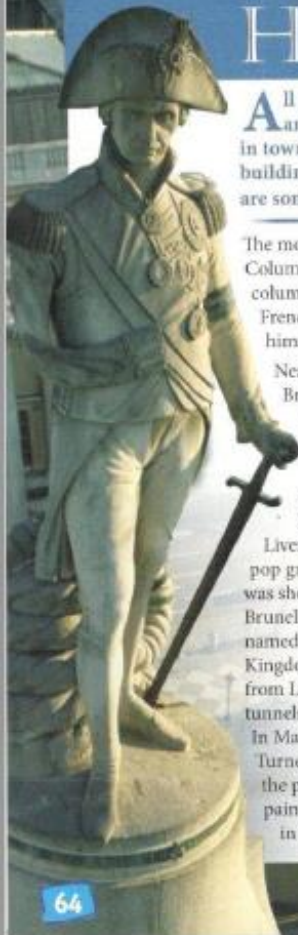
b Match these cues to the correct queen.

64 years Romans earliest
richest tribe place names

4 Compare with your country. Give examples of:
- famous statues of national heroes and heroines.
- statues or places named after famous people in your town.

Why are the people commemorated?

HEROES and *heroines*

CHARLES DICKENS
WAS BORN IN THIS
HOUSE ON
7TH FEBRUARY 1812

This plaque was placed here
by the Portsmouth Branch
of the Dickens Fellowship
in May 1978

All countries have their own national heroes and heroines. You see statues of these people in towns and cities. Streets, squares, parks and buildings are often named after them, too. Here are some examples from the UK.

The most famous monument in London is Nelson's Column in Trafalgar Square. The statue on top of the column is of Admiral Horatio Nelson. He defeated the French navy at the Battle of Trafalgar in 1805. Nelson himself died in the battle.

Near the Houses of Parliament is the statue of Britain's first national heroine – Boadicea, or Boudicca. She was the queen of a British tribe and she led a rebellion against the Romans.

Sometimes places are named after heroes or heroines. Liverpool Airport is called John Lennon Airport. He came from Liverpool and started the most famous pop group in the world – the Beatles. He was shot in New York in 1980.

Brunel University in Bristol is named after the engineer, Isambard Kingdom Brunel. He built a railway from London to Bristol, as well as tunnels, bridges and ships.

In Margate, Kent, you can visit the Turner Gallery. It's named after the painter, J M W Turner. He painted many of his pictures in Margate.

A lot of buildings in London and other cities have blue plaques on them. These show that a famous person lived or worked there. You can see plaques for scientists, artists, poets, politicians, actors and lots of other people. This plaque shows us that the writer, Charles Dickens, was born in this house in Portsmouth.

Many places are named after famous local people, too. The town hall in the city of Lancaster, for example, is called Ashton Hall after Lord Ashton. He was a very rich businessman, and he owned some large factories in the city.

This statue is in the middle of the square in front of Lancaster town hall. It's a statue of Queen Victoria. There are more statues of Queen Victoria in the UK than of anybody else. She was queen for nearly 64 years (1837–1901), when Britain was the richest country in the world. Many places are named after her, too. London and Manchester both have a Victoria Station, and many towns and cities have a street, road, square or park named after her.

Signs

1 a Read the texts. Match them to the signs.

b 🎧 3.23 Listen and check.

2 What are the signs in your language?

3 🎧 3.24 Listen. Which of the signs do the people mention?

Mind the gap

House Go FOR SALE

You see a lot of signs in the street, in shops and other buildings. Here are some common signs in Britain.

SOME SIGNS GIVE INFORMATION:

1 This sign is very important in Britain, because people normally queue for things in shops, banks, post offices, ticket offices and so on. It tells you that you must join the queue and wait for your turn. People get very annoyed if you don't.

2 You sometimes find this sign on a machine. It tells you that the machine is not working, so you shouldn't use it.

3 You see a lot of these signs outside houses in British streets. It means that the people want to sell their house.

Private property KEEP OUT

Out of order

SOME SIGNS GIVE WARNINGS:

4 You sometimes see this sign on a gate. It means that there is a dog in the house or garden, so you shouldn't go in there.

5 This sign means that you shouldn't drink the water. You can use it to wash your hands, but it isn't safe to drink.

6 You sometimes find this sign at a station. It tells you that there is a gap between the platform and the train, so you must be careful when you get on or off the train.

SOME SIGNS GIVE COMMANDS:

7 You sometimes see this sign in the countryside. It means that the land belongs to someone, so you mustn't go in there.

8 You see this sign in museums and art galleries. It tells you that you mustn't touch the object, because the alarm will go off.

9 This sign means that you mustn't play games like football or tennis here. You sometimes see it in parks.

No ball games

BEWARE of the DOG

Do not touch
This painting is alarmed

Please Queue here

Project 1 - Teacher's book

1 **Culture**

Names

Background information
In English-speaking countries, people have a given name (first name), a surname (their family name) and often one or more middle names (for example, John Middleton Stanley). Most people do not use their middle names in everyday life, but it appears on some of their official documents, and many forms often ask you to give the initial (first letter) of your middle name (for example, John M Stanley). The first name and middle names are chosen by the parents when the child is born. If the parents are married, the surname of a child is the same as the father's. When people say their name, they say their surname last.

DVD
If you prefer, play Unit 1 of the culture materials on the DVD or the Classroom Presentation Tool instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1a 🌐 1.30
- Elicit or pre-teach *friend*.
- Play the recording. Students read and listen to Andy introducing himself.
- Tell students about yourself. Say your full name, then your first name, middle names and surname. Ask: *What's my surname?* or *What's my first name?* or *What's my full name?* to check students understand the differences in meaning.

Exercise 1b
- Ask students if they have any middle names. Ask for a quick show of hands to see how many students have one.
- Explain the information from the background note above to the students. Ask them to say what is similar and what is different in their own country.

CULTURE NOTE The discussion will depend on the students' own cultural traditions. Some possible differences include, for example, patronymics used in some Slavic countries – that is, middle names derived from the father's first name. In the case of Piotr Ivanovich Grushin, we learn that Piotr's father's name is Ivan. Then, in some Latin cultures, the surname of the mother is added to the full name. In the case of Juan Antonio Gómez Flores, we learn that the father's surname is Gómez, and that the mother's surname before marriage was Flores. In some countries like Japan or Hungary, the surname comes first, followed by given names. In the case of Hungarian Nobel-prize winning author Kertész Imre, his given name is Imre and his family name is Kertész (meaning 'gardener').

- Ask students if they use a short form of their first name. Ask: *Who uses them? Where is it OK to use them and where is it not OK?*
- At this level, you will probably need to have some of the discussion in the students' language.

CULTURE NOTE In English-speaking cultures, many people prefer to use the short forms of their names in formal or professional contexts as well as with friends, for example Tom Hutchinson. Others only use the short forms among friends, 'My name's James, but my friends call me Jim.' While short forms are acceptable in most situations (but not normally on official documents, like passports), nicknames – which may or may not be connected to the person's full name – are usually only appropriate among friends. Some pop stars use their nicknames as their stage name (for example, 50 Cent).

Exercise 2 🌐 1.31   Audio script pT88
- Play the recording. Students read the information, listen and complete the short forms they hear.

ANSWER KEY
Boys
2 Mike
3 Tom
Girls
1 Liz
2 Kate
3 Meg

Exercise 3 🌐 1.32
- Tell students to draw a similar table in their exercise books, but with three columns.
- Play the recording for students to read and listen to the information about the three children and complete the table. In weaker classes, you may want to allow them to do this in pairs or in small groups.
- Check answers as a class.

ANSWER KEY
2 Abigail Sophie Parker, Abbie, –
3 Daniel Timothy Roberts, Tim, Robbo
4 Joanna Megan Jones, Jo, Jojo

What's your address?

> **DVD**
>
> If you prefer, play Unit 2 of the culture materials on the DVD or the Classroom Presentation Tool instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1a

- Focus on the four photos. Ask students what they know about each of the places. Accept any reasonable guesses, and invite the rest of the class to say if they agree or not. Tell students they are going to read the texts to find out.

Exercise 1b 🌐 1.54

- Read the headings in the table. Elicit in the students' language what information they are looking for. Elicit or pre-teach *famous*.
- Students copy the table into their exercise books.
- Play the recording for students to read and listen to the texts and complete the table. In weaker classes, let them do this in pairs.

ANSWER KEY

	Address	Where is it?	Why is it famous?
1	10 Downing Street	London	British Prime Minister's home
2	221b Baker Street	London	home of the famous detective, Sherlock Holmes
3	3 Abbey Road	London	on the cover of The Beatles' album *Abbey Road*
4	Penny Lane	Liverpool	name of a song by The Beatles

Exercise 1c

- Ask students to name three or four famous streets in their town, city or country, and say why they are famous. Encourage them to explain in English, but help out with any unfamiliar vocabulary or difficult grammar. Write new words on the board, check students understand their meaning, and quickly drill pronunciation, but avoid getting into explanations of new grammar.
- It might help students in their discussion to record the information about their country in a table on the board similar to that used in exercise 1b. (If you would like to use the Optional extra below, tell students to compile or copy this table into their exercise books, as they will need the information to hand later.)

> **Optional extra**
>
> As homework, ask students to use their tables in exercise 1c to write a similar paragraph to those in the Student's Book about two of the streets discussed. In the following class, ask for some volunteers to read out their paragraphs to the class.

Exercise 2

- Ask students to write their address in their own language. Ask for a volunteer to write on the board.
- Focus attention on the English example in the Student's Book. Ask students to number each of the elements highlighted. Then ask another volunteer to number the corresponding elements in the example on the board. Invite students to notice similarities as well as differences between the addresses in English and their own language.

Exercise 3a

- Explain that in English, we often abbreviate types of streets. Elicit whether they also do this in their own language and what the abbreviations are.
- Students complete the short forms.

ANSWER KEY

1 Rd.	2 St.	3 Ave.

Exercise 3b

- Students write the short forms of the street names.

ANSWER KEY

High St.   Sydney Ave.   York Rd.

Exercise 4a 🌐 1.55   Audio script pT88

- Play the recording for students to listen and write the addresses they hear.

ANSWER KEY

1	2
65 Morgan Street	12 Peel Avenue
Liverpool	London
L26 9RQ	EC5 7DG

Exercise 4b

- Read the example together. Drill the correct pronunciation of *address*, making sure they understand the stress falls on the second syllable.
- In pairs, students take turns to ask and answer the question, using one of the two addresses from exercise 4a.

Exercise 4c

- In pairs, students now use their own addresses to ask and answer the question.

3 Culture

Schools in England and Wales

Background information

Children in England and Wales usually start their formal education when they are five. After six years of Primary School, they all move on to Secondary School at the age of 11. They can leave school at the age of 16, after completing their GCSE exams, or they can stay on at school for two more years, preparing for their selected subjects in the AS and A-level exams. These two years are usually referred to as *sixth form* (since they follow the fifth year of secondary education), even though they are officially called Years 12 and 13. Attending sixth form is not compulsory.

In England and Wales, the school year generally runs from early September until mid-July of the following year. Most schools operate a three-term school year; each term is divided in half by a week-long break known as *half term*. The terms are separated by roughly two-week holidays: the Christmas holidays separating the Autumn and Spring terms, and the Easter holidays separating the Spring and Summer terms. The holidays between school years are six to eight weeks long.

In most schools in Britain, students wear a school uniform. These days uniforms are quite simple: often black or grey trousers, a white shirt and a sweatshirt or jumper. In many schools, girls can wear trousers or a skirt. Uniforms are popular with parents and schools, because they do not highlight social differences between students.

Although also part of the United Kingdom, Scotland and Northern Ireland have a different school system, with different examinations.

DVD

If you prefer, play Unit 3 of the culture materials on the DVD or the Classroom Presentation Tool instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1 🌐 2.14

- Play the recording for students to read and listen to the text and the chart. Check any difficult vocabulary. Explain that *pupil* and *student* have a very similar meaning, but we tend to use *student* to refer to older children. Elicit translations of the terms *primary* and *secondary*, as well as the adjective *compulsory*. Explain *sixth form* (see Background information).
- Answer the questions as a class.

ANSWER KEY
1 Year 1: 5–6; Year 6: 10–11; Year 9: 13–14.
2 Six
3 Two
4 No, they aren't.
5 At school.

▌**More practice** Teacher's Resources Unit 3

Exercise 2

- In groups, students compare schools in England and Wales with schools in their own country. Ask them to make a list of similarities as well as differences. Students can use the questions in exercise 1 and the Optional extra above to help them with ideas.
- Have the groups report back to the class, and collate the most important points on the board for all to copy.

Optional extra

Look at the chart again. Ask students to say which Year they would be in if their school was in England or Wales. Look at the picture of the school uniform. Ask students to imagine this is their uniform. Ask: *Do you like it? Why / Why not? Do you think your parents / teachers like it? Why / Why not?* (Refer to the Background information box for details on the last question.)

Exercise 3 🌐 2.15 Audio script pT88

- Focus on the photos and the task instructions. Ask (in the students' own language if necessary): *How many speakers are you going to hear?* (Four.) *What are they going to talk about?* (Their schools.) *What information do you need to find out?* (Their class; favourite subjects; colour of the school uniform; school lunch.)
- Suggest that students draw a four by four table with the question numbers and the names as headings for rows and columns, respectively.
- Play the first extract about Sasha, twice if necessary. Check the answers as a class.
- Play the other three extracts for students to complete the chart individually, or in weaker classes, in pairs.
- Check answers.

ANSWER KEY

	class	favourite subjects	school uniform	school lunch
1 Sasha	8A	History, PE	green and white	yes
2 Henry	9K	Science, French	blue	no, sandwiches from home
3 Rob	7B	Art, Geography	grey and red	yes
4 Noelie	10C	Maths, PE	blue and black	no, packed lunch

Optional extra

Students answer the four questions so they are true for themselves.

Sport

Background information

Football (soccer) and rugby were invented in Britain. In the USA, American football is called *football*; when they want to talk about the international game, they say *soccer*.

Cricket is a bat-and-ball game which was was first played in the 16th century. Points are scored by hitting the ball away, allowing time for the batting team to run up and down the central section of the pitch.

Baseball, a bat-and-ball sport, is played mostly in North America, parts of Latin America and East Asia. Points are scored by running round the pitch after the ball has been hit.

Snooker is one of several types of billiards games, played on a table with cues (long sticks) and coloured balls.

Basketball is a team sport where players try to score points by getting a ball through a basket at each end of the court.

Ice hockey is a team sport in which skaters use sticks to shoot a hard rubber puck (a disc) into their opponents' net.

Golf first appeared in Scotland in the 15th century. Players score points by hitting a ball into holes with a club. The player who uses the lower number of hits wins.

Tennis is played by single players or doubles against each other on a court. Players use a racket to hit a ball over a net.

Netball was developed as a form of basketball for women in the 1890s. Each player's movements are restricted to certain areas of the court.

DVD

If you prefer, play Unit 4 of the culture materials on the DVD or the Classroom Presentation Tool instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1a 🌐 2.35 Audio script pT88

- Focus attention on the four photos. Ask students to name the sports in their own language.
- Students copy the chart into their exercise books. Play the recording for students to listen and read. Students put the sports in the correct columns.

ANSWER KEY
1 football, rugby, cricket, snooker, tennis, golf
2 American football, baseball, basketball, ice hockey, tennis, golf

Exercise 1b

- Ask students to say which sports are popular in their own country. Help with the English names as necessary. Students fill in the final column in the table.

More practice Teacher's Resources Unit 4

Exercise 2 🌐 2.36

- Focus on the two photos. Elicit what they show (PE lessons). Ask students to try and identify the sports shown. Don't tell them the answers at this point.
- Explain that they will read about school sports in Britain.
- Elicit or pre-teach *winter, summer, normally, each, most, race, events* and *prizes*.
- Play the recording for students to read and listen to the text and then complete the chart.
- Ask students to confirm their earlier guesses about the sports.

ANSWER KEY

	Girls	Boys
winter	hockey, netball	football, rugby
summer	tennis, athletics	cricket, athletics

Exercise 3

- Ask students about their PE lessons. What can kind of exercises or sports do they usually do? Is there a difference between winter and summer classes? Ask them if they have a sports day or something similar organized by their school.

Exercise 4a 🌐 2.37 Audio script pT88

- Explain that students will hear two people, Cherry and Marcus, talk about the sports they do. Their first task is to listen and make a list of the sports the speakers do.
- Play the recording about Cherry and allow students time to write their answers. Students compare answers in pairs. Do the same with the recording about Marcus.
- Play both recordings through at the end, so students can check their answers once more.

ANSWER KEY
Cherry: hockey, tennis, athletics, swimming
Marcus: rugby, cricket, athletics, basketball
(Marcus also mentions snooker, but says he doesn't play it.)

- Students listen again to underline the sports in their lists that each speaker likes.

ANSWER KEY
Cherry likes hockey, tennis and swimming.
Marcus likes rugby, athletics, basketball and snooker.

Exercise 4b 🌐 2.37 Audio script pT88

- Read the questions and check that students understand them. Elicit or clarify the meaning of *school team*.
- Play the recording for students to answer the questions.

ANSWER KEY
1 Cherry: tennis; Marcus: rugby
2 Cherry: tennis; Marcus: snooker
3 Cherry likes it, because there aren't any lessons that day.
4 Marcus doesn't like it, because he's not very good at it.

An English town

DVD

If you prefer, play Unit 5 of the culture materials on the DVD or the Classroom Presentation Tool instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1 🌐 2.57

- Write the following words on the board: *shopping centre, market, ice rink, castle, restaurant, post office, police station, theatre, museum, library, train station, bank, park, café*. Elicit their meaning, for example by asking students for a translation. You may want to drill the pronunciation of *castle* (/ˈkɑːsl/ in standard British English, or /ˈkæsl/ in American English and in some British accents). As you do this, cross out the letter t to show it is meant to be silent. Write the following sentence on the board: *Is there a … in [name of the students' own town]?* Play a chain game of question and answer. Ask the first question about one of the words on the board and choose the student you want to reply at random by throwing a ball or a similar soft object to them. If they answer correctly, they can ask the next question and choose the next student in the chain by passing on the ball. If they can't answer or answer incorrectly, they must return the ball to you and stand up. Continue the game until all the words have been used up.

- Elicit the name of Ravi's town from previous lessons (Tunbridge Wells). Write it on the board. Focus students' attention on the items in exercise 1. Explain that column A contains the names of the three parts of Ravi's town, and that the text at the bottom of the page is about his town.

- Students read the text individually and match the places to the parts of town.

- Check the answers with the class.

ANSWER KEY

the Pantiles: a market
Calverley Grounds: an ice rink
the Precinct: the shopping centre

Exercise 2

- Read the statements together, and check comprehension. Elicit or pre-teach: *famous for* and *take a train*.

- Students read the text carefully and underline the information about each statement. Remind them that the information in the text is in the same order as the statements.

- Students use the information they underlined to choose the correct answers individually.

- They compare answers in pairs before you check with the class. Ask students to quote the information from the text that helped them to decide.

ANSWER KEY

1 False. It is sixty kilometres from London.
2 False. It hasn't got a castle.
3 True.
4 True.
5 False. There's a small museum in the Precinct.
6 True.
7 True.
8 False. You can play tennis and you can go ice skating.

Exercise 3a 🌐 2.58   Audio script pT88

- Tell students they will hear some people talk about the town. Ask them to look at the chart and say how many people they will hear (four). Ask them what information they need to find out (whether each person lives in Tunbridge Wells, and whether they like it).

- Play the recording for students to listen and find the information. Stop the recording after each person has spoken to give students time to think. Then play the recording again.

ANSWER KEY

Jane: ✓, ✓   Ivan: ✗, ✓   Mark: ✓, ✗   Alice: ✓, ✓

Exercise 3b 🌐 2.58

- Ask students to look at the cues about Tunbridge Wells.

- Students listen to find out what each person likes or dislikes.

- Ask students to take notes, then compare these in pairs before you check answers with the class.

ANSWER KEY

Jane mentions shops and the park. She likes Tunbridge Wells.
Ivan mentions the Pantiles, shops and cafés. He likes Tunbridge Wells.
Mark mentions the cinema, the sports centre and the swimming pool. He doesn't like Tunbridge Wells.
Alice mentions the sports centre, the trains and the theatres. She likes Tunbridge Wells.

Exercise 4a

- Read the instructions and questions together. Students write down three things they like about their town and three they don't.

Exercise 4b

- Now get students to discuss the questions in pairs. Encourage them to use full sentences and not simply list the things they like / dislike. Walk around and monitor the activity, and help with vocabulary if need be.

- Ask a few volunteers to report back to the class. Ask the rest of the class to say if they agree or disagree. In stronger classes, ask them to try and say why they disagree. A student at this level deserves praise if they can justify their opinions in English, so don't forget to reward their effort instead of focusing on any errors they might make.

▌**More practice**   Teacher's Resources Unit 5

People

Background information

Britain is a multi-cultural society. In 2010 there were over 7 million foreign-born residents in the United Kingdom, corresponding to over 11% of the population, now estimated around 60 million. In some large cities like London, Birmingham or Bradford, the percentage is much higher.

DVD

If you prefer, play Unit 6 of the culture materials on the DVD or the Classroom Presentation Tool instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1a 🌐 3.14

- Look at the photos of the five young people. Students read and listen to the introduction of the text to find out where they were born.
- Explain that they all live in Britain, but their families are from different countries. Ask students if they recognize any of the places shown in the pictures. Don't worry if they don't recognize any of them at this point.

Exercise 1b

- Students copy the chart into their exercise books. Tell them to extend it so it has five rows for the names, and wider columns so they can write in the information.
- First, they read through quickly to find out the names of the young people (Gabi, Kathir, Emre, Desmond, Mei).
- They read the text again more carefully to find out where the people live, where their families are from, and what languages they speak.
- Ask students to compare their answers in pairs or small groups before you check them with the class.

ANSWER KEY

Name	Lives in	The family is from	Speaks
Gabi	Edinburgh	Hungary	English
Mei	Birmingham	Singapore	English, Chinese
Emre	London	Turkey	English, Turkish
Desmond	Manchester	Nigeria	English and learning French
Kathir	Oxford	Sri Lanka	English, Spanish

Exercise 2

- Students read the texts again, especially the final paragraph to find the names of English-speaking countries.
- Point out that Scotland is part of Britain or the United Kingdom, together with England, Wales and Northern Ireland, which are all English-speaking countries.

ANSWER KEY
Nigeria, Australia, New Zealand, South Africa, Canada, the USA.

Exercise 3

- Students turn to pp82–83 to find the five countries of the young people's families and the six English-speaking countries on the map.

Exercise 4

- Read through the questions, and discuss them with the whole class. Some of the discussion may be done in the students' own language, but encourage them to try and speak in English as much as possible.
- If appropriate, make a list of the top three to five countries where people arrive in their country from and the countries people from their country go to, then find these on the map.
- In their own language, ask students to think about the main reasons for people moving from one country to another. Ask them to think of any people they or their families know personally who moved to or from a different country, and if they don't mind doing so, share their stories.

Optional extra

Focus attention on the small pictures illustrating the five young people's countries. Ask them what photo they would use to represent their country, and say why. Alternatively, they could bring their chosen photos into class and say a few words about what they know about the places they show.

Project 3 Teacher's book

1 Culture

Families

Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 1 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1

- Ask students if they think their family is typical for their country. Get a few of them to say why they think their families are typical or what they think is typical about them. Collect ideas on the board, and ask the rest of the class to agree or disagree.
- Open books, then go through the questions, discussing each one in turn. If there's any disagreement developing, ask for a show of hands for each conflicting opinion.
- Write the consensus for each question on the board. You are going to use this information to contrast with that in the reading text.

Exercise 2 🌐 1.14

- Explain to students they will read and listen an article to find out more about British families, then compare it with typical families in their own country.
- Play the recording for students to read and listen, then elicit the information about each question from exercise 1, regarding British families. Write the information next to the information already on the board. Once you have completed the survey, ask students to find differences as well as similarities with their own country.

Exercise 3a 🌐 1.15 Audio script pT89

- Focus attention on the chart. Ask students how many people they are going to hear about. (Two.) Look at the row headings, and check that students understand what information to listen for.
- Play the recording about Nick, twice if necessary, and allow students a minute or so to complete the chart.
- Repeat the process for Grace.
- Ask students to compare answers in pairs. If you like, play the recording again, so they can check and confirm any debated answers.

ANSWER KEY

	Nick	**Grace**
lives in?	a flat in London	a house with a big garden
lives with?	his dad, stepmother and stepsister	her mum and dad, brother and sister and grandfather
has got a pet?	no pet, but his stepsister's got a hamster	a dog and two cats
grandparents?	one grandma lives in an old people's home near their flat, other grandparents live a long way away	her granddad lives with them

Exercise 3b

- Students use the information in the chart to write a paragraph about each person. You may like to set this task as homework.

Exercise 3c

- Ask students to compare Nick's and Grace's families with John's. Ask them to focus more on similarities than on differences.

POSSIBLE ANSWERS

John and Nick both live in London.
John and Grace both live in a house with a garden. They also both have pets, but John's family only has one dog, while Grace's family has a dog and two cats.
John and Nick have both got a grandma who lives near them in an old people's home. They also both have other grandparents who live a long way away.

Revision idea

Students write a paragraph of 80–120 words about their own families, then in pairs they read it out to each other and find similarities with each other, as well as with John, Nick and Grace. Have a few pairs report back on the similarities they have found.

Transport

Culture materials on the DVD and the Classroom Presentation Tool

If you prefer, play Unit 2 of the DVD instead of covering the topic through the reading text, then set the text comprehension and accompanying Student's Book activities either as homework or as optional practice.

Background information

In Britain, roads are designated by a letter and number. This is used on both road signs and maps. Roads with M are motorways (with a speed limit of 70 mph, that is 113 km/h, for cars), roads with A are primary routes, while B roads are important local routes.

There are five airports serving London. They are Heathrow in the west, Gatwick in the south, and the much smaller London City Airport in the east of the city. Luton Airport and Stansted Airport are a bit further away from the city to the north, but are also referred to as London airports.

Inside London, most people use the Underground or buses. Not all buses are double-deckers, but all of them are red. You can also take local trains between different parts of the city, and in some parts of London, Croydon for example, you can even find trams. London operates a zone system, and tickets or season passes are only valid for certain zones – the more zones they cover, the more you have to pay for them. Within each zone, the tickets are valid for all forms of transport, including trains.

Exercise 1 🌐 1.25

- Look through the items in the list. Elicit any information students already know about them. Accept any reasonable ideas, and tell students they will read a text to find out more.
- Play the recording for students to read and listen. If necessary, play it a second time before you check answers.

ANSWER KEY

1 A motorway around London, and one of the longest ring roads in the world.
2 One of London's main railway stations.
3 A train service from London St Pancras Station to France or Belgium.
4 Another name for the London Underground train.
5 One of London's traditional buses. / A bus with two floors.
6 London's biggest airport, and the busiest airport in Europe.

Exercise 2

- Students read the text again carefully and complete the chart individually.
- Students compare answers in pairs before you check with the class.

▌ **More practice** Teacher's Resources Unit 2

ANSWER KEY

Form of transport	Advantages	Disadvantages
train	fastest way to travel long distances	there is no central station in London
coach	cheaper than train	takes longer than train
the Underground	fastest way to travel in London	you can't see famous places
bus	good views from upstairs on double-deckers	London traffic is bad, so it often takes a long time
taxi	quicker than bus	expensive

Exercise 3

- Students decide on the statements individually, then compare answers in pairs before you check with the class.

ANSWER KEY

1 False. They travel on the left in Britain and Ireland.
2 Doesn't say.
3 True.
4 False. There's no central railway station in London.
5 True.
6 True.
7 False. It has got five.
8 False. Heathrow is the busiest in Europe.
9 False. There are plans to build one, but we don't know by when.

Exercise 4

- Students use the text about Britain and London as their model to find out some facts about their own country. Suggest that they list the most common forms of transport first, then look up more information about it.
- This task is probably best set as research-based homework. Ask students to prepare a simple report – including just facts and one advantage and disadvantage for each form of transport. Ask some volunteers to present their reports to the class for an extra mark.

3 Culture

Britain

Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 3 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Background information

The United Kingdom has a population of about 60 million, and it covers a land area of 243 thousand square kilometres. It is one of the most developed countries in the world, ranked in the top 10 for economic output (measured in GDP). The capital is London (population: city 8 million, metropolitan area 13 million), and the currency is the pound sterling.

The United Kingdom is a member of the European Union. It has only got one land border with another European sovereign state: the border between Northern Ireland and the independent Republic of Ireland. Apart from this land border the UK is surrounded by the Atlantic Ocean, the Irish Sea, the North Sea and the English Channel.

Exercise 1a 🌐 2.11

- Elicit what students already know about Britain. Tell them they are going to read a text to find out more.
- Look through the list of people, dates and cities and ask students to try and match them to the countries. Don't confirm their ideas at this point.
- Ask students to look at the map and find the names of the four cities, and say which country they can be found in.
- Play the recording for students to read and listen. In stronger classes, they can do the task individually. In weaker classes, allow them to do it in pairs.

ANSWER KEY
Scotland: James, 1603, Edinburgh
Wales: Edward, the 13th century, Cardiff
Ireland: Elizabeth, the 1920s, Dublin and Belfast

Exercise 1b

- Elicit the historical events for each of the dates.

ANSWER KEY
the 1920s: The south of Ireland became an independent country.
1603: The English queen, Elizabeth I, died, and the king of Scotland, James, became the king of both countries – and the United Kingdom was born.
the 13th century: The English king, Edward I, conquered Wales.

CULTURE NOTE The official flag of the United Kingdom is the Union Jack. It combines the flags of England, Scotland and Northern Ireland. All three of these flags bear the cross of each country's patron saint. A *patron saint* is a Christian saint believed to be the protector of a particular place or a group of people, for example, a nation. St George, the patron saint of England, has a straight cross in the middle of the flag, while the flags of St Andrew, the patron saint of Scotland, and St Patrick, the patron saint of (Northern) Ireland, bear a diagonal cross. (St Patrick is not only the patron saint of Northern Ireland, but the whole of Ireland, including the Republic of Ireland.) The flag of Wales is not part of the Union Jack. It shows a red dragon on a horizontal field of white and green.

Exercise 2 🌐 2.12 Audio script pT92

- Tell students they are going to hear three young people talk about their own countries in the United Kingdom. For each person, they should record the answer to the questions.
- Read the questions together and check comprehension.
- Play the recording twice, pausing after each monologue during the first listening, to allow students to write their answers.
- Students compare answers in pairs before you check with the class.

ANSWER KEY
1 David: Wales, Molly: Scotland, Colin: Northern Ireland.
2 a David: Welsh is not an easy language
   b Colin: there was a lot of trouble here in the 1970s, a lot of people died in the troubles
   c Molly: Scotland has its own money
3 David: their favourite sport is rugby; Molly: Scotland have their own football league; Colin: some of the best golfers in the world come from Northern Ireland.

Exercise 3

- Read the questions together.
- Students write a short paragraph about their own country, using the questions as a guide and the paragraphs of the Britain text as a model. You may like to set this task as homework.
- Have a few volunteers read out their paragraphs to the class. Ask the rest of the class to check and confirm the facts.

More practice Teacher's Resources Unit 3

The Big Apple

Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 4 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1

- Focus on the pictures. Elicit the name of the city, and anything students might know about it. Elicit films, TV programmes or other works of art connected to New York City.

Background information

The Statue of Liberty is a widely recognized symbol of New York City and the USA. It was designed by the French artist Frédéric Bartholdi. Although it was intended to commemorate the 100th anniversary of the signing in 1776 of the US Declaration of Independence, only the arm holding the torch had been made by 1876. It was on display at the Centennial Expo, then in New York's Madison Square Park. In 1886, the full statue was constructed in France, shipped in separate pieces, then assembled on what is today called Liberty Island. France had been a strong supporter of US independence, and the gift was intended to express the long-lasting friendship between the two nations.

Exercise 2 🌐 2.26

- Ask students to read the names in the box silently. Do they know any of them? What are they?
- Tell students they will be able to check their ideas and find out more by reading the article. Play the recording for students to read and listen. Ask them to underline the sentence which contains a name from the box.
- Ask students to study the underlined sentences again more carefully to find the answers.
- Ask them also to say which of the places the pictures show (left to right: The Empire State Building, The Statue of Liberty and Central Park).

ANSWER KEY
The Big Apple: New York
the Empire State Building: the most famous skyscraper in New York
Manhattan: the centre of New York, an island
New Amsterdam: the name of the city from 1626 to 1664
Times Square: the entertainment centre of New York
Macy's: the biggest shop in the world
Central Park: a big park in the middle of Manhattan
the Statue of Liberty: a statue on Liberty Island, a gift from the people of France

Background information

Macy's still advertises itself as the biggest shop in the world, although in fact a larger shop opened in 2009 in South Korea.

Optional extra

Although one of the skills students need to develop is the ability to filter relevant information from extra information and not to try to understand every word of a text, you may want to spend a bit more time here on key vocabulary from the text.

Ask students to give an English definition, explanation or an example sentence illustrating the meaning of the following words from the text: *skyscraper, Indians, countless, art gallery, gift, ferry, entertainment* and *nickname*. Ask them not to use sentences from the text, but to use their own words.

Exercise 3a

- Students read the text again and answer the questions orally.
- Ask a different student to answer each question.

ANSWER KEY
1 The first Europeans in Manhattan were from the Netherlands.
2 Peter Minuit bought the island from the Delaware Indians for 24 dollars.
3 Because the British king's brother was the Duke of York.
4 The nickname comes from prizes in horse-racing.

Exercise 3b

- Students look at the list and scan the text to find out where they could do each activity in New York.
- Check answers with the class.

ANSWER KEY
You can get a ferry to Liberty Island to visit the Statue of Liberty.
You can celebrate New Year with a lot of New Yorkers in Times Square.
You can take a boat on a lake in Central Park.
From the top of the Empire State Building, you can see for 120 kilometres on a clear day.

Optional extra

Refer students back to exercise 8a on p45. Repeat the same group work activity about a day in New York, using ideas and information from the text. Each group should make a dialogue in a New York tourist office. Get each group to perform their dialogue in front of the class. Have the class vote on the most exciting plans. Remind students to use the present continuous for future arrangements.

▌**More practice** Teacher's Resources Unit 4

5 Culture

Heroes and heroines

Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 5 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1 ● 3.9

- Read the list of people 1–7. Elicit what students already know about the people. Don't give away the answers, but tell them they will read a text to check their ideas and find out more.
- Play the recording for students to read and listen.
- Check answers.

ANSWER KEY
1 c   2 e   3 a   4 g   5 f   6 b   7 d

Exercise 2

- Elicit or pre-teach *monument, column, defeat, battle, tribe, rebellion* and *plaque*.
- Students read the text again to match the famous people to each of the six places.
- Ask students to compare answers in pairs before you check with the class.

ANSWER KEY
1 Lord Ashton; he owned some large factories in Lancaster
2 J M W Turner; he painted many of his pictures in Margate
3 I K Brunel; he built a railway from London to Bristol
4 Horatio Nelson; Nelson's Column commemorating his victory against the French navy stands in Trafalgar Square
5 John Lennon; he came from Liverpool and started the Beatles; Liverpool Airport is named after him
6 Charles Dickens; he was born in Portsmouth

Exercise 3a

- Students scan the text for the names of two queens mentioned.
- Check answers with the class.

ANSWER KEY
Queen Boudicca and Queen Victoria

Exercise 3b

- Students match the six cues to the correct queen.
- When they give their answers, ask them to explain, in their own words, if possible, what the connection is.

ANSWER KEY
64 years: Victoria (ruled for nearly 64 years)
Romans: Boudicca (led a rebellion against the Romans)
earliest: Boudicca (the first national heroine)
richest: Victoria (during her time, Britain was the richest country in the world)
tribe: Boudicca (was the leader of a British tribe)
place names: Victoria (many places around Britain are named after her)

Exercise 4

- Read the instructions together. Elicit or pre-teach the meaning of *commemorate*.
- Brainstorm the names of national heroes and heroines with the class. Agree on a list of the top five or six people. Elicit what they are best known for.
- As a homework task, in groups of five or six, students find some information on the Internet, in history books or from other sources about the famous people's lives. Each student in a group should look up a different person. They should each also find pictures of statues, paintings, street signs, plaques and so on, which commemorate that person.
- In the next lesson, get students who researched the same hero or heroine together in new groups, so they share and compare their findings. Each of these new groups should elect a speaker to present their collected information, using the best pictures and best texts from the shared group effort – that is, not necessarily their own original text.
- After the five or six presentations, discuss with the class which person they think best represents their nation, and why they think so.

Signs

Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 6 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

Exercise 1a

- With books closed, ask students for some examples of where they see signs, and what kind of signs they see. For example: traffic road signs, exit signs in public buildings, push / pull signs on doors, men's and women's toilet signs. Elicit if they know which, if any, signs are specific to their own country.
- Tell students they will read about signs in Britain.
- Look at the nine signs around the texts. Check that students understand that their task will be to match these to the nine numbered paragraphs in the texts.
- Ask students to compare their answers in pairs.

Exercise 1b 🌐 3.23

- Play the recording for students to listen and check their answers in exercise 1a.
- Elicit the meaning of *give information, give warnings,* and *give commands.* Also elicit the meaning of *queue, join (a queue), gap, platform, belong to, go off (for an alarm).*

ANSWER KEY
1 h   2 d   3 b   4 f   5 i   6 a   7 c   8 g   9 e

Exercise 2

- Ask students if they have signs for the same nine things in their own country. *Are they similar or different? What text have they got on them?* You may also like to ask students to draw the local signs on the board, then recheck their meaning by asking for the information, warning or command they are designed to express in English.
- You may also like to invite students' opinions on which signs, their own or the British signs, are clearer, easier to interpret or more expressive.

Exercise 3 🌐 3.24   Audio script pT96

- Explain that students will hear seven different dialogues where people mention one of the signs. Their task will be to identify which one of the nine is being discussed.
- Play the recording for students to listen and identify the signs. Pause the recording after each dialogue to allow students time to think about their answers.
- Students compare answers in pairs before you check with the class.

▌**More practice** Teacher's Resources Unit 6

ANSWER KEY
1 e   2 b   3 d   4 a   5 c   6 h   7 g

Optional extra

Expand the discussion to focus more closely on road signs. Elicit the standard conventions for traffic signs by drawing a triangle, a circle and a rectangle on the board and asking students to say which shape is used for warnings (*triangle*), which for commands (*circle*) and which for information (*rectangle*) in traffic signs. Elicit the standard colours for each one. (*Red for warnings and commands, blue or brown for information.*) Elicit which road signs have a different shape from the basic types (*normally 'Give way', which is an upside-down triangle, and 'Stop', which is octagonal*), and ask students to try and explain why (*so they're recognizable from the back, that is so that drivers along the intersecting road are aware of their right of way*).