Adaptation and Implementation of Intercultural Activities from *Life* Second Edition Series in an English Classroom

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Abstract

For years, researchers and educators have been saying that teaching English as a Second Language (ESL) requires more than just teaching a set of words and grammar rules or only focusing on the communicative ability. Even more, due to globalization, ESL is somehow aligned with the Intercultural Communicative Competence (ICC). Therefore, this mixed-methods study follows educational design research aimed at piloting supplementary material adapted from *Life* 4 (Series Second) Edition activities to enhance learner's ICC in a B1+ course at a binational center in Colombia. The study entailed three main phases: baseline, intervention, and retrospective analysis. In the baseline phase, a focus group, class observations and a survey were conducted. Then, in the intervention phase, 24 supplementary material were designed and 37% were implemented. Finally, in the last retrospective analysis phases, teachers expressed they could not apply those activities due to difficulties with time and priorities. On the other hand, it is possible to assert that teachers focused on the noticing and comparing phase, neglecting the other components of Liddicoat and Scarino's model of language learning.

Keywords: Coursebook, Intercultural Communicative Competence (ICC), English as a second language and Supplementary Material.

Introduction

The purpose of this mixed-method study is to provide supplementary material to English teachers consisting of activities adapted from *Life* coursebook to national and local interests and cultures. This material can serve language teachers as a model to follow in fostering intercultural communicative competence in the classroom, mainly in developing intercultural awareness regarding the local and national contexts. The study was conducted at a binational center[1] located in Cali, Colombia.

The binational center is following the principles of Communicative Language Teaching (CLT) (Richards and Rogers, 2001), aimed at developing the Communicative Competence, that is fostered in the coursebook called *Life* 4 Series Second Edition by NatGeo Learning through activities based on the four skills and visual elements. In addition to the development of the Communicative Competence, Böcü & Razı(2016) affirm that, thanks to the NatGeo context, *Life* 4 Series Second Edition offers a variety of cultural contents in the activities, including target, source, and international culture types. According to these authors, findings indicated that the *Life* 4 Series Second Edition was quite rich in terms of covering a variety of cultures except for direct references to the source culture.

The integration of cultural education into foreign language instruction has become a central concern. Various approaches to culture within language learning, ranging from literature

[1] A binational center in the Colombian context refers to a cultural and educational institution established through collaboration between Colombia and another nation, typically supported by diplomatic efforts and agreements. These centers serve as platforms for language learning, cultural exchange, and the strengthening of bilateral relations between Colombia and the partnering country. It is a space where they offer language courses, cultural events, workshops, and other programs to enhance cross-cultural understanding and promote positive relationships between the students.

to popular culture, have enriched teaching but haven't fully addressed learners' core need: effective communication. In response, an intercultural approach to language teaching has emerged (Bolten, 1993; Byram & Zarate, 1994; Crozet, 1996, 1998; Crozet & Liddicoat, 1999, 2000; Kramsch, 1993; Liddicoat, 2002; Liddicoat & Crozet, 1997; Zarate, 1986). This approach prioritizes communication while teaching culture to develop intercultural communicative skills alongside language proficiency, recognizing the intrinsic link between language and culture (Liddicoat2011) Language teaching and learning from an intercultural perspective. In Handbook of research in second language teaching and learning).

At the moment of teaching a language there are two important components where one is more highlighted than the other, *language* and *culture*. Teachers encourage more development of the language itself, with little communicative material based on local and national culture..For this reason, Intercultural Competence (IC) must articulate the cultural aspect within the teaching of the language. Deardorff (2006, pp. 247-248) defines intercultural competence as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes". In the case of the *Life* 4 Series Second Edition, there are some components that can be exploited and incorporated in classes from an intercultural perspective. Those can be the pictures, topics, texts, discussions, and other activities. According to Corbett (2003), "earlier language learning coursebooks might invite an uncritical celebration of target culture, current intercultural curricula suggest a more cautious description and critical evaluation" (p. 19).

The subject of this MA thesis is the Intercultural Communicative Competence (ICC) in the adaptation and implementation of activities immersed in the *Life* 4 Series Second Edition. As a teacher and a researcher, I decided to find a way to combine the development of English as a

second language using the communicative approach at that binational center and the incorporation of Intercultural Communicative Competence based on the contents per unit that can be found in the *Life* 4 Series Second Edition. I believe in the idea of having as a result students who are competent in the language and also who are able to understand, respect and interact with other cultures. According to Tomlinson (2011), materials are something that teachers and pupils use to make the experience of learning a foreign language easy; and as anything which is used by teachers or learners to facilitate learning of a language.

This paper has been divided into five chapters that contain all the steps entailed in a research process at the Universidad del Valle for the program Master in Intercultural and Interlinguistic studies. In the first chapter, I present the statement of the problem, research questions, objectives, and justification. The second chapter provides a theoretical and empirical framework for the study by reviewing current literature on Communicative Intercultural Competence, design, and evaluation of supplement material for an ESL classroom. Then, in the third chapter you will find the description of the methodology, participants, procedures, and the phases that will be carried out. In the fourth chapter, there is the analysis of data based on a selection of themes, and finally, the fifth chapter reports results of interviews, informal discussions, observations, field notes and video recordings analysis on the themes of ICC, teacher's views developing ICC in the classroom, activities, and tasks adapted from the *Life* 4 Series Second Edition and related to local and national cultures, and future research proposals**.**

Chapter 1. Statement of the Problem

In Colombia, the binational centers within their objectives present interculturality as that contribution that gives foundations to the educational curricula in the teaching of the English language. It is a strategy so that students have the opportunity to learn about the culture and history of different countries through the English language (AFS Colombia, n.d.). In addition, they are framed in the development of students' skills and that it is the same language that allows them to learn about the different practices and sociocultural dynamics of the territories. In other words, the teaching of the English language must be articulated with cultural exchange (Sociocultural Report 4) in such a way that spaces for pedagogical dissemination are promoted.

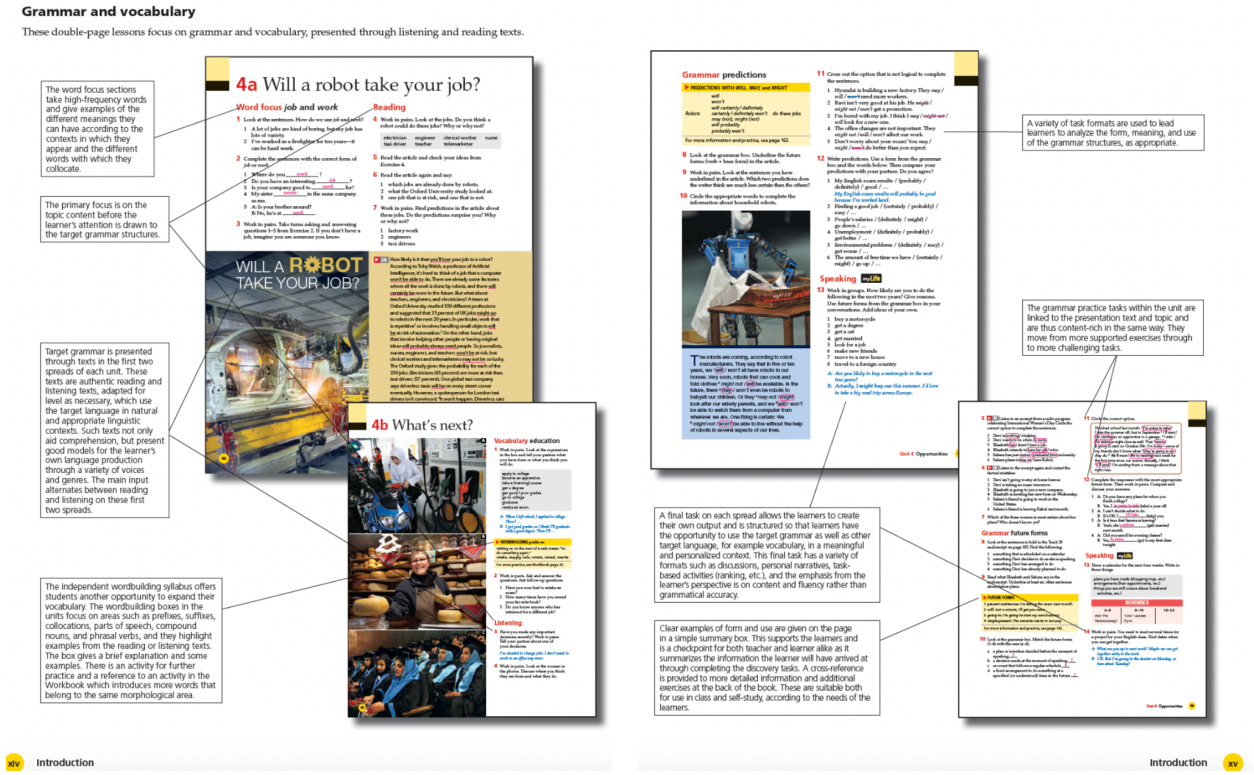
In the specific case, teachers from the binational center in Cali expressed, through the Coursebook satisfaction F11V2 survey during 2020 and 2021, their concern with the content of the book, given that it did not offer a wide variety of activities to develop in class and the topics were very repetitive. The survey showed more than forty percent of the teachers did not feel satisfied with the material. This result covered the four cycles of the adult English program. However, the most relevant data here focused on the results of Life 4, which was the textbook used in the last cycle, called Independent. However, assessments of intercultural features are not detailed in said pedagogical material.

It is important to mention that from January 2020, the Binational Center started the implementation of the Second Edition due to the complaints from teachers and fulfilling their requests. This edition provides more listening exercises and activities that seem to be a little more challenging for students. This coursebook provides a set of lessons where linguistic aspects are developed into lessons (Unit Opener, introduction of the unit; lessons A & B (See figure 1),

grammar, and vocabulary; C, reading; D (See Annex 1), listening from real life situations; E, writing; and F, a video) (See Annex 2) and the Intercultural Communicative Competence is implicit among the activities of the coursebook.

Figure 1.

Lesson A and B - Life 4 Series Second Edition



Note: in the figure the lessons of linguistic character are presented. Source: Hughes et al. (2015).

According to some comments provided by teachers in the last two surveys of satisfaction, teachers have been complaining because the topics are not very appealing to students because they are not connected to Colombian contexts. The logical response to this need might be to develop supplement material including local and national cultural contexts. However, in many cases, the teacher using published materials in any given classroom is not

involved with creating the materials and may have little to do with adopting the materials for her institution (Islam & Mares, 2014, p. 58).

Indeed, it is a reason that we decided to adapt material taken from the *Life* 4 Series Second Edition. Even though the *Life* coursebook was specifically designed for communicative language learning, communicative materials do not provide enough opportunities to use activities and tasks based on local and national cultures.

In this sense, the study poses the following research questions:

Research questions

Main question:

- What are the activities adapted from the *Life* 4 Series Second Edition that may promote the development of the ICC in a B1+ course at a binational center in Colombia?

Subsidiary questions:

- What are the perceptions of English teachers about the development of the ICC in a classroom using / not using activities from the *Life* 4 Series Second Edition?
- How can activities from the *Life* 4 Series Second Edition be adapted to promote the development of the ICC in a B1+ class?
- How do English teachers evaluate implementation of adapted activities proposed for the development of the ICC?

Objective

To design a set of supplementary activities to foster the development of ICC in a B1+ course at a binational center in Colombia.

Specific objectives

- To identify the ways English teachers use to incorporate national and local culture elements when implementing activities from *Life* 4 Series Second Edition.
- To pilot a supplement material adapted from the *Life* 4 Series Second Edition activities to enhance learners' ICC in a B1+ course at a binational center.
- To evaluate the implementation of modified activities from the teacher's perspective on the *Life* 4 Series Second Edition.

To achieve the objectives described above, this study follows the educational design research aimed at developing theoretical insights and practical solutions simultaneously, in the real world (as opposed to laboratory) contexts, together with stakeholders (McKenney & Reeves, 2018). The study entailed three main phases: baseline, intervention, and retrospective analysis. First, a baseline phase was conducted to gain understanding of the context through a focus group, a survey, and some class recordings observations. This means, data was collected through interviews, informal discussions, observations, field notes, and video recordings. In parallel, I designed a supplementary material based on *Life* 4 Series Second Edition activities adding a special emphasis on local and national cultures. This is when the second phase (design and construction) took place. Designed activities and an evaluation form were shared with practitioners. They were to implement those activities within a period course (six months).

During this phase, all data sources were reviewed and analyzed. The third phase involved retrospective analysis. Thereafter, I examined the findings and drew conclusions.

Justification

There is a connection between language, culture, and identity and it is a central discussion in foreign language teaching and learning. The articulation of these elements promotes a communication of the traditions that make up a place both locally and nationally.

According to Kramsch (2013), language is not only a system of communication but also a cultural practice, representing cultural values, beliefs, and norms (p. 64-66). Therefore, learning a foreign language involves understanding and negotiating cultural identities and differences.

Teaching a language involves more than just teaching linguistic aspects. This means that teachers must be in the capacity to mix both functional and educational communication, thus they know how to make their students able to understand and use the target language. In other words, if teachers learn how to develop the Intercultural Communicative Competence (ICC) in class, they will be able to address their classes in an intercultural environment. Thus, topics taken from real life including aspects of international, national, and local cultures are taken into the classroom, so students can develop intercultural awareness, communicate their ideas, and learn a language at the same time (Castañeda, 2012; Guzman, 2015; Cardenas, 2018).

However ICC is not developed in class, so students are not critically aware to discuss intercultural topics related to politics, arts (culture with the big C). For that reason, I would like to adapt and implement some communicative activities based on the coursebook *Life* 4 Series Second Edition in order to foster the development of ICC.

Finally, regardless of the cultural activities the Binational Center is offering to students for entertainment, students can also be aware of their own culture and learn to be mediators and understand, respect, and interact with other cultures during their learning process. This will be a plus for the Binational Center. Students will be able to speak and understand English very well, which definitely will open many doors for them but at the same time they will be prepared and aware when they have the opportunity to travel or tell others about their own culture.

I firmly believe that ESL (English as a second language) and ICC are two important ingredients in a productive recipe called the process of learning-teaching a language. Thus, I hope this research study contributes to teachers and the institution itself being aware of the activities we plan for our lessons. Therefore, teachers can get a better understanding of how culture and language are interconnected. What is more, learners can develop intercultural communicative competence and become critical about other cultures. Additionally, this project may enhance the teacher-learner interaction in a classroom, so the English class will not only be a space to learn grammar and vocabulary, but a space where students can use the target language to express how to see the world from their context and understand and respect the perspectives of other people.

Chapter 2. Literature Review

For years, teaching a language has been recognized for showing pure knowledge of grammar and vocabulary, and most of the words/expressions learned in a classroom are taught thinking of a different context. As noted by Hu (2014), cultural competence is essential in foreign language teaching because it allows learners to understand and interact with the target language more effectively. Students learn to achieve their listening skill while listening to audios from situations that sometimes they are not familiar with. Therefore, this project aims at providing and designing supplementary material to share with students and adapt them to their context. For example, when a Colombian student is listening to an audio about taking a tour in Hollywood and how people interact with artists on the streets, a teacher can promote students to record an audio about taking a tour around a city and interacting with informal artists on streets (living statues artists, handcraft people, phone call sellers, etc.). Hence, through different visions and perspectives from different studies, this project looks for ways to modify activities from *Life* 4 Series Second Edition to optimize the teacher-learner interactions to enhance learners' intercultural communicative competence in their classroom.

On the other hand, the subjects of study for this project are connected to the development of **ICC** when teaching English as a second language through the implementation of **activities/material** from the **coursebook** *Life* 4 Series Second Edition at a **Colombian bilingual institute**. The first topic "Intercultural Communicative Competence" (Byram, 2020) involves teachers' awareness, the first step is to expose this competence for them because it might be new for some, or they can implicitly be implementing it without following a guide to instruct them. The second step is related to reflection. Teachers were invited to reflect on what we have been saying or sharing in their classes that can influence students positively or negatively. Therefore,

the way to invite teachers to understand and recognize this competence is through the modification of some activities they have seen or taught in the coursebook. This will take us to the second topic which is supplementary/modified activities and materials based on the coursebook teachers/students have access to. Once again, the design of the new activities follows the model proposed by Byram (1997) in which five *savoirs*[2] are described. Although I am modifying activities from a coursebook (*Life* 4 Series Second Edition), there have been several studies about the role of coursebooks in a second language class such as *Interchange*, *Top Notch,* among others (Homayounzadeh & Sahragard 2015; Roohani & Molana, 2013). This means, the third topic is related to coursebooks implementation and evaluation in a second language classroom. Finally, a detailed description of the institution where this project takes place is highly considered for the fourth topic.

Intercultural communicative competence

When learning a language people usually learn a set of grammatical structures, new expressions, and idioms, how to write correctly, different ways to pronounce words and differentiate formal and informal language. All these refers to the development and acquisition of the language itself. However, these are not the only things students learn when they go to a school. Intercultural Communicative Competence (ICC) (Byram, 2020) is very wide and tends to cover concepts that are related when learning a language.

This connects directly to the other concept that is **culture,** which finding a definition is not that easy. Williams (1976) describes it as "one of the two or three most complicated concepts in the English language". Although there is not a specific definition, I highly agree with Williams

[2] Savoirs according to Byram (1997; 2020) is a set of the knowledge, skills, and attitudes necessary for successful intercultural communication.

calling it “a particular way of life” (p. 76). There is culture everywhere. Language and culture are now deemed to be co-constitutive (Roohani & Molana 2013, p. 113); hence English language teaching (ELT) coursebooks should incorporate cultural aspects and promote intercultural competence (Haerazi & Nunez, 2022; Gedik 2022). There are some commonalities that represent nations, people, and places, but we cannot generalize and provide a single term. One of the definitions that aligns with this project is the following:

Deardorff (2006) defines intercultural communication as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (pp. 247-248). It is important to clarify that students do not necessarily need to travel to another country to experience intercultural communication or understand what ICC means. This is also developed when they watch videos, talk to their peers, or interact with someone different from them. Now, Byram (2020) stated that the phrase intercultural communicative competence deliberately maintains a link with traditions in foreign language teaching but expands the concept of communicative competence in significant ways, to what he once called “post-communicative” language teaching (p. 4). In the same sense, it can be said that Intercultural communicative competence includes the ability to understand the language and behavior of the target community and explain it to members of the home community – and vice versa. In other words, Byram (2020) states that an intercultural approach trains learners to be “diplomats”, able to view different cultures from a perspective of informed understanding (p. 4). Obviously, one key goal of an intercultural approach remains language development and improvement; however, this goal is wedded to the equally important aim of intercultural understanding and mediation.

A clear example from our context is when Colombian teachers have the opportunity to teach a foreign language in different settings, it is always merged with the acquisition of cultures, as stated by Bonilla & Cruz-Arcila (2014) "... the cultural backgrounds of teachers and students taking part in the language learning process might share aspects that consequently may facilitate cognitive associations" (p.119). Through that process, teachers and students learn how others behave, they learn to compare their culture with others, and this definitely facilitates their process of learning. Intercultural learners are not only able to adapt to different cultural contexts, but also to serve as mediators between them. They possess a range of skills and attitudes that enable them to understand and navigate cultural differences, and to facilitate communication and "collaboration across cultures" (Deardorff, 2009, p. 14). While acknowledging the obvious importance of language as a means of communicating information, advocates of an intercultural approach also emphasize its social functions; for example, the ways in which language is used by speakers and writers to negotiate their place in social groups and hierarchies. Moreover, as learners come to a deeper understanding of how the target language is used to achieve the explicit and implicit cultural goals of the foreign language community, they should be prompted to reflect on the ways in which their own language and community functions. The intercultural learner ultimately serves as a mediator between different social groups that use different languages and language varieties, as stated by Byram (1997) "The intercultural speaker is able to mediate between the language and culture of the other and his or her own language and culture, whether in face-to-face interaction or through written or digital means" (p. 51).

An example of how ICC is incorporated in language learning can be found in the research carried out by Guzmán (2015) which aimed at exploring and describing how ICC is presented in a Latin American EFL coursebook named You Too 6 used in the educational context of Bogotá

(Colombia). It intends to achieve two specific objectives. The first one is to determine the intercultural aspects presented in the coursebook and the second one to explore and describe if ICC is fostered in the Latin American EFL coursebook. She based her research on the definition given by Hinkel (1999) about visible and invisible culture. The first one refers to aspects such as literature, arts, architecture, geography, particular people's history, cuisine, costumes, dressing style, festivals, and other traditions. It is called visible culture because it is easier to define due to common knowledge and because it is present tangibly in people's daily life. The second and more complex notion is invisible culture which relates to beliefs, assumptions, the way people see the world, the value system and language in use. Hinkel (1999), considered culture to be everywhere and characterized by elements that are somehow tangible, because they are easy to identify and recognize as well as by elements that are not tangible, or easily observable, and that sometimes people are not aware of. In conclusion, Guzmán (2015) states that the coursebook presents several aspects of the visible and invisible culture and the knowledge of the intercultural communicative competence. At the same time, Guzman (2015) considered that these elements are insufficient, and they do not allow the student to understand the target culture, the mother culture and other cultures and, consequently, there is no opportunity to establish relationships and differences between cultures and become an intercultural speaker. Therefore, this example can show us another way to develop ICC with the process of learning a language. This can be found in what teachers share in their classes or what students find in the materials used every class.

A way to identify the presence of intercultural communicative competence in an English class can be done with the help of four dimensions: knowledge, skills, education, and attitudes. Byram (1997, p.33), involved those dimensions in what he called "***savoirs***": "*savoirs*"

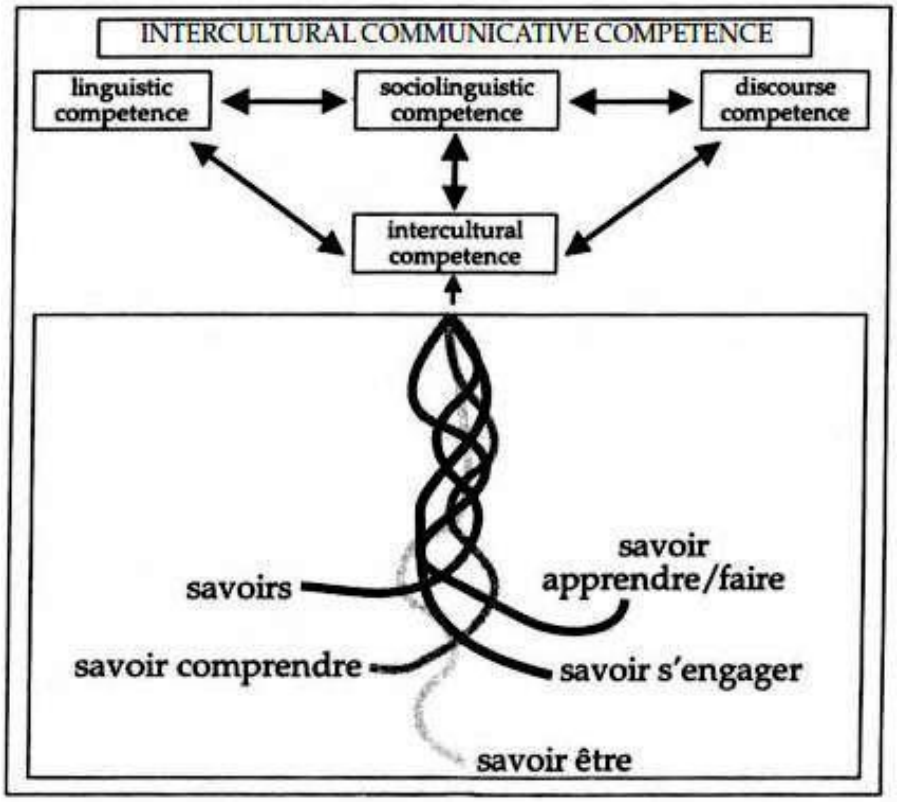
(knowledge) of self and other, of interaction: individual and societal; "*savoir comprendre*": (skills) interpret and relate, "*savoir apprendre/faire*" (skills) of interpret and relate; "*savoir être*" (attitudes) relativizing self – valuing others, "the *savoirs*" (knowledge) of self and other, of interaction: individual and societal; "*savoir s'engager*" (education) political education – critical cultural awareness. These elements will enable teachers to approach and implement activities that involve the students' own culture with other cultures. This will guide teachers to promote open discussions in class developing the ICC and using English as a second language. In the following section, more detailed information will be provided about this model and implementation.

A model for Intercultural Communicative Competence

Through the years, models have been created to develop the intercultural communicative competence some of them are, the Developmental Model of Intercultural Sensitivity (DMIS) by Bennett (1986,1993), the Intercultural Communicative Competence model (ICC) by Byram (1997), Interacting processes of intercultural learning by Liddicoat (2009), and lastly a new born of the field, the model of Cultural Intelligence (CQ) by Earley and Ang (2003). The models mentioned before have been used in multiple disciplines. However, the one this project follows is the ICC proposed by Byram (1997; 2020), because it is addresses to a language teaching context. The chosen model details four aspects of interaction (teacher-learner) which can be acquired through experience, implementation, and reflection. Below, I present the Model of ICC (Byram, 1997) (See figure 2) including the factors mentioned above. In this study, ICC components are taken as a reference in order to design the supplementary activities based on the specified

coursebooks and these components are basically knowledge, attitudes, skills and awareness which are scrutinized in the methodology part of the study.

Figure 2. *Model of Intercultural Communicative Competence by Byram (1997)*



Fuente: Byram (1997, p. 73).

In Chapter 2 we can find how Byram (1997) described a model that can fit in different contexts and situations. He felt that the sociolinguistic competence, which determined how one used language in a particular socio-cultural context, was based on communication where members shared the context and thus did not guide conversations between intercultural speakers who may interpret communicative acts according to their own cultural understanding . For that reason, he proposed an Intercultural Communicative Competence model in which he identified

attitudes, knowledge and skills that are essential for successful communication across cultural boundaries. **Attitudes** (Byram, 1997; 2020), concern how people relate to others regarding their cultural meanings, beliefs, values and behaviors. Besides, this dimension emphasizes on attitudes of curiosity to promote successful interaction and communication. Thus, teachers can lead discussions avoiding the formation of stereotypes and prejudice towards others which is part of the target of this research. Every activity designed or modified that I propose in this project aims at accomplishing one of the following objectives listed below according to Byram ICC, regarding the topic studied in class.

- Willingness to seek out or take up opportunities to engage with otherness in a relationship of equality, distinct from seeking out the exotic or the profitable.
- Interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices.
- Willingness to question the values and presuppositions in cultural practices and products in one's own environment and social groups.
- Readiness to experience the different stages of adaptation to and interaction with another culture during a period of residence.
- Readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction.

With respect to the second dimension: **Knowledge (Byram, 1997)**, the presence of knowledge is needed when teaching English as a second language. This does not mean that a teacher needs to know to in-depth factors in different types or written and spoken interactions, characteristics of other social groups, identity, educational and political systems, etc., but at least,

a teacher must be prepared for what is being covered in class. This dimension encourages teachers to acquire some knowledge in order to lead discussions and share it with students. For this reason, every activity proposed to teachers aims at achieving one of the following objectives depending on the topic taught. In a lesson plan, one of the topics below must be accomplished, some of them have been modified according to the lesson being taught:

- historical and contemporary relationships between one's own and one's interlocutors's countries.
- the means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from, and the institutions which facilitate contact or help resolve problems.
- The types of cause and process of misunderstanding between interlocutors of different cultural origins.
- the national memory of one's own country and how its events are related to and see from the perspective of other countries.
- the national memories of one's interlocutor's country and the perspective on them from one's own country
- The national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries.
- the national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own.
- the processes and institutions of socialization in one's own and one's interlocutors's country.

- social distinctions and their principal markers, in one's own country and one's interlocutor's
- institutions and perceptions of them, which impinge on daily life within one's own and one's interlocutors country and which conduct and influence relationships between them.
- the processes of social interaction in one's interlocutors' country.
- the significance of symbolic competence.

For many years, it has been known that to teach/learn a language we need more than the basic skills (reading, listening, speaking, and writing) (Wu, 2006), that is why I consider it important to highlight the dimension of **skills.** Byram (2020) defines skills as the abilities needed to interact effectively and appropriately with people from different cultures. The author describes skills as "the practical, observable abilities that enable individuals to engage in successful intercultural communication" (p. 48-49). **1 Skills of interpreting or relating:** it is said that Intercultural speakers should possess three skills: (a) Ability to identify and explain ethnocentric perspectives, (b) Ability to recognize misunderstandings and dysfunctions, and their causes, and (c) Ability to mediate cultural conflicts (Lustig & Koester, 2013, p. 62).

On the other hand, the **2 Skills of discovery and interaction:** in Byram's (1997) model of ICC, the skills of discovery and interaction refer to the ability to acquire new knowledge about the target culture and to engage in meaningful interaction with members of that culture. According to Byram, these skills involve three specific sub-competencies: interpretive skills: the ability to understand and interpret the meaning of cultural products, practices, and perspectives; relational skills: the ability to establish and maintain relationships with members of other cultures based on mutual respect and understanding; discovery skills: the ability to acquire new knowledge about the target culture through observation, inquiry, and experimentation.

In other words, the skills of discovery and interaction encompass a range of abilities that enable individuals to engage with other cultures in a constructive and meaningful way, including the ability to understand and interpret cultural differences, establish positive relationships with people from other cultures, and acquire new knowledge and insights about the target culture.

In Byram's (1997) model of ICC also encompasses the acquisition and application of cultural knowledge, or "*savoirs*". Byram argues that intercultural speakers need to possess a range of savoirs, including knowledge of the values, beliefs, and customs of other cultures, as well as knowledge of how these factors influence communication and behavior. In other words, while the skills of discovery and interaction enable learners to engage with cultural differences in a practical sense, the acquisition of cultural knowledge is equally important for building a deeper understanding of other cultures and facilitating effective communication.

Savoir être (**Intercultural attitudes and beliefs**): activities and materials should have the capacity to encourage the students to relinquish ethnocentric attitudes towards and perceptions of otherness and a cognitive ability to establish and maintain a relationship between cultures (Byram, 1997). In other words, an English teacher should promote eagerness to follow the principles of critical cultural awareness when judging the behavior, values and beliefs displayed by others. According to Byram (1997), the intercultural speaker is able to decenter his or her own culture and use the 'frame of reference' of the target culture.

No teacher can have or anticipate all the knowledge which learners might at some point need. Indeed, many teachers have not had the opportunity themselves to experience all or any of the cultures which their learners might encounter. The teacher's task is to develop attitudes and skills as much as knowledge, and teachers can acquire information about other countries together

with their learners; they do not need to be the sole or major source of information. Skills are just as important as attitudes and knowledge, and teachers can concentrate as much on skills as upon knowledge.

Savoir (**Knowledge**): this is understood as the acquisition of knowledge of social groups which involves their products and practices from any country or place. This is what is needed by a person who would like to interact with a member of any group (Byram, 2020). As it was said before, teachers might not know everything in detail about any groups, instead they may spend some minutes of their classes to promote the acquisition of this through testimonials, articles, or any other source. According to Byram et al. (2002), this *Savoir* can be defined as having two major components: knowledge of social processes, and knowledge of illustrations of those processes and products . The last one is about how other people are likely to perceive you, as well as some knowledge about other people.

Once students have acquired knowledge, it is important to put it into practice through some skills which are also crucial elements in the development of this model.

*Savoir apprendre/faire (**Skills of discovery and interaction**)*: these refer to the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction According to Byram et al. (2002) English teachers can anticipate students' knowledge needs and encourage them to show how to integrate the knowledge they already have with the one they need. Thus, any act of communication may require them to be an acute and agile observer, in intercultural contacts that becomes even more appreciable and demanded. This means that they need to be able to integrate with and relate it to what we already know.

That is why they need the attitudes to decentering but also the skills of interpreting and relating.

Savoir comprendre **(skills of interpreting and relating)**: this ability is more likely to be compared. This is about having students be able to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own. As an intercultural encounter may cause misunderstanding, a successful speaker needs to be able to discern sources of misunderstanding and resolve them (Byram, 2020). In other words, teachers can see and show students how people might understand what is said or written or done by someone with a different social identity.

Finally, there is an unavoidable need to become aware of people's values and how those influence their views of others' values. That is why teachers need to promote the development of critical awareness once they have acquired knowledge and learn how to use the skills described above.

Savoir s'engager **(critical cultural awareness)**: the ability to critically analyze, interpret, and evaluate ideas, practices, and products often calls upon the other four Savoirs. Language users are expected to have the ability to objectively engage with the phenomena they are looking at, whether from their own or a different culture. Byram (2003) argues that the intercultural speaker plays the role of a mediator between cultures, capable of negotiating and keeping an open and inclusive mind to integrate the multiple cultures in performance. Developing intercultural communicative competence involves not only mastering linguistic skills but also understanding the cultural and social contexts in which those skills are used (pp. 57-58).

An example to show how these dimensions (attitudes, knowledge, and skills) and components (*Savoirs*) were used to examine the presence of ICC in the coursebook English Files Elementary & Pre-Intermediate. This is an international study by Tuzcu (2019) which aimed at investigating if the English coursebooks used in all departments of a university include intercultural elements. That study is a descriptive study which is based on content-analysis. The findings of the study revealed that the coursebooks English File Elementary and Pre-intermediate are not satisfactory to enhance intercultural communicative competence and need revision. Those coursebooks have been used in all departments of Kırklareli University (Turkey) for years. These authors analyzed those coursebooks using Byram's (1997) model of ICC and they evaluated the activities with a modified version designed by Aijala (2009). Nonetheless, it was found out that both coursebooks are similar in the design of the activities and activity choice. They had intercultural activities that were pertinent to ICC dimensions, but all the dimensions were not ranked and especially it was the 'intercultural interaction' dimension that was not included. As a conclusion, it was found out that both coursebooks comprised some dimensions of ICC in the investigated activities, yet they were inadequate to enhance intercultural skills of learners and needed some changes and adaptations.

Although the last study shows that ICC was not fostered in coursebooks, I aim at providing more detailed information about how to find a way to implement it in an English Second Language (ESL) classroom.

Michael Byram's model of intercultural communicative competence and Liddicoat and Scarino's model of intercultural language learning share some common themes and can be connected in several ways. Both models emphasize the importance of knowledge and reflection in intercultural communication and language learning. Byram's model includes savoirs or

knowledge, which are defined as the knowledge of oneself, knowledge of other cultures, and knowledge of the relationship between oneself and other cultures (Byram, 1997). Similarly, Liddicoat and Scarino's include a methodology or guidelines for classroom tasks as key components, which involve developing knowledge of the target language and culture, as well as the learner's own language and culture (Liddicoat & Scarino, 2013). Noticing involves developing an awareness of linguistic and cultural features in the target language. This might include paying attention to new vocabulary words or grammatical structures, as well as cultural norms or customs; interacting involves actively engaging with the language and culture through communication. This might involve practicing conversation with native speakers, participating in cultural activities or events, or even just watching TV shows or movies in the target language; reflecting encourages learners to analyze their own language use and cultural assumptions. This might involve thinking critically about how language and culture shape one's identity, and reflecting on the similarities and differences between one's own culture and the target culture; and comparing involves making connections and identifying similarities and differences between the target language and culture and the learner's own language and culture. This might involve drawing on one's own cultural background to better understand the target culture, or vice versa.

By engaging with these components of language learning, learners can develop a more nuanced and sophisticated understanding of the target language and culture, and become more effective communicators in multicultural contexts.

Both models also emphasize the importance of interaction in developing intercultural competence and language proficiency. Byram's model includes "savoir-faire" or skills, which involve the ability to interpret and relate to members of other cultures (Byram, 1997), while Liddicoat and Scarino's model includes "interacting" as a key component, which involves

engaging in social interaction with members of the target language and culture (Liddicoat & Scarino, 2013).

Finally, both models emphasize the importance of reflection and critical thinking in intercultural communication and language learning. Byram's model includes "savoir-être" or attitudes, which involve the learner's motivation and ability to reflect on their own cultural assumptions and biases (Byram, 1997). Similarly, Liddicoat and Scarino's model includes "reflecting" as a key component, which involves engaging in critical reflection on one's own intercultural experiences and language learning processes (Liddicoat & Scarino, 2013).

Overall, both models provide complementary perspectives on intercultural communicative competence and language learning, highlighting the importance of knowledge, interaction, and reflection in developing the ability to communicate effectively and appropriately across cultural boundaries.

In the next point, you will find the role of ICC and teaching/learning English as a second language.

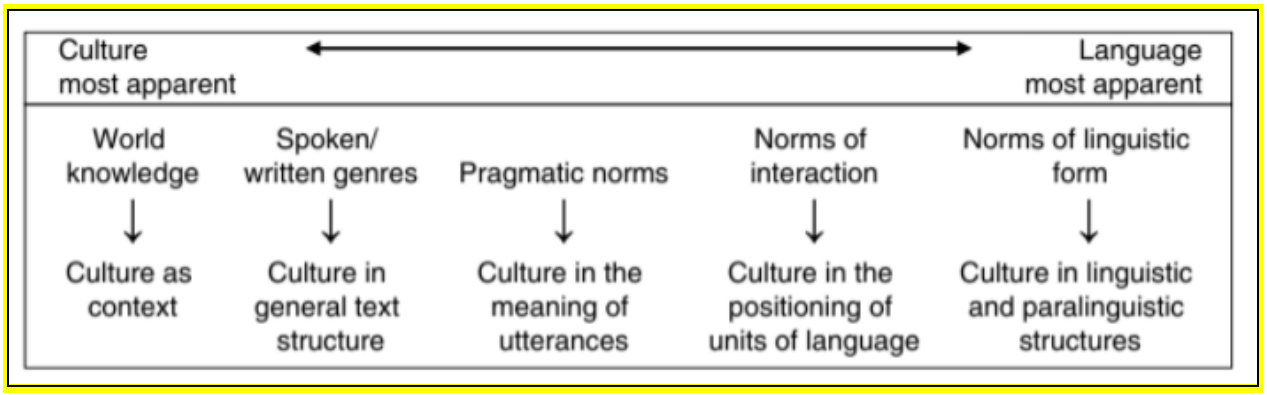
Intercultural Communicative Competence in an English Second Language Classroom

Intercultural competence means being aware that cultures are relative. That is, being aware that there is no one “normal” way of doing things, but that all behaviors are culturally variable. Therefore, when students learn a foreign language, it takes them to different settings and allows them to explore other cultures while identifying their own. In the graph shown below (Figure 3), you can see the points of articulation between culture and language in communication. This is how ICC is taken in the classroom. The intersection of culture and

communication is not simply one of the content or meaning of messages; it also applies to the forms of messages, and the ways in which these forms are evaluated and understood. This also means that teachers when planning their classes focus most of their attention on the development of the language itself, this can be considered in a very explicit way. However, when students are reading, watching, or listening to something, they can implicitly deduce and compare it to their own lives. It is very meaningful to students when they share some of their experiences or they listen to others. This definitely facilitates their learning process and makes their process more motivational.

Figure 3.

Points of Articulation between Culture and Language Communication



Source: Liddicoat (1999).

The figure 3 gives us a clear picture of how ICC can be developed in the classroom. It can all start from a simple activity talking about students' last vacation, using the simple past tense to use the language properly to describe that experience according to the city or country they traveled. This activity can be maximized from simplicity to something more meaningful like

providing students real material from other places and encouraging them to be aware of how people behave that way and why they do that.

Having students identify verbal and non-verbal communication is also important. It involves learning that all human beings are shaped by their cultures and that communicating across cultures involves accepting that one's own and one's interlocutors' assumptions and practices are formed within a cultural context and are influenced by the cultures in which they are formed, also acknowledging the diverse ways that assumptions and practices are at play in communication.

Nowadays the belief of acting similar to a native speaker is not a requirement or expectation. Teachers have realized that we can teach a second language understanding that we are not "them" and we all see the world in a different way. Kramsch (1999) argues that the very concept of native speakers is outdated and inappropriate, given the large-scale variations in linguistic norms and linguistic competence among "native speakers" of the same language (Davies, 1991; Widdowson, 1994). In other words, people can see the world through other eyes or experiences without the need of traveling. All this is thanks to technological advances.

There is no doubt that the coursebooks Mirrors and Windows by Martina Huber-Kriegler, Ildikó Lázár and John Strange, published in 2013, is a very evident example of how ICC is incorporated into the classroom. The aim of it is to develop intercultural communicative competence regardless of a topic. They show here some topics and tend students to reflect on their own culture determined by values, behaviors, and ways of thinking. It also raises awareness of intercultural differences in values, behavior and ways of thinking, and aspects of language use as well. Additionally, this helps students to develop and adopt multiple perspectives, to negotiate

common ground and to develop empathy, open-mindfulness, and respect for others. Some of the activities proposed in this coursebook were very useful in the design of my supplementary/modified activities that are part of the target for my project.

Finally in this section, a study focused on Foreign Language Teachers perceptions is also taken as reference. In 2020, Professor(s) Carmen Faustino and Diana Patino from the Universidad del Valle wrote a research study that presented results from a macro research project called Teacher Perceptions Regarding the Intercultural Communicative Competence of the bachelor's Program in Foreign Languages in a Colombian Public University. That article presents an exploratory study regarding beliefs and perceptions about the concept of ICC and its practice in teachers of the Foreign Language Teaching Program at Universidad del Valle. It is following a mixed type of case study which aims at identifying teacher's beliefs and perception about ICC to establish a clear horizon and allows to develop intervention proposals which imply adjustments on the designs of program's syllabuses, in the short and medium term. The findings indicate that the teachers in this program perceive language and culture as inseparable, but their pedagogical practices are not coherent with this perception. Teachers recognize the need to strengthen their theoretical and methodological knowledge about ICC, which will then help them transform their pedagogical practices and make modifications to the educational project of the program. This study is considered relevant to my research due to one of the research questions I described at the beginning. Through a focus group and a survey, my project seeks to know how much and what do teachers understand/know of ICC. Moreover, the results will provide me with evidence to enhance the exposure of this competence in future teacher training at the binational center.

The role of Coursebooks when teaching English

Traditionally the main tool to provide input and teach English as a second language has been the coursebook. Through the years, some problems have been exposed with the usage of this tool because they are not adapted to students' needs, desires, expectations, and context. Below, there are some trends of the problems discussed when using coursebooks in foreign language education:

- Cultural Bias: coursebooks often present a narrow and biased view of the target culture, which can perpetuate stereotypes and reinforce cultural misunderstandings (Kramsch, 1993). Coursebook authors may unintentionally promote their own cultural perspectives, and omit or downplay the perspectives of other cultures (Matsuda & Friedrich, 2011).
- Lack of Authenticity: coursebooks may present overly simplistic or unrealistic situations that do not reflect the complexity of real-world language use (Nunan, 1991). In addition, the language presented in coursebooks may not accurately represent the ways that native speakers actually use the language (Larsen-Freeman & Long, 1991).
- Limited Vocabulary and Topics: coursebooks may only cover a limited range of vocabulary and topics, which may not be relevant or interesting to all learners (Brown, 1995). This can result in a lack of motivation and engagement among learners, especially those with different interests or backgrounds.
- Static and Outdated Content: coursebooks are often slow to reflect changes in language use and cultural norms (Tomlinson, 2012). This can lead to outdated or

irrelevant content that does not prepare learners for real-world communication situations.

An example of this perspective can be seen in the article by Tomlinson & Masuhara (2017) arguing for a more dynamic and flexible approach to materials development and use in language teaching. They suggest that coursebooks should be viewed as a starting point for teachers to adapt and supplement according to the specific needs and interests of their learners, rather than as a rigid curriculum to be followed strictly. This means that for teaching English while fostering the ICC teachers need to have resources which enable access to and insights about the language and culture that is being taught. A typical feature of ESL coursebooks is about the topics editorial houses choose to teach grammar, vocabulary or start a conversation. In some cases, the deeper level of cultural/intercultural interactions i.e., critical reflections, is not represented adequately in coursebooks, especially in the more advanced-level coursebooks such us Interchange 1, Interchange 2, and Interchange 3 (Roohani & Molana, 2013). That commonly happens when a coursebook is inside an expanding circle such as Iran and Colombia. Kachru (1985) states that countries that belong to this circle are the ones in which English is learned as a foreign language. Therefore, it is hard for those countries to find resources in those coursebooks that can easily adapt activities based on students' contexts and daily lives.

The Colombian Ministry of Education has developed curriculum guidelines for foreign language learning in public schools, which recommend the use of coursebooks as a teaching resource. These guidelines apply to public schools, but many private language institutions in Colombia also follow them (Colombian Ministry of Education, n.d.). Furthermore, many language institutions in Colombia have their own policies that require teachers to use specific coursebooks or coursebooks as a part of their teaching materials. These policies often include

guidelines on how to select coursebooks that align with the institution's teaching philosophy and educational objectives.

According to Holliday (1994), Kramsch (1993) and Byram (1997), language teaching coursebooks are often criticized for not adequately preparing learners for intercultural communication and offering a limited and sometimes distorted view of culture. Some institutions follow a criterion based on the development of linguistic aspects, but they do not care much about what they are showing to students. Sometimes coursebooks tend to highlight some dominant cultures such as the American, British, French, or Australian. According to Byram et al.(2002), Deardorff (2006) and Kramsch (1998), language teaching coursebooks should include activities that promote critical analysis of cross-cultural communication breakdowns in order to develop learners' intercultural communicative competence (ICC). Their pedagogical value is high, as they allow learners to notice and reflect on culturally determined patterns of behavior. Thus, they lead to the act of confrontation between the student's often unconscious schemata, norms, and values, which they acquired by the process of socialization in their native culture, with the same elements characteristic of the target language culture.

A study by Böcü & Razı (2016), which aimed to identify elements related to 'intercultural communicative competence' in the coursebook series *Life* at A1 and A2 level published by National Geographic Learning which incorporates plentiful photographic content. The authors evaluated the coursebook *Life* 1 Series First Edition*,* and it shows how the photographic elements of the book were related to culture with the small c rather than the big C (Kramsch 2013). In contrast with my project, the same book is being taken for reference and their research questions gave me light to evidence teacher’s perspectives in a different setting. Its first research question seeks to identify features from the coursebook that involves ICC. The results indicated that they

offer a variety of cultures in their activities, even less familiar ones such as Mongolian families and the life of the Sami people, thanks to the NatGeo content. They do not solely focus on dominant cultures such as the British or American. The second research question looks for finding opinions of the users, namely, university lecturers and their students, regarding the intercultural dimensions of the coursebook. This shows that there were generally positive results regarding the cultural content of *Life* 1 Series First Edition. Almost all the lecturers and students stated that *Life* A1 and A2 foster these intercultural features to a large extent. Interview results also supported this view since the lecturers were highly positive about the cultural variety and authenticity of the books. On the other hand, the interviewees reported that the effectiveness of the coursebooks in terms of teaching culture may depend on how it is handled.

Coursebooks can offer teachers a diversity of tools/activities to be implemented in class. However, in the last years, the eminence of ICC has been emphasized as critical to achieving successful communication in EFL contexts as linguistic knowledge of grammar and vocabulary items (Baker, 2008, p.131). Together with this, the ultimate goal of an intercultural approach to language education is not so much 'native speaker competence' but rather 'ICC' (e.g., Alptekin, 2002; Byram, 1997).

The concept of "Materials" in an English Second Language classroom

A language needs more than a teacher standing in front of a class telling students how to use any verbal tense or vocabulary. Materials are understood as mostly coursebooks, but in this study "Materials" refer to all kinds of resources implemented by teachers that enhance or facilitate the learning process such as videos, photocopies, dictionaries, balls, board games, among other tools.

Anything that presents and informs about the language being learned (Tomlinson, 2013). In other words, materials are anything that is used in class as a means to impart knowledge (Tomlinson, 1998). When these resources are used in an ESL class, curiosity, interest and attention are highlighted and students can achieve a better chance to acquire a new language. Therefore, some of the common elements of intercultural competences across different cultures include respect, self-awareness/identity, seeing from other perspectives/worldviews, listening, adaptation, relationship building, and cultural humility (UNESCO, 2013).

Sometimes materials are not properly adapted to a class and students do not feel like learning a language but attending a talk about how other people behave in other countries. For this reason, I agree with Cunningsworth (1984) idea that the cultural context that accompanies linguistic content should help students perceive and properly categorize social situations they might find themselves in, which runs in agreement with Dell Hymes' concept of speaking to be socially accepted and understood (Susan, 2009). English teachers must know the context where the language is being taught and the learner's purposes well. It can be a virtual class of 20 young adult students that takes place in the city of Cali, Colombia. Here, there are just some features a teacher must take into account at the moment of choosing the appropriate material to achieve a goal. These are real examples of the binational center virtual classes. Therefore, the context in which teachers are using materials in order to achieve the optimal congruence between materials, methodology, learners, objectives and the target language are key aspects for potentializing the acquisition of English as a second or foreign language.

As a reference, a local study by Cardenas (2018) is taken into consideration because it intended to enhance students' Intercultural Communicative Competence by means of the design of materials that integrated culture in the teaching-learning process of English as a foreign

language. That research study was carried out at Colegio Cundinamarca with eleventh graders in their English classes. The author followed the action research desing, framed within the qualitative research approach, which led her to collect data from students' artifacts, surveys and a teacher's journal to keep a record from all the process. In this research, the author concluded that the implementation of materials in the EFL classroom is a way to innovate in our own teaching contexts. The inclusion of cultural topics in Colombia and other countries made the materials appealing to the students, which was a good strategy for making learning more meaningful.

Techniques for adapting materials from coursebooks

Adapting materials from coursebooks is something that teachers usually do on a regular basis. It can be done consciously or unconsciously. This means that original elements from a coursebooks are modified by the teacher according to the students' needs. A picture from somebody skiing is established by the coursebook, however, in Colombia, skiing is not an activity people do due to the weather conditions. Therefore, a teacher can intentionally change the picture and follow the same objective proposed by the coursebook or students can simply discuss activities and compare them to their reality. Adapting materials can go from adding carefully contextualized elements related to the class, to modifying listening passages because they sound too much like written material being read out. There have been numerous reasons for adaptation. Cunningsworth (1995) stated that adaptation depends on factors such as the dynamic of the classroom, the personalities involved, the constraints imposed by syllabuses, the availability of resources and, the expectations/motivations of the learner.

When teachers are looking for what best works for their class, having clear objectives is considered a fundamental point for adopting any materials. Additionally, Islam & Mares (2003)

proposed the following list to take into account when adapting materials from a coursebook (p. 86-100).

- Add real choice: the option of modifying the order of units or topics is acceptable, as long as it benefits the students and suits the students' learning styles.
- Cater for all sensory learner styles: a teacher must think of the diversity of learner styles (visual, auditive, kinaesthetic, etc.) and how adapting materials can facilitate learning.
- Provide for more learner autonomy: proving students tools and resources to study independently.
- Encourage higher-level cognitive skills: through adaptation, students can hypothesize, predict, infer, make connections and associations and visualize.
- Make the language input more accessible and engaging: modifying activities in order to make them more appealing for students. For example, a reading comprehension task in a coursebook can turn into a dynamic survey in Kahoot.

Once objectives are settled based on the classroom and students' conditions, McDonough & Shaw (1993) and Cunningsworth (1995) offer some techniques that may be implemented when adapting materials in order to suit the needs of students. 1) Adding, extending and expanding; 2) deleting, subtracting and abridging; 3) simplifying; 4) reordering and 5) replacing material.

The topic of this unit is called "Culture and Identity" (See Figure 4). This page of the coursebook contains four activities. Two activities are to work in pairs and the other two are based on a listening excerpt. The aim of expanding an activity is to promote intercultural competence through a game called "Find someone who" (Figure 5).

Figure 4.

Unit 1 Opener (pag 9) Life 4 Series Second Edition



Unit 1 Culture and identity

Destiny Buck, of the Wanapum tribe of Native Americans, with her horse Daisy

FEATURES

10 How we see other cultures
How we think about cultural groups

12 Culture and color
Take quizzes about color

14 A world together
Find out what globalization really means

18 Faces of India
A video about the photographer Steve McCurry

1 Work in pairs. Look at the photo and the caption. Discuss the questions.

1 Where is the girl from?
2 What is she wearing?
3 The photo shows two things that are important in Native American culture. What do you think they are?

2 ▶ 1 Listen to an excerpt from a TV program on world cultures. Check your ideas from Exercise 1.

3 ▶ 1 Listen to the excerpt again. Complete the sentences.

1 People from all cultures need a sense of …
2 Many Native American children learn to ride …
3 Wearing the colors of our favorite team says: "We …"

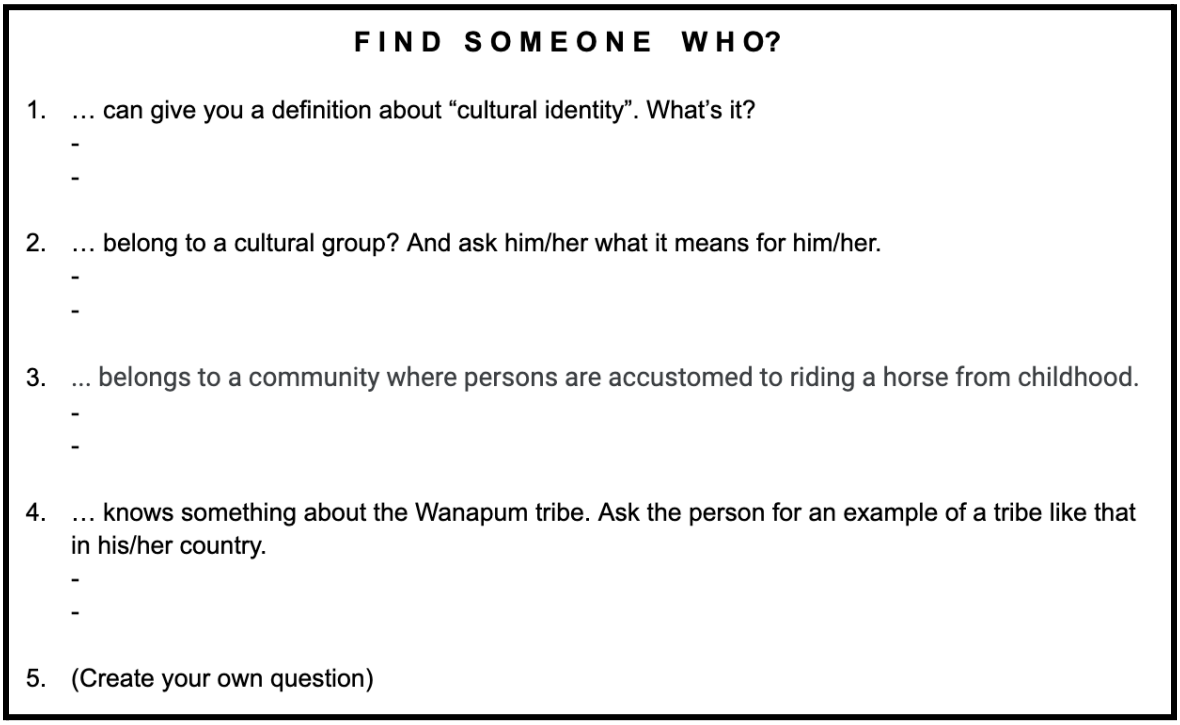
4 Work in pairs. Do you belong to any of these groups? Tell your partner about them or any other groups you know about.

cultural societies	hobby groups
educational classes	online communities
family groups	sports clubs

Source:

Figure 5.

Adapted activity following the technique of Adding; Expanding



FIND SOMEONE WHO?

1. … can give you a definition about “cultural identity”. What’s it?
   -
   -
2. … belong to a cultural group? And ask him/her what it means for him/her.
   -
   -
3. ... belongs to a community where persons are accustomed to riding a horse from childhood.
   -
   -
4. … knows something about the Wanapum tribe. Ask the person for an example of a tribe like that in his/her country.
   -
   -
5. (Create your own question)

Source:

The review of literature shows an overview of ICC, a model and how it is implemented in an EFL classroom. In the second instance, as ICC is exposed, coursebooks take an important part in this chapter. This project aims at designing supplementary activities based on the current coursebook used in class. Thirdly, the concept of materials is described. A set of 24 activities is the final product of this project. Therefore, a wide part is presented related to what is necessary at the moment of creating material taking into account the institution context.

In the next chapter, the methodology and research design will be described in detail.

Chapter 3. Methodology

Considering the fact that my research study was mainly focused on piloting a set of supplement material adapted from from *Life* 4 Series Second Edition in an English Classroom. The objective of this chapter is to present the method used in this study. Therefore, I will explain in detail both the Research Design as well as the Instructional Design, which contains the type of study I conducted, the objectives and the corresponding phases.

Research Design

The present study follows an educational design research type which adopts a mixed method approach but mostly qualitative.

According to McKenney and Reeves (2012) Educational design research can be defined as a genre of research in which the iterative development of solutions to practical and complex educational problems also provides the context for empirical investigation, which yields theoretical understanding that can inform the work of others. In this research, the application of mixed methods allows us to design, collect, analyze and combine qualitative and quantitative research in a single study (Creswell & Plano 2007).

Educational design research (EDR) is particularly concerned with developing usable knowledge, thus rendering the products of research relevant for educational practice. It is conducted in the naturally occurring contexts of classrooms, online learning environments, and other settings where learning occurs. Multiple methods are often used to study phenomena within the complex systems of authentic settings, thus possessing high degrees of ecological validity (Tomlinson, 2013).

The following features characterize the EDR:

- It is **theoretically oriented**: theoretical understanding is used to frame not only the research, but also to shape the design of a solution to a real problem.

- It is **interventionist**: different kinds of solutions may be designed using interventions; they can include educational products (e.g. learning materials), processes (e.g. teaching repertoires), programs (e.g. professional development scenarios), or policies (e.g. protocols for school evaluation).

- It is **collaborative**: it requires collaboration among a range of actors connected to the problem at hand. Researchers learn from practitioners, and vice versa.

- It is **iterative**: the insights and the interventions of educational design research evolve over time through multiple iterations of investigation, development, testing, and refinement. Within one larger study, several sub-studies often take place, each with its own complete cycle of inquiry and sound chain of reasoning.

- **Reciprocity between research and practice**: practice refers not only to the work conducted in classrooms and educational institutions, but also to the work that directly affects classrooms and schools. This can include the work of supportive professionals (e.g. educational coaches and consultants); intermediaries (e.g. regional centers and in-service educators); or others in the educational system. Consequently, the term

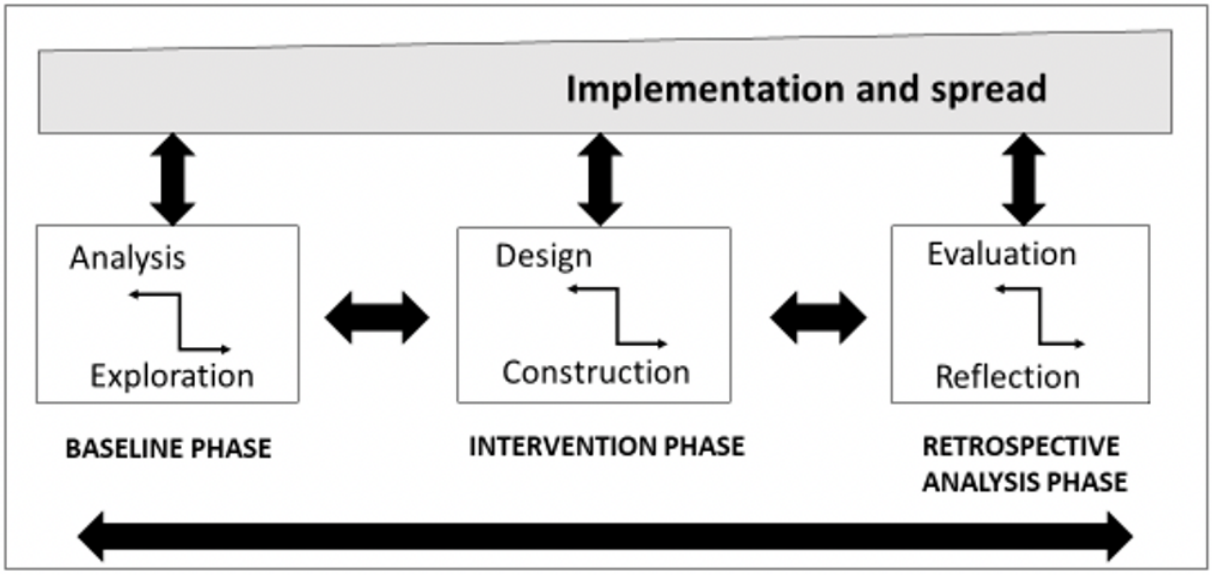
"practitioner" used throughout this work refers to many kinds of educational professionals including, but not limited to, teachers.

This study follows a three-core phase model for educational design research (See Figure 6). The model shows a single, integrated, research and design process. The generic model shows that educational design research progresses through three main phases, each of which involves interaction with practice and contributes, directly or indirectly, to the production of theoretical understanding and the development of an intervention, which matures over time.The baseline phase corresponds to analysis and exploration. It includes problem identification and diagnosis.

The purpose is to understand the problem in the context. During *analysis,* a literature review was conducted to gain theoretical inputs that shape understanding of the problem, context, and other relevant topics, such as intercultural communicative competence, research on coursebooks and materials development. In addition, practitioners' collaboration through surveys on satisfaction of coursebook use has helped to shape a better understanding of the educational problem to be addressed in this study, the target context, and stakeholder needs. By reviewing previous studies where similar problems and their solutions have taken place, a more open-ended *exploration* was developed. Similarly, the first draft of a supplementary material based on *Life* 4 Series Second Edition activities was designed in this phase, adding a special emphasis on local and national cultures. In meetings with practitioners, ideas about supplementary material implementation were shared and discussed.

Figure 6.

Generic Model for Conducting Design Research in Education



Source: Adapted from McKenney and Reeves (2012, p. 77).

During design and construction (second phase), a coherent process was followed and documented to arrive at a solution to the problem, in our case, design and implementation of materials to foster ICC, specifically, supplementary activities with emphasis on national and local cultures. Construction refers to the process of taking design ideas and applying them to actually manufacture the solution. In the intervention phase, English teachers have implemented the activities in their classes. Once the activities were applied, teachers fill out a survey expressing their point of view and evaluating each.

The third phase involves retrospective analysis. The term *evaluation* is used in a broad sense, referring to empirical verification that is done through an intervention. In this study, soundness and effectiveness of materials with activities emphasizing national and

local cultures was evaluated through analysis and reflection on what happened in the classrooms and teachers opinions collected from a focus group. The results of empirical findings as well as critical reflection have helped the researcher to analyze the proposed material in terms of its acceptance, refinement, or rejection. The knowledge produced by the analysis in this phase contributes to a broader theoretical understanding concerning ICC development in English classes using a coursebook.

Academic and social context

This binational center is officially recognized by the United States Embassy as a Binational Center. It is a nonprofit organization since 1954 which works in the teaching of English Language and also the cultural strengthening of the region.

Nowadays, there are four branches: Two in the city of Cali, Colombia, another one in Buga which started in 1989 and in Palmira since 2005. The headquarters is located in the north of Cali in a neighborhood called Granada. There you can find most of the administrative and academic areas. Besides, there is also the Cultural office and everything that is related to it such as the Earle Sherman Auditorium, the Abraham Lincoln Library, and the Humberto Hernandez Gallery of Art. Despite the language teaching and cultural activities, this institution is dedicated to supporting the community through its social responsibility program.

Mission: to offer some transformative experiences through the cultural dialogues based on the American contexts to the community.

Vision: to be the window of the world for those who are willing to dream, learn and discover.

Institutional Commitment: to offer programs and services related to the English language, with spaces that favor cultural exchange and allow the community to connect with the world through learning and using the language, continuously improving, and ensuring compliance with the requirements of each customer.

Cultural programs: students can participate in a variety of cultural activities such as the Blues and Jazz festival, Exhibitions in the gallery of art, 4th of July activities among others. These activities are not exclusively for students but the audience in general. Additionally, the Institution offers some advice for students who are interested in studying in the USA.

Institutional values: in order to achieve the mission and vision of the institution, there are established institutional values that guide the thinking and action of all employees. These values are ingrained and define the behavior of the members of the institution and clearly indicate the guidelines for the development of activities, their actions and decision-making.

- Respect: accept and tolerate differences, providing dignified treatment.
- Honesty: transparent handling of actions and decisions.
- Excellence: doing things well, always seeking continuous improvement.
- Passion: love, dedication, and commitment for everything that is done.
- Adaptability: willingness to positively face change or unexpected situations.

There is a variety of schedules for students to choose their best time to study. Each class consists of a maximum of 18 students. The English for Adults program consists of a 32-hour course that takes place on the weekdays (Monday to Thursday) and Saturdays.

There are four cycles and each of them lasts four months, they are called Fundamental 1, 2, 3, 4. They are the basic users, and this cycle aims to make students able to understand and use familiar everyday expressions. Besides, the student will be able to introduce him/herself and others can ask and answer questions about personal details. This cycle follows the pacings based on the coursebook *Life* 1 Series Second Edition by NatGeo Learning. Then, the second cycle is called Fundamental Plus 1, 2, 3, 4. Here students learn how to communicate easily and a little more independently. However, they need some help to express themselves freely due to the lack of vocabulary. In other words, students are able to understand and communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters. The coursebook implemented in these courses is *Life* 2 Series Second Edition by NatGeo Learning. The third cycle is called Pre-Independent, and it also has four levels 1, 2, 3 and 4. Once students reach this level, they are in the capacity to understand main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Additionally, they can deal with most situations likely to arise whilst traveling in an area where the language is spoken. And finally, the last cycle is called Independent 1, 2, 3, 4. This course in particular has something different that is the preparation for the OOPT (Oxford Online Placement Test), which is a test that checks their level of English (Use of English and Listening comprehension). Therefore, students spend most of their time in the last two courses acquiring some test strategies and preparing themselves for the test. At the end of these four courses, students can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions

in his/her field of specialization. Besides, they can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. All of the characteristics mentioned above were taken from the Common European Framework of Reference.

Participants

A number of 18 volunteer teachers who lead Independent courses throughout the period of 2021 and 2022. All of these teachers have worked for the binational center more than five years and besides the role of the teacher, some are also part of the *Advisory program* that guides the rest of the teachers in their professional development. Before choosing these participants, they were asked (through a consent form) and all of them accepted to be part of this research. Their names are not revealed, and they are represented by codes using T1, T2, T3 and so on.

Data Collection Instruments

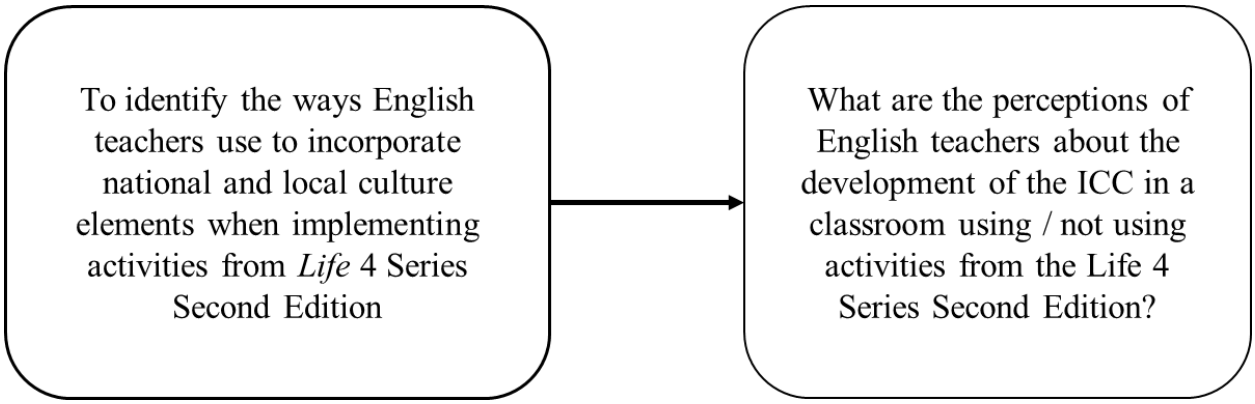
The data collection instruments are presented accordingly to the corresponding phase to be described in a chronological order. This research employs a focus group, class recording, observation form, surveys, and interviews as data collection instruments. Use of multiple sources of data and/or methods of data collection is called triangulation. Using a variety of data collection tools helps to increase the level of reliability of the study.

Baseline Phase

Analysis and Exploration are two key words in this phase. For this reason, the following instruments help me to answer one research question. Besides, the data collected will guide us to achieve our first specific objective (See Figure 7).

Figure 7.

First specific objective



- Focus group: a virtual meeting with 7 teachers took place in March 2021. This encounter lasted about 1.5 hours where teachers first, get to know some general information about this research project and second, they share with their thoughts about ICC and activities they have done in class developing this competence (breakout rooms). The meeting was conducted in English and Spanish to allow everyone to express their perspective in a language they feel comfortable with (Appendix 1).
- Class recordings: 12 class recordings were shared voluntarily by participants. These recordings were named by topics taught and evaluated through a checklist to confirm if teachers incorporate or not national and local culture in their classes (Appendix 2).

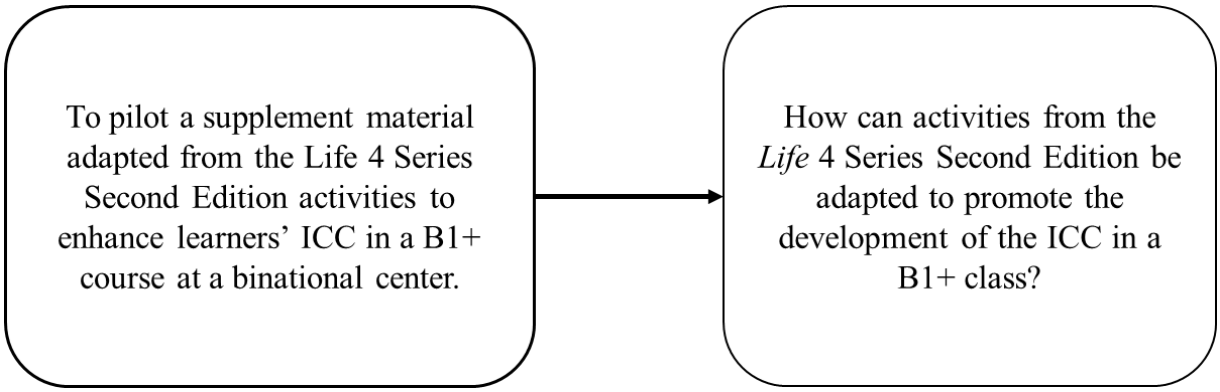
- Survey: teachers were asked to answer a survey with multiple choice and open questions. This survey aimed at gathering information in three sections. The first one is called: You as a teacher, the second one: culture in foreign language teaching, and the third one: foreign Language teaching materials. This survey was adapted from Sercu (2005) (Appendix 3).

Intervention Phase

Design and Construction are two key words in this phase. Based on the data collected from the previous phase, a set of supplementary activities were designed and constructed in order to achieve one of the objectives of this project. Two research questions are the guide to reach our goal (See Figure 8).

Figure 8.

Second specific objective



Designing supplementary activities: a set of twenty four activities were created in total. Four per unit. Each unit has 7 lessons (Opener section, lesson A,-F). In the Independent 1 course, teachers were able to see supplementary material for the opener sections, lesson A, B and C for each unit (1-3). However, in the Independent 2 course there were some changes due to the variety of topics offered. Five supplementary activities were designed for unit 4, four for unit 5 and the last unit (unit 6) counted with three (Appendix 4).

Teachers had access to these activities and they were to implement the ones they feel more comfortable with. Every supplementary activity has a written lesson plan and they all follow the following items:

- Course: *independent 1 or Independent 2*
- Type: *pre / While / Post*
- Time: *duration of activity*
- Mode: *in person / Virtual*
- Objective: *functional communication*
- Linguistic competence: *skills being developed (Listening / Reading / Writing / Speaking)*
- Intercultural competence: *skills / Attitudes / Knowledge / Savoirs*
- Teacher notes: *description of implementation*
- Student's material: *material shared to students*

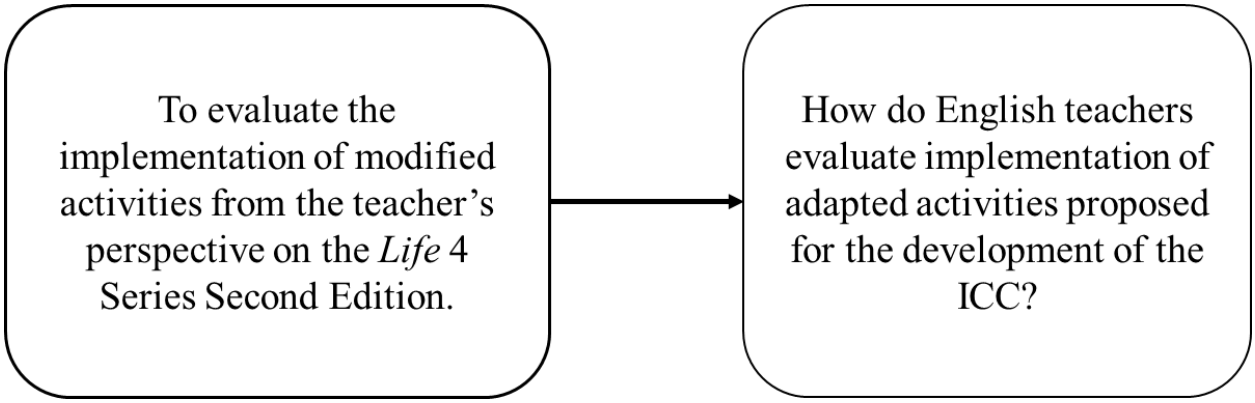
In this sense, teachers apply activities before, during and after teaching the main topic of the class, taking into account the duration of the class, where a functional topic on various topics is addressed; in the case of linguistic skills, it consists of verifying whether the focus is reading, speaking or writing; regarding intercultural competencies, it focuses on identifying whether the students' skills and attitudes are being developed. Finally, some notes are taken to improve.

Retrospective Analysis Phase

Evaluation and reflection are two key words in this phase. Once the supplementary activities were shared with participants. A period of six months was given in order to implement such activities when teaching Independent 1 and 2. On the top of each lesson plan, participants had a link that took them to a survey that must be completed every time the activity was implemented (See Figure 9).

Figure 9.

Third specific objective



Source:

- Survey: This instrument intended to collect qualitative data. Teachers were to answer how productive the activity was and their perception of students' attitudes when implementing such activities. In the survey there are two open questions that ask about

the advantages and disadvantages of implementing that activity in the classroom. Finally, there is a part that is optional for the participant to express any modifications (Appendix 5).

In order to identify the teacher's knowledge and perception towards the ICC, I used a modified survey based on Sercu (2005). This original survey has 11 sections. For this project, I designed mine based on sections 3 (You as a teacher) and 6 (Culture in Foreign Language Teaching). There is a section called Foreign language teaching materials but I did incorporate any of those questions in my survey.

My adapted survey contained three sections. 1) You as a teacher, 2) Culture in foreign language teaching and 3) Language teaching materials. Quantitative and qualitative data is processed.

Section 1 aimed at collecting data concerning perceptions of what a teacher tried to achieve with their students, their level of importance of culture teaching and foreign language teaching in a classroom, and time distribution regardless of culture teaching and foreign language teaching.

Section 2 was identical from the original survey because it concerned perceptions from the teacher’s culture teaching practices. All the data collected here was quantitative due to the type of questions (frequency).

Section 3 was centered on the materials teachers currently used in the classroom and if they frequently used the Life 4 Series Second Edition. The data collection in this part is fully qualitative.

Data Analysis

As we mentioned before, we use triangulation to compare the findings from various sources to look for similarities in observations in more than one data source and thus lends credibility to the findings. If the findings from multiple sources agree, triangulation of data has occurred, and the accuracy and credibility of findings are enhanced. Triangulation is a technique of value in the design of both qualitative and quantitative studies (UNAIDS, n.d.)

To perform data analysis, we organized and code information gathered from transcripts of interviews, informal discussions, observations, field notes, and video recordings. The data was synthesized and put into categories that represent themes and patterns. Reading and re-reading of transcript data were needed to search for meaning and relationships.

Chapter 4. Results

The results indicate that, the teachers of the binational center who participated in this study were able to articulate cultural competence in the teaching of the English language, which allowed students to have spaces for discussion and expression on intercultural issues, in other words, they have experienced a pleasant experience by giving rise to intercultural communication by recreating situations from the different countries where the students are from. The results obtained are detailed below.

Teacher's perceptions and knowledge towards the development of Intercultural Communicative Competence

The first instrument was a Focus Group (FG). Six teachers attended this event. It took place on the 11th of May at 9am. One of them could not make it due to her work schedule.

However, I met that teacher the same day later and had the opportunity to talk about this project. The meeting with the rest of the teachers lasted one hour. At the beginning, a brief introduction given including the title, objectives, research questions and part of the methodology. All the teachers listened carefully and they asked a couple of questions related to interculturality. After having that introduction, the FG was divided into two breakout rooms each one with three teachers. The objective of this activity was to have them share with their colleagues some of their outstanding activities they have done in units 1-6 of the coursebook *Life* 4 Series Second Edition.

Group A

Although two teachers did not know much about the ICC, through their discussion they realized this competence had been implemented in their classes. They provided some examples of their activities.

One of the teachers talked properly about the IC and she mentioned that she always tells students they are citizens of the world. This means they are learning English because they might need it for personal or professional purposes. This teacher also explained the reason why she encourages students to discuss and express their personal opinion about some topics. She affirmed that students were always curious and this has resulted in satisfaction in her classes due to the students' curiosity and openness.

In conclusion, the three teachers who participated in this breakout room shared some activities and in all of them they developed the ICC. Although they were not aware of it, they now know and reflect on it.

Group B

These three teachers talked about activities related to the culture with the small c. They described some of the activities they do in all the units, although one of them had not taught the

Independent 2 course. There was a teacher who was emphasizing on the development of grammar first and then some communicative activities. She departs from grammar when talking about the topics. However, this teacher was the one who participated the most and described more activities than the others.

They three agree on the development of linguistic aspects such as grammar, vocabulary and expressions to use on a daily basis.

After having shared some of their activities, I asked them to highlight some activities they had previously shared to the rest of the group. A teacher started saying that she had never thought of doing an activity which involves culture: "if the unit demanded us to talk about culture, I do it, but I never think of intercultural communication". This participant also expressed that since the binational center has been teaching under the virtual mode, she has had the opportunity to have students from other countries such as Panama, Argentina and USA (All students' first language is Spanish), students had the chance to ask them some questions about life in those countries.

Later on, another teacher described some of the activities she usually does in her classes. The first example was in Unit 3 called "Water", so first she provided them with some vocabulary and grammar and then students had to create some students. She said "there are some examples in the book, students can think of some situations that have happened in their own country". There is an article about the Titanic and she encouraged students to think of Armero, Colombia when the volcano exploded and everything was destroyed. She took the discussion beyond the regular basis (grammar and vocabulary) and students were able to search on the internet in case they did not know much and search for other scenarios. They did and she emphasized that "it was a very satisfactory class".

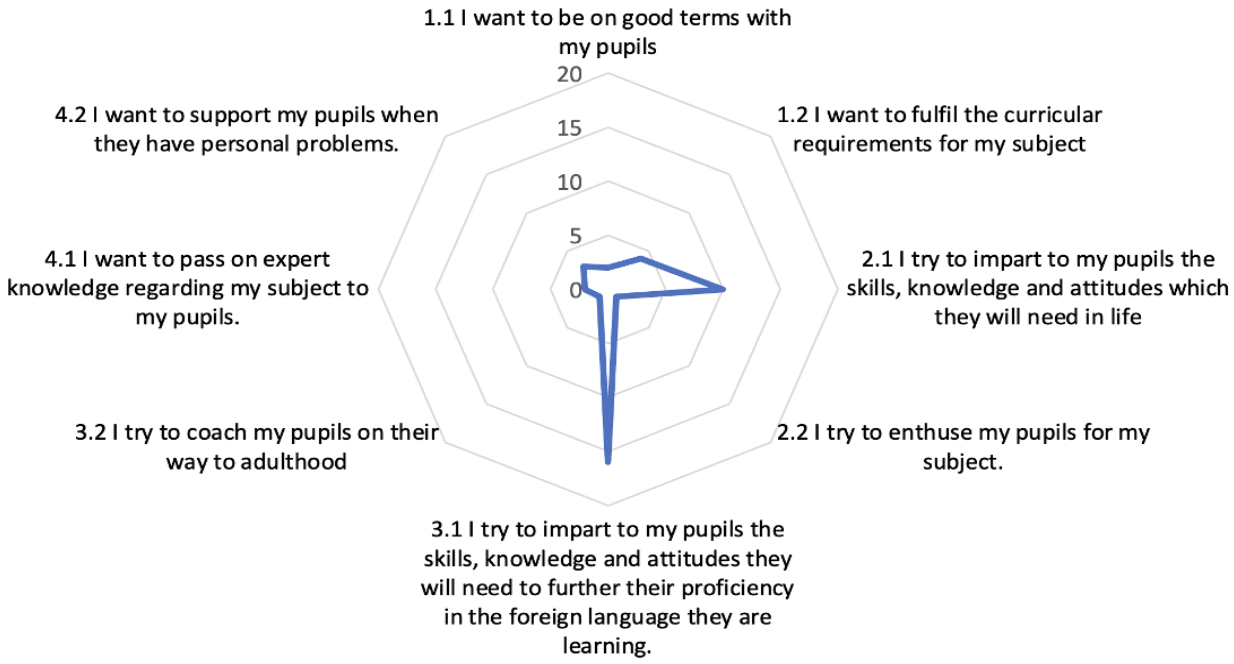
In the last part of the meeting, a teacher expressed her concern about the amount of time this took them and also that pacings needed to be modified because there are many things that need to be taught in one unit. Moreover, this participant proposed that if teachers get some strategies to integrate language teaching and ICC, it would be great and the objective can be achieved.

Below, you can see the results obtained from each section of the survey.

Section 1: You as a teacher

The first question teachers had on their survey was about what they tried to do in their classes. In Figure 4. "You as a teacher", you can see that almost half of the teachers answered that they tried to impart to their students the skills, knowledge and attitudes students will need to further their proficiency in the foreign language they are learning. Besides, the second answer had the second highest percentage covering skills, attitudes and knowledge but in this case is related to what students will need in life. Having said this, it showed that teachers considered these three elements (skills, attitudes and knowledge) when teaching a foreign language. On the other hand, topics related to adulthood, personal problems and perceiving English as a school subject did not take a high percentage. This can be said because the binational center is not a school. It is an independent institution that students choose for learning English as a foreign language. What is more is that each class lasts two hours.

Figure 9. What do you try to do as a teacher?

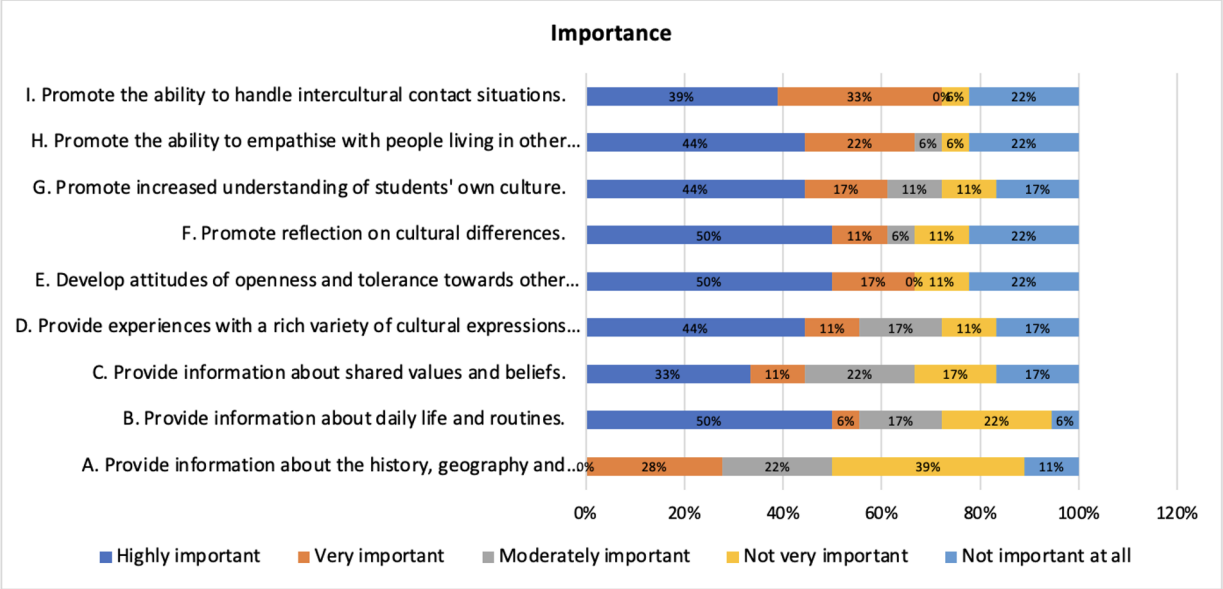


Note: presents the activities that teachers carry out with students.

The second part of this section centered its attention on the understanding of "culture teaching" in a foreign language context. Teachers were asked to choose from 1(Highly important) to 5 (Not important at all) if the objective listed was important to them. Besides, teachers were also able to expand their answers by providing reasons of why they would or would not like to devote more time in "culture teaching".

Figure 10.

Culture objectives in a foreign language teaching class



Note: the figure showed the level of importance participants give to each teaching objective related to culture.

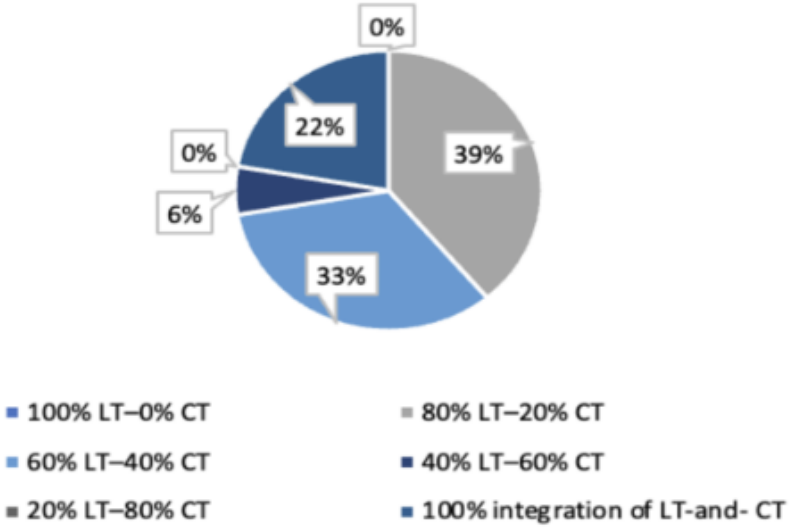
There are three objectives (F, E and B) teachers feel more identified with. However, objective A) Provide information about the history, geography and political conditions of the foreign culture(s) had a varied level of importance. Seven teachers expressed they did not consider it important but an average of 9 teachers did. Therefore, I can say that at the binational center, teachers do not involve much historical or political knowledge. Although 66% of the participants expressed they would like to devote more time in culture teaching up to certain point "*Probably, I don't see culture teaching as objective as language teaching, but I like culture teaching important anyway"*, some of the recurrent concerts on not being able to invest more time were related to following a curriculum given by the institution, "*You have to respect a provided currículum*" *and* "*Mainly , because there is a pacing we as teachers need to follow*".

Finally, thirteen teachers expressed they invested about 70% of their time in language teaching and 30% in culture teaching (Figure 11). There were no extremes in this survey. This

means that none of the teachers answered that they invest all their time teaching neither culture or foreign language. This shows that teachers are somehow involved in activities related to culture while using the target language.

Figure 11.

LT and CT time distribution



Note: LT: Language teaching; CT: Culture teaching.

Section 2: culture in foreign language teaching

In this section, teachers were asked to indicate how frequently they would like to practice or have practiced these activities related to culture in their teaching in their classrooms.

More than half of participants choose the below activities to be implemented in class at least once in a while.

A. I ask my pupils to think about the image which the media promotes of the foreign countries (72%).
B. I ask my pupils about their experiences in the foreign countries (67%).

C. I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class (67%).
D. I ask my pupils to independently explore an aspect of the foreign culture. (55%)
E. I ask my pupils to think about what it would be like to live in a foreign culture. (55%)
F. I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture (55%).

On the other hand, 66% of participants showed interest in "*Telling students what the teacher has heard (or read) about the foreign country or culture*" and "*using supplementary materials or the Internet to illustrate an aspect of the foreign culture*". Moreover, about half of the participants expressed have done the following activities listed:

A. I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries(44%).
B. I tell my pupils why I find something fascinating or strange about the foreign culture(s) (44%).
C. I ask my pupils to describe an aspect of their own culture in the foreign language (50%).

In contrast to all the possible activities teachers would like to practice or have done in their classroom. *Inviting a person originating from a foreign country to my classroom* was the one answer that all the teachers agreed to say "never".

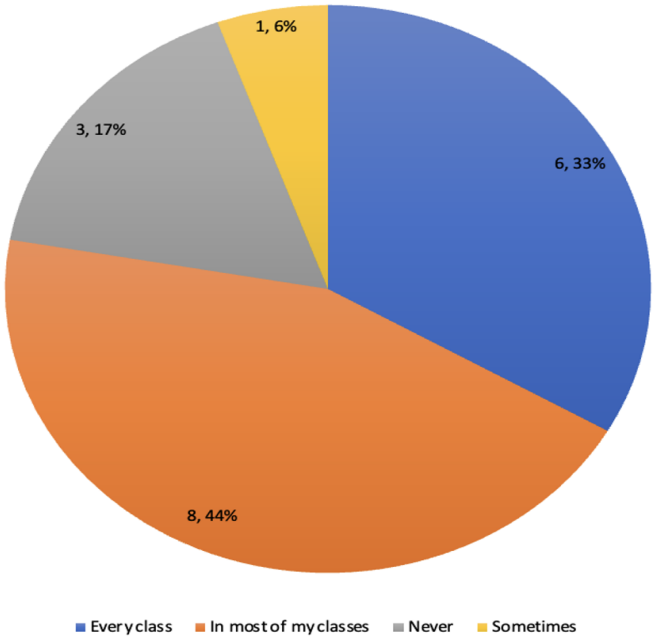
<u>Section 3:</u> Foreign language teaching materials

The last section of this survey consisted of three parts. The first one teachers expressed how frequently they use the *Life* 4 Series Second Edition in their classes (See Figure 12). 44% of the

teachers said they used the coursebook in most of their classes, 33% of the teachers said they used it in every class, 17% of the teachers said that they never used it and 6% of the teachers said they sometimes used it.

Figure 12.

Usage of life 4 series second edition



In the second part of this section teachers provided some brief descriptions of how they use the coursebook in class and most of the recurrent answers were related to using the coursebook when teaching grammar "*I implement some grammar activities, then I bring other material I find interesting to them*" or vocabulary "*What I normally do is check the book activities and implement it on class. Check the grammar they are working on and vocabulary and then use different activities in order to naturalize it*". Despite using it for those purposes, some have expressed that they used it only because it is requested by the institution.

Adapted activities that may promote the development of Intercultural Communicative Competence

Four teachers shared their recordings of classes. This instrument of data collection was intended to be analyzed in a qualitative way. Based on a checklist designed by myself, I established 4 patterns to observe in class including attitudes, knowledge and incorporation of local and national culture within activities. Below, you can see the criterion listed. Besides, on the right side of Table 1, there are some comments that I considered relevant when observing those classes.

To clarify, the classes were observed virtually, due to the modality of teaching during the period of time this project was being conducted.

Criterion:

A: the teacher involves national and local examples.

B: the teacher promotes openness and curiosity in discussions.

C: the teacher encourages students to have interest and discovering other perspectives.

D: the teacher has the knowledge about other cultures.

Table 1.

Checklist Class Observation

Topic	Criterion				Observations
	A	B	C	D	
Food recommendations	x		x	x	"Pandebonos (Colombian cheese bread)" were used as examples and students shared ideas from their local food.

Speculations and mysteries	x	x	x		Protests that took place in Cali, Colombia were referenced by students in discussions. However, the whole class decided not to talk deeply about that.
Healthy eating and lifestyles	x	x	x		The opening example was about your favorite dish made by mom (mom's dish). There was no discussion. Everyone seemed to understand this term
Food and happiness				x	The class was centered on answering questions from a video. There was no discussion about the content of it.
Talk about jobs		x	x		For a few minutes, students talked about "characteristics" from Colombian people when looking for a job.
Making predictions	x				Students were able to include their own ideas when role-playing. The class was focus on linguistic aspects (listening and answering questions).
Making plans	x				The teacher encouraged them to talk about their regular plans using the ones from the book as a reference.
Making requests					The class was focused on linguistic aspects (vocabulary and listening). There was no discussion about content.
Discuss obligations	x	x		x	Discussion about high, medium and low status of meals. The teacher encouraged students to express their thoughts.
Recommend dishes	x	x	x	x	An exercise about comparing Colombian and British dishes. Students provided many ideas in a Jamboard.
Talk about globalization				x	Teacher's talk most of the time. Students did not interact at all.
Music		x	x	x	The teacher started a conversation about music and culture and students were able to provide different thoughts.
Events					This class was focused on linguistic aspects. Examples of events were not discussed.

Discovery of the Titanic	x	The class was focused on this event.

Based on the information collected, it can be mentioned that, some examples of how teachers encourage their students to address cultural issues at the national and local levels can be highlighted. It can be said that the exercise on Colombian and British gastronomy was a topic that met the four criteria, which led to greater participation by the students; while, when analyzing the data in column D, it can be said that it did not have many examples, because there was no knowledge to address the issue or there were no local examples, as happened with the topic of Discovery of the Titanic.

Evaluation of supplementary materials to develop the Intercultural Communicative Competence

This survey was conducted by teachers after having implemented the activity in their classes. However, only 37% of the activities were evaluated. Teachers expressed they did not have time to fill out the form or some of them had forgotten to do so.

In the survey, teachers were asked to express their opinion about the productivity of the activity, in which they all expressed they were helpful for their class. Teachers also said that students seemed to be interested in the activities and they were willing to share their points of view while listening and respecting the perspectives of other people.

There were two fundamental questions in the survey related to the advantages and disadvantages of implementing those activities aligned with language and culture. Based on the positive points, teachers expressed that students were motivated when talking about their personal lives and understanding how others see life “it was nice because they related these

water activities with real life and experiences; it is something that is not explicit in the book … modifying this activity with personal experiences called more their attention" (teacher A, personal communication, 13 de july de 2022). Some others highlighted that those activities enhances cultural awareness and motivate students to express ideas while using the target language "... students get to understand other cultures to be able to compare with their own life experiences" (teacher B, personal communication, 13 de july de 2022).

On the other hand, lack of vocabulary, time demands and length of the activities were some of the disadvantages encountered by the teachers. Some of them suggested sharing with the students some vocabulary before class in order to have them understand words and expressions. Besides, some teachers recommend printing the pictures from some presentations to do face to face teaching. Teachers seemed to be willing to modify some activities according to their needs and context (sharing videos first and shortening the length of activities).

Conclusions

In this chapter I describe the discussion, limitations, and conclusions. A summary of the research is presented, and findings of the study are discussed and interpreted.

There are three main aspects that this study focused on. The first one started with a problem that was happening in the years 2019 to 2021 related to the usage of coursebooks implemented at the binational center. Teachers and students expressed through a survey their dissatisfaction because it did not provide enough "communicative" resources (from teacher's perspective) and it was very expensive (student's perspective). This last comment was also

evidenced by parents on Guzman (2015) study, “parents have complained about not using the book we had to pay for”. However, in this study, English teachers at the binational center answered that more than 70% of the teachers used the book in their classes. They used it mostly for activities focused on the acquisition of vocabulary, grammar and other skills (reading articles, writing and listening activities). Additionally, teachers also expressed agreement with the fact that *Life* 4 Series Second Edition contains a variety of activities that involve culture from places around the world.

Böcü and Razi (2016)’s final findings were definitely a guide I followed when designing activities to foster the development of ICC at the binational center. Although in their research they worked on *Life* 1 Series First Edition, ways of demonstrating cultures applied for *Life* 4 Series Second Edition as well. Before designing activities, I took into consideration what teachers were focusing more on “oral production activities”, so teachers had extra sources to use in class in fostering the development of local cultures taking as an advantage the diversity of students there are in each class. It is nonetheless that only 37% of the activities were implemented due to difficulties with time on the teacher’s side. Based on some reasons given by teachers at the binational center concerning the completion of topics demanded by a pacing and curriculum. Therefore, including some other activities that are not in their plan, can be considered important but unfortunately left behind because there are some other priorities. This study followed Tomilson’s recommendation (2020) of making at least small adaptations to all published materials with the purpose of making materials more relevant, meaningful and engaging for learners, the teachers at the binational center expressed not to have much time for this and focus more on what was established in the curriculum.

Teachers' perceptions / evaluation on activities that foster the development of ICC is the last main aspect. Throughout the data collected, the results indicated that the teachers at the binational center are not aware of developing the ICC explicitly in their class. However, they know they talk about culture and involve some activities concerning this topic, but culture is not something they are interested in teaching itself. Based on results from the first survey, they responded 70% language teaching and 30% culture teaching. Additionally, they believed that having students from other cities is easy because they come from other cities and have different experiences. Only one teacher seemed to be very confident when referring to students as citizens of the world. This shows that although teachers confirmed that they cannot detach culture from language teaching, they develop the ICC involuntarily. This aligns with Haviland (1993) and many other researchers and ESL educators, one cannot teach ESL without teaching the culture of the language.

On the other hand, it is possible to assert that English teachers at the binational center focus on the noticing and comparing phase, neglecting the other components of Liddicoat and Scarino's model of language learning. This is because the materials and classes used in the binational center only present superficial cultural information due to the fact that the main target is teaching the language itself. Therefore, there are few opportunities for learners to interact and reflect with others about their own cultures. As a result, they may struggle to effectively communicate with English speakers and navigate multicultural contexts. It is crucial that English teachers at the binational center consider incorporating more interactive and reflective activities into their teaching practice to better support the language and cultural learning of their students.

From this study I can conclude that as the binational center is a language institution, they have a big diversity of students and do not have much time to spend developing the ICC because

they are more focused on language acquisition. In other words, the teachers may be willing to give those activities and modifications a chance, but time is too short to achieve the course expectations and work on the ICC at the same time. Even though the participants expressed on many occasions that they were too busy and that is why it took them too long to implement such activities.

Finally, the limitations of the present study were associated with the lack of time on the part of the binational center teachers with the researcher, which interrupted the process of implementing the activities. Another limitation that can be highlighted was the teachers' limited ability to combine new methodological practices for learning ICC in the classrooms, given that they only focused on the development of classes through pacing; however, this document may be subject to modifications by the teacher during classes. This allows for future research to design other strategies so that teachers are more flexible and receptive when implementing the ICC in their classrooms.

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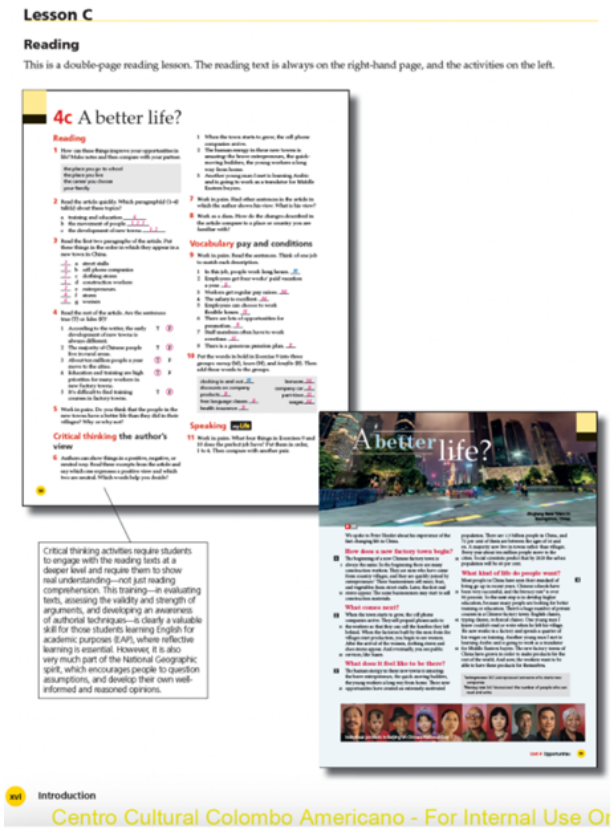
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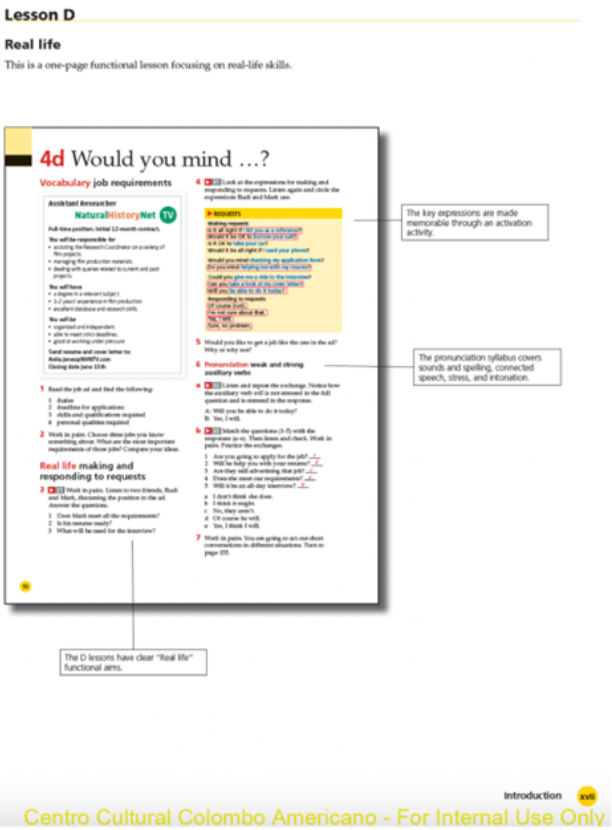
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Appendixes

APPENDIX 1. *Lesson C and D - Life 4 Series Second Edition*





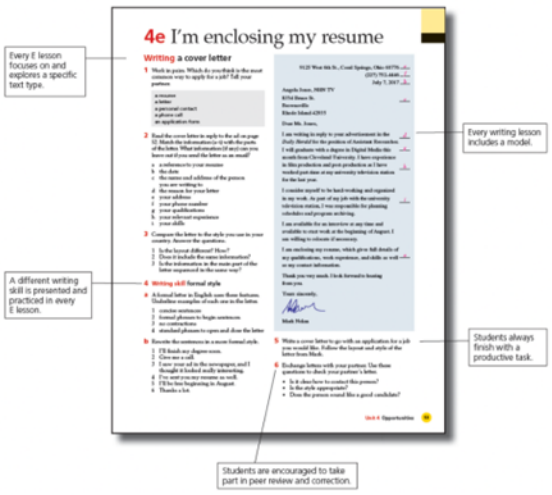
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APPENDIX 2. *Lesson E and F Life 4 Series Second Edition*

Lesson E

Writing

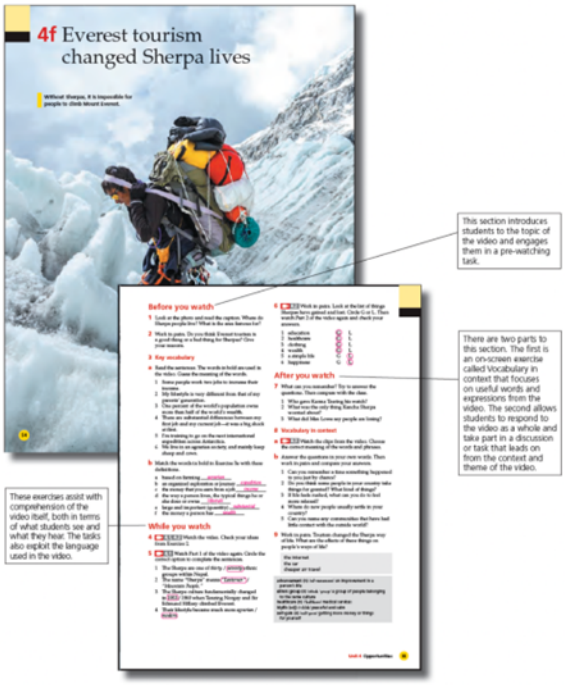
This is a one-page writing lesson. All the text types that appear in international exams are covered here.



Lesson F

Video lesson

This is a double-page video lesson. A large, engaging introductory photograph is always on the left-hand page, and the activities on the right.



Centro Cultural Colombo Americano - For Internal Use On

Centro Cultural Colombo Americano - For Internal Use Only

APPENDIX 3. Baseline Survey
This survey was conducted via Google Forms.

Intercultural Communicative Competence
Hey teachers. I would like to thank you in advance for taking the time to answer some questions about culture, teaching and materials.

Please, read carefully all the questions and let me know if you have some doubts. Remember that there are not right or wrong answers. I need this information for my research and this will also provide me some ideas at the moment of designing a supplementary material for our classes.

This survey will take about 15 minutes of your time.

Section 1: You as a teacher

1.1 What do you try to do as a teacher?

- 1. I want to be on good terms with my pupils.
- 1. I want to fulfill the curricular requirements for my subject.
- 2. I try to impart to my pupils the skills, knowledge and attitudes which they will need in life.
- 2. I try to enthuse my pupils about my subject.
- 3. I try to impart to my pupils the skills, knowledge and attitudes they will need to further their proficiency in the foreign language they are learning.
- 3. I try to coach my pupils on their way to adulthood.
- 4. I want to pass on expert knowledge regarding my subject to my pupils.
- 4. I want to support my pupils when they have personal problems.

1.2 What do you understand by 'culture teaching' in a foreign language teaching context?
Below, nine possible objectives of culture teaching have been listed. Please rank them in order of importance through assigning each objective a number between 1 and 5. You assign the number '1' to the objective which you consider most important, '2' to the objective which you consider second in importance, and so on. 5 means that is is not important at all.

A. Provide information about the history, geography and political conditions of theforeign culture(s).

1	2	3	4	5

B. Provide information about daily life and routines.

1	2	3	4	5

C. Provide information about shared values and beliefs.

1	2	3	4	5

D. Provide experiences with a rich variety of cultural expressions (literature, music,theater, film, etc.).

1	2	3	4	5

E. Develop attitudes of openness and tolerance towards other peoples and cultures.

1	2	3	4	5

F. Promote reflection on cultural differences.

1	2	3	4	5

G. Promote increased understanding of students' own culture.

1	2	3	4	5

H. Promote the ability to empathize with people living in other cultures.

1	2	3	4	5

I. Promote the ability to handle intercultural contact situations.

1	2	3	4	5

1.3 How is your teaching time distributed over ‘language teaching’ and ‘cultureteaching’? Please choose the option that best corresponds with the average distribution of teaching timeover ‘language teaching’ and ‘culture teaching’.

- 100% language teaching–0% culture teaching
- 80% language teaching–20% culture teaching
- 60% language teaching–40% culture teaching
- 40% language teaching–60% culture teaching
- 20% language teaching–80% culture teaching
- 100% integration of language-and-culture teaching

1.4 Do you have the feeling that you would like to devote more time to ‘culture teaching’ during your foreign language teaching classes, but that somehow you never get round to it?

- Yes, very much so
- Yes, up to a certain extent
- No, not particularly
- No, not at all
- No opinion

1.5 If you have the feeling you would like to devote more time to ‘culture teaching but do not get round to it, what may be the reasons for that?

Section 2: Culture in foreign language teaching

The questions in this section concern your culture teaching practice.

2.1 What kind(s) of culture teaching activities do you practice during classroom teaching time?

Below a number of possible culture teaching activities have been listed. Please indicate for each activity how often you practice it during classroom teaching time.

A. I ask my pupils to think about the image which the media promotes of the foreign countries.
- Often
- Once in a while
- Never

B. I tell my pupils what I heard (or read) about the foreign country or culture.
- Often
- Once in a while
- Never

C. I tell my pupils why I find something fascinating or strange about the foreign culture(s).
- Often
- Once in a while
- Never

D. I ask my pupils to independently explore an aspect of the foreign culture.
- Often
- Once in a while
- Never

E. I use supplementary materials or the Internet to illustrate an aspect of the foreign culture.
- Often
- Once in a while
- Never

F. I ask my pupils to think about what it would be like to live in a foreign culture.
- Often
- Once in a while
- Never

G. I talk to my pupils about my own experiences in a foreign country.
- Often
- Once in a while
- Never

H. I ask my pupils about their experiences in the foreign countries.
- Often
- Once in a while
- Never

I. I invite a person originating from a foreign country to my classroom.
- Often
- Once in a while
- Never

J. I ask my pupils to describe an aspect of their own culture in the foreign language.
- Often
- Once in a while
- Never

K. I bring objects originating from the foreign cultures to my classroom.
- Often
- Once in a while
- Never

L. I ask my pupils to participate in role-play situations in which people from different cultures meet.
- Often
- Once in a while
- Never

M. I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class.
- Often
- Once in a while
- Never

N. I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.
- Often
- Once in a while
- Never

O. I touch upon an aspect of the foreign culture regarding which I feel negatively disposed.
- Often
- Once in a while
- Never

P. I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.
- Often

- Once in a while
- Never

Section 3: Foreign language teaching materials

The questions in this section concern foreign language teaching materials.

3.1 How often do you use the Life Second Edition Series in your classes?

- Every class
- In most of my classes
- Sometimes
- Rarely
- Never

3.2 Please give a brief description of how you implement the coursebook in your classes. If you never use it, please describe why.

_____
_____

3.3 What kind of materials do you use for your classes (Face-to-face and virtual)?

- Videos
- Podcasts
- Flashcards
- Slides
- Audios
- Interactive webpages
- Maps
- Documentaries

3.4 What other materials do you use in your classes?

_____
_____

3.5 Please give an example where you think you integrate the Intercultural Communicative Competence in your classes.

_____
_____

APPENDIX 4. Designed activities

Unit 1 - Opener - Complementary activity.

Course: Independent 1 Type: Post Time: 30 min. Mode: Virtual

Objective: Encourage students to discover different perspectives of people that belong to cultural groups.

- The student will be able to discover different perspectives of cultural groups and what it means for them. Besides, the student will be able to compare it to their living style and understand behaviors.

Linguistic competence:	Grammar: Simple present and simple past. Skills developed: Speaking and listening.
Intercultural competence:	Attitudes: This task will open interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices. → Knowledge - Knowledge of self and other - Awareness of relationship of individual to society **Savoir**

Teacher's notes:
To do this activity, students must have seen the picture of Destiny Buck, of the Wanapum tribe Native Americans, with her horse Daisy. Besides, students must have listened to track 1, an excerpt from a TV program on world cultures.
Then, have them look at exercise 4 and ask them if they belong to any cultural group. Then, hand students the survey "*Find someone who*" and give them some minutes to read the questions. Ss can modify them and add one of two extra questions.
Take students to another classroom using Breakout Rooms and have them ask some other ss. Once students have finished, go back to your class and encourage them to share some of the answers.

Student's material:

F I N D S O M E O N E W H O?

1. … can give you a definition about “cultural identity”. What’s it?
   -
   -

2. … belong to a cultural group? And ask him/her what it means for him/her.
   -
   -

3. ... belongs to a community where persons are accustomed to riding a horse from childhood.
   -
   -

4. … knows something about the Wanapum tribe. Ask the person for an example of a tribe like that in his/her country.
   -
   -

5. (Create your own question)

Unit 1 Culture and identity



Destiny Buck, of the Wanapum tribe of Native Americans, with her horse Daisy

FEATURES

10 How we see other cultures
How we think about cultural groups

12 Culture and color
Take quizzes about color

14 A world together
Find out what globalization really means

18 Faces of India
A video about the photographer Steve McCurry

1 Work in pairs. Look at the photo and the caption. Discuss the questions.

1 Where is the girl from?
2 What is she wearing?
3 The photo shows two things that are important in Native American culture. What do you think they are?

2 ▶1 Listen to an excerpt from a TV program on world cultures. Check your ideas from Exercise 1.

3 ▶1 Listen to the excerpt again. Complete the sentences.

1 People from all cultures need a sense of …
2 Many Native American children learn to ride …
3 Wearing the colors of our favorite team says: "We …"

4 Work in pairs. Do you belong to any of these groups? Tell your partner about them or any other groups you know about.

cultural societies	hobby groups
educational classes	online communities
family groups	sports clubs

Unit 1a - Complementary activity.

Course: Independent 1 Type: Post Time: 40 min. Mode: Virtual

Objective: Encourage students to discover different perspectives of people that belong to cultural groups.

- The student will be able to know about public or private institutions which affect the living conditions of the individual in the two countries - e.g. with respect to health, recreation, financial situation, access to information in the media, access to education.

Linguistic competence:	Grammar: Simple present and present continuous. Vocabulary: baseball cap, straw hat, sombrero, bush hat, bowler hat. Skills developed: Reading and writing.
Intercultural competence:	Knowledge: In this task, students will identify perceptions of others, which impinge on daily life within one's own and one's interlocutors country and which conduct and influence relationships between them. Critical cultural awareness: in this task students will also identify and interpret explicit or implicit values in documents and events in one's own and other cultures. → Education - Developing critical cultural awareness **Savoir s'engager**

Teacher's notes:

To do this activity, students must have read the article called "How we see other cultures" and identified some vocabulary related to hats. Besides, students must have also talked about how movies, news reports and TV shows influence our opinion of other cultural groups. (In case this discussion hasn't been done. Below you can see some suggestions).

/// Movies tend to stereotype nationalities. In James Bond movies, for example, Mexicans are always having a festival, Brazilians are always on the beach, and the English characters are cool but also very dry and reserved. /// Some movies may choose specific cultural groups as "baddies" example: Russian gangsters, Romantic French people, humorless German people, etc. //

Have students write a text following the example from the reading exercise (hats). Later, have them read it to their classmates and discuss. Encourage students to be critical and express how they feel when reading/hearing people's opinion about our country. Teacher also asks them how those opinions affect us. Give them some minutes to think about what they think about our country and if it is real or not according to their experiences.

1a How we see other cultures

Reading

1 Work in pairs. Look at the hats. Which part of the world do you think each one comes from?

2 Read the article and check your ideas from Exercise 1.

3 Read the article again. Find three reasons why we form general opinions of other cultural groups.

4 Work in pairs. How do movies, news reports, and TV shows influence our opinions of other cultural groups?

Grammar simple present and present continuous

▶ SIMPLE PRESENT and PRESENT CONTINUOUS

Simple present
*It **means** that our brain doesn't work so hard.*
*[...] people **put** the things they see in the world into groups.*

Present continuous
*He's **wearing** one of those bush hats.*

For more information and practice, see page 156.

5 Work in pairs. Look at the grammar box. Which verb form do we use for these things?

1 things that are permanent or generally true
2 things that are temporary or in progress at the time of speaking

6 Circle the correct option to complete the sentences.

1 (*I work*) / *I'm working* for a large cultural organization. My job is usually quiet, but, at the moment, *I work* / (*I'm working*) extra hours—it's the busy season.

2 *We live* / (*We're living*) with my parents until our apartment downtown is ready. (*They live*) / *They're living* just outside the city.

3 The kids (*are*) / *are being* usually very good, but they went to bed late last night, and *they're* / (*they're being*) naughty today. Sorry!

4 I usually (*find*) / *am finding* this class easy, but *I have* / (*I'm having*) some problems this semester.

How we see other cultures

▶ 2

My neighbor recently came back from vacation. I guess he was in Australia—he's wearing one of those bush hats with corks around it everywhere he goes. I'm curious about why we identify places by things like hats. I mean, baseball caps are certainly popular in the United States, but I went to London on vacation and didn't see anyone wearing a bowler hat. And you don't see many Mexicans with sombreros or Vietnamese with straw hats in everyday life, either.


baseball cap


straw hat

The question is, why do we think about other national groups in this way? According to psychologists, it's because people put things they see in the world into groups. We do this for several reasons. First, it means that our brain doesn't work so hard because it doesn't need to analyze every new individual thing. Another reason is that when we understand (or think we understand) something, we can make predictions about it—we know what kind of behavior to expect. Finally, it seems that we all love to feel good about ourselves and the group we belong to. This is easier when we put others into groups, too.


bowler hat


sombrero

So is it a good thing or a bad thing to have these general opinions? Perhaps the first and more important question is to ask ourselves if the things we believe about other groups are actually true. And in the case of hats, I don't think it is!


bush hat

Unit 1b - Complementary activity.

Course: Independent 1 Type: Post Time: 60 min. Mode: Virtual

Objective: Discover what colors mean to other people and compare it to your own beliefs.

- The student will be aware that they need to discover the other person's understanding of these, and of phenomena in their own cultures which are not familiar to the other person

Linguistic competence:	Vocabulary: feelings Grammar: Question forms Skills developed: Listening and speaking.
Sociolinguistic competence:	Students will learn and identify some color idioms and their meaning in other groups. E.g. I feel blue, I am in a black mood, My dad looks red.
Intercultural competence:	Attitudes: In this task, students will be interested in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices. → Discovery and interaction - Developing ethnographic and research skills - Exploring cultures. **Savoir apprendre / faire**

Teacher's notes:
To do this activity, students must have identified the vocabulary about feelings. Hopefully, students are able to understand when people relate colors with feelings. Encourage them to give more examples from the place of origin. Besides, students must have also listened to track 3 and taken the quiz of "Colors and their meaning".
Then, the teacher plays the video called: "Psychology of colors" and encourages students to express their opinion about what those colors mean to them and if they agree with the video. Teacher hands them a worksheet (find it in the attachments) and gives them some minutes to answer the questions.
After that, have students search on the net what colors mean to people in different places. Tell students they can also ask some friends and relatives. Encourage students to discuss if those answers match the perception they had before searching or asking others.
Finally, ask students to record a podcast (about a minute and a half) about what color means to other people and how they represent it.

Examples: To me (A Colombian person), red means love. That is why people usually give red flowers to express their affection. But in China, red means joy and people wear it in parties.

Resources:
https://vimeo.com/169046276?embedded=true&source=vimeo_logo&owner=52880149 Video

1b Culture and color

Vocabulary feelings

1 Work in pairs. How do you think the people described in sentences 1–3 feel? Choose from these adjectives.

angry cheerful happy lucky positive sad

1 He's feeling kind of blue today. *sad*
2 She began to see red! *angry*
3 He's in a black mood today. *angry or sad, or both*

2 Circle the correct option to complete the sentences. Then ask your partner the questions.

1 What are two things that make you *happiness* / (*happy*)?
2 When was the last time you had good (*luck*) / *lucky*?
3 Can you tell me if you are (*brave*) / *bravery*?
4 What achievements are you *pride* / (*proud*) of?
5 Do you think (*anger*) / *angry* is a good thing?
6 Who do you think is the most *power* / (*powerful*) person in the world?

Listening

3 ▶ 3 Work in pairs. Take the quiz *Colors and their meaning*. Then listen and check your answers.

4 ▶ 3 Listen again and complete the table.

Color	Place	Meaning
red	Western cultures Asian cultures	1 *love or anger* 2 *luck and bravery*
yellow	3 *India* 4 *China*	knowledge 5 *power*
6 *orange*	some Asian cultures	7 *happiness* 8 *love*
9 *black*	Mexico	death
green	10 *everywhere*	environmentalism

5 Work in pairs. Do these colors mean the same thing in your culture? What's your favorite color? *Students' own answers.*



Unit 1c - Complementary activity.

Course: Independent 1 Type: Post Time: 1h20 min. Mode: Virtual

Objective: Discover the meaning of globalization according to different people.

- The student will be aware that they need to discover the other person's understanding of these, and of phenomena in their own cultures which are not familiar to the other person

Linguistic competence:	Word building: adjective + noun collocations. (national identity, popular culture, positive view, vegetarian food). Skills developed: Reading and writing.
Intercultural competence:	Attitudes: In this task, students will be interested in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices. → Intercultural attitudes - Relativising (decentering) self - Exhibiting curiosity and openness - Approaching the unfamiliar with imagination - Valuing attitudes and beliefs of others **Savoir être**

Teacher's notes:
To do this activity, students must have already discussed in class what globalization means for them. Besides, they must have read the text by Erla Zwingle called "A world together".
The speaking part on page 14 is considered very important before doing the following activity. Below you can see what that task is about:

Have students work in pairs to prepare a survey on how "international" other students' lives are. Use these ideas. Then have them work on their own and ask the two other students the questions they'd created before. // Have students share the results of their survey with the class. Ask students which international items are most common?

Once the previous tasks have been done. Get students to create a wall (in padlet or paper) where they ask others what they understand by globalization and the vision they have of it (positive or negative) and why. Later, students invite others to participate and post. Participants must write their names, age, nationality and occupation. Later, have students read their answers and analyze what others think.

Resources:
https://padlet.com/cadavidmaria/69ybhy8mpjt99i8r (Example of wall in Padlet)



A food truck in Mexico City

A WORLD TOGETHER

BY ERLA ZWINGLE

▶ 5

1 We are in the middle of worldwide changes in culture. Popular culture is crossing from one country to another in ways we have never seen before. Let me give you some examples. One day, I'm sitting in a coffee shop in London having a cup of Italian espresso served by an Algerian waiter, listening to American music playing in the background. A few days later, I'm walking down a street in Mexico—I'm eating Japanese food and listening to the music of a Filipino band. In Japan, many people love flamenco. Meanwhile, in Europe, Japanese food is incredibly popular. European girls decorate their hands with henna tattoos. This is the globalization of culture.

2 The globalization of culture continues on from the globalization of business. Modern industry now has a global market. Businesses make their products in one country and sell them in another. Companies employ people on one continent to answer telephone calls from customers on a different continent. It's true that buying and selling goods in different countries is not new. But nowadays, everything happens faster and travels farther. In the past, there were camel trains, ships, and railways. Then planes, telephones, and television brought us closer together. Television had fifty million viewers after thirteen years; the internet had the same number after only five. Today, the internet can connect us all in real time as we watch the same news story as it happens, anywhere in the world.

3 How do people feel about globalization? It depends on where they live and how much money they have. Not everyone is happy about globalization. More than a fifth of all the people in the world now speak some English. Some people believe that there is a kind of "cultural attack" from the English language, social media, and McDonald's and Starbucks. But I have a more positive view. I think that cultures are strong and that countries don't need to lose their national identity. In India, there are more than four hundred languages and several different religions—and McDonald's serves mutton instead of beef and offers a vegetarian menu. In Shanghai, the television show *Sesame Street* teaches Chinese values and traditions. As one Chinese teacher said, "We've got an American box with Chinese content in it."

4 But there is one thing that is certain—globalization is here to stay. And if that means we'll understand each other better, that's a good thing.

Unit 2 - Opener - Complementary activity.

Course: Independent 1 Type: Pre Time: 45 min. Mode: Virtual

Objective: To encourage students to speculate on some information about events and performances from different countries.

- The student will be able to reflect on events and performances around the world and to compare them to the ones you have in Colombia.

Linguistic competence:	Grammar: Simple present and present continuous. Skills developed: Speaking and listening.
Intercultural competence:	Attitudes: This task will open interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices. → Intercultural attitudes - Relativising (decentering) self - Exhibiting curiosity and openness - Approaching the unfamiliar with imagination - Valuing attitudes and beliefs of others. **Savoir être**

Teacher's notes:
This will be an activity that opens the doors to the new topic called "Performance". The teacher must have access to the PPP (attached below). Teacher shows the presentation to students and gives them some time to look at each picture and describe the person and his/her action. Additionally, students must talk about what they know about that event/festival. The teacher encourages students to provide more thoughts about them. Some suggested questions for students can be:

Where do you think this event takes place? What features make you think that?
What are they doing?
Would you like to participate in this event?
Is there any event similar to this one in your country?

Then, the teacher shares with students the slides 7 and 8 and students can spend some time watching the videos and reading about those events. Once students feel ready to discuss, invite students to share what they learned of those events. Encourage students to say what they thought was one way, but according to their search was different.

Student's material:
The power point presentation can be found in the same folder (Unit 2).
https://docs.google.com/presentation/d/1MHKEa_1n7jhFhZro63sHGkjNrSvUL4gvOlnc5G7DGgU/edit?usp=sharing

Unit 2 Performing



Masked folk dancers and their audience, Ollantaytambo, Peru

FEATURES

22 Music today
How we listen to music today

24 Learning to dance
Why do we dance?

26 Living statues
Entertainment on the street

30 Taiko master
A video about a Japanese art form

1 Work in pairs. Which word doesn't belong in each group? Why?

1 actor audience dance director
dance – all the others are people
2 choreographer conductor musician play
3 concert dancer musical show
4 act comedian entertainer magician
5 band choir orchestra singer
6 ballet clown drama opera

2 ▶ 8 Listen to three people talking about different events. Circle the words in Exercise 1 they mention.

3 ▶ 8 Listen again. Work in pairs. Which person is talking about the photo? What are the other two people talking about?

4 Work in pairs. Are you interested in the arts? Discuss these questions.

1 How often do you go to concerts, shows, or the theater?
2 What are your favorite types of events?
3 What traditional events in your country or region do you enjoy?
4 Do you like taking part in things or do you prefer being in the audience?

Unit 2 - Opener - Modified activity. (Point 5. Page 22)

Course: Independent 1 Type: Post Time: 45 min. Mode: Virtual

Objective: To discover and learn about music styles from different places.

- The student will be able to identify music styles from different places, and to talk about the ones they know or like the most.

Linguistic competence:	Grammar: Present perfect Vocabulary: Musical styles Skills developed: Speaking
Intercultural competence:	Attitudes: This task will open interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices. → Discovery and interaction - Developing ethnographic and research skills - Exploring cultures **Savoir apprendre / faire**

Teacher's notes:
To do this activity, students must have discussed the questions (point 1) about their favorite album and kind of music they liked. Besides, students must have discovered some adjectives to describe music such as catchy, cheerful, interesting, lively, receptive, sad, tuneless, unusual. With those adjectives, students must have heard the clips from different countries.

Is it easy to find music stores in your country? Why?
Why are there more music websites nowadays?
How do we listen to music without buying it?
Why is it now easier to listen to international musicians?

Then, the teacher plays a clip from Choco, Colombia. Teacher invites students to listen to this song and identify the musical instruments that are being played. If there is someone from the Choco, and he/she wants to talk about it, allow him/her to do it. Later, encourage students to search about a place where they place different musical instruments and students must guess where they are from. Students can also provide some extra info such as how to dance it, when people listen to this kind of music, what adjectives they can use to describe that song/clip, etc.

Student's material:
The power point presentation can be found in the same folder (Unit 2).
https://www.youtube.com/watch?v=lZxDCDorBn0 Song/Clip to play for students
https://www.youtube.com/watch?v=1rr-W5RjyM0 Dance


Marimba de Chonta
Tamboras
Cununo
Guasá

2a Music today

Vocabulary musical styles

1 Work in pairs. Discuss the questions. Do you like the same kind of music?

1 What's your favorite album?
2 Do you like all the tracks on it?
3 How do you usually listen to music?

2 ▶ 9 Listen to six music clips. Discuss the clips with your partner. Use some of these words.

catchy	cheerful	interesting	lively
repetitive	sad	tuneless	unusual

3 ▶ 9 Listen again. Which country do you think each clip is from? Write the number (1–6) next to the country.

bhangra – India 2
bossa nova – Brazil 1
Celtic – Ireland 5
flamenco – Spain 3
reggae – Jamaica 4
township jive – South Africa 6

Reading

4 Read the article from a magazine, *Music Today*. What is the article about? Choose the correct option (a–c).

a the best live bands
b becoming a musician
c changes in how people listen to music

5 Work in pairs. Read the article again. Discuss the questions.

1 Is it easy to find music stores in your town? Why or why not?
2 Why are there more music websites nowadays?
3 How do we listen to music without buying it?
4 Why is it now easier to listen to international musicians?

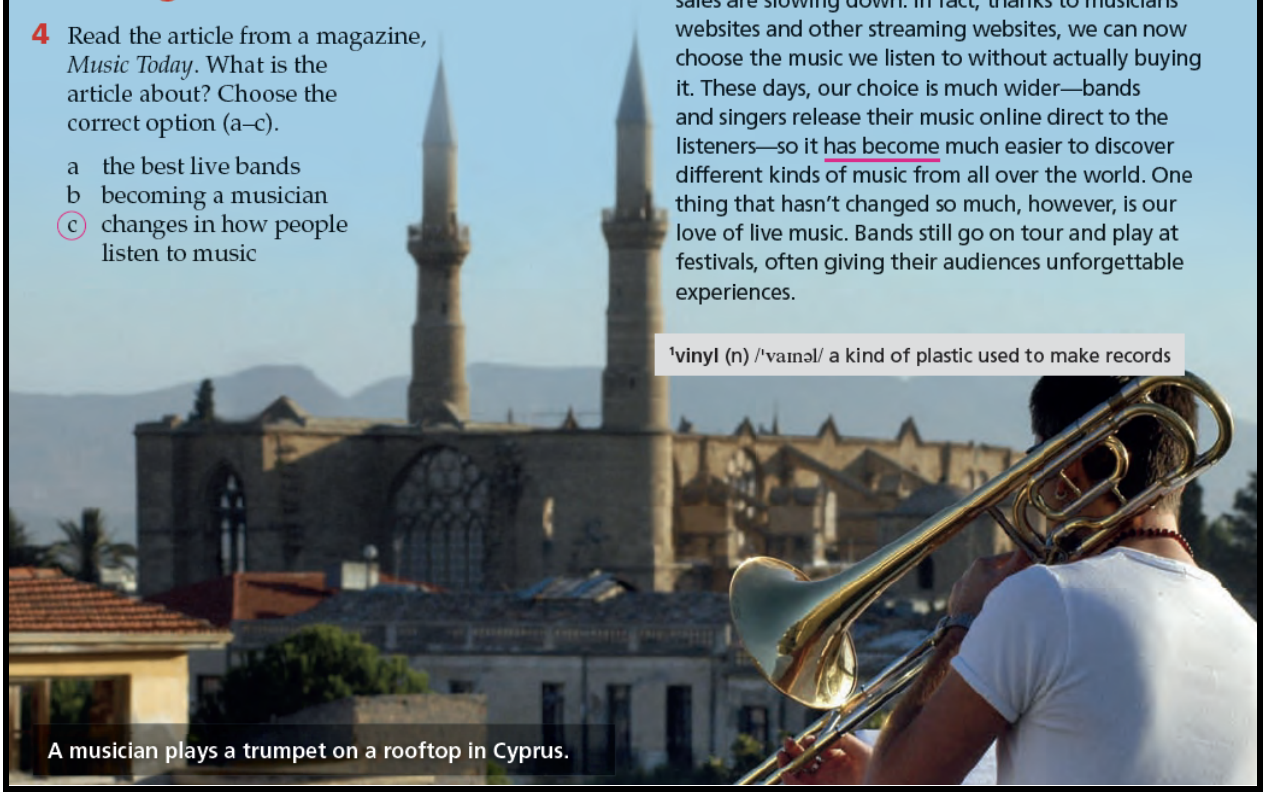
6 Are any of the things in the article true for you? Tell your partner.

▶ 10

THE ONLINE *revolution*

The way we listen to and buy music has changed enormously in recent years. These days, it's hard to find a music store downtown—so where have they all gone? The answer, of course, is online. The number of music websites has grown incredibly quickly since internet connections became faster and cheaper. But it's not only the way we buy music that's different—it's also *what* we buy. New vinyl[1] records have been hard to find for years. CD sales have fallen, and MP3 sales are slowing down. In fact, thanks to musicians' websites and other streaming websites, we can now choose the music we listen to without actually buying it. These days, our choice is much wider—bands and singers release their music online direct to the listeners—so it has become much easier to discover different kinds of music from all over the world. One thing that hasn't changed so much, however, is our love of live music. Bands still go on tour and play at festivals, often giving their audiences unforgettable experiences.

[1]**vinyl** (n) /ˈvaɪnəl/ a kind of plastic used to make records



A musician plays a trumpet on a rooftop in Cyprus.

Unit 2b - Complementary activity.

Course: Independent 1 Type: Post Time: 30 min. Mode: Virtual

Objective: To encourage students to discover different perspectives of people that belong to cultural groups.

- The student will be able to discover different perspectives of cultural groups and what it means for them. Besides, the student will be able to compare it to their living style and understand behaviors.

Linguistic competence:	Vocabulary: emotions Grammar: Present perfect and simple past. Skills developed: Speaking and listening.
Intercultural competence:	Attitudes: This task will open interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices. → Knowledge - Knowledge of self and other - Awareness of relationship of individual to society **Savoir**

Teacher's notes:
To do this activity, students must have identified the vocabulary about emotions and listened to track 12 about a dance teacher who is talking about his career. Then, the teacher displays the presentation attached and encourages students to participate in the discussion. Give students some minutes to think and allow everyone to share their thoughts. The idea is to have different perspectives and then, highlight that we are all different.
Once students have discussed, give students some minutes to contact their friends or relatives (by calling them or asking at the place where they are) about the perception of dancing. After that, invite students to share their answers and learn about other cultures.

Student's material:

https://docs.google.com/presentation/d/1YGieXvE9bLrEeQeuyOA-xFnVG0ViVnR_V2tma9mPiEQ/edit?usp=sharing

2b Learning to dance

Vocabulary emotions

1 What kind of things can change your mood? Circle the correct option to complete the sentences.

1 That music is so cheerful—**it** always **puts me in a** *bad* / *good* **mood**.
2 That song's so sad. **I feel like** *crying* / *smiling* every time I hear it.
3 It's a really funny movie. **I can't stop** *crying* / *laughing* when I think about it.
4 I love dancing because **it** *makes me feel sad* / *cheers me up*.

2 Work in pairs. Tell your partner what changes your moods. Use some of the expressions in bold in Exercise 1.

I don't go out dancing very often. But when I do, ***it puts me in a good mood.***

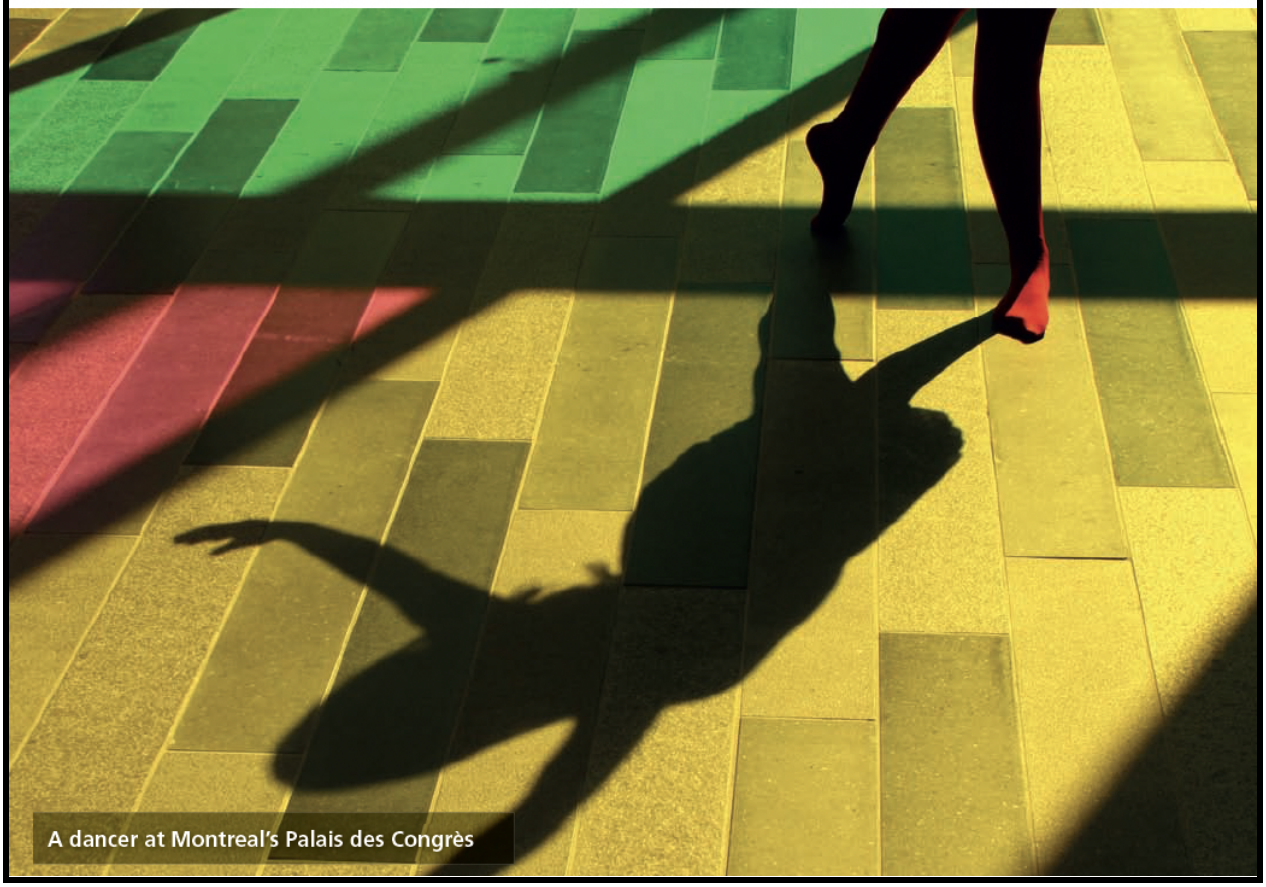
Listening

3 Work in pairs. Discuss the questions.

1 What kind of dances are traditional in your region or country?
2 Have you ever been to a dance class or learned a dance?
3 Do you enjoy dancing?
4 Do you dance on special occasions? Which ones?
5 Is there a dance or kind of dance you'd like to be able to do?

4 ▶ 12 Listen to a dance teacher, Bruce Daley, talking about his career. Correct the factual errors in these sentences.

1 Bruce opened the studio when he started dancing professionally.
2 A lot of young kids began coming when big TV shows started.
3 Two of Bruce's older students became professionals last year.
4 Once, a very happy young man came to class.



A dancer at Montreal's Palais des Congrès

Unit 2c - Modified activity.

Course: Independent 1 Type: Post/HW Time: 60 min. Mode: Virtual

Objective: To encourage students to discover different perspectives of people that belong to cultural groups.

- The student will elicit some questions from people (out of their class) and analyze how others live and work like that.

Linguistic competence:	Grammar: Different verbal tenses. Skills developed: Speaking and translating. Students might need to translate
Intercultural competence:	Skills of discovery and Interaction: This task will elicit from an interlocutor the concepts and values of documents or events, and to develop an explanatory system susceptible of application to other phenomena. → Discovery and interaction - Developing ethnographic and research skills - Exploring cultures **Savoir apprendre / faire**

Teacher's notes:

To do this activity, students must have read the article called "Living statues" and discussed the questions that are proposed in the coursebook. On page 26 (Speaking point), students are to prepare 6 questions about the cost of enjoying art using the list provided in the same page. Below you can see some sample questions:

What public places and cultural events are free in your country?
What places and events should be free?
What sort of places would you pay to visit?
What places would you visit if they were free?
Do you think people have a right to see nationally important objects for free?

Then, after having created their own questions, the teacher tells students to think of someone they can interview (involved in the performing world) and ask them questions about his/her job. How people see it and why he/she does it. Besides, students must tell their classmates what they learned from this experience. Students must show a piece of the interview. In case, the interviewee does not speak Spanish, the student(s) must translate it to the others.

Student's material:

The teacher can use this link as an example: https://www.youtube.com/watch?v=uXrzMaH4jqs

2c Living statues

Reading

1 Look at the photo and write three sentences to describe it.

2 Work in pairs. Compare your sentences and discuss what you think it feels like to be a living statue.

3 Read the article. Underline the parts of the article that tell you:

1 what a living statue does.
2 where you can see living statues.
3 what similar art forms in history there have been.
4 what it feels like to be a living statue.

4 Work in pairs. Read the article again and discuss these questions.

1 Who is the main audience for this kind of performance?
2 What are the main differences between living statues and *tableaux vivants*?
3 What makes a living statue successful?

5 Find these words in the article. Look at how the words are used and try to guess their meaning. Then replace the words in bold in the sentences (1–4) with these words.

illustrate (line 15)	begging (line 29)
resident (line 26)	react (line 45)

1 Sadly, we see a lot of people who are **asking people for money** in the street nowadays. *begging*
2 The audience was shouting at him, but he didn't **say or do anything in response**! *react*
3 The pictures in the book **show** what the story is about really well. *illustrate*
4 We spoke to a **person who lives in this area** about the traffic problems. *resident*

6 Would you like to be a street performer? Why or why not? What kind would you be? Tell the class.

living statue	musician	magician
pavement artist	sand sculptor	

Word focus *kind*

7 Read the two examples from the article. Say if *kind* is an adjective (A) or a noun (N).

1 … you'll see a special kind of display … A (N)
2 … not everyone is so kind and generous … (A) N

8 Complete the sentences with these expressions.

a kind of	really kind of
How kind	that kind of thing

1 Flowers! *How kind* !
2 Grunge is *a kind of* rock music that started in the 1980s in the USA.
3 I love going to exhibitions and *that kind of thing* .
4 It's *really kind of* you to lend me the money.

Critical thinking balance

9 Work in pairs. Discuss the questions.

1 What kind of reader is the article for?
2 Does the article change your opinion of living statues? How?
3 Is there anything you want to know about living statues that the article doesn't tell you?

10 According to the article, this type of street performance is not popular with everyone. Discuss the questions.

1 Who thinks negatively about living statues? What three points does the person make?
2 What does the performer from Hollywood say about one of these points?
3 Do you think the author gives equal importance to both views?

Speaking myLife

11 Work in pairs. Prepare six questions for a survey on prices and art events in your country. Use these ideas. Then ask and answer your questions in groups.

street performers / art exhibitions / museums / concerts
free of charge / tickets / admission fee / donation
too expensive / about right / not enough

Do you ever give money to street performers? How much is about right?

12 Share the results of your survey with the class. What was the majority opinion about paying for art?

Course: Independent 1 Type: Pre & Post Time: 1h15 min. Mode: Virtual

Objective: To identify some water activities from different parts of the world.
To talk about the water activities they have experienced.

- The student will be able to describe some water activities they have experienced and to learn about others in different cultures.

Linguistic competence:	Vocabulary: Water activities Skills developed: Speaking
Intercultural competence:	Attitudes: This task will open interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices.

→ Intercultural attitudes
- Relativising (decentering) self
- Exhibiting curiosity and openness
- Approaching the unfamiliar with imagination
- Valuing attitudes and beliefs of others.

Savoir être

Teacher's notes:
This will be an activity that opens the doors to a new topic called "Water". The teacher must have access to the PPP (attached below). Teacher shows the presentation to students and gives them some time to look at each picture, and to describe the person and his/her action. Additionally, students must talk about what they know about that water activity. The teacher encourages students to provide more ideas about them. Some suggested questions for students can be:

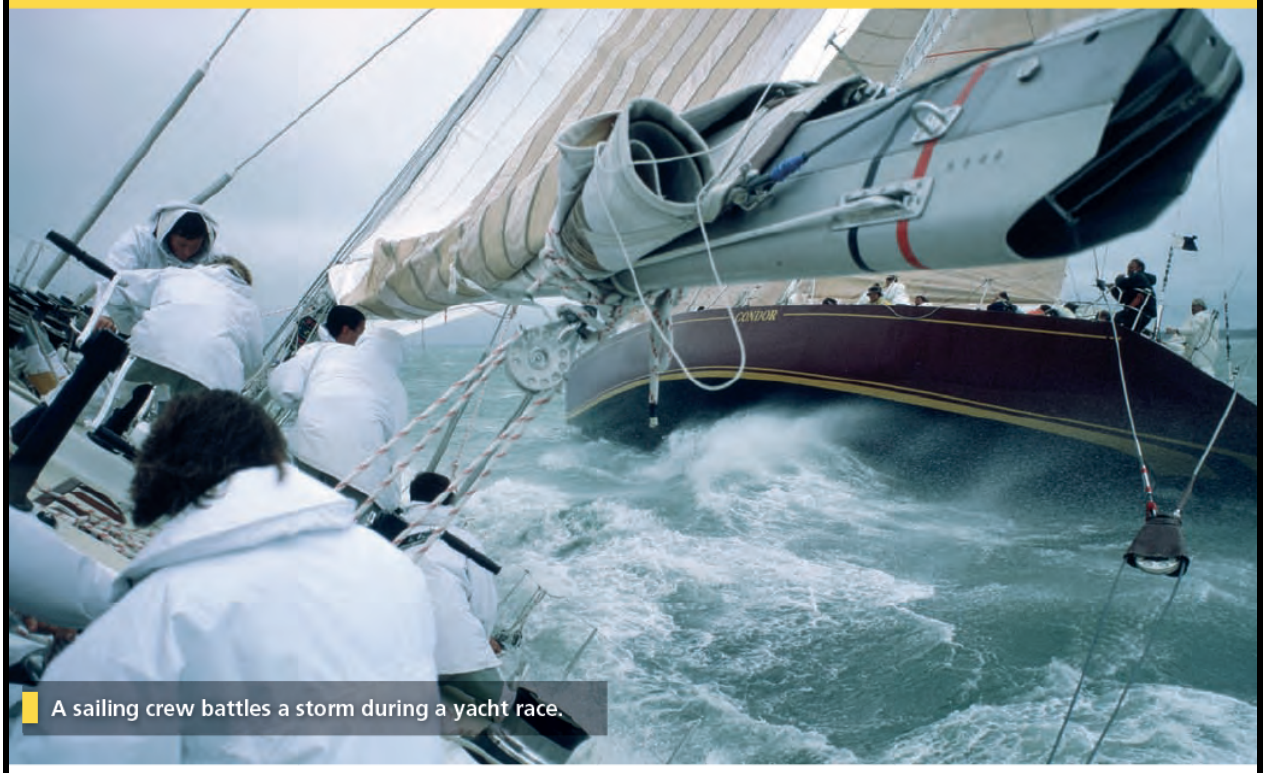
Have you done this? (Show the picture and provide vocabulary to students)
Do you know if people do this in your country? How is it? Fun? Expensive?
Is this considered a traditional water activity in your country?

Then, the teacher stops in slide 11 (which is the same picture from the book opening) and encourages students to answer the questions proposed on point 1. After that, the teacher can play track 18 and has students listen to the radio program talking about some water activities. Then, give students some minutes to talk about a water activity they know or they have experienced and report it on a radio program as well. Students can work in pairs to get more ideas. Then, share it with the whole class. At the end of the activity, take some time to reflect and appreciate everyone's perspectives of activities.

Student's material:
The power point presentation can be found in the same folder (Unit 3).
https://docs.google.com/presentation/d/1kMmfD5UZ7norGQdEinF7p4GjBh5HgfH8bhVyIIVvn6o/edit?usp=sharing

Track 18: https://drive.google.com/file/d/1mH0FPqxH07kwxh2OeVHHxz6F9ndRraTc/view?usp=sharing

Unit 3 Water



A sailing crew battles a storm during a yacht race.

FEATURES

34 The story behind the photo
When things go wrong in the water

36 Return to *Titanic*
The truth about a famous underwater discovery

38 Love and death in the sea
An article by marine ecologist Enric Sala

42 Four women and a wild river
A video about a trip down a dangerous river

1 Work in pairs. Look at the photo and the caption. Answer the questions.

1 What do you think the people are thinking?
2 Have you ever tried this activity? If not, would you like to?
3 How many words can you think of to describe this experience?

2 ▶ 18 Listen to the introduction to a radio program. Look at the two groups of words. Circle the activities and places you hear.

Activities

diving, jet skiing, kayaking, rafting, rowing, snorkeling, waterskiing, windsurfing

Places

lake, ocean, pool, river, sea, stream, waterfall

3 Work in pairs. Where do you think is the best place to do the activities in Exercise 2?

4 Can you think of other sports and leisure activities connected with water? Do you do any of these activities? Where do you do them? Tell your partner.

I go swimming in a lake near here, but only in the summer.

Unit 3a - Complementary activity.

Course: Independent 1 Type: Post Time: 1h30 min. Mode: Virtual

Objective: To identify some water activities from different parts of the world.
To talk about the water activities they have experienced.

- The student will be able to describe some water activities they have experienced and to learn about others in different cultures.

Linguistic competence:	Vocabulary: Water activities Skills developed: Speaking
Sociolinguistic competence:	Students will be able to see/read different views of the world. This activity will enhance students to understand and respect how others behave or think.
Intercultural competence:	Critical cultural awareness: This task will enhance students to identify and interpret explicit or implicit values in documents and events in one's own and other cultures. → Intercultural attitudes - Relativising (decentering) self - Exhibiting curiosity and openness - Approaching the unfamiliar with imagination - Valuing attitudes and beliefs of others. **Savoir être**

Teacher's notes:
To do this activity, students must have understood the expression "The story behind the photo". It is expected that students must have looked at the pictures on page 34 and 35 and predicted what happened next. Besides, students must have listened to tracks 19 and 20 to identify some ways of hearing what is really happening in the picture. After that, the teacher splits the class into four groups. Each group will have a link that provides them some pictures and information. The teacher will give them about five minutes to read it and analyze it. It is suggested for the teacher to pass by each group and guide them to do this understanding (Breakout rooms). After that, each group must choose two pictures and describe what's behind them. They must say this, according to what they read in the articles and how they perceived it. Encourage students to do this in three simple steps:
1. Look and imagine. - Predict
2. Read and understand. - Open different perspectives
3. Reflect and report.
The teacher can give them some examples and then, once students are ready, give them the chance to show the pics and share it with the whole class.

Story 1: How Slovenia's monsters came back from the dead
https://www.nationalgeographic.co.uk/photography/2020/03/pictures-how-slovenias-monsters-came-back-dead

Story 2: Intense Photos Show What It Was Like As Trump Supporters Took Over The Capitol
https://www.buzzfeednews.com/article/katebubacz/photos-dc-congress-trump-coup

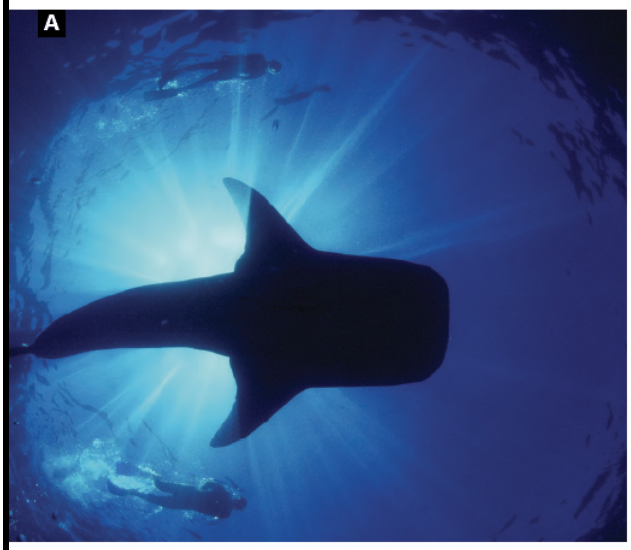
Story 3: Founder Of Site Promoting Work Of Black Women Photographers Wants It To Impact Hiring
https://www.npr.org/sections/pictureshow/2020/12/27/938175617/founder-of-site-promoting-work-of-black-women-photographers-wants-it-to-impact-h

Story 4: 'I tried to become part of Wuhan': Hector Retamal – agency photographer of 2020
https://www.buzzfeednews.com/article/katebubacz/photos-dc-congress-trump-coup

Story 5: 17 Pictures That Changed The Course Of LGBT History
https://www.buzzfeednews.com/article/gabrielsanchez/lgbt-history-pictures-gay-liberation-stonewall

Student's material:
Track 19: https://drive.google.com/file/d/1cO1WwRqAdlviOAsSowaWEFDvSrBGzVD7/view?usp=sharing
Track 20: https://drive.google.com/file/d/1WGwa6P4CRuDbAaCQ2sIiXrMJaQ4Y3Bod/view?usp=sharing

3a The story behind the photo





Listening

1 Look at the photos (A–C). Match the captions (1–3) with the photos.

1 diving in an underground lake in Mexico C
2 snorkeling with a whale shark in the Indian Ocean A
3 white-water rafting on the Zambezi River B

2 ▶ 19 Listen to the people in two of the photos talking about their experiences. Are the sentences true (T) or false (F)?

1 The girl was rafting for the first time. (T) F
2 The raft was approaching some rapids. T (F)
3 She saw a hippo near the riverbank. (T) F
4 The boy learned to dive because he was bored. (T) F
5 He went diving in a dangerous cenote. T (F)
6 He wasn't concentrating on what he was doing. T (F)

3 ▶ 20 What do you think happened next? Choose one of the options (a–c). Then listen to the whole story and check your ideas.

1 a The hippo attacked the raft.
(b) A crocodile jumped into the river.
c The raft sank.

2 a His air ran out, and he had to go to the surface.
b His mother saw a sea snake just behind him.
(c) He almost got lost.

4 Pronunciation *d* and *t* after *-ed* endings

a ▶ 21 Listen to this sentence from the second story. Notice how the speaker links the *-ed* verb ending to the *t* at the start of the next word. Do you hear one sound or two?

I actually learned to dive while I was on vacation in Mexico.

b ▶ 22 Listen and repeat the sentences you hear.

Vocabulary describing experiences

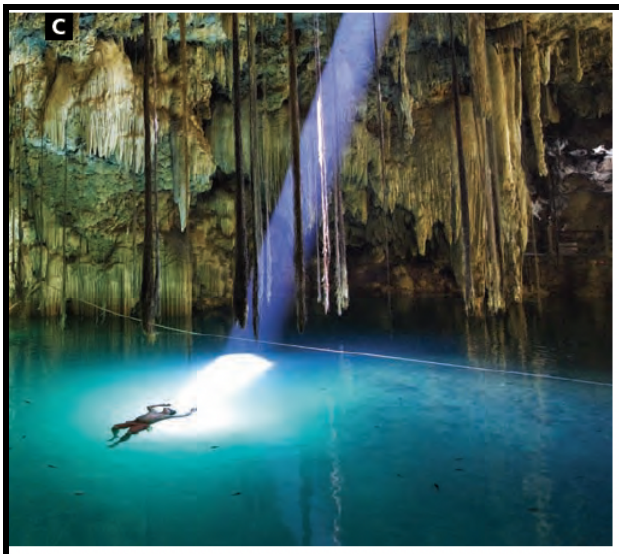
▶ WORDBUILDING adverbs with *-ly*

Some adverbs are formed by adding *-ly* to adjectives. Sometimes there is a spelling change.
add *-ly: loud → loudly*
drop *-e*, add *-ly: gentle → gently*
drop *-y*, add *-ily: lucky → luckily*

For more practice, see Workbook page 27.

5 Look at the wordbuilding box. Underline the adverb in these sentences. What is the adjective from which the adverb is formed?

1 The hippo suddenly saw us.
2 We reached the river bank safely.
3 I found the way out of the cave easily.
4 The crocodile jumped noisily into the water.
5 Fortunately, nobody was hurt in the accident.
6 I got into the pool very carefully.



6 Work in pairs. Think of at least two activities you can do in the manner of each adverb.

angrily	calmly	bravely
happily	politely	secretly

Grammar simple past and past continuous

▶ SIMPLE PAST and PAST CONTINUOUS

Simple past
It jumped into the water about a meter away from our boat.
My mom realized pretty quickly that I was missing, and she came after me.

Past continuous
We were going around a small island.
The sun was shining in through an opening in the roof.

For more information and practice, see page 160.

7 Work in pairs. Look at the grammar box. Which verb form do we use to talk about these things?

1 an unfinished and continuing activity or background situation
2 a short completed action or a sequence of actions

8 Underline the key event in these questions (1–2) about the rafting story in Exercise 1. Then match the questions with the answers (a–b).

1 What were they doing when they saw the hippo?
2 What did they do when they saw the hippo?

a They tried to get away. 2
b They were coming down the river. 1

9 Circle the correct option to complete the rules.

1 We often ask questions in the *simple past* / *past continuous* about activities at the time of the key event.
2 We often ask questions in the *simple past* / *past continuous* about actions after the key event.

10 Complete the text about Photo A with the simple past and past continuous forms of the verbs.

While I [1] *was working* (work) in the Maldives, I [2] *heard* (hear) that there were whale sharks in the area. Whale sharks are the world's biggest fish, and they aren't dangerous! I [3] *bought* (buy) a snorkel and [4] *set out* (set out) with some friends on a boat. Almost immediately, a whale shark [5] *swam* (swim) past the boat. It [6] *was moving* (move) really quickly, but we [7] *managed* (manage) to catch up with it. We all [8] *got* (get) into the water and [9] *spent* (spend) about two minutes with the shark. Afterwards, I [10] *felt* (feel) absolutely wonderful!

11 Write sentences with the simple past and past continuous forms of the verbs. Use *because, when, while,* or *so.*

1 I / have / problems / my teacher / help me.
2 We / see / bears / we / hike.
3 I / fall down / I / run / for the bus.
4 He / not look / at the road / he almost / have / an accident.

12 Work in pairs. Ask and answer questions about the sentences using the simple past and the past continuous tenses.

1 I lost my wallet.
When did you realize you lost it?
Were you shopping at the time?
2 I met an old friend in the street.
3 A car ran into me.
4 A friend of mine got some good news.
5 My neighbor saw a robbery.

Speaking myLife

13 Work in pairs.

Student A: Think about an interesting thing that happened the first time you tried something new. Answer your partner's questions.

Student B: Ask ten questions and decide if your partner had a good or bad experience.

What were you trying to do?
Did you have any special equipment?

Unit 3b - Modified and complementary activity.

Course: Independent 1 Type: Post Time: 1h30 min. Mode: Virtual

Objective: To discuss some interesting facts about real events in different countries.

- The student will be able to discuss and defend some facts about events that have happened in different countries.

Linguistic competence:	Grammar: Past perfect Skills developed: Speaking
Intercultural competence:	Attitudes: This task will enhance students' interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices.

→ Discovery and Interaction
- Developing ethnographic and research skills.
- Exploring cultures.

Savoir apprendre / faire

Teacher's notes:

To do this activity, students must have discussed how much they know about the sinking of Titanic. This is important because due to this, the teacher can check how much students know about this event. Then, the teacher must have played track 23 to get students to listen to the interview and answer the questions. The coursebook also proposes a discussion part at the end of the reading/listening exercise. Below, you can see the discussion questions:

Discussion: Work in pairs. Do you think the remains of Titanic should be left on the ocean floor? Or should they be removed and put in a museum? Tell your partner.

Ask students: Do you know of any shipwrecks in or near your country? What happened to them? What effects do they have on the marine environment?

Then, the teacher shares with students a link of a PADLET. The idea is to give students some minutes to feel interested in those events. Encourage students to develop their research skills, and to provide the class some interesting facts. After that, the teacher asks students to create some debatable questions following the example provided. "*What would have happened, if the Titanic hadn't hit an iceberg?"* Later, split the class into two groups and start a debate using the questions they had created.

Student's material:

Track 23 https://drive.google.com/file/d/1_eK3x_Mn-CHUEjmI1e3FT2ZVOMX2YrB7/view?usp=sharing

Padlet: https://padlet.com/cadavidmaria/49hxxd84409bybq2

3b Return to *Titanic*

Reading

1 ▶ 23 Read the interview with the man who discovered the wreck of *Titanic*. Match three of the questions (a–e) with the paragraphs (1–3). Then listen and check your answers.

a Did you know you were looking at *Titanic* when you saw the first pieces of debris? 2
b How did you discover *Titanic*? 1
c How long did it take to locate *Titanic*? ___
d Tell me about the experience of seeing *Titanic* again in 2004. 3
e When did you find out about how *Titanic* sank? ___

2 Work in pairs. Read the interview again. Answer the questions.

1 What was the secret mission that Ballard was involved with?
2 How did Ballard and his team feel when they found *Titanic*?
3 How did Ballard feel when he returned to the wreck in 2004? Why?

3 Work in pairs. Do you think the remains of *Titanic* should be left on the ocean floor? Or should they be removed and put in a museum? Tell your partner.

RETURN *to*
TITANIC

On April 15, 1912, the largest passenger steamship ever built hit an iceberg and sank in the North Atlantic Ocean. *Titanic* had left Southampton, England, five days earlier and was on her first voyage.

In 1985, the explorer Dr. Robert Ballard found the wreck of *Titanic*. He went back to *Titanic* nineteen years later to see how it had changed.

1 It was during the Cold War. I was on a secret mission when we found *Titanic*. The US Navy had agreed to pay for our new underwater video technology. In return, we had agreed to use the technology to look for two submarines that had disappeared in the 1960s.

2 Not at first, because many ships had sunk in that area. When we realized it was *Titanic*, we jumped for joy. Then we realized we were celebrating something where people had died.

3 I saw champagne bottles with the corks still in. The box holding the bottles had disappeared long ago. Suddenly, I noticed a woman's shoe. Nearby, I saw a pair of smaller shoes—perhaps they'd belonged to a child. I felt that the people who had died here in 1912 were speaking to me again. But I knew that other people had been there since my first visit. Hollywood filmmaker James Cameron had been there. A couple from New York had even got married down there. I was disappointed. It was exactly what I didn't want to happen. I'd asked people to treat *Titanic*'s remains with respect. The story of *Titanic* is not about the ship—it's about the people.



Course: Independent 1 Type: Post Time: 60 min. Mode: Virtual

Objective: To share and compare experiences you had when learning from a mistake.

- The student will be able to write and then compare some experiences related to a cultural shock or a situation involving a kind of stereotype.

Linguistic competence:	Grammar: Past tenses Skills developed: Writing and speaking Word focus: Get
Sociolinguistic competence:	At the end of this lesson, students will identify aspects that others consider when making decisions.
Intercultural competence:	Attitudes: This task will enhance students' interest in discovering other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices.

→ Interpreting and relating.
- Interpreting things from other countries.
- Comparing them to own cultures.
- Developing new perspectives through comparison and contrast.

Savoir comprendre

Teacher's notes:

This activity is focused on the exercise 9 from page 38 (Speaking - *My Life*). But, instead of speaking, this task will develop the writing skill first. The teacher gives some time to students to think of experiences related to a cultural shock or a situation involving a kind of stereotype they want to write about. Make sure students take into consideration these points:

- what lesson you learned
- the place / situation
- any other people involved
- what happened
- why / how it happened
- how the experience changed your behavior afterward

Then, have students work in groups of 3 or 4 and share their experiences (orally). The teacher will encourage them to ask some questions in order to show interest using the past tenses. At the end, allow students to share these answers with the whole class.

What similarities or differences can you identify from your experience and the others?
What aspects are considered important when learning a lesson in your country/family?
Is there any tradition you must follow when learning a lesson?
In your country, is it common to learn something by yourself or is there always somebody who's helping you?

3c Love and death in the sea

Reading

1 Work in pairs. Discuss the questions.

1 Where is the best place to go swimming? A pool, a lake, the ocean, …?
2 What kinds of problems can swimmers have in each place?

2 Enric Sala is a marine ecologist. Read the article he wrote for World Ocean Day. Answer the questions.

1 What happened to Enric Sala?
2 Why did this happen to him?
3 How has the experience changed him?

3 Find the expressions in the article. What do they mean? Circle the correct option.

1 a couple of times (line 1)
on (*a few*) / *many* occasions
2 my heart races (line 5)
I feel *angry* / (*afraid*)
3 I decided to call it a day (line 18)
I decided to (*stop*) / *try again*
4 I was having a hard time (line 35)
it took a long time / (*it was difficult for me*)
5 I decided to let myself go (line 37)
I decided to *try again* / (*stop swimming*)
6 I have learned my lesson (line 50)
my (*bad*) / *good* experience taught me something

4 Discuss the questions with your partner.

1 Sala talks about three decisions he made. What were the decisions, and what were the consequences of each one?
2 Sala describes how he feels about the ocean. Do you think what he says is unusual? Why or why not?
3 Do you think the title of the article is a good one? Why or why not?



Critical thinking drawing conclusions

5 We can sometimes draw conclusions from a piece of writing even if the author does not state these things. Read the sentences. Which three are conclusions (C) and which one is stated in the text (S).

1 The Costa Brava is a dangerous place for swimmers. C
2 Enric Sala has recovered from the experience now. C
3 He was lucky to be alive after the experience. S
4 The experience has made him wiser. C

6 Work in pairs. Do you agree with the conclusions in Exercise 5? Give reasons for your answers.

Word focus *get*

7 Look at the verbs in bold in these sentences. Find expressions with *get* in the article that have the same meanings as the verbs. Then rewrite the sentences with *get*.

1 I **entered** the pool.
2 The weather **didn't improve**.
3 I couldn't **reach** the shore.
4 I wasn't **moving toward** the land.
5 We **receive** so much from nature.
6 We put the bird in a cage, but it **escaped**.

8 Write six more sentences with the expressions with *get* from the article. Write about your own experiences.

Speaking myLife

9 Think about an experience you had where you learned a lesson. Use these ideas to think about the details. Work in small groups. Tell each other about your experiences.

what lesson you learned
the place / situation
any other people involved
what happened
why / how it happened
how the experience changed your behavior afterward

A: I almost got into an accident once when I was driving and I was really tired.
B: Where were you going?

Love & death and in the sea

24

The ocean has almost killed me a couple of times. It wasn't her fault; it was mine, for not respecting her. I still remember the last time—a stormy day off the Costa Brava of Spain, in early summer 2008. Every time I think about it, my heart races.

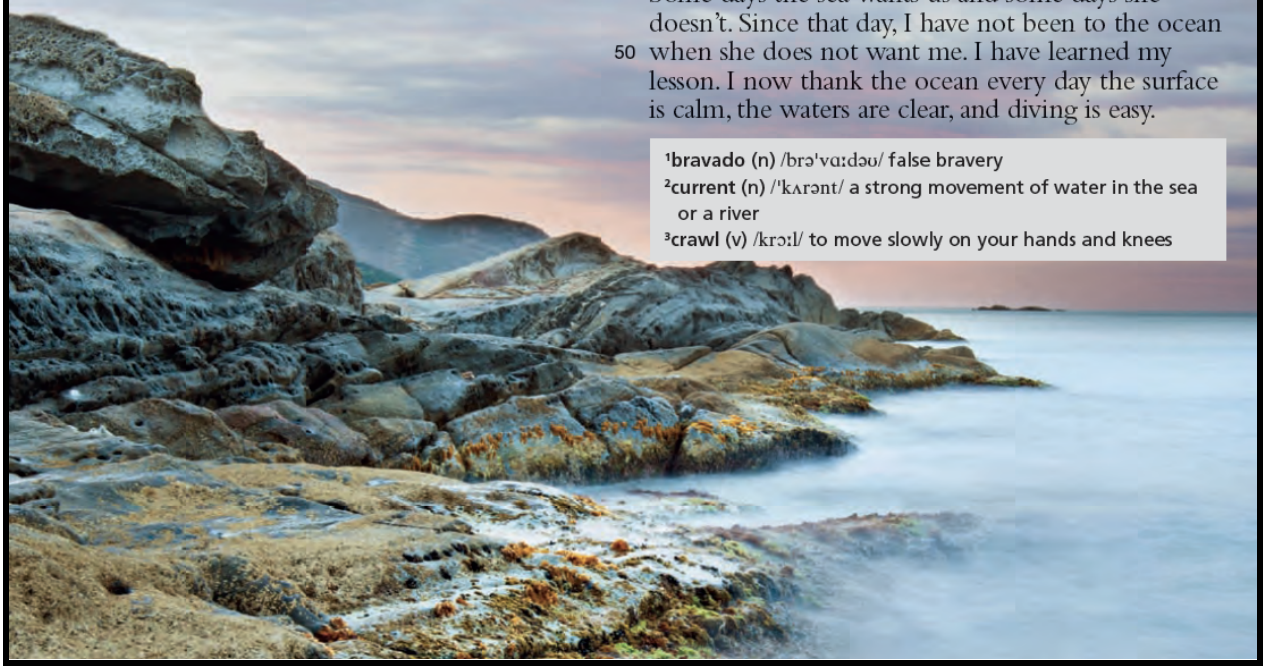
The place where I used to swim every day was hit by a storm with strong eastern winds. The clear blue waters of summer quickly changed into a dirty soup of sand and cold gray water. Waves were breaking in all directions. But beyond the surf zone, the sea seemed swimmable. In a moment of Catalan bravado,[1] I put on my bathing suit, mask, and fins, and got into the water. It was crazy, but I did it. I swallowed sand and salt while I was trying to swim through the surf zone. Fighting against the water, I swam—I still don't know why—for twenty minutes. The storm got worse, and I decided to call it a day. I turned to swim back. Then I realized I couldn't get to the beach.

Waves were breaking all around me. I tried to bodysurf one wave to the shore, but it took me down under the water. When I came up, I turned around and a second wave hit me just as hard, taking me down again. I hit the sandy bottom. I pushed myself up, but once again, waves were coming and I couldn't rest or breathe. I was caught in the surf zone, with waves pushing me out and a current[2] pulling me in. I wasn't getting any closer to the beach.

The ocean is our mother, sister, and home, and as such I love her. We get so much from the sea. She gives us life, oxygen, and food. Without the ocean and all the life in it, our planet would be much poorer. We should thank the sea, the ocean, every day. But on this day, I was having a hard time feeling grateful.

After a few more attempts, I decided to let myself go and give up the fight. I took a deep breath. The next wave took me down and forward. I hit the bottom with my back. I rolled over, hit my head, and after what seemed the longest minute of my life, I found myself lying in a foot of water. I crawled[3] out of the water and onto the beach. I'd got out, but I'd lost my mask, snorkel, and one fin. My whole body was sore. I sat on the beach, watching the ocean and feeling lucky to be alive. I walked back home slowly, like a beaten dog.

Some days the sea wants us and some days she doesn't. Since that day, I have not been to the ocean when she does not want me. I have learned my lesson. I now thank the ocean every day the surface is calm, the waters are clear, and diving is easy.



[1] **bravado** (n) /brəˈvɑːdəʊ/ false bravery
[2] **current** (n) /ˈkʌrənt/ a strong movement of water in the sea or a river
[3] **crawl** (v) /krɔːl/ to move slowly on your hands and knees

Unit 4 - Opener - Complementary activities.

Course: Independent 2 Type: Pre Time: 1h15 min. Mode: Virtual

Objective: To make an evaluative analysis about occupations in Colombia and other places which is based on systematic and conscious reasoning.

- The student is aware of their own ideological perspectives and values about occupations from Colombia and other places.

Linguistic competence:	Vocabulary: Occupations and jobs. Skills developed: Speaking
Intercultural competence:	Critical cultural awareness: An ability to evaluate, critically and on the basis of a systematic process of reasoning, values present in one's own and other cultures and countries. → Education - Developing critical cultural awareness **Savoir s'engager.**

Teacher's notes:
This will be an activity that opens the doors to a new topic called "Opportunities". The teacher invites students to discuss the occupations they wanted to be or jobs they wanted to have when they were kids. Listen to the students' answers and then, ask them if those dreams came true? (In case some answers are not, encourage students to reflect why?
Then, the teacher splits the class into 4 groups (using breakout rooms), each group will have a set of occupations/jobs with some instructions. The idea is to give students about 10 minutes to each group in order to discuss and express their opinions. The teacher can pass by each group (visiting the breakout rooms) and share his/her own thoughts as well. Encourage students to talk about their own experiences and daily lives.
Once students have finished their discussion, the teacher asks students for the occupations/jobs they know the most, the ones they know a bit and the ones they definitely hadn't heard of before. Have students share with the whole class some of the things they discussed and what reflections they made. At the end, the teacher reads the objectives of this activity and invite some to express their opinion about the activity and the reflections they made.

Student's material:

Colombian occupations:

Bon-ice vendor	Parking helper	A phone calls seller
Constructor	Agricultor	Delivery person
Model	Traffic agent	Shoe polisher
Chontaduro/Aguacate seller	Windshield cleaners	Handicraft people
Bus driver	Hairdresser	Arepa seller
Baker	Living statues	

Please, discuss with your classmates what you know about each occupation. There are some questions below for you to follow. Provide as much information as possible. And at the end, mark each occupation (yellow, green or red) according to the level of knowledge.

Well known	Haven't heard of it	Heard or seen a bit

Group A

A street vendor	A police officer	A living statue
A politician	A singer	A chontaduro seller
A windshield cleaner	A gas station worker	A secretary

Questions:

- Is it a common occupation in the place where you live?
- Do you think it is well-paid?
- What can be some stereotypes about that occupation? (dresscode, practiced by men or women mostly, behaviors)
- What is your opinion about this occupation?
- Do you know someone who is that?

Please, discuss with your classmates what you know about each occupation. There are some questions below for you to follow. Provide as much information as possible. And at the end, mark each occupation (yellow, green or red) according to the level of knowledge.

Well known	Haven't heard of it	Heard or seen a bit

Group B

A bus driver	An agricultor	A delivery person
A parking helper	A model	A traffic agent
A construction worker	An avocado seller	A doctor

Questions:

- Is it a common occupation in the place where you live?
- Do you think it is well-paid?
- What can be some stereotypes about that occupation? (dresscode, practiced by men or women mostly, behaviors)
- What is your opinion about this occupation?
- Do you know someone who is that?

Please, discuss with your classmates what you know about each occupation. There are some questions below for you to follow. Provide as much information as possible. And at the end, mark each occupation (yellow, green or red) according to the level of knowledge.

Well known	Haven't heard of it	Heard or seen a bit

Group C

A shoe polisher	A phone call seller	A handicraft person
A hairdresser	A bartender	A dancer
A baker	A delivery person	A teacher

Questions:

- Is it a common occupation in the place where you live?
- Do you think it is well-paid?
- What can be some stereotypes about that occupation? (dresscode, practiced by men or women mostly, behaviors)
- What is your opinion about this occupation?
- Do you know someone who is that?

—----------

Please, discuss with your classmates what you know about each occupation. There are some questions below for you to follow. Provide as much information as possible. And at the end, mark each occupation (yellow, green or red) according to the level of knowledge.

Well known	Haven't heard of it	Heard or seen a bit

Group D

A phone calls seller	A photographer	A body guard
A street vendor	A baker	A living statue
A politician	A parking helper	A psychologist

Questions:

- Is it a common occupation in the place where you live?
- Do you think it is well-paid?
- What can be some stereotypes about that occupation? (dresscode, practiced by men or women mostly, behaviors)
- What is your opinion about this occupation?
- Do you know someone who is that?

Unit 4 Opportunities



Children playing at an entertainment center

FEATURES

46 Will a robot take your job?
The future of work

48 What's next?
We hear from people facing life-changing decisions.

50 A better life?
One reporter's view of the economic boom in China

54 Everest tourism changed Sherpa lives
A video about the people who live near Mount Everest

1 Work in pairs. Look at the photo and the caption. What do you think the children are doing?

2 Did you want to do any of these jobs when you were a child?

ballet dancer	movie star	firefighter	soccer player
pilot	police officer	rock star	scientist
train engineer	vet		

3 Work in pairs. Look at the words that can describe jobs. Are they positive or negative? Which words can describe the jobs in Exercise 2?

underpaid	boring	challenging	dangerous
dirty	enjoyable	exciting	responsible
stressful	well-paid		

4 ▶ 27 Work in pairs. Listen to three people talking about their childhood ambitions. Answer the questions for each person.

1 Which job did they want to do when they were young?
2 Which job do they do now or do they plan to do?
3 How do they describe the jobs?

5 Work in pairs. Ask and answer the questions in Exercise 4 about your own ambitions.

Unit 4a - Complementary activities.

Course: Independent 2 Type: Post Time: 45 min. Mode: Virtual

Objective: To elicit from an interlocutor the perceptions and opinions of technology and how it might affect their jobs in a future.

- The student can establish links between opinions and reality from other's perspectives related to their jobs and future.

Linguistic competence:	Vocabulary: Occupations and jobs. Skills developed: Speaking Grammar: Predictions with Will, May, and Might.
Intercultural competence:	Critical cultural awareness: An ability to evaluate, critically and on the basis of a systematic process of reasoning, values present in one's own and other cultures and countries. → Interpreting and relating - Interpreting things from other cultures. - Comparing them to own culture. - Developing new perspectives through comparison and contrast. **Savoir comprendre.**

Teacher's notes:
To do this activity, students must have already understood how to make predictions using "will, might and may" in order to be able to use them when interviewing some people. The idea is to encourage students to reflect about what the test says and what their opinion is. Invite students to think how this "robots evolution" can affect their jobs in the future. After that, share with students the survey and have students ask some people they know or they have close to them. Once the interview has been completed, have students share their answers and reflect.

Student's material:

S U R V E Y

Interview two people out of your class and collect information.

1. What is your occupation/job?
2. What do you think might put your occupation in danger? Provide some details.
3. Do you think a robot will take your job in a few years?
4. What will improve or weaken your job?
5. Are you likely to change your occupation/job in the following 5 years? Why?

4a Will a robot take your job?

Word focus *job* and *work*

1 Look at the sentences. How do we use *job* and *work*?

1 A lot of **jobs** are kind of boring, but my **job** has lots of variety.
2 I've **worked** as a firefighter for ten years—it can be hard **work**.

2 Complete the sentences with the correct form of *job* or *work*.

1 Where do you ___*work*___ ?
2 Do you have an interesting ___*job*___ ?
3 Is your company good to ___*work*___ for?
4 My sister ___*works*___ in the same company as me.
5 A: Is your brother around?
B: No, he's at ___*work*___ .

3 Work in pairs. Take turns asking and answering questions 1–3 from Exercise 2. If you don't have a job, imagine you are someone you know.

Reading

4 Work in pairs. Look at the jobs. Do you think a robot could do these jobs? Why or why not?

electrician	engineer	clerical worker	nurse
taxi driver	teacher	telemarketer	

5 Read the article and check your ideas from Exercise 4.

6 Read the article again and say:

1 which jobs are already done by robots.
2 what the Oxford University study looked at.
3 one job that is at risk, and one that is not.

7 Work in pairs. Find predictions in the article about these jobs. Do the predictions surprise you? Why or why not?

1 factory work
2 engineers
3 taxi drivers



▶ 28 How likely is it that you'll lose your job to a robot? According to Toby Walsh, a professor of Artificial Intelligence, it's hard to think of a job that a computer won't be able to do. There are already some factories where all the work is done by robots, and there will certainly be more in the future. But what about teachers, engineers, and electricians? A team at Oxford University studied 350 different professions and suggested that 35 percent of UK jobs might go to robots in the next 20 years. In particular, work that is repetitive[1] or involves handling small objects will be at risk of automation.[2] On the other hand, jobs that involve helping other people or having original ideas will probably always need people. So journalists, nurses, engineers, and teachers won't be at risk, but clerical workers and telemarketers may not be so lucky. The Oxford study gives the probability for each of the 350 jobs. Electricians (65 percent) are more at risk than taxi drivers (57 percent). One global taxi company says driverless taxis will be on every street corner eventually. However, a spokesperson for London taxi drivers isn't convinced. "It won't happen. Driverless cars will never be able to work on roads at the same time as normal vehicles."

[1]**repetitive** (adj) /rɪ'petətɪv/ repeating the same thing in the same way many times
[2]**automation** (n) /ɔːtə'meɪʃən/ the use of machines to do tasks automatically

Grammar predictions

PREDICTIONS WITH *WILL, MAY,* and *MIGHT*

Robots	*will* *won't* *will certainly / definitely* *certainly / definitely won't* *may (not), might (not)* *will probably* *probably won't*	*do these jobs.*

For more information and practice, see page 162.

8 Look at the grammar box. Underline the future forms (verb + base form) in the article.

9 Work in pairs. Look at the sentences you have underlined in the article. Which two predictions does the writer think are much less certain than the others?

10 Circle the appropriate words to complete the information about household robots.



The robots are coming, according to robot manufacturers. They say that in five or ten years, we [1] *will* / *won't* all have robots in our homes. Very soon, robots that can cook and fold clothes [2] *might not* / *will* be available. In the future, there [3] *may* / *won't* even be robots to babysit our children. Or they [4] *may not* / *might* look after our elderly parents, and we [5] *will* / *won't* be able to watch them from a computer from wherever we are. One thing is certain: We [6] *might not* / *won't* be able to live without the help of robots in several aspects of our lives.

11 Cross out the option that is not logical to complete the sentences.

1 Hyundai is building a new factory. They *may* / *will* / ~~*won't*~~ need more workers.
2 Ravi isn't very good at his job. He ~~*might*~~ / *might not* / *won't* get a promotion.
3 I'm bored with my job. I think I *may* / ~~*might not*~~ / *will* look for a new one.
4 The office changes are not important. They *might not* / ~~*will*~~ / *won't* affect our work.
5 Don't worry about your exam! You *may* / *might* / ~~*won't*~~ do better than you expect.

12 Write predictions. Use a form from the grammar box and the words below. Then compare your predictions with your partner. Do you agree?

1 My English exam results / (probably / definitely) / good / …
My English exam results will probably be good because I've worked hard.
2 Finding a good job / (certainly / probably) / easy / …
3 People's salaries / (definitely / might) / go down / …
4 Unemployment / (definitely / probably) / get better / …
5 Environmental problems / (definitely / may) / get worse / …
6 The amount of free time we have / (certainly / might) / go up / …

Speaking myLife

13 Work in groups. How likely are you to do the following in the next two years? Give reasons. Use future forms from the grammar box in your conversations. Add ideas of your own.

1 buy a motorcycle
2 get a degree
3 get a cat
4 get married
5 look for a job
6 make new friends
7 move to a new house
8 travel to a foreign country

A: Are you likely to buy a motorcycle in the next two years?
*B: Actually, I **might buy** one this summer. I'd love to take a big road trip across Europe.*

Course: Independent 2 Type: Pre Time: 60 min. Mode: Virtual

Objective: To discover interest in other perspectives on the vision of how you and other people have access to education and the obstacles it comes with.

- The student is aware that they need to discover the other person's understanding and experiences about how others have access to education. Besides, the student will be able to compare, understand and respect other perspectives.

Linguistic competence:	Vocabulary: Education. Skills developed: Speaking
Intercultural competence:	Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. → Interpreting and relating - Interpreting things from other cultures. - Comparing them to own culture. - Developing new perspectives through comparison and contrast. **Savoir comprendre.**

Teacher's notes:

This activity will focus on exercise 1 called *"Vocabulary: Education"*. This complementary activity is divided into different moments. Please see the attached presentation created for this activity.

1. Students will have this question: What comes to mind when you think of "Education access"?. Give them some minutes to type 3 words that might answer the question based on their opinion. Once students have finished, the teacher reads the words they have typed and asks for an extended answer. Listen to their answers and promote discussion.
2. After that, the teacher changes the slide with a new question:What are the main obstacles when having access to education?. Give students some minutes to think of the obstacles they had to have access to education or if they didn't have any, share what they have seen or heard. The teacher can share with the class an example based on his/her personal experience. Once they have finished, give them some minutes to read and discuss.
3. Then, the teacher moves to another slide with the question: What are some ways students use to get to school. Here, students do not have to type an answer, they will only discuss and talk about their personal experiences. It would be ideal if the teacher shares as well.
4. Split the class into some groups (depending on the amount of students) and assign a way to get to school from the link (there are 7 stories). Give each group some minutes to read/watch it and discuss with their groups. In their groups students must consider these questions to discuss after reading/watching the story. Questions:
    - What is your opinion about this way to get to school?
    - Was it similar or different from the way you go/went to school?
    - Do you know about somebody who has experienced this way to go to school?
    - How do you think this can be changed?
    - Create your own reflective question.
5. Reflection time. Encourage students to close this activity with a reflection based on what they learned and enhance comprehension and respect towards others.

Student's material:

Share to share with students:
https://www.globalcitizen.org/en/content/unreal-ways-education-kids-commute-transportation/
Presentation (students' version)
https://docs.google.com/presentation/d/1G9hKDg78L7N-OLGnfrIdenggd6ul-gPtu4P6FF21lsw/edit?usp=sharing
Mentimeter access: https://www.mentimeter.com/s/c3d24c839080eb70dbf5560f1dba2372/d7cde767778c

4b What's next?







Vocabulary education

1 Work in pairs. Look at the expressions in the box and tell your partner what you have done or what you think you will do.

apply to college
become an apprentice
take a (training) course
get a degree
get good / poor grades
go to college
graduate
retake an exam

A: When I left school, I applied to college. Then I …
B: I got good grades, so I think I'll graduate with a good degree. Then I'll …

WORDBUILDING prefix *re-*

Adding *re-* to the start of a verb means "to do something again."
retake, reapply, redo, retrain, reread, rewrite

For more practice, see Workbook page 35.

2 Work in pairs. Ask and answer the questions. Ask follow-up questions.

1 Have you ever had to retake an exam?
2 How many times have you reread your favorite book?
3 Do you know anyone who has retrained for a different job?

Listening

3 Have you made any important decisions recently? Work in pairs. Tell your partner about one of your decisions.

I've decided to change jobs. I don't want to work in an office any more.

4 Work in pairs. Look at the women in the photos. Discuss where you think they are from and what they do.

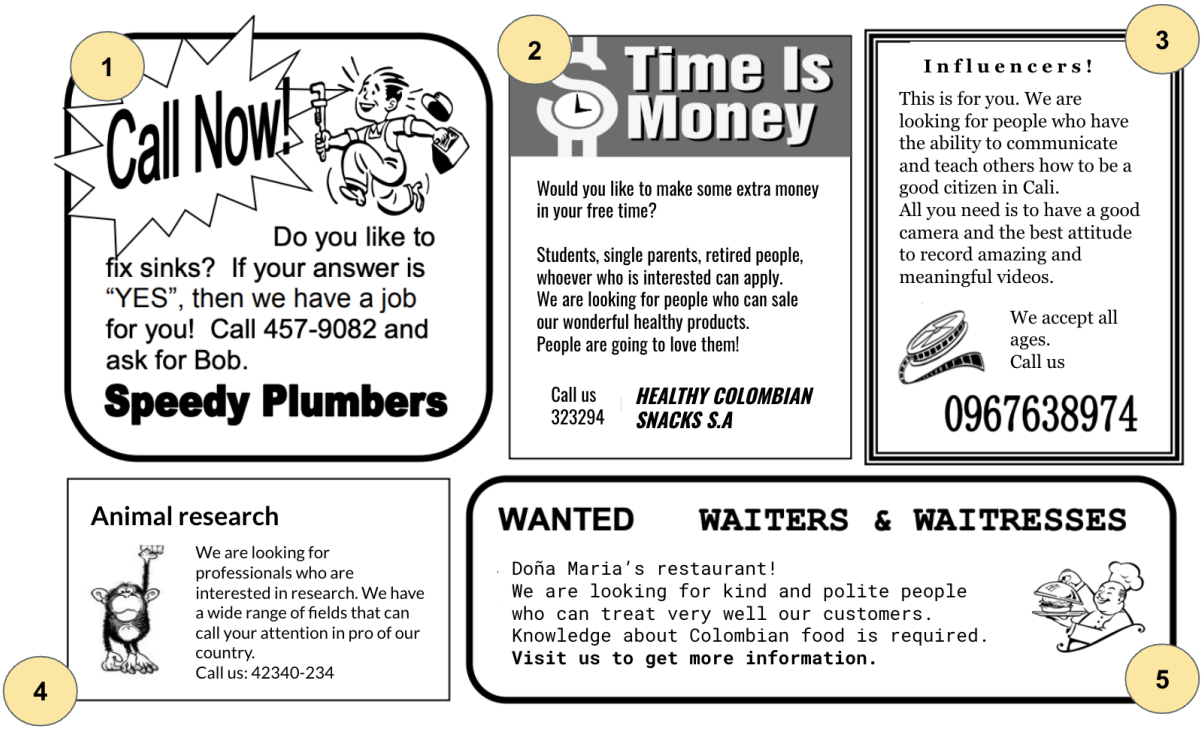
Course: Independent 2 Type: Post Time: 60 min. Mode: Virtual

Objective: To make and respond to requests of jobs in Colombia.
Readiness to experience the different stages of adaptation to and interaction with another culture during a period of residence.

- The intercultural student is able to cope with their own different kinds of experience of otherness (e.g. making and responding to requests of jobs) during residence and place them in a longer term context of phases of acceptance and rejection.

Linguistic competence:	Vocabulary: Job requirements. Real life: Making and responding to requests. Skills developed: Speaking
Intercultural competence:	Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. → Intercultural attitudes. - Relativising (decentering) self. - Approaching the unfamiliar with imagination. - Valuing the attitudes and beliefs of others. **Savoir être.**

Teacher's notes:
To do this activity, make sure students understand the concepts of duties, deadline for application, skills and qualifications, personal qualities, professional clothing. Besides, it is recommended that students have listened to track 31, a conversation between two friends Rudy and Mark who are discussing the position in the ad (picture on page 52).
First, the teacher shows students the job offers in the presentation (you can find it in the attached files). Give them some minutes to read it and identify or predict some of the concepts taught before. In case students have one of these jobs, encourage them to share their experience. After that, split the class into two. One group will be the job managers, who will complete the information about each position. The other group will complete some details about the candidates that are interested in one of those jobs. Give them about 10 minutes to do this. Once both parts have been done, ask students to share with the whole class the full positions and the candidates information. Then, have students work in pairs and create a conversation following the example from track 31. In this case, students must use the information they had previously created in their groups. Listen to
Answer the questions.



(The activity above was modified. Taken from: https://www.allthingstopics.com/uploads/2/3/2/9/23290220/read_jobads.pdf)

Jobs	Person
Picture 1 Position: Duties: Skills and qualifications: Personal qualities: Professional clothing: Deadline application:	Professional level: Electric technician. Skills: - Able to speak and read English, French and Spanish. - Knows how to fix - Polite, charismatic, smart and easygoing. Age: 32 This person has a physical disability (missing limb). Extra info:
Picture 2 Position: Duties: Skills and qualifications: Personal qualities: Professional clothing: Deadline application:	Professional level: Primary school. Skills: - Good at cooking and creative - Problem solving - Collaboration talent Age: 50 Extra info:
Picture 3 Position: Duties: Skills and qualifications: Personal qualities: Professional clothing: Deadline application:	Professional level: Currently in 2nd semester of Medicine. Skills: - Punctual - Communication abilities - Extroverted Age: 21 This person is able to speak PAES (indigenous language) Extra info:

Picture 4 Position: Duties: Skills and qualifications: Personal qualities: Professional clothing: Deadline application:	Professional level: Foreign language teacher Skills: - Understand sign language - Computer skills - Critical thinker Age: 45 This person has been a volunteer in ten different countries.
Picture 5 Position: Duties: Skills and qualifications: Personal qualities: Professional clothing: Deadline application:	Professional level: Finished high school. Skills: - Can fix cars - Fast and efficient. - A committed person. Age: 40 This person has written two books for kids.

Student's material:
Presentation:
https://docs.google.com/presentation/d/1QDI9mn6T2ZOtnhhjeCT0BSFPrG9wAxOoDvUd9Rr1fnw/edit?usp=sharing

Track 31: https://drive.google.com/file/d/1mKoNrm6DPqlIk2zTDzzARZvy2uenL0NF/view?usp=sharing

4d Would you mind …?

Vocabulary job requirements

Assistant Researcher

NaturalHistoryNet TV

Full-time position. Initial 12-month contract.

You will be responsible for

- assisting the Research Coordinator on a variety of film projects.
- managing film production materials.
- dealing with queries related to current and past projects.

You will have

- a degree in a relevant subject.
- 1–2 years' experience in film production.
- excellent database and research skills.

You will be

- organized and independent.
- able to meet strict deadlines.
- good at working under pressure.

Send resume and cover letter to:
Anila.Jones@NHNTV.com
Closing date June 15th

1 Read the job ad and find the following:

1 duties
2 deadline for applications
3 skills and qualifications required
4 personal qualities required

2 Work in pairs. Choose three jobs you know something about. What are the most important requirements of those jobs? Compare your ideas.

Real life making and responding to requests

3 31 Work in pairs. Listen to two friends, Rudi and Mark, discussing the position in the ad. Answer the questions.

1 Does Mark meet all the requirements?
2 Is his resume ready?
3 What will he need for the interview?

4 31 Look at the expressions for making and responding to requests. Listen again and circle the expressions Rudi and Mark use.

REQUESTS

Making requests

Is it all right if I list you as a reference?
Would it be OK to borrow your suit?
Is it OK to take your car?
Would it be all right if I used your phone?

Would you mind checking my application form?
Do you mind helping me with my resume?

Could you give me a ride to the interview?
Can you take a look at my cover letter?
Will you be able to do it today?

Responding to requests

Of course (not).
I'm not sure about that.
Yes, I will.
Sure, no problem.

5 Would you like to get a job like the one in the ad? Why or why not?

6 Pronunciation weak and strong auxiliary verbs

a 32 Listen and repeat the exchange. Notice how the auxiliary verb *will* is not stressed in the full question and is stressed in the response.

A: Will you be able to do it today?
B: Yes, I will.

b 33 Match the questions (1–5) with the responses (a–e). Then listen and check. Work in pairs. Practice the exchanges.

1 Are you going to apply for the job? *e*
2 Will he help you with your resume? *d*
3 Are they still advertising that job? *c*
4 Does she meet our requirements? *a*
5 Will it be an all-day interview? *b*

a I don't think she does.
b I think it might.
c No, they aren't.
d Of course he will.
e Yes, I think I will.

7 Work in pairs. You are going to act out short conversations in different situations. Turn to page 155.

Unit 4e - Complementary activities.

Course: Independent 2 Type: Post Time: 30 min. Mode: Virtual

Objective: To write a cover letter and compare it to others.

- The intercultural student is able to understand the function of a cover letter and is willing to create his/her own sample according to his/her own context.

Linguistic competence:	Vocabulary: Cover letter Skills developed: Writing
Intercultural competence:	Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. → Interpreting and relating. - Interpreting things from other cultures. - Comparing them to own culture. - Developing new perspectives through comparison and contrast. **Savoir comprendre.**

Teacher's notes:
Before doing this activity, the teacher must have already taught some important words and expressions to use in a cover letter. Besides, students must have understood how to write it and its structure. Once this has been done. First, invite students to search for a job they are interested in, it can be in Colombia or overseas. The teacher must encourage students to take into account what the job requirements are (learned in the previous lesson) and then, be ready to write their own cover letter.
Once all the letters have been written, the teacher has them work in groups and read their own letters. Later, the teacher will share a survey (you can find it in the attached files) and give them max 10 minutes to discuss. Then, you can wrap up with general reflections from the whole class.

Student's material:

S U R V E Y

1. Is it clear how to contact this person?
2. Is the style appropriate?
3. Does the person sound like a good candidate?
4. What information did you find in your classmates' cover letter that is not in yours?
5. What document is used in Colombia similar to the cover letter?

4e I'm enclosing my resume

Writing a cover letter

1 Work in pairs. Which do you think is the most common way to apply for a job? Tell your partner.

a resume
a letter
a personal contact
a phone call
an application form

2 Read the cover letter in reply to the ad on page 52. Match the information (a–i) with the parts of the letter. What information (if any) can you leave out if you send the letter as an email?

a a reference to your resume
b the date
c the name and address of the person you are writing to
d the reason for your letter
e your address
f your phone number
g your qualifications
h your relevant experience
i your skills

3 Compare the letter to the style you use in your country. Answer the questions.

1 Is the layout different? How?
2 Does it include the same information?
3 Is the information in the main part of the letter sequenced in the same way?

4 Writing skill formal style

a A formal letter in English uses these features. Underline examples of each one in the letter.

1 concise sentences
2 formal phrases to begin sentences
3 no contractions
4 standard phrases to open and close the letter

b Rewrite the sentences in a more formal style.

1 I'll finish my degree soon.
2 Give me a call.
3 I saw your ad in the newspaper, and I thought it looked really interesting.
4 I've sent you my resume as well.
5 I'll be free beginning in August.
6 Thanks a lot.

9125 West 6th St., Coral Springs, Ohio 68776 *e*
(227) 752-4446 *f*
July 7, 2017 *b*

Angela Jones, NHN TV
8334 Bruce St. *c*
Brownsville
Rhode Island 42935

Dear Ms. Jones,

I am writing in reply to your advertisement in the *Daily Herald* for the position of Assistant Researcher. *d*
I will graduate with a degree in Digital Media this month from Cleveland University. I have experience in film production and post-production as I have worked part-time at my university television station for the last year. *g* *h*

I consider myself to be hard-working and organized in my work. As part of my job with the university television station, I was responsible for planning schedules and program archiving. *i*

I am available for an interview at any time and available to start work at the beginning of August. I am willing to relocate if necessary.

I am enclosing my resume, which gives full details of my qualifications, work experience, and skills as well as my contact information. *a*

Thank you very much. I look forward to hearing from you.

Yours sincerely,

Mark Nolan

5 Write a cover letter to go with an application for a job you would like. Follow the layout and style of the letter from Mark.

6 Exchange letters with your partner. Use these questions to check your partner's letter.

- Is it clear how to contact this person?
- Is the style appropriate?
- Does the person sound like a good candidate?

Unit 5 - Opener - Complementary activities.

Course: Independent 2 Type: Pre Time: 30 min. Mode: Virtual

Objective: To reflect on your own culture and to discover different perspectives of a meal.

- The student is aware of their own ideological perspectives and values about meals from Colombia and other cultures.

Linguistic competence:	Skills developed: Speaking.
Intercultural competence:	Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. → Knowledge - Knowledge of self and others. - Awareness of the relationship of individuals to society. **Savoir.**

Teacher's notes:
In order to start this unit, the teacher takes students to Jamboard (you can see the link below). Then, read the instructions. Tell students to close their eyes and concentrate on the mental image they get when they hear the word "bread". After that, give them 5 minutes to draw it. Once they all have drawn their version or image of "bread", have students show it to someone and describe it to them. Finally, students must answer what differences there are in their drawings and descriptions?.
After that, invite students to work in groups of 4. The teacher will share with them these questions and encourage students to share a new question in order to enhance curiosity and openness towards other cultures.

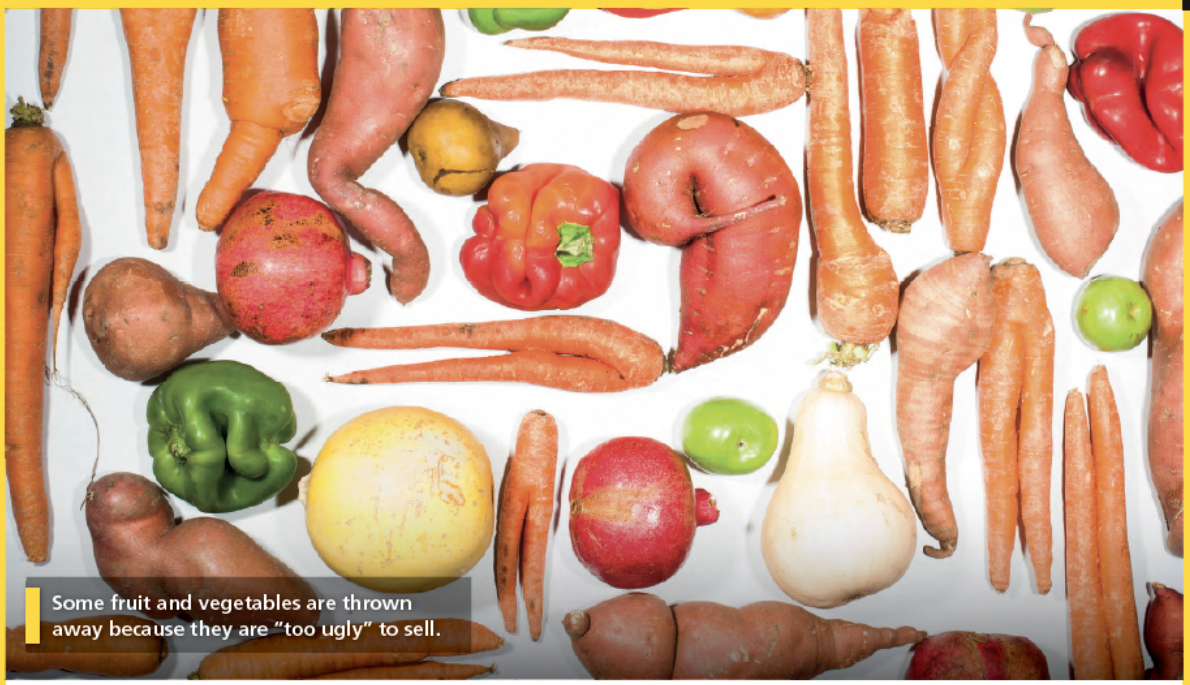
Student's material:
Jamboard:
https://jamboard.google.com/d/1e4ub3fmKsnJQzptnyKwIjHMIHmvNrpbOvolqkj47kM0/edit?usp=sharing

D I S C U S S I O N

1. How much bread do people eat in your culture? Do you eat it with every meal? How often do most people buy (or make) bread where you come from? Where do you or your living companions get your bread from: the local baker, shop, supermarket, etc.?
2. What sort of bread do you eat? Is it made with white flour, wholemeal flour or any other kind of flour? Which particular types of bread are eaten with particular meals or at particular times? In what ways do you combine bread with other foods (in sandwiches, etc.) or cook it (toasted, fried bread, etc.)?
3. Create a question that helps you know more about your classmate's perspective towards this food.

Activity taken from: Huber et al. (2003). *Mirrors and windows: An intercultural communication textbook*. Council of Europe.

Unit 5 Well-being



Some fruit and vegetables are thrown away because they are "too ugly" to sell.

FEATURES

58 Pizza with a pedigree
Traditional dishes get special status.

60 Imaginary eating
Discover the power of your mind!

62 A caffeine-fueled world
An in-depth look at the role of caffeine in modern life

66 Dangerous dining
A video about an unusual Japanese delicacy

1 Find these foods in the photo. Which ones do you eat? How often do you eat them?

apple	carrot	green pepper	pear
red pepper	squash	sweet potato	

2 Work in pairs. Discuss the questions.

1 How much do you know about the different food groups you should eat each day?
2 How do you decide what is the right size of a portion of food?
3 Does everyone need to eat the same amounts?

3 ▶ 34 Work in pairs. What do you think the portion sizes of these types of food are? Listen to an excerpt from a radio program about food. Complete the table.

Type of food	Size of portion
cereal / rice / pasta / potato	___your___ clenched fist
meat / poultry / fish	the palm of ___your___ hand
snacks: popcorn / chips	___two___ handfuls
sweets: brownies / cake	___two___ fingers

4 Discuss the questions with your partner.

1 Does any of the information in Exercise 3 surprise you?
2 How much attention do you pay to your diet?
3 In what ways can food and diet affect your health?

Unit 5a - Complementary activities.

Course: Independent 2 Type: Post Time: 20 min. Mode: Virtual

Objective: To make an evaluative analysis about occupations in Colombia and other places which is based on systematic and conscious reasoning.

- The student is aware of their own ideological perspectives and values about occupations from Colombia and other places.

Linguistic competence:	Grammar: Modal verbs Skills developed: Speaking and reading
Intercultural competence:	Critical cultural awareness: An ability to evaluate, critically and on the basis of a systematic process of reasoning, values present in one's own and other cultures and countries. → Education - Developing critical cultural awareness **Savoir s'engager.**

Teacher's notes:
This activity is about food idioms. With this activity, students can practice the use of modal verbs as it is proposed in the coursebook. Have students work in groups of 3 or 4 people. Then, the teacher shares with them the link in order to get a spinning wheel. Students must click on the middle button and spin the wheel to get a phrase (idiom). Encourage students to find equivalents and parallels. Give them some minutes to understand the meaning and discuss if they have something similar in their country. (Allow students to translate if necessary).

Student's material:

Resources:
Spin wheel: https://wordwall.net/resource/29370243

Activity taken from: Huber et al. (2003). *Mirrors and windows: An intercultural communication textbook*. Council of Europe. *It was modified*

4 Read these statements from food packaging. Write sentences using one of the modal verbs in parentheses.

1 *Not suitable for vegetarians*
(shouldn't / don't have to)
Vegetarians shouldn't eat this product.

2 **NOT SUITABLE FOR PEOPLE WITH NUT ALLERGIES**
(don't have to / can't)

3 **DO NOT EAT MORE THAN THE RECOMMENDED DAILY INTAKE OF SALT**
(can / shouldn't)

4 MULTIPACK OF FOUR – NOT FOR SALE SEPARATELY
(don't have to / not allowed to)

5 *Heat before serving*
(can / have to)

6 **NOT RECOMMENDED FOR DIABETICS**
(allowed to / shouldn't)

5 Work in pairs. Look at these food items. Discuss the questions.

durian	eggs	fugu	hakarl
oysters	potatoes	red beans	steak

1 Have you ever eaten any of these food items?
2 Do you know of any special treatment these things need before you can eat them?

6 ▶ 36 Listen to eight short conversations about the food items in Exercise 5. Complete the notes for each item.

1 durian: you aren't allowed to *take it on buses in Singapore*
2 fugu: *Only qualified chefs* are allowed to *prepare it*
3 hakarl: you have to *ferment it first*
4 potatoes: you don't have to *peel them*
5 oysters: you can't *eat them in the warm summer months*
6 eggs: you should *avoid using raw eggs in mayonnaise*
7 red beans: you must *boil them for 15 minutes*
8 steak: you can *eat it raw*

ferment (v) /fəˈment/ to leave food or drink to undergo a natural chemical reaction by yeast, bacteria, or other microorganisms
peel (v) /piːl/ to remove the skin from fruit or a vegetable

7 Pronunciation weak forms

a ▶ 37 Listen to the sentences from conversations 1–4 in Exercise 6. Notice how *to* is not stressed. Repeat the sentences.

b Work in pairs. Decide if you do or don't have to do these things. Discuss with your partner.

keep eggs in the fridge
wash rice before you cook it
eat fish on the day you buy it
cook meat until it isn't pink

Speaking myLife

8 Work in pairs. Write down at least two ideas for each topic.

1 rules you had to follow when you were in elementary school
2 information that should be on food labels
3 places where you're not allowed to eat hot food
4 table manners

9 Work with a new partner. Compare your ideas from Exercise 8. Do you both agree?

A: When we were in elementary school, we had to line up outside the classroom.
B: Oh, yes! So did we!


fugu (puffer fish)


durians


hakarl (shark meat)


oysters

Unit 5b - Complementary activities.

Course: Independent 2 Type: Post or HW Time: 60 min. Mode: Virtual

Objective: To analyze and reflect on eating habits in Colombia and other places .

- The student is aware of their own ideological perspectives and values about eating habits from Colombia and other cultures.

Linguistic competence:	Vocabulary: A healthy lifestyle Grammar: First conditional Skills developed: Reading and speaking.
Intercultural competence:	Critical cultural awareness: An ability to evaluate, critically and on the basis of a systematic process of reasoning, values present in one's own and other cultures and countries. → Education. - Developing critical cultural awareness. **Savoir s'engager.**

Teacher's notes:
This activity will be aligned with the reading/listening exercise (lesson 5b on the book) on page 60. First, open the presentation (you can find it attached in the files). The first part is the same activity proposed in the book. Once this part has been completed, move on to the second slide and give students 3 minutes to read the article and express their opinion. Then, have students work in pairs and read the instructions given on slide 3.

Task:
Work in pairs and discuss these questions together. Then, search for some information relevant to the articles shared and prepare your own talk. Make sure you answer these questions and include your opinion using your critical thinking.
Be ready to present your talk to your classmates. It must be at least 3 min.

Questions:
1. Does anything similar exist in your culture? How is it dealt with?
2. What role does the image of a slim figure play in different cultures?
3. Is body weight linked to concepts of beauty and sexual attractiveness? Has this changed over time?
4. What eating habits are promoted in Colombia? How do you perceive it? How is it seen on TV, social media and society?
5. What positive and negative consequences can this bring?

Once all the presentations are ready, invite students to present their talks and open a discussion space at the end of each presentation.



Body weight

In cities like New York and London, it is possible to find very overweight people and malnourished people living within a few metres of each other. The reasons for this are mainly political and sociological, but culture plays a part too. The habit of over-eating, particularly of "junk food", is widespread, and encouraged by advertising. It is estimated that 60% of the population of the United States is overweight, in the sense that this means that health problems are likely for these individuals.

In cultures like these, dieting in many forms has become a very common phenomenon. Many people lack will-power and need patterns and reassurance, so all sorts of strange diets have arisen, and clubs and gyms have been founded and dedicated to weight loss.

There is a very serious side-effect here, largely culturally determined. A considerable number of young women, but also young men, suffer from anorexia nervosa. This seems always to have a psychological component, but results in an inability to eat enough to be fully healthy.

Student's material:
Presentation:
https://docs.google.com/presentation/d/1-L8L_KD8z5AzzCig5jbf3i6hwrn5na72febb2FoBafA/edit?usp=sharing

Activity taken from: Huber et al. (2003). *Mirrors and windows: An intercultural communication textbook*. Council of Europe.

5b Imaginary eating

Reading and listening

1 Work in pairs. Discuss the statements. Do you agree with them? Give examples to support your arguments.

1 Believe in yourself: The difference between a winner and a runner-up is in attitude, not skill.
2 Willpower: You can achieve anything if you think you can do it.
3 Train your mind: People who consider themselves to be lucky have more lucky moments.

2 Read the article *Imaginary eating*. What does the imaginary eating technique involve?

3 ▶ 39 Listen to two people discussing the news article. Are these sentences true (T) or false (F)?

1 Jack believes the claims in the article.	T	(F)
2 Lin is open-minded about the idea of imaginary eating.	(T)	F
3 Both of them agree that willpower is important.	(T)	F
4 Jack plans to try out the technique.	T	(F)
5 Lin eats too many chips and snacks.	(T)	F
6 Jack is going to buy some chocolate.	(T)	F

4 ▶ 39 Listen to the conversation again. Match the beginnings of the sentences (1–6) with the endings (a–f).

1 I'll believe it *e*
2 If you don't train your mind, *f*
3 I won't find out *d*
4 When I want to eat a snack, *c*
5 I'll never need to buy chocolate again *a*
6 As soon as it starts working, *b*

a if this technique works.
b I'll let you know.
c I'll try imagining that I'm eating it.
d unless I try.
e when I see it.
f you won't be able to lose weight.

5 Work in pairs. Read the comment at the end of the article again. Do you agree with the comment? With your partner, write a comment to add to this section.



Imaginary eating

▶ 38

Christine Dell'Amore
National Geographic News

Obesity rates are climbing fast, so we need to find new techniques to help people control overeating. According to new research, "imaginary eating" could be one such technique. It's based on the idea that if you are less interested in a certain food, you will eat less of it. But how do you reduce your interest? A psychologist in the United States reports that if you just imagine eating a specific food, your interest in it will drop. Often people try not to think about food when they need to lose weight. But avoiding these thoughts might not be a good strategy. With imaginary eating, if you force yourself to think about chewing and swallowing food, you'll actually reduce your desire to eat.

Comments

Rpineapple23

This study is just more proof of how powerful our brain is. The better we are at using that power when making decisions and controlling certain behaviors, the healthier we will become.

REPLY RECOMMEND

Unit 5c - Complementary activities.

Course: Independent 2 Type: Post or HW Time: 40 min. Mode: Virtual

Objective: To explore and learn about restaurants around the world.

- The student is able to identify some manners and behaviors people have in restaurants in different parts of the world.

Linguistic competence:	Vocabulary: Restaurants. Skills developed: Research and speaking.
Intercultural competence:	Knowledge: Of social groups and their products and practices in one's own and in one's interlocutors' country, and of the general processes of societal and individual interaction. → Discovery and interaction. - Developing ethnographic and research skills. - Exploring cultures. **Savoir s'apprendre/faire.**

Teacher's notes:
This activity will focus on exercise 1. Vocabulary: Restaurants. That point invites students to work in pairs and answer the following questions: What are the most important things to consider when eating out?
Does it depend on what kind of occasion it is?.

- the atmosphere in the restaurant
- the food choice and/or quality
- the prices and/or value for money
- the service

Then, open the padlet and invite students to explore restaurants in different parts of the world. Encourage students to contact other people in case they know overseas and share their experiences. Give students about 10 minutes to explore and put some posts in the padlet. Once everyone has posted their piece of information, give students some minutes to take a tour and learn things from other countries. Allow some people to share with the whole class facts they did not know before this activity. Finally, the teacher wraps this activity up by asking for some comparisons to Colombia and comments from students.

Student's material:
Padlet: https://padlet.com/cadavidmaria/tsprj3l34at9enqt

Suggested video: https://www.youtube.com/watch?v=CLOUITxPv6A

5d Eating out

Vocabulary restaurants

1 Work in pairs. What are the most important things to consider when eating out? Does it depend on what kind of occasion it is?

the atmosphere in the restaurant
the food choice and/or quality
the prices and/or value for money
the service

2 Put these stages of eating out (a–f) into a logical order (1–6).

a make a reservation 1
b have an appetizer 3
c have dessert 5
d have the main course 4
e look at the menu 2
f pay the check 6

3 Are these comments usually said by a customer (C) or a waiter or waitress (W)?

1	Are you ready to order?	C	(W)
2	What's that made from?	(C)	W
3	What do they taste like?	(C)	W
4	I think I'll try that.	(C)	W
5	Can I take your order now?	C	(W)
6	And I'll have the same.	(C)	W
7	And for your main course?	C	(W)
8	Does it come with vegetables?	(C)	W
9	And what about you, sir?	C	(W)

Real life describing dishes

4 ▶ 41 Listen to the conversation in a Jamaican restaurant. Check your answers from Exercise 3.

5 ▶ 41 Work in pairs. Look at the expressions for describing dishes. Listen to the conversation again. How are the dishes in the photos described?

▶ DESCRIBING DISHES

It's / They're a sort / type / kind of:
baked / boiled / fried dish
fruit / meat / fish / vegetable
It's / They're made from:
a kind of bean / meat / vegetables
It tastes / They taste:
bland / hot / salty / spicy / sweet
It's / They're a bit like:
fresh cod / potatoes / lamb

6 Work in pairs Which of the four dishes do the customers order? Would you order the same?

7 Pronunciation disappearing sounds

a ▶ 42 Listen to the sentences with these words. Cross out the part of the word that is not pronounced—the disappearing sound—in each word. Listen again and repeat the sentences.

1 interesting
2 savory
3 traditionally
4 vegetables

b Cross out the disappearing sounds in these words. Then work in pairs. Write sentences with the words for your partner to read aloud.

chocolate natural restaurant
separately technique

8 Write a list of six food dishes, vegetables, fruit, or other food that are either from your country or that you have eaten. Make notes to describe each item. Use the expressions for describing dishes to help you.

9 Work in groups of three. Take turns describing your mystery foods. Who can guess each one the fastest?


plantain fritters


akkra


ackee and saltfish


goat curry

Unit 6 - Opener - Complementary activities.

Course: Independent 2 Type: Pre Time: 30 min. Mode: Virtual

Objective: To discover different perspectives of people through pictures.

- The student is able to identify concepts related to corruption, fake news/friends, crime acts, among others from different perspectives. Besides, students will be able to compare it to their own culture.

Linguistic competence:	Skills developed: Speaking.
Intercultural competence:	Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. → Knowledge - Knowledge of self and others. - Awareness of the relationship of individuals to society. **Savoir.**

Teacher's notes:
In order to start this unit, the teacher projects the presentation and first, shows them all the pictures. Elicit students if they think those pictures are real or photoshopped. Besides, ask students to express what they think of those pictures. Listen to their ideas. Then, go back to slide 1 and play the conversation. (There are some exercises about the recording on page 69). Later, have students work in pairs or trios and choose a picture. Each picture has its own link from the source. Give them about 10 minutes to search information about it and then, create a short conversation (following the sample) talking about the picture. Each student can take roles (photographer and spectator), friends, etc. Once all the conversations are ready. Have students share them with the whole class. Spend some minutes at the end of this activity to reflect on the concepts and how they are presented in Colombia.

Taken from the teachers notes:
Use the opportunity to extend this area of vocabulary. Write the following words on the board: fake, false, counterfeit, trick, pirate, and imitation. Ask students which nouns in Exercise 4 these words collocate with, and which other nouns they often collocate with.
fake collocates with all the words
counterfeit money/passports
imitation watches
trick photography
pirate DVDs

Student's material:
Presentation:
https://docs.google.com/presentation/d/1H-n8976G_RZGgLi3QUlvQJtBpoWT7CNxmeXIi9Sxo2U/edit?usp=sharing

Unit 6 Mysteries



Sunbathing cows in Andalusia, Spain

FEATURES

70 Flexible thinking
How good are you at puzzles and solving mysteries?

72 Desert art
The mysterious Nasca lines in Peru

74 Lost and found?
Current theories about Amelia Earhart's disappearance

78 Encounters with a sea monster
A video about strange creatures in the water

1 Work in pairs. Look at the image. Discuss the questions.

1 Does it look like a painting or a photo?
2 What is happening?
3 What does it make you think about?
4 Do you think the image has a message? What?

2 ▶ 43 Listen to a conversation about the image. Check your ideas from Exercise 1.

3 ▶ 43 Listen to the conversation again. What do the words in bold refer to?

1 Do you think the photographer Photoshopped **it**?
2 I'm surprised he didn't frighten **them**.
3 I can't make **it** out.
4 **They**'re parasailing.
5 It's really popular **there**.

4 Work in pairs. Why do people sometimes make fake photos? Why do people make fake versions of the items in the box?

bags	clothes	eyelashes	money
paintings	passports	watches	

Unit 6c - Complementary activities.

Course: Independent 2 Type: Post Time: 30 min. Mode: Virtual

Objective: To identify facts, speculations and opinions about news in Colombia from different perspectives. .

- The student is able to discover other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices.

Linguistic competence:	Skills developed: Speaking and listening. Critical thinking: Speculation or fact?
Intercultural competence:	Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. → Interpreting and relating - Interpreting things from other cultures. - Comparing them to own culture. - Developing new perspectives through comparison and contrast. **Savoir comprendre.**

Teacher's notes:
This activity will focus on facts, speculations and opinions in news that has happened in Colombia.
It is recommended that before this activity, the teacher has already explained what facts and speculations are. There are some exercises based on two stories on page 74 and 75.
So, first, share the presentation with students and show some pictures related to news that have happened in Colombia. Later, give students some minutes to write some opinions and speculations about those news. Tell students they can also write some facts but they must add the source. Once all the students have participated, read the information together and get some conclusions. Invite students to identify the vision of each student and the importance of respecting different points of view.

Student's material:
Presentation:
https://docs.google.com/presentation/d/12kEsecghMJ4cWBxsejykY9X34Xv8gvSFk7_iuA9VYZ0/edit?usp=sharing

6c Lost and found?

Reading

1 Work in pairs. Look at the photo and the title *Where is Amelia Earhart?* Discuss these statements. Which of them do you think could be true?

1 Amelia Earhart was a famous pilot.
2 She flew across the Atlantic Ocean.
3 In the photo, she's just landed her plane.
4 She lived until she was one hundred years old.

2 Read the first article quickly. Check your ideas from Exercise 1.

3 Work in pairs. Read the second article. Answer the questions.

1 What is the theory talked about in the article?
2 Which modern scientific technique might give an answer to the Earhart mystery?
3 If the new project is successful, what will it prove?
4 What is the biggest problem for the researchers on the new project?

4 Find these words in the articles. Look at how the words are used and try to guess their meaning. Then replace the words in bold in the sentences (1–4) with these words.

attempting (line 2)	financing (line 30)
samples (line 24)	distinguish (line 59)

1 My grandparents are **paying for** my studies.
2 It's easy to **see the difference** between a leg bone and an arm bone.
3 The doctor took **small amounts** of my blood to do tests.
4 The cyclist is **trying** to break the world record.

5 Work in groups. Discuss the questions.

1 The piece of bone "might have been from one of Earhart's fingers." Are there any other possibilities?
2 Is it certain that any saliva on the envelopes is Earhart's? How do you know?
3 Do you think the project will be successful?

6 Work in pairs. Complete the summary.

The new project aims to provide a way of testing [1] *Earhart's DNA* . The success of the project depends on several things. Firstly, that the bone is from a [2] *human* , not a turtle. Secondly, that Earhart's saliva still exists on [3] *envelopes* . And thirdly, that there is enough saliva to [4] *test* .

Wordbuilding nouns and verbs

▶ WORDBUILDING nouns and verbs

Some nouns and verbs have the same form. They can have similar or unconnected meanings.
land – similar; *book* – unconnected

For more practice, see Workbook page 51.

7 Look at the wordbuilding box. Find these words in the two articles. Are they used as nouns (N) or verbs (V)?

1 fly (line 1) *V*
2 land (line 3) *V*
3 books (line 8) *N*
4 records (line 11) *N*
5 contact (line 13) *N*
6 plan (line 23) *V*
7 test (line 26) *V*
8 remains (line 34) *N*

8 Work in pairs. Look at the same words in these sentences. Is the meaning similar to the meaning of the word in Exercise 7?

1 Do you have any plans for the weekend?
2 We always book our hotel rooms in advance.
3 I tried to contact them yesterday without success.
4 Everyone did badly on yesterday's English test.

Critical thinking speculation or fact?

9 Read the definitions. Then decide if the sentences from the articles report speculation (S) or fact (F).

Speculation is having a theory or guessing about something.
Facts are items of information that we know to be true.

1 Amelia Earhart […] was attempting a round-the-world flight in 1937. S (F)
2 Earhart could have landed on a different island. (S) F
3 About 99 percent of the genome is identical among all humans. S (F)

10 Find one more fact and one more speculation in the articles. Then work in pairs. Do you agree with your partner's choices?

Speaking myLife

11 Work in groups. Think of at least three news stories you have heard about recently. Suggest as many reasons as you can for what has happened.



Where Is Amelia Earhart?

Three Theories

▶ 49 *by John Roach*

Amelia Earhart, the first woman to fly solo across the Atlantic Ocean, was attempting a round-the-world flight in 1937. She planned to land on the tiny Pacific Ocean island of Howland, just north of the equator. She never arrived. Exactly what happened to her and her navigator,[1] Fred Noonan, is still one of aviation's greatest mysteries. Researchers have spent millions of dollars investigating the case, and several books have been published that look at the different theories.

The official US opinion is that Earhart ran out of fuel and crashed in the Pacific Ocean. The radio records from a US Coast Guard ship suggest that she must have been near Howland when contact was lost.

Another theory says that Earhart could have landed and later died on a different island, called Nikumaroro. Nobody lived there.

And another theory says she was captured while on a secret mission to the Japanese-controlled Marshall Islands in the North Pacific, then eventually returned to the USA with a new identity.

Lost and found? The missing pilot

▶ 50

by Ker Than

Amelia Earhart's dried saliva[2] could help solve the mystery of the aviator's 1937 disappearance. Scientists plan to create a genetic profile by taking samples of her DNA from letters she wrote. This could then be used to test recent suggestions that a bone found on the South Pacific island of Nikumaroro is Earhart's.

Justin Long is a Canadian whose family is financing part of the DNA project. He makes the point that at the moment, anyone who finds pieces of bones can say that they are Amelia Earhart's remains. According to Long, Earhart's letters are the only existing items that are definitely hers and that might contain her DNA. The remains of Earhart, her navigator Noonan, and their twin-engine plane were never found. But in 2009, researchers discovered a piece of bone on Nikumaroro, which they believed might have been from one of Earhart's fingers. However, some scientists have suggested that the Nikumaroro bone isn't human at all but may be from a turtle.

The new Earhart DNA project will be organized by Dongya Yang, a genetic archeologist at Simon Fraser University in Canada. Yang will work on four letters Earhart wrote to her family. It is believed that Earhart must have sealed[3] the envelopes herself.

However, geneticist Brenna Henn of Stanford University, USA, said she knows of no other case where DNA has been collected from old letters. The problem is that the envelopes probably don't contain much DNA. The project needs a big sample to distinguish between Earhart's DNA and that of other living people, because about 99 percent of the genome[4] is identical among all humans. To make sure that the DNA from the letters belonged to Earhart, the team will compare it to DNA from Earhart's relatives who are still alive and also DNA extracted from another letter, written by Earhart's sister.

[1] **navigator** (n) /ˈnævɪˌgeɪtər/ the person who plans the direction of a plane or ship
[2] **saliva** (n) /səˈlaɪvə/ the liquid in your mouth
[3] **sealed** (adj) /siːld/ closed safely so that it's hard to open
[4] **genome** (n) /ˈdʒiːnəʊm/ the genetic information of each living thing

Unit 6e - Complementary activities.

Course: Independent 2 Type: Post Time: 40 min. Mode: Virtual

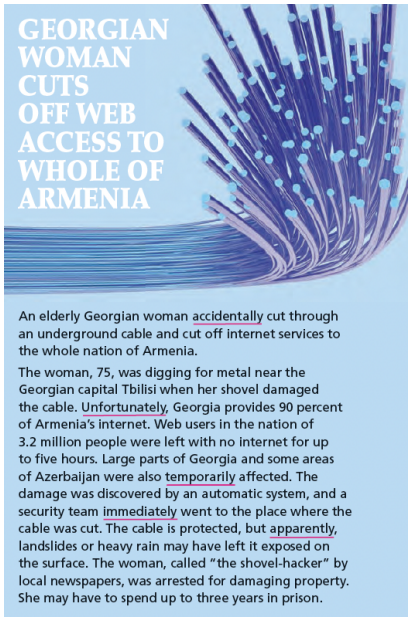
Objective: To explore news from their own and other countries.

- The student is able to discover other perspectives on the interpretation of familiar and unfamiliar phenomena both in the cultures of the social groups to which one belongs and in other cultures and cultural practices.

Linguistic competence:	Vocabulary: -ly adverbs in stories. Skills developed: Writing.
Intercultural competence:	Attitudes: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. → Knowledge - Knowledge of self and others. - Awareness of the relationship of individuals to society. **Savoir.**

Teacher's notes:
This activity will focus on the writing exercise on page 77. To do this activity it is recommended that students have already learned a structure to write stories, what and how to write it, and the usage of -ly adverbs. Then, have students work in pairs or individually. Give them about 10 minutes to search for a topic they are interested in. The teacher can pass by each group (through breakout rooms) to give them ideas or listen to their doubts (students must follow the structure that is below). Explain what "Authentication" means. In this context, authentication means that they can make up part of the real story or they can reflect about how that* is related to their daily living. The teacher can give students some examples to make this part clear.
* topic chosen by each student/group.

Example:



"It is also said that this woman shared her knowledge with a Colombian company called "CLARO telecommunications" and therefore many people were affected in the last week of february."

After that, each group has no more than 20 minutes to start writing their stories. Once they have finished, take all those stories to

Structure:
- Introduction (Paragraph 1)
- Body of the story (Paragraph 2)
- Authentication (Paragraph 3)
- Conclusion (Paragraph 4)

Student's material:

Link to post their stories:
https://sites.google.com/d/1J3j5M6jqbpMdeTx1Sfin1fdT8L9lA0Co/p/1lx3acND8gdUAC9eFCI85qWMDZAAKec_k/edit

6e In the news

Writing a news story

1 Work in pairs. Read the news story. Do you think it is true or not? Explain your reasons to your partner.

2 Writing skill structuring a news story

a Work in pairs. Read the introductory sentence in the news story again. Answer the questions.

1 What happened?
2 Who was involved?
3 Where did it happen?

b Read the main paragraph and find:

1 how the woman cut the cable.
2 four things that happened after she cut the cable.
3 two pieces of background information.

c Read the main paragraph again. How are the events and background details organized?

3 Vocabulary *-ly* adverbs in stories

a Find these adverbs (1–5) in the story. Then match the adverbs with their meanings (a–e).

1	accidentally	a	at once
2	unfortunately	b	by mistake
3	temporarily	c	for a short time
4	immediately	d	it seems
5	apparently	e	we are sorry to say

b Cross out any options that are not possible. Both options may be possible.

1 *Apparently,* / ~~*Quickly,*~~ this type of incident is increasing in Georgia.
2 *Fortunately,* / *Incredibly,* nobody was hurt.
3 Internet services were ~~*amazingly*~~ / *gradually* restored across the region.
4 Software providers say hackers *deliberately* / ~~*sadly*~~ damaged the service.
5 *Hopefully,* / ~~*Slowly,*~~ the police will release the woman because of her age.

c Work in pairs. Decide which of the sentences in Exercise 3b fit into the story and where they fit.

4 You are going to write an April Fools' story or a news story that is not true. This can be invented or a story you have heard. First, make notes about the main events and the background details. Think about *what? who? where?* and also *why?* and *how?*



GEORGIAN WOMAN CUTS OFF WEB ACCESS TO WHOLE OF ARMENIA

An elderly Georgian woman accidentally cut through an underground cable and cut off internet services to the whole nation of Armenia.

The woman, 75, was digging for metal near the Georgian capital Tbilisi when her shovel damaged the cable. Unfortunately, Georgia provides 90 percent of Armenia's internet. Web users in the nation of 3.2 million people were left with no internet for up to five hours. Large parts of Georgia and some areas of Azerbaijan were also temporarily affected. The damage was discovered by an automatic system, and a security team immediately went to the place where the cable was cut. The cable is protected, but apparently, landslides or heavy rain may have left it exposed on the surface. The woman, called "the shovel-hacker" by local newspapers, was arrested for damaging property. She may have to spend up to three years in prison.

5 Write an introductory sentence to summarize your story. Then number your notes in the order you will write about them. Include at least three adverbs where appropriate.

6 Work on your own. Write your story in about 150–200 words. Write an interesting headline.

7 Work in pairs. Exchange your stories. Use these questions to check your partner's story.

- Did the headline make you interested in reading the story?
- Are the facts of the story clear?
- Do you think the story is true?

APPENDIX 5. Analysis and Retrospective Phase
This survey was conducted via Google Forms.

ACTIVITY EVALUATION
The objective of this survey is to let me know your opinion about the activity you implemented in class and how it went. Please, take a minute to answer some questions. Your answer is very important for this project and it helps me expand my horizon to have a neutral result.
Thank you so much!

About the activity you implemented

What course are you teaching?
- Independent 1
- Independent 2

What lesson were you teaching?
Please, choose the lesson for which you implemented the activity.

What lesson were you teaching? Independent 1
- Unit 1- Opener
- Unit 1a
- Unit 1b
- Unit 1c
- Unit 2- Opener
- Unit 2a
- Unit 2b
- Unit 2c
- Unit 3- Opener
- Unit 3a
- Unit 3b
- Unit 3c

What lesson were you teaching? Independent 2
- Unit 4- Opener
- Unit 4a
- Unit 4b
- Unit 4d
- Unit 4e
- Unit 5 - Opener
- Unit 5a
- Unit 5b
- Unit 5c
- Unit 6 - Opener
- Unit 6c
- Unit 6e

How productive do you think this activity was?
- Very helpful
- It was ok
- Not very helpful

How was the student's attitude towards this activity?
- They seemed to love it!
- They seemed to be interested.
- They did not participate much.
- They did not care about this activity.
- They seemed to dislike this activity.

How was it to implement this activity in class?
- Easy
- Medium

- Difficult

From your point of view, what is a positive aspect of implementing this activity? - Advantages to align language and culture.

_____
_____

From your point of view, what is a negative aspect of implementing this activity? - Disadvantages to align language and culture.

_____
_____

What would you improve or modify of this activity? - Provide a brief description.

_____
_____

Thank you!
Your opinion is very important.