

**Universidad Nacional  
Facultad de Filosofía y Letras  
Escuela de literatura y Ciencias del Lenguaje**

**AN ANALYSIS OF THE SOCIO-CULTURAL CONTENT OF THE LOCALLY-  
PRODUCED SERIES OF TEXTBOOKS *HAVE FUN*, AND A PROPOSAL FOR  
MODEL COMPLEMENTARY MATERIAL ON FOREIGN CULTURE  
AWARENESS**



**FINAL PROJECT**

**A project submitted in partial fulfillment of the requirements for the graduate degree  
of Licenciados en Linguística Aplicada con Énfasis en Inglés**

**Presented by**

**PAOLA ARTAVIA MOYA  
DOUGLAS GONZALEZ CARVAJAL  
YORLENY ROJAS ARIAS  
GIOVANNI VALVERDE RODRÍGUEZ**

**2002**



Signatura

Código de barras

HC



Devuelva este libro en la última  
fecha indicada

TRIBUNAL EXAMINADO

M.A. Virginia Angulo A  
Representante del decano

BIBLIOTECA ESPECIALIZADA  
FACULTAD DE FILOSOFIA Y LETRAS  
UNIVERSIDAD NACIONAL  
DEVOLVER EL:

\* 12 SET. 2014 \*

*P. A.*

*zulo A.*

M.A. Ginneth Pizarro Ch  
Representante de Direcc

BIBLIOTECA ESPECIALIZADA  
FACULTAD DE FILOSOFIA Y LETRAS  
UNIVERSIDAD NACIONAL  
DEVOLVER EL:

\* 14 NOV. 2014 \*

*APCV*

*Diana Chacón*

Dr. Jorge Hernández Vill  
Profesor Tutor

M.A. Rocio Miranda Var  
Lectora

M.A. Lucrecia Rojas Car  
Lectora

Fecha:

*22*



HOJA DE TRIBUNAL EXAMINADOR

TRIBUNAL EXAMINADOR

M.A. Virginia Angulo Angulo  
Representante del decano

Virginia Angulo A.

M.A. Ginneth Pizarro Chacón  
Representante de Dirección

Ginneth Pizarro Chacón

Dr. Jorge Hernández Villalobos  
Profesor Tutor

Jorge Hernández Villalobos

M.A. Rocio Miranda Vargas  
Lectora

Rocio Miranda Vargas

M.A. Lucrecia Rojas Campos  
Lectora

Lucrecia Rojas Campos

Fecha:

22/5/02



## RESUMEN

Este estudio propone el análisis del contenido socio-cultural de la serie de textos *Have Fun* con el propósito de determinar ese contenido cultural, cómo se integra el mismo en los textos y finalmente preparar una muestra de material complementario dirigido a satisfacer las necesidades culturales encontradas.

En primera instancia, el proyecto analiza literatura pionera en la inclusión de la cultura como elemento de la enseñanza del inglés. Se exploran modelos para el análisis y evaluación de material cultural en textos.

A partir del diseño de un instrumento y procedimientos de estudio, se hace un análisis del contenido cultural de los textos *Have Fun*. Se realiza una descripción de los resultados del análisis de los textos y se determinan las carencias que sobre la cultura meta tienen los mismos.

Finalmente, se elaboran unidades modelo de material complementario, con el fin de demostrar las posibilidades de trabajo cultural, de esos textos, dentro de los objetivos planteados en los programas del Ministerio de Educación Pública y congruentes con los planteamientos del desarrollo curricular en lengua extranjera.

## DESCRIPTORES:

contenido cultural/

análisis de textos/

material cultural de la lengua extranjera/

textos en la enseñanza del inglés/



## AKNOWLEDGEMENTS

This study took almost two years to be completed. During this time, many people gave us their assistance and wisdom. We are specially indebted to Phd. Jorge Hernández Villalobos, without whose guidance and support this study would probably had never been finished. Master Lucrecia Rojas and Master Rocio Miranda, our readers, whose advice and support helped us proofread this study. We also want to acknowledge all those people who were by our side during this time. Our appreciation to all of them.

Paola Artavia  
Douglas González  
Yorleny Rojas  
Giovanni Valverde



## DEDICATIONS

To...

...God.

Thanks my Lord for allowing me to accomplish one more goal.

...Ross.

Thanks for being so patient. You know that without you, this would mean nothing.

...Mom and Dad.

Thanks for your blessings. Even though I am far away, they always reach me.

...Yola, Doug and Pao.

With affection and respect.

- Giovanni

To...

...God.

For guiding my life and giving me all what I have.

...Javier.

Thanks for supporting me and being part of my life.

...Verónica.

Thanks for coming into my life. I love you.

...Mom and Dad.

Thanks for teaching me responsibility and endeavor. You molded me into what I am now.

... my coworkers.

Thanks for being part of this dream. You are more than coworkers. You are friends.

- Yorlenny

To...

...God.

For being my light and guard.

...my parents.

For your comprehension and your support.

...my sisters.

Thanks for believing in me.

...Pao, Geo, and Yola.

I love you all.

- Douglas

To...

...my mighty Lord.

Thanks for letting me know that life is meaningful just when you are by our side.

...Dad and Mom.

You taught me many things, but the most wonderful thing you taught me has been how to love.

...Yola, Doo, Giova.

Thanks for being so special. Thanks for your patience, partnership and love.

- Paola



## TABLE OF CONTENTS

Chapter I. Overview of the Study	8
Introduction	8
1.1. The study and its importance	8
1.2. Need of the study	10
1.3. Purpose of the study	11
1.4. Design of the study and instrumentation	12
1.5. Objectives	12
1.6. Data collection	13
1.7. Data analysis	14
1.8. Proposal	14
 Chapter II The Review of Literature	 15
Introduction	15
2.1. Culture in foreign language learning	15
2.2. Evaluation of materials for teaching foreign languages	17
2.3. Approaches for the analysis of socio-cultural content	18
2.3.1. Prescriptive models for the analysis of textbook content	20
2.3.2. Descriptive Models for the Analysis of Textbook Content	21
2.4. Source textbooks and target culture	23
2.5. Relation of the literature review and the present study	24
 Chapter III. Design and procedures of the Study	 26
Introduction	26
3.1. Design	26
3.1.1. Purpose	26
3.2. The textbooks	27
3.2.1. Textbook series characteristics	27
3.2.2. Sample units and sections	27
3.3. Methodology	28
3.3.1. Content analysis methodology	28
3.3.2. Models for cultural content evaluation	28
3.3.2.1. Byram's model	28
3.3.2.2. Hernández model	29
3.3.3. The coding instrument	30
3.3.4. Description of the variables	31
3.3.5. Reliability and validity	34
3.4. Data collection	36
3.5. Statistical procedures	37
3.6. Steps for the development of the sample material	37
 Chapter IV.	 39
Introduction	39
4.1. Presentation and analysis of the results	39



Chapter V. Discussion, conclusions, limitations, and implications for further research	54
Introduction	54
5.1. Discussion	54
5.2. Conclusions	62
5.3. Limitations	64
5.4. Implications and recommendations for further research	64
 Chapter VI. Complementary material	66
Introduction	66
6.1. Unit 1, book 1.	69
6.2. Unit 10, book 1.	77
6.3. Unit 2, book 2.	87
6.4. Unit 5, book 2.	97
6.5. Unit 10, book 2.	108
6.6. Unit 1, book 3.	121
6.7. Unit 7, book 3.	130
 References	142
 Appendix 1. The Coding System	147
Appendix 2. English as a Foreign Language program MEP cultural content by level.	162
Appendix 3. Original units from textbooks <i>Have Fun</i>	167



## CHAPTER 1

### OVERVIEW OF THE STUDY

#### 1.1. The Study and its Importance

Teaching English as a foreign language in Costa Rica has been part of the curriculum of the secondary schools of the National Public Educational System since the 18<sup>th</sup> century. Recently, English has become a more important subject inasmuch as the Education Authorities have taken notice of the new trend toward internationalism in Costa Rica, and want Costa Rican students to have the right kind of start for a new kind of society. Thus the demand for English as a means of communication, the requirement of English for the “in vogue” jobs in tourism and in high technology enterprises, as well as to pass various entrance examinations in universities and colleges abroad are other contributing factors directly related to globalization; factors which affect the growing importance of the teaching of English as a foreign language in Costa Rica.

Due to these facts, in 1996, the Foreign Language Office Program (OLE) program of the Ministry of Public Education implemented English as an obligatory subject in many primary schools. This language policy was implemented as an attempt to satisfy the need for the mastering of that language to interact properly in the new situations that might be faced because of the growing economic and educational activities.

In addition, the need for communicative competence in the target language led the authorities of the Ministry of Education to implement Communicative Approaches as in the English as a Foreign Language Curriculum at the secondary level. According to this proposal, language competence will be reached by taking into account three components: 1. The formal component, which is seen as the grammatical component; 2. The functional component, which is understood as the communicative purpose for using the language, and 3. The cultural component, which considers understanding of the culture of those countries in which the target language is spoken in order to reach cross-cultural understanding (Richards, 1994, p.14).



Therefore, as the authorities considered these approaches as the ones that better fulfill the country's teaching and learning needs, they also agreed to take those components as basic in the English as a Foreign Language Syllabus. That is why the English syllabus is based on the same components: formal, functional, and cultural.

Concerning the third component, many authors highlight the importance of culture when teaching a foreign language: "Culture should be taught when we have students to teach" (Seelye, 1984, p. 4). Cross-cultural awareness, "the recognition that culture affects perception and that culture influences values, attitudes, and behavior" (Gaston, 1984, p. 2); and cross-cultural understanding, the "physical capacity to be magnanimous toward strange ways" (Nostrand, quoted in Seelye 1994, p. 21) are important to avoid cultural conflict, or at least to solve intelligently any situation by using previous experience as testing hypothesis. In this way, the consequences of cultural shock will be minimized (Murphy, 1994, p. 4).

However, culture is not usually taken into account when teaching a foreign language class, or in many cases "culture is reduced to topics such as foods, folklore, fairs, and statistical facts" (Kramsch, quoted in Hinkel, 1999, p. 5) that are called "the four F's" approach (p. 5). Yet the impact of culture in language learning, and use is far more complex. It requires to link the teaching of language to the teaching of culture since a "second or foreign language can rarely be learned or taught without addressing the culture of the community in which it is used" (Hinkel, 1999, p. 2). This assertion is upheld by linguists like Byram and Morgan (1994) who indicate that culture learning has to take place as an integral part of language learning. Hymes (1964) points out that although teachers are aware of cultural differences, culture has been omitted in the teaching of target languages. There are several reasons why that happens. Many teachers manifest that the major problems are "lack of time, the belief that pupils will be exposed to cultural patterns later, and the view of language as a communication ability not related to social concerns or a social concern not related to language issues" (Seelye, 1984, p.5) But it is actually possible to add one more reason to the list: the use of inadequate textbooks in the foreign language teaching task (Hinkel, 1999). It is important therefore, to underline the role of the textbooks used to teach foreign languages and how they integrate culture. It is necessary to bear in mind that "language has to be considered in two contexts: on the one hand, human systems of conceptualizations and perception, and on the other the actual use of language in society"(Yalden, 1987, p.10).



There are many textbooks exported from countries where the target language is spoken to countries like Costa Rica that might be useful in English as a foreign language (EFL) teaching since they may portray target cultural patterns which might enhance cultural awareness (Hernandez, 1986), while there are EFL textbooks, produced at a national level for particular countries, where the target language is not spoken, which need to be evaluated in order to find out if they include representative elements of the target culture. Therefore, it is important to evaluate EFL textbooks since “for many teachers the textbook remains the major source of cultural content because, in their situation, supplementary materials on the target cultures are simply not available.” (Hinkel, 1999, p.198).

## 1.2. Need for the Study

As we expect teachers to utilize textbooks, it is important to evaluate the texts (locally produced or imported), in order to find out how well they treat the cultural content. In Costa Rica, we found that the majority of teachers use the series of textbooks *Have Fun*, which is a textbook locally produced, to teach English as a Foreign Language in public high schools, specifically in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades of Basic General Education.

From forty EFL teachers who work in the Third Cycle in different areas of the country (Naranjo, Grecia, Zarcero, San Ramón, Quepos, Turrialba and Liberia) who were asked which textbook they used to teach EFL, 32 ( 80 %) answered that the book they work with is *Have Fun*, 6 (15%) answered that they work with other texts, and 2 (5%) said they do not use any book at all (non-structured interview, 2000 ).

This data suggests that a high percentage of the teachers who teach 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades use the textbooks *Have Fun* in their EFL classes. The reason they gave to use the texts are:

1. The textbooks are easily available and cheaper than other texts.
2. The textbooks cover the objectives included in the EFL syllabus from the Ministry of Education.
3. The textbooks are recommended by the MEP authorities as the most appropriate textbooks to cover the objectives of the EFL syllabus.

As the official English syllabus contains cultural goals which aim (1) to offer insights into the cultures and civilizations of the countries in which English is spoken, and (2) to encourage positive attitudes toward the foreign language and its speakers (Programa de Estudios de



Inglés. MEP, 1998, p.14), it is imperative to assess the cultural content of the books in use, in order to value their contribution to the enhancement of awareness and curiosity toward the target culture.

Richards (1993) argues about the importance of evaluating textbooks used to teach foreign languages since textbooks are sourcebooks rather than course books. Their role is facilitating teaching rather than restricting it. However, in order to use textbooks as sources of creative teaching, teachers need to evaluate them. Hinkel (1999) supports Richards when he says that textbook evaluation is a need, including the evaluation of textbooks produced at a national level, also called local textbooks. She considers that there are gaps in the checklists used to evaluate the cultural content of EFL textbooks. These checklists “are predicted on the notion that the culture mirrored in EFL textbooks will be target cultures.” (p. 204). Nevertheless, it is necessary to find out whether or not EFL local textbooks include target cultural content.

### **1.3. Purpose of the Study**

This study proposes an analysis of the socio-cultural and socio-linguistic elements included in the series of texts *Have Fun*, in order to a) determine what is the cultural content the textbooks provide, b) determine how well the textbooks integrate the target cultural content, and c) give sample units of supplementary cultural material for target culture awareness so that students will be assisted in accomplishing the objectives stated in the EFL National Syllabus.

In general, there is a need for effective studies of the cultural content of textbooks used in Costa Rican public high schools so that clear examples can be given of the contributions of the textbooks to inter-cultural communication and understanding, as stated in the official English syllabus. As the *Have Fun* series has not been evaluated, its analysis becomes a need. This study will contribute to the improvement of EFL teaching-learning process inasmuch as the textbooks to be analyzed are actually used by many teachers and students all around the country. This work will propose cultural supplements to the texts. This will be very valuable for teachers who will keep on using the texts as a feasible and reliable source for teaching-learning EFL. Due to this fact, the present study offers a contribution not only to the textbooks, but also to the people involved in the task of teaching English as a foreign language in public high schools.



#### 1.4. Design of the Study and Instrumentation

This analysis is carried out using the criteria for textbook evaluation proposed by Byram (qtd. in Hinkel, 1999), and the model designed by Jorge Hernández (1986). Based on these two authors, a model for cultural content evaluation was created in order to analyze the series of textbooks *Have Fun*. A coding system was developed in order to do the analysis of the texts. This coding system will include the most important areas proposed by the authors as follows:

1. Social Identity and Social Groups: representation of the socio-demographic features, nationality, ethnicity, age, civil status, occupation, socio-economic status, educational level, and role type.
2. Socialization and Life Cycle: interpersonal relationships, cross-cultural relationships, conversational topics, and setting.
3. Explicit Cultural Information: geography, historical events, and social and political institutions.
4. Manner of Presentation: management of the readings and exercises in the textbooks.

Each area includes a set of variables, and these variables consist in several categories of analysis. The conversations and the readings are the units used to record the data. The textbooks units are the context within which the recording units are going to be judged and classified.

#### 1.5. General and Specific Objectives

The present study aims to accomplish the following objectives:

##### General objectives:

1. To analyze the socio-cultural elements included in the series of textbooks *Have Fun*.
2. To determine the representative elements of the target culture within the instructional units of the textbooks.
3. To determine how well the textbooks integrate target cultural content.
4. To propose possible supplementary target cultural material to enhance awareness and curiosity toward the target culture.



**Specific objectives:**

1. To point out if target culture characters are included in the representation of society within the textbooks
2. To determine to what extent the textbooks describe clearly the target culture population in regard to gender, age, civil status, social role type, and socio-economic status.
3. To determine if the dialogues and conversations in the instructional units of the textbooks include target culture information or reflect the target culture.
4. To determine if information in the dialogues provides a clear picture of the settings where the interactions take place, as well as of different attitudes, beliefs, values, needs, problems, and interests common to the target culture society.
5. To point out to what extent the textbooks give information about historical and geographical features of the target culture so that the learner can be brought to realize the variety of common characteristics of the areas where the target culture is spoken.
6. To determine the way in which readings and exercises manage culture in the textbooks.
7. To determine to what extent the textbooks give parameters to make learners aware of the differences and similarities that exist between the native culture and the target culture.

**1.6. Data Collection**

The three books of the series *Have Fun* were analyzed. The units of analysis were chosen according to topics. Units that deal with the use of the dictionary were not taken into account for the selection. No workbooks are included since the texts do not have them. This gives the total population of 3 books or 18 units. Characters, readings, dialogues, and exercises will be analyzed in order to obtain information about any cultural element that appears in the texts .

This study seeks to describe the cultural content of the series of textbooks *Have Fun*, but it does not attempt to measure the culture learning that might result from their use. In order to carry out the data collection, the researchers will use a coding system with its own operational definitions and instructions. Variables will be recorded and classified according to a set of categories within variables. The information was recorded in tabulations sheets that were created by the investigators. Measures of reliability for this coding system were calculated for the different units of the texts analyzed. The reliability test was done with two teachers of



English as a foreign language who coded the materials separately. The researchers compared the results in order to confirm the reliability of the evaluation tool.

### **1.7. Data Analysis**

The data analysis was carried out by obtaining the data and ordering it. This led to the study and interpretation of the information that came from the application of the coding system used.

This study implemented procedures based on the combination of the qualitative and the quantitative methodologies. The quantitative method permitted to deepen the knowledge and analysis of cultural patterns within variables. The combination of both techniques will permit to obtain a deeper understanding of the reality of the cultural content of the text *Have Fun* and to assess its real potential in EFL teaching (Gómez, 1979).

### **1.7. Proposal**

The researchers propose examples of supplementary cultural material for selected units based on the results of the data analysis, in order to complement the cultural areas identified within the textbooks. That will allow the EFL teachers to supplement the teaching of the target culture, and the student to develop awareness of target patterns and curiosity towards the target culture.



## CHAPTER II

### REVIEW OF LITERATURE

#### **Introduction**

This chapter reviews the literature on the socio-cultural content of Foreign Language textbooks. Here, literature about the importance of teaching culture in foreign language classes as well as models for the analysis of content of foreign languages texts are examined. The literature reviewed is from 1920 to the present, since the importance of including culture in foreign language teaching began to be discussed about that time. The material cited is derived from several sources: The English Teaching Forum, the ELT journal, publications of the ELP Division of the US Information Agency, a selection of books on the teaching of foreign languages, among others. The review of literature also includes information obtainable in Internet. The literature examined is available at the Universidad Nacional Omar Dengo Campus, the Universidad de Costa Rica Campus (San Pedro, San Ramón, Turrialba), as well as other institutions such as the Centro Cultural Costarricense Norteamericano.

The present chapter includes five topic areas: 1. Culture in foreign language teaching 2. Evaluation of materials for teaching foreign languages 3. Models for the analysis of socio-cultural content of foreign language textbooks 4. Local textbooks and target culture 5. The relationship of the literature reviewed to the present study.

#### **2.1 Culture in Foreign Language Teaching**

Establishing a close relationship between language and culture is now in vogue among linguists and anthropologists. However, since the beginning of the 20<sup>th</sup> century, some linguists have been interested in demonstrating that culture and language constitute a single domain of experience and therefore they are inseparable. "Language does not exist apart from culture, that is from the socially inherited assemblage of practices and beliefs that determine the texture of our lives" (Sapir, 1921, p. 221). Many studies have shown the imminent relationship between language and culture. Ervin Tripp (1964) did research of language and culture using Japanese and American subjects. This research showed that the content of what is said varies with the language being used. Trudgill (1974) also provides examples of the effect of the social or cultural environment on language. He revealed that distinctions that are important in a culture are reflected in the lexicon of a society.



Benjamin Lee Whorf studied the differences between the structures of European languages and convinced himself that speakers of those languages conceptualized reality in different ways. He believed that those contrasting views resulted from differences in languages structures. This theory was first exposed by Sapir; however, Whorf's principle says that the structure of language is responsible for those views. That is the reason why people are less ready to accept the causal relationship proposed by Whorf.

Hundreds of years before Christ, Confucius pointed out that "by nature men are nearly alike; by practice they get to be wide apart" (qtd in Seelye, 1994, p. 29). People everywhere are alike because they share the same basic needs. All people need food, shelter, and something to believe in; however, the different ways in which people do things sometimes confuse us and sometimes alienate us. When teaching-learning a foreign language, we have to take into account these points. That is, we must be concerned with the communicative use of language since our goal should be what Hymes (1974) terms sociolinguistic competence, or communicative competence, or the social use of language. Learning the vocabulary and the grammar of the language is not enough, we must learn when to use the language, and under what circumstances the language is appropriate, if we want to truly understand what we want to mean.

Ned Seelye (1993) identifies the skills involved in crosscultural communication and understanding that can be developed in foreign language classes. For Seelye these skills become the goals of instruction. These goals are the following ones:

1. Interest: The student shows curiosity about another culture (or another segment or subculture or one's own culture) and empathy toward its members.
2. Who: The student recognizes that role expectations and other social variables such as age, sex, social class, religion, ethnicity, and place of residence affect the way people speak and behave.
3. What: The student realizes that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them.
4. Where and when: The student recognizes that situational variables and conventions shape behavior in important ways.



5. **Why:** The student understands that people generally act the way they do because they are using options their society allows for satisfying basic, physical and psychological needs, and the cultural patterns are interrelated and tend mutually to support need satisfaction.
6. **Exploration:** The student can evaluate a generalization about the target culture in terms of the amount of evidence substantiating it and has the skills needed to locate and organize information about the target culture from the library, the mass media, people, and personal observation.

According to Seelye, a person who can develop these skills will be able to communicate appropriately in the foreign language since this person will be able to understand that there are cultural differences among peoples and, therefore, this will allow the person to create empathy toward the foreign culture. Nevertheless, before trying to achieve these cultural goals, we have to evaluate the material we use in our classes in order to make a match between materials and cultural goals.

## **2.2. Evaluation of Materials for Teaching Foreign Languages**

When evaluating materials used to teach foreign languages, we have to take into account a set of factors. For Nunan (1988) materials are indispensable elements within the curriculum. Materials should provide models for desirable classroom practice and fulfill most of the students' learning needs.

Nowadays, there is a huge variety of materials for teaching foreign languages. Many linguists point out the importance of evaluating these materials in order to keep them from becoming simply a lubrication of the wheels of learning. Krashen and Terrell (1993) make the point that materials must match the learner's objectives, while Littlewood (1981) says that materials should be presented in a way that empowers the students to put themselves in control of their own learning. Materials, besides, must facilitate interactive learning and be up-to-date.

According to Sheldon (1988), materials have to be age-appropriate. They have to be interesting, visually attractive, and suitable to the level of the students. However, the focus of attention on textbook content evaluation is mainly directed to the socio-cultural aspects of the materials used to teach foreign languages.



As the focus of language teaching must be on assisting learners to use language meaningfully (Nunan, 1988), we have to ask ourselves if the materials are relevant to real life. Materials should have a degree of authenticity and in order to use language authentically, teachers must consider, in the act of communication; the setting, the participants, and the purpose, in addition to form. Language learners should be immersed in the situation in which language is being used. That way language learners will be concerned with the communicative use of language, since the goal should be to reach "socio-linguistic competence" (Hymes, 1974. p. 751). Jansen (1992) argues about the importance of stating if the materials in use are socio-culturally appropriate, since he considers that it is easy to be insensitive in the area of cultural differences.

Mary Lewis (1991) comments about the significance of asking ourselves what cultural messages there are without the teacher being aware of them. This is a good way to avoid cultural conflict. Related to this point, Sheldon (1988) tells us we should ask if the course book is gender sensitive. That is, if the materials enshrine stereotyped, inaccurate, condescending, or offensive images of gender.

We should also ask ourselves how ethnocentric the material is. We should question the extent to which everything is seen from the point of view of the writer's culture. It is important to avoid paternalistic and condescending materials since this can be as offensive as exclusion. (Holmes, 1990). In learning a foreign language, the learner must try not to carry over cultural views from the first language. We all know that the acquisition of communicative competence with its understanding of the cultural viewpoints and attitudes reflected in the proper use of language is, most of the time, accomplished more easily if the language is learned in an environment where it is the main language. However, as we also know that levels of learning of a foreign language cannot be possible for all language learners, it is necessary to evaluate the materials used to teach foreign languages since, in many cases, it is the only resource available to enhance cultural awareness (Hinkel, 1999).

### **2.3. Approaches for the Analysis of Socio-cultural Content**

In an attempt to describe the essentials of culture, some approaches have been proposed. Edward Hall (qtd. in Valdes, 1986, p.19) developed a scheme model called Primary Message System (PMS) which consists of ten categories of human activities: interaction, association,



subsystems, bisexuality, territoriality, temporality, learning, play, defense, and exploitation. "From these ten primary message systems, Hall has created an interrelated map of culture. The order of the ten systems is supposed to represent theoretically the evolution of culture" (p.165). This system counts on two dimensions: a framework of bars with ten PMS categories, and the adjectival counterparts. The problem of this model is that culture is presented synchronically. That is, it causes cultural ambiguity and converts culture into a thing.

Nelson Brooks (Valdes, 1986) presents his approach as cultural nodes. That is, there are points of contact between the individual and the institutional aspects of culture. This approach is static and close to cultural inventory. It falsifies the real relationship between culture and society, presenting them as static rather than dynamic. This approach is very general. It could be said to be a mixture of social science and humanistic views.

Howard Lee Nostrand's Emergent Model is another popular approach for the analysis of culture. Nostrand presented a new method called "thematic approach." In this model the description of the dynamics of culture is reached through inductive reasoning. That is, researchers inductively discover cultural themes in their dialectical relationship (Valdes, 1986, p. 166) as the dominant values that are presented repetitively in many cultural events and situations.

De Meo presents a model that is more than a sum of its material parts because praxis is involved. That is, it involves indirect motions and random human activities and acts. De Meo's model implies praxis of both the author and the reader, since the textbook combines the insertion of matter and transformational capacities of human action. According to De Meo, "objects of culture if described as static, fixed in time, will only grasp a moment of their existence. It is only when the past moves into the present and becomes active once again, that an understanding of the cultural object can be reached" (qtd. in Hernández, 1986, p. 61). This study of culture requires a synchronic and diachronic approach that makes past and present mediations intelligible. Students can adopt the insider's view and relate it to their own experiences. In that way, this interaction can reveal significant aspects of the target culture that go beyond the book's presentation.



### 2.3.1. Prescriptive Models for the Analysis of Textbook Content

The approaches described in the previous section have led to the creation of several models for the analysis of textbook content. These models are divided into two types: prescriptive and descriptive.

Prescriptive models proposed for the evaluation of the socio-cultural content of foreign language textbooks provide some useful and valuable categories of aspects that should be considered in any analysis of socio-cultural content. These models, however, are dogmatic and the generalizations of what "adequate content" is are questionable.

One of these models is the one proposed by Joiner (Hernández, 1986), which has been designed to evaluate cultural content. This model allows a quick analysis of a set of categories such as illustrations, texts, and social variables by giving an overall impression of them through a scale using opposite adjectives. Joiner's model is simplistic. It does not give the chance to make an all-out description of the content of the textbooks.

Gilman (Hernández, 1986) presents a 51-category model of information, which includes relative degrees of value assigned through instances of cultural information: note, suggestions, mention, allusion, statement, picture, description, explanation, exposition. This model permits a detailed inventory of type and quantity of cultural information in the texts. This model, however, has disadvantages: first, it is static, and second, it only allows a description of surface culture.

Howey (Hernández, 1986) published a comprehensive worksheet for evaluating foreign language textbooks. Only three in the list of thirty-eight items were related to cultural content. These items require the evaluator to judge the cultural content by using adjectives such as adequate/inadequate, historical/balanced/contemporary. It also analyzes the presence of texts and illustrations.

Pfister and Borzilleri (Hernández, 1986) brought out a prescriptive model for evaluating surface cultural content. This model consisted of a combination of Hall's PMS categories. This combinations led to five major areas: 1. Family, 2. Social Sphere, 3. Political System and Institutions, 4. Environmental Sphere, 5. Religion and Art. Based on these new categories, the authors define rates for adequate and inadequate contexts and at the same time, they provide criteria for evaluating the text. The authors utilize 11 questions to elicit the information judging the book as adequate if it shares their basic assumptions, or inadequate if it does not.



Moreau and Pfister (Hernández, 1986) present a model based on the following categories: human nature, social relations, man and nature, time, space. These are divided into 14 characteristics rated as adequate or inadequate and, as a final step, the book has to be judged as acceptable or unacceptable. However, to be acceptable, from the 14 characteristics, features 1, 3, 5, 6, 7, 11, 13 must be presented as adequate.

This design is directed to textbook evaluation and the description of the actual content of the book is required. This prescriptive model also includes an adequate description of foreign deep culture for each of the subcategories.

This model presents two drawbacks: 1) it offers generalizations without specification of socio-economic level, regions, ethnic group, and life style; and 2) the questionable definitions of what is adequate.

### **2.3.2. Descriptive Models for the Analysis of Textbook Content**

Andersen and Risager use an evaluation design for the analysis of what they called "Realistic Prose" that covers four categories: 1. Social characteristics of the characters within the texts; 2. Spheres of activity that people engage in; 3. Verbal and non-verbal interaction, and 4. Explicit information about culture and society. This design has descriptive natures that permit to judge whether or not the materials conform to their own philosophy of teaching culture, elucidating implicit and explicit content of texts (Hernández, 1986).

De Meo modified Andersen and Risager's model attempting to give a thorough description of the characters and situations that the textbook portrays. She included categories such as socio-economic characteristics, activities and interests, interpersonal relationships, and a category of explicit information about the target culture with a historical dimension. Language is used for presentation and explanation purposes. De Meo used a series of questions in the categories to develop a description of what is presented (Hernández, 1986).

De Meo's design is built on three premises:

1. If the information includes disparate items of surface culture, there will be no basis to develop a synthesis of the target culture.
2. If the surface culture elements are presented both synchronically and diachronically, there will be a chance to understand the culture.
3. Post-reading questions and illustrations should be given as feedback.



Some advantages of this approach are that it allows people to see explicit and implicit information and actual content of texts. It addresses the question about the manner of presentation through the post-reading questions used in the reading material, and also it allows the systematic analysis of the quantity and quality of the descriptive knowledge of the target culture presented in the textbooks (Hernández, 1986).

Hernández (1986) presents a model based on a set of categories which tend to describe the socio-cultural content of foreign language textbooks. Hernández based his model on De Meo's leading to the description of the different elements of culture. He also addresses the manner in which cultural content is presented, and gives the chance to examine if both surface and deep elements of culture are treated. Besides, Hernandez's model permits a quantitative and qualitative analysis of the descriptive knowledge that the textbooks offer.

"Among the most thorough lists of criteria for textbook evaluation is Byram's list, which focuses on cultural content." (Hinkel, 1999, p. 202). Byram states a set of categories similar to the ones presented by De Meo. Byram starts by describing social identity and social groups, and goes on with social interaction, belief and behavior, social and political institutions, socialization and life cycle, national history, national geography, and finishes with stereotypes and national identity. Besides, Byram examines the extent and manner in which texts include the different areas cited before. The most important feature of Byram's checklist is that it includes a comparative element (Hinkel, 1999, p. 202).

Byram has based his checklist on Huhn's criteria for evaluating the treatment of cultural content in language textbooks. This criteria includes avoidance of stereotypes by raising awareness, the need of factual, accurate, and up-to-date information, the presentation of a realistic picture, the avoidance of ideological tendencies, the presentation of the phenomena in context rather than as isolated facts, the relation of historical material to contemporary society, as well as the need to make clear how personalities are products of their age (Hinkel, 1999).

Just as Hernandez's model, Byram's model permits the systematic analysis, both quantitative and qualitative, of the descriptive knowledge of the target culture that the text offers.



#### 2.4. Source Textbooks and Target Cultures

At the end of the decade of the 80's, there was an increment of foreign language textbooks produced at a national level for particular countries where the target language is not spoken. These textbooks are predicted to mirror the source culture rather than the target culture (Hinkel, 1999).

A textbook used in Venezuela entitled *El Libro de Inglés* (Cortazzi and Jin, qtd. in Hinkel, 1999, p. 205) contains information about source culture aspects which are very familiar to the students with whom the textbook is used. The book gives a lot of details of people and places which are familiar to any Venezuelan such as the major national hero Simón Bolívar and settings in Caracas and other big cities in the country. This means that, even though some places outside Venezuela are mentioned, attention is mainly given to the source culture rather than to the target culture since focusing on the source culture is a typical characteristic of local texts.

A similar situation is found in Mexico where the textbook *Smash* (Morayta and Fisher, 1997) is used to teach English as a foreign language. Even though the authors include target characters, the book exposes clearly the emphasis given to the source culture. The settings in the book are mainly Mexican. When giving addresses, for example, we find only maps of Mexican cities.

The third example is a book entitled *English for Saudi Arabia* (Cortazzi and Jin, qtd. in Hinkel, 1999, p. 205), in which only source culture settings are found. Most characters are Saudi Arabian, and they talk about Saudi Arabian Customs (in English). All maps in the book are cities and towns of Saudi Arabia: therefore, learners see only members of their own culture who act the same way they do, and whose only difference remains in that the book's characters speak English.

Similarly, in Turkey, the textbook *Spotlight on English* (Cortazzi and Jin, qtd. in Hinkel, 1999, p. 206) contains mainly source culture rather than target culture. The textbook is about Turkish foods, Turkish history, and Turkish weather but, as in the other examples, all topics are discussed in English. All the settings in the book are Turkish and the characters travel only inside Turkey, and they only talk about Turkish customs and places. This situation does not give the learner the chance to know the target culture, which becomes a classic set up for miscommunication.



Moreover, what are the reasons why the source culture features are so strong in these textbooks? There are some reasons that are given in regard to the questions raised before. First, it is said that learners need to talk about their own culture with visitors. Another reason is that source textbooks are “designed to help the students become aware of their own cultural identity” (Cortazzi and Jin, qtd. in Hinkel, 1999, p. 205). In regards to this, there are some arguments that say that it may be harmful for students to learn a target culture if their own cultural identity is not established. However, these arguments do not have any validity if we take into account that the goal of language teaching-learning must be communicative competence (Hymes, 1974); that is, socio-linguistic as well as socio-cultural competence. Therefore, the problem with locally produced foreign language textbooks might be that these materials might show mainly the source culture and thus “students have little opportunity to engage in intercultural negotiation with a text portraying another culture. Also, they are unable to engage in a dialogue with the text to identify and confirm their own cultural identity, or to ascertain its similarities and differences with that of another cultural group” (Cortazzi and Jin, qtd. in Hinkel, 1999, 207), and thus empathy toward the target culture might not be obtained due to lack of socio-linguistic and socio-cultural understanding.

## **2.5. Relation of the Literature Review to the Present Study**

The inclusion of culture in foreign language teaching has gained status in the last decades. Many linguists argue about the importance of teaching culture in foreign language classes in order to avoid cultural conflict. In textbooks today, we can find information about peoples' culture such as history, facts, arts, as well as way of life that may be useful in accomplishing such a goal.

Since studies on language and culture have shown that these two elements are inseparable, the students' development of the skills involved in cross-cultural communication and understanding must be carefully taught. Consequently, the evaluation of instructional material is a need to find out how cultural content is treated in foreign language textbooks. It is necessary to carry out studies that permit the users to realize which textbooks may be useful to fulfill the expectations of foreign language teaching; that is, to reach the goals of providing the learner with the tools to obtain socio-linguistic and socio-cultural competence.



The categories proposed by Byram (Hinkel, 1999) have been chosen for the development of this work. This model has been complemented by using the criteria and procedures for textbook evaluation utilized by Hernández (1986). Besides, the model has been adapted for source culture textbook evaluation.

This study attempts to describe the socio-cultural content of the series of textbooks *Have Fun*. These local textbooks are used to teach English as a foreign language by a great number of teachers all around Costa Rica in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades. This project evaluates the content of the textbooks, addresses the manner of presentation, and proposes sample supplementary material to complement the EFL textbooks in the search for awareness and curiosity toward the target culture.



## CHAPTER III

### DESIGN AND PROCEDURE OF THE STUDY

#### **Introduction**

This chapter describes the design of the present study. It includes a description of the sample, the description of the series of textbooks to be analyzed, and the coding system developed for the analysis of the textbooks. It also details the procedures used in the collection of the data, and the statistical procedures used in the analysis of the data gathered through the application of the coding system.

#### **3.1. Design**

##### **3.1.1. Purpose.**

This paper studies the presentation of socio-cultural elements in the series of textbooks *Have Fun*, a textbooks series produced in Costa Rica and used for teaching English as a Foreign Language in the Third Cycle of Basic General Education (7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades) in secondary schools. This study describes the extent to which target culture elements are included in the content of the textbook units and proposes sample supplementary material for the weak cultural areas found throughout the analysis. The materials and the instrument developed focused the data collection on demographic characteristics, interpersonal relationships, explicit information, and manner of presentation of the cultural content.

#### **3.2. The Textbooks.**

The series of textbooks chosen for the analysis is the latest edition (2000) of the *Have Fun* textbook series by Rosa María Bonilla Alfaro, Anabelle Sibaja Sánchez and Marco Tulio Villegas Rubí ( Book 1); Marco Tulio Villegas Rubí and Rosa María Bonilla Alfaro (Book 2), and Rosa María Bonilla Alfaro, Olga Rosa Quiros Sánchez, Elizabeth Ureña Mora, and Marco Tulio Villegas Rubí (Book 3). These texts, published by Farben Grupo Editorial Norma, were first published in 1993, and followed by three more publications: 1995, 1998, and 2000. These materials were chosen for the analysis because they are the first series of EFL textbooks published at a national level in Costa Rica, and also because the textbooks are widely used in Costa Rican public secondary schools.



### 3.3.1 Textbook Series Characteristics

The series is composed of three textbooks. There are no workbooks available. Book 1 contains a total of 10 instructional units, book 2 has 11 instructional units, and book 3 includes 9 units. Each text presents a front chart with general information about the objectives, functions and language used to develop each unit. Every unit contains seven sections as follows:

1. **Get Ready:** This section gives general information about the topic of the unit. There are warm up activities that introduce the topic(s) to be developed.
2. **Time for Practice:** Students are provided with activities to practice language (vocabulary, structures, etc.)
3. **Let's Do It:** This section includes activities in which the authors intend to provide free activities for the students to work by themselves.
4. **Have Fun!:** In this section, learners are provided with games, crossword puzzles, and other activities to make language practice enjoyable.
5. **Go For It!:** This section is presented exclusively to create projects or activities in which the students work on their own, even though all activities are suggested in the book.
6. **Let's Check!:** It is a self-evaluation scale that learners complete in order to verify what objectives they have accomplished.
7. **Look!:** This section is a brief summary of the most important grammatical aspects, questions, phrases and vocabulary included in the unit.

### 3.2.2. Sample Units and Sections

In order to gather the information to be analyzed, a selection of units from the three textbooks of the series was done. The units selected were those which include culture topics, namely: *units 1, 4, 5, 6, 7, 10, in textbook 1; units 1, 2, 3, 6, 7, 8, 11, in textbook 2; and units 1, 2, 5, 7, 9, in textbook 3.* Within each unit, three sections were selected and analyzed for each textbook. Those sections are *Let's Do It!, Time for Practice, and Get Ready.* Other sections in the textbook series were left out since they do not include dialogues or readings.



### **3.3. Methodology**

This project uses content analysis methodology and combines two models for the analysis of socio-cultural content in textbooks produced at a national level.

#### **3.3.1. Content Analysis Methodology**

Content Analysis methodology has been widely used in communication research for about 60 years. This methodology can produce fascinating results if used appropriately (Bernard, 1989). Content Analysis “has been applied to a wide and diverse set of problems” (Hernández, 1986, p. 91). Van Dalen (1979) states the steps to follow in the description of content as: 1) to state the variables based on different processes, 2) to examine the characteristics of the chosen problem, 3) to define and formulate the hypothesis or objectives, 4) to verify the reliability of the implemented technique for data collection, 5) to collect the data, and 6) to describe, analyze and interpret the obtained data. Berelson (Hernández, 1986) points out characteristics of communication content, the causes of content, and the consequences of content referring to the uses of this methodology, but “within the first major use of Content Analysis, there are several specific applications to determine the characteristics of the content itself. Most of these applications focus upon the substance of content...” (p. 91). The design of this study includes the comparison of the target cultural content found in the series of textbooks under study with the current goals for the teaching of culture included in the Costa Rican Ministry of Education EFL Program.

#### **3.3.2. Models for Cultural Content Evaluation**

##### **3.3.2.1 Byram’s Model**

Byram’s Model for the description of socio-cultural content of foreign language textbooks was the second element used for the development of the coding instrument utilized in this study. Byram’s model includes eight broad, guiding macro categories for content (See figure 1) which examine the extent and manner in which a textbook includes such content. An important aspect to mention is that Byram takes into account Huhn’s useful criteria for the evaluation and treatment of cultural content in language textbooks (See figure 2).



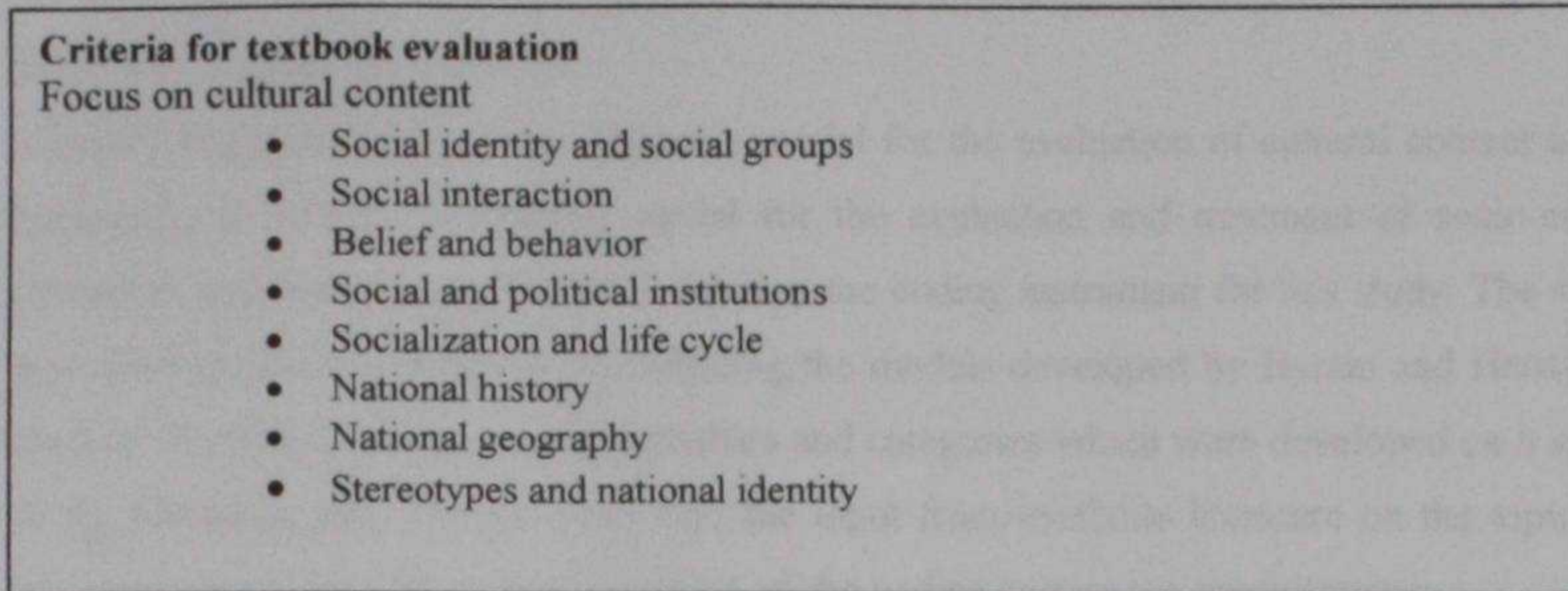


Figure 1. Byram's criteria for textbook evaluation. (Cortazzi and Jin, qtd. in Hinkel, 1999, p. 203).

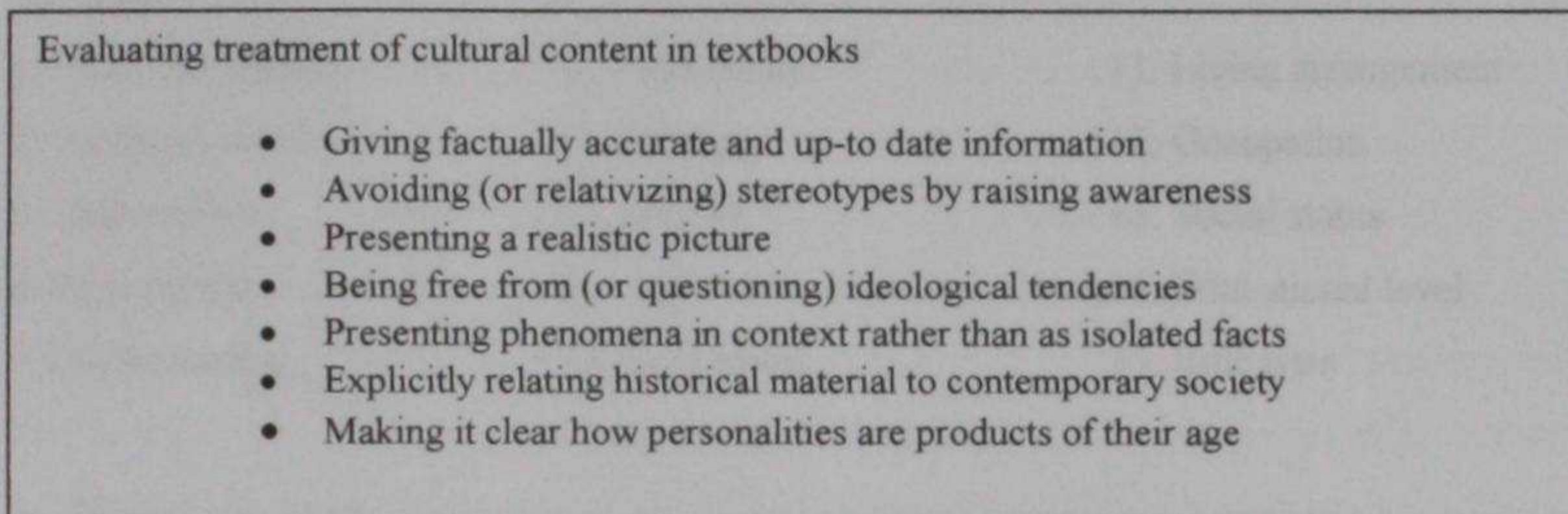


Figure 2. Huhn's Evaluation of the treatment of cultural content of textbooks (p. 203)

### 3.3.2.2. Hernández's Model

Hernández model (Hernández, 1986), similarly to Byram's, includes several areas which focus on cultural content analysis. Hernández's model is a combination of Content Analysis Methodology, some principles of Facet Design Theory, and De Meo's model for the description of socio-cultural content in textbooks. As well as Byram's, Hernández model includes some guiding areas used for the analysis of socio-cultural content: 1) representativeness of demographic information, 2) interpersonal relationships, 3) conversational topics: topics, problems, concerns, interests, context, and activities; 4) explicit information and manner of presentation. Each of these areas is composed of several variables that are used for the analysis of the content of the textbooks.



### 3.3.3. The Coding Instrument

Content Analysis Methodology, Byram's model for the evaluation of cultural content in EFL textbooks, as well as Hernández model for the evaluation and treatment of socio-cultural content in textbooks are combined to develop the coding instrument for this study. The system was divided into four major areas, adapting the models developed by Byram and Hernández. Each of the areas includes a set of variables and categories which were developed on a sample of the textbooks used for the study and the input from available literature on the topic. The four major areas, as well as their variables, of the coding system are the following:

#### 1. Area I. Social Identity and Social Groups

Variables:

- |                     |                  |                        |
|---------------------|------------------|------------------------|
| 1. Character number | 6. Nationality   | 11. Living arrangement |
| 2. Textbook number  | 7. Ethnicity     | 12. Occupation         |
| 3. Unit number      | 8. Gender        | 13. Social status      |
| 4. Page number      | 9. Age           | 14. Educational level  |
| 5. Coder number     | 10. Civil status | 15. Role type          |

#### 2. Area II. Socialization and Life Cycle

Variables:

- |                    |                 |                          |
|--------------------|-----------------|--------------------------|
| 1. Dialogue number | 4. Page number  | 7. Cross cultural        |
| 2. Textbook number | 5. Coder number | 8. Setting               |
| 3. Unit number     | 6. Intergender  | 9. Conversational topics |

#### 3. Area III. Explicit Information

Variables:

- |                   |                      |                       |
|-------------------|----------------------|-----------------------|
| 1. Reading number | 4. Page number       | 7. National geography |
| 2. Text number    | 5. Coder number      |                       |
| 3. Unit number    | 6. Historical events |                       |



#### 4. Area IV. Manner of presentation

Variables:

- |                   |                                    |           |
|-------------------|------------------------------------|-----------|
| 1. Reading number | 4. Page number                     | 7. Stance |
| 2. Text number    | 5. Coder number                    |           |
| 3. Unit number    | 6. Type of questions and exercises |           |

Each area is related to one or several of the objectives of the study:

Area I, Social Identity and Social Groups, is related to demographic and social features of the target culture. The unit of analysis of this area is the character that appears interacting in the dialogues within the instructional units. Area II, Socialization and Life Cycle, refers to the interpersonal relationships, among the characters, in the dialogues in the instructional units of the textbooks, the setting where the conversations take place, and the types of topics that characters talk about. The unit of analysis is the dialogue in the units. Area III, Explicit Information, treats the national history of the target culture; that is, historical events, institutions and organizations that mark national identity. It also includes national geography, specifically geographical areas. The unit of analysis of this area is the readings in the instructional units of the textbooks under study. Finally, Area IV, Manner of Presentation, has to do with the manner of presentation of the cultural content in the instructional units in the books, specifically identified as types of questions and stance. The unit of analysis of this area is the follow up questions and exercises accompanying the reading within the instructional units.

#### 3.3.3. Description of the Variables

Area I. Social identity and Social groups.

1. *Nationality*: it refers to the character's nationality. For the purpose of this study, this variable has been divided into three categories: *source*, referring to the characters who are identified as belonging to the source culture; *target*, referring to the characters who belong to the culture of the foreign language; and *other*, which has to do with those characters who are neither source nor target.



2. Ethnicity: it considers the character's ethnic background. This variable has been classified into categories like *White, Black, Hispanic, and Asian*, which are considered to be the major ethnic groups found in the target societies. For those whose ethnic background is not any of the previously mentioned, the category *other* has been added.
3. Gender: characters are classified as *Male* or *Female*.
4. Age: All characters are classified depending on certain basic stages on people's life. The categories for this variable are *Infants and children, Teenagers, Young adults, Adults, and Elderly*. Each category has been given a year range within which characters can be classified.
5. Civil status: It refers to the legal proceedings concerned with the personal relation between a man and a woman. To the general public, a person can be *Single, Married, Divorced, or Widowed*.
6. Living arrangement: It has to do with the particular situation of dependence or independence of the characters, regarding to family ties. The categories are *Dependant*, for those who are supported by their parents, and *Independent*, for those who are identified as married, living by themselves and supported by themselves.
7. Occupation: it refers to the character's occupation or profession. This variable fall upon the following categories: *Managerial and Professional Specialty, Entertainment Business, Service occupations, Precision Production, Craft, Repair, Technical, and Administrative Support, Operators, Fabricants, and Laborers, and Farming Forestry and Fishing*.
8. Socio-economic Status: It has to do with the standing of the individuals based on the occupational income. Because of the purpose of the study, Gramsci's (1978) five socio-economic strata have been taken into account: *Upper, Upper-middle, Middle, Lower-middle, and Lower*.
9. Educational level: it examines the educational level that the characters have. The categories used in this variable are the following: *College (university), High School, Preparatory or Less*.
10. Role Type: This variable refers to the character's performance in particular situations. That is, if the character is executing any activity (*Active*), or if the character is merely exhibiting *Passive* behavior.



Categories such as Occupation, Socio-economic status, and Educational Level were constructed from available information in the World Almanac 2000.

#### AREA II. Socialization and Life Cycle.

1. Intergender: It deals with the incidence of relationship or contact between the two genders within interpersonal relationships. It is important to determine if the interaction is based on relations such as *Friendship, Occupational, Teacher/student, Family, or Intimate*, referring to man/woman interactions.
2. Cross-cultural. It scrutinizes the cultural background of the characters. In here it is important to determine if the interaction takes place between (among) *Source and Target* characters, *Target and Target* characters, or *Target and Other* nationalities characters.
3. Setting: it deals with the location where the interaction takes place. *School, Workplace, Recreational place, Home, Street, Bus/car/plane/boat, and Hospital*, are the categories for this variable.
4. Conversational Topics: It refers to the topics or themes discussed or talked about by the characters. For the purpose of this study, this variable has been divided into 7 broad categories in order to facilitate the interpretation of the information: *Belief, Behavior, Moral, Daily routines, Basic needs, Problems, and Interests*.

#### Area III. Explicit Information.

1. National history: It refers to any historical event, institutions, or organizations that have marked the national identity of the target society. It includes the following categories: *Personalities, Innovations, Events, National celebrations, and Social and political institutions and organizations*.
2. National geography: geographical features presented explicitly or implicitly in the readings. For this variable, two categories have been considered: *Urban areas and Rural areas*.



#### Area IV. Manner of Presentation.

1. Types of questions and exercises: It refers to the emphasis given by the author to the questions and exercises following the readings. The categories utilized are: *Vocabulary and linguistic terms, Structure, Elicitation, Research, Cross-culture, Social interaction, Ethnic culture, Academic culture, and Disciplinary culture.*
2. Stance: It analyzes the level of comprehension required by the students to work with the questions and exercises. The categories used for this variable are *Recall, Inductive, and Cross-cultural.*

As the researchers want to avoid taking guesses regarding the variables for the different areas of analysis, the *codes 8 and 88* were used as a category for unidentifiable data. The *codes 9 and 99* were used to code all the source culture information. The researchers also developed a set of instructions and tabulation sheets for each of the areas of analysis.

#### 3.3.5. Reliability and Validity

**Validity:** Internal and external validity were approached using a sampling procedure. The coding system was applied to four instructional units selected for that purpose. Those four units were chosen randomly. The testing of the system was carried out by two people, a male and a female, both English as foreign language teachers who work in high school education in different cities of Costa Rica. The results of the reliability test were used to make the necessary modifications to the coding instrument. The training session produced some modifications as well as some deletions of codes to the coding system. This reduced the possibility of biased data. Semantic validity was also approached by keeping the semantics of the data language used in the analysis as simple as possible. As researchers like Byram and Hernández have successfully used the overall model adapted in this study, construct validity was also provided for. This way, it can be said that the study actually investigates what it is supposed to research (Nunan, 1992).

**Reliability:** To measure the reliability of the instrument, the researchers used an approach called "interjudge reliability" (Johnson, 1992). In this approach, two or more persons rate the same phenomenon. Their ratings are then compared to see how well they agree with one



another. Then, the researchers determine the percentage of agreement and correlate the ratings to determine the degree of consistency of the judgments.

The formula of this procedure is the following:

$$\tau_1 = \frac{\sum_{i=1}^n c_i}{2} \cdot 100$$

Percentage of agreement reliability indexes was calculated for all the variables in all the areas of analysis. The obtained percentage of agreement reliability index for each of the variables was the following:

### RELIABILITY

#### PERCENTAGE OF AGREEMENT OF THE TWO CODERS

##### Area I. Social identity and Social Groups

VARIABLES	PERCENTAGE OF AGREEMENT
Nationality	92.5%
Ethnicity	80%
Gender	100%
Age	100%
Civil status	80%
Living arrangement	90%
Occupation	90%
Socio-economic status	90%
Educational level	90%
Role Type	90%



#### Area II. Socialization and Life Cycle

VARIABLES	PERCENTAGE OF AGREEMENT
Intergender	96.4%
Cross-cultural	100%
Conversational topics	100%
Setting	100%

#### Area III. National History and national Geography

VARIABLES	PERCENTAGE OF AGREEMENT
National History	100%
National Geography	0% *

\* This percentage was obtained in classifying a setting that only has two options and one judgment.

#### Area IV. Manner of Presentation

VARIABLES	PERCENTAGE OF AGREEMENT
Types of questions and exercises	100%
Stance	100%

The results obtained throughout the study of reliability indicate that the instrument developed has a high reliability.

For the variable National Geography, the percentage of agreement obtained was 0. However, it is not considered a problem by the researchers since the number of judgments was 1, so the reliability of the instrument is not considered to be affected by this simple variable.

### 3.4 . Data Collection

The data collection was carried out by the four researchers. Each coder completed two tabulation sheets for the four areas of analysis. For Area I, coder 1 analyzed 38 characters across the variables of this area of analysis, coder 2 analyzed 15, coder 3 analyzed 16, and coder 4 did 2. For Area II, coder 1 analyzed 13 dialogues across the variables of this area of



analysis, coder 2 did 7, coder 3 did 8 dialogues, and coder 4 analyzed 1 dialogues. For Areas III and IV, coder 1 analyzed 2 readings and their corresponding follow up exercises across the variables of these areas of analysis, coder 2 analyzed 3, coder 3 analyzed 3 and coder 4 did 9 readings and their follow up exercises. That gave a total number of 71 characters, 29 dialogues, and 17 readings with their corresponding follow up exercises.

Using the coding sheets from the four coders for each area of analysis, a list of codes for each recording unit was developed for each variable within each area of analysis. For each area, a chart was created containing the total number of variables and categories. These charts give the totality of judgments done by the four coders. The final product was revised and then the statistical analysis was performed.

### **3.5. Statistical Procedures**

In analyzing the data collected, the researchers used descriptive statistics to determine the emphasis of the textbook materials with reference to the variables included in the study. These statistics allowed the researches to analyze the frequency with which the different categories appear in the character's descriptions, the dialogues, the readings, as well as the follow up exercises within the instructional units in the textbooks. These tasks were carried out by use of an electronic spreadsheet for statistical functions (ESSF). The results of the statistical analyses were compared with the cultural goals included in the EFL Program of the Costa Rican Ministry of Education, in an attempt to assess the potential of the local English as a Foreign Language series of textbooks in the development of skills of cultural awareness and curiosity toward the target culture(s).

### **3.6. Steps for the development of the sample material**

To elaborate the materials, the target culture content of the local series of textbooks *Have Fun* was analyzed and assessed in order to determine how well the books integrate it within the instructional units. After the analysis of the data gathered through the coding instrument, the researchers related the information obtained, with the cultural goals of the Costa Rican Ministry of Education English as a Foreign Language Program, in order to determine the areas which could receive a reinforcement in relation to target culture information. Next, the researchers developed a booklet of supplementary material to fulfill those target cultural



content needs. To carry out this step, the researchers worked on the basis of theory on preparation of cultural material for foreign language teaching by recognized authors such as Seelye, Tomalin and Stempleski, and Gaston, as well as information on cultural patterns taken from different sources about English speaking countries.



## CHAPTER IV

### THE ANALYSIS OF THE DATA

#### **Introduction**

This chapter presents the analysis of the data collected. The results of the study are organized following the specific objectives described in chapter I. The chapter is divided into four sections. The first section presents the results obtained from the collection of data for Area I, Social Identity and Social Groups; a description of the characters' socio-demographic features. Section two continues with Area II, Socialization and Life Cycle, which refers to the interpersonal relationships among the characters, the settings where the conversations take place, and the topics that the characters discuss or talk about. Section three presents the results of the data analysis of Area III, where the target society's National History and Geography are treated. Finally, section four presents the results of the analysis of Area IV, which identifies the Manner of Presentation of the target culture information.

#### **1.1. Presentation and Analysis of the Results**

##### **INCLUSION OF TARGET CULTURE CHARACTERS IN THE REPRESENTATION OF SOCIETY WITHIN THE INSTRUCTIONAL UNITS OF THE TEXTBOOKS.**

As indicated in table 1, a total of 71 characters were coded with the following distribution: textbook 1 includes 46 characters, textbook 2 includes 19 characters, and textbook 3 includes 6 characters. The total number analyzed is 71. From text 1, 6 units were analyzed for a mean of 7.6 characters per unit. From book 2, 7 units were analyzed for a mean of 2.7 characters per unit, and from book 3, five units were analyzed for a mean of 1.2 characters per unit. In general, 3.9 characters per unit. In terms of level, the lower level introduces more characters than the higher levels (see table 1).



TEXTBOOK	NUMBER OF UNITS	ABS. FREQ.	MEAN
TEXTBOOK 1	6	46	7.6
TEXTBOOK 2	7	19	2.7
TEXTBOOK 3	5	6	1.2
TOTALS	18	71	3.9

The nationality of the characters (see table 2) included a total number of 51, 71.8%, of source culture characters. 20 characters, 26.7%, were target culture characters. There were no characters identified as belonging to another nationality.

CATEGORY	FREQUENCY	PERCENTAGE
SOURCE	51	71.8 %
TARGET	20	28.1 %
OTHER	0	0%
TOTALS	71	100 %

EXTENT TO WHICH THE TEXTBOOKS CLEARLY DESCRIBES THE TARGET CULTURE POPULATION IN REGARD TO ETHNIC BACKGROUND, GENDER, AGE, CIVIL STATUS, ROLE TYPE, OCCUPATION, AND EDUCATIONAL LEVEL

The tables included in this section are based on information of target culture characters only.

The ethnicity of the characters was represented as follows: 9 characters were identified as white (45%). Two characters (10%) of the total number of target characters identified were black, one character was identified as Asian (5%). There were no judgments for the variables Hispanic and other (0%). The category Unidentified obtained 40% of the total number of judgments, which means that the characters' ethnic background could not be identified due to lack of information.



<b>TABLE 3</b>		
<b>REPRESENTATION OF ETHNIC GROUPS IN THE TARGET CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
WHITE	9	45.0%
BLACK	2	10.0%
HISPANIC	0	0.0%
ASIAN	1	5.0%
OTHER	0	0.0%
UNIDENTIFIABLE	8	40.0%
TOTALS	20	100%

The representation of gender, as indicated in table 4, describes that from the total number of target characters identified through the analysis, 55.0 % were male, and 40.0% were female, while 5.0% of the target characters' gender was coded as Unidentified, due to lack of information (see table 4).

<b>TABLE 4</b>		
<b>REPRESENTATION OF GENDER IN TARGET CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
MALE	11	55.0%
FEMALE	8	40.0%
UNIDENTIFIABLE	1	5.0%
TOTALS	20	100 %

The age distribution among target characters concentrate in teenagers and adults (Table 5). Just 20.0 % of the characters were coded as teenagers, 15.0 % were coded as adults, 65.0 % were coded as unidentified, due to lack of information. Infants and children, young adults and elderly obtained a percentage of 0 %, since no characters were coded in those categories.



<b>TABLE 5</b>		
<b>AGE DISTRIBUTION FOR TARGET CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
INFANTS AND CHILDREN	0	0%
TEENAAGERS	4	20.0 %
YOUNG ADULTS	0	0.0%
ADULTS	3	15.0 %
ELDERLY	0	0.0 %
UNIDENTIFIABLE	13	65.0 %
TOTALS	20	100 %

In regard to the civil status of the characters, the codification allowed to identify 20.0 % of married target culture characters, 25.0 % of single target culture characters, while 55.0 % of the target characters' civil status was not identified due to lack of information (table 6).

<b>TABLE 6</b>		
<b>CIVIL STATUS FOR THE TARGET CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
MARRIED	4	20.0 %
SINGLE	5	25.0 %
DIVORCED	0	0.0 %
UNIDENTIFIABLE	11	55.0 %
TOTALS	20	100 %

Characters' living arrangement was identified as follows: 25.0 % of the characters were identified as dependant, 15.0 % were identified as independent, while 60.0 % of the characters' living arrangement was unidentified due to lack of information (table 7).



<b>TABLE 7</b>		
<b>LIVING ARRANGEMENT OF THE CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
DEPENDANT	5	25.0%
INDEPENDENT	3	15.0%
UNIDENTIFIABLE	12	60.0%
TOTALS	20	100%

Occupations were coded as shown in table 8, where 10.0% of the characters performed managerial or professional occupations, 5.0% were identified as part of the entertainment business, 20.0 % of the characters were identified as students, retired people, unemployed or housewives. Categories such as Service Occupations, Precision Production, Craft, Repair, Technical and Administrative Support; Operators, Fabricants and Laborers; and Farming, Forestry, and Fishing obtained a 0% since no characters were identified as belonging to these categories. 65.0 % of the characters were unidentified, due to the lack of information to classify their occupation.

<b>TABLE 8</b>		
<b>OCCUPATION OF THE CHARACTER</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
MANAGERIAL AND PROFESSIONAL SPECIALTY	2	10.0%
ENTERTAINMENT BUSINESS	1	5.0%
SERVICE OCCUPATION	0	0.0%
PRECISION PRODUCTION, CRAFT, REPAIR, TECHNICAL AND ADMINISTRATIVE SUPPORT	0	0.0%
OPERATORS, FABRICANTS, AND LABORERS	0	0.0%
FARMING, FORESTRY AND FISHING	0	0.0%
STUDENTS, RETIRED PEOPLE, UNEMPLOYED, HOUSEWIVES	4	20.0%
UNIDENTIFIABLE	13	65.0%
TOTALS	20	100%



The socio-economic status of the characters is presented in table 9. One Character (5.0%) was identified as belonging to the upper status. 2 characters, (10.0%) were identified as upper-middle class. There were no codifications for the strata middle, lower-middle and lower, and 85.0% of the characters were unidentified.

<b>TABLE 9</b>		
<b>SOCIO-ECONOMIC STATUS OF THE CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
UPPER	1	5.0 %
UPPER-MIDDLE	2	10.0 %
MIDDLE	0	0.0 %
LOWER-MIDDLE	0	0.0 %
LOWER	0	0.0 %
UNIDENTIFIABLE	17	85.0 %
TOTALS	20	100 %

The educational level of the characters, shown in table 10, was identified as follows: 10.0 % of the characters were college or university students, 20.0 % were coded as high school students. The category preparatory or less remained with no percentage, and 70.0 % of the characters' educational level was not identified.

<b>TABLE 10</b>		
<b>EDUCATIONAL LEVEL OF THE CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
COLLEGE OR UNIVERSITY	2	10.0 %
HIGH SCHOOL	4	20.0 %
PREPARATORY OR LESS	0	0.0 %
UNIDENTIFIABLE	14	70.0 %
TOTALS	20	100%



As presented in table 11, 95.0 % of the characters were identified as performing an active role. 5.0 % of the characters were identified as performing a passive role. There were not judgments for the category unidentifiable.

<b>TABLE 11</b>		
<b>ROLE TYPE FOR THE CHARACTERS</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
ACTIVE	19	95.0 %
PASSIVE	1	5.0 %
UNIDENTIFIABLE	0	0.0 %
TOTALS	20	100%

#### INCLUSION OF TARGET CULTURAL INFORMATION IN THE DIALOGUES AND CONVERSATIONS WITHIN THE INSTRUCTIONAL UNITS OF THE TEXTBOOKS.

The distribution of dialogues per textbook shows that the lower level includes more dialogues than the higher levels. From a total number of 29 dialogues, 58.6 % are introduced in textbook 1. 10.3 % are in textbook 2, and 31,0 % are presented in textbook 3. It is notable how the number of dialogues diminishes in textbook 2, and how it increases again in textbook 3 (see table 12).

<b>TABLE 12</b>		
<b>DISTRIBUTION DIALOGUES PER TEXTBOOK</b>		
<b>TEXTBOOK</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
TEXTBOOK 1	17	58.6 %
TEXTBOOK 2	3	10.3 %
TEXTBOOK 3	9	31.0 %
TOTALS	29	100 %

Table 13 points out the distribution of dialogues in relation to cultural content. From the total number of dialogues, 16 were identified to include source culture information, for 55.1 %. 13 dialogues, 44.9 % were identified as including target culture information.



<b>TABLE 13</b>		
<b>DISTRIBUTION OF DIALOGUES ACCORDING TO CULTURAL CONTENT</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
SOURCE	16	55.1 %
TARGET	13	44.8 %
TOTALS	29	100%

INFORMATION IN THE DIALOGUES IN TERMS OF SETTINGS WHERE THE INTERACTIONS TAKE PLACE, AS WELL AS THE DIFFERENT ATTITUDES, BELIEFS, VALUES, NEEDS, PROBLEMS, AND INTERESTS COMMON IN THE TARGET SOCIETY.

In table 14, the results for the variable male/male presented a 7.7% of the interactions among male characters, 15.4% of the judgments revealed interactions among female characters. Judgments of 7.7% of the interactions are not identifiable since there is no information about the character's interactions. The highest percentage of the information obtained corresponds to female/male interactions with 69.2% of the judgments.

<b>INTERGENDER TABLE 14</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
MALE/MALE	1	7.7%
FEMALE/FEMALE	2	15.4%
FEMALE/MALE	9	69.2%
UNIDENTIFIABLE	1	7.7%
TOTALS	13	100%

INCLUSION OF INFORMATION IN THE DIALOGUES ABOUT THE TYPE OF RELATIONSHIPS AMONG CHARACTERS IN REGARD TO FRIENDSHIP, OCCUPATION, TEACHER/STUDENT, FAMILY AND INTIMATE.

Table 15 presents the results of the categories related to the type of relationships among characters. The category Friendship obtained 53.8% of the judgments, this percentage being



the most important. The Occupational category obtained 15.4%, as well as the Unidentifiable category since there is no information in the dialogues to determine what type of relation is involved. In Family and Intimate, the percentage obtained is 7.7% for each one. Teacher/student had 0% of judgments.

**TABLE 15**  
**INTERGENDER RELATIONSHIPS**

CATEGORY	FREQUENCY	PERCENTAGE
FRIENDSHIP	7	53.8%
OCCUPATIONAL	2	15.4%
TEACHER/STUDENT	0	0%
FAMILY	1	7.7%
INTIMATE	1	7.7%
UNIDENTIFIABLE	2	15.4%
TOTALS	13	100%

INCLUSION OF INFORMATION IN THE DIALOGUES ABOUT THE TYPE OF CROSS-CULTURAL RELATIONS OF CHARACTERS SUCH AS SOURCE/TARGET, TARGET/TARGET AND TARGET/OTHER.

Table 16 shows the cultural interrelations of characters. Source/target relations obtain 69.2%, the highest percentage. Target/target category contains 23.1% of the judgments. 7.7% corresponds to unidentifiable cultural relations, and target/other had 0%.

**TABLE 16**  
**CROSS-CULTURE**

CATEGORY	FREQUENCY	PERCENTAGE
SOURCE/TARGET	9	69.2%
TARGET/TARGET	3	23.1%
TARGET/OTHER	0	0%
UNIDENTIFIABLE	1	7.7%
TOTALS	13	100%



INCLUSION OF INFORMATION IN THE DIALOGUES ABOUT SETTINGS WHERE THE INTERACTIONS TAKE PLACE, AS WELL AS THE DIFFERENT ATTITUDES, BELIEFS, VALUES, NEEDS, PROBLEMS, AND INTERESTS COMMON TO THE TARGET SOCIETY.

The settings where the conversations take place presented the following characteristics: 69.2 % of the settings were not identified due to lack of information. Two judgments were for the category school (15.4 %), and 2 judgments were for the category workplace (15.4 %). The remaining categories obtained no judgments (see table 17).

**TABLE 17**

**SETTING FOR TARGET DIALOGUES**

CATEGORY	FREQUENCY	PERCENTAGE
SCHOOL	2	15.4 %
WORKPLACE	2	15.4 %
RECREATIONAL	0	0.0 %
HOME	0	0.0 %
STREET	0	0.0 %
BUS/CAR/PLANE/BOAT	0	0.0 %
HOSPITAL	0	0.0 %
UNIDENTIFIABLE	9	69.2 %
TOTALS	13	100%

In regards to the variable conversational topics, as indicated in table 18, the category with the Interests obtained the highest percentage with 53.8 %; Daily Routines obtained 23.1 %. Basic needs and Problems both obtained 7.7 %, with 1 judgment each. The categories Moral, Behavior and Belief had no judgments, for a 0% and 7.7 % of the total number of topics were not identified due to lack of information.



TABLE 18

## CONVERSATIONAL TOPICS

CATEGORY	FREQUENCY	PERCENTAGE
BELIEF	0	0.0 %
BEHAVIOR	0	0.0 %
MORAL	0	0.0 %
DAILY ROUTINES	3	23.1 %
BASIC NEEDS	1	7.7 %
PROBLEMS	1	7.7 %
INTERESTS	7	53.8 %
UNIDENTIFIABLE	1	7.7 %
TOTALS	13	100 %

EXTENT TO WHICH THE TEXTBOOKS GIVE INFORMATION ABOUT THE HISTORICAL AND GEOGRAPHICAL FEATURES OF THE TARGET CULTURE, SO THAT THE LEARNER CAN BE BROUGHT TO REALIZE THE VARIETY OF COMMON CHARACTERISTICS OF THE AREAS WHERE THE TARGET LANGUAGE IS SPOKEN.

As indicated in table 19, a total of 17 readings was coded with the following distribution: textbook 1 contained 2 readings, for 11.8 %; Textbook 2 included 6 readings, for 35.3 %. In textbook 3, 9 readings were found, for a percentage of 52.9. This information evidences that the number of readings goes up as the level of the textbook gets higher.

TABLE 19

## DISTRIBUTION OF READINGS PER TEXTBOOK

TEXTBOOK	FREQUENCY	PERCENTAGE
TEXTBOOK 1	2	11.8 %
TEXTBOOK 2	6	35.3 %
TEXTBOOK 3	9	52.9 %
TOTALS	17	100%



In table 20, the distribution of frequency and percentage of readings according to its cultural content is displayed. From the total number of 17 readings, 9 were identified to include source culture information, for a percentage of 52.9. Eight of the readings were identified as containing target culture information, for 47.1 %. These numbers indicate that the textbooks include more readings containing source culture information than readings including target culture information.

**TABLE 20****DISTRIBUTION OF READINGS ACCORDING TO CULTURAL CONTENT**

CATEGORY	FREQUENCY	PERCENTAGE
SOURCE	9	52.9 %
TARGET	8	47.1 %
TOTALS	17	100 %

Table 21 presents the results for the variable National History. 75.0 % of the judgments had to do with social and political institutions and organizations. The category Personalities obtained 12.5 % of the total number of judgments, while the variable Unidentifiable, with 6 judgments, obtained 12.5 % due to lack of information. The categories Innovations, Events, and National Celebrations obtained 0% of judgments.

**TABLE 21****NATIONAL HISTORY**

CATEGORY	FREQUENCY	PERCENTAGE
PERSONALITIES	1	12.5 %
INNOVATIONS	0	0.0 %
EVENTS	0	0.0 %
NATIONAL CELEBRATIONS	0	0.0 %
SOCIAL AND POLITICAL INSTITUTIONS AND ORGANIZATIONS	6	75.0 %
UNIDENTIFIABLE	1	12.5 %
TOTALS	8	100%



National Geography is presented with the following results (see table 22): The category with the lowest number of judgments was Urban Area, with no judgments, 0%. The Rural Area obtained 25.0 %, the variable Unidentifiable obtained 75.0 %.

<b>TABLE 22</b>		
<b>NATIONAL GEOGRAPHY</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
URBAN	0	0.0 %
RURAL	2	25.0 %
UNIDENTIFIABLE	6	75.0 %
TOTALS	8	100%

#### WAYS IN WHICH THE READINGS AND EXERCISES MANAGE CULTURE WITHIN THE TEXTBOOKS.

Table 23 shows the distribution of exercises following the readings analyzed in Area III. From a total number of 17 exercises, textbook 1 included 2 exercises, for a percentage of 11.8 %. Textbooks 2 presented 6 exercises, 35.3 %, and textbook 3 introduced 9 exercises, for 52.9 %. As well as the distribution of the readings in Area III, the number of exercises increases as the textbook level gets higher.

<b>TABLE 23</b>		
<b>DISTRIBUTION OF EXERCISES PER TEXTBOOK</b>		
<b>TEXTBOOK</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
TEXTBOOK 1	2	11.8 %
TEXTBOOK 2	6	35.3 %
TEXTBOOK 3	9	52.9 %
TOTALS	17	100 %



It is essential to assess the content, source or target, which exercises deal with (see table 24). Frequencies and percentages showed that most of the exercises dealt with target culture content, for a 64.7 %. Source culture content within the exercises was identified in 35.3 % of the total.

CATEGORY	FREQUENCY	PERCENTAGE
SOURCE	6	35.3 %
TARGET	11	64.7 %
TOTALS	17	100 %

From the exercises oriented to target culture content, the exercise that deal with vocabulary obtained 54.5 % of the total number of judgments. Academic culture obtained 1 judgment (9.1 %). Disciplinary culture, with 3 judgments, 27.3 % only 9.1 % were not identified. The categories Elicitation, Research, Social interaction, Structure, and Ethnic Culture obtained no judgments, 0%. (see table 25)

CATEGORY	FREQUENCY	PERCENTAGE
VOCABULARY	6	54.5 %
STRUCTURE	0	0.0 %
ELICITATION	0	0.0 %
RESEARCH	0	0.0 %
CROSS-CULTURE	0	0.0 %
SOCIAL INTERACTION	0	0.0 %
ETHNIC CULTURE	0	0.0 %
ACADEMIC CULTURE	1	9.1 %
DISCIPLINARY CULTURE	3	27.3 %
UNIDENTIFIABLE	1	9.1 %
TOTALS	11	100.0 %



**EXTENT TO WHICH THE TEXTBOOKS GIVE PARAMETERS TO MAKE LEARNERS AWARE OF THE DIFFERENCES AND SIMILARITIES THAT EXIST BETWEEN THE NATIVE CULTURE AND THE TARGET CULTURE.**

Stance questions and exercises, as shown in table 26, presented the following results: form a total number of 11 follow-up exercises, 90.9 % corresponded to recall questions, and 9.1 % indicated that the exercises and questions were of inductive nature. There were no judgments for the categories Cross-culture and the variable Unidentifiable, for a percentage of 0.

<b>TABLE 26</b>		
<b>STANCE</b>		
<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
RECALL	10	90.9 %
INDUCTIVE	1	9.1 %
CROSS-CULTURE	0	0.0 %
UNIDENTIFIABLE	0	0.0 %
<b>TOTALS</b>	<b>11</b>	<b>100%</b>



## CHAPTER V

### DISCUSSION, CONCLUSIONS, LIMITATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

#### Introduction

This chapter discusses the results presented in chapter IV. The discussion is organized in four sections according to the areas of the analysis used in the coding instrument. The chapter also presents the conclusions, limitations and implications of this study.

#### 5.1. Discussion

##### I. Social Identity and social Groups.

The series of textbooks *Have Fun* presents a total number of 71 characters distributed in textbooks 1, 2 and 3. Curiously, none of the characters makes repeated appearance along the units of the books, and many of them are nameless. That gives us a range of data that is quite poor for an in depth cultural portrayal of the textbook.

It is also relevant to point out the high percentage of characters identified as source culture characters. This fact certainly limits the possibility of adequate cross-cultural interactions among characters in the dialogues within the instructional units of the textbooks or the portrayal of the target culture. The high percentage of source culture characters gives a clear picture of the culture which is emphasized within the textbooks; namely the source culture. It is assumable that source culture features dominate in these textbooks as a way of helping the readers to establish their cultural identity. However, as Hinkel (1999) argues, in cases like this, students have little opportunity to engage in the intercultural negotiation with the text portraying another culture, and therefore, chances for confirming their own cultural identity decline. Even the means to work out certain cultural similarities and differences between the two cultures (native and target) are diminished (Hinkel, 1999).

There is a relatively low percentage of target characters identified in the series of textbooks: 20 from a total of 71. This fact does not allow readers to have a realistic representation of the population that constitutes the target society (table 2).



The representation of ethnic groups (table 3) does not match the actual distribution of ethnic groups in the target country. White people are over-represented, while other groups are omitted or misrepresented, providing a stereotyped image of the population of the target society. Besides, there is a wide percentage of unidentifiable information regarding ethnic background of characters. This does not allow the textbook users to be aware of the wide spectrum of cultural backgrounds of a multicultural society like the American society.

The representation of males and females (table 4) also shows discrepancies with the actual information provided by the USA Census Bureau (World Almanac 2000, p. 391), and so it does with the age distribution of characters. The textbook series shows a concentration on a young age group – teenagers- (table 5) while other age groups have a relatively low percentage of appearance. Some age groups such as infants and children are misrepresented, again, providing a wrong picture of the target society. We found again an important percentage of unidentifiable information as well. We also found that most of the characters' civil status (table 6) was not identified (55%), while a low percentage of them were identified as married or single. These information is also related to the living arrangement of the characters (table 7) which is directly influenced by the constitution of the families. The actual statistics show that of the 103 millions households in the United States, 69 % include or constitute a nuclear family – that is, 2 or more people related by blood, adoption or marriage. The remaining households consisted of a person living alone, or 2 or more unrelated people. About a half of all families included parents and children under 18. The textbooks exhibit a romanticized and idyllic view of the family constitution in the target culture. The contradiction can be noticed if these census data are compared with the one obtained in the research where we find an omission of the facts mentioned before. The textbooks mention a relation of dependency of 25 % against 68 % of children who actually live with both parents. Independency in the textbooks obtained a 15.0 %, a very different number in relation to the census where 24 % are young adults who live by themselves because of school, work and intercultural exchanges. About 60 % of the characters did not have enough information to be coded.

In regards to the occupational category (table 8), as was the case with previous variables, there is a huge percentage (65%) of characters whose occupation could not be identified and classified due to lack of information. This percentage shows the poor work on target culture



workforce information within the texts. Another important datum obtained is the fact that the textbooks present a high percentage of the population as students, retired people, unemployed and housewives. This datum differs from the census since the reality shows that there is not a similar number of people with such roles within the target society. Managerial and professional specialty and occupations related to the entertainment business are also found in the textbooks. Some important job categories such as service occupations; operators, fabricants and laborers; precision, production, craft, repair, technical and administrative support were not taken into account within the textbooks. This gives a clearly distorted image of the target society's workforce, taking into account that the USA Census Bureau presents occupations such as managerial and professional specialty; entertainment business; service occupations; precision production, craft, repair, technical and administrative support; operators, fabricants, laborers; farming, forestry and fishing with a very important percentage of people performing them. This fact shows that the image of the target culture given in the textbooks is a distortion of the census data in the sense that certain types of the most lucrative and prestigious occupations are held by a minority in the target society rather than the majority. Besides, the census shows that most of the population is concentrated in low status occupations which do not necessarily require a college or university degree (USA Census Bureau, 2000). This display of information romanticizes the occupational image of USA workers.

The facts previously described are supported by the information about the socio-economic status of the characters (table 9) where the greater percentages fall in the categories of upper and upper-middle, while the categories middle, lower-middle, and lower remain with 0% of representation. In comparison with the real socio-economic situation of the target society, it is clear that the textbooks give an excessive emphasis to wealthier sectors. The depiction indicates that people are wrongly stereotyped. The census data lets us know that the majority of the population has middle and lower-middle incomes. These discrepancies show the absence of a wider spectrum of socioeconomic strata. Again, it is extremely important to highlight the recurrent high percentage of characters whose socio-economic status could not be identified due to lack of information.



As was the case with the previous variables, the educational level of the characters (table 10) shows a high percentage of information which could not be identified. The information obtained for the category High School is very similar to the one given by the census inasmuch as both present a similar percentage of people identified as having a high school diploma. However, concerning the Category College and University, there is a big difference between percentages. The census shows that a high percentage of people (35%) have a college or university degree, while the textbooks show a lower percentage (10%).

Role type (table 11) has been difficult to describe due to the conventional modes of behavior that society expects a person to adopt in a particular situation. The passive role obtained 5 % and the active 95 % of the total. The active or passive role will depend on the particular status of the character. The representation given in the books follows closely the actual role of the members of the target society, where a high percentage of people perform different activities related to school, work, home, entertainment, among others.

In summary, it is very relevant to mention that all the variables mentioned in the discussion of the section on social identity were compared with USA census and analyzed with a total of 20 target characters. Discrepancies between percentages in the census and the target culture characters can be observed based on the data discussed. One example of this can be pictured in ethnic groups where results do not show the importance of a multicultural society like the USA. The predominance or absence of data in some sections often demonstrates a stereotyped categorization.

Age, Civil Status and Living Arrangement do not represent the reality of the target society, nor do they picture the real conditions of the target population. There is also a misrepresentation of important occupations which represent the majority of laborers within the target society. Unrealistic pictures of the socio-economic status and educational level are also presented within the textbooks, providing information which does not match the one given in the census. The characters' conditions, their lifestyle and the way they are presented and treated, their context and some other aspects are really important points of reference for the readers because they affect directly the impression learners can obtain through the materials they are exposed to, in this case, the series of textbooks. If the reality is not represented with at least some of the relevant aspects of the target culture, this causes a distortion of it. This distortion could affect the learner's way of perceiving the target world and the



conceptualization of his own environment (the source reality), underestimating or over-representing it.

### Socialization and Life Cycle

First, it is extremely important to make clear that the highest percentage of settings where the conversations within the textbooks units take place were identified as source culture settings. This clues in about the emphasis given in the textbook to cultural content, and also about the main goal of the texts in relation to the teaching of target cultural content. A reason for this to happen is that locally-produced foreign language textbooks can be said to be designed to help students become aware of their cultural identity. This fact, however, maintains the separation of language and culture in foreign language teaching-learning, a negative aspect if the goal of language teaching-learning is to reach communicative competence.

The textbooks provided a very small quantity (44.8%) of dialogues that could be identified to introduce target culture content (table13). The analysis of these dialogues allowed the researchers to find that the conversations, which included target characters, took place in a very limited number of target places (table17). The two more frequent places for dialogues were the school and the workplace. The information revealed that, according to the textbooks, a quite significant percentage of the population's activities are performed in school and work settings, since a considerable part of the target characters identified, spend most of their time working or studying. Americans are very active people who carry out a variety of activities and who definitely are not static. It is here where the information from the data obtained and the reality do not match. The information obtained presented no information about conversations taking place in recreational settings, homes, streets, health care centers, or commuting means, which are routine places where people interact everyday.

Recreational and entertainment settings are highly significant for the target culture population inasmuch as they pay much attention to activities such as sports, arts, and family gatherings (USA Census Bureau, World Almanac, 2000), plus the fact that Americans who go to places where those activities are practiced, most of the time interact with other people and converse with them. A source of reliable information about people going to these kind of activities is live television. It is striking to see the number of Americans who attend baseball,



basketball, or football matches, among others; concerts, discotheques, restaurants, and clubs. Home is an ideal place to talk since people are comfortable in their homes accompanied by their families. It is known that the target society sees home as an important place where different family issues are talked about or discussed. It is also known that due to the target people's life style, family interactions usually take place at special times of the day, namely breakfast and dinner. The relationship of family members assumes that dialogues take place at home every day. This shows that many places where common daily activities take place were ignored when choosing the conversation settings. *Have Fun*, therefore, gives little importance to many places where everyday activities are performed. These materials concentrate on school and work settings, which do not provide a real representation of the target society's way of life. Furthermore, a high percentage (69%) of the dialogues lacked setting (table 17). Those conversations took place in isolation; there was not a context where they could show at least the basic elements of the reality in which the conversation was taking place.

Ned Seelye (1994) says that the key to understand what people say is context. In any dialogue, there should be a context which can uphold the conversation by adding reality, and by giving orientation to the reader about the topic discussed. This assertion implies that setting has a tremendous importance when building the content of a spoken interaction, since the behavioral and language patterns are product of their historical background, worldview, geographical settings, technology and crises. The setting is one of the components which makes a dialogue become more realistic. The setting in which a conversation takes place contributes to the interpretation of the message within the words or statements, since it provides clues of the reasons why a certain behavior is performed, or the kind of language is used.

As for the topics of conversation, the majority of dialogues concentrated on topics related to interests. Daily routine topics such as home chores, getting ready for school, and getting ready for work were also included in the characters' dialogues. Also, there were themes related to basic needs and problems. However, they only accounted for a very small percentage of the topics of conversation (table 18). The target society is viewed from a romanticized angle, since its population is seen as almost free of problematic situations, which is a stereotyped questionable view. Besides, the textbooks' dialogues did not integrate topics of conversation such as belief, behavior and moral issues, which are essential themes to



understand any society's culture. This means that deep cultural information is not available in the dialogues; they just present surface cultural patterns which do not go into a deeper interpretation of life. Besides, the topical areas treated lack historical dimension.

### National History and Geography

The introduction of 17 readings seems to be adequate, taking into consideration that the number of units analyzed was 18, for a mean of 0.9 readings per unit (table 19). However, the distribution of readings within the instructional units in the textbooks is not balanced. The lower level presents a very low number of readings, while the higher level includes almost two readings per unit (table 19).

From the total number of readings, the highest percentages of them are based on source culture information. The emphasis given to source culture historical and geographical information allows the researchers to assume that the authors wanted to develop or reinforce students' native culture identity. A fact that can be questionable in foreign language teaching and learning if we take into account that the separability of language and culture should be avoided if real communicative competence is the goal (Cortazzi and Jim. Quoted in Hinkel, 1999.) Only 47% of the readings contain cultural information on the target culture. This fact gives very little data about the history and geography of the target culture people.

*Have Fun* has very little to contribute to the goals stated in the Costa Rica Ministry of Education English as a Foreign Language Program. In fact, the texts just provide few data about some personalities and institutions related to the target culture. One of Costa Rica's Ministry of Education English as a Foreign Language Syllabus goals aims to offer the students insights into the cultures and civilizations of the countries where English is spoken. However, within the text *Have Fun*, historical issues are almost absent and those which are presented are not viewed from a historical dimension. In other words, *Have Fun's* image of the history of the target society appears to be very narrow.

As for geographical features, the textbooks emphasize rural areas. This shows a notable discrepancy of the data when compared with the actual information from the USA Census Bureau, in which it is shown that urban areas account for the highest number of inhabitants, and therefore are the areas with the major social, political and economic influence (see table 22). There is no factual geographical representation of the people who speak the target



language; a cultural aspect that Joiner (qtd. in Hernández, 1986, p. 56) points out as being very relevant within the target culture content of foreign language textbooks.

One goal in the area of cultural awareness is bringing students to realize the breadth and variety of countries where the target language is spoken; as well as their historical developments, and the contributions of the target culture to the world history and civilization in general, as suggested in Nostrand's and Pfister and Borzilleri's inventories for treating culture in the classroom. Based on the analyses of the series of textbooks *Have Fun*, it is evident that these materials do not fulfill the necessary requirements to accomplish such a goal.

It is also important to take notice of the amount of information which could not be identified because there are not enough details to allow the investigators to place it within a specific category (table 22). This could be said to be a weakness of the instructional materials, since the reader might not be sure if the information has to do with the source culture or the target culture. Besides, the disproportion between source culture and target culture information does not give students the necessary parameters to make comparisons between the source and the target culture geographical characteristics and historical development.

The fact that the instructional material under study does not treat target culture content appropriately might not permit the student to develop his sensitivity to the impact of culturally induced behavior on language and communication. Therefore it does not allow the reader to encompass the three qualities of cultural awareness, namely: awareness of one's own culturally induced behavior, awareness of the culturally induced behavior of others, and ability to explain one's own cultural behavior with a historical perspective (Tomalin and Stemplesky, 1994).

#### Manner of Presentation

The series of textbooks *Have Fun* has little to contribute to the goals of cross cultural awareness since it has little-or nothing- to offer about specific topics related to the target societies and cultures. The distribution of exercises according to cultural content seems to be adequate, the percentage of exercises that deal with target culture is much higher than those dealing with source culture information (table 24). However, the analysis of the information gathered reveals that the follow up exercises that accompany the readings within the



instructional units deal mainly with vocabulary, and disciplinary and academic culture, which are important areas in the learning of a language, but do not fulfill the goals of cultural awareness in letting the learners know about others' culturally-induced behavior, or to be able to explain their own culturally-induced behavior through the comparative analysis of different cultural patterns (Tomalin and Stemplesky, 1994, p. 5). In other words, these exercises simply aim to help the learners recall the information they read. They seem to be simply learn-by-heart exercises which do not allow the students to develop their critical thinking or their analysis skills (see table 25).

This also means that the exercises provided by the textbooks do not match the goal of encouraging positive attitudes toward the target language and its speakers, as stated in the English as a Foreign Language Syllabus from the Ministry of Education of Costa Rica. The exercises do not even contribute to the development of curiosity toward the target culture and society, since they do not contribute to the development of research skills or the enhancement of the steps for hypothesis-refinement to learn about culture.

## 5.2. Conclusions

The analysis of the results and discussion allow us to draw the following conclusions:

- The methodology, as well as the instrument used for the analysis of socio-cultural content in locally-produced foreign language textbooks offers an objective and systematic process for the description and analysis of such a content. Such methodology also gives reliability to the information obtained through its application.
- In regard to the content of the local series of textbooks *Have Fun* the textbooks contain an exaggerated amount of source cultural information which is assumed to enhance the learners' establishment of their own cultural identity, leaving aside the comparative element which allows the users to become aware of the similarities and differences that exist among cultures, and thus to confirm their own cultural identity.
- These materials have little to offer to the teaching-learning process of the target culture and society for two reasons: one, they focus on the source culture, and two, when they deal with the target culture, the information is vague or the general



information presented about the target culture and society is inaccurate (USA Census Bureau) and often distorts the reality.

- There are distortions of the demographic features of the target culture. Inaccurate characteristics about the target society are presented within the content of the textbooks. For example, some of the major ethnic groups and ethnic minorities are underrepresented. Male characters considerably dominate the opposite gender, and the distribution of age groups shows a remarkable deviation from the reality of the target society. There is distortion of the workforce, the socio-economic status, living arrangements, and educational level that gives an unrealistic, romanticized, stereotypical, and superficial image of the target society by essentially portraying a problem-free, highly-educated, upper-middle class population.
- The presentation of a minimum of settings and themes that enclose target cultural information illustrate that the series of textbooks *Have Fun* does not contribute to the goal of cultural awareness and understanding stated in the Costa Rican Ministry of Education English as a Foreign Language Syllabus. It offers little information about specific settings and topics related to the target culture. Daily life is introduced as isolated pieces of information about limited socio-economic strata. The absence of themes related to beliefs, behaviors, and morals, which are essential topics to understand any culture, support these conclusions.
- There is absence of accurate social, political, intellectual and historical development of the target society within the content of the textbooks. The poor geographical and historical data about the target society seems to present its population as static beings.
- The distortions found in the series of textbooks *Have Fun* are caused by the poor percentage of target culture characters, the high percentage of source culture characters, the focus given in the texts to source culture, in addition to the lack of target culture information as evidenced by the large amount of unidentifiable data.
- The manner of presentation of the socio-cultural data is not helpful in providing the learners with the tools for developing awareness of the target culture. Follow-up exercises in readings just emphasize summative processes rather than formative understanding. Besides, students are not provided with clues for developing the



steps for hypothesis-refinement to learn about culture, or for the development of curiosity toward the target culture and society.

- The series of textbooks *Have Fun* lacks a systematic and organized approach to work with target socio-cultural information and intercultural skill development since it focuses on the source culture.
- *Have Fun* needs to be complemented with supplementary material on target culture awareness in order to be accessed as feasible material for the teaching-learning of English as a foreign language, which can allow the users to come closer to accomplishing the cultural goals stated in the English as a Foreign Language Syllabus of the Ministry of Education of Costa Rica.

### 5.3. Limitations

The following are some of the limitations of this study. These limitations are presented in order to provide a better perspective for the evaluation of the findings and conclusions of this study.

1. In this study, only an EFL series of textbooks was analyzed. This series is the only one produced at a national level in Costa Rica. This fact limits the study to the existing book only since there is not any other locally-produced textbook series which may allow to broaden the view.
2. The analysis of the textbook series was made specifically in the area of socio-cultural content. It does not have anything to do with approaches or frameworks for the development of linguistic skills or language per-se.
3. The conclusions about the treatment of socio-cultural content are made about the EFL textbook series produced locally in Costa Rica and used in Costa Rican Educational contexts.

### 5.4. Implications and Recommendations for Further Research

The study was carried out with the textbook series *Have Fun* which is published in Costa Rica for the teaching of English as a foreign language in public secondary schools, specifically in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades.



The recommendations and implications are made only in terms of the cultural content of the textbooks analyzed. These results should not be transferred to other materials that could be produced at a national level in Costa Rica, or in other countries.

The findings of this study have implications for the development of locally-produced foreign language teaching materials, the language teacher and textbook writers. As for the development of locally-produced foreign language materials, it is imperative that these materials relate to the rationale and goals stated in the national EFL syllabus, so that they can include more suitable content related to the target societies' behavior patterns, life style, value system, geography and history. Therefore, it is necessary to assess if the content is productive in providing the necessary information to enhance cultural awareness. In order to do this, it is necessary to check the goals for teaching culture in foreign language programs so that the content for culture teaching might be selected.

The classroom teacher needs to assess if the textbook content is appropriate for the teaching of the target culture. In regard to this fact, teacher training programs should take into consideration the development of skills to assess cultural content in foreign language materials and to prepare complementary cultural material whenever necessary.

Local textbook writers and publishers need to improve their criteria for the selection of cultural content in order to develop a more balanced and accurate picture of the target culture. Textbooks cultural content must go beyond the presentation of a few, poorly developed target culture characters: it also has to treat the way of life, beliefs, behaviors, and geographical features of the target culture from a historical perspective and more systematically.



## CHAPTER VI

### COMPLEMENTARY MATERIAL

#### Introduction

The Costa Rican Ministry of Education English as a Foreign Language Curriculum includes 3 components: the formal component, the functional component, and the cultural component.

In regards to the third component, the document includes clearly stated goals which deal with the teaching of target culture elements. These cultural goals are (a) "To give the students opportunities to recognize psycholinguistic and cultural features of the English language and be able to use them when communicating functions and discussing general topics"; (b) "To encourage learner's appreciation of the cultural, social and religious values of the target language and those of their own country", and (c) "To promote in the learners an appreciation and sensitiveness of their own culture and the culture of the new language." (MEP, 1999). Besides, the English Syllabus includes the cultural content to be considered by level (see Appendix 2). However, the analysis of the series of textbooks *Have Fun* shows that this series of EFL books has little to cover such content and accomplish those objectives. The textbooks *Have Fun* do not include enough target culture content to enhance awareness of the target cultural patterns common to the target society, and the little target cultural content included is not treated appropriately to reach such goals. This study shows that the textbook series emphasizes source culture patterns rather than target cultural patterns.

Ned Seelye (1994: 31) provides a framework to orient cultural work. This framework presents six instructional goals for the teaching of culture: 1. Attitudes toward other cultures and societies, 2. Interaction of language and social variables, 3. Cultural connotations of words and phrases, 4. Conventional behavior in common situations, 5. The sense or functionality of culturally conditioned behavior, 6. Evaluating statements about a society and researching other cultures.

When comparing the English Syllabus general goals for the III cycle with Seelye's instructional goals, it is possible to find some relationship between them: one of the general objectives in the guide is "to give students the opportunity to recognize psycholinguistic and



cultural features of the English language, and to be able to use them when communicating functions and discussing general topics.” This is related to Seelye’s goal 2; another objective intends “to encourage the learner’s appreciation of the cultural, social and religious values of the target language and those of their own country,” and a third intends “to promote in the learner an appreciation and sensitiveness of their own culture and the culture of the new language.” These last two are related to Seelye’s goals 1 and 5. Nevertheless, there is no single objective in the MEP’s guide related to the other instructional goals: goals 3, 4 and 6. In general, the MEP’s English Syllabus is deficient concerning the orientation given to cultural work. In fact, there is a lack of objectives to enhance curiosity about the target culture or the development of research skills.

The sample complementary material developed by the researchers in this project relates to both the MEP’s English Syllabus cultural objectives and suggested content and to Seelye’s instructional goals for the teaching of culture, in an attempt to illustrate how essential elements of the target culture derived from the topics of the chosen units can be taught.

In order to orient unit development, the researchers chose Seelye’s framework for cultural work. Therefore, the supplementary cultural units follow Seelye’s cultural goals for the teaching of culture. It is very important to highlight the fact that this material does not attempt to substitute for the unit within the book, but it has rather been created to show how one can work specifically on cultural aspects related to the content of the units.

The ideal would have been to develop units with the integration of language and culture all the way through. There are, however, some inconveniences in doing so in this particular case. First, very few units in the series *Have Fun* are organized around a cultural theme. Second, the intention is not to develop substitute units for some of the text’s units. Third, our intention is not to create a new textbook either. Therefore, the best option is to develop complementary cultural material for the text units that have appropriate topics for the teaching of target cultural elements, as illustration of the type of work needed to address intercultural communication and understanding in the foreign language classroom.

All the complementary units follow a specific model which is divided into six parts: 1. Book. Describes the book which the unit complements; 2. Unit. It refers to the unit complemented; 3. Theme and topics. In this part, the theme and topics which the unit treats are stated; 4. Level. It describes the unit level; 5. MEP’s Curricular Guide. It gives an outline of



the MEP's curricular guide for cultural objectives and topics; 6. Target Cultural Content. It lists the target culture content which the supplementary unit treats; 7. Cultural Goals. It shows which of Seelye's goals for the teaching of culture the unit aims at ; 8. Specific objectives. As derived from the general goals, and 9. Linguistic Content. It gives a list of lexicon used in the unit.

The units chosen to develop supplementary material are those which include topics that can be treated culturally; namely, units 1 and 10, in Book 1; units 2, 5 and 10 in Book 2; and units 1 and 7 in Book 3



## 6.1. Cultural complementary material unit 1 book 1

1. **BOOK 1**
2. **UNIT 1**
3. **THEME:** Social interaction (school)

### TOPICS:

- Greetings
- Geography
- Introductions
- Leave takings
- Proxemics
- Ways of addressing people

### 4. LEVEL: 7<sup>th</sup> Grade

### 5. MEP'S CURRICULAR GUIDE: SEVENTH GRADE

#### 5.a. OBJECTIVE:

- To use appropriate forms for personal address.

#### 5.b. CULTURAL CONTENT OUTLINE:

- Ways of greeting
- Introducing and saying good bye
- Social distance
- Formal and informal language

### 6. COMPLEMENTARY UNIT TARGET CULTURAL CONTENT:

- Geography. English speaking countries.
- Ways of greeting, introducing, and saying good bye depending on the social situation (formal or informal)
- Personal space
- Body contact

### 7. CULTURAL GOALS:

Goal 4. Where and when: Students recognize that situational variables and convention shape behavior in important ways.

Goal 5. Why: The students understand that people generally act the way they do because they are using options their society allows for satisfying physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction.



## 8. SPECIFIC OBJECTIVES:

1. To become aware of the variety of people who are part of the target culture.
2. To recognize different ways of greeting and introducing in English speaking countries.
3. To use greetings, introductions and leave-takings according to the level of formality of the communicative situation.
4. To understand that personal space differs according to the culture where people live.
5. To understand the use of space in the target culture in the context of introductions.
6. To understand the use of social rules and social interaction and body contact.

## 9. LINGUISTIC CONTENT

### Greetings:

**Hello**

**Hi**

**Hey**

**How are you?**

**How are you doing?**

**What's up?**

**How's everything?**

### Introductions:

**I want to introduce you to...**

**This is...**

**Nice to meet you.**

**This is my friend...**

**How do you do.**

**Nice to meet you, too.**

### Verbs:

**Be (am/is/are)**

### Questions words:

**Where**

**What**

### Titles:

**Mr.**

**Mrs.**

**Ms.**

**Miss**



## UNIT 1. It is nice to meet you.

Check the following information. Discuss it with your partners and teacher.

### DO YOU KNOW...

In the USA...

- Men shake hands when they are introduced.
- Kissing on the cheek is not a common greeting practice.
- Personal space is very important for people.
- "What's up?" is a very informal way to ask, "How are you?"

## CONVERSATION

Listen To the teacher read the following conversation.

Marta Carballo is a Costa Rican exchange student. She is at Buffalo High School.

Linda: Hi. Are you a new student?

Marta: Yes, I am. My name is Marta Carballo.

Linda: Nice to meet you Marta. I am Linda Stevens.

Marta: Nice to meet you, too.

Linda: Where are you from?

Marta: I am from Costa Rica. Where are you from?

Linda: I am from Australia originally.

Marta: Really? What is your native language?

Linda: It is English. What is your native language Marta?

Marta: It's Spanish.

**Exercise.** Practice the conversation with a partner.

**Exercise.** Answer the questions with your personal information.

1. Where are you from?

2. What is your native language?



**Exercise.** List four countries where English is the native language. Where are those countries located?

\_\_\_\_\_

\_\_\_\_\_

The United States



**Exercise.** Can you name other countries where English is the native language? Write the name of the countries in the blanks.

\_\_\_\_\_

\_\_\_\_\_



## CONVERSATION

Listen to the teacher read the following conversation.

Linda and her new friend Marta are at school. Linda wants Marta to meet one of her teachers.

- Linda: Mr. Jackson, I want to introduce Marta Carballo to you. Marta this is Mr. Jackson. Our chemistry teacher.
- Marta: How do you do, Mr. Jackson? It is nice to meet you.
- Mr. Jackson: The pleasure is mine, Miss Carballo. Where are you from?
- Marta: I am from Costa Rica.
- Mr. Jackson: Oh. That is a beautiful country!
- Marta: Thank you.
- Mr. Jackson: Well, see you later, girls.
- Marta/ Linda: Good bye, Mr. Jackson.



**Exercise.** Practice the conversation with a partner.

**Exercise.** Answer the questions based on the dialogue.

1. Is the conversation formal or informal?
2. What is the relationship among the characters in the conversation?
3. Can you identify some greetings and introductions in the conversation?

**Check this vocabulary.** Then discuss with your partners and teacher how to use it in different social situations.

- Mr.** ( for a man)  
Mr. Tomas Jackson is a chemistry teacher.
- Mrs.** ( for a married woman )  
Mrs. Elaine Jackson is a teacher, too.
- Miss** (for a single woman )  
Miss Teresa Carballo is a new student.
- Ms.** (for a woman when you don't know her marital status)  
Ms. Jane Walsh is not a teacher. She is a secretary.
- Note: Ms. is currently used for all women, single and married.

**Exercise.** Practice the new language. How would you call the following people? Write a sentence greeting and saying good bye to them.

Marina Stolish: She is a new teacher at school.

---

David Steward: He is a married teacher.

---

Mary Steward: She is a married teacher.

---

Karen Brown: She is a single teacher.

---



## CONVERSATION

Listen to the teacher read the following conversation.

Linda wants Marta to meet some of her friends. She introduces Marta to her friend Steven.

- Steven: Hey Linda, how is it going?  
 Linda: Everything is cool. What's new?  
 Steven: Nothing much.  
 Linda: Marta, this is Steven Morgan. Steven, this is my friend Marta Carballo.  
 Steven: Hello. Nice to meet you.  
 Marta: Nice to meet you too.  
 Steven: How do you like the school?  
 Marta: I like it very much. People are nice here.  
 Steven: Cool. Enjoy your visit.  
 Marta: Thanks.

**Exercise.** Practice the conversation with a partner.

**Exercise.** Answer the questions based on the dialogue.

1. Is the conversation formal or informal?
2. What is the relationship among the characters in the conversation?
3. Can you identify some greetings and introductions in the conversation?

## CULTURAL ENCOUNTERS

**Pair work.** Complete the chart with the expressions that are used in formal and informal situations in the USA and your country. Compare answers with your partners.

FORMAL GREETINGS IN USA	FORMAL GREETINGS IN YOUR COUNTRY
INFORMAL GREETINGS IN USA	INFORMAL GREETINGS IN YOUR COUNTRY
FORMAL INTRODUCTIONS IN USA	FORMAL INTRODUCTIONS IN YOUR COUNTRY
INFORMAL INTRODUCTIONS IN USA	INFORMAL INTRODUCTIONS IN YOUR COUNTRY
LEAVE TAKING IN USA	LEAVE TAKINGS IN YOUR COUNTRY



**Exercise.** Read the sentences. Then write in (T) if the sentence is true, or (F) if the sentence is FALSE.

1. Formal language is used when introduced to superiors.	( )
2. When people say good-bye, they usually shake hands.	( )
3. A woman never offers her hand to a man when introduced.	( )
4. Firm and brief handshakes are a sign of honesty.	( )
5. You can call people only by their last name.	( )

### READING

Read carefully, think and discuss with your classmates and teacher.

#### AN UNCOMFORTABLE SITUATION

Carlos Ramírez is a Costa Rican exchange student in Buffalo high school. At the welcome party, Jeremy Mc'Maugh, an American student, engages him in conversation. Carlos is very interested in conversing with Jeremy, but before long, Carlos starts feeling that Jeremy is uncomfortable. Carlos realizes Jeremy backs up while he speaks. Carlos keeps approaching Jeremy in order to continue talking, but he feels frustrated when Jeremy keeps on retreating. Carlos is enjoying the conversation, but he does not know why Jeremy keeps on moving away from him. By now, Jeremy seems cold and unfriendly.

**Exercise.** Now choose the best answer for the question below.

**What may be the reason why Jeremy feels dissatisfied with the conversation?**

- A: Carlos has bad breath.
- B: Jeremy does not like Latin people.
- C: Carlos is maybe asking a lot of personal questions.
- D: Carlos is too close to him and his personal space is invaded.

### CULTURAL NOTE

In the United States, people need to have greater distances between them physically than people in other cultures. Although Americans are often more affectionate and more likely to touch people they know, they have a great need for privacy, especially in the presence of strangers. Conversation distance with superiors or those they do not know well is about 3 to 4 feet (1 to 1.30 meters).



**READING**

**Read think and discuss with your classmates and teacher.**

**A RUDE BOY**

Pedro Matarrita is a Costa Rican freshman at Windsor High School. He is a little confused with the subject matter, and as he wants to do very well in school, he starts to stop in the teachers' offices for extra help. "Teacher, I have a doubt...", "Hello. Teacher, would you mind explaining this to me?" After some days, Pedro starts noticing that his teachers do not feel very comfortable when he wants to talk to them. He even hears that some teachers have said that he is a rude boy, so he is worried about it.

**Exercise.** Now choose the best answer for the question below.

**What is Pedro doing that makes his teachers feel uncomfortable?**

- A. Pedro asks so many questions about anything that the teachers were fed up with him.
- B. Extra help is restricted to American students only, and Pedro is just an exchange student.
- C. Teachers do not like to have extra work, so they do not like Pedro to stop in their offices for help.
- D. It is not polite to call an instructor "teacher," and Pedro always addresses them with that word.

**Exercise.** Answer the questions with information about your culture.

1. How do you address your teachers in your culture?

---

2. Do you address your teachers by their title and last name?

---

3. Do you call your teachers "teacher"?

---

**EVALUATION:**

**ROLE-PLAY.** Now, put into practice all that you have learned about the new culture with regard to ways of greeting and addressing people. In groups of three or four, plan a conversation and act it out in front of the class. Take into account language (formal or informal), and proxemics. Clarify doubts with your teacher.

Suggested topics:

- You are talking with some friends.
- You are introduced to a new classmate.
- You are talking with your teachers.
- You are introduced to your new English and Math teachers.



**6.2. Complementary Material for unit 10 book 1**

1. **BOOK 1**
2. **UNIT 10**
3. **THEME:** Personal information

**TOPICS:**

- Names
- Spelling
- Telephone numbers
- Addresses

**4. LEVEL:** 7<sup>th</sup> grade**5. MEP'S CURRICULAR GUIDE:  
SEVENTH GRADE****5.a. OBJECTIVE:**

- To use appropriate forms for personal address

**5.b. CULTURAL CONTENT OUTLINE:**

- Differences in names/last names
- Ways of expressing location
- Ways of giving phone numbers

**6. COMPLEMENTARY TARGET CULTURAL CONTENT**

- Naming customs
- Ways to say telephone numbers
- Addresses: house number, street number, city, state, zip code.

**7. CULTURAL GOALS:**

Goal 3. What: the students realize that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them.

Goal 5. Why: The students understand that people generally act the way they do because they are using options their society allows for satisfying physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction.

**8. SPECIFIC OBJECTIVES:**

1. To become aware of the differences of naming customs in the target culture.
2. To identify differences in the way target culture people give telephone numbers and addresses.
3. To understand that certain customs (such as spelling last names) are related to the complexity of the target society ethnic background.
4. To understand that people behave according to the images offered by their society's background.



## 9. LINGUISTIC CONTENT.

### NOUNS

Name	Address	Signature
Middle name	Street zip code	Telephone number
Last name	Area code	Marital status

### Verbs:

Want	live	Spell
------	------	-------

### Questions words:

What	How
------	-----

### Yes/No questions

Do

### Numbers:

One	Two	Three
Four	Five	Six
Seven	Eight	Nine
	Ten	



**UNIT 10. What is your address?**

Check the following information. Discuss it with your classmates and teacher.

**DO YOU KNOW...**

in the USA ...

- Christopher is a popular name for males.
- Jennifer is a popular name for females.
- People usually ask others to spell their last names.
- People almost always take their father's last name.
- People use street names and house numbers in addresses.

**CONVERSATION**

Listen to the teacher read the following conversation.

Marta Carballo is at Buffalo High School. She is registering for the new term.

Secretary: May I help you?

Marta: I want to register for the new term.

Secretary: What is your name?

Marta: Marta Carballo.

Secretary: How do you spell your last name?

Marta: C-A-R-B-A-L-L-O

Secretary: Place and date of birth?

Marta: Alajuela, Costa Rica. July 14th, 1986.

Secretary: What is your address?

Marta: 70 East 10<sup>th</sup> Street, Buffalo, New York 10003.

Secretary: Well, that's all.

Marta: Thank you very much.

Secretary: You are welcome.



**Exercise.** Practice the conversation with a partner.

**Exercise.** Look at the conversation and complete Marta's registration.

**REGISTRATION FORM**

Name: _____			
Last name	Middle name	First name	
Year of birth _____		Place of birth _____	
Address: _____			
No.		Street	
City _____	State _____	Zip code _____	
Area code _____	Telephone _____	Signature _____	





**Exercise.** Now, complete your own registration.



REGISTRATION FORM			
Name: _____			
_____	_____	_____	_____
Last name		Middle name	First name
_____		_____	
Year of birth		Place of birth	
Address: _____			
No.		Street	
_____		_____	
City	State	Zip code	
( )			
Area code	Telephone	Signature	
_____	_____	_____	

Marta writes a letter to her mother in Costa Rica. Read the letter.

Dear Mom,

I am fine. I registered for the new term. I am very happy because I speak English very well now. I will be back in December. I am very excited. How are Dad and my little sister? Say hello to them for me.

Please write soon

Love,

Marta Carballo  
70 east 10th Street  
Buffalo, NY, 10003  
USA.

Olga Ramírez  
250 oeste del Correo  
4250  
San Ramón,  
Alajuela  
Costa Rica

**Exercise.** Look at the envelope. What differences do you find in the addresses? Write the differences in the box.

Addresses in the USA	Addresses in Costa Rica



**Exercise.** Read the following newspaper ads. Then ask your partner questions about the addresses and telephone numbers.

**Example:**

**A:** What number do I have to call to give information about Coquito?

**B:** The number is 305-439-1001.

**A:** What is the address of the people who found it?

**B:** 127 Avenue and 28 Street, 11245.

1. Where was the small white poodle lost?
2. What number do you have to call to give information?
3. Where was the white fox found?
4. What number do you have to call for information?

**FOUND WHITE FOX**  
Small, old, gentle,  
Groomed, around SW  
184 St & 122 Ave; Cutler  
Ridge area, 305-412-0152

---

**LOST CHIHUAHUA MIX**  
**SMALL, BEIGE, m. NAMED**  
**"Tato" REWARD**  
127 Ave, 28 St. 11245  
305-649-9708

---

**LOST POODLE**  
small, white  
SW 118 St and 90<sup>th</sup> Ave  
(305) 234 -9196

---

Found boxer (puppy)  
small dark brown  
78 St and 40<sup>th</sup> Ave  
(555) 564 -4532

---

Brown Chihuahua found  
Central park  
62 St and 40<sup>th</sup> Ave  
call (555) 564-7766

---

Lost German shepherd  
small, white  
SW 48 St and 22<sup>nd</sup> Ave  
(555) 454 -7196

---



**CONVERSATION**

Listen to the teacher read the following conversation.

- Secretary:** What's your first name, please?  
**Marta:** My first name is Marta.  
**Secretary:** Middle name?  
**Marta:** María.  
**Secretary:** What's your last name?  
**Marta:** My last name is Carballo.  
**Secretary:** What's your marital status?  
**Marta:** I am single.  
**Secretary:** Well, Miss Carballo. Do you have experience in sales?  
**Marta:** Yes, I do. I worked in my uncle's clothing store in Costa Rica.  
**Secretary:** That's good. Do you like to work with people?  
**Marta:** Yes. I love to work with people. I think I am sociable.  
**Secretary:** Great. Take this form. Fill it out, please.  
**Marta:** Thank you.  
**Secretary:** Mrs. Cliffs will call you in case you are chosen.



**Exercise.** Help Marta complete the form.

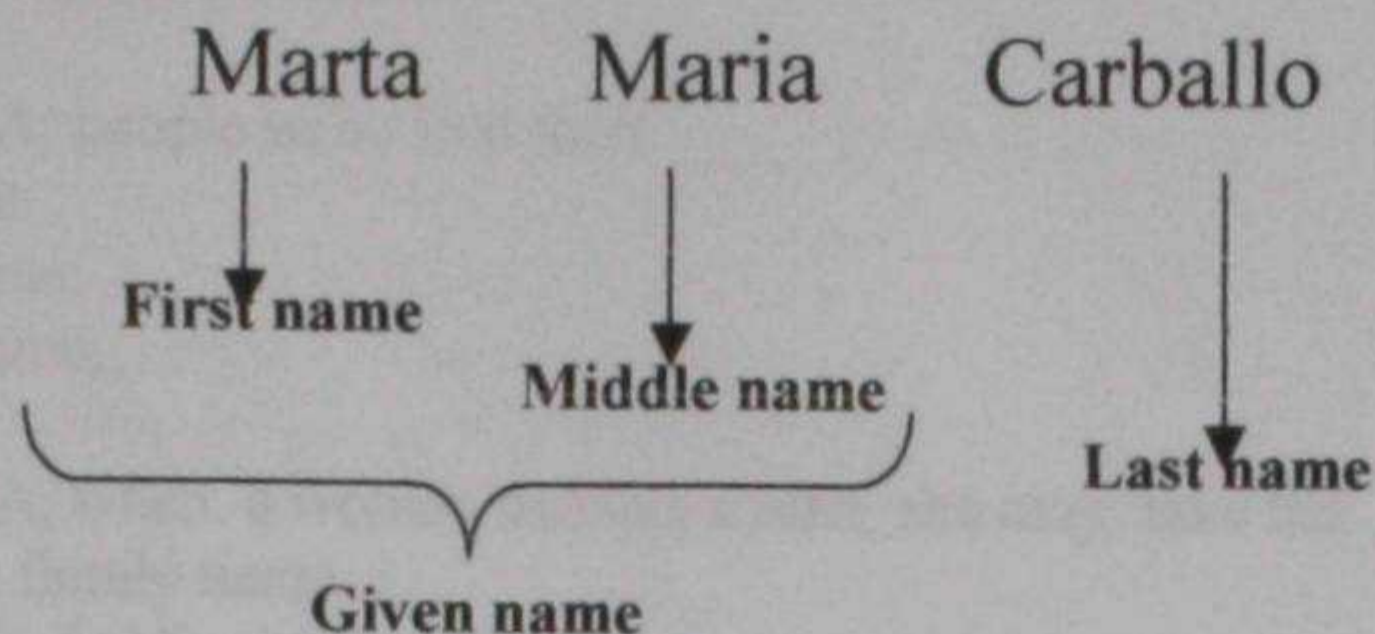


## CLIFFS'S SHOE STORE

### Employment application

First name: _____	Last name: _____
Date of birth: _____	Place of birth: _____
Home address: _____	
Phone number: (      ) _____	
Your degree: _____	
Tell us about yourself: <u>I am a student at Central College. I am studying business and English. I can speak Spanish. I am very good at working with people. I am a friendly person</u>	
Check your abilities:	
<input type="checkbox"/> Use a computer	<input type="checkbox"/> Speak another language
<input type="checkbox"/> Work well with people	<input type="checkbox"/> Can work nights
<input type="checkbox"/> Speak English well	<input type="checkbox"/> Drive



**VOCABULARY****What's your name?**

**Exercise.** Answer the following questions. Then ask the questions to your partners.

1. What is your name?
2. What is your middle name?
3. What is your last name?

**READING**

**Read, think and discuss with your classmates and teacher.**

**Naming Customs**

Every society has its own customs about names. These customs are not the same in all societies. In many countries, people write the family name first and then the given name.

Example: **Shin Po Kwun**

The family name is "Shin" and the given names are "Po kwun"

In other countries, the given name is written before the family name.

Example: **Linda Stevens**

The given name is "Linda" and the family name is "Stevens"

In other countries, people take both the father's and the mother's family name.

Example: **Marta Carballo Ramírez**

"Marta" is the given name, "Carballo" is the father's family name, and "Ramírez" is the mother's family name.

In English speaking countries, people write the given name before the family name. People usually take their father's family name only.

Example: **Steven Morgan**

When a woman marries a man in an English speaking country, the woman may lose her family name and take her husband's family name. So if Linda Stevens marries Steven Morgan, she may be known as **Linda Morgan** or keep her name or call herself **Linda Stevens Morgan**.



**Exercise.** Choose the best alternative to complete the statements. Then compare your answers with your partners'.

1. In the USA, people write first their \_\_\_\_\_.
  - last name.
  - given name.
  - family name.
  
2. In the USA, when a woman marries a man, she may take her \_\_\_\_\_.
  - mother's family name.
  - husband's family name.
  - father's family name.
  
3. In your country, people write first their \_\_\_\_\_.
  - given name.
  - family name.
  - last name.
  
4. In your country, people take \_\_\_\_\_.
  - only their mother's family name.
  - only their father's family name.
  - their father's and their mothers family name.

**CULTURAL ENCOUNTERS.** Find differences in the way people write their names in the USA and your country.

In the USA	In your country

**Exercise.** Answer the questions. Then compare your answers with your partners'.

1. What happens to a woman's name when she gets married in the USA?
2. What happens to a woman's name when she gets married in your country?
3. What naming customs are different in your country?



## CONVERSATIONS

Listen to the teacher read the following conversations.

Mark introduces Marta to some of her friends in school.

**Ms. Culp:** What's your name?

**Marta:** My name is Marta Carballo.

**Ms. Culp:** How do you spell your last name?

**Marta:** C-A-R-B-A-L-L-O. Is your last name C-A-L-P?

**Ms. Culp:** No, it is C-U-L-P.

**Steven:** Marta, I want you to meet a friend of mine.

**Marta:** Oh, sure!

**Steven:** This is Francesco Vernieri. This is Marta Carballo.

**Marta:** Hi. Nice to meet you.

**Francesco:** Nice to meet you too.

**Marta:** What's your last name again?

**Francesco:** Vernieri. V-E-R-N-I-E-R-I. And, how do you spell Carballo?

**Marta:** C-A-R-B-A-L-L-O.

**Exercise.** Answer the following question. Then compare your answer with your partners' answers.

Why do American people usually ask others to spell their names or last names?

Because...

- A. They don't remember names easily.
- B. They think it is polite to ask others to spell their names.
- C. They do not learn to spell names at school.
- D. They consider it could be offensive to misspell others' names.

**Exercise.** Answer the following question. Then compare answers with your partners' answers.

1. Do people in your country usually ask other people to spell their last names?

---



## CONVERSATION

Listen to the teacher read the following conversation.

- Mark:** Do you know Marta's phone number?  
**Katherine:** Yes. It is (213) 546-4534  
**Mark:** That is in Los Angeles. Right?  
**Katherine:** Yes, that's right.  
**Mark:** What about Brian's phone number?  
**Katherine:** It is (412) 555-9367.  
**Mark:** Where is that?  
**Katherine:** That is in Pittsburgh.  
**Mark:** Is Miguel Phone number (518) 265-6202?  
**Katherine:** No, It is (514) 265-0262.  
**Mark:** Oh, that's in Canada.  
**Katherine:** Yes, it is. Miguel lives in Montreal.  
**Mark:** Thank you.

**Exercise.** Now practice the conversation with a partner.

**CULTURAL CAPSULE:** In the United States and Canada, the three-digit number preceding a telephone number is called area code number. It indicates the city and area in which it is located. Here are some area code numbers from some important cities in The USA and Canada.

<b>USA</b>	Manhattan 212	Houston 713
San Francisco 415	Brooklyn 718	<b>Canada</b>
Miami 305	Pittsburg 412	Alberta 403
Detroit 313	Philadelphia 215	Toronto 416
Albany 518	Dallas 214	Quebec city 418

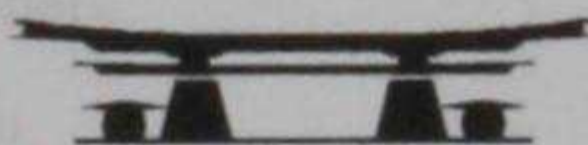
## EVALUATION

**Exercise.** Ask your partners the phone numbers in the ads. Practice the way native speakers of English say phone numbers. Also ask, where the places are located?



### CAFE BLUE

The best cafe in town  
 14 st. and Mapple  
 (416)443-1221



### MING HAU

Chinese Restaurant  
 SPECIALIZED IN  
 CANTONESE,  
 SZECHUAN, AND  
 MANDARIN FOOD  
 3982 Main St.  
 (718) 0034



### For the best seafood in town NORTHEAST INN

126 Lake avenue  
 (518) 545-3589

### キサモホ

Hiroshi japanese  
 restaurant  
 134 Oak Ave.  
 (418) 222-7689  
 Reserv. Appreciated



### Ω, ' ζ ε ' x Ω ε ω

Enjoy the best greek food in the  
 country  
 CALL FOR RESERV.  
 (2159) 222-3401



### **6.3. Cultural Complementary Material for unit 2 book 2.**

#### **1. BOOK 2**

#### **2. UNIT 2**

#### **3. THEME: Family**

#### **TOPICS:**

- American family
- Family member's role
- Relationship
- Punishment
- Independence

#### **4. LEVEL: 8<sup>th</sup> Grade.**

Cultural complementary material for unit 2 book 2.

### **5. MEP'S CURRICULAR GUIDE: EIGHT GRADE**

#### **5.a. OBJECTIVES:**

- To value the importance of love, tolerance, respect, and discipline when communicating about family ties.
- To develop cultural awareness of topics such as family ties.

#### **5.b. CULTURAL CONTENT OUTLINE:**

- Nuclear and extended family in Costa Rica and in English speaking countries.

### **6. COMPLEMENTARY UNIT TARGET CULTURAL CONTENT:**

- Roles of family members
- Relationship between members
- Allowances
- Punishment
- Moving out



## 7. CULTURAL GOALS:

Goal 4: Where and When: Students recognize that situational variables and conversation shape behavior in important ways.

Goal 5: Why: The student understands that people generally act the way they do because they are using options their society allows for satisfying basic physical and psychological needs, and that cultural patterns are interrelated and tend to support need satisfaction.

## 8. SPECIFIC OBJECTIVES:

1. To describe characteristics of the American family.
2. To identify different roles of the members of the family in the USA.
3. To explain how families are formed in the target society (dominant family structure(s) or nuclear family).
4. To comprehend the way parents teach children to be independent and responsible.
5. To understand the way parents punish children and why.

## 9. LINGUISTIC CONTENT:

### Nouns

Allowance

Mon

Dad

Punishment

Grounding

Chores

### Adjectives

Married

Single

Divorced

Traditional



## UNIT 2. What is your address?

Check the following information. Discuss it with your classmates and teacher.

### DO YOU KNOW...

In the USA...

- In many American families, the refrigerator door is used as a communication center.
- A considerable number of Americans marry more than once.

### CONVERSATION

Listen to the teacher read the following conversation.

- Tom: Do you live with your parents?  
 Roberto: Yes, I do. What about you?  
 Tom: Yes. I still live with them.  
 Roberto: Do you have brothers or sisters?  
 Tom: I have a sister. You know, we are a traditional family.  
 Roberto: What about you, George?  
 George: I live with my mother. My parents are divorced.  
 Roberto: Do you have brothers or sisters?  
 George: Yes, I have a brother. He lives with my father.  
 Jenny: I don't live with my parents.  
 Roberto: Really? Who do you live with?  
 Jenny: My mother is single and she works in another state; so I live with my grandparents.



**Exercise.** Practice the conversation with a partner.

### READING

Read, think and discuss with your classmates and teacher.

#### AMERICAN MARRIAGE AND FAMILIES

About 56% of American adults in 1999 were married and living with their spouse. Another 24 % had never married. 7 % were widowed, and 10 % were divorced.

Of the 103 million households in the United States, 69 % included or constituted a family; that is, 2 or more people related by blood, marriage, or adoption. The remaining households consisted of 1 person living alone (26 %) or 2 or more unrelated people (5 %). About half, 49 %, of all families included parents and children under 18. All in all, 36% could be considered "traditional families"; that is, consisting of a married couple with children.

While the number of single mothers, approximately 9.8 millions, remained about the same from 1995 to 1998, the number of single fathers rose from 1.7 millions to 2.1 millions. About 20 % of children under 18 years of age lived with just one parent in 1998 (Around 23 % with their mother only, 4 % with their father only), while 68 % lived with both parents and 4 % with other relatives or people not related to them. Nearly 6 % of all children under 18 lived in their grandparents' home.

Source: USA Census Bureau 2000



**Exercise. Answer the questions based on the previous reading.**

1. What are your impressions about the reading?
2. Is the information similar to facts in your culture?
3. What are families like in your country?
4. What is a traditional family in your country?

## CONVERSATION

**Listen to the teacher read the following conversation.**

Jenny: Hi, Karen. Are you coming for dinner tonight? It is my turn to cook, and I am planning to make lasagna.

Karen: You are cooking. I don't know if I should trust you.

Jenny: My parents do. I have learned to cook very well. I make delicious dishes.

Karen: Do you make dinner often?

Jenny: Every Saturday. My mother went back to work full time, so household chores are divided among my brother, my father, my mother and I.

Karen: Does Steve cook too?

Jenny: Yes, he does. Pretty well.

Karen: Who does the dishes?

Jenny: Everybody who isn't cooking that day.

Karen: And who does the grocery shopping?

Jenny: Usually my mom and I. We do the major shopping on Saturday and Steve runs to the local stores for small items during the week.

Karen: You sure have it down to a system.

Jenny: It is only fair. We're all equally busy. My parents with work and my brother and I with school and homework.

**Exercise. Practice the conversation with a partner.**

**Exercise. Discuss the questions with your classmates and teacher.**

1. What do you think about the role each member of the American family has?
2. Do you think it is fair for parents and children?
3. What role similarities do you find in families in your culture?

## CULTURAL CAPSULE

In most American families both husband and wife work. Usually, the wife stops working when the first baby arrives. When the children are old enough to go to school and take care of themselves, the mother often goes back to work to help support the family. When this happens, all the members of the family usually help at home, dividing house chores to make it easier.

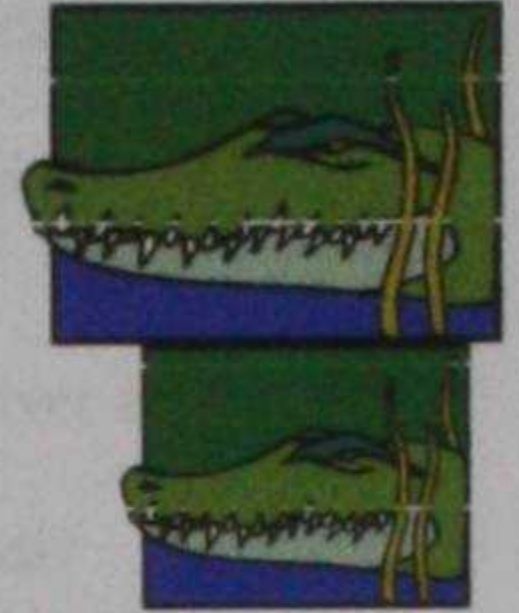


## AMERICAN HUMOR

Guess the following riddle. Then discuss it with your partners and teacher.

There was a big alligator walking down the street with a little alligator. The little alligator was the big alligator's son but the big alligator wasn't the little alligator's father. Who was the big alligator?

**The little alligator's mother**



## CONVERSATION

Listen to the teacher read the following conversation.

- Betty: Daddy, can I have an increase in my allowance? I am going to be fifteen, tomorrow. Ten dollars are not enough for me.
- Mr. Terrel: Ok. Why do you want more money?
- Betty: Books, records, magazines, movies.
- Mr. Terrel: What do you think is a fair allowance?
- Betty: My friend Darcy gets fifteen and Tina, too. They are younger than me.
- Mr. Terrel: Ok. I am going to give you fifteen dollars per week, but don't forget to do your chores on time.

**Exercise.** Practice the conversation with a partner.

**Exercise.** Answer the questions. Then discuss your answers with your classmates and teacher.

In the United States, parents give an allowance to their children per week.

1. Do you think it is a good idea? Why or Why not?
2. Do you get a weekly allowance?

## CULTURE CAPSULE

Read and discuss with your classmates and teacher.

American parents often give their children a weekly allowance –a fixed sum of money they can spend as they wish. Many parents think that a regular allowance is an excellent way to teach children the value of money. With an allowance, they learn to budget their expenses. If they do not do it well, they will have no money to spend by the end of the week.



## CONVERSATION

Listen to the teacher read the following conversation.

- Jenny: Mom, may I go over to Karen's for dinner? We are going to the play rehearsal at school. We might go for an ice cream after. At what time do I have to be home?
- Mrs. Jenkins: Jenny, you know perfectly well we agreed you would be in bed every night by eleven. This getting up at 6:30 is making you tired in the morning.
- Jenny: Please, Mom. Let me go just this once. Steve said he would deliver the papers for me tomorrow morning, so I don't have to get up early.
- Mrs. Jenkins: You're not even in the cast. Why do you want to go to that rehearsal?
- Jenny: I'm in charge of the ushers and everybody will be there. I won't stay late.
- Mrs. Jenkins: Well, all right, but you have to be home no later than 11:00. Do you hear?
- Jenny: Thanks Mom, I'll call Karen right away.

**Exercise.** Practice the conversation with a partner.

**Exercise.** Discuss these questions with your classmates and teacher.

1. Do you think Jenny's mother is too permissive?
2. Do you think 11:00 is a good time to arrive home?
3. Is the situation similar to situations in your culture?

## AMERICAN HUMOR

Guess the following riddle. Then discuss your answer with your classmates and teacher.

Two fathers and two sons went fishing. Each fisherman caught a fish, yet only three fish were caught. How is this possible?



A boy, his father, and his grandfather went fishing together.



## CONVERSATION

**Listen to the teacher read the following conversation.**

- Steve: I cannot go to the movies with you. I am grounded.  
 Jimmy: But, it's Saturday night.  
 Steve: Yes, but I am not allowed to go out for a whole week.  
 Jimmy: What did you do?  
 Steve: I had to look after my kid brother, because my parents went to the movies and they don't like him to stay alone at home.  
 Jimmy: So what happened?  
 Steve: I had a headache. My brother didn't mind staying alone at home while I went to the drugstore.  
 Jimmy: So what?  
 Steve: While I went to the drugstore, my parents came back because they had a flat tire.  
 Jimmy: That's bad luck.

**Exercise. Practice the conversation with a partner.**

**Exercise. Answer the questions based on the dialogue.**

1. What do you think grounded means?
2. Do you think Steve's parents did right?
3. Tell about a time when you did something against your parents' rules.
4. How were you punished?
5. Are punishments for children in your country similar to the one in the conversation?

## CULTURAL CAPSULE

**Read and discuss with your classmates and teachers**

Grounding is a common form of punishment for young people who disobey their parents. Grounding means that they are not allowed to go out after school or on weekends, for a certain period of time. This could be from one day to a month or more, depending upon the gravity of the offense. During that time, though, they must continue to go to school, to work if they have a job, and do other errands approved by their parents.



**READING**

**Read, think and discuss with your classmates and teacher.**

**A letter to Alice.**

Dear Alice:

My son is twenty- three years old. He finished college last year, but he can't find a job that he likes. He still lives at home; he sleeps until noon every day. I'm worried because he is not trying hard enough to get a job and be on his own. Meanwhile, I have been cooking his meals and doing his laundry. I tell him he should work, but he says I am too critical.

Tired Mom.

**What do you think Alice will respond to tired mom? Why?**

1. That is your fault... You are making it too easy for him.
2. You are being too hard on him.
3. He is too young. He needs more time.
4. He's a good guy. You have close family ties.

**Now, read Alice's answer.**

**Dear ....,**

You're making it too easy for him to stay where he is. Be firm and tell him he has two months to find a job (any job) and get his own place. He's old enough to take care of himself – but you have to be willing to let him go.

**Alice**

Sun Sentinel, Saturday, June 6, 1999.

**Exercise. Discuss these questions with your classmates and teacher.**

1. What do you think about Tired Mother's letter?
2. What do you think about Alice's response?
3. Do you think Alice is right or wrong?
4. What do you say if you are told that in the USA children are expected to leave home after 18 years of age?
5. What is the situation in your country?
6. What are your final impressions about the problem?



## CULTURAL CAPSULE

**Read and discuss with your classmates and teacher.**

Generally, American parents want their children to become independent. Therefore, they often encourage their children to make their own decisions, give their own opinions, and get their job outside the home. It is also acceptable for children over eighteen to move out and get their own apartments, especially since eighteen is the usual age for finishing high school and going on to college or getting a full-time job.

### Song

**Listen to the song.**

## FATHER AND SON

Boyzone

It's no time to make a change, Just relax, take it easy  
 You're still young, that's your fault, there's so much you have to know  
 Find a girl, settle down, If you want you can marry  
 Look at me, I am old, but I'm happy  
 I was once like you're now, and I know that's not easy  
 To be calm when you've found something going on  
 But take your time, think a lot why, think of everything you've got  
 For you will still be here tomorrow, but your dreams may not  
 How can I try to explain?  
 Cause when I do he turns away again  
 It's always been the same, the same old story  
 From the moment I could talk, I was ordered to listen  
 Now there's a way and I know that I have to go  
 It's not time to make a change, Just sit down take it slowly  
 You're still young, that's your fault, there's so much you have to go through  
 Find a girl, settle down, If you want you can marry  
 Look at me, I'm old, but I'm happy,  
 All the times that I've cried, keeping all the things I knew inside,  
 It's hard, but it's harder to ignore it  
 If they were right I'd agree, but it's them they know, not me  
 Now there's a way, I know I have to go, I know I have to go

### Exercise.

**GROUP WORK.** Write two sentences beginning ...

This song is about...

---



**Exercise. Answer the questions based on the song's lyrics.**

1. What is the main theme or idea of the song?
2. What cultural or social values are reflected in the lyrics?
3. Do you think these values are universal or particular from the country where the song comes from?

**EVALUATION**

**ROLE-PLAY:**

Student A: is the father, student B is the mother, student C is a daughter, student D is a son. Plan a conversation and put into practice your new cultural knowledge about family allowances, punishment, and roles of the family members, moving out and/or relationship between members. Consult with your teacher.



#### **6.4. Cultural Complementary Material unit 5 book 2.**

##### **1. BOOK 2**

##### **2. UNIT 5**

##### **3. THEME: Daily routines and transportation**

##### **TOPICS:**

- Transportation
- Traveling schedules
- Daily routines
- Common activities

##### **4. LEVEL: 8<sup>th</sup> Grade**

##### **5. MEP'S CURRICULAR GUIDE: EIGHT GRADE**

##### **5. a. OBJECTIVES:**

- To value the importance of love, tolerance, respect and discipline when talking about means of transportation.
- To develop cultural awareness of social behavior.

##### **5.b. CULTURAL CONTENT OUTLINE:**

- Similarities and differences of means of transportation.
- Schedules and punctuality.
- Means of transportation.
- Traveling habits.

##### **6. COMPLEMENTARY UNIT TARGET CULTURAL CONTENT:**

- Common daily activities.
- Schedules (work and school)
- Driving regulations
- Transportation habits
- Traveling schedules

##### **7. CULTURAL GOAL:**

Goal 5. Why: The students understand that people generally act the way they do because they are using options their society allows for satisfying physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction.

##### **8. SPECIFIC OBJECTIVES:**

- To identify the common means of transportation used by the members of the target culture.
- To understand the importance of the car in the American culture.
- To identify common daily routines and extra activities of the target society.
- To understand travel schedules and announcements.



9.LINGUISTIC CONTENT:

<b>Nouns</b>	Travel schedule	Schedule	To hitchhike	To make a trip
Transportation	Announcement	<b>Verbs</b>	To spend	<b>Abbreviations</b>
Driver's license	Mopeds	To drive back	To hang out	Dp Ar



## UNIT 5. Do you drive to school?

Read the following information. Then discuss it with your classmates.

### DO YOU KNOW...

- Just 5% of Americans go to work by bus.
- The average number of school days per year is 178.
- About 42% of young Americans work out or practice a sport as a daily routine.
- A popular transportation means is the mopeds.

In big cities subways are the cheapest and most popular mean of transportation to go to work

## CONVERSATION

Listen to the teacher read the following conversation.

Carmen Ramirez is a Costa Rica exchange student in Chicago. Her host brother, Brian Turner, is teaching her about the town and the people.

- Brian: Nervous?
- Carmen: A little, bit. Wow! This is a big school.
- Brian: Do you like it?
- Carmen: Sure. How many instruction hours do you have in school?
- Brian: About 6 per day.
- Carmen: Many students come to school by bus.
- Brian: Yes. Most of them. Some parents take their children to school.
- Carmen: Do most people go to work by bus?
- Brian: Just a few. Most people drive to work.
- Carmen: Most people have a car in this country. Right?
- Brian: Yeah. Most people need a car to go to work. People's workplace is usually far from home; especially in the country.
- Carmen: I see. How many hours do people work per day?
- Brian: Usually 8 hours. As an average.
- Carmen: Well, I think I have too much to learn about this country.
- Brian: OK. I'll be pleased to teach you.

**Exercise.** Now practice the conversation with a partner.

**Exercise.** Answer the questions based on information about your country.

1. What is the average number of school hours per day in your country?
2. How do students usually go to school in your country?
3. What is the average number of working hours in your country?
4. What are the most common means of transportation people use to go to work?



**Exercise.** Now complete this chart with a classmate using the conversation by Brian and Carmen and information about your country. Then compare the information.

<b>Average school hours in the USA</b>	<b>Average school hours in your country</b>
<b>Most popular means of transportation for students</b>	<b>Most popular means of transportation for students</b>
<b>Average working hours in the USA</b>	<b>Average working hours in your country</b>
<b>Most popular means of transportation for workers</b>	<b>Most popular means of transportation for workers</b>

**READING :** Read, think and discuss with your classmates and teacher.

### Ready to Drive?

How important is a driver's license? In the USA, it is very important. In most places, it is necessary to drive to get to work, to school or most social activities. Cars are quite necessary for independence. Young people in the USA see the driver's license as a sign of being grown up. Getting a license means getting privileges that adults have. Compared to many other countries, the driving age in the USA is low. It varies from 15 to 17 years of age, depending on the state.

Some people say a person should be at least 18 to drive. "After all," they argue, "a car is a dangerous weapon that can kill a person. Young people are often very irresponsible." They highlight that drivers in the 16-24-age range have the most car accidents. Insurance premiums reflect this. It is more expensive to insure a car for a driver who is under 25.

**Exercise.** Answer the following questions. Then discuss with your classmates and teacher.

1. How important is a driver's license for American people?
2. What does a driver's license mean for young people?
3. What is the minimum age for getting a driver's license?
4. Why does insurance for people under 25 of age is more expensive?
5. What are your impressions about the reading?





## CULTURAL ENCOUNTERS

**Pair work.** Complete this chart using the information you already know about USA and your own country.

FACT	USA	YOUR COUNTRY
1. Minimum driving age	15 to 17	
2. Drinking and driving		
3. Importance of cars		
4. Public transportation		
5. Traffic jams		

## AMERICAN HUMOR.

Guess the next riddle. Then compare answers with your classmates.

What kind of pool can't you swim in?



**\* a car pool**



## CONVERSATION

**Listen to the teacher read the following conversation.**

Mr. Jenkins: Get in.

Carmen: Thank you, Mr. Jenkins.

Brian: Thank you, Mr. Jenkins.

Mr. Jenkins: Where are you going?

Brian: We are going to the mall. Are you driving that way?

Mr. Jenkins: Not exactly. But what if I drop you at the corner of Second Avenue and Third street? The mall is only four blocks away.

Brian: That'll be fine, Mr. Jenkins. Thanks a lot.

Mr. Jenkins: Not at all. But be careful when hitchhiking, Brian. It is not safe with strangers. Especially at night.

Brian: Yes, we know, Mr. Jenkins. We are careful. Anyhow, my father is driving us back tonight.

Mr. Jenkins: That's good then. But do be careful.

Brian: Thank you, Mr. Jenkins. We will.

Carmen: Thank you, Mr. Jenkins.

Mr. Jenkins: Bye. Have a nice afternoon.

Brian: You know, Carmen. I think I have to ask my father for a moped.

**Exercise. Practice the conversation with a partner.**

## CULTURAL CAPSULE

**Read the following cultural capsule. Then go to the next page and do the exercise.**

Most Americans live in the suburbs where schools, stores, movies, theaters, and even friend's houses can be many miles away. Yet, there is hardly any public transportation that many young people find it difficult to get around. Sometimes, a parent, a friend or a relative will drive them where they want to go or, if it isn't too far, they can walk or bicycle. Hitchhiking, however, is a common way of solving the transportation problem, even for relatively short distances within the community. Most drivers are glad to give rides to local teenagers going in the same direction they are.



A moped is a small motorcycle with pedals (Motorcycle + Pedals), which are inexpensive and use very little gas. In most states, no driver's license is required to ride one. Because of the lack of public transportation in suburbs and in the countryside, mopeds are very practical for teenagers who do not have a driver's license, and even for adults who like economical transportation. However, many people think mopeds are not very safe for driving on highways or in bad weather.



**Exercise. Discuss the following questions with your classmates and teacher.**

1. What do you think about hitchhiking?
2. Is it a common practice in your country?
3. What do people do to solve transportation problems in your culture?
4. Are drivers in your country glad to give rides to other people?
5. Are mopeds popular in your country?
6. What are popular means of transportation for teenagers in your country?

## CONVERSATION

**Listen to the teacher read the following conversation.**

- Hellen: How do you spend your day, Brian?
- Brian: Well, on weekdays, I get up early and work out. Then I go to school. I spend about six hours at school. I come back home, do my homework, and watch TV.
- Hellen: Do you spend time with your friends?
- Brian: Yes, I do. Almost everyday.
- Hellen: What about weekends?
- Brian: Well, sometimes I drive around. Sometimes my parents and I make a short trip to anywhere.
- Hellen: Have you taken Carmen to another city?
- Brian: Not yet.
- Hellen: Why don't we take her to Los Angeles? It would be an exciting trip!
- Brian: That's a good idea.
- Hellen: Let's call Katherine. She can check buses and train schedules.
- Brian: Ok. But it has to be a surprise.

**Exercise. Practice the conversation with a partner.**

**Exercise. Answer the following questions. Then share your answers with your classmates and teacher.**

1. What activities do you carry out on weekdays?
2. What activities do you usually do on weekends?
3. Do most people do the same activities?



**Exercise.** Check the facts in the box. Then complete the chart with information about your country. Compare answers with your partners.

Activities young Americans include as routines	In your country
Watch TV. (72%)	
Spend time with friends (49%)	
Read (47%)	
Work out or practice a sport (46%)	
Work around the house (28%)	
Drive around in a car (28%)	
Play a musical instrument (28%)	
Source. University of Michigan. Institute of Social Research	<b>Any other activity that is not mentioned</b>

## CONVERSATION





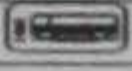

Listen to the teacher read this conversation.

- Carmen: Wow! This is really exciting.  
 Brian: Hellen and Katherine are coming with us.  
 Carmen: That's great! Thank you Brian. I can't believe I am visiting California.  
 Brian: And you are going to see other cities, too.  
 Carmen: That's really exciting!  
 Brian: Look. Hellen and Katherine are coming. Hey girls!  
 Hellen: Hi guys.  
 Carmen: Hi  
 Katherine: Everybody ready? What time is it?  
 Brian: It's 4:45.  
 Katherine: Ok. Let's go. The train leaves at 5:00.

**Exercise.** Practice the conversation with a partner.



**Exercise.** Look at the schedule. Ask and answer questions based on the schedule information.

4		◀ TRAIN NUMBER ▶					4	
Daily		◀ DAYS OF OPERATION ▶					Daily	
 Amtrack Thruway Bus Connection – Madison, WI/Chicago, IL - Call ☎1-800-USA - RAA								
Road down	Mile	▲		Symbol	▼	Road up		
5 00P	0	DP	Chicago, IL – Union Sta. ● (PT)	☐☐☐	AR	3 25P		
5 55P	38		Joliet, IL	☐☐		1 28P		
5 39P	90		Streator, IL	●●		12 35P		
7 15P	130		Chillicothe, IL (Peoria)	●●		11 57A		
7 59P	177		Galesburg, IL – N Broad St.	●●		11 10A		
8 50P	234		Fort Madison, IA (Keokuk)	☐☐		10 25A		
9 54P	312	▼	La Pista, MO	☐☐	▼	9 15A		
19 26P	346		Marcelline, MO	●●		8 45A		
12 45A	450	Ar	Kansas City, MO	☐☐☐	DP	7 05A		
303		Connecting Train Number				304		
4 30P	0	Dp	St. Louis, MO ●	☐	Ar	1 45P		
10 00P	282	Ar	Kansas City, MO ●	☐	Dp	8 15P		
1 06A	450	Dp	Kansas City, MO ●	●☐	Ar	6 45P		
2 02A	490		Lawrence, KS	●☐		5 05P		
2 27A	516		Topeka, KS	☐☐		4 45P		
3 27*	578		Emporia, KS	☐☐		3 45P		
4 55A	651		Newton, KS (Wichita)	☐☐		2 30P		
5 28A	684		Hutchinson, KS	●☐		1 30P		
7 04A	804		Dodge City, KS	☐☐☐		11 50P		
7 43A	854		Garden City, KS	☐☐		11 15P		
7 54A	954		Lamar, CO	●☐		9 11P		
9 35*	1005		La Junta, CO	●☐		8 35P		
10 47A	1068		Trinidad, CO	☐☐☐		6 35P		
11 49*	1111	▼	Raton, NM	☐☐	▼	5 35P		
1 30P	1221		Las Vegas, NM	☐☐		3 50P		
3 10P	1286	Dp	Lamy, NM ●	●☐	Dp	2 17P		
Connecting Shuttle Van – Lamy, MNV/Santa Fe, NM – Schedule below								
4 55P	1354	AR	Albuquerque, NM (Amarillo  ) ●	●☐	DP	1 15A		
5 15P		DP		☐☐☐	Ar	12 53A		
7 37P	1515		Gallup, NM	●☐		9 50A		
9 14P	1642	▼	Winston, AZ		▼	8 15A		
10 15P	1701	Ar	Flagstaff, AZ (Grand Canyon)  ●		Dp	7 45A		
 Amtrack Thruway Bus Connection at Canyon/Phoenix, AZ – schedule Below								
☐10 15P	1701	DP	Flagstaff, AZ ( Grand canyon)  ●	●☐	AR	☐7 15P		
☐1 22A	1673		Kingman, AZ	☐☐☐		☐4 30P		
1 17A	1935		Needles, CA (Laughlin, NV) (PT)	●☐		1 30P		
3 45A	2103		Barstow, CA	●☐		11 15P		
4 22*	2141		Victorville, CA	●☐		10 45P		
5 26A	2187		San Bernardino, CA ( Osnard  )	●☐		☐9 45P		
6 30A	2233	▼	Pulleston, CA	●☐	▼	8 50P		
8 15*	2259	Ar	Los Angeles, CA ● (PT)	●☐	Dp	8 15P		

### CULTURAL CAPSULE.

In most train and bus stations in the USA you are informed about the departure and arrival of trains and buses by electronic boards.



## AMERICAN HUMOR



Why did the truck driver drive off the edge of the cliff?

## HE WANTED TO TEST HIS AIR BRAKES

### CONVERSATION

Listen to the teacher read the following conversation.

#### On the way back

- Hellen: What about going to Washington D.C.?  
 Katherine: That's a great idea. We can go back to Chicago from Washington D.C.  
 Brian: I agree.  
 Hellen: What do you think, Carmen?  
 Carmen: I am very excited. I am going to visit the capital. What time are we leaving?  
 Katherine: Are we going by bus?  
 Hellen: No, let's take the 7:30 train to Washington.  
 Brian: Great idea. Let's go for the tickets.

**Exercise.** Practice the conversation with a partner.

### ANNOUNCEMENTS AT THE TRAIN STATION



The 7:30 train to Washington D.C is now boarding on track number 10. This is the final call for the 7:30 train to Washington D.C, making stops at Newark, Philadelphia, Wilmington, and Baltimore. Now arriving, the 7:25 train from Toronto, on track number 4. The 7:45 train from Chicago is running ten minutes late due to operating difficulties. We apologize for the late arrival.



**Exercise.** Answer the following questions about your country.

1. Do you hear announcements about the departure and arrival of buses or trains in your country?
2. How do you know when a bus or train is leaving or arriving to the station?
3. Are trains and buses usually delayed in your country?

## EVALUATION.

**GROUP WORK.** Discuss about transportation facts in the USA. What do you know now about USA culture. What information is useful for you in case you visit that country? Clarify doubts with your teacher.

\*Explanation for the section American Humor.      Page 101

When the people drive together to work in order to save gas and money, that is called car pool.



**6.5. Cultural complementary material unit 10 book 2.****1. BOOK 2****2. UNIT 10****3. THEME:** Directions**TOPICS:**

- Addresses
- Directions

**4. LEVEL:** 8<sup>th</sup> grade**5. MEP'S CURRICULAR GUIDE:  
EIGHTH GRADE****5.a. OBJECTIVES:**

- To value the importance of means of transportation.
- To develop cultural awareness of topics such as goods and services and means of transportation.

**5.b. CULTURAL CONTENT OUTLINE:**

- Ways of giving directions.
- Ways of giving addresses (street, avenue)

**6. COMPLEMENTARY UNIT TARGET CULTURAL CONTENT:**

- Addresses: abbreviation of streets
- Addresses in the telephone directory
- Building directory
- Directions: maps, blocks, streets, up and down.

**7. CULTURAL GOAL:**

Goal 4 – Where and when: The student recognizes that situational variables and convention shape behavior in important ways.

Goal 5 – Why: The student understands that people generally act the way they do because they are using options their society allows for satisfying basic physical and psychological needs, and that cultural patterns are interrelated and tend mutually to support need satisfaction.

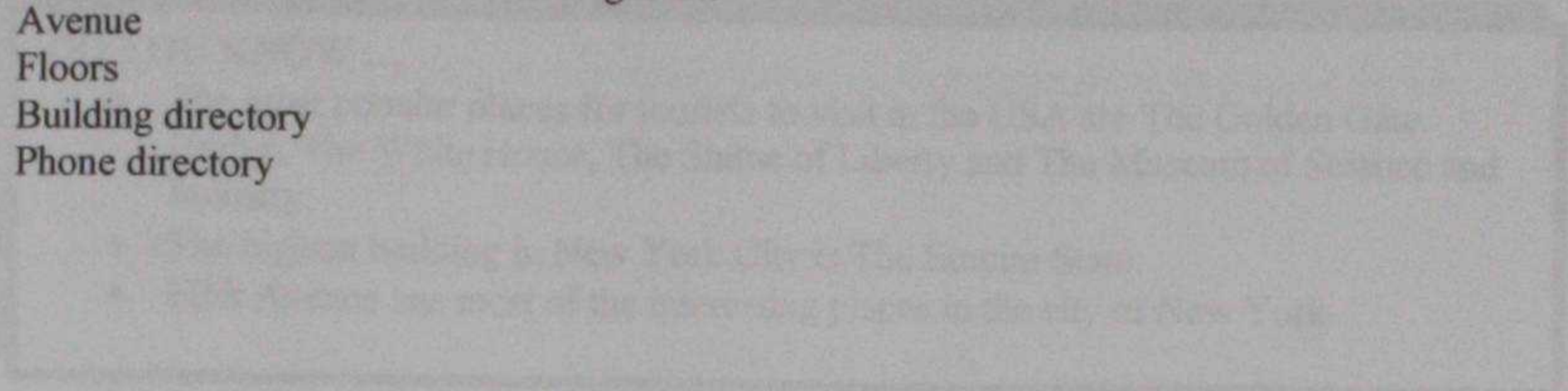
**8. SPECIFIC OBJECTIVES:**

1. To increase awareness of how specific addresses are given in the foreign culture.
2. To identify addresses in phone directories.
3. To recognize the way in which Americans give directions in their society.
4. To recognize the conventions and signals used by Americans when giving directions.



**9. LINGUISTIC CONTENT:**

Nouns	Verbs
Addresses	go up/down
Block	walk
Street	turn right/left
Avenue	
Floors	
Building directory	
Phone directory	



Listen to the recording and read the following conversation.

Man: How do you like the new job? He is from Costa Rica and she is from the USA. They are talking on the phone.

Woman: It's great. I love it. I'm working in the office and I'm meeting some of the clients.

Man: How long have you been working there? Do you have any problems?

Woman: I've been working there for two years. I don't have any problems. I'm happy to be here. I'm working in the office and I'm meeting some of the clients.

Exercise: Complete the conversation with a partner.

Man: How do you like the new job? Do you have any problems?

Woman: It's great. I love it. I'm working in the office and I'm meeting some of the clients.

Man: How long have you been working there? Do you have any problems?

Woman: I've been working there for two years. I don't have any problems. I'm happy to be here. I'm working in the office and I'm meeting some of the clients.



### Unit 10. How do I get to Rockefeller Center?

Read the following information. Then discuss it with your classmates and teacher.

#### DO YOU KNOW ...

- The most popular places for tourists to visit in the USA are The Golden Gate Bridge, The White House, The Statue of Liberty and The Museum of Science and Industry.
- The highest building in New York City is The Empire State.
- Fifth Avenue has most of the interesting places in the city of New York.

#### CONVERSATION

Listen to the teacher read the following conversation.

Miguel and Linda are pen pals. He is from Costa Rica and she is from the USA. They are talking on the phone.

Miguel Hi Linda! What's up\*?

Linda: Everything's all right. How about you?

Miguel Well, I'm just fine. I'll have my vacations in two weeks and I'm deciding where to go.

Linda: I just got an idea! Why don't you come to visit me?

Miguel: Oh, that's a nice idea! But how am I going to get there?

Linda: You have all my letters. My address is there. Lincoln St. and 7<sup>th</sup> Ave.

Miguel: Well, I'm not sure, 2<sup>nd</sup> St. Apt2, Woodsboro, Maryland, USA. There are so many numbers, streets and avenues, I'm gonna\* get lost!

**Exercise.** Now practice the conversation with a partner.

**Exercise.** Choose the best answer to the question below, then discuss your answer with your classmates and teacher.

**Why does Miguel think he is going to get lost?**

- He is very bad at finding places.
- He is a new visitor, so he doesn't know the city.
- He is not accustomed to such a specific address in his country.
- He is not interested in visiting Linda.

#### \*Vocabulary:

What's up?: An informal way of asking how are you?

I'm gonna: I'm going to



**CULTURAL CAPSULE**

**Read and discuss with your classmates and teacher.**

In the American society the address information goes from specific to general. For example apartment number, room number, floor number, house number, street name, city, state, zip code.

Americans tend to informally abbreviate street names. For example: at First (avenue) and Main (street), etc.

**READING**

**Read the following text and choose the appropriate answer.**

**IN MARYLAND**

Miguel has just arrived at Maryland's Airport. He takes his baggage\* and calls a taxi. The taxi driver says hello and he asks Miguel where he can take him. Miguel explains that he is new in town and he needs help with the address. The man says, "Taxi drivers can get anywhere". Therefore, Miguel tells him her friend's address. The taxi driver says, "ah... Lincoln and Seventh, that's right".

On the way, Miguel wonders if the taxi driver misunderstood where he wants to go.

**WHAT DOES THE TAXI DRIVER MEAN BY LINCOLN AND SEVENTH?**

- He refers to the seventh USA president Abraham Lincoln.
- He refers to the street and avenue informally abbreviated.
- He says that it takes seven minutes to get to Lincoln's house.
- He means that his friend Lincoln Seventh lives near Linda's house.

**CONVERSATION**

**Listen to the teacher read the following conversation.**

**Miguel arrives at Linda's house. She is waiting for him. (the taxi stops). He pays the taxi driver and waves\* his hand to Linda who is already outside the house.**

Linda: Welcome, Miguel! I'm happy to see you.

Miguel: Thanks. I'm excited about this trip.

Linda: Come in\*. We have many things to talk about.

Miguel: Yeah\*. You know, the trip was great. I met many people.

Linda: Fabulous\*! But what's the first thing you want to do?

Miguel: Let's see. You know, on the way here I remembered a friend I met in Costa Rica last year. Unfortunately\*, I don't have his address.

Linda: What's his name?

Miguel: James Keller.

Linda: Don't worry, it's as easy as looking at the phone directory\*.

**Exercise. Now practice the conversation with a partner.**



**Exercise.** Choose the best alternative to answer the question, then discuss your answer with your partners and teacher.

**Why does Linda want to look at the telephone directory?**

- Because she wants to call a detective.
- Because she is calling a taxi to send Miguel back to Costa Rica.
- Because she is going to call James.
- Because she knows phone directories include people's addresses.

**\*Vocabulary:**

To come in: to go into the house

To wave: a signal, hello.

Yeah: informal yes

Unfortunately: having bad luck

Phone directory: a guide with a list of people, phone number and in some places their addresses.

**READING**

**Read the following passage.**

**ADDRESSES IN THE USA**

The American culture is very organized in the way they name different places in order to provide easy and specific addresses. Addresses\* go from specific to general information: apartment or room number, house number, street names and city or town name, and the abbreviation of the state where the city is located.

You can find addresses and phone numbers in telephone directories. First, look at the person's last name. Last names are in alphabetical order (a, b, c...). Telephone directories use short forms: St, Ave

Example:

Last name	First name	address	telephone number
Albertson,	Carl	1032 2 <sup>nd</sup> St.	981-3542

In every city of the United States, the telephone directory contains not only the person's phone number, but also his or her the address.

**\*Vocabulary:**

To provide: to give

Hint: clue; an indication

Address: the location of a person or place.



**Exercise.** Write T if the sentence is true or F if the sentence is false according to the information in the previous reading.

1. American are disorganized providing addresses. \_\_\_\_\_
2. The first element of an address is the city name. \_\_\_\_\_
3. House, apartments and rooms have numbers. \_\_\_\_\_
4. If you give the city you don't need the state name. \_\_\_\_\_
5. Telephone directories contain phone numbers and addresses. \_\_\_\_\_
6. The last names are in alphabetical order. \_\_\_\_\_

**Exercise.** Read the sentence and find the answer in the telephone directory.

1. Mr. Keller's house is on \_\_\_\_\_
2. Mr. Albertson's house is on \_\_\_\_\_
3. Mr. Thompson's house is on \_\_\_\_\_
4. Ms. Larson's house is on \_\_\_\_\_
5. Ms. Harrison's house is on \_\_\_\_\_
6. Mr. Nelson's house is on \_\_\_\_\_

### MARYLAND TELEPHONE DIRECTORY

Albertson, Carl 1032 W. 22 <sup>nd</sup> St. 981-3542	Manson, Jack 1241 N. 18 <sup>th</sup> Ave 681-1110
Davidson, Richard 1802 N. 32 <sup>nd</sup> Ave. 451-2773	Nelson, Lee 1393 S. 33 <sup>rd</sup> Ave 824-3726
Gilbertson, Mike 617 N. 48 <sup>th</sup> Ave. 825-5016	Robertson, Robert 768 Texas St. 776-0969
Harrison, June 158 S. 40 <sup>th</sup> St. 572-3141	Thompson, Kenneth Jackson St. 362-0305
Keller, James 2030 Elm St. 689-4730	Williamson, Kay 539 Kennedy Dr. 221-4955
Larson, Sharon 4545 Green St. 245-8364	Williamson, Larry 2 <sup>nd</sup> St. 314-4297



## CONVERSATION

Listen to the teacher read the following conversation.

**Miguel and Linda find James's address. They go to James's place\*.**

Miguel: Did you find the address in the phone directory?

Linda: Of course. Here's the place, Keller, James 2030 Elm street.

Miguel: Well, but this city is enormous. How are we going to find the place?

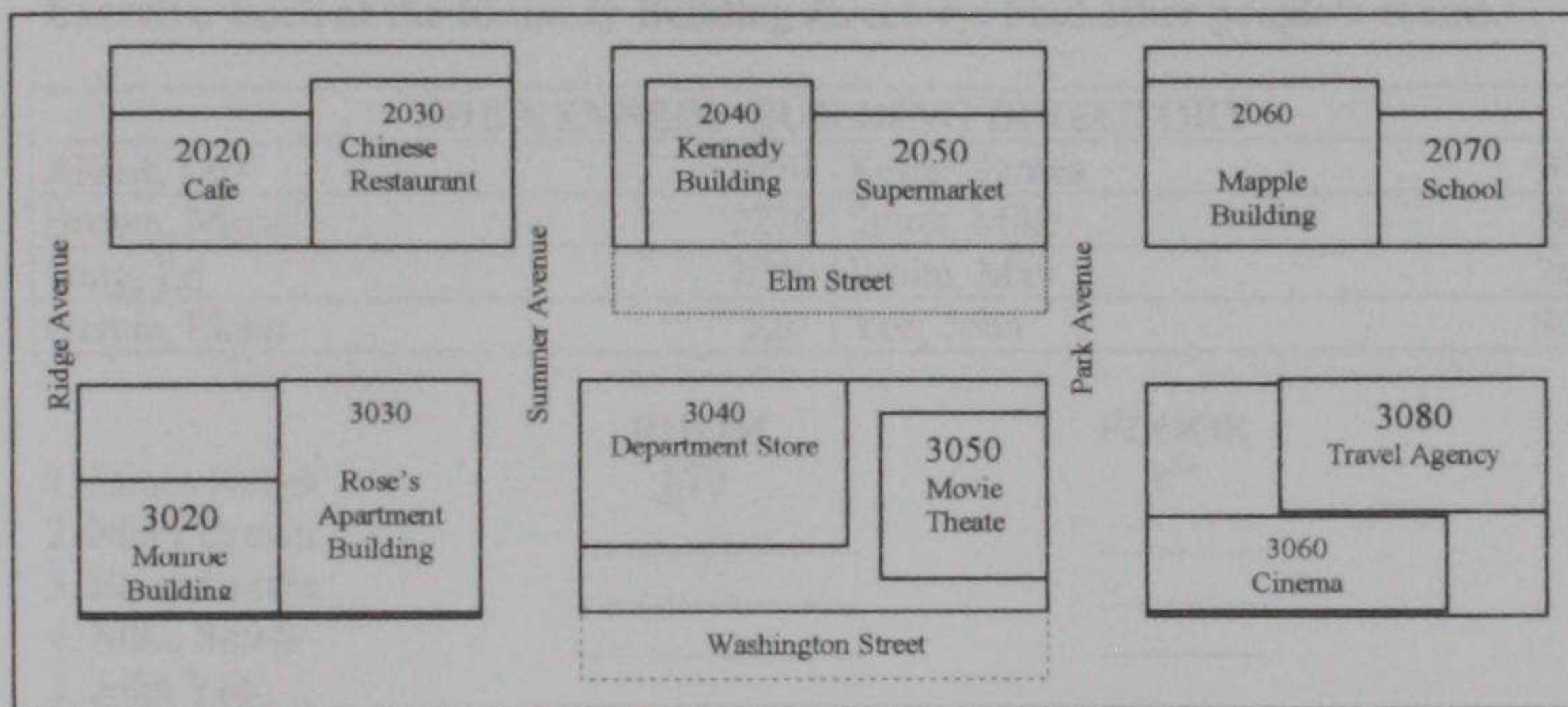
Linda: Don't worry. That's why maps were invented. Look here is Elm street and the number of the building is 2030, between Summer and Park avenues. Yes! I got it. It's the Kennedy building.

Miguel: Wow, you have an ace up your sleeve.

Linda: Oh, no Miguel. I'm just following my American orientation. We need a lot of it in a big country like this.

**Exercise.** Now practice the conversation with a partner.

**Exercise.** Try to find James's address and help Miguel and Linda find other places on the map.



**Exercise.** Now, help Miguel Linda and James find the following places in the map. Write addresses in the blanks.

1. The Kennedy Building.

2. The school.

3. The movie Theater.

4. The supermarket.

5. The cinema.



**READING**

Read the following passage.

**LOOKING FOR A GOOD FRIEND**

Linda and Miguel prepare to go to James's address. They hope that they can find Miguel's friend. They take a taxi and get to 2030 Elm Street. Miguel realizes that the building is a 30 floor-office building. He imagines himself knocking on every single door asking for James. Then, he tells Linda that looking for his friend would be an endless task\*. He gives up\*. He wants to return to Linda's house. Then, she tells him, "don't be silly\*, we are already here. Just check the building directory".

They get in the building and look at the directory. Linda reads it and finds out that James's room is 870. She says that it is in the 8<sup>th</sup> floor and the room number is 70.

**\*Vocabulary:**

Task: duty

To give up: to surrender

Don't be silly: don't be stupid or ridiculous

**Exercise.** Look at the Kennedy Building directory. Find other people's rooms.

THE KENNEDY BUILDING DIRECTORY			
Albert, Leo	1070	Keller, James	870
Brown, Mary	2270	Smith, Mike	560
Fong, Ed	2040	White, May	240
Garcia, Elena	520	Yee, John	920

	ROOM	FLOOR
1. James Keller	<u>870</u>	8 <sup>th</sup>
2. Mary Brown	_____	_____
3. Elena Garcia	_____	_____
4. Mike Smith	_____	_____
5. John Yee	_____	_____

**CULTURAL CAPSULE**

Read and discuss with your classmates and teacher.

Most large office buildings have a directory near the front door or the elevators. The directory lists the people or companies in the building and the room numbers. When the building has an information desk, the person working at the desk may also have a booklet which lists the people in the building and their room numbers. This booklet is also called a building directory. Most buildings have no floor labeled G (ground floor). The floor on the ground is the first floor. The first digit or first two digits of a room number tell which floor. For example, room 110 is on the first floor. Room 2245 is on the twenty-second floor.



**CONVERSATION**

**Listen to the teacher read the following conversation.**

Linda and Miguel could not find James at work. However, Miguel makes his last effort to find him.

- Linda: It's a shame\* James wasn't at his investments office.  
 Miguel: Yes, but fortunately the receptionist of the building gave us his apartment's address.  
 Linda: Are you sure you're gonna go alone? Remember, right now my boss is waiting for me for a meeting.  
 Miguel: Don't worry. I have to survive\* in this city. Besides, I have your phone number if something happens.

**(On the way to James's work)**

- Miguel: My Goodness, go down one block on Summer avenue. Then, turn right on Washington street and walk one block to the corner, there is the Monroe Building. This is crazy\*, going down, down what, the buildings?  
 Linda: Hello!  
 Miguel: Hi Linda, listen. I've been looking for the post office for one hour and I don't find the street name.  
 Linda: Miguel please! Look in each street corner for a sign. It has the street name.  
 Miguel: And, where do I go when you say go down?  
 Linda: Going down means go south and of course if you go up you go north.  
 Miguel: Thanks Linda, you saved my life.

**(In the Monroe apartment building. Miguel knocks at James's door).**

- Miguel: James, do you remember me?  
 James: Miguel! My friend, what a surprise! How did you get here?  
 Miguel: Please, don't ask. It's a long story.

**\*Vocabulary:**

Shame: it is a pity

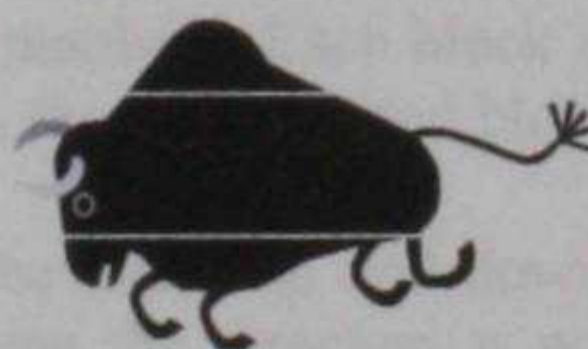
To survive: to live in difficulty

To be crazy: to be nonsense

**Exercise. Practice the conversation with two partners.**

**AMERICAN HUMOR**

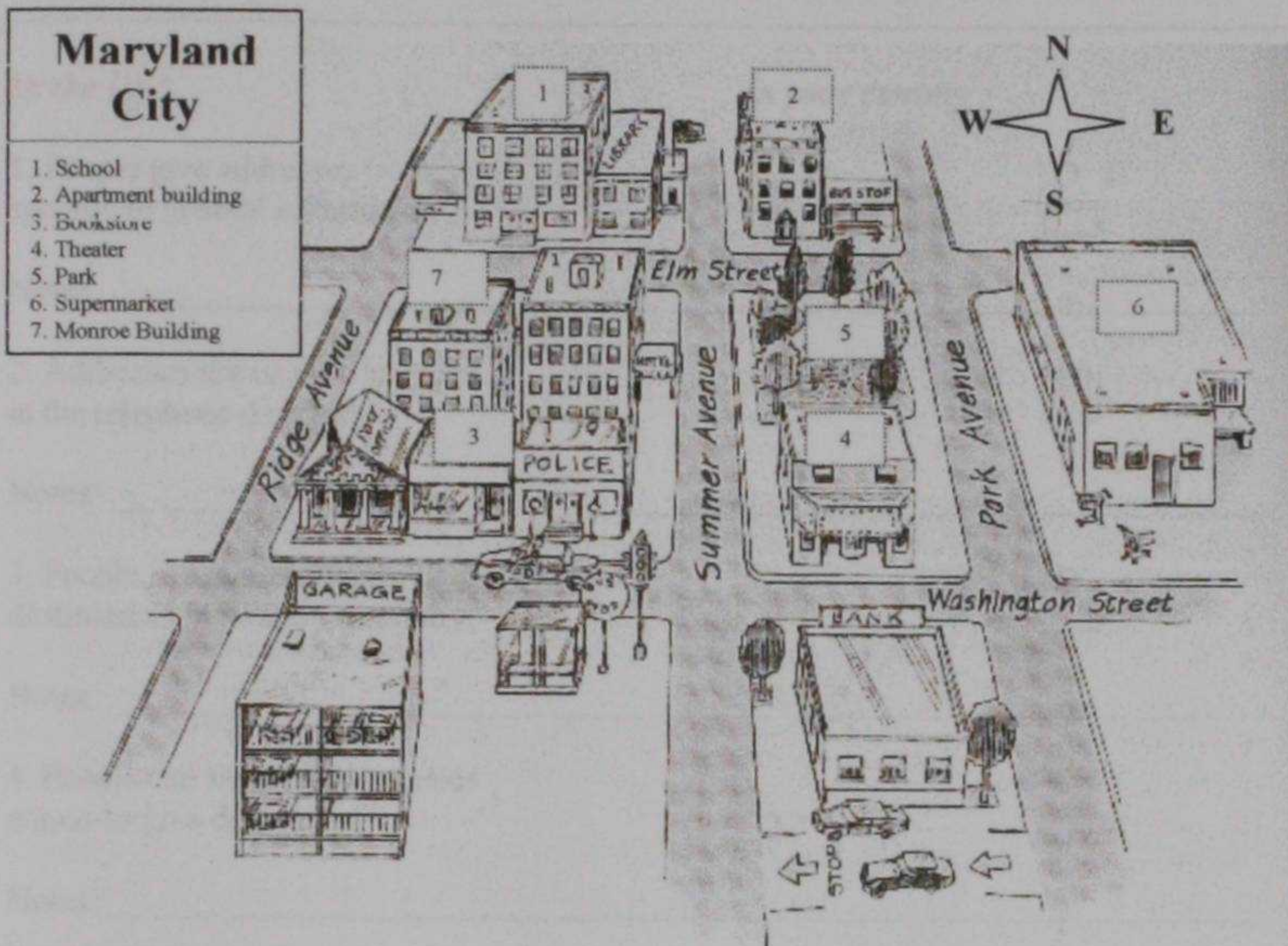
- Old lady: A ticket to Toledo, please.  
 Ticket agent: Do you want to go by Buffalo.  
 Old lady: No, better make it by train.





**Exercise.** Miguel and James visit many places that afternoon. Write the directions to get to places. Look at the map. You are at Monroe Building.

1. Supermarket: \_\_\_\_\_
2. Bank: \_\_\_\_\_
3. Library: \_\_\_\_\_
4. Movie theater: \_\_\_\_\_
5. The park: \_\_\_\_\_



### CULTURAL CAPSULE

Read and discuss with your classmates and teacher.

- An address tells on what street a place is. Streets and avenues have names or numbers. You may know the name of a street by looking at a signal or label in the corners of blocks.
- Cities are usually divided into blocks. The blocks are numbered. In the first block, the buildings have numbers between 0 and 99. After the first block, all the buildings in the same block have the same first or first two numbers. Each block is described as such-and-such a hundred or thousand block (e.g., the two hundred block 200). People often measure distance by the numbers of blocks.
- When giving directions, people often use the terms up and down. Up usually means that the numbers get higher; it can also mean the direction is north or uphill. Down generally implies that the numbers get lower; it can also mean the direction is south or downhill.



## CULTURAL ENCOUNTERS

**Exercise.** Look in the chart and compare addresses and ways of giving directions in USA. Are these elements the same (S) or different (D) from addresses and directions in your culture?

Mark with an X in the appropriate boxes. If any of the habits are different, write brief notes explaining the differences.

<i>In the USA</i>	<i>In your country</i>	
1. People give addresses from specific to general information.	S <input type="checkbox"/>	D <input type="checkbox"/>
Notes: _____		
2. Addresses are usually included in the telephone directory.	S <input type="checkbox"/>	D <input type="checkbox"/>
Notes: _____		
3. People use maps to locate their destinations in their own country.	S <input type="checkbox"/>	D <input type="checkbox"/>
Notes: _____		
4. People use streets and avenues names to give directions.	S <input type="checkbox"/>	D <input type="checkbox"/>
Notes: _____		
5. Large office buildings have a directory with offices and companies listed.	S <input type="checkbox"/>	D <input type="checkbox"/>
Notes: _____		

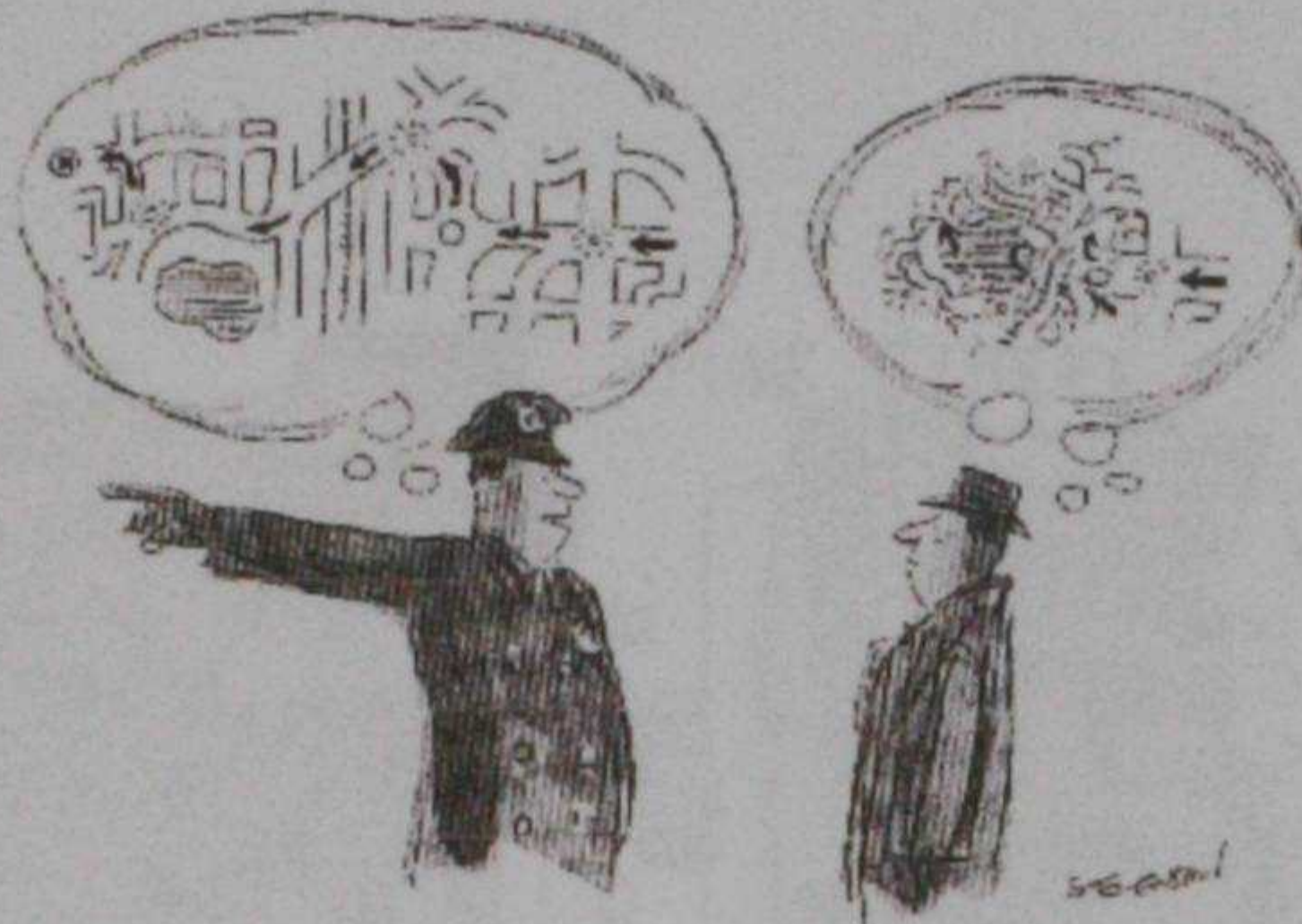
## QUESTIONS

- What did you learn about addresses and directions in the USA?
- In what ways are addresses and directions in the USA different from addresses and directions in your culture?



## AMERICAN HUMOR

Talk about the comics with your classmates and teacher.



Drawing by Stevenson, © 1976 The New Yorker Magazine, Inc.

## EVALUATION

### ROLE PLAY: *Exchange program*

**Situation:** A student from Costa Rica visits his counterpart in the United States. S/he wants to visit many interesting places following a map and his/her friends' directions.

**Student A:** You are visiting your partner's country and you ask some information on how to get to important places in the city.

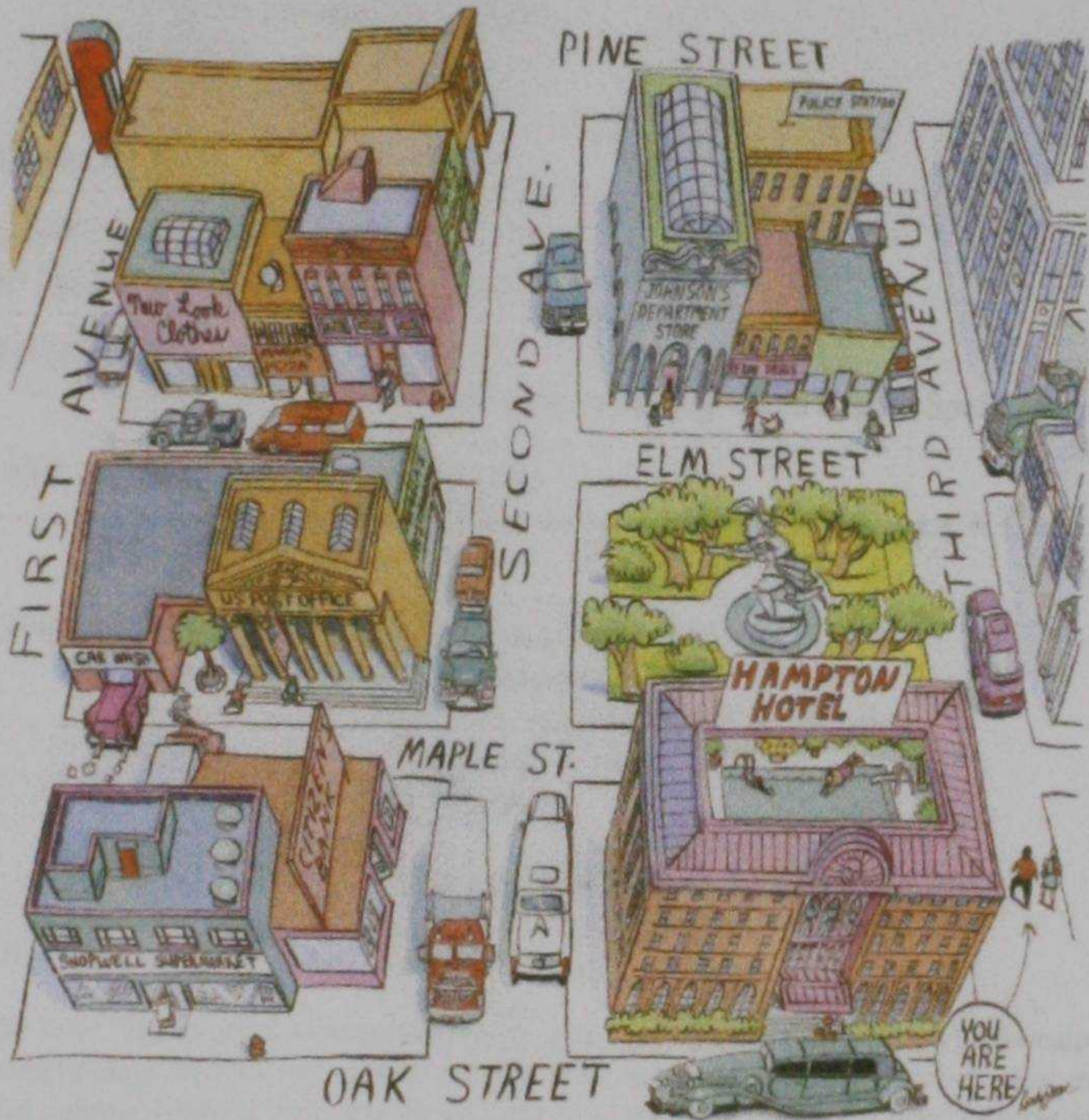
**Student B:** You are talking to someone who is visiting your country. Answer his/her questions and give as much information as you can.

## WRITING

Write directions to three important places you would like to know based on the city map provided.



# City Map





## 6.6. Cultural Complementary material Unit 1 book 3

### 1. BOOK 3.

### 2. UNIT 1.

3. **THEME:** Sports and leisure activities.

### 4. TOPICS :

- Popular sports
- Seasons and sports in the USA
- Fanatics
- Popular leisure activities

4. **LEVEL:** 9<sup>th</sup> Grade

### 5. MEP'S CURRICULAR GUIDE: NINTH GRADE

#### 5.a. OBJETIVE:

- To value Costa Rican Culture when comparing it with English Speaking cultures.

#### 5.b. CULTURAL CONTENT OUTLINE:

- Leisure activities/ sports that young people and adults enjoy in Costa Rica and in English speaking countries.

### 6. COMPLEMENTARY UNIT TARGET CULTURAL OUTLINE:

- Typical pattern of conventionalisms in sports.
- Tie to basic concrete objects related to sports and fanatics.
- Role of sports within school life.
- Practice of sports across seasons.
- Sports and fanatics.
- Popular leisure activities practiced by the target population.

### 7. CULTURAL GOAL

Goal 5. Why: The student understands that people generally act the way they do because they are using options their society allows for satisfying basic physical and psychological needs , and that cultural patterns are interrelated and tend mutually to support need satisfaction.

### 8. SPECIFIC OBJECTIVES

1. Identify the different sports and leisure activities commonly practiced within the target society in relation to the different seasons.

2. Understand the importance of the different sports and leisure activities within the society.



9. LINGUISTIC CONTENT:

Amateur  
Equipment  
Stadium  
Team

Compete  
Spectator  
Sponsor  
Fans

Seasons  
Hobby  
Business

Star  
Leisure





## UNIT 1. Do you like sports?

Check the following information. Talk about it with your classmates.

### DO YOU KNOW...

- Sport fans wear caps as a sign of good luck for their teams.
  - Sports are an important part of the American secondary school education.
  - Friends usually meet to watch on T.V. important football and baseball games.
- Many football and baseball lovers travel hundreds of miles to see their team in action.

### CONVERSATION

Listen to the teacher read the following conversation.



Henry: Hi, Charles, how was the game yesterday?

Charles: Great! Why did you miss it?

Henry: My parents did not let me go because I had a fever. I am still in bed.

Charles: Too bad you weren't there. We all went together – Jeremy, Rose, Jennifer, Luis and I.

Henry: It must have been freezing sitting outside on the bleachers. Wasn't it?

Charles: Yes, it was. We were all bundled up in blankets, wool hats, and heavy coats. We also took along bottles of hot coffee.

Henry: I heard it started snowing in the middle of the game. Even the band could not play\*

Charles: Yes, it did lightly at first, then harder. But it did not stop the game.

Henry: Did you see Ken Greefy Jr. make his touchdown?

Charles: That was the most exciting moment. He ran at about thirty yards and no one could catch him. It was so funny watching the players slipping and sliding in the snow (he coughs)

Henry: But you are coughing. Are you getting sick, too?

Charles: I guess I caught a cold at the game. However, it was worth it!

**Exercise.** Now practice the conversation with a partner.

**Exercise.** In your opinion, what information is true (T), and which one is false (F).





1. All the Americans prefer to carry their own food to the games. \_\_\_\_\_
2. Football is mainly played during fall and winter. \_\_\_\_\_
3. American Football is the most important game in the USA. \_\_\_\_\_
4. Fans go to the football games in groups warmly dressed. \_\_\_\_\_



## CULTURAL CAPSULE

Traditionally, fans go to the game in groups, warmly dressed and carrying blankets, and hot drinks. They sit on open-air benches for several hours, often in bitter cold weather. However, this is all part of the fun!

**Exercise.** Look at the chart. Complete it with information about your country.

MOST POPULAR SPORTS IN THE USA AND CANADA BY SEASON	MOST POPULAR SPORTS IN YOUR COUNTRY
<p><b>WINTER</b></p> <p>Hockey Basketball Ice-skating Skiing</p> 	
<p><b>SPRING</b></p> <p>Golf Soccer</p> 	
<p><b>SUMMER</b></p> <p>Baseball Tennis Volleyball Swimming</p> 	
<p><b>FALL</b></p> <p>Football Bike riding Hiking</p> 	

SOURCE: ESPN SPORTS ALMANAC. 2001. WWW. ESPM.COM.

## READING

**Read, think and discuss with your classmates and teacher.**

Sports are an important part of the American secondary school education. Most students participate in one or more sports: football, basketball, wrestling, baseball, soccer, track, lacrosse, swimming, softball, etc.

A student usually takes more than one sport during the year, for example, football or basketball in fall and winter and baseball in spring and summer. Competitions are organized between teams in the same school and between schools. High school games between competing teams of neighboring towns or cities are very important events in the lives of many millions of people in smaller communities and suburban areas.



**Exercise.** Answer the following questions. Then compare answers with your partners.

1. How important are sports in your country?
2. What are the most popular sports in your country?
3. Are those sports the same sports practiced in high schools?
4. Are they played just in certain periods of the year?

## READING

Read, think and discuss with your classmates and teacher.

Sports are very important for most Americans of the North. They grow up with outdoor winter sports and activities such as skating, skiing, sledding and tobogganing. However, it is said that the four major American sports are baseball, football, basketball and hockey. More recently, soccer has been included in that group. They are very popular activities and Americans enjoy them as spectators and/or participants. In the USA, today, football is the most popular spectator sport. Baseball (the American sport) is now in the second place among the sports people like to watch the most. Basketball and volleyball are very popular, too. At the beginning, they would fill the empty period between the football season (autumn) and the baseball season (spring and summer). The majority of the most important matches are televised live. There are many other sports and activities that attract millions of participants such as marathons, track and field, bowling, archery, skiing, skating, squash, badminton, rowing and sailing, weight lifting, boxing, wrestling, etc. Around 40% of all Americans take part in some athletic activity once a day; the rest usually attend the stadiums or arenas. This variety in sports can be explained because of the size of the country and the different climates found in it. That has provided the USA people with a large choice of sports. In summer and winter, for example, they love competitions of teams or individuals, following the tradition of all English-speaking societies that use sports as a way of teaching social values such as cooperation, solidarity and friendship.



**Exercise.** Answer the following questions. Then compare answers with your partners.

1. What are the four major American sports?
2. Why did basketball and volleyball become very popular sports?
3. Why is there a wide range of sports in the USA?
4. Do you know famous people who play these sports?
5. Are sports in your country used to teach values such as cooperation, solidarity, and friendship?



**Exercise.** Answer the following questions. Then discuss them with your classmates and teacher.

1. Why do Americans spend a lot of time and money on physical activities?
2. Why do you think Americans practice all those sports?
3. You can enjoy sports passively as a spectator or actively as a participant. How do most people enjoy sports in your country?

### CONVERSATION.

Listen to the teacher read the following conversation.

Steven: Hi! Welcome. Come in.

Roberto: Thanks. What a nice house you have.

Steven: Thanks. Are you coming tonight? Mark, Katherine and the other people are coming to watch the baseball game.

Roberto: Sure. I think I can make it. Hey, what is this?

Steven: That's my Dad's biggest treasure.

Roberto: Treasure? What do you mean? All what I see is a dirty cap.

Steven: A dirty cap? You are kidding. This cap was signed by Babe Ruth. The greatest baseball player of all times.

Roberto: Really? So your father must be a real baseball fanatic.

Steven: He loves baseball. Actually, he played baseball himself when he was younger.

Roberto: My father is a soccer fanatic. He likes to play soccer. He goes to the stadium whenever his team plays. He collects everything about his favorite team. Do you like sports?

Steven: I love baseball and ice hockey. Sure, I can't miss watching the games on T.V. What about you?

Roberto: Well, I like sports, but I just like swimming. I am in the swimming team at school.

Steven: Really? That's great.

**DISCUSSION QUESTIONS.** Discuss the following questions with your classmates and teacher.

1. Are there fanatic people in your country? Which are the most famous teams, sports and athletes?
2. Do people in your country collect different things devoted to their favorite teams or players? What kind of things do they collect?
3. What are the most common sports played in high schools in your country? Do girls and boys play them equally?
4. Do you usually eat something while you watch a game in your country? What kind of food do you usually carry to eat?



## CULTURAL CAPSULE

Most of the fans (fanatics) in the USA tend to collect different things to remember certain victories of their teams. Most of those objects become very valuable through time. Some of the most desired objects are: balls, bats, mitts, mugs, caps and cards with pictures of famous athletes on them.

## AMERICAN HUMOR

What's the best way to win a race?\*



**Run faster than anyone else.**

## READING.

**Read, think and discuss with your classmates and teacher.**

Most Americans like to spend their time in a sport or a leisure activity. For example, in the fall, the popular sport is football. Thousand of people watch these football games in September, October and November.

In the winter, the most popular sport is basketball. Some parts of the United States have a lot of snow and ice during the winter and many people like to ski or skate. In the other seasons, summer and spring, millions of Americans enjoy baseball. However, just the professional teams play during the summer. Of course, there are many activities to do besides those sports. Watch TV (the tube), play chess, cards, the games of chance (lottery), workout, walking, running, jogging, walk the dog, are also popular ways of keeping the mind and body and many Americans enjoy doing them. Some other people, for example, prefer to swim in the summer, or play tennis, golf or fishing. They like to be outdoors because it is warm during the months of June, July and August.

**Exercise.** Answer the following questions. Then compare answers with your partners.

1. Is the variety of sports in your country due to the change in weather?
2. Are the most important sports played outdoors or indoors?
3. What is your favorite sport and why?



**Exercise.** Classify the next sports and activities writing an O for outdoor and an I for indoor. Later discuss in the class what is the season in which people in the United States probably play each sport.

Bowling _____	Table tennis _____	Volleyball _____	Yatching _____
Tennis _____	Mountaineering _____	Netball _____	Rowing _____
Rugby _____	Skiing _____	Squash _____	Polo _____
Gymnastics _____	Hockey _____	Ice hockey _____	Softball _____
Judo _____	Boxing _____	Cricket _____	Hiking _____

### CULTURAL CAPSULES.

**Read and discuss with your classmates and teacher.**

Football is the leading sport in the USA during the fall and winter. It is played in most high schools and colleges, and even in junior high schools. Many of the players get some scholarships when they play in those teams. There are many professional teams around the country. Football fans – football lovers – are so dedicated that they travel hundred of miles to see their favorite team in action and cheer it on to victory.

### CONVERSATION

**Listen to the teacher read the following conversation.**

Steven: What do you do in your free time?

Roberto: Well, I like to play the flute. I usually train all day long. I also like to play soccer.

Steven: That's nice.

Roberto: What about you?

Steven: Gee, it's difficult to say. I like to watch T.V., read, play soccer or basketball. Actually, there are many things I like to do.

Roberto: What leisure activities are popular among people here in this country?

Steven: There are many. But the most popular activities are going to the movies, going to clubs, picnics, bird watching, join fitness programs, visiting new places, among others. There are many activities.

Roberto: Interesting.

**Exercise.** Now practice the conversation with a partner.



**Exercise.** Answer the questions. Then discuss your answers with your classmates and teacher.

1. Are the most popular leisure activities in the USA similar to those in your country?
2. What are the most popular leisure activities in your country?
3. What leisure activities do you usually carry out?
4. Which ones would you like to do?

### AMERICAN HUMOR

Which football player wears the biggest helmet?



**The one with the biggest head.**

### EVALUATION:

Write a composition about what you have learned about Americans preferences and customs concerning sports. Tell what is similar and what is different in your country. Tell what you like and what you do not like about both the USA and your country.



**6.7. Cultural complementary material unit 7 book 3.****1. BOOK 3****2. UNIT 7****3. THEME:** Natural Resources and the Environment**TOPICS:**

- Pollution
- Environmentalism
- Attitudes toward natural resources

**4. LEVEL:** 9<sup>th</sup> grade**5. MEP'S CURRICULAR GUIDE:  
SEVENTH GRADE****5.a. OBJECTIVE:**

- To value Costa Rican Culture when comparing it with English speaking cultures.

**5.b. CULTURAL CONTENT OUTLINE**

- Policies to preserve the environment
- Garbage managements

**6. COMPLEMENTARY UNIT TARGET CULTURAL CONTENT**

- Pollution problems
- Environmentalism
- Conservation
- Recycling practices

**7. CULTURAL GOALS:**

Goal 5. Why: the students understand that people generally act the way they do because they are using options their society allows for satisfying basic physical and psychological needs, and the cultural patterns are interrelated and tend mutually to support need satisfaction.

**8. SPECIFIC OBJECTIVES:**

1. To identify the different environmental problems that the target society faces.
2. To understand the target culture's attitudes toward natural resources.
3. To understand the situations that led to environmentalism.
4. To become aware of the different concerns the target culture society has developed concerning the environment.
5. To compare and contrast the source and the target cultures in relation to environmental issues.



**9.LINGUISTIC CONTENT:****Nouns:**

Environment  
 Environmental organization  
 Garbage  
 National park  
 National park law  
 Pollution  
 Recycling program  
 Wildlife

**Verbs:**

Increase  
 Taste  
 Pollute  
 Recycle  
 Refund  
 Reduce  
 Reuse



**9.LINGUISTIC CONTENT:**

**Nouns:**

- Environment
- Environmental organization
- Garbage
- National park
- National park law
- Pollution
- Recycling program
- Wildlife

**Verbs:**

- Increase
- Taste
- Pollute
- Recycle
- Refund
- Reduce
- Reuse



**UNIT 7. It is a shame not all people care about the environment.**

Check the following information and discuss it with your classmates and teacher.

**DO YOU KNOW...**

- The USA is one of the countries around the world that produces more pollution.
  - Most Americans think that nature should be controlled in the service of human beings.
  - There are about 150 private environmental organizations in the USA.
- The first environmental law in the USA was called Silent Spring.

**CONVERSATION**

Listen to the teacher read the following conversation.

**Matthew Spencer is teaching his new friend, Miguel Jiménez, about some important aspects of his country.**

Miguel: Is there a lot of pollution in this country?

Matthew: Well, yes. You know, the USA is one of the countries in the world that produces more pollution.

Miguel: What are some of the major pollution problems you face?

Matthew: I think water pollution and air pollution.

Miguel: Really? But I have heard Americans are very concerned about pollution problems.

Matthew: Not all Americans. There are people who think nature must serve people's needs. They do not care about the environment.

Miguel: So, they just exploit natural resources ignoring the consequences.

Matthew: That's right. Fortunately, there are people who have taken notice of the problems we are facing.

Miguel: What do they do?

Matthew: Well, there are many environmental organizations which try to help the environment.



**Exercise.** Write True or false based on the information provided in the dialogue.

1. In the USA, there are not pollution problems. \_\_\_\_\_
2. The USA produces a lot of air and water pollution. \_\_\_\_\_
3. All Americans are concerned about the environment and its problems. \_\_\_\_\_
4. In the USA, there are more than 100 environmental organizations. \_\_\_\_\_
5. Many Americans think natural resources are just for survival. \_\_\_\_\_



## READING

**Read, think and discuss with your classmates and teacher.**

### AMERICANS RELATIONSHIP TO NATURE

Since the first settlers arrived to America, they found that the wilderness of the new land was a challenge they needed to overcome. Nature, therefore, was seen as an enemy. Their vision of nature was that of something they had to control to survive. The first need was to assure the supply of food using whatever method, without thinking of the consequences of the bad use of the resources. The pioneers developed a virulent enmity toward the wilderness, giving place to a separation between man and nature; a separation that remains securely in place to this day. This has led to a dominant assumption in the American culture about natural resources: nature and the physical world should be controlled in the service of human beings.

**Exercise. Answer the questions. Discuss your answers with your classmates and teacher.**

1. What are your impressions about the reading?
2. What attitude toward natural resources do you perceive?
3. Do you think people in your country share the same attitude?
4. What similarities or differences do you perceive?

## CONVERSATION

**Listen to the teacher read the following conversation**

- Miguel: I have heard that one important environmental organization is Greenpeace.  
 Mathew: Yes, Greenpeace is a nongovernmental environmental organization.  
 Miguel: Was it founded in the USA?  
 Mathew: No. It was started in British Columbia, Canada, in 1971.  
 Miguel: Why was it?  
 Mathew: Well, the United States was testing bombs on Amchika Island in Alaska. These were American tests, but they were very near Canada.  
 Miguel: So, Greenpeace protested the tests.  
 Mathew: Right. Then, other people became interested. A year later, the testing was stopped because of the protests.  
 Miguel: That was a very brave action.  
 Mathew: Yes, it was. You know, Greenpeace has, today, more than three million members around the world.  
 Miguel: What is their real intention?  
 Mathew: Actually, they want to warn people about the danger of destroying natural resources and the environment.



**Exercise.** Choose the correct alternative to complete the sentences.

1. Greenpeace is a \_\_\_\_\_ organization.
  - a. political
  - b. environmental
  - c. governmental
2. Greenpeace protested against \_\_\_\_\_.
  - a. the government
  - b. its members
  - c. nuclear testing
3. Greenpeace was founded in \_\_\_\_\_.
  - a. Europe
  - b. United States
  - c. Canada
4. Greenpeace has \_\_\_\_\_ in number of members.
  - a. grown
  - b. protested
  - c. test
5. The objective of Greenpeace is \_\_\_\_\_ people.
  - a. to protest
  - b. to warn
  - c. to find

## READING

**Read, think and discuss with your classmates and teacher.**

### ENVIRONMENTALISM IN THE USA

Environmentalism in the USA has its roots in the 19<sup>th</sup> century. Since the 1830's, Americans have been called to preserve the environment. Since those years, a considerable number of national parks have been founded in the USA, Yellowstone being the first national park in the world. In this manner, the protection of natural areas, wildlife, and resources was first formulated as a political movement. This led to the preservation of vast areas of land for future generations and established the principle that governments throughout the nation had the power to do so. In other words, the 19<sup>th</sup> century saw both the birth of environmental groups and governmental approaches. However, many Americans found difficult to believe that their big nation might face environmental problems.

At the beginning of the decade of 1960, Americans took notice of their reality. Polluted lakes and rivers, acid rain, and deforestation were destroying the nation's environment. The American public led in environmental concerns followed by politicians. Since then, thousands of environmental laws have gone into effect. Most of these laws specify penalties. Nevertheless, many Americans believe that politicians do not care about the environment's situation, underlining that industrial and agricultural interests are more important for them. Environmental groups, therefore, have taken over enforcement roles willing to help the governmental groups in helping the environment. The major advantage of those groups is that as private groups, they can sue government agencies and can take to court private corporations which do not respect environmental laws.



## CULTURAL ENCOUNTERS

**Pair work.** With a classmate, answer the following questions. Prepare for discussing your answers with the rest of the class.

1. What are your impressions about the reading?
2. What are some environmental laws in your country?
3. What are the names of some of the environmental groups in your country?
4. How many national parks are there in your country?
5. What are some of the major environmental problems in your country?
6. What do people in your country do to help protect the environment?
7. What are some differences you can state if comparing environmental issues in the USA and your country?

## CONVERSATION

**Mathew takes Miguel to Yellowstone National Park.**

Miguel: Wow! This place is wonderful!

Mathew: This *\*national park* was the first protected area in the USA.

Miguel: Really? When was that?

Mathew: 1872. You know, Yellowstone was the first national park founded in the world.

Miguel: That's interesting.

Mathew: Now, there are 360 protected areas from coast to coast in this country.

Miguel: So, *\*national park laws* are very important here, right?

Mathew: Well, on the whole, most Americans are very proud of these protected areas.

Miguel: It is a shame not all people care about nature and the environment.

Mathew: Yes. But everyday more and more people realize about the effects of pollution, so they join the people who want to do something to protect the environment.

Miguel: That is good. I mean, we all should do so.

## \*VOCABULARY

**National park:** A natural area protected by law.

**National park law:** A law concerning national parks.



**Exercise.** Write TRUE or FALSE according to the information in the reading.

- 1. Yellowstone is not a protected area in the USA. \_\_\_\_\_
- 2. Yellowstone was the first national park in the world. \_\_\_\_\_
- 3. There are not any laws concerning environment in the USA. \_\_\_\_\_
- 4. All Americans are concerned with environmental protection. \_\_\_\_\_
- 5. Every day more people try to protect the environment. \_\_\_\_\_
- 6. We should not protect the environment. \_\_\_\_\_

**CULTURAL ENCOUNTERS**

**GROUP WORK.** Find information about National parks in the USA and your country. Then complete the chart.

<b>IN THE USA</b>	<b>IN YOUR COUNTRY</b>
<b>2 IMPORTANT NATIONAL PARKS</b>	<b>2 IMPORTANT NATIONAL PARKS</b>
<b>Founded:</b>	<b>Founded:</b>
<b>Founded:</b>	<b>Founded:</b>
<b>2 NATIONAL PARK LAWS</b>	<b>2 NATIONAL PARK LAWS</b>
<b>2 INCREASING ENVIRONMENTAL PROBLEMS</b>	<b>2 INCREASING ENVIRONMENTAL PROBLEMS</b>



## CONVERSATION

- Miguel: How many sodas do we need?  
 Matthew: I think three six-pack will be enough.  
 Miguel: We are six people. Aren't we?  
 Matthew: Yes. I think three sodas are enough for each.  
 Miguel: Look at this. 10 cents *\*refund*. What does it mean?  
 Matthew: It means that if you return the can, they'll give you back 10 cents.  
 Miguel: That's a good way to reduce litter.  
 Matthew: Yes, it is. And to *\*reuse* materials.  
 Miguel: I think that is a good way to protect the environment.  
 Matthew: Yes, it is. It is a shame not all people care about the environment.  
 Miguel: That happens everywhere. In my country it is exactly the same.  
 Matthew: *\*Uh-huh.*



## VOCABULARY

- Refund:** give money back.  
**Reuse:** use again and again.  
**Uh huh:** yes.

**Exercise.** Write TRUE or FALSE according to the information in the reading.

1. Recycling is an important habit for many Americans. \_\_\_\_\_
2. Litter is not an agent of pollution in the USA. \_\_\_\_\_
3. The environment around the world is in danger. \_\_\_\_\_
4. In USA, people usually recycle glass and paper. \_\_\_\_\_
5. Used materials are not useful anymore. \_\_\_\_\_
6. In the USA, it is prohibited to protect the environment. \_\_\_\_\_

**Pair work.** Answer the questions. Then discuss your answers with your classmates and teacher.

1. Are there any recycling programs in your country?
2. If so, what materials are recycled?
3. Do people in your country have the habit of recycling garbage?
4. Why do you think it is important for Americans to recycle materials?
5. What would you do to start a recycling program in your country or community?

## CULTURAL CAPSULE

**Read and discuss with your classmates and teacher.**

The United States of America together with Australia lead the world in recycling cans. It's current 60-percent rate might be contrasted with Europe's 15-percent, and Latin America 6-percent. Yet the USA produces more garbage per man, woman, and child than any other nation in the world.



## AMERICAN HUMOR

Read the cartoon



"Thornton, now that the children are grown and gone, let's adopt a highway"

Drawing by H. Martin; © 1991 The New Yorker Magazine, Inc.

**Exercise.** Choose the best alternative to answer the question.

**Why does the woman ask her husband to adopt a highway?**

1. She is mentally sick and thinks highways are like children.
2. There is an environmental program called adopt-a-highway.
3. She is upset because her husband does not pay attention to her.
4. There is a beautiful baby girl whose first name is highway.



**Exercise.** Listen to the song. What is the main theme or idea?

### THE EARTH SONG

By Michael Jackson

What about sunrise? What about rain?  
 What about all the things that you said we were to gain?  
 What about killing fields? Is there a time?  
 What about all the things that you said were yours and mine?  
 Did you ever stop to notice all the blood we've shed before?  
 Did you ever stop to notice this crying earth, the weeping shore?  
 Aaah aaaah ah

What has been done to the world? Look what've been done  
 What about all the peace that you pledge your only son?  
 What about flowering fields? Is there a time?  
 What about all the dreams that you said were yours and mine?  
 Did you ever stop to notice all the children dead from war?  
 Did you ever stop to notice this crying earth, the weeping shore?  
 Aaah aaaah ah

I used to dream, I used to glance beyond the stars.  
 Now I don't know where we are, although I know we've drifted far.  
 Aaah aaaah ah

Hey, what about yesterday? What about the seas?  
 The heavens are falling down. I can't even breathe.  
 What about the bleeding earth? Can't we feel its wounds?  
 What about nature worth? It's our planet womb?  
 What about animals? We've turned kingdoms to dust.  
 What about elephants? Have we lost their trust?  
 What about crying whales? We are ravaging the seas.  
 What about forest trails? Burned despite our pleas  
 What about the Holy land? Torn apart by greed.  
 What about the common man? Can't we set him free?  
 What about children dying? Can't we hear them cry?  
 Where did we go wrong? Someone tell me why.  
 What about babies? What about the days?  
 What about all their joy? What about the man?  
 What about the crying man?  
 What about Abrahan? What about death again?  
 Do we give a damn?

*What about us?*

**GROUP WORK.** Write 2 sentences beginning This song is about....

---



---



**GROUP WORK.** Form groups of three people. Answer the questions, then discuss your answer with your partner.

1. What is the main theme or idea of the song?
2. What cultural or social values are reflected in the song?
3. Do you think these values are universal, or specific to the country or culture represented by the song?

**Exercise.** Think about some environmental organizations in your country. Write their names and describe what they do to protect the environment. Complete the chart.

ORGANIZATION	DUTIES

## AMERICAN HUMOR

What has four wheels and flies?



**A GARBAGE TRUCK**



**Exercise.** Read the ads and answer the questions.

*Things to Send For/Numbers to Call*



Bike riders know how important a tire iron or lever is when fixing a flat tire. Now **The Milk Lever**—made from recycled plastic milk cartons—is available from Bike Nashbar catalog (\$2.95 a pair; call 800-827-4227).

For a free copy of **What Do You Know About H<sub>2</sub>O?**—a booklet of family water activities—send an SASE\* to Environmental Activities Pamphlet, Arm & Hammer Division, P.O. Box 7648-BM, Princeton, NJ 08543-7648.

**Composting: A Recipe for Success** is a video for composters. It costs \$19.95 (plus \$3 shipping) from International Marketing Exchange, Dept. CGPE, Box 775, McHenry, IL 60051-0775.

1. What is the ad about?
2. What do you think about the ad's purpose?
3. Do you think it is a good idea to help the environment?

**25 SODA BOTTLES = 1 SHIRT!**

**T**hat formula applies to one of the most innovative uses of recycled plastic: clothing! Wellman, Inc., the world's largest plastics recycler, teamed up with Dyersburg Fabrics and Patagonia (a maker of outdoor clothing) to create a fleece fabric from recycled soda bottles. Patagonia's fall line will

include "PCR" (postconsumer recycled) synchilla sweaters. For a free catalog, call 800-336-9090. Another company, Hoechst Celanese, has created a cottony-feeling polyester fabric, called Revivel, from recycled plastic (soda bottles plus polyester manufacturing waste), in stores now.

1. What is the ad about?
2. What products are interesting for you?
3. What do you think the purpose of the products' producers is?
4. Do you think it is a good idea to save the environment?

## EVALUATION

### 1. ROLE-PLAY

With a partner, plan a conversation. Talk about an environmental issue related to your country.

- Environmental laws
- Pollution problem
- A protected natural area.

### 2. WRITING

Write a letter to the government talking about your impressions about some environmental issue in your country.



## REFERENCES

- AbiSamra, Nada. (2001). *The Need for the Development of Cultural Understanding*. [Online]. Available on : <<http://meltingpot.fortunecity.com/Zaire/131/onlinematerials.htm>> [accessed on September 12<sup>th</sup>, 2001].
- Andrés Carmona, Patricia. (1994). *Relationship between the Learning Strategies and Achievement*. Thesis. Universidad de Costa Rica.
- Benedict Fulton, Ruth. (1954). *Patterns of Culture*. Boston: Houghton Mifflin.
- Bernard, H. Russell. (1989). *Research Methods in Cultural Anthropology*. London: England Sage Publications, 1989.
- Blau, R. Judith. (1992). *The Shape of Culture : A Study of Contemporary Cultural Patterns In the United States*. ASA Rose Monograph Series, Cambridge: Cambridge University Press.
- Brown, Inna Corine. (1968). *Comprensión de otras Culturas*. México: Pax.
- Brown, James D. (1964). *Understanding other Cultures*. Englewood: Prentice Hall.
- Butts, Lawrence, and A. Cremin. (1959). *A History of Education in the American Culture*. USA: H. Holt.
- Byram, Michael, and Michael Fleming. (1998). *Language Learning in Intercultural Perspective*. Cambridge: Cambridge University Press.
- Byram, M., C. Morgan et al. (1994). *Teaching and Learning Language and Culture*. USA: Multicultural Matters.
- Celorio, Morayta, Gonzalo and Allan Fisher. (1997). *Smash*. México: D.F. Santillana.
- Chaika, Elaine. (1989). *Language , The Social Mirror*. USA: Newbury Cambridge Mass.
- Collis, Harry. (1996). *101 American English Riddles: Understanding Language and Culture Through Humor*. USA: Passport Books.
- Conference of Latin American Culture. (1942). *Bases Culturales del Entendimiento Cultural*. Institute of Latin America.
- Denton, Carlos. (1994). *Los Negocios Interculturales*. La República. September 1<sup>st</sup>, 1999, pp.4 d.
- Doty, Gladis G and Janet Ross. (1968). *Language and Life in the USA : American English For Foreign Students*. USA: Harper and Row.



- Dubin Frida, and Elite Olshtain. (1977). *Facilitating Language Learning: A Guide book for EFL Teachers*. USA: Mc Graw Hill International.
- Ervin- Tripp,S. (1964). *An Analysis of the Interaction of Language, Topic and Listener*. USA: American Anthropologist.
- Fronkin, Victoria, and Robert Rodman. (1994). *Introduction to Language*. USA: Holt Rinehart And Winston,4<sup>th</sup>. Edition.
- Frutchter, Benjamín, and J.P Guildford. (1998). *Estadística Aplicada a la Psicología y a la Educación*. USA: Mcgraw Hill.
- Gamboa Alvarado, Emma. (1957). *Elementary Education in Costa Rica within the Interaction in Culture*. USA: State University Press.
- Gaston, Jan. (1984). *Cultural Awareness teaching Techniques*. USA: Lingua Associates.
- Gómez Barrantes, Miguel. (1986). *Elementos de Estadística Descriptiva*. San José, Costa Rica: Editorial EUNED.
- Gómez, J. (1979). *Diseño de la Investigación Social*. México DF: Nueva Sociología.
- Gramsci, Antonio. (1970). *Clases Sociales*. Mexico DF: Editorial Siglo XXI.
- Griswold, Wendy. (1994). *Cultures and Societies in a Changing World*. London: Pine Press.
- Haliday, Mark. (1984). *Language as Social Semiotic*. Great Britain: The Pitman Press.
- Hartmann, P. (1989). *Clues to Culture*. New York: Random House.
- Hendly, Elizabeth. (1993). *Focus on American Culture*. USA: Regents Prentice Hall.
- Hernández , Jorge. (1986). *The Socio-Cultural Content of English as a Foreign Language Textbooks Used in Secondary Costa Rican Public Secondary Schools. Relationship to National Educational Goals and the Development Process*. Dissertation. Minnesota: University of Minnesota, 1986.
- Hinkel , Eli. (1999). *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Holmes , J. (1989). *Community Languages: Researchers as Catalysts?* New Settlers: A Multicultural Educational Press, 1989.
- Huizega, Jann. (1990). *Looking at the American Signs*. Chicago, Illinois: National Textbook Company.



- Hymes, D. (1974). *Foundations in Sociolinguistics: An Ethnography Approach*. PA: University of Pennsylvania Press.
- Hymes, D. (1964). *Language in Culture and Society : A Reading in Linguistics and Anthropology*. New York: Harper and Row, 1964.
- Jan, Gaston. (1984). *Cultural Awareness Teaching Techniques*. USA: Pro Lingua Associates.
- Jansen, A. (1992). *Respecting the Silence*. USA: Many Voices.
- Jonhson , Keith. (1982). *Communicative Syllabus Design and Methodology*. Oxford: Oxford Pergmont.
- Johnson , Keith and Christopher Brunfit. (1979). *The Communicative Approach for Language Teaching*. Oxford: Oxford University Press.
- Jordania, R. (1981). *Life in the USA. Book 1*. Chicago , Illinois: Science Associate.
- Jordania, R. (1981). *Life in the USA. Book 2*. Chicago , Illinois: Science Associate.
- Kahls, Robert. (1991). *Survival Kit for Overseas Living*. USA: Intercultural Press.
- Kearmy, Edward et al. (1984). *The American Way: An Introduction of the American Culture*. England: Prentice Hall Regents.
- Keckskemeti, Pablo and Mahammein , karl. (1956). *Essays on the Sociology Culture*. USA: Routledge and Kegan.
- Keizo, Stephen. (1986). *Life and Culture*. USA: Centenary Cultural Council.
- Kral, Thomas. (1987). *Teacher Development: Making the right Moves*. Washington D.C: USA Information Agency.
- Krashen, S.D and T. Terrell. (1989). *The Natural Approach . Language Acquisition In the Classroom*. New York: Pergamon Press, 1989
- Krashen, Stephen D. *Second Language Acquisition and Second language Learning*. Oxford: Oxford University Press, 1981.
- Kroeber, A.L. (1994). *Configurations of Cultural Growth*. USA: University of California Press.
- Lado, Robert (1957). *Linguistics Across Cultures: Applied Linguistics for Language Teaching*. USA: University of Michigan Press.



- Levine, Deena R., And adelman, Mara B. (1982). *Beyond Language : Intercultural Communication for ESL*. Engledwood: Prentice Hall.
- Levine, Deena R., Et al. (1987). *The Culture Puzzle: Cross- cultural Communication for English as a Second language*. USA: Prentice Hall International.
- Lewis, Marilyn. (1991). *What is the Curriculum for ESOL Learners?* USA: Many Voices.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Malkoc, Anna Maria et al. (1997). *Celebrate Holidays in the USA*. Washington, DC: USA Information Agency.
- Mercer, Neil. (1981). *Language in School and Community*. London: E. Arnold.
- Miller, Neal Edgar and John Dollar. (1962). *Social Learning and Imitation*. USA: Yale University Press, 1962.
- Ministerio de Educación Pública. (1998). *Programa de Estudios de Inglés III Ciclo de Educación General Básica*. San José, Costa Rica, MEP.
- Ministerio de Educación Pública. (1994). *Política Educativa Hacia el Siglo XXI*. San José, Costa Rica, MEP.
- Montgomery, M. And H. Reid, Thomas. (1994). *Languages and Social Life*. England: British Counsel.
- Munby, John. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Murdock, G. At al. (1985). *Outline of the Cultural Material*. New Heaven: Yale University Press.
- Murphy, Richard A. (1997). *From Practice to Performance*. Washington, D.C Washington DC: USA Information Agency. Washington, DC.
- World Almanac. (2000). *National Statistics of the USA*. Census Bureau.
- Nunan, David. (1990). *Designing Tasks for Communicative Classrooms*. Cambridge: Cambridge University Press.
- Nunan, D. (1988). *The Learner-centered Curriculum*. Cambridge: Cambridge University Press.
- Phyllis, L. And William Smallzer. (1961). *Across Cultures: Universal Themes in*



**Literature.** USA: Hingle Publishers Press.

Powys, John. (1929). *The Meaning of Culture*. New York: W.W. Norton.

Recanses, José D. (1986). *El Concepto de Cultura*. Bogota: Instituto Colombiano de Cultura.

Richards, Jack C. (1989). *The Context of Language Teaching*. Cambridge: Cambridge University Press.

Richards, Jack C., and Rogers, Theodore Stephen. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.

Runyon, Haber. (1984). *Estadística para las Ciencias Sociales*. México D.F.: Universidad Autónoma De México.

Sapir, E. (1929). *The Status of Linguistics as a Science*. Berkeley: University of California Press.

Seelye, Ned. *Teaching Culture*. (1993). USA: National Textbook Company.

Schunsky, Ernest L. And Patrick Culbert. (1973). *Introducing Culture*. Engledwood: Prentice Hall.

Sheldom, L.E. (1988). *Evaluating ELT Textbooks ad Materials*. USA: ELT Journal.

Short, J. et al. *By the People for the People*. (1995). Washington, D.C.: USA Information Agency.

Steward, Edward, and Milton J, Bennett. (1989) *American Culture Patterns*. USA: Intercultural Press.

Taska, T. Betty. (1995). *American Patchwork*. Washington, D.C.: USA Information Agency.

Tiersky, Ethel, and Martin Tiersky. (1990). *The USA Customs and Institutions*. USA: Prentice Hall Regents.

Tomalin, Barry, and Susan Stemplesky. (1993). *Cultural Awareness*. Oxford: Oxford University Press.

Trudgill, P. *Sociolinguistics : An Introduction*. (1974). New York: Penguin Book.

Valdes, Joyce Merrill. (1986). *Culture Bound : Bridging the Cultural Gap in Language Teaching*. Cambridge: Cambridge University Press.



- Villegas Rubí, Marco T., et al. (2000). *Have Fun 2*. San José, Costa Rica: Norma.
- Wallerstein, N. (1993). *Language and Culture Conflict*. USA: Addison Wesley Publishing Company.
- Whorf, Benjamin L. *Language Thought and Reality*. New York: Wiley, 1940.
- Yalden, Yanice. (1987). *The Communicative Syllabus: Evolution, Design and Implementation*. USA: Prentice hall International Press.
- Yule, George. (2000). *The Study of Language*. Cambridge: Cambridge University Press.



APPENDIX 1

APPENDIX 1

The coding system is a... (faint text)

The coding system is a... (faint text)

The coding system is a... (faint text)

The coding system is a... (faint text)

**APPENDIX 1**

The coding system is a... (faint text)

The coding system is a... (faint text)

**THE CODING SYSTEM**

IDENTIFICATION CODES

Code

INSTRUCTIONAL LEVEL

Code

01

02

03

04

FIELD NUMBER

Code

01

02

03

CHARACTER NUMBER

Code

01

02

03

04

READY NUMBER

Code

01

02

03



## CODING SYSTEM

### DESCRIPTION

This Coding system has been created to analyze EFL textbooks produced and used at a national level. This coding system is here used to analyze source culture textbooks in contexts in which the target language is not the target language.

This coding system consists of four major areas of information:

- I. Social Identity and Social Groups: representation of socio-demographic features: nationality, ethnicity, age, civil status, occupation, occupational role, socio-economic status, educational level, and role type.
- II. Socialization and Life Cycle: Interpersonal relationships, conversational topics, and setting.
- III. National History and National Geography: social and political institutions, contemporary events seen as markers of national identity, and geographical features.
- IV. Manner of Presentation: Presentation of the target culture traits, presentation of questions and exercises that accompany the dialogues and readings.

**PLEASE READ CAREFULLY THE INSTRUCTIONS AND DEFINITIONS PROVIDED FOR EACH AREA BEFORE STARTING THE CODING OF THE DIFFERENT AREAS OF ANALYSIS.**

### MATERIAL IDENTIFICATION CODES

CODES:

<b>TEXTBOOKS</b>	<b>INSTRUCTIONAL UNITS</b>	<b>PAGE NUMBER</b>
<b>Codes</b>	<b>Codes</b>	<b>Codes</b>
1. textbook 1	01 unit 1	001 page 1
2. textbook 2	02 unit 2	002 page 2
3. textbook 3	03 unit 3	003 page 3

<b>DIALOGUE NUMBER</b>	<b>CHARACTER NUMBER</b>	<b>READING NUMBER</b>
<b>Codes</b>	<b>Codes</b>	<b>Codes</b>
01 dialogue 1	01 character 1	01 reading 1
02 dialogue 2	02 character 2	02 reading 2
10 dialogue 10	10 character 10	10 reading 1



## GENERAL INSTRUCTIONS

- A. Read carefully the instructions and definitions for each area.**
- B. The materials needed to gather the information are the following ones:
1. Three books **Have Fun**: Levels 1, 2, 3.
  2. A list of instructional units and the sections in them that need to be coded for the different major areas of information.  
 Book 1 units 1, 4, 5, 6, 7, 10.  
 Book 2 units 1, 2, 3, 6, 7, 8, 11.  
 Book 3 units 1, 2, 5, 7, 9.  
 Sections *Let's Do It, Time for Practice, and Get Ready*.  
 The dialogues and readings are found in these sections.
  3. A list of codes to identify the materials and the coders.
  4. A set of instructions and specific instructions for each area to be analyzed.
  5. Specific definitions and codes for each category within the variables of each major area.
  6. Tabulation sheets for the coding of the materials.
- C. There are four major areas of information to be gathered:
- I. Social Identity and Social Groups.
  - II. Socialization and Life Cycle.
  - III. National history and National Geography.
  - IV. Manner of Presentation.
- D. Work on textbook 1 before you start working with any materials of the next level.
- E. In order to do the coding for areas I, II, III, and IV, it is necessary to proceed in the order given in the first page of the coding system.



## Area I. Social Identity and Social Groups

### Coding instructions:

This area is the first to be coded.

- A. Read the definitions and categories within each variable to be coded.
- B. Work on textbook I before working with any other material in the next levels. Each level must be completely finished before going to the next one.
- C. For this section the coding unit are the characters that appear in the conversations within the instructional units: Book 1 units 1,4,5,6,7,10; book 2 units 1,2,3,6,7,8,11; book 3 units 1,2,5,7,9.
- D. Check the material identification codes that you are to use for coding this area.
- E. Identify each character in the dialogues. Write the character's name in the first column of the tabulation sheet. Proceed filling in the columns with the character's number beginning with 01 for the first character that appears. Proceed to give numbers cumulatively to every new character. Character number has to be written in the second column of the tabulation sheet. Then, write the textbook number in the third column. The unit number in the fourth column, and the page number in the column following the unit number. Write the coder number in the column that follows the page number.

Character's name	Character's number	Text number	Unit number	Page number	Coder number
Charles	01	1	01	001	1

- F. Continue filling in the boxes with the information of the variables and categories. If there is not enough information to code a variable write the number **8 (88)**
- G. Look at the illustrations carefully in order to follow a character through the units of the books. If a character appears in several units, s/he must not be recoded as a new character.
- H. When the information has to do with the source culture used code **9 (99)**
- I. The coding of area I must be completed in all the books before proceeding to the next section of analysis ( Area II )



**Area II. Socialization and Life Cycle.****Coding instructions:**

- A. Read the definitions and specific instructions that are provided for area II.
- B. Work on textbook 1 before you start working with any materials from the next level.
- C. For this section you will need to work only on the dialogues in the instructional units.
- D. Check the list of sections in the instructional units that you are to use for the coding.
- E. Identify the dialogue. Write in the tabulation sheet the dialogue number in the first column of the tabulation sheet beginning with 01 for the first dialogue. Then, write the textbook number in the second column, the unit number in the third column, and page number in the fourth column of the tabulation sheet. Then write the coder number in the next box in the tabulation sheet.

Dialogue number	Textbook number	Unit number	Page number	Coder number
01	1	01	001	1

- F. Continue filling in the boxes with the information of the variables and categories. If there is not enough information to code a variable, use the number **8 (88)**
- G. When the information has to do with the source culture use the code **9 (99)**
- H. The coding of area II must be completed before proceeding to the next section of analysis (area III).

**Area III. National History and National Geography.****Coding instructions:**

- A. Read the definitions and specific instructions that are provided for area III.
- B. Work on textbook I before starting work with any materials from the next level.
- C. The unit of analysis in this area are the readings in the instructional units of the textbooks.
- D. Check the material identification codes that you are to use for the coding of this area.
- E. Identify the readings in the instructional units. Then write the reading number in the first column of the tabulation sheet beginning with 01. Then write the textbook number in the second column, the unit number in the third column, and the page number in the fourth column. Write the coder number in the box following the page number.

Reading number	Text number	Unit number	Page number	Coder number
01	1	01	001	1

- F. Proceed filling the boxes with the rest of the variables to be coded .
- G. If there is not enough information to code a variable, use the number **8 (88)**
- H. When the information has to do with the source culture use the code **9 (99)**
- I. The coding of area III must be completed in all the books before proceeding to the next section of analysis.



**Area IV. Manner of Presentation.****Coding instructions:**

- A. Read the definitions and specific instructions provided for area IV.
- B. Work on textbook I before starting to work with any material from the next level.
- C. For this section you will need to work with the readings, as well as the exercises following them.
- D. Check the material identification codes that you are to use for the coding of this section.
- E. Write in the first column of the tabulation sheet the reading number. Then continue with the text number, unit number, page number, and coder number.

Reading number	Text number	Unit number	Page number	Coder number
01	01	01	001	1

- F. Continue filling in the boxes with the information of the variables and categories.
- G. If there is not enough information to code a variable, use the code number **8 (88)**.
- H. When the information is related to the source culture use the code number **9 (99)**.



## AREA I. SOCIAL IDENTITY AND SOCIAL GROUPS

Representation of the socio-demographic features: nationality, ethnicity, gender, age, civil status, occupation, occupational role, socio-economic status, educational level, and role type.

The unit of analysis for this area is the character in the dialogues in the instructional units.

### Instructions:

- A. Read the coding instructions and definitions provided for area I.
- B. Area I must be completed for all textbooks before proceeding to the next section of analysis.
  1. **Character:** Any individual in the dialogues in the units of the textbooks who is involved in the dialogue.
  2. Characters whose name is a target culture names will be considered target culture characters (see nationality).
  3. Characters whose name is a source culture name will be considered as source culture characters ( see nationality ).
  4. If an individual takes part in a conversation, but his/her name is not given (**nameless**), s/he will be considered a source culture character.
  5. If the name of the character is not given, but there is a relative whose nationality is already stated, the former character will be given the same nationality as the relative.
  6. Dialogues which are completion exercises are not included in the analysis, even though the name of the characters are given.

### A. Nationality.

The nationality of the characters will be classified as follows:

**1.Source.** All individuals whose nationality is identified as to the one of a citizen of the **country where the textbook is produced**, when the textbook is produced at a local level and the country's language is not the target language.

**2.Target.** Individuals who are explicitly identified as target language speakers (**English speakers**), or individuals whose name is a target language name and whose nationality is not explicitly identified as **source** or **other**.

**3.Other.** Individuals whose nationality is **neither source nor target**, or whose nationality is explicitly identified as such.

When the nationality cannot be identified, assume the character is a **source culture character**, except for those whose name is a target culture name, or whose name is not identified as **target** or **other**.



The following variables only apply to those characters who are identified as **target culture characters**. Use the codes given for these cases.

### C. Ethnicity

1. **White:** Individuals of European ancestry. Those whose physical characteristics suggest European heritage (white complexion, blond or brown hair, etc.)
2. **Black:** Individuals of African ancestry. Those whose physical characteristics suggest black African heritage (black skin, curly hair, etc. )
3. **Hispanic:** Individuals of Hispanic ancestry. Those whose physical characteristics suggest Latin American or Spanish heritage.
4. **Asian:** Individuals of Asian ancestry. Those whose characteristics suggest belonging to the mongoloid ethnic division.
5. **Other:** Individuals who do not classify in the categories 1 and 2, and whose explicit reference is made to their ethnic background (Indian; Arabic, Etc. )
8. Use this code for cases where the variable cannot be identified for a target culture character. That is, when the information is not enough to place a character in one of the above categories.
9. Use this code for source culture characters.

### C. Gender

1. **Male:** Characters whose name and physical characteristics are those of a male.
2. **Female:** Characters whose name and physical characteristics are those of a female.
8. Use this code to classify those characters whose names cannot be identified as being of a male or a female and there is no illustration to determine the gender.
9. Use this code for source culture characters.

### D. Age

1. **Infants and children:** Characters whose age falls within the range of 1-12. Characters identified as elementary school students or less.
2. **Teenagers:** Individuals whose age falls within a range of 13-18. Individuals identified as high school students.
3. **Young adults:** Individuals whose age falls within the range of 19-25. individuals presented as college students.
4. **Adults:** Individuals whose age is explicitly given and falls within the range of 26-59, individuals presented as university students, employees or employers of industries, business and institutions, or with a mother's/father's role.
5. **Elderly:** Characters whose age is 60 or more. Characters presented as retired or whose characteristics suggest they fall within this category.
8. Characters who cannot be classified in the above categories because of the lack of information.
9. Use this code for source culture characters.



### E. Civil Status

1. **Married:** Individuals explicitly identified as married. Individuals portrayed as living in a family setting with a wife/husband and with or without children.
2. **Single:** Any character who is explicitly identified as single. Individuals who are not married, divorced, or widowed.
3. **Divorced, separated, widowed:** Individuals whose actual civil status is explicitly identified as divorced, separated or widowed.
8. Use this code to classify the characters when there is not enough information to place them into the above categories.
9. Use this code for source culture characters.

### F. Living Arrangement

1. **Dependant:** individuals explicitly identified as living with their parents.
2. **Independent:** Individuals identified as living by themselves, or with roommates.
8. Use this code number for those characters who cannot be classified into the categories above because of the lack of information.
9. Use this code for source culture characters.

### G. Occupation

Occupations will be classified into four areas, according to the information provided by the World Almanac and Book Facts.2000. Pages 145-154.

1. **Managerial and professional specialties** (Public administrators, doctors, engineers, scientists, lawyers, judges, teachers, nurses, singers, and other professional specialty occupations).
2. **Entertainment business** (singers, artists, actors, etc.).
3. **Service occupations** (salesclerk, attendant, waiter, waitress, babysitter, housekeeper, etc.).
4. **Precision production, craft, repair, technical and administrative support** (wood workers, craftsman, mechanic, repairperson.)
5. **Operators, fabricants, laborers** (machine operators, assemblers, transportation, inspectors, constructor laborers, equipment cleaners, clergy, police officer, etc.).
6. **Farming, Forestry and fishing** (agriculture, farmer, fisherman,).
7. Use this code to classify any character who is identified as student, retired, unemployed, or housewife.
8. When there is not enough information to classify the character's occupation, use this code.
9. Use this code for source culture characters.



## H. Socio-economic status

Standing of individuals based on the occupational income they have. For the purpose of this analysis, all the socio-economic strata will be used. ( See appendix )

1. **Upper**
2. **Upper middle**
3. **Middle**
4. **Lower middle**
5. **Lower**
8. Use this code when there is not enough information to code any character in the above categories.
9. Use this code for source culture characters.

## I. Educational level

1. **College (university):** individuals who are identified as college students or whose occupation requires a college diploma or college preparation.
2. **High school:** Individuals identified as high school students and those who have high school education.
3. **Preparatory or less:** those in a grade lower than 9<sup>th</sup> grade. Individuals described as having less than high school education.
8. Individuals who cannot be classified in the categories 1,2, and 3. individuals whose educational level is not identified.
9. Use this code for source culture characters.

## J. Role type

**Definition:** Conventional modes of behavior that society expects a person to adopt when holding a particular status.

Look carefully to the illustrations before classifying the characters into this category.

1. **Active:** Individuals who are shown doing something ( working, playing, operating machines, serving, performing, attending a class, practicing sports, conversing, rendering professional service, etc. )
2. **Passive:** Individuals who are not actively involved in the main action. Individuals shown watching, waiting or being idle. ( **Look carefully to the illustrations before classifying a character in this category.** )
8. When there is not enough information to classify a character in the above categories.
9. Use this code for source culture characters.



## AREA II. SOCIALIZATION AND LIFE CYCLE

Interpersonal relationships, setting, and conversational topics

The unit of analysis of this area is the dialogue within the instructional units of the textbooks.

### Instructions

- a. Check the general instructions provided for Area II.
- b. Read the specific instructions provided for each individual section.
- c. Area II must be completed before proceeding to the next section of analysis.
- d. This area only applies for target culture information.

The categories in Area II apply to characters in dialogues when the characters appear interacting.

### A. Interpersonal relationships

#### I. Intergender

##### 1. Male/male

1. **Friendship:** When the interaction occurs on the basis of friendship or accidental encounters. When the students interact about general or school matters.
2. **Occupational:** When the interaction takes place in the workplace or is linked to job-related tasks.
3. **Teacher/student:** When the interaction is between a teacher and a student.
4. **Family:** When the characters involved in the interaction are relatives, except wife and husband.
8. When there is not enough information to code this variable.
9. Use this for source culture characters

##### 2. Female /female

1. **Friendship:** When the interaction occurs on the basis of friendship or accidental encounters. When the students interact about general or school matters.
2. **Occupational:** When the interaction takes place in the workplace or is linked to job-related tasks.
3. **Teacher/student:** When the interaction is between a teacher and a student.
4. **Family:** When the characters involved in the interaction are relatives, except wife and husband.
8. When there is not enough information to code this variable.
9. Use this code for source culture characters.



### 3. Female/male

1. **Friendship:** When the interaction occurs on the basis of friendship or accidental encounters. When the students interact about general or school matters.
2. **Occupational:** When the interaction takes place in the workplace or is linked to job-related tasks.
3. **Teacher/student:** When the interaction is between a teacher and a student.
4. **Family:** When the characters involved in the interaction are relatives, except wife and husband
5. **Intimate:** When the individuals who interact are husband and wife, boyfriend and girlfriend, or when characters talk about a date or going on a date.
8. When there is not enough information to code this variable.
9. Use this code for source culture characters.

## B. CROSS-CULTURAL

1. **Source/target:** When one of the characters is a source culture character and the other is a target culture character.
2. **Target/target:** When the characters involved in the conversation are target culture characters.
3. **Target/other:** When one of the characters is a target culture character and the other is neither a target nor a source culture character.
8. Use this code when there is not enough information to code this variable.
9. When the interaction is Source/source or source/other use this code.

## C. Setting

Definition: it refers to the location where the interaction takes place.

1. **School:** Any place identified as a school setting.
2. **Workplace:** Any place identified as a workplace.
3. **Recreational:** Any place where recreational activities can take place (park, cinema, restaurant, etc.)
4. **Home.**
5. **Street.**
6. **Bus/car/plane/boat.**
7. **Hospital.**
8. Any other setting that cannot be placed into the above categories, or when there is not enough information to identify the setting.
9. Use this code for source culture settings.



**D. Conversational topics**

- A. For this part of the Area II, the information will be gathered from the analysis of the conversations in the instructional units.
- B. This section refers to what the characters talk about in their conversations or dialogues.

**Instructions**

- a. Read the conversation and categorize the topics in one of the categories given.
- b. When there is more than one topic, select the dominant one; that is, the topic that is the most important.
- c. Code each dialogue separately.

**1. Belief.** Convictions, feelings, ideas, opinions, persuasion, positions, sentiments, and views as tenants related to culture.

**2. Behavior:** The way in which somebody behaves. That is, how somebody acts, reacts, or functions in a particular manner (greetings, introductions, leave takings, etiquette, etc.)

**3. Moral:** The inner sense of behavior with regard to standards of right or wrong (values, religion, etc.).

**4. Daily routines:** (home chores, getting ready for school, getting ready for work, etc.)

**5. Basic needs:** ( food, employment, housing, health, clothing. Work, etc.).

**6. Problems:** things or events that the characters seem to be worry about. Topics in readings related to problems related to the society, the environment, etc.

**7. Interests:** Any activity or thing that one does for entertainment, enjoyment, education, or self-fulfillment ( sports, leisure activities, movies, music, collections, traveling, etc.).

**8.** Use this code when there is not enough information to code a variable.

**9.** Use this code when the information has to do with a topic related to the source culture.



### AREA III EXPLICIT INFORMATION

This area contains the variables and categories to determine what type of information can be obtained from readings .

Instructions:

- a. Check the general instructions provided for area IV .
- b. Read the specific instructions provided for each individual section .

#### A. National history

Definition: Any historical event presented explicitly or implicitly in the readings.

**1. Historical events:** It refers to the events or activities (past-present) that are seen as markers of national identity.

**Codes:**

1. **Personalities** (individuals who have played an important role within the target society in politics, arts, sports, religion, science, etc.).
2. **Innovations** (those new or unusual things which, in any manner, have changed the target society's life style or status).
3. **Events** (past or present activities or events seen as markers of national identity).
4. **National celebrations** (holidays set aside by law to commemorate a special person or event related to the target culture history).
5. **Social and political institutions and organizations** (any institution or organization , public or private, related to social and political concerns explicitly mentioned in the readings: the family, economic and occupational institutions, political and judicial institutions, educational institutions, intellectual, aesthetic institutions, environmental institutions, mass media, recreations institutions, health care institutions, settlement and territorial organizations, travel and transportation).
8. Use this code when there is not enough information to classify the information.
9. Use this code when the information refers to the source culture.

#### B. National geography

Definition: Any geographical feature presented implicitly or explicitly in the readings.

**1. Area:** A region as of a land where people inhabit.

**Codes**

1. **Urban:** related to towns that have an extensive population (the city, downtown, etc.).
2. **Rural:** When the area is in the country side (villages, beaches, mountains, national parks, and biological reserves.)
8. Any region that can not be placed in the above categories, or when there is not enough information to identify the region.
9. Use this code when the information in the reading refers to source culture.



## AREA IV MANNER OF PRESENTATION

This area contains the variables and categories to determine what type of questions and exercises are applied based on the readings.

### Instructions

- a. Check the general instructions provided for Area IV.
- b. Read the specific instructions provided for each individual section.
- c. This area applies only in such sections in which target cultural content can be extracted.
- d. Read the texts and the questions and exercises following them to classify the target cultural content according to the categories given for each variable.

### A. Types of questions and exercises.

To do this section, read and analyze the questions and exercises that follow the readings and determine what is the emphasis of questions and exercises.

Look at the questions as a whole and determine the emphasis (i.e. that 10 of 12 questions or exercises are grammatical; that is they emphasize grammar).

### Codes

- 01. Vocabulary and linguistic terms:** Questions and exercises deal mainly with vocabulary and linguistic terms.
- 02. Structure:** Questions and exercises deal mainly with language structure.
- 03. Elicitation:** Question and exercises permit the learner to elicit information about the target culture.
- 04. Research:** Questions and exercises allow the learner to research the target culture.
- 05. Cross-culture:** Questions and exercises permit cross-culture comparisons, so that at the learner is able to state differences between the native and the target culture.
- 06. Social interaction:** Questions and exercises deal mainly with social situations in which the learner is able to identify target culture social interaction patterns.
- 07. Ethnic culture:** Questions and exercise deal mainly with the ethnicity of the target culture members in which the learner is able to identify ethnic characteristics.
- 08. Academic culture:** Questions and exercises deal with the academic life in which the learner is able to identify the practices of academic life governing the target culture.
- 09. Disciplinary culture:** Questions and exercises deal with different practices of discipline in the target culture.
  
- 88.** Use this code if the readings are not followed by any kind of exercises. Any other type of exercises or questions that cannot be placed in the above categories.
- 99. Source culture:** when questions or exercises deal with the source culture within the target culture, so that the learner is able to recognize source culture patterns.



**B. Stance:**

Analyze the level of comprehension required by the question.

**Codes**

1. **Recall:** Questions and exercises are mostly for mere recall: they bring to mind the information in the readings.
2. **Inductive:** Questions and exercises are mostly for inductive reasoning and synthesis.
3. **Cross-cultural:** Question and exercises are mostly for cross-cultural comparisons.
8. Use this code if the readings are not followed by any kind of exercise.
9. Use this code for source culture information.



**APPENDIX 2**

**MEP'S CURRICULAR GUIDE**



# OBJECTIVES OF THE ENGLISH PROGRAM IN THE THIRD CYCLE OF BASIC EDUCATION IN COSTA RICA

1. To provide a motivating learning environment where the students can feel self-confident to work by themselves.
2. To motivate the students to carry out critical and extensive reading in English on different topics.
3. To enable the learners to communicate in the English language in a variety of interaction types which will allow them to improve their own and their group's cultural knowledge.
4. To promote situations which stimulate the use of English as a foreign language and let the learners share information about themselves, their family and the country with responsive native speakers.
5. To give the students opportunities to recognize psycholinguistic and cultural features of the English language, and be able to use them when communicating functions and discussing general topics.
6. To promote in the students the use of basic language forms as means to communicate effectively with others.
7. To develop in the students a clear pronunciation and the use of prosodic features of the English language which will allow them to be understood by a responsive native speaker in controlled and free situations.
8. To encourage the students develop skills in order to be confident when reacting to familiar expressions in English.
9. To encourage the development of listening comprehension abilities in such a way that the students can identify specific details and understand information from an oral text.
10. To increase the learners' ability to understand the main ideas from written texts on familiar topics and recognize details in context.
11. To promote the development of written communication in English on known topics, by creating short and clear texts which express ideas and feelings.
12. To help the learner develop appropriate techniques to use and apply information gathered from a bilingual dictionary.
13. To encourage the learners' appreciation of the cultural social and religious values of the target language and those of their own country.
14. To promote in the learners an appreciation and sensitiveness of their own culture and the culture of the new language.
15. To promote self-awareness in the learners towards their country's economical and sustained development through a range of information which helps them be prepared to participate in their country's development.
16. To develop consciousness in the students towards the need of inserting the country into the global economy.
17. To encourage the learners develop an assertive attitude towards the use of technology in their every day life for self and their society improvement.

## SEVENTH GRADE

### OBJECTIVES

1. Identifying sounds.
2. Understanding simple familiar phrases and short statements.
3. Understanding simple classroom commands and questions.
4. Understanding a range of familiar statements and questions.
5. Reacting towards instructions for setting tasks.
6. Understanding clear speech in a free from interference environment.
7. Interpreting a clear model of standard language.
8. Understanding familiar language in *simple sentences* spoken at near normal speed.
9. Responding with single words or short phrases to what is seen or heard.
10. Naming and describing people, places and objects.
11. Using appropriate forms for personal address.
12. Asking and responding to questions in clearly defined situations.
13. Using the target language to meet most of the routine needs for information and explanation.
14. Using short phrases to express personal responses i.e.: likes, dislikes.
15. Taking part in brief prepared tasks of at least two or three exchanges.
16. Taking part in simple structured conversation of at least three or four exchanges.
17. Occasionally substituting items of vocabulary to vary questions of statements.



18. Responding to written or visual stimulus.
19. Recognizing the script of a text.
20. Understanding simple words presented in a familiar context.
21. Understanding explicitly stated information.
22. Understanding public notices and signs.
23. Understanding short phrases presented in a familiar context.
24. Understanding the gist of short sentences.
25. Using dictionaries or glossaries to find out the meanings of new words.
26. Beginning to predict meaning through the use of context.
27. Coping with familiar words correctly.
28. Labeling and selecting appropriate words to complete short phrases or sentences.
29. Coping with familiar short phrases correctly.
30. Writing items: simple signs, instructions and set phrases.
31. Making short substitutions (two or three words) in a short, familiar written task.
32. Using the spelling of familiar words in order to spell others that are unfamiliar.
33. Writing short phrases from memory with understanding spelling.
34. Making appropriate use of dictionaries and glossaries.
35. Valuing the importance of being polite with the others, being responsible, respect each other and each others' belongings, being autonomous, having a sense of cooperation.
36. Developing appreciation and sensitiveness towards goods, services, quality, consumerism, conservation, etc.

## CONTENT

### Cognitive Target

- Exchange greetings, leave takings and introductions. \* @
- Identify oneself to others. \*
- Ask for directions or instructions. \* @
- Explain about how a dictionary is organized. \*
- Identify classroom objects. \*
- Locate people and objects. \*\*
- Ask for a description of something. \*\*
- Use a dictionary to spell words. \*\*
- Accept and refuse goods and services. \*\*
- Give and respond to instructions. \*\* @

## LANGUAGE

Dear teacher : We are presenting sample language to develop each of the objectives. You should provide additional language as you need it.

- **Greetings introductions and leave takings**
  - Hi / Hello
  - How do you do?
  - Nice meeting you.
  - My name is .../I'm...
  - I'd like to introduce you to ...
  - Pleased to meet you.
  - This is .....
  - Good morning /afternoon /evening /night
  - See you /bye, etc.
- **Personal information.**
  - My name is... / I'm ...
  - I live in.../ My address is..
  - What's her/his/your phone number?
  - My phone number is \_\_\_\_\_.
  - It's \_\_\_\_\_.
  - How do you spell his/her name? etc.

\* Content to be studied in the first semester

\*\* Second semester

@ All the year long



### Every day instructions.

- Take the pencil
  - Go down to number \_\_\_\_\_
  - Do it / don't do it
  - May I \_\_\_\_\_?
- Do it, please/Don't do it.
  - Will you please /could you \_\_\_\_\_?
  - Would you mind opening \_\_\_\_\_? etc.

### Knowing the dictionary.

#### Identification of classroom objects and personal items.

- This is / These are
  - That is /Those are
  - "What" questions
  - Yes/No questions
- That's his/her \_\_\_\_\_.
  - Classroom objects
  - Personal items, etc.

### Locating things

- Where / Who questions
  - left-right
  - in-on-behind-in front of-next to
  - between-across from-into-out of
  - on the (left-right)
- \_\_\_\_\_'s sitting next to \_\_\_\_\_.
  - At the bottom
  - Over there
  - Etc.

### Description of objects

- Size, shape, color, material: medium, oval, gray, metal
  - Is it \_\_\_\_\_?
  - What is it/are they made of?
  - "Or" questions
- What color is it/are they?
  - Is it \_\_\_\_\_?/Are they? etc.
- What are they?

### Language from preceding and forecoming objectives.

#### Goods and services: where and how to get them

- Excuse me, Where's \_\_\_\_\_?
  - Can I help you?
  - What can I do for you?
  - How can I get there?
- Where can I buy/get \_\_\_\_\_?
  - Here you are. Thank you!
  - It's one block North from \_\_\_\_\_.
  - Walk one block and \_\_\_\_\_, etc.

### Instructions

- Take a piece of paper. Fold it in half...
- Plug it /unplug it. Put water into the pitcher.
- Insert filter in the basket. Add coffee, etc.

## FUNCTIONS

- Greeting, introducing and saying good bye in formal and informal situations.
- Asking for and giving information. Filling out a form.
- Giving and following instructions.
- Looking up words in a dictionary.
- Identifying objects. Asking for and giving information.
- Talking about where things are. Asking for and giving information.
- Asking for and giving information. Describing things.
- Using the dictionary. Choosing the correct meaning of a word.
- Following instructions. Asking for and giving information. Offering, accepting and denying things.
- Giving and following simple directions.
- Apologizing, accepting and denying invitations.

## CULTURE

- Ways of greeting, introducing and saying good bye in Costa Rica and in English speaking countries. Gestures. Social distance. Formal and informal language.
- When and how we give personal information. Difference in names/last names. Ways of giving phone numbers.



- How people give instructions in English and in Spanish (difference).
- Differences in classroom settings in Costa Rica and in some English speaking countries.
- Ways of expressing location.
- Differences and similarities in describing objects in both languages.
- Ways and places to get goods and services in both Costa Rica and English speaking countries.
- Ways of giving instructions in English.

### VALUES

- Politeness
- Responsibility
- Friendliness
- Self-respect and respect for others
- Autonomy
- Good working habits
- Neatness and organization
- Self-esteem
- Generosity
- Sensitivity
- Honesty
- Awareness of consumerism

### PROCEDURES

- Listen carefully to the material presented by the instructor teacher, guide, etc.
- Apply background knowledge to understand a given message.
- Identify sounds, words, expressions to complete a text.
- Apply expressions to complete an oral or written text.
- Complete dialogues with specific details.
- Produce written short dialogues.
- Interact orally using proper pronunciation.
- Identify cultural aspects studied in each topic.
- Practice of values through classroom routines and social behaviour.
- Identify and use information in context.
- Name, describe and locate things.

### EVALUATION CRITERIA

- Discrimination of sounds, words or expressions.
- Identification of specific details.
- Filling in charts with information from short texts and dialogues.
- Completion of dialogues, paragraphs and short notes.
- Production of simple dialogues and short conversations.
- Understanding sentences and short paragraphs.
- Matching words and expressions with meanings.
- Identification of cultural aspects.
- Recognition of values and attitudes.
- Demonstration of knowledge of language, values and cultural aspects when interacting in English.

## EIGHT GRADE

### OBJECTIVES

1. Guessing the general meaning of a short passage.
2. Understanding short passages (instructions, messages dialogues, etc.) made up of familiar language.
3. Identifying and noting main points and personal responses.



4. Understanding longer passages made up of familiar language.
5. Interpretating extracts of spoken language made up of familiar material.
6. Responding to language spoken at near normal speed in everyday circumstances.
7. Extracting specific details from short passages.
8. Eliciting basic information from both strangers and friends.
9. Listing and brainstorming different items.
10. Asking and responding to questions in less predictable situations.
11. Talking in simple language about familiar and concrete situations of own world.
12. Comparing information in simple terms.
13. Using the knowledge of language to adapt and substitute single words and phrases.
14. Taking part in short conversations.
15. Seeking and conveying information and opinions in simple terms.
16. Referring to recent experiences future plans and everyday activities.
17. Understanding short texts and dialogues made up of familiar language.
18. Deducing the meaning and use of unfamiliar lexical items.
19. Understanding a range of written material.
20. Understanding information when not explicitly stated.
21. Using reference materials.
22. Extracting relevant specific information from such texts as simple brochures, guidelines letters and other forms of continuous writing.
23. Skimming.
24. Scanning to locate specifically required information.
25. Understand a variety of texts that include familiar language in unfamiliar context.
26. Composing or adapting a simple dialogue.
27. Writing several sentences to convey simple familiar factual information with guidance.
28. Expressing personal responses, such as likes, dislikes and feelings.
29. Substituting individual words and sets of phrases.
30. Writing short texts. Adapting language from source materials to parallel situations.
31. Conveying several items of personal information from memory and seeking items of personal information from the reader.
32. Expressing personal responses, such as likes, dislikes and feelings.
33. Choosing the appropriate form of writing for a particular task.
34. Valuing the importance of love, tolerance, respect and discipline when communicating about family ties, personal physical features, personality traits, social relationships and means of transportation.
35. Developing cultural awareness of topics such as: family ties, communication, physical appearance, discipline, job opportunities, leisure activities, goods and services, and social behavior.

## CONTENT

### Cognitive Target

- Identify family members and partner's relatives.\*
- Describe people's physical appearance.\*
- Compare people's physical features and personality traits.\*
- Express knowledge of the meaning of words according to a given context. \*@
- Identify relevant characteristics of the means of transportation available.\*
- Describe personal travel plans. \*
- Accept and refuse goods and services. \*\*
- Express likes and dislikes. \*\*
- Identify the grammatical functions of words. \*\*@
- Ask for and give directions. \*\*
- Describe occupations. \*\*



**LANGUAGE****Family relationships.**

This - that - these - those - are -

- He/she works at \_\_\_\_\_?
- How many \_\_\_\_\_ do you have?
- I have brothers, sisters, aunts, uncles ...
- My mother's sister is my \_\_\_\_\_.
- Her brother is my \_\_\_\_\_.
- Is he/she your \_\_\_\_\_?
- How old \_\_\_\_\_?
- Who \_\_\_\_\_?
- How many \_\_\_\_\_?

**Description of people.**

- What does he /she look like?
- He's got big brown eyes.
- What's he/she like?
- He's young / old.
- She's got green eyes.
- She/he looks like \_\_\_\_\_.
- Wavy (hair) straight, blond, height, average height /weight /slim, tall, chubby, etc.
- Body parts, etc.

**Comparisons of physical features and personality traits.**

- My mom is tall but my dad is short.
- \_\_\_\_\_ is the tallest/youngest in \_\_\_\_\_.
- \_\_\_\_\_ is as smart/intelligent as \_\_\_\_\_.
- She's taller than him.
- He/she has longer hair than \_\_\_\_\_.
- Where is \_\_\_\_\_? \_\_\_\_\_'s close to the thinnest boy?  
\_\_\_\_\_ 's near / away from / farther from.
- Who's the oldest? etc.

**Language related to preceding and forecoming objectives. Instructions.**

- Look for the meaning of the words you don't know...  
(from a reading, a list, etc. )
- Locate the words faster, etc.

**Means of transportation. (Schedules - prices - convenience).**

- When is the next train to \_\_\_\_\_?
- What time is the next \_\_\_\_\_? At 7:30 /1:00 p.m., etc.  
It leaves \_\_\_\_\_ at \_\_\_\_\_.
- What's faster/ better/ more comfortable?
- Which is the earliest /most comfortable/ cheapest, etc?
- How much does the ticket cost?
- Are we boarding now? etc.

**Travel plans.**

- Where are you planning to go \_\_\_\_\_ (tomorrow next vacation etc)?
- When do you plan to leave?
- Who's going with you?
- I'd \_\_\_\_\_. I will \_\_\_\_\_. I Prefer \_\_\_\_\_.
- How often do you travel/ visit/ go to \_\_\_\_\_?
- How long does it take to go to \_\_\_\_\_?
- Are you \_\_\_\_\_? etc.

**Goods and services.**

- Can I help you?
- Could you tell me \_\_\_\_\_?



- Will you please \_\_\_\_\_?
- Is there anything I can do to help/for you?
- Where can I find/buy \_\_\_\_\_? At \_\_\_\_\_.
- Where's the \_\_\_\_\_? It's one block(north,east,west,south)from \_\_\_\_\_ here.
- How can I get there? Walk \_\_\_\_\_ block(s) south, etc. from \_\_\_\_\_, turn left/right, then \_\_\_\_\_. It's next to \_\_\_\_\_. I'm sorry, I don't know. etc.

### Likes, dislikes and preferences.

- I want /like /prefer to \_\_\_\_\_.
- I don't like \_\_\_\_\_. Action words: play, run, jump, swim, talk, dance, etc.
- We always play soccer on the weekend, but we seldom \_\_\_\_\_.  
(often, every day, always, never, every other day, etc.) play on weekends, etc.

### Functions of words.

Adjectives, adverbs, nouns, verbs, articles, intensifiers, conjunctions, linking words, etc.

### Directions.

- Excuse me, where's the \_\_\_\_\_ (post office, drugstore, barber shop/beauty shop, etc.)?
- It's in front of /next to /behind /between /two blocks from \_\_\_\_\_, etc.
- Walk straight ahead, get to the next corner. Turn left/right. It's \_\_\_\_\_.
- Could you please tell me where \_\_\_\_\_ is? etc.

### Occupations.

- There are engineers /doctors \_\_\_\_\_ working for \_\_\_\_\_ in our town.
- My \_\_\_\_\_ is a \_\_\_\_\_, but my \_\_\_\_\_ is a \_\_\_\_\_.
- Who wakes up early in the morning to milk the cows?  
-The milkman.
- Who takes care of people's health and performs surgery? The \_\_\_\_\_
- How many teachers do we need? S/he has to \_\_\_\_\_. etc.

## FUNCTIONS

- Identifying people. Asking for and giving information.
- Describing people.
- Asking for and giving information about people's physical features.
- Comparing people.
- Talking about people.
- Finding out information.
- Locating words faster and effectively.
- Telling time.
- Talking about means of transportation.
- Asking for and giving information.
- Telling about routines.
- Talking about plans and persons.
- Finding out information about travel plans.
- Offering goods and services.
- Finding places / giving directions.
- Denying or accepting services or goods.
- Expressing likes, dislikes and preferences.
- Talking about routinary activities.
- Asking for and giving information.
- Identifying the functions of words within a context.
- Using your dictionary.
- Asking for and giving directions.
- Requesting things politely.
- Asking for and giving information about occupations and functions.
- Describing routine activities.
- Expressing interest or lack of interest about occupations.



**CULTURE**

- Nuclear and extended family in Costa Rica and in English speaking cultures.
- Importance of long-term family ties in our country.
- Expressions used in both languages to describe people.
- What to say / What should not be said.
- Costa Rican attitudes towards physical appearance compared with those attitudes of English speaking cultures.
- Ways of comparing people: what to do, what to say.
- Neatness and efficiency in both cultures.
- Similarities / Differences of the means of transportation: schedules, punctuality, etc.
- Existing transportation means.
- Traveling habits: comparing both cultures.
- Most frequent ways of traveling.
- How and where one finds goods and services in Costa Rica.
- Services and goods you can find in countries like The United States: stationery, health, fast food, etc.)
- Importance of getting acquainted with modern ways to select and order goods and services.
- Advantages and disadvantages of consumerism.
- Compare leisure activities people enjoy in both cultures: weather, time of the year, clothes, etc.
- Importance of expressing one's opinion.
- Opportunities in our culture to develop self-sufficiency and autonomy, compare with the opportunities in English speaking countries.
- Ways of giving directions (addresses) in Costa Rica and in English speaking countries: streets, numbers, points of reference, etc.

**VALUES AND ATTITUDES**

- Love
- Tolerance
- Respect of others' physical features personality traits, and opinions
- Self-esteem
- Order
- Efficiency
- Respect for public services
- Punctuality
- Self-organization
- Quality demanding
- Politeness
- Creativity
- Responsibility

**PROCEDURES**

- Listen to a description, comparison, conversation, passage or other explanations to complete a task.
- Elicit information from partners.
- Participate in brainstorming of new topics.
- Exchange information with partners.
- Draw pictures according to a passage you hear or read.
- Ask for and give information.
- Imitate your teacher's language.
- Reflect on familiar topics with the guide of your teacher.
- Adapt and substitute words or phrases in familiar contexts.
- Participate in short discussions.
- Describe pictures, places, people or objects.
- Compare people, places, actions or objects.
- Seek and give directions.



- Use your dictionary to find meanings and functions of words.
- Develop reading comprehension activities about familiar topics.
- Express opinions, suggestions or give information on familiar topics in the written form.
- Write descriptions or comparisons.
- Adapt the language of short texts to rewrite new ones.
- Arrange words and sentences in logical order or chronological sequences.
- Participate in role-playing or simulations.
- Apply values and cultural features in different learning situations.

### EVALUATION CRITERIA

- Identification of different elements by filling in charts, listing, grouping or checking.
- Asking and answering questions in a given context.
- Showing comprehension of text while/after listening or reading.
- Completion of cloze exercises.
- Completion of sentences according to familiar topics.
- Finishing a short passage.
- Production of short dialogues or passages.
- Finding the meaning and/or function of words in your dictionary.
- Writing questionnaires to interview people.
- Interpretation of guides or maps to complete a task.
- Writing short descriptions or comparisons.
- Re-arrangement of words into logical sentences in a given context.
- Reacting to a situation in spoken language.
- Showing good attitudes towards values and culture taught.
- Using grids or charts to transfer and organize information.

## NINTH GRADE

### OBJECTIVES

1. Understanding short narratives drawn from a variety of topics.
2. Understanding extracts which include familiar material in unfamiliar contexts.
3. Summarizing information from relevant points.
4. Identifying and noting main points and specific details including opinions.
5. Identifying and noting points of view.
6. Transferring the information heard to visual or written form.
7. Role playing someone else's position/situation.
8. Expressing ideas, interests, feelings, concerns.
9. Initiating and developing conversations.
10. Initiating/responding in familiar exchanges introducing some variants.
11. Expressing decisions.
12. Using descriptive narrative language to make brief statements about others over a range of familiar topics encountered.
13. Beginning to improvise and paraphrase.
14. Adapting language to deal with some unprepared situations.
15. Asking for help particularly with comprehension.
16. Drawing conclusions from extended texts.
17. Identifying and noting main points and some details of short stories and factual texts.
18. Identifying important themes, including ideas, opinions and emotions as expressed.
19. Eliciting and conveying information attitudes and opinions in a wide range of situations.
20. Identifying points of view.
21. Using context to deduce the meaning of unfamiliar language.
22. Identifying and noting main points and specific details in texts with familiar language in unfamiliar contexts.



23. Deducing the meaning of unfamiliar language in a variety of texts using context and grammatical understanding.
24. Making references to recent experience and future plans as well as to everyday activities.
25. Writing paragraphs, using simple descriptive language, and referring to past, present and future actions and events.
26. Performing simple familiar tasks which require some elementary linking of sentences and structuring of ideas.
27. Writing individual paragraphs of about three or four simple sentences from memory.
28. Using reference materials to extend their range of language and improve accuracy.
29. Applying basic elements of grammar in new contexts, still with a number of mistakes.
30. Producing short pieces of writing in which they seek and convey information and opinion.
31. Appreciating values such as: healthy living, consideration towards others, love for nature, order, discipline, personal commitment, work, dignity, strength of will, creativity, responsibility.
32. Valuing Costa Rican culture when comparing it with English speaking cultures.

## CONTENT

### Cognitive Target

- Request and give information about sports and leisure activities. \*
- Describe the life and achievements of famous athletes and musicians. \*
- Ask for and give instructions to operate electrical appliances. \*
- Search for roots, suffixes, affixes and prefixes in a given text. \*@
- Compare means of transportation in regards to quality, rentability and use. \*
- Value the advantages and disadvantages of computers in our everyday life. \*\*
- Value the importance of our natural resources and the promotions of conservation. \*\*
- Use a dictionary to find out specific information about words in a given context (registers, etc.) \*\*@
- Analyze information about causes, effects and prevention of environmental pollution. \*\*

## LANGUAGE

### **Sports and games.**

Do you like to...? -Can you play...? -Which sports do you...?

What kind of \_\_\_\_ do you need? -Where is \_\_\_\_ played?

Sports, leisure activities, equipment, etc.

### **Athletes and musicians.**

Achievements/biographies. -What does s/he play?

\_\_\_\_ was born in \_\_\_\_ - \_\_\_\_ started school...

Who is she?

### **Electrical appliances.**

Do you know how to \_\_\_\_? -Would you tell me...?

How can I...? -turn off, plug in/unplug, insert, etc.

Root words and grammatical structures which modify meaning: affixes, prefixes, suffixes.

### **Means of transportation.**

Is there a bus to...? -How can I go to...?

How are \_\_\_\_ transported? -Buses are cheaper than...

The most expensive is...? -What time does the \_\_\_\_ to \_\_\_\_ leave?

### **Advantages and disadvantages of computers.**

A computer helps me if I want to... -The hard disk...

The advantages to have a computer are...

I think... I believe... In my opinion...

### **Natural resources, conservation, regulations sustainability, etc.**

What / who / when / where / how often, etc.

Do you think...? I must... They ought to...

I think that... I believe that we should...



**Expressions to state or request possibility.**

Is this correct? What's the meaning of...?

What's the difference between \_\_\_\_ and \_\_\_\_?  
meaning of words, etc.

**Pollution. Causes, effects and prevention.**

\_\_\_\_ was caused by \_\_\_\_ -is produced by...

\_\_\_\_ is polluting \_\_\_\_ -I think that...

-In my opinion...

\_\_\_\_ a different point of view.

**FUNCTIONS**

- Asking for and giving information. Following instructions. Asking someone to do something. Making comments. Describing actions.
- Asking for and giving information. Asking for a description of someone. Requesting and reporting facts about events or actions.
- Following instructions/procedures. Warning others. Guiding others to follow procedures. Identifying grammatical structures which modify meaning.
- Reporting about means of transportation. Asking for and giving information about means of transportation. Comparing. Convincing.
- Stating advantages and disadvantages. Asking for and giving information about computers. Giving opinions.
- Discussing about natural resources. Asking for and giving information.
- Expressing possibilities. Asking for and giving information.
- Expressing and inquiring about causes and effects. Expressing agreement and disagreement. Expressing opinions.

**CULTURE**

- Leisure activities / sports that young people and adults enjoy in Costa Rica and in English Speaking countries.
- Athletes / musicians: activities /motivations etc., in Costa Rica and in English speaking countries.
- Inventions, places of origin, use of electrical appliances in Costa Rica and in English speaking countries.
- Means of transportation / importance etc. in Costa Rica and in English speaking countries.
- How computers affect life in Costa Rica and in English speaking countries.
- Importance of conservation policies in our country and in English speaking countries.
- Policies to preserve the environment in Costa Rica and in English speaking countries.
- Compare garbage management in Costa Rica (home and public) with that in English speaking countries.

**VALUES AND ATTITUDES**

- Respect for others' efforts, achievements interests and abilities.
- Efficiency.
- Neatness and good working habits.
- Consideration.
- Commitment to conservation of natural resources and care of environment.
- Personal, home and community cleanliness.
- Love for our land and planet.
- Respect for public transportation.
- Tolerance.

**PROCEDURES**

- Participate selecting topics and information.
- Analyze written, pictorial and oral information on different topics to perform actions, follow procedures, etc.
- Compare physical characteristics of objects, facts, states.
- Follow procedures to solve problems.



- Discuss possible solutions to different classroom topics.
- Look at the right words to complete, meanings, sentences and paragraphs.
- Demonstrate knowledge of the language learned to read texts and apply information in a variety of ways (written, pictorial, etc.)

### EVALUATION CRITERIA

- Listing possibilities, options...
- Analysis of procedures and information.
- Predicting content of a text.
- Sequencing events, characteristics, procedures.
- Description of procedures related to tasks and assignments.
- Oral explanation of opinions and reasons.
- Application of written and oral language whenever it is necessary to transfer information from oral to written and from written to spoken forms.
- Identification of correct meanings to complete information according to a given context.
- Application of language, functions, values and cultural aspects in the different topics and according to specific contexts.

## GLOSSARY

This includes brief, simple definitions of terms which have been used in this syllabus and which may be unfamiliar

### ACTIVITY

Situation in which a lot of things are being done, usually in order to achieve a particular purpose.

**PRE-ACTIVITY** Those actions performed to introduce the topic to, prepare their cognitive knowledge the learners with the topic and motivate them for the forecoming activity.

**WHILE-ACTIVITY** The actions performed during the development of an activity in order to achieve the learning goal.

**POST-ACTIVITY** The actions related with the activity and performed after the "while activity" stage in order to let the students reinforce and apply the knowledge acquired.

### ASSESSMENT

The measurement of the ability of a person or the quality or success of the teaching course, etc.

### ATTITUDES

Expressions of positive or negative feelings towards the learning of a new language.

### AUTHENTICITY

The degree to which language teaching materials have the qualities of natural speech or writing.

### AUTHENTIC MATERIALS

Texts which are taken from newspapers, magazines, etc, and tapes of natural speech taken from radio or television programs.

### AWARENESS

Acquaintance, appreciation, consciousness with knowledge.

### BELIEF

An acceptance of a thing, fact, statement, etc.

### COMMUNICATION

Activity or process of giving information to other people or other living things, using signals such as speech, body movement or radio signals.

### COMMUNICATIVE COMPETENCE

The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. It includes knowledge of the grammar and vocabulary of the language.

Knowledge of rules of speaking. (knowing how to begin and end conversations, what topics may be talked about in different types



**APPENDIX 3**

**ORIGINAL UNITS FROM THE TEXTBOOKS  
HAVE FUN**

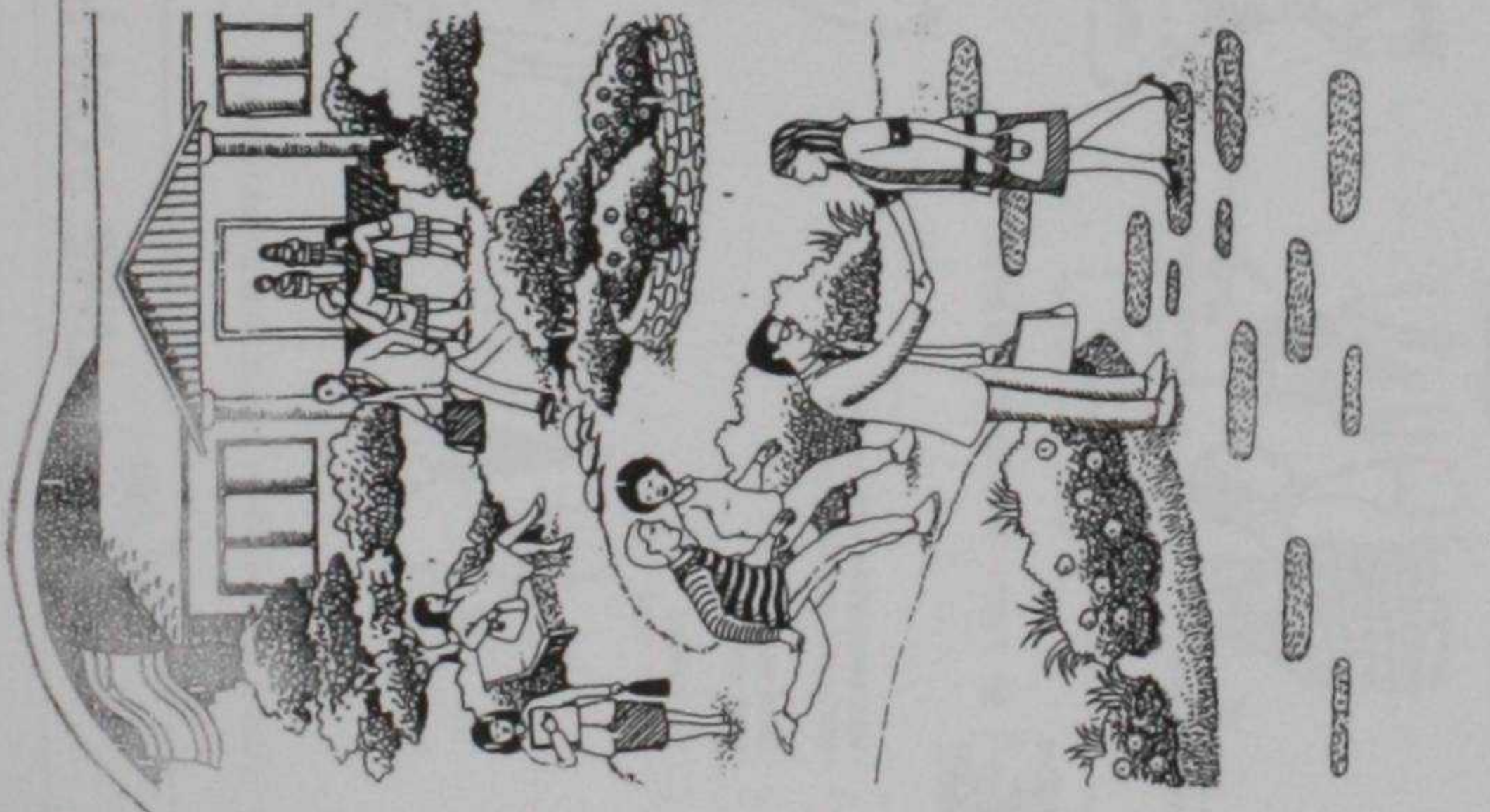


HAVE FUN UNITS

BOOK 1



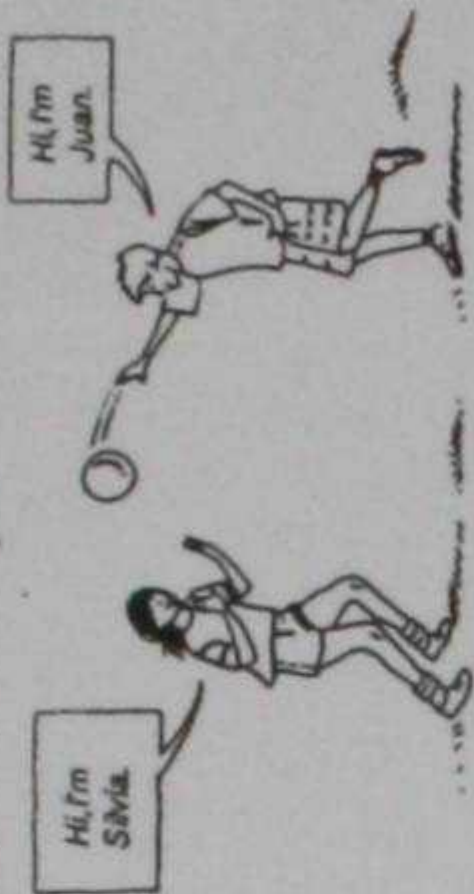
# UNIT 1



I can introduce myself and others,  
and greet and say good bye  
to my classmates,  
teachers and others.

## GET READY!

A- Throw the ball and introduce yourself.



B- Listen and check [✓] the expressions you hear.

- 1. Hi, I'm ( )
- 2. Hello, I'm ( )
- 3. Good morning ( )
- 4. Good afternoon ( )
- 5. Pleased to meet you ( )
- 6. Nice meeting you ( )



C- Discuss and write what these people are saying.




---



---



---



---



---



---



# TIME FOR PRACTICE



A - Match the dialogues below with these pictures.



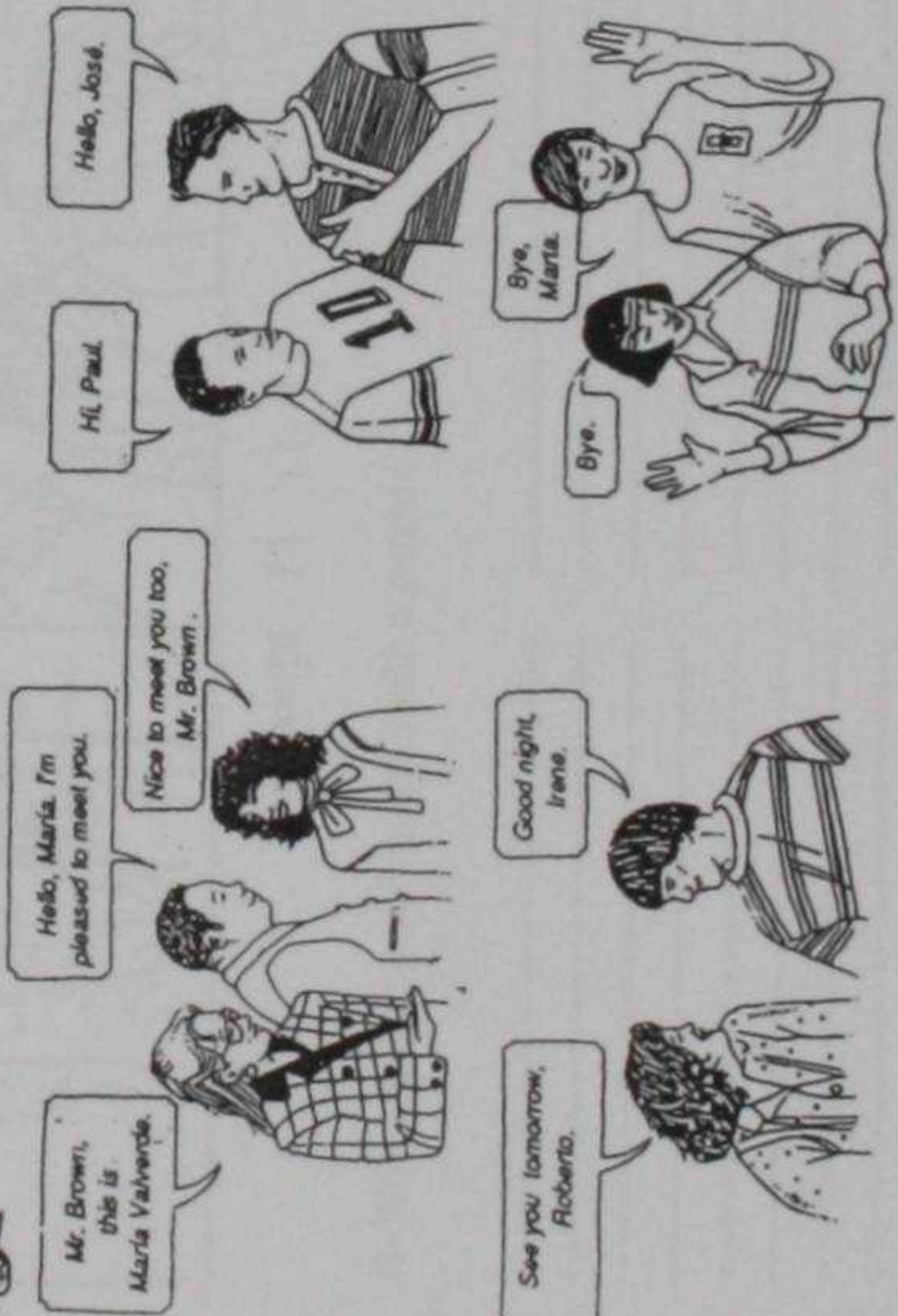
1.  - See you, Mom.  
- Bye Winifred.

2.  - Hello, Mr. Salas.  
- Good morning, Alma.

3.  - Mrs. Alfaro, I'm Amalia Rosales.  
- Nice meeting you, Miss Rosales.



B- Listen and practice in pairs.



Mr. Brown, this is Maria Valverde.

Hello, Maria, I'm pleased to meet you.

Nice to meet you too, Mr. Brown.

Hi, Paul.

Hello, José.

See you tomorrow, Roberto.

Good night, Irene.

Bye.

Bye, Maria.

C- Read the dialogues. Complete the chart below

**1**

A- Hi there! What's new?  
B- We're going to the game.  
A- Game? What game?  
C- The final, Heredia and La Liga.  
B- Come on, Jerry, we're late. It's 10:30. See you, Steve.  
C- Bye, Steve.  
A- Hey, wait a minute!

**2**

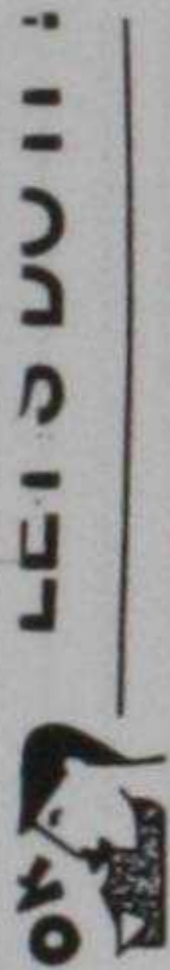
A- Maria! Look who's coming. It's Mr. Carriso, my teacher.  
B- Hello, Ana. How are you?  
A- Fine, thank you. Mr. Carriso, this is my friend, Marta.  
B- Pleased to meet you, Marta.  
C- Hello. Pleased to meet you, too.  
B- Well, girls, I'm going home.  
A&C- Good night, sir.

**3**

A- Going to school, Roberta?  
B- Yeah.  
A- It's late.  
B- You're right. See you later, Chuck.  
A- Bye.

Dialogue	Speakers	Time of day	Formal / Informal
1	A- B-		
2	A- B- C-		
3	A- B- C-		





LEI 3 UUU II :

A- Arrange these pictures in the correct order.

<p>1.  That's right. What about you? I'm studying Economics at the National University.</p>	<p>2.  Glad to meet you, Rebecca. So you work at the bank with Karen?</p>
<p>3.  Good evening, Karen. Come in. Hello, Rebecca.</p>	<p>4.  Rebecca, I want to introduce you to Olman. Pleased to meet you, Olman.</p>

Sequence: [3] [ ] [ ] [ ]

B- Write the dialogue. Practice it with a partner.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



C- Arrange these sets of expressions into dialogues. Write them next to the appropriate pictures.

- Good morning.
- Not too bad, thanks.
- Fine, how about you?
- Good morning, Sir.
- How are you?
- I've got to go.
- Oh, hi Marlen.
- Hi there!
- Hi Julia. What's new?
- See you later. Bye.
- Hi, Gerardo, this is Marlen. She's in our class.
- Bye.
- OK. See you.
- Going shopping?
- Hello.
- Good bye.
- Yes, and you?
- Hi.
- So long.
- No, I'm going home.

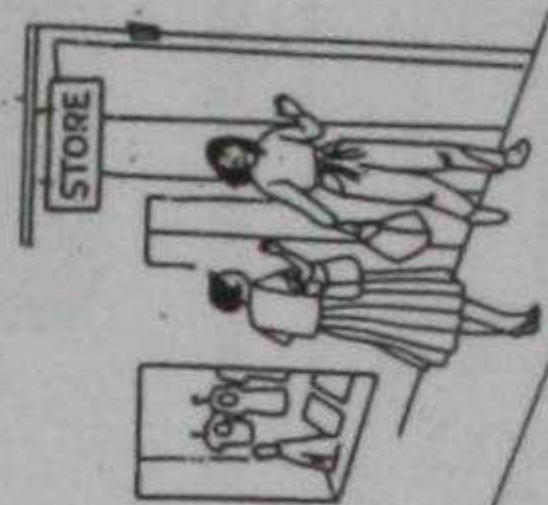
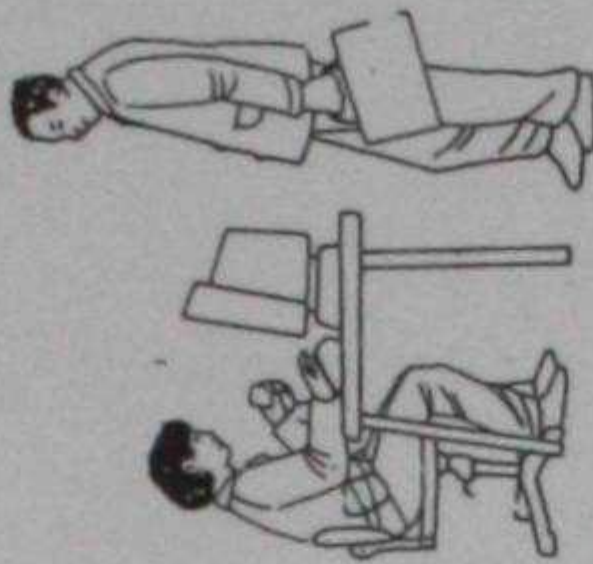
1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



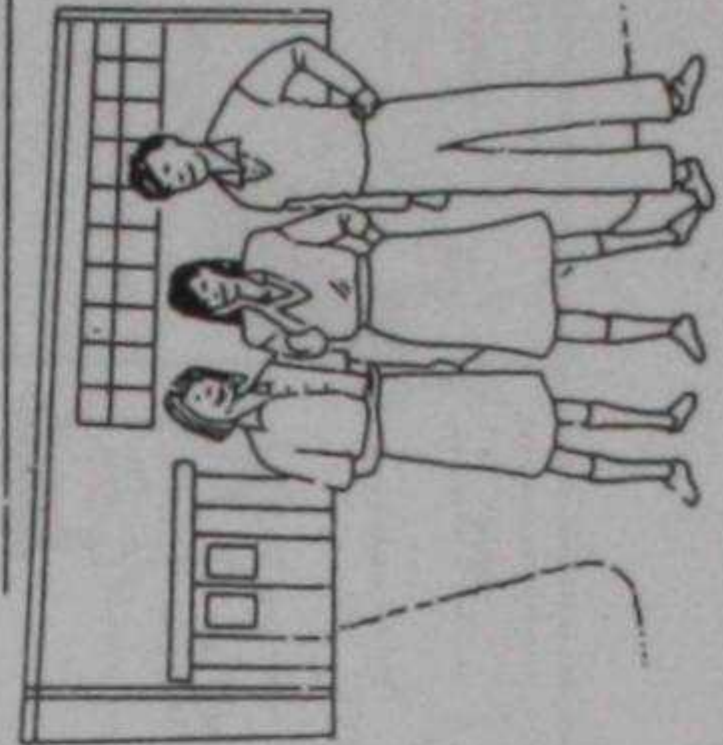
2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



LOOK at the pictures.  
Write a short conversation for each one.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# HAVE FUN!

A- Find the expressions you know.

G	O	O	D	M	V	I	A	Y	O	U	L	A	T	E	R
A	B	N	F	O	D	Q	J	E	E	P	X	E	Y	T	
T	R	X	P	R	M	O	R	E	O	S	C	N	S	U	U
B	C	H	I	N	A	P	E	S	A	Z	J	Y	K	B	B
C	G	H	F	I	N	E	G	O	O	D	B	Y	Y	E	O
N	U	R	T	N	I	C	E	Y	G	G	U	J	R	I	H
Q	M	X	M	G	K	D	S	W	Q	Y	O	H	D	E	T
Z	I	D	L	I	K	E	Y	O	W	T	O	F	F	O	L
N	Y	K	G	Q	X	D	W	V	L	E	Z	I	F	V	L
I	N	O	T	T	O	O	B	A	D	Z	I	F	V	L	L
C	W	L	H	B	Z	T	L	S	M	H	E	K	L	C	O
E	T	O	M	E	E	T	Y	O	U	U	G	T	Y	E	E

B- Complete the balloons with the expressions you found above.

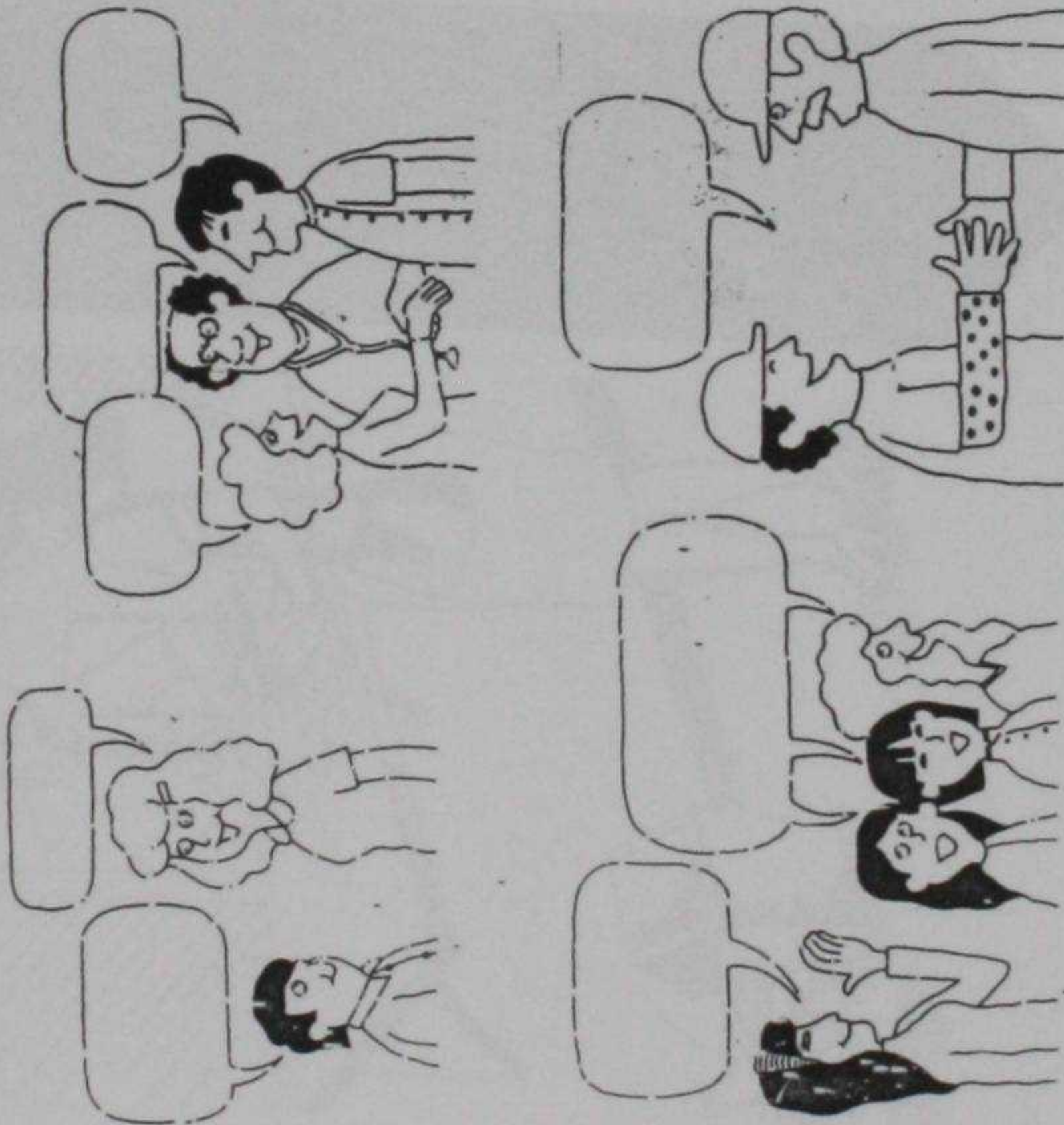
<p>How are you? Mario.</p>	<p>Jenny, She's from Lima.</p>	<p>I'm in a hurry. Roberto.</p>
<p>And you?</p>	<p>Hello, Jenny. I'm from Lima, too.</p>	<p>See You, Mario.</p>
<p>So... so.</p>	<p>Mario.</p>	<p>_____</p>



# GO FOR IT !



A- Prepare a set of pictures like the ones below. Write balloons for them.



B- Display the pictures and ask your classmates for comments.



# LET'S CHECK !



A- Write an "X" in the appropriate places.

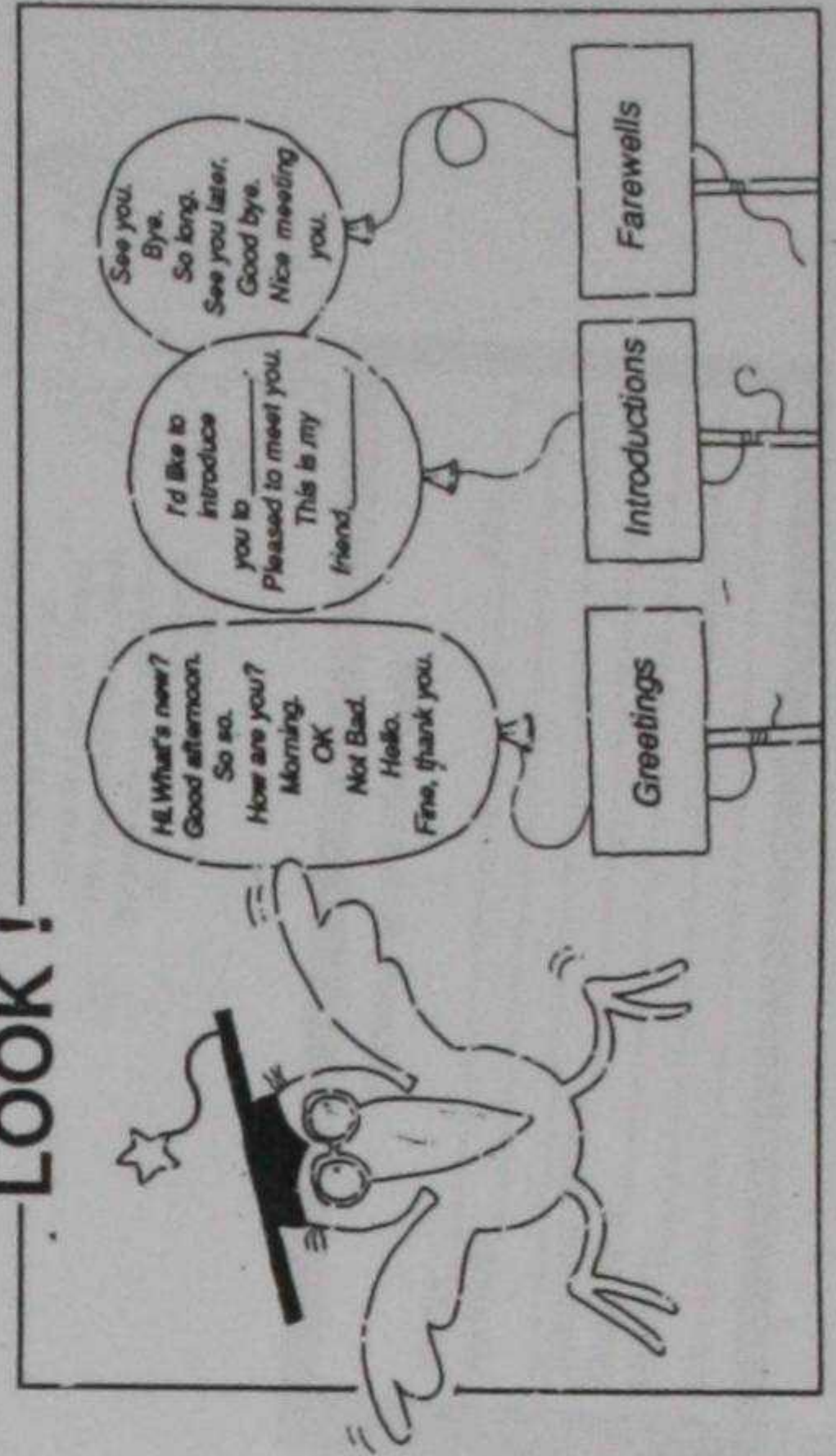
	my teacher	the principal	friends
I can greet...			
I can say good bye to...			
I can introduce myself to...			
I can introduce...			

B- Circle the numbers.

I use greetings, farewells and introductions...

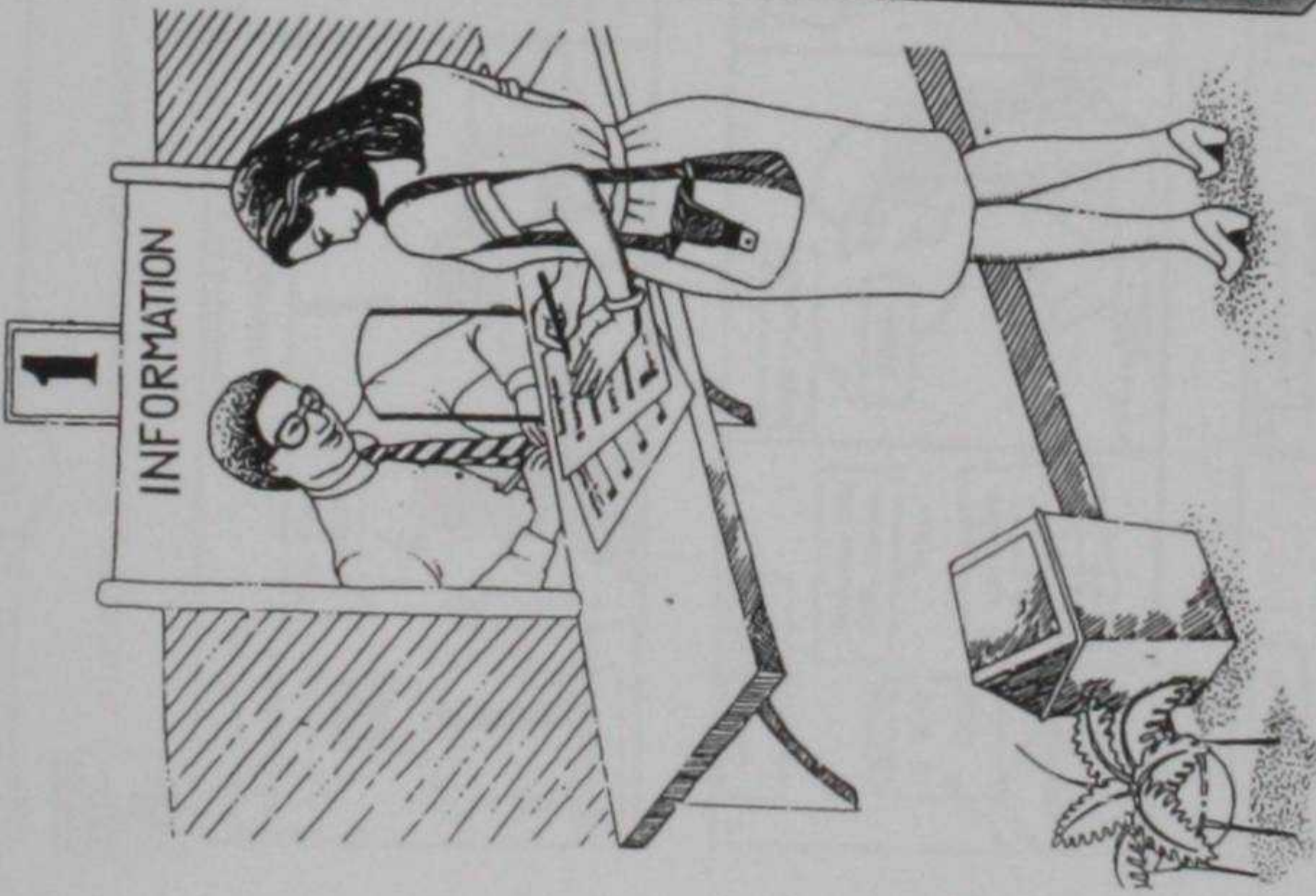
1. with speakers of English
2. with my teacher
3. with my classmates
4. at home
5. with tourists

# LOOK !





# UNIT 10



I can exchange basic personal information: name, address, telephone number, etc.

## GET READY!



A- Listen to your teacher and look at this card.

What's your name?

Where do you live?

What's your address?

How old are you?

What's your telephone number?

What do you do?

What's your marital status?

What are your hobbies?

A.P.S.E.	Membership Card
Name:	Mario Carvajal
Age:	40
Address:	Arajuela INVU Las Cañas
Telephone number:	41-30-18
Occupation:	Teacher
Marital status:	Married
Hobbies:	Swimming - Fishing



Hello! My name is Ricardo Moreno.  
I'm 15 years old and I live in San Antonio, Escazú, 200 meters north of the church. My telephone number is 29-05-12. I'm a student and I like playing football and basketball.

B- Read this information and complete the card below.

Personal Information Card	
Name:	Age:
Address:	
Telephone number:	
Occupation:	
Hobbies:	



# TIME FOR PRACTICE



A- Practice this conversation with a classmate.

1. Can I help you?  
Sure, I need a passport.

2. Your name?  
Yadira.

3. Full name, please.  
Yadira Serrano Piedra.

4. Date and place of birth?  
November 10th, 1970. Heredia.

5. Single or married?  
Single.

6. ID card number?  
4-588-245.

7. Occupation?  
University student.

8. I need your birth certificate, 6 photos and the fee of €7000.  
Here you are.

9. Thank you.  
OK, your passport will be ready in a week.

B- Look at Activity A on the previous page. Then check the appropriate items below.

1. The girl is:
- registering for a course.
  - applying for a job.
  - applying for a passport.
  - filling in a membership card.
2. Details she needs for this document:
- |  |   |
|--|---|
| <input type="checkbox"/> First name only | <input type="checkbox"/> Nationality                |
| <input type="checkbox"/> Date of birth   | <input type="checkbox"/> Telephone number           |
| <input type="checkbox"/> Hobbies         | <input type="checkbox"/> Identification card number |
| <input type="checkbox"/> Full name       | <input type="checkbox"/> Place of birth             |
| <input type="checkbox"/> Mother's name   | <input type="checkbox"/> Place of work              |
| <input type="checkbox"/> Occupation      |   |

C- 1. Write in the box below the details needed for this situation.

Registering at high school

**SAN ANTONIO HIGH SCHOOL**  
Registration Form

Full name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

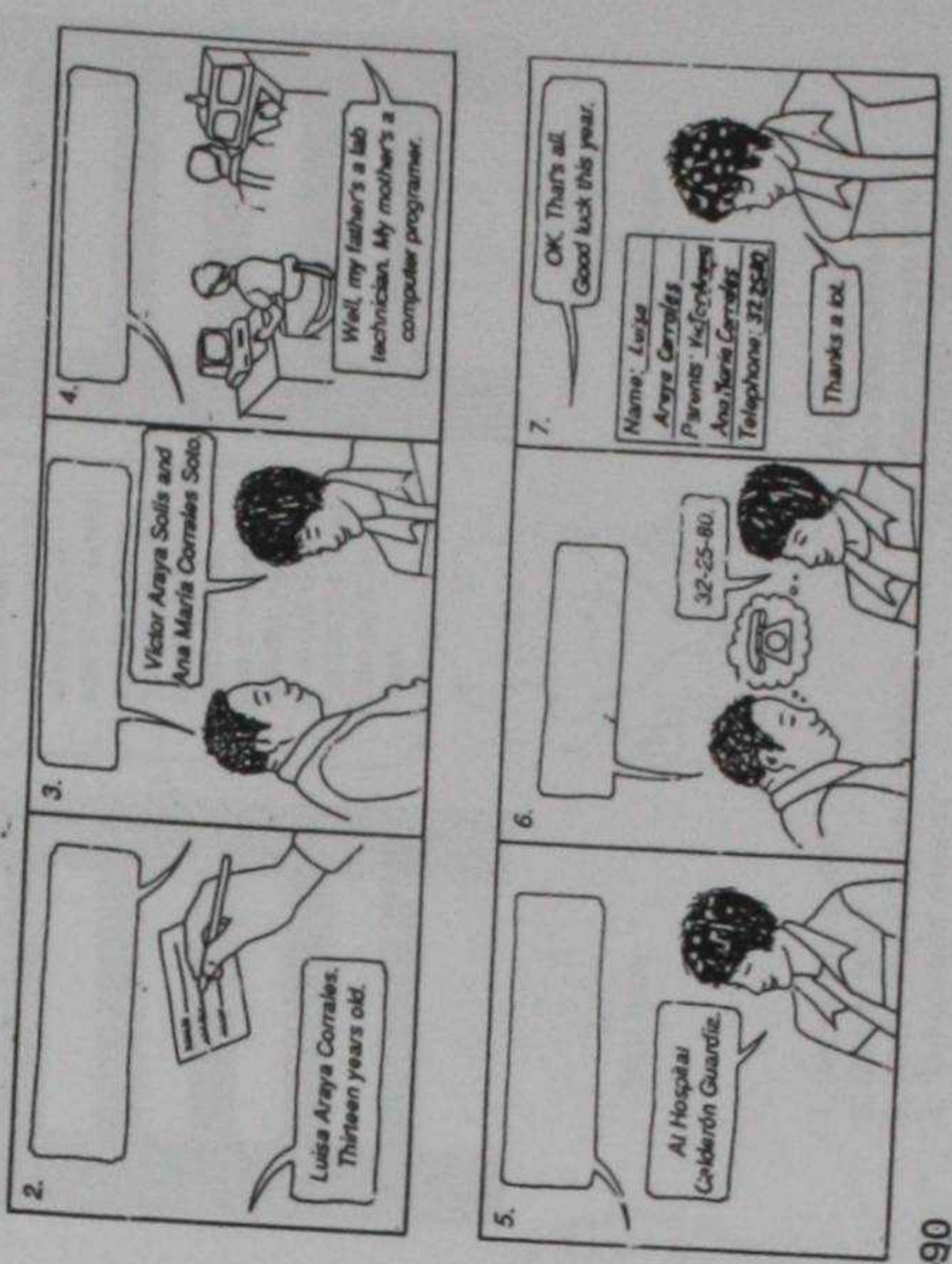
2: Now fill out the form with your personal information.



# LET'S DO IT!

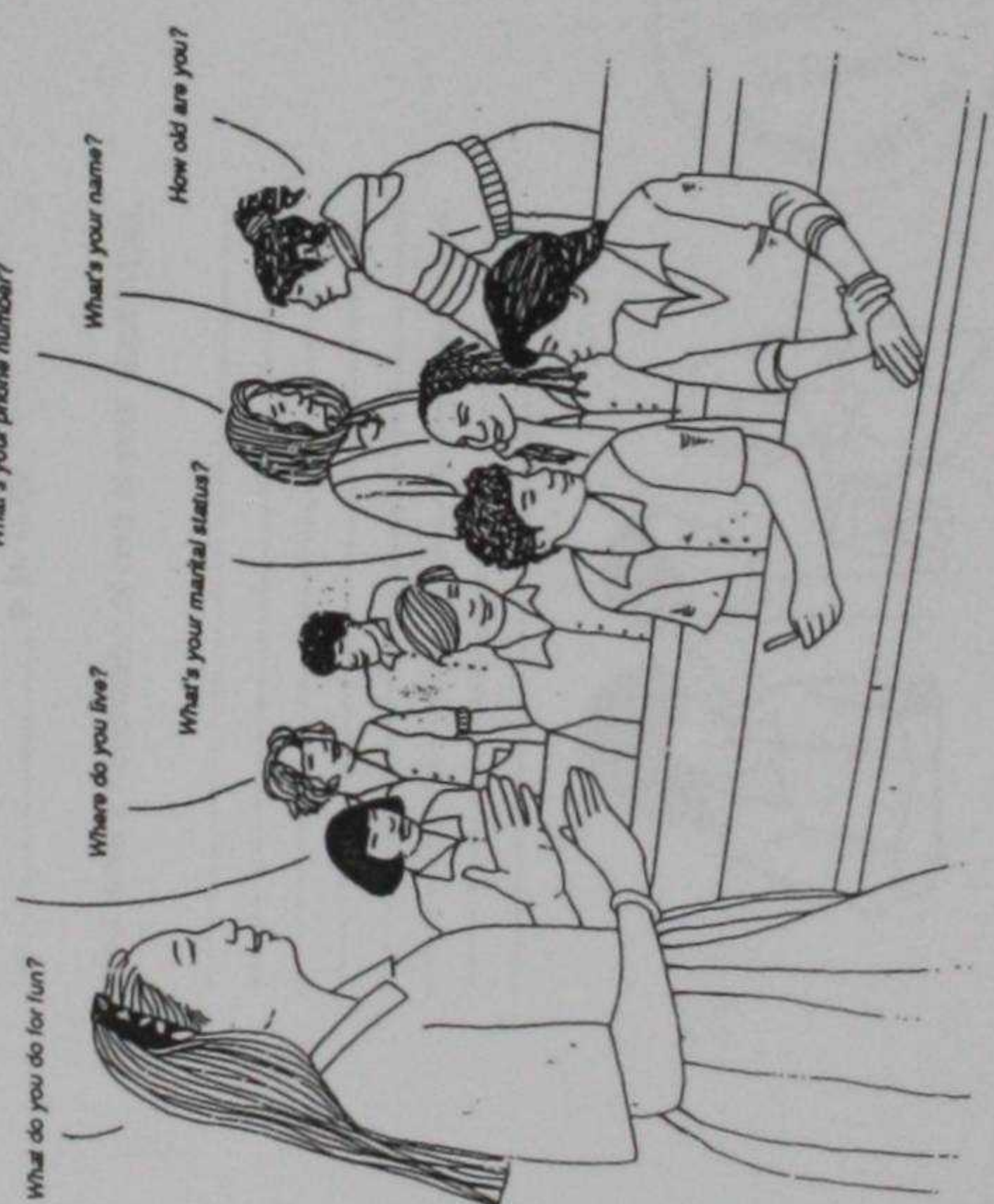


A- Complete this conversation with appropriate questions.



U- INICIAR UN NUEVO VIAJE

Name	Age	Address	Telephone number	Occupation	Hobbies	Marital status
Juan Rodríguez	19	Escazú	29-07-15	Clerk-Student	Hiking	Single
Mariela Ugalde	32	Zapote	35-15-92	Teacher	Singing	Married



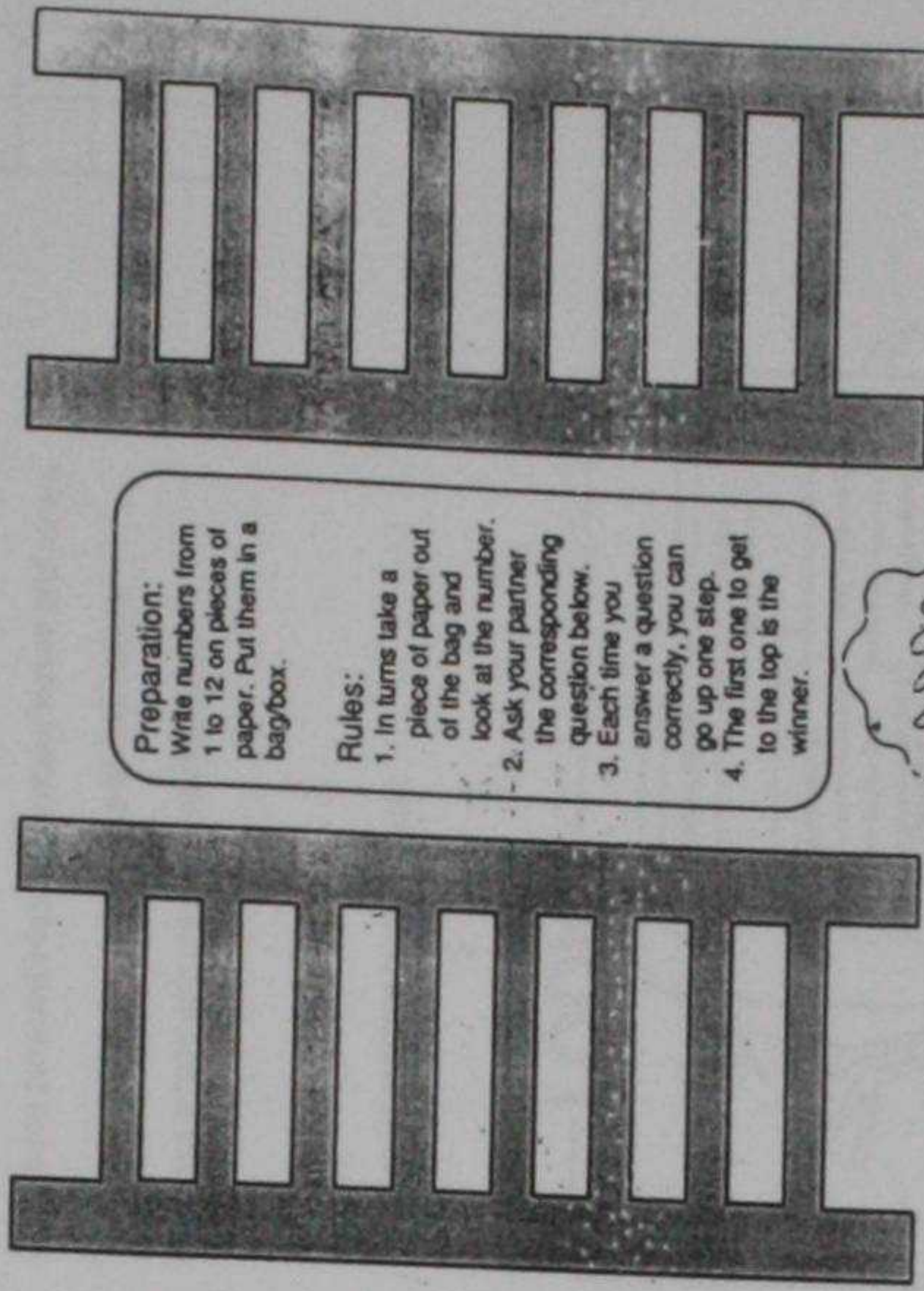




# HAVE FUN!



A- Compete with your partner to reach the top.



**Preparation:**  
Write numbers from 1 to 12 on pieces of paper. Put them in a bag/box.

**Rules:**

1. In turns take a piece of paper out of the bag and look at the number.
2. Ask your partner the corresponding question below.
3. Each time you answer a question correctly, you can go up one step.
4. The first one to get to the top is the winner.



A  
Start here

B  
Start here

1. What's your name?
2. Date of birth?
3. What's your telephone number?
4. Your parents' names?
5. Spell your name, please
6. Marital status?
7. What do you do?
8. Your address please?
9. Where were you born?
10. What's your nationality?
11. What do you do for fun?
12. ID card number?

B- 1. Use the chart on page 100. Write the description of Juan Rodríguez and then complete the description of Mariela Ugalde.

Juan Rodríguez is a nineteen-year-old youth who lives in Escazú. He is a student but works part-time at Mas X Menos as well. His favorite hobby is hiking. He is single and his telephone number is 29-07-15.

Mariela Ugalde is a \_\_\_\_\_ woman who lives in \_\_\_\_\_  
 She is a \_\_\_\_\_ Her favorite hobby is \_\_\_\_\_ and her \_\_\_\_\_  
 She is \_\_\_\_\_ is 35-15-92.

2. Now write a description of one of your classmates.

---

---

---

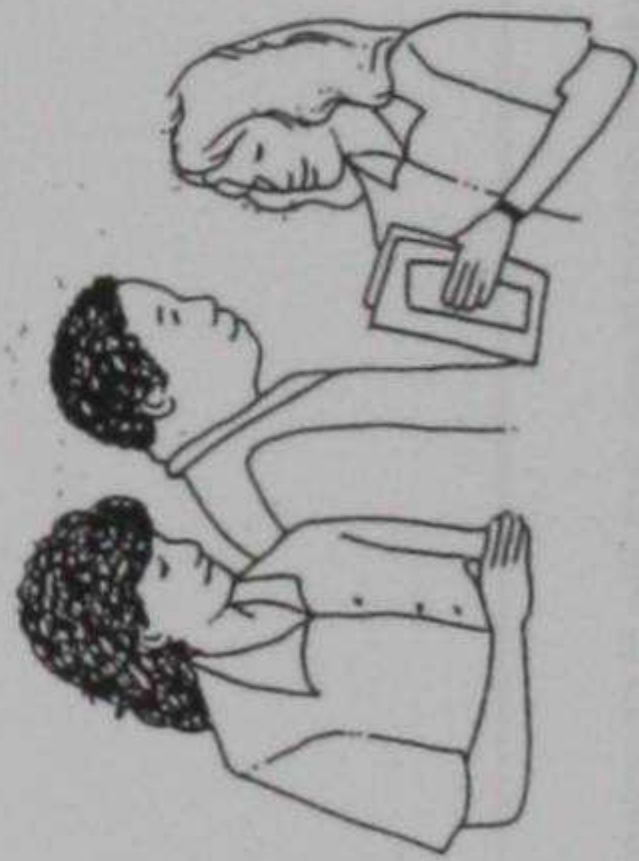
---

---

---

---

---



C- Read the description in number 2 to another pair but do not say the name of your classmate. Let them guess who it is.





# GO FOR IT



A- Choose one of the situations below.

Applying for a job

Subscription order for a magazine

Registering for an English course

Registering for a computing course

Applying for a passport

Joining a club

B- Design an application form.



C- Interview someone in another group and complete the form with her/his details.

# LET'S CHECK!



A- Check [✓] the yes/no boxes.

I can...

- 1 ...ask and respond to questions about personal information.
- 2 ...provide personal information about myself and others.
- 3 ...create a form to record personal information.
- 4 ...fill out a form with my personal information.

Yes	No

B- Circle the number(s).

I need more practice in objective(s):

- 1      2      3      4

# LOOK!

Your name, please? **Raqat**

Can you spell it? **Yes, R-a-q-u-a-t**

Where do you live? **Desamparados**

Can I have your telephone number? **I'm not on the phone**

Date of birth? **December 15, 1980**

Where were you born? **In Liberia**

Are you married? **I'm single**

Occupation? **Student**



# Pen Friend Project

A- Read these letters.

1145 Ocean View  
#31b  
San Diego California

Dear Ben Friend

My name is Todd Winters and I live in an apartment in San Diego, California. I'm 14 years old and I have an older sister, 11, and brother, 16.

I'm crazy about surfing and heavy metal music like Guns n' Roses. At school I play volleyball for the team and I like learning Spanish.

When I am older I want to travel to see other countries. Maybe I'll come to Costa Rica! Do write and tell me what it's like.

Yours

Todd

24 Chestnut Id

Wrentham

London

England

Dear Ben Friend

My name is Glenn Humbolt and I'm 15 years old. I live in a house and my younger brother Steven, who is 12, with my parents and my younger brother Steven.

We have a dog called Fluffy and I love my friends. We have a rabbit called Ice and going to play basketball.

At school I enjoy playing Geography and Spanish. I like to see a photo, tell me and my friends to see and send me a photo, tell me.

Please write to me and send me a photo, tell me a little about yourself.

Your friend

Glenn

B- Complete this personal data bank about one of the letter writers on the previous page.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_

Interests: \_\_\_\_\_

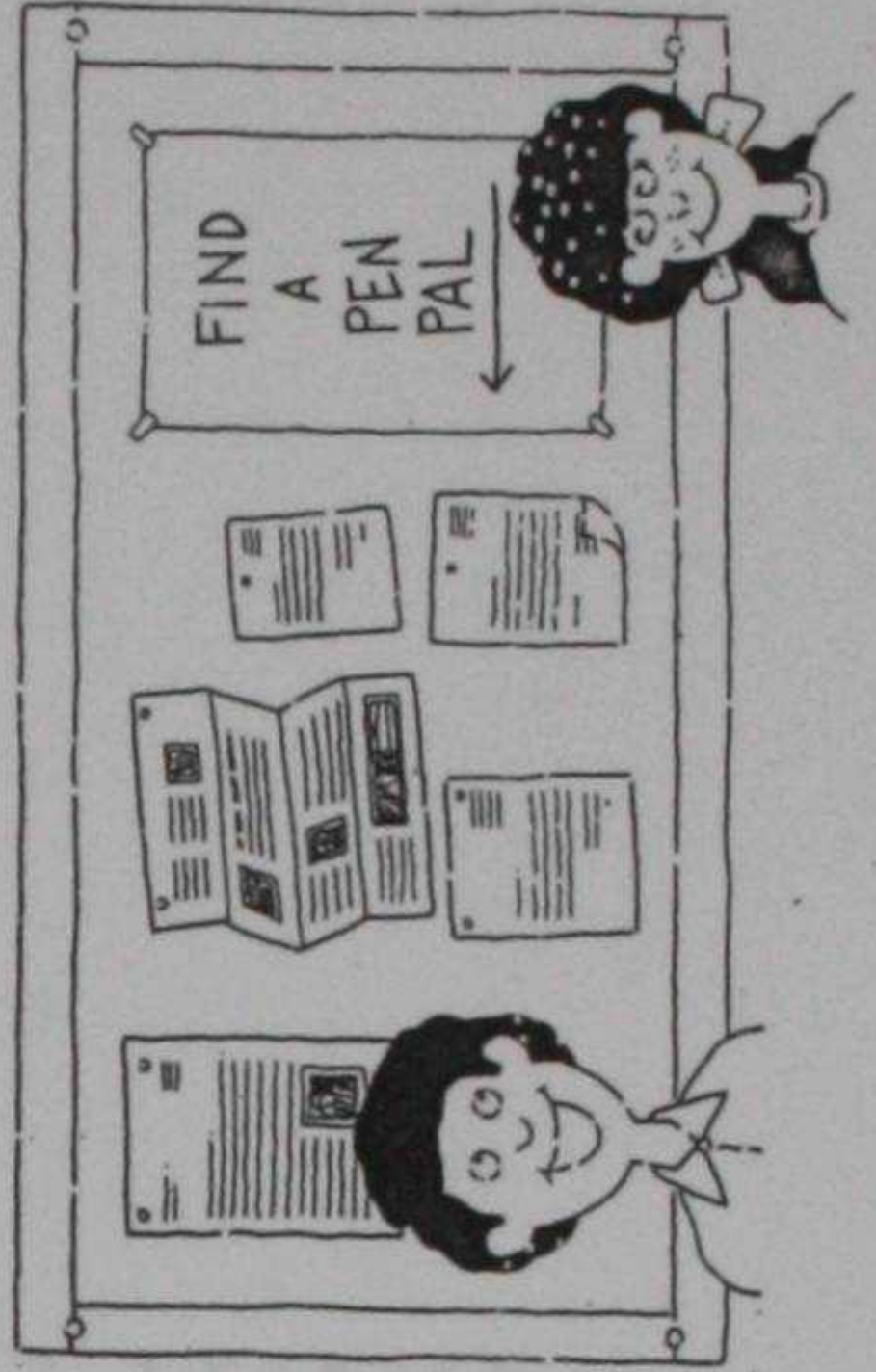
Pets: \_\_\_\_\_

Favorite music: \_\_\_\_\_

Favorite sports/teams: \_\_\_\_\_

C- Design your own personal data bank, and fill it out.

D- With your classmates, write a letter asking for pen friends or answer one of the letters on the previous page and display it on the wall.

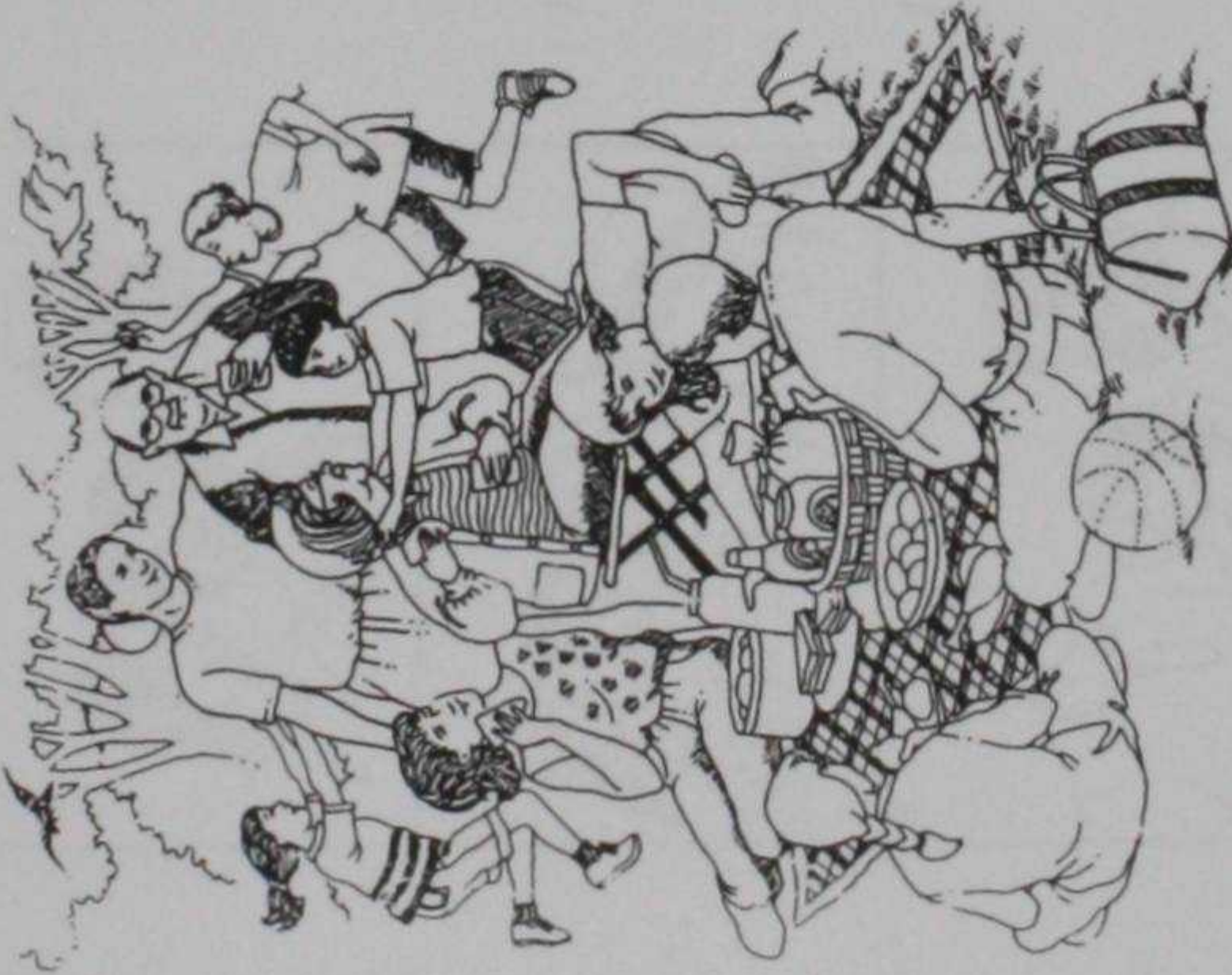




HAVE FUN UNITS  
BOOK 2



# UNIT 1

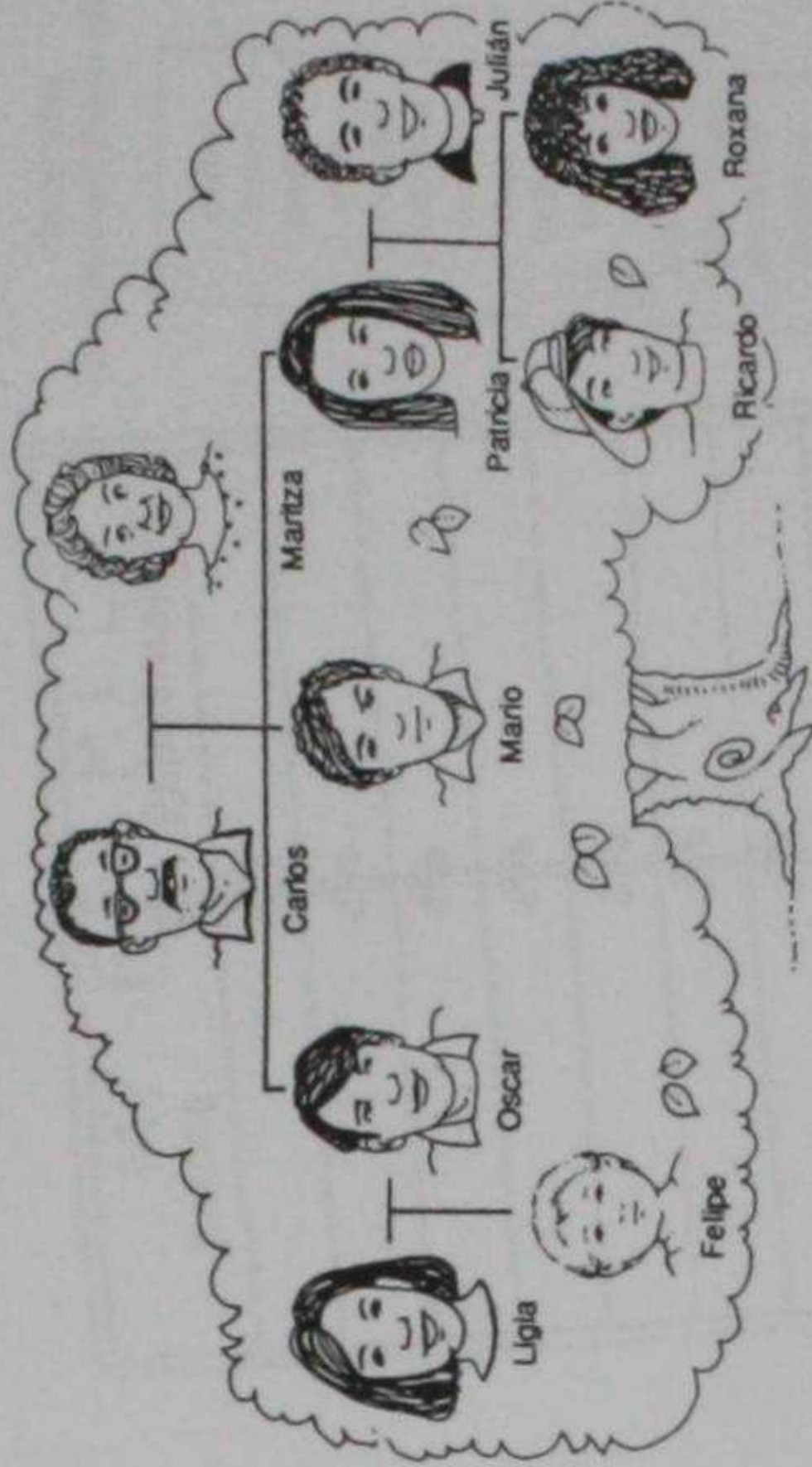


I can identify  
the members of my family

## GET READY!



A. Look at this family tree and complete what the people below are saying with the appropriate names.



Hello. My name is Mario López. I have quite a small family: my mother and father, Martza and one sister, and one brother, He's married to my sister-in-law, and they have a baby boy, My sister, Patricia, and my brother-in-law, have two children, and So, I have two nephews and one niece.



Hi there! I'm Roxana. is my mom, and my dad's name is and I've got one older brother, and I have just two uncles and an aunt, and and My grandparents are and and I love them because they're so kind to me. I also love playing with my cousin, He's such a cute baby!









C. Ask your partner these questions and write her/his answers below.

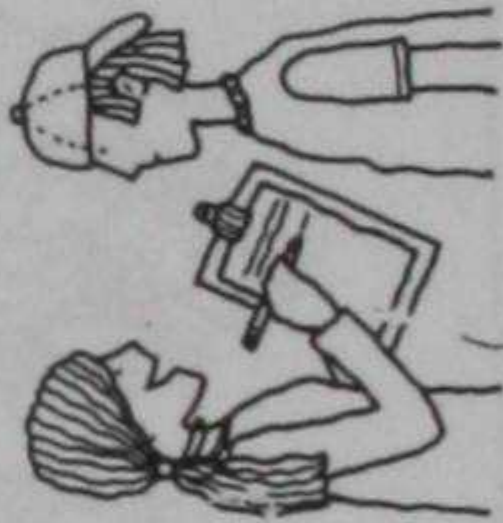
- What's your name?
- What are your mother's and father's names?
- And your grandmother's and grandfather's names?
- How many brothers and sisters do you have?
- How many uncles and aunts?
- Do you have any cousins? How many?

My partner's name is \_\_\_\_\_ and \_\_\_\_\_  
 Her/His mom and dad are \_\_\_\_\_ and \_\_\_\_\_  
 and she/he is \_\_\_\_\_'s and \_\_\_\_\_'s grandson/granddaughter.  
 \_\_\_\_\_ has \_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s).  
 She/He also has \_\_\_\_\_ uncle(s), \_\_\_\_\_ aunt(s) and \_\_\_\_\_ cousin(s).



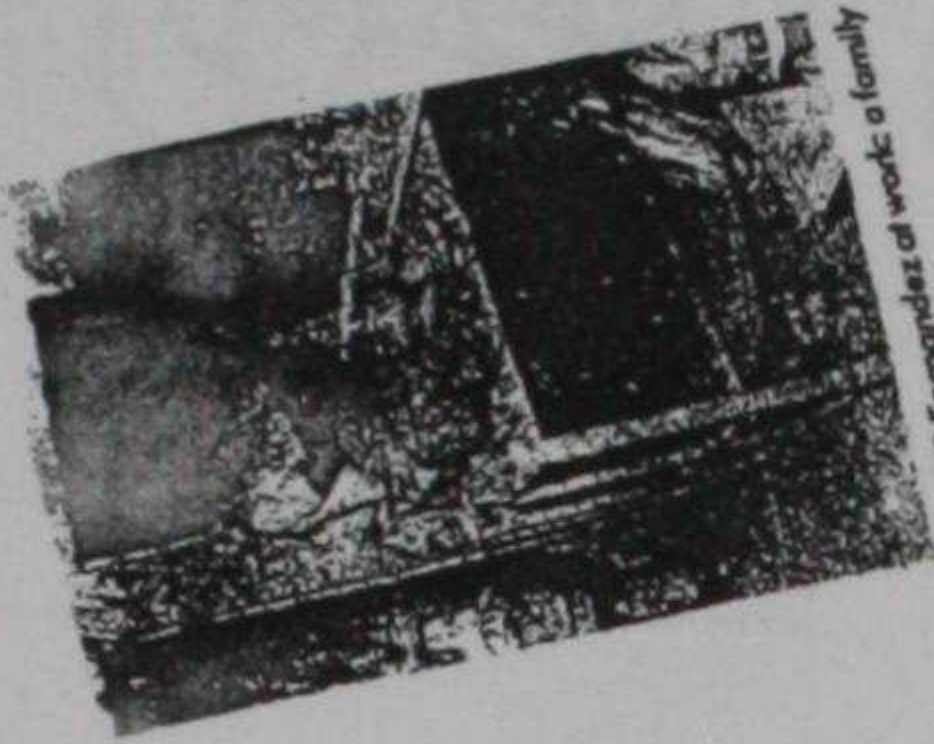
- D. 1. Read the report to your partner.  
 2. Ask each other questions like these to get more information.

What does your mom/dad do?  
 What are your brothers' and sisters' names?  
 How old are they?  
 Which uncle/aunt do you like best? Why?  
 Or: Who is your favorite \_\_\_\_\_?  
 Where does she/he live?.....etc.



E. Read the text and write in the boxes below the family members mentioned.

## Santa Ana Famous for Its Ceramics



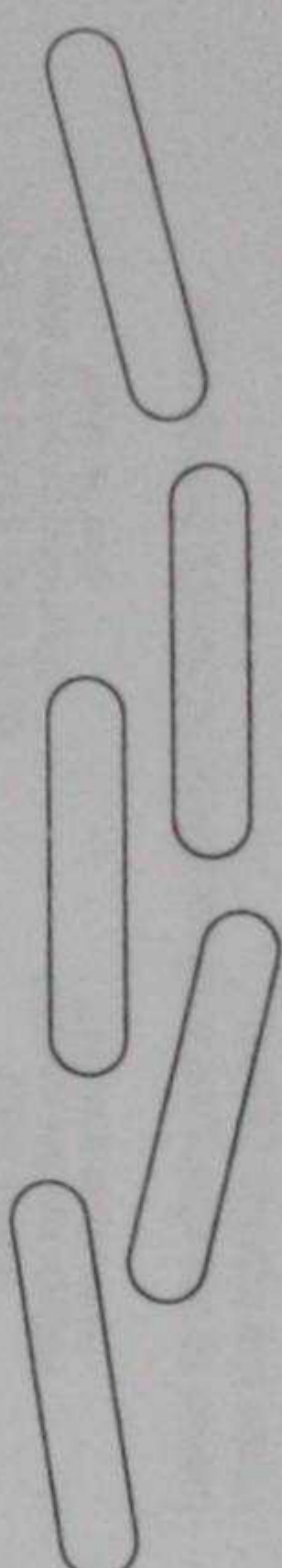
POTTER Fernandez at work: a family enterprise.

ONE of the reasons people visit Santa Ana is to buy ceramics, and Mario Fernandez, the jolly proprietor of Ceramica Santa Ana, cheerfully explains how he learned his trade while he balances on a board, systematically tripping the right foot on the old-fashioned kick-wheel turning out clay bowls with surprising rapidity.

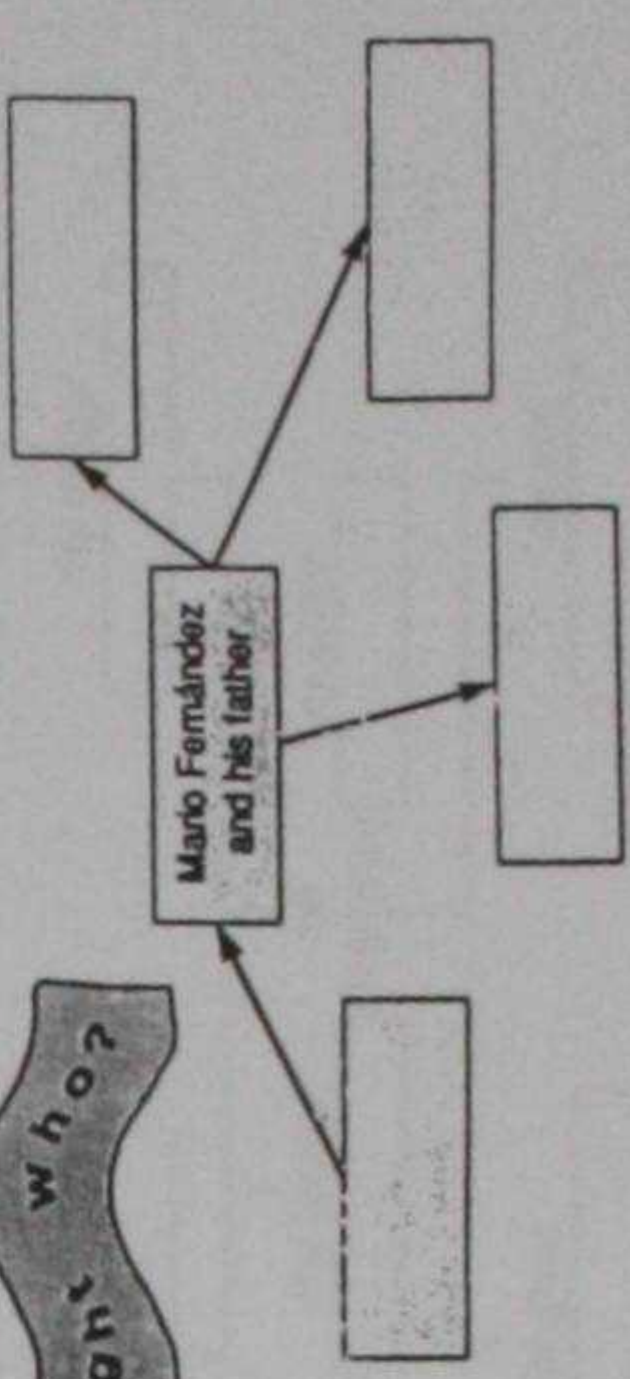
"My father and I worked for two years in a San Jose factory, owned by a man from Colombia," says Fernandez. "A subterranean factory in San Jose, but we came to Santa Ana because of the good clay in Villa Ca-

Fernandez further explains that after moving to Santa Ana, he taught his brothers, and other others learned the art. Now there are 30 independent factories in the area, with some 150 people involved in producing ceramics.

"All my six children work here," he grins, "and my wife too. I have other apprentices - it's one of the few occupations where there are still apprentices."



F. Complete this diagram.








# LET'S DO IT!



A. Choose one of the cards below and follow the instructions on it.

**1**

Look at the picture and read the text.



This is Rodney Soto and his two sons, Roberto and José. They live in Puntarenas. Roberto is 14 years old and José is 13. Both love surfing. Roberto likes rap music but José prefers salsa. Rodney is a doctor at a private clinic. His wife is a doctor too. They also have a daughter.

Please don't look at your partner's card!

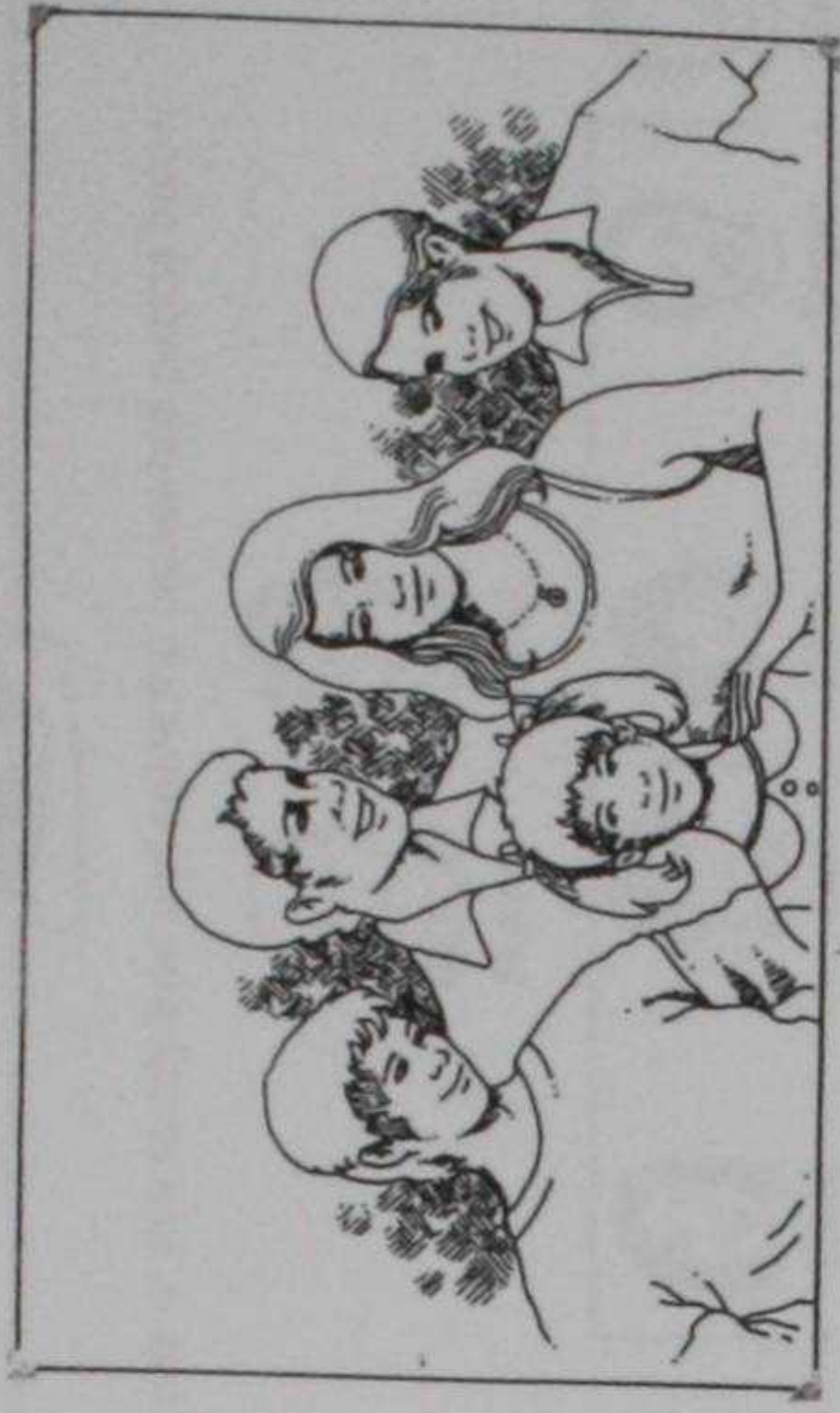
**2**

Look at the picture and read the text.



This is Marta Vargas and her daughter, Laura. Marta works for the Caja Costarricense de Seguro Social. Marta and her husband have three children, Laura and two teenage sons. Laura is 10 years old. She plays volleyball and is a big Tom Cruise fan.

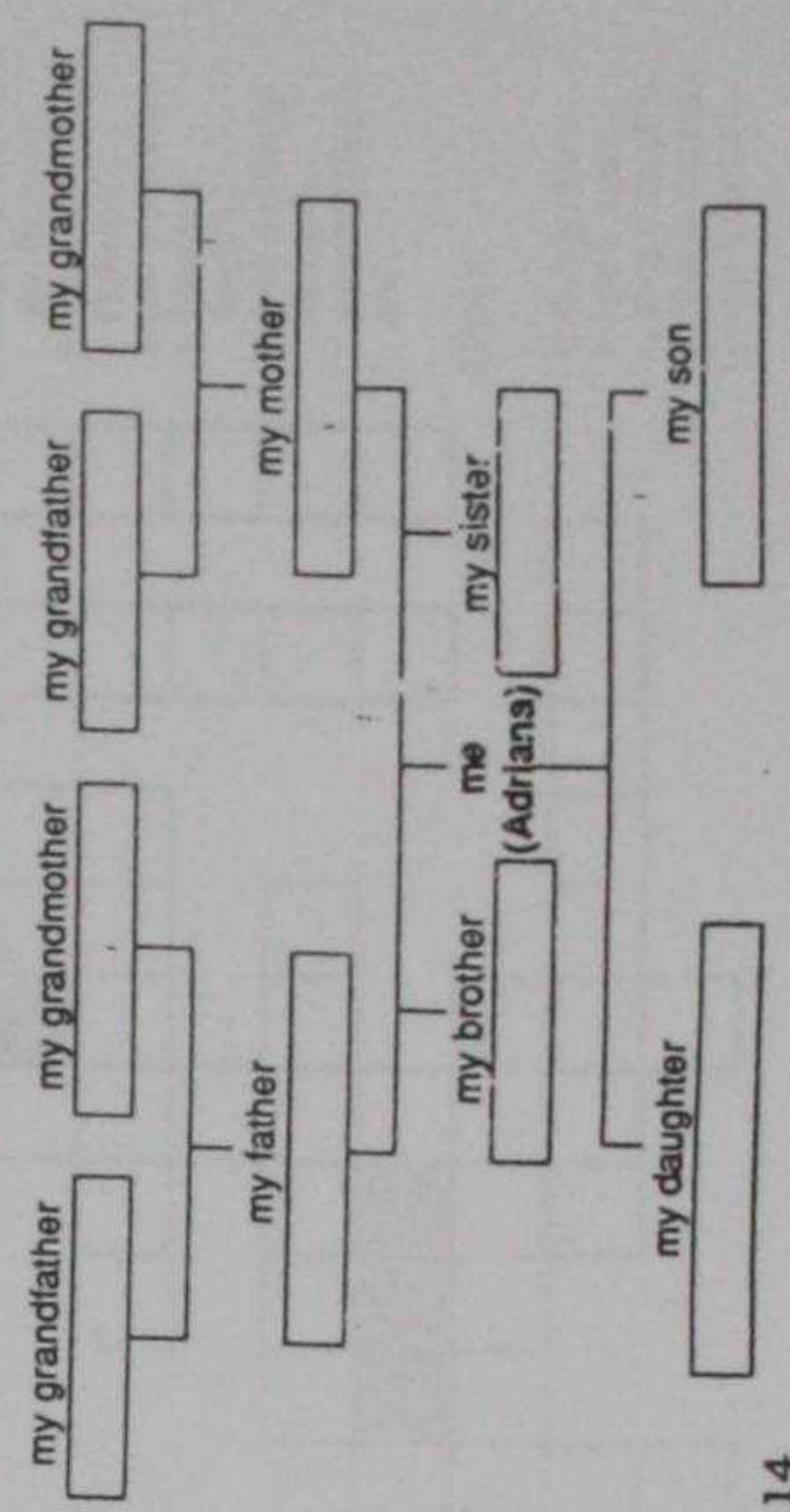
B. Look at this picture and find out about the people you do not know.



Ask questions like these:

- Who's this?
- Who's that?
- What's her/his name?
- How old is she/he?
- What does she/he, do?
- What does she/he like doing?
- What kind of music does she/he like?

C. Listen to the dialogue and complete Adriana's family tree. Write the names below.





D. Read about these two families.



This is the Ramirez Alvarez family. They live in Pavas, San José. Marcos and Ana have six children.

Next year their eldest son, Jorge, will graduate from university with a degree in Medicine.

Ana, Melvin and Danny are high school students. Alex is at primary school and Jessica goes to kindergarten.

Grandpa Enrique has stayed with the family since his wife died.

The young man with glasses is Ana's cousin, William. He is from Coto 47 but is staying with the family while he attends university.

Other cousins, uncles and aunts often get together with the Ramirez Alvarez family to have fun and help each other out when they have problems.

E. Talk to your partner.

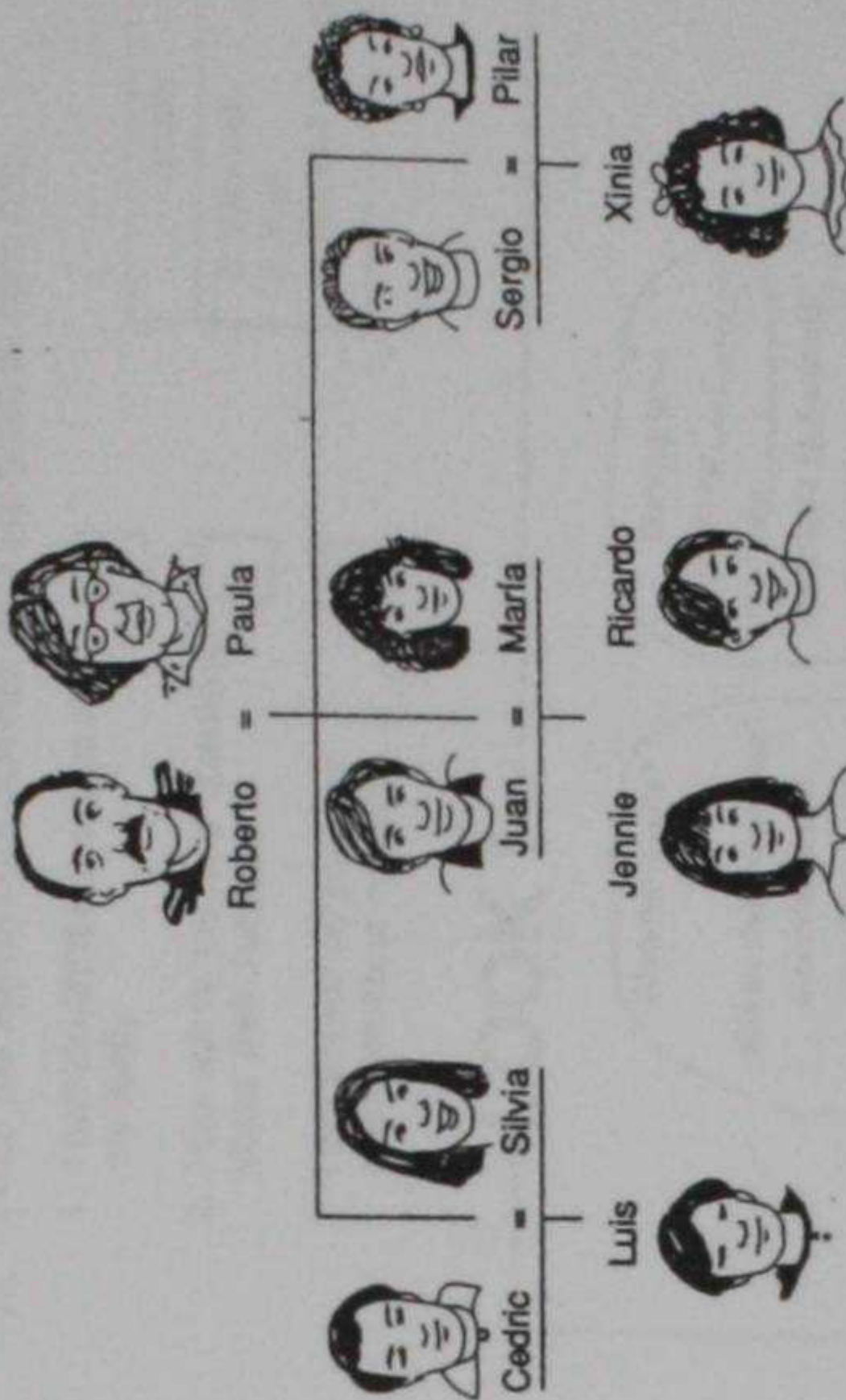
- How do the Hermanson and Ramirez Alvarez families differ from each other?

- the number of people
- the number of children
- the ages of the children
- what they do
- where they live
- how often they see each other

# HAVE FUN!



A. Look at this family tree and solve the crossword puzzle below.



Crossword puzzle grid with numbered squares:

ACROSS

- Roberto and Paula are Ricardo's...
- Paula is Roberto's...
- Luis is Jennie's...
- Roberto is Sergio's...
- Juan and Sergio are Luis's...
- Juan and Sergio are...

DOWN

- Xinia is Pilar's...
- Luis is Juan's...
- Silvia is Sergio's...
- Silvia is Ricardo's...
- Luis is Cedric's...

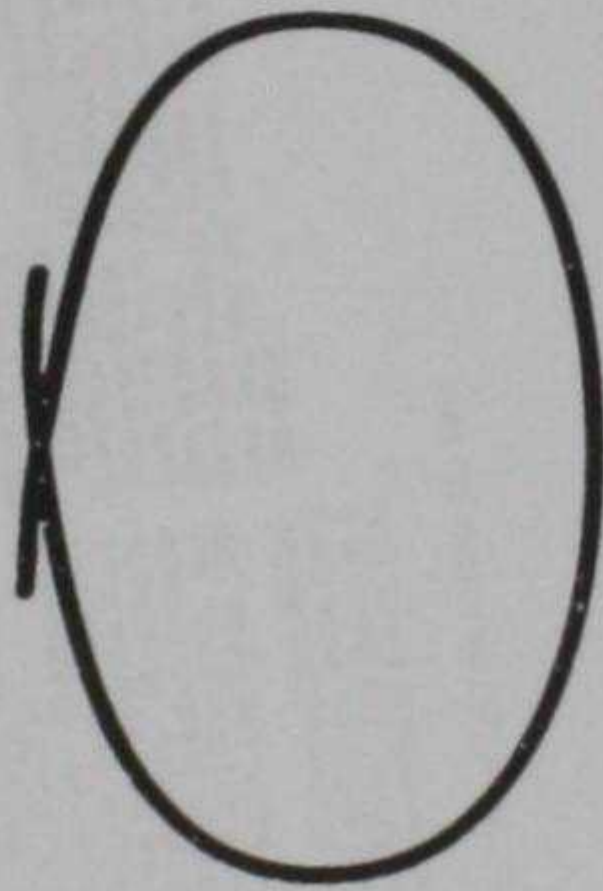




# GO FOR IT!

A. Answer these riddles about the family.

Who is my mother's daughter that is not my sister?



Two fathers and two sons went fishing. Each of them caught one fish. However, the total number of fish was only three. How is this possible?

\* Can you make up a new riddle?



B. Make separate puzzles like the one here starting with the same family member word. Then compare your results.

N I  
 C B R O T H E R  
 U S I  
 N E P H E W I F E



# LET'S CHECK!

A. Write the appropriate number from the scale in each box.

1. I can identify the members of my family.
2. I can ask my partners' questions about their families.
3. I can answer my partners' questions about my family.

Scale	
3	Very well
2	Well
1	Not well enough

## LOOK!

Who's that *he/she*?

Who are these people *they*?

How old is *he/she*?

How old are *they*?

What's his/her name?

What are their names?

Where does *he/she* live?

Where do *they* live?

How many brothers do you have?

How many sisters does *he/she* have?

That's my father.

He's / She's my \_\_\_\_\_

They're my \_\_\_\_\_

He's / She's 13 (years old).

They're 50 (years old).

He's Marvin.

They're Mario and Jennie.

He/She lives in Puriscal.

They live in Puntarenas.

I have 2 brothers.

He/She has 3 sisters.

mother (mom)	} parents	brother	brother-in-law
father (dad)		sister	sister-in-law
grandmother	} grandparents	cousin	godmother
grandfather		niece	godfather
son		nephew	stepmother
daughter		uncle	stepfather
		aunt	fosterparents
		children	
		wife	
		husband	
		grandson	
		granddaughter	
		mother-in-law	
		father-in-law	



# UNIT 5

An updated schedule of buses in the country

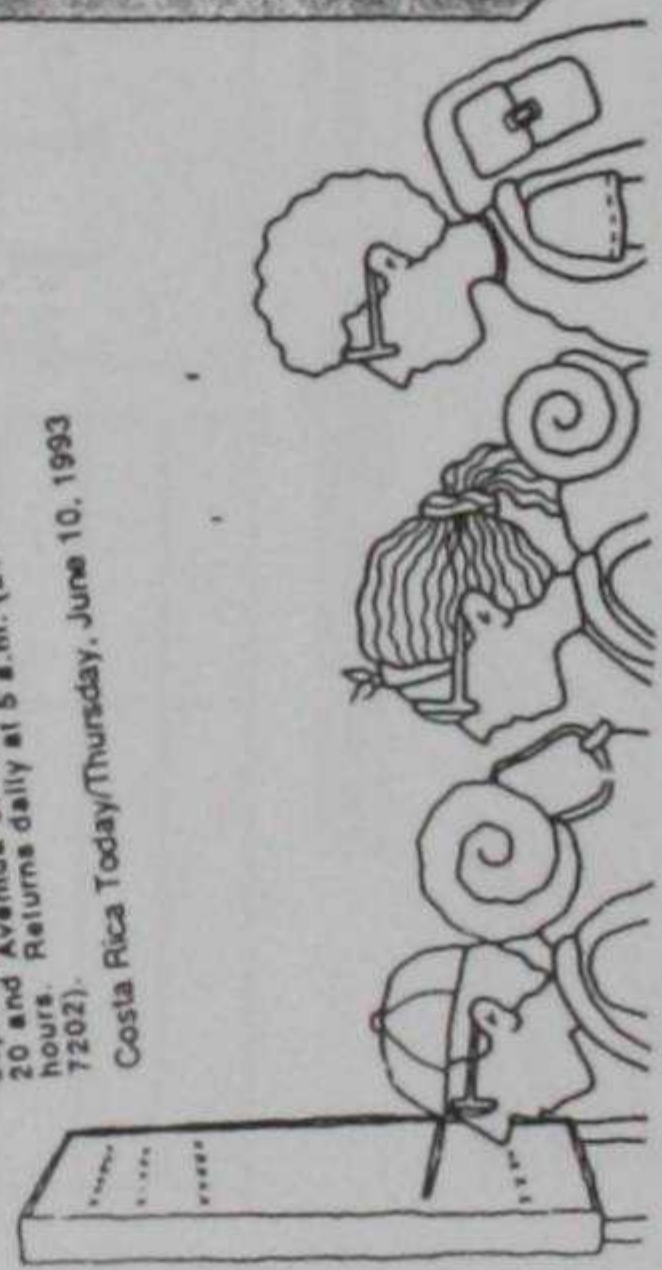
San José to La Cruz/Peñas Blancas leaves daily at 5 a.m., 7:45 a.m., and 4:15 p.m. from Calle 14 between Avenidas 3 and 5. 176 miles in 5 hours. This is the bus to the Northern Border, and Santa Rosa National Park. (get off at Pura Naranjo Trail-13 km). Returns daily at 11 a.m. and 3:30 p.m. (24-1968).

San José to Flamingo/ Brasillito/ Petrero leaves daily at 8 a.m. and 10:30 a.m. from Calle 20 and Avenida 3. 192 miles in 6 hours. This bus also goes to Matapalo Beach. Returns daily at 9 a.m. and 2 p.m. (21-7202).

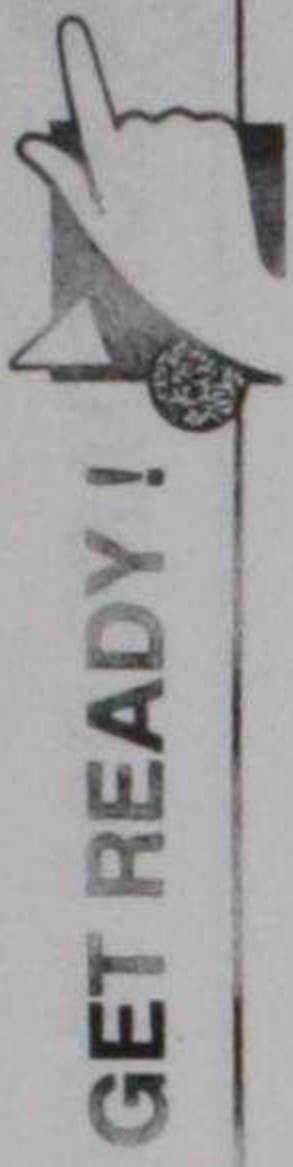
San José to Flamingo/ Santa Cruz to Flamingo/ Brasillito/ Petrero leaves daily at 6:30 a.m. and 3 p.m. from the main station in Santa Cruz. 38 miles to Petrero. Conchal Beach is in walking distance from Brasillito. Returns daily at 9 a.m. and 5 p.m. (68-0392).

San José to Junquillal Beach departs daily at 2 p.m. from Calle 20 and Avenida 3. 179 miles in 5 hours. Returns daily at 5 a.m. (21-7202).


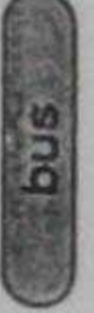




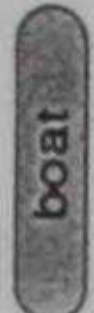

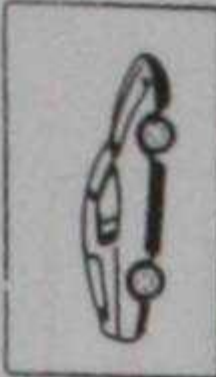

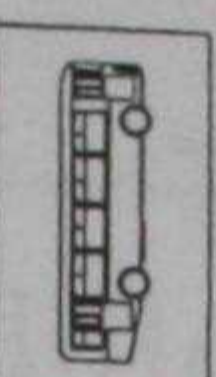


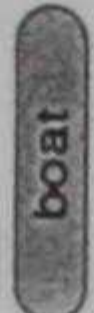
Costa Rica Today/Thursday, June 10, 1993



I can understand daily routines and use travel schedules



A. Match the pictures and names of means of transportation.

B. Write other means of transportation used in your city/town.

\_\_\_\_\_

\_\_\_\_\_

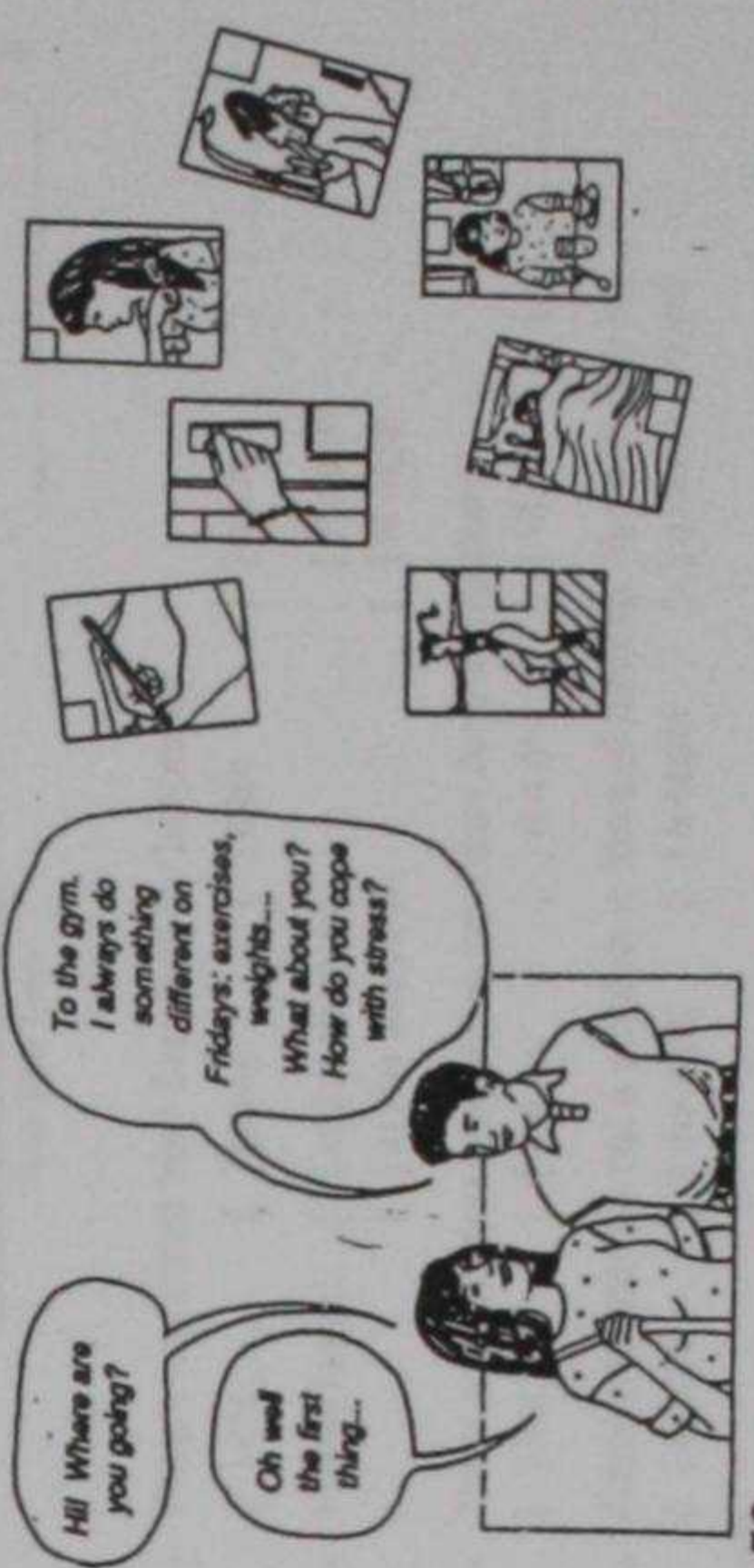
\_\_\_\_\_

C. Look at the pictures and order them according to the conversation you hear. Write the numbers 1-2-3-4-5-6-7.

Hi! Where are you going?

Oh well the first thing...

To the gym. I always do something different on Fridays: aerobics, weights... What about you? How do you cope with stress?







# TIME FOR PRACTICE

D. Write the actions below in the order you do them. Ask a partner about his/her daily routine. Complete both charts.

go to bed

does homework

has supper

come back home

do homework

wake up

have supper

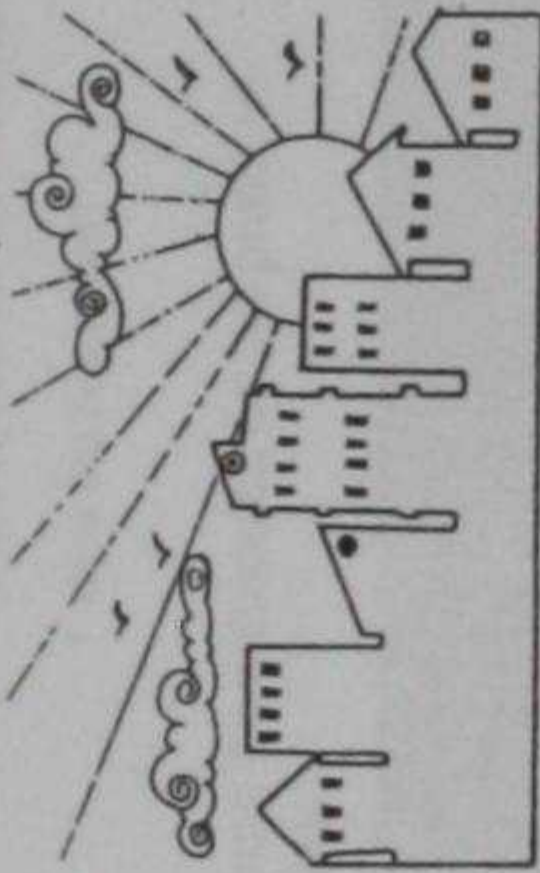
go to school

goes to bed

have breakfast!

**My daily routine**

I wake up	at 5:30 a.m.	



**My partner's daily routine**



She/he wakes up	at 5:00 a.m.	

Ask:

- When do you wake up?
- What time do you have breakfast?
- At 5 a.m.
- At 6 a.m.

A. Read the schedules and information and check the right boxes below.



**Buses (1 stop)**

Quepos- San José	5:00 am	7:00 am
San José- Quepos	8:00 am	10:00 am
	2:00 pm	4:00 pm

**Local Public Buses**

Quepos- Manuel Antonio- Quepos	6:10 am	1:00 pm
	7:30 am	2:30 pm
	8:30 am	3:30 pm
	9:30 am	4:30 pm
	11:30 am	5:30 pm

**Non-stop Buses**

Quepos- San José	6:00 am	6:00 am
San José- Quepos	12:00 noon	12:00 noon
	5:00 pm	6:00 pm

**Air Service**

<b>Sansa</b>	Quepos- San José	8:30 am	3:30 pm
<b>Travel Air</b>	San José- Quepos	8:40 am	11:50 am

Costa Rica Today

**Technical Information**

- Name: Manuel Antonio National Park.
- Location: Puntarenas Province, Pacific Coast, 7 kms. south of Puerto de Quepos.
- Size: 683 hectares.
- Access: There is an airplane, coach and taxi service between San José and Quepos, and a coach and taxi service between Quepos and Manuel Antonio. The land route via San José-Atenas-Herradura-Jaco-Parrita-Quepos-Park Headquarter is 174 kms. of partly paved and partly flagstone road.
- Accommodation: Camping is not allowed in the park. There are hotels, restaurants, markets and octopus stalls in Quepos. There are hotels, cabins, guesthouses and restaurants in Manuel Antonio. There are also private campgrounds.

• People can travel from San José to Quepos by...

- [ ] car [ ] plane [ ] train [ ] boat [ ]
- Planes leave... [ ] in the morning [ ] at noon [ ] in the afternoon [ ] at night

• There are also non-stop buses from San José to Quepos at...

- [ ] 5 a.m. [ ] 6 a.m. [ ] 8 a.m. [ ] 12 noon [ ]

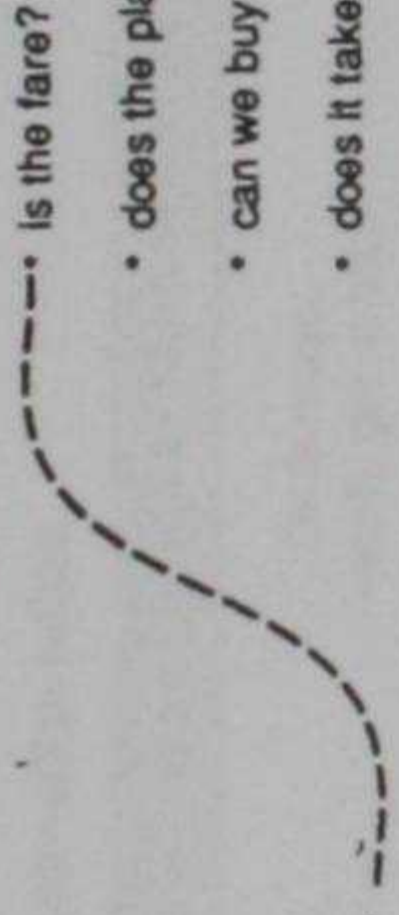
• Accommodation is not a problem in Manuel Antonio. You can stay in...

- [ ] a hotel [ ] the park [ ] a cabin [ ] a camp ground



**B. Join the boxes below to make questions.**

- does the plane leave from?
  - do buses go to Manuel Antonio?
- What time •
- When •
- Where •
- How long •
- How much •
- How far •
- How •
- How often •

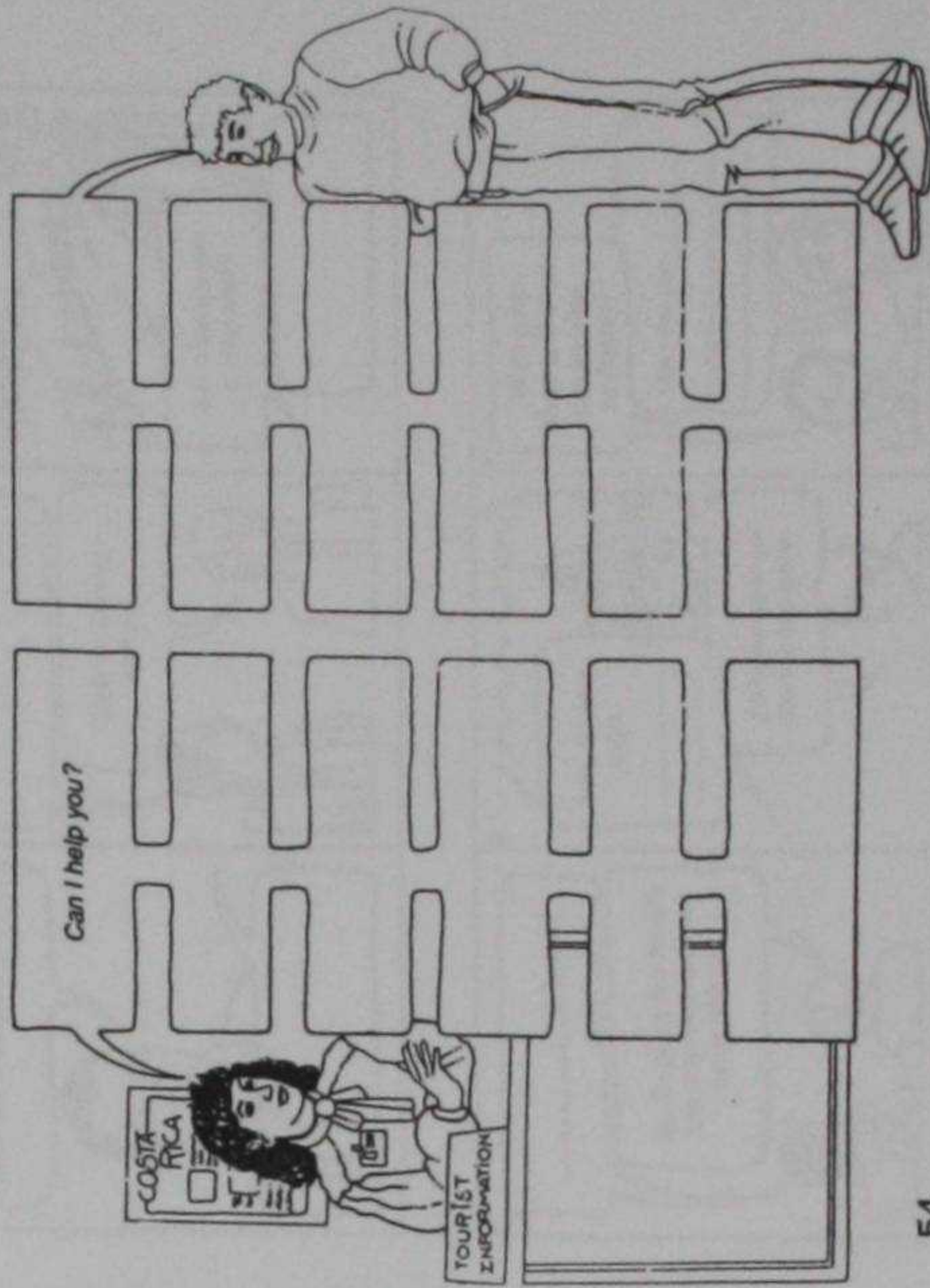


**D. Arrange this conversation in the correct order. Write it down in the globes below.**

- You're in luck, there's just one seat left.
- How much is the fare?
- That's really quick. Are there any seats for the 8 a.m. plane tomorrow?
- Can I help you?
- Oh, planes are that cheap? What time do they leave?
- Well, you can go by bus or plane.
- Just fifteen minutes.
- Yes, I need information about traveling to Quepos.
- It's €600 by ordinary bus, €800 by non-stop bus and €1,500 by plane.
- And how long does the journey take?
- One leaves at 8:00 a.m. and another at 3:00 p.m.
- Great, I'll take it.

**C. Ask each others questions about the schedules on the previous page. Complete the chart below.**

From:	To:	Means of transport	First departure	Last departure	Frequency
Quepos	Manuel Antonio	Local			Every hour
Manuel Antonio	Quepos	Public Buses	6:10 a.m.		
San José	Quepos	Non-stop buses		3:00 p.m.	
Quepos	San José	Travel Air	5:00 a.m.		
					6:00 p.m.







# LET'S DO IT!

A. Read the information below.

## A day in the life of Martina and John



On Sundays, I usually get up late, have breakfast in bed and listen to music. After that I often go to the gym and do aerobics.

Sometimes I go to the beach. I don't usually go shopping and I never cook or clean.

My husband, John, usually gets up early and jogs around the park.

Sometimes he goes to the gym with me, but he never goes to the beach because he just hates the sun and sand.



B. Write about a typical day in your life. Tell each other about that day.

On \_\_\_\_\_ I usually \_\_\_\_\_ I often \_\_\_\_\_  
Sometimes I \_\_\_\_\_  
I don't usually \_\_\_\_\_  
I never \_\_\_\_\_



C. Write down your partner's activities. Join another pair and tell them about your partner.

D. Complete this conversation with appropriate questions or answers.

Man: Hello, Alvaro. Why are you so happy?  
 Alvaro: Classes finish on Friday and I'm going on vacation.

Man: Where are you planning to go?  
 Alvaro: Early on Sunday morning.  
 Man: And when are you coming back?

Man: ? By bus?  
 Alvaro: No, I'm going in a friend's car. Hey, why don't you come with us?  
 Man: Sure, I'd love to go.  
 Alvaro: I think we could get there in two hours.  
 Man: That's great. Where and when can we meet on Sunday?  
 Alvaro: O.K., see you \_\_\_\_\_





E. Ask each other questions about these plane timetables.

**KLM**  
20-4111  
Amsterdam - 5:35 p.m. Sunday;  
7:05 p.m. Thursday  
Curaçao - 5:35 p.m. Sunday; 7:05  
p.m. Thursday

**LACSA**  
31-0033  
Acapulco - 1:45 p.m. Tuesday and  
Saturday; 1:45 p.m. Friday and  
Sunday  
Barranquilla, Colombia - 1:45 p.m.  
Tuesday, Friday and Saturday  
Cancun, Mexico - 12:30 p.m. daily;  
1:45 p.m. Wednesday, Friday and  
Sunday  
Caracas, Venezuela - 1:45 p.m.  
daily  
Guatemala City - 12:30 p.m. daily;  
1:45 p.m. Monday, Wednesday, Fri-  
day and Sunday  
Guayaquil, Ecuador - 5 p.m. Thurs-  
day and Saturday; 3 p.m. Sunday  
Lima, Peru - 5 p.m. Monday and  
Friday; 1:30 p.m. Wednesday and  
Saturday

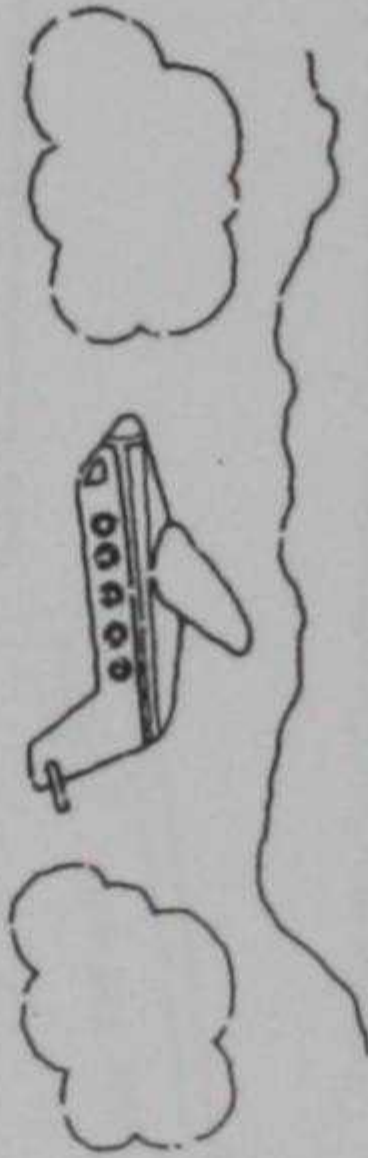
**LTU**  
33-3466  
Düsseldorf - 5:45 p.m. Wednesday  
Munich - 5:45 p.m. Wednesday

**MEXICANA**  
22-1711  
Guatemala City - 11:55 a.m. daily  
Los Angeles - 11:55 a.m. daily  
Mexico City - 11:55 a.m. daily

**NICA**  
22-1744  
Guatemala City - 2:30 p.m. daily  
Managua - 2:30 p.m. daily  
Panama City - 10:30 a.m. daily  
San Salvador - 2:30 p.m. daily

**SAHSA**  
21-3774  
Belize - 6 a.m. Monday, Tuesday,  
Wednesday, Thursday and Satur-  
day  
Houston - 6 a.m. Tuesday, Wednes-  
day, Thursday and Saturday  
New Orleans - 6 a.m. Monday,  
Wednesday and Saturday

Costa Rica Today



Which airline(s) fly to \_\_\_\_\_ ?

Where does LACSA fly to? \_\_\_\_\_  
KLM \_\_\_\_\_

How many flights are there to \_\_\_\_\_ ?

How often does LACSA fly to \_\_\_\_\_ ?  
SAHSA \_\_\_\_\_

What time does the plane leave for \_\_\_\_\_ ?  
When \_\_\_\_\_

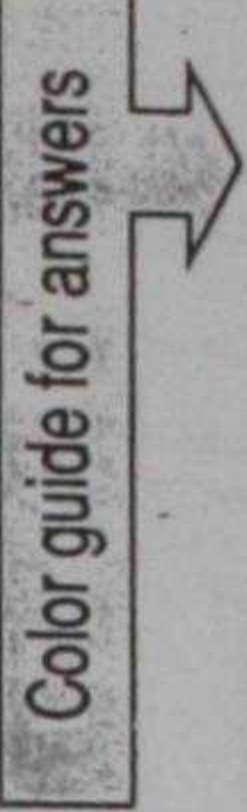
What time is the first plane to \_\_\_\_\_ ?  
last \_\_\_\_\_

# HAVE FUN!



A. Look at the front page. Find the answers to the questions below and color them in the box.

H	M	B	U	S	1	9	2	M	I	L	E
C	A	L	L	E	F	2	3	0	P	M	S
P	T	A	V	2	S	A	M	A	R	A	B
U	A	2	8	0	A	N	D	A	V	E	N
N	P	2	1	7	2	0	2	T	R	A	I
T	A	2	S	I	X	H	O	U	R	S	D
A	L	7	5	O	N	I	C	O	Y	A	A
R	O	B	E	A	C	H	D	A	I	L	3
E	N	A	S	1	3	K	M	S	F	Y	P
9	A	M	5	H	O	U	R	S	5	A	M



1. Amount of time the journey from San José to Flamingo takes.....RED
2. Where the bus to Junquillal Beach departs from .....GREEN
3. Other place the San José - Flamingo bus goes.....YELLOW
4. Telephone number of the San José - Nicoya bus company.....PINK
5. Time the first San José - La Cruz bus leaves .....ORANGE
6. The names of 4 places .....BLUE

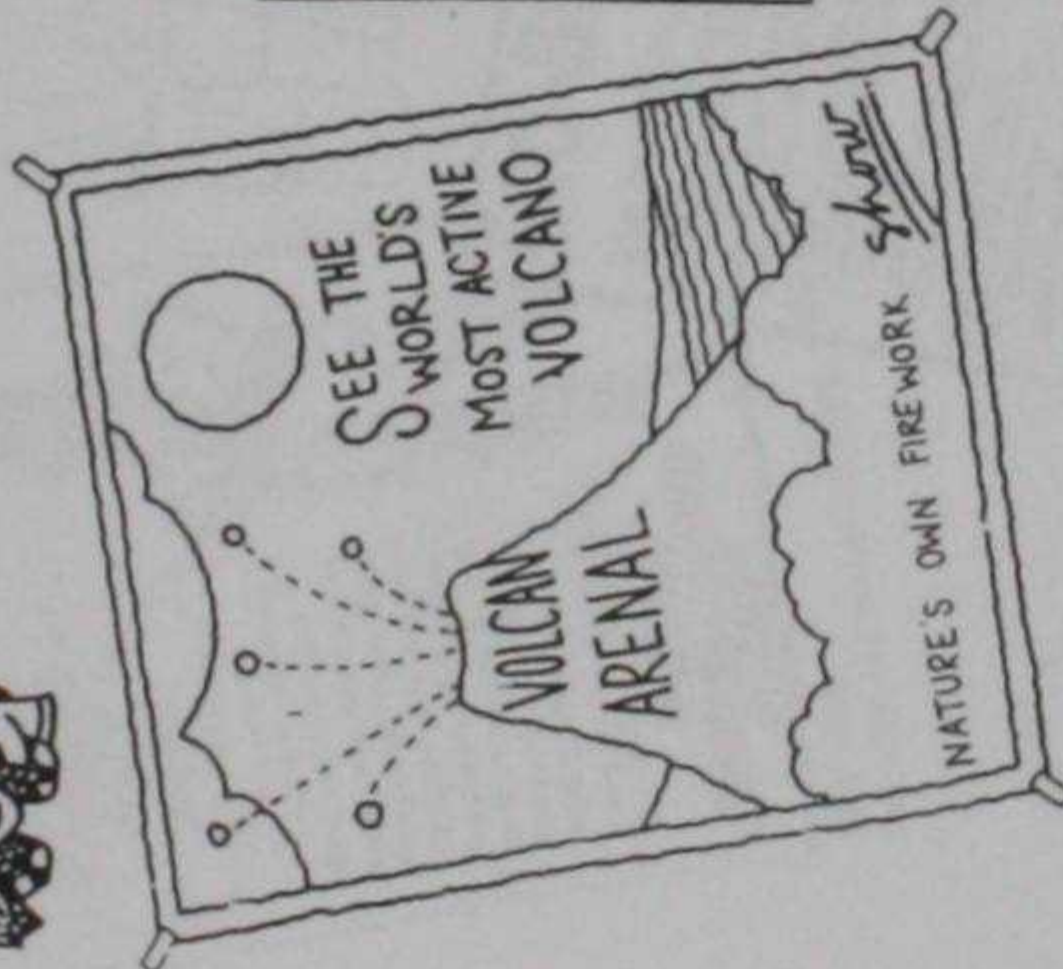




# GO FOR IT!



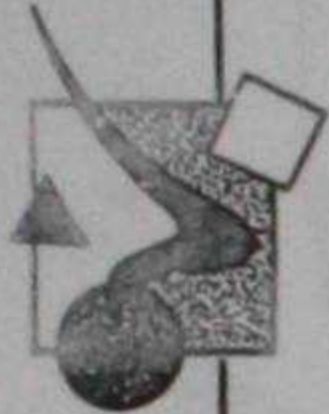
A. Look at the ad and the timetable.



Public Buses		
	Departures	Arrivals
San José - Arenal	7 a.m. 9 a.m. 11 a.m.	10:30 a.m. 12:30 p.m. 2:30 p.m.
Arenal - San José	1 p.m. 3 p.m.	4:30 p.m. 6:30 p.m.



B. Choose any tourist attraction. Create an ad and write the travel schedule.



# LET'S CHECK!

A. Check the boxes [✓].

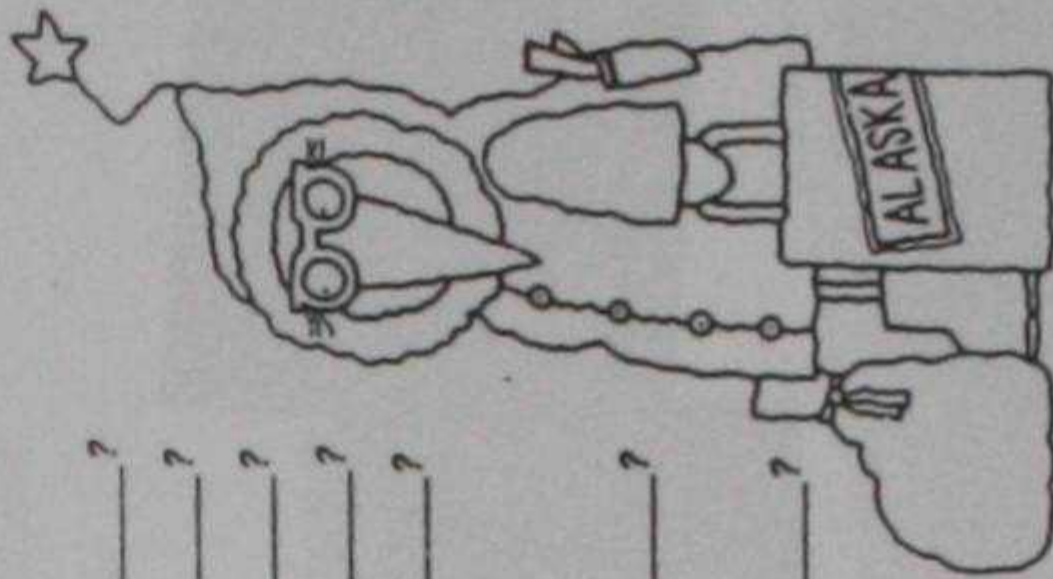
I can...

Very Well	Quite well	With some difficulty
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ask for information about means of transportation.
- give information about means of transportation.
- talk about my daily routine.
- ask someone about her/his daily routine.

# LOOK!

- When is the next train to \_\_\_\_\_?
- What time does the (train) leave for \_\_\_\_\_?
- (bus) arrive from \_\_\_\_\_?
- (plane) arrive in \_\_\_\_\_?
- How long does the journey take \_\_\_\_\_?
- How much is the fare?
- Where can we buy the tickets?
- How far is it from \_\_\_\_\_?
- Where does the bus leave from?
- How can we travel to \_\_\_\_\_?
- What do you usually do on Saturdays?



get up  
have breakfast  
take a shower

go to school  
do homework  
go to sleep

bus  
plane  
motorcycle

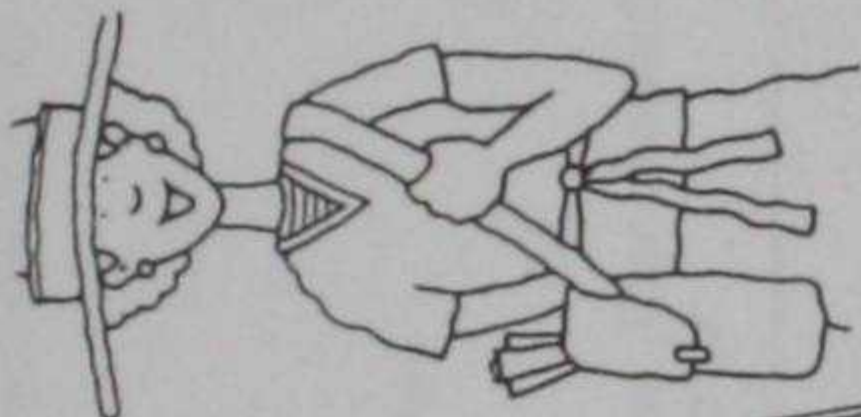
train  
ship  
bike

usually  
often  
quite

sometimes  
rarely  
often  
never



# UNIT 6



**JESEY & GUERNSEY**  
AUTUMN BARGAIN

**ISLAND BREAKS**

5 NIGHTS AWAY FROM £68\* PER PERSON

1 night in a charming island hotel (B&B) plus return cruise from Poole, all from just £68. That's 25% off our published holiday prices. You can extend your break at modest cost or opt for Hull Board at £6 a day. See your travel agent or phone.

**(0202) 667799**

**CRASH! CRASH! CRASH!**

Daily Mirror  
Saturday, September 19, 1992

**ECO-BIKE**

The Best Biking Experience

Combine Costa Rica's natural wonders with the benefits of mountain biking. Access to places such as:

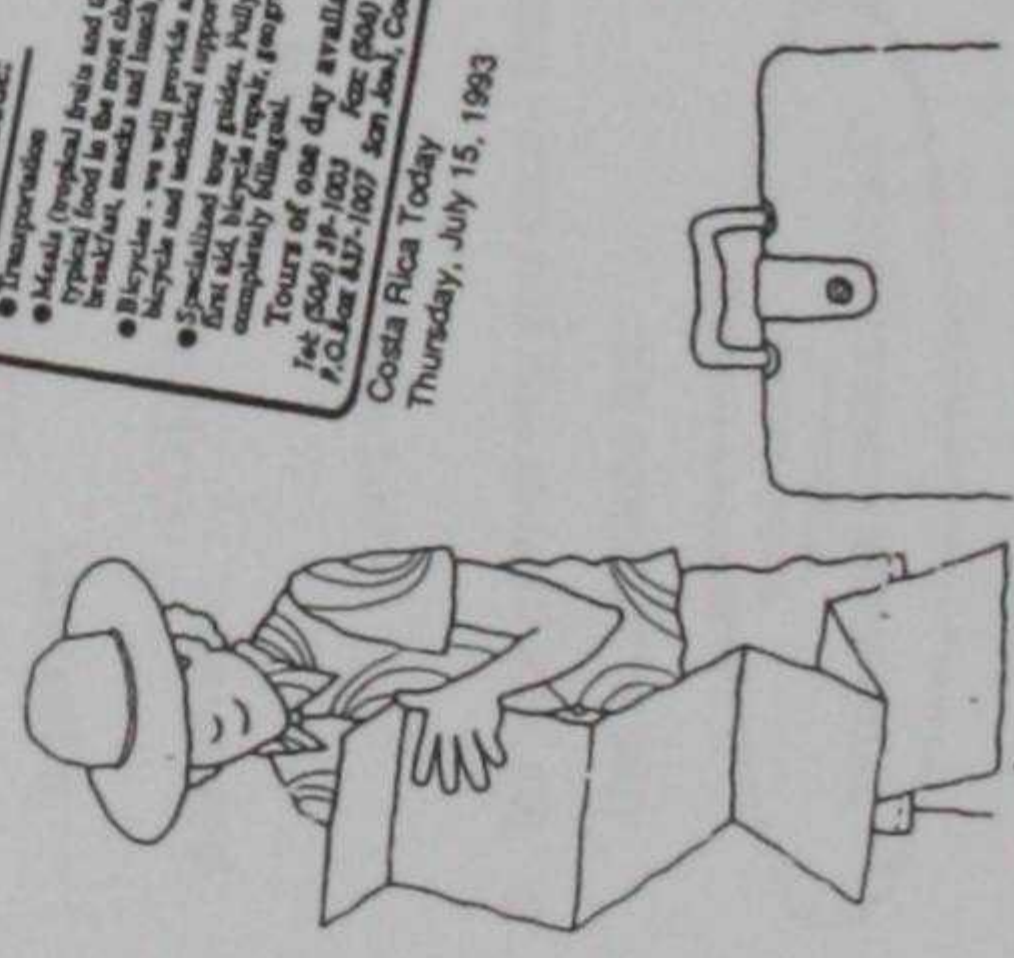
- Inca and Ruins, Volcanoes
- Beautiful Pacific Coast Beaches
- Mountainous surroundings & Central Valley

Our tours include:

- Transportation
- Meals (tropical fruits and the very best breakfast, snacks and lunch)
- Bicycles - we will provide an excellent bicycle and technical support
- Specialized tour guides. Fully trained in first aid, bicycle repair, geography and completely bilingual.

Tours of one day available  
Tel: (506) 39-1003 Fax: (506) 391341  
P.O. Box 837-1007 San José, Costa Rica

Costa Rica Today  
Thursday, July 15, 1993



I can describe my travel plans



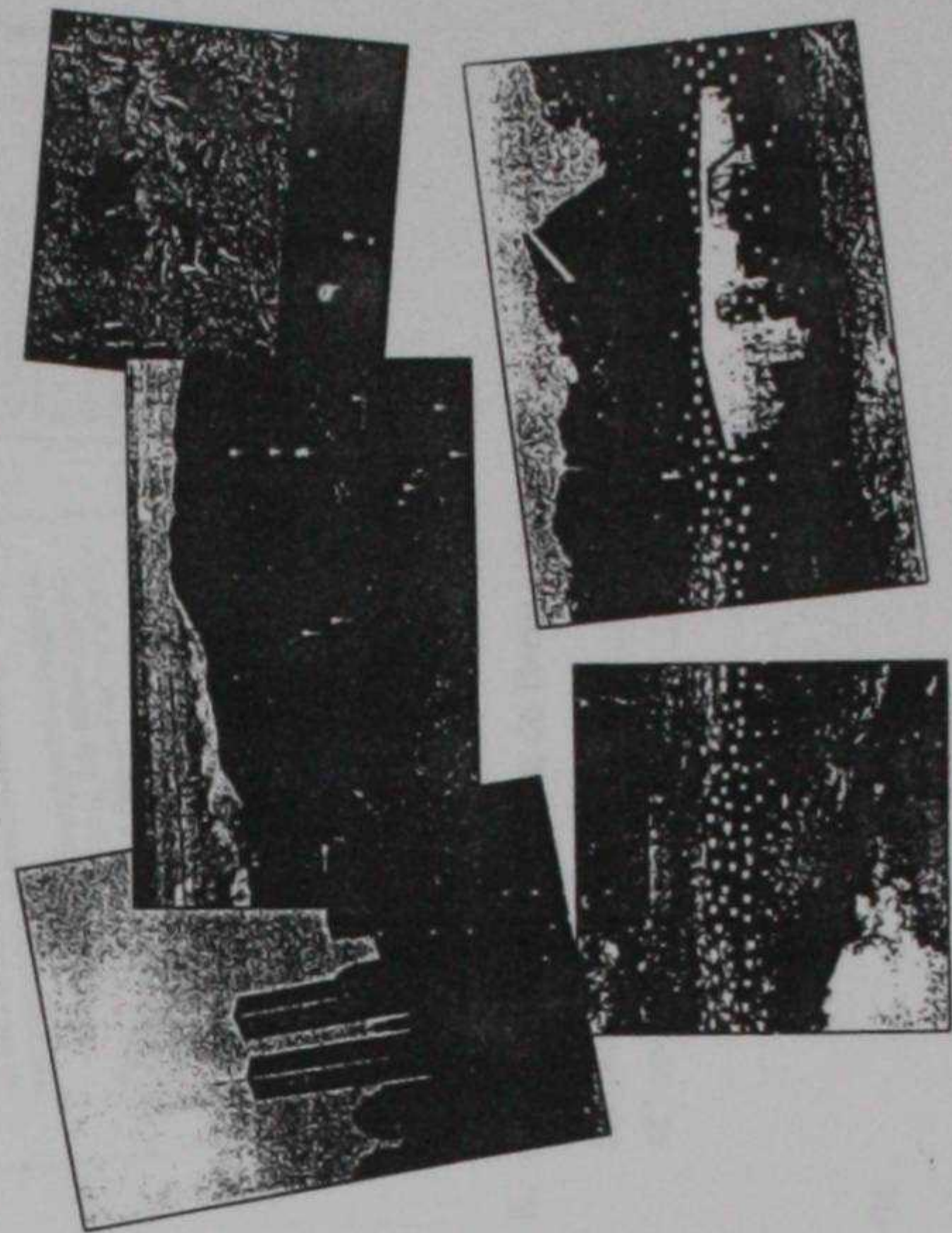
## GET READY!



A. Talk about the places in the pictures. Tell your partner which places you know, which is your favorite, where you would like to go etc.

Use expressions like:

- I've visited \_\_\_\_\_ last year.
- I went to \_\_\_\_\_ is my favorite place.
- I like \_\_\_\_\_ but I prefer \_\_\_\_\_
- I don't know \_\_\_\_\_
- I've never been to \_\_\_\_\_
- I'm going to \_\_\_\_\_ next year.
- I'd like to go to \_\_\_\_\_







# TIME FOR PRACTICE

B. Put in order from 1 to 6 the places you would like to visit most. Match the places with the activities you can do there.

- \_\_\_\_\_ Jacó Beach.
- \_\_\_\_\_ Arenal Volcano.
- \_\_\_\_\_ Miami.
- \_\_\_\_\_ Barra Honda Caves.
- \_\_\_\_\_ Santa Rosa National Park
- \_\_\_\_\_ Renventazón River

- walking  
shopping  
camping  
rafting  
caving  
surfing

C. Study the list of items below. Then choose the two most important ones you need to go:

to England	
camping	
to the beach	
climbing Mount Chimipó	

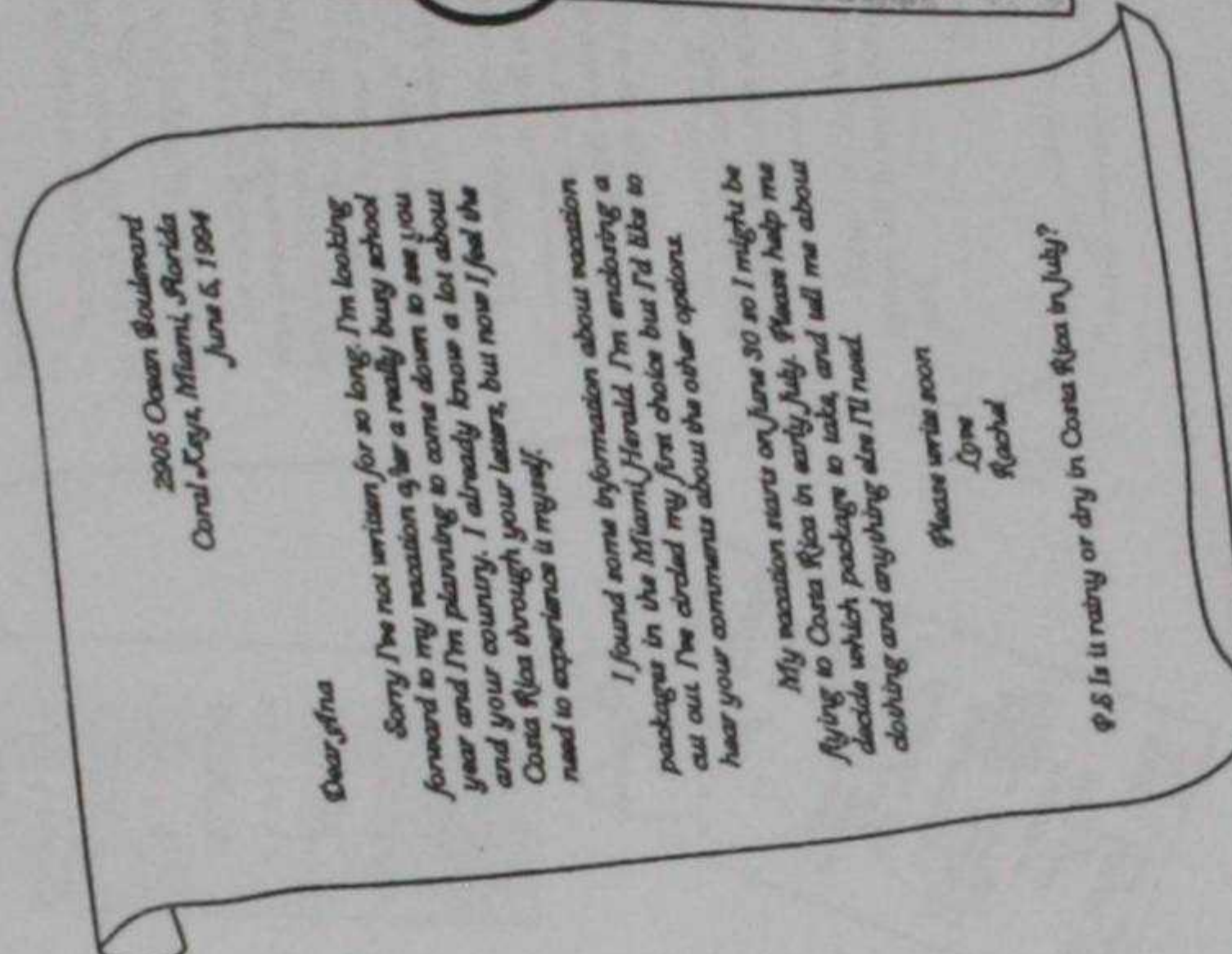
- candies
- a flashlight
- a jacket
- a bathing suit
- a warm coat
- pajamas
- hiking boots
- rope
- a tent
- sandals
- suntan lotion
- a passport
- tickets
- tennis shoes

D. Tell your partner why you chose those items.

Use expressions like:

"I think I need..."  
"Because..."  
"I'd take sandals because it is hot there."

A. Read the letter and the cutout.



**Costa Rica**

CITY/BEACH 6 NITS. \$ 489 PPOO.  
Air, All Trans, Tour, Hotel Tax Inland  
305-810-6663 \* 1-800-810-9449  
COSTA RICAN FANTASY TRAVEL

COSTA RICA FRM. \$399 Air/Ht  
Shirts, Fishing, Golf, Nature, Customized  
Pkgz. CLOUD ONE Avant  
Garde Tour Agency 305-773 \* (800)  
810-6663

COSTA RICA from \$399 Air/4 days  
hotel/nd tax/optional: Volcanos National  
Park, River Rafting, Beaches.  
Detravel 305-866-1454, 800-623-  
2597.

COSTA RICA from \$399 Air/Ht  
special offer. Includes hotel, transfer,  
roundtrip airfare \$359. WORLD  
ACCESS. 622-3330.

San José fr. \$388 dbl occ. R/T  
air/4days hotel/htl tax. Trans!  
Apt/Ht/Airt & breakfast opt river  
rafting - volcanos - fishing.  
QUALITY TOURS. 407-9777.

SAN JOSÉ \$379 PP Dbl Occ. RT air  
on Laccas the airline of Costa Rica &  
3nite hotel incl. taxes. Trans. Golden  
Destination 800 504-5070

Travel Section, Miami Herald, July 4, 1993

B. Look at the cutout. What do these abbreviations mean?

- NITS/mts \_\_\_\_\_ htl \_\_\_\_\_ (Others) \_\_\_\_\_
- All Trans \_\_\_\_\_ pp \_\_\_\_\_



C. Complete this chart with details from the cutout.

Name of Tour Company	Phone number	Length of tour	Price	Includes	Options
Quality Tours			\$388 double occupancy	Roundtrip airfare, hotel, taxes, transfers and breakfast	
	305-866-1454				Volcanoes National Parks river rafting beaches
World Access			\$359		
Put details of another company					



E. Complete this letter using information from the ads and words from the box below.

Light cotton  
rainy  
sunny  
umbrella  
Detravel  
sweater

Heredia, Costa Rica

Dear Rachel

I'm so excited to hear you're finally coming to see us. I think your choice of holidays is O.K.; however, also offers a good package. But you should try to stay longer, there is so much to do here.

I'm sending you a few ads to give you an idea of what you can do here. If you like cruising, say they'll give you "A Perfect Day". On the other hand, if you like fishing, offers pack-ages for the best view of the world's most active volcano. You could stay at many good beach hotels; you might try \_\_\_\_\_.

The weather is nice in July but there are \_\_\_\_\_ days; as well as \_\_\_\_\_ Don't forget to bring a baseball cap and some good sun-protectant for your trip to the beach. \_\_\_\_\_ clothes are necessary since days are warm but chilly evenings might surprise you too, especially on trips to the mountains. So you'll need \_\_\_\_\_.

Please let me know the exact details of your arrival. I'll be more than happy to meet you at the airport.

Love, John

**SUPER SUMMER SAVER**

Special \$1000 & \$1500 Vay Packages to Rio de Janeiro or U.S. 1-800-243-8777

**2 GREAT PLANS!**

Includes 7-14 days of hotel, meals, transfers, taxes, and more!

Join us in Rio de Janeiro in Rio de Janeiro, Brazil.

**COLORADO LODGE**  
Office: Cerebral Hotel

**Costa Rica's Meeting Place!**

ALL SERVICES INCLUDED: 100% SERVICE

Package	Includes	Price
Heredia & Central	Heredia & Central	1,195.00 p.p.
Heredia & San Jose	Heredia & San Jose	1,195.00 p.p.
Heredia & San Jose & Costa Rica	Heredia & San Jose & Costa Rica	1,195.00 p.p.

Rancho beach hotel

P.O. Box 402, Heredia, Costa Rica

RESERVATIONS: (504) 39-1341 / (504) 39-2711

Fax: (504) 39-2337

**ARENAL LODGE**

A VERY SPECIAL PLACE FOR THE EXOTIC ADVENTURER AND IN-LAKE FISHING

- Accessible by road from San Jose
- Charming, rustic lodge
- Spectacular views of the Arenal Volcano
- Excellent fishing
- Perfect for honeymooners
- Perfect for families
- Perfect for groups

For information, contact: Arenal Lodge, P.O. Box 1139, Heredia, Costa Rica

**A Perfect Day**

ALWAYS SUNNY - SUPER FOOD

CALYPSO TOURS, S.A.

1-800-333-3333



# OK! LET'S DO IT!

A. Listen carefully. Fill in the missing expressions.

## At the Travel Agents

<p>Hello. Can I help you, miss?</p>	<p>Yes, I'm traveling to Duluth, Minnesota and I want to know the best way to get there.</p>	<p>Well, let's see... when would you like to travel?</p> <p>OK... you could travel San José-Houston-Minneapolis-Duluth... It takes a bit but it's foo.</p>	<p>Around _____</p> <p>Min. I'd prefer a _____ route.</p>
<p>OK, if you go via Miami, there are several different _____</p> <p>You could leave San José at midnight and connect with the flight from Miami to Minneapolis and Duluth.</p> <p>We also have a flight at _____ but you will have to wait _____ hours at _____ to make your connection to Minneapolis</p>	<p>Well... I'm not too keen about traveling at night.</p> <p>What about rates. Any difference?</p>	<p>Oh yes, flights are much _____</p>	<p>Well, that makes a big difference. I'll try the midnight flight.</p>

B. Compare your version with your partner's; then act out the dialogue.



C. Read the travel information below and find out about Tamarindo beach. Check the information you find.

## Planning a Holiday in the Sun

### Resorts

There are many narrow tracks running down to secluded, empty bays, black sand beaches like Playa Ocotal and beaches comprised entirely of crushed shells. You can choose between the cool elegance of a luxury resort like Condor, or a cabana on a beach with a hot tub and breakfast like Villa Casa Blanca in Ocotal.

If you are a sportfishing aficionado you'll want to drive through Ocotal and over the headland into the bay, glancing back by the highly famous sport fishing lodge, Rubia Pet Vela.

Surf breaks abound for the steady and increasingly hipified, Playa Tamarindo with its grey sands, pretty atmosphere and cheap seafood restaurants. While the breaks at Tamarindo might not be the best around, it's the place to hear where you should go. You can take a boat from there to the much loved Wachon Beach.

If you can't afford the Terraza Lodge right on the edge of the sand at Playa Grande, Tamarindo is also a base for surfers. Every man and his dog will offer to take you to nearby Playa Grande to watch the backbreak unless they themselves up on the beach at night from September to March to lay their eggs.

### Local airline services

#### SANSA

Tel: 33-5330 or 33-0977  
Fax: 33-3176

San José/Mérida - 6 a.m. Monday, Wednesday and Friday; 7:30 a.m. Tuesday and Saturday.

San José/San José - 6:50 a.m. Monday, Wednesday and Friday; 8:20 a.m. Tuesday and Saturday.

San José/Tamarindo - 6 a.m. Monday, Wednesday and Friday; 7:30 a.m. Tuesday and Saturday.

Tamarindo/San José - 6:50 a.m. Monday, Wednesday and Friday; 8:20 a.m. Tuesday and Saturday.

#### TRAVELAIR

Tel: 33-7883 or 20-3054  
Fax: 20-0413

Duluth/Ocupos - 10:50 a.m. daily.

Ocupos/San José - 11:50 a.m. daily.

San José/Tamarindo - 8 a.m. daily.

Tamarindo/San José - 7:20 a.m. daily.

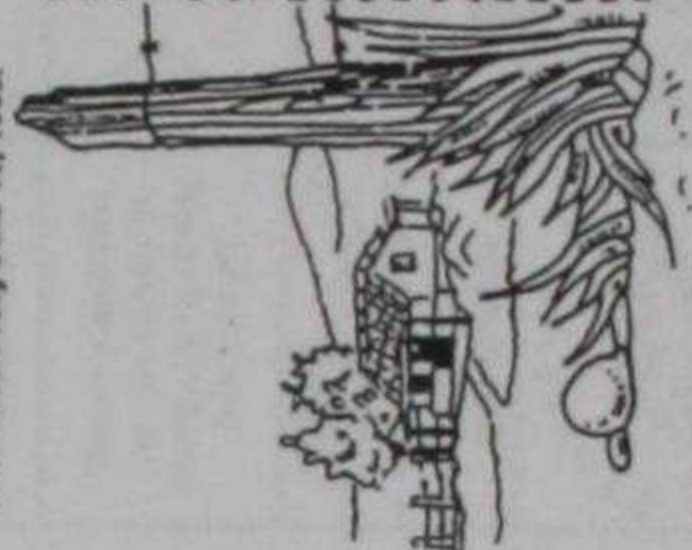
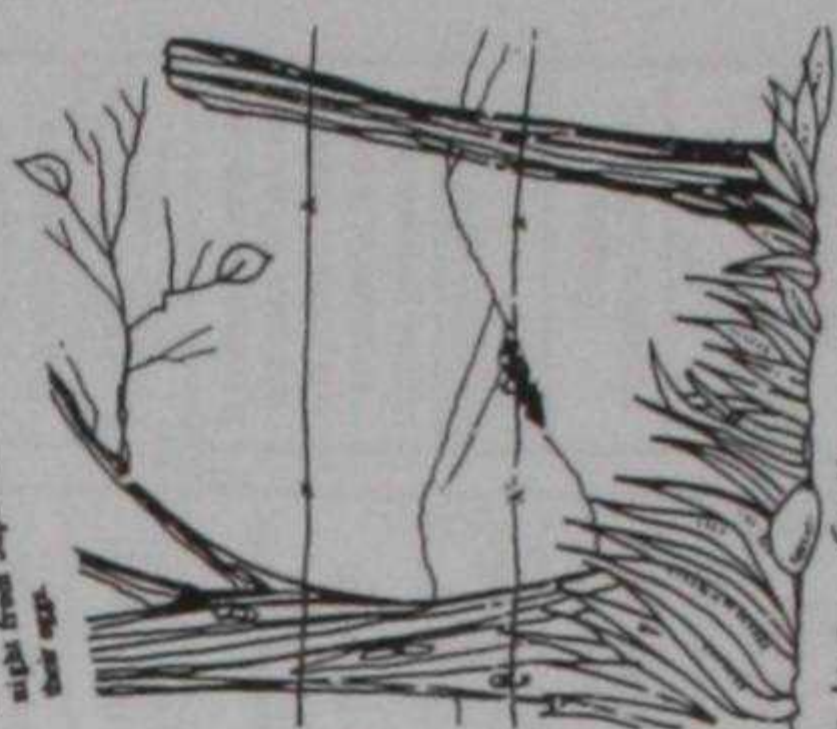
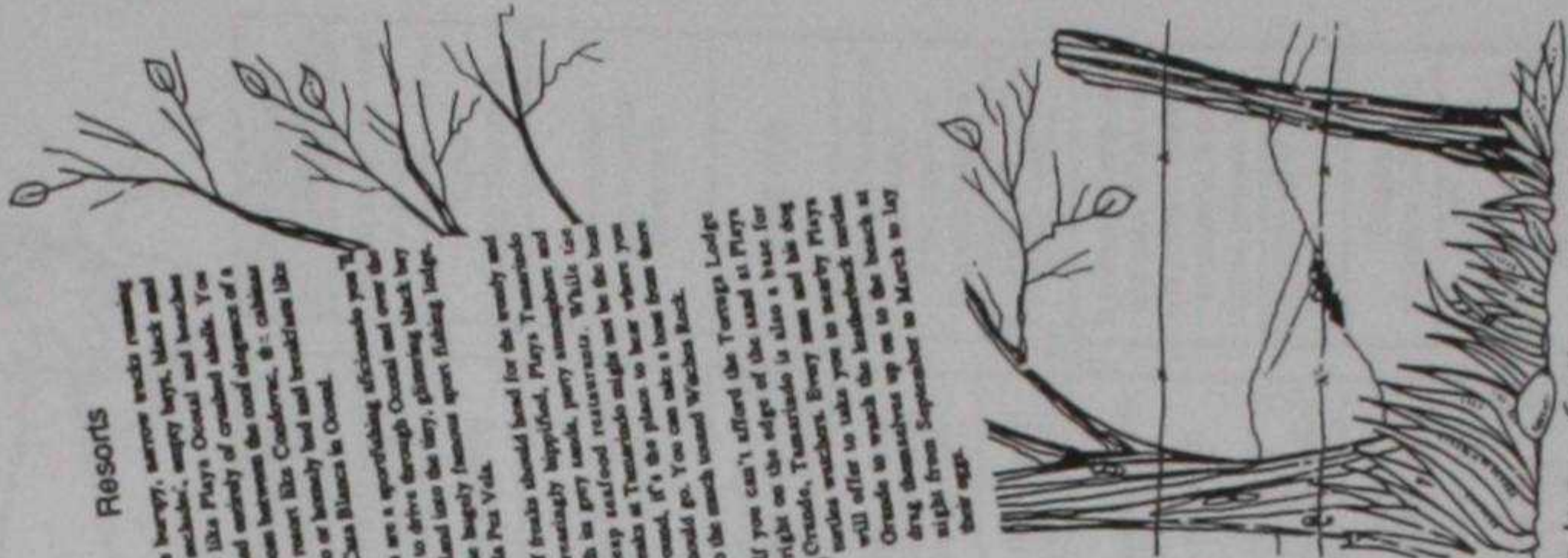
Costa Rica Today June 10, 1993.

### An update schedule of buses in the country

#### GUANACASTE

San José to Tamarindo Beach leaves every day at 3:30 p.m. from Calle 14 between Avenidas 3 and 5. Returns daily at 5:45 a.m. You can also make bus connections between Tamarindo and Santa Cruz. The bus leaves at 8:30 p.m. to Tamarindo and returns at 6:45 a.m. to Santa Cruz (22-7792).

San José to Tamarindo also leaves daily at 4 p.m. from Calle 20 and Avenida 3. Returns daily at 6:45 a.m. Leaves passengers in Santa Cruz to take the 8:30 a.m. bus to San José. It takes 90 minutes from Tamarindo to Santa Cruz (21-7202).





# HAVE FUN!



A. Where do you want to go? Get to know Costa Rica first.



Players can choose any of these destinations. Throw the dice and see who gets there first.

10	<b>Santa Rosa National Park</b>	Almost there, you need to throw a 1.		Costa Rica is a beautiful country—look after it.	Go on to number 8.	You exceeded the maximum speed limit. Go back to 1.	Rest area	There's a landslide. You are allowed to change plans, or stay here 2 turns.		Have a good trip!	
9	<b>Barra Honda Nicoya</b>	Almost there, you need to throw a 1.		A policeman asks you "What is the maximum speed limit". Answer to continue. If you cannot, go back to 6.	You can change plans if you want	You ran out of gas. Miss 2 turns.	Rest area	I love Costa Rica	It's a beautiful sunny day. Go to number 4.	Enjoy the journey!	
8	<b>Gueyabo National Park</b>	Almost there, you need to throw a 1.	Drive carefully	Animal on the highway. Miss 2 turns.	It's a nice day. Make the most of it and go forward one step.	The bridge is down. Wait here 2 turns until it is repaired.	Costa Rica is your home. Take care of it.	Do you want to change your route? Miss a turn if not.		Go slowly and watch out!	
7	<b>Tortuguero Limón</b>	Almost there, you need to throw a 1.	Keep Costa Rica clean	It's Carnival time in Limón. Go on to 9.	Rest area	Do you want to change your route? If not, stay here but miss your turn.		A policeman stops you and asks "Where are you going?". Answer to continue. If you cannot, go back to 1.		Enjoy Puerto Limón!	

D. Plan your own trip to Tamarindo. Use the information you found in Activity C.

- Who are you going with? \_\_\_\_\_
- How are you going? Means of transport: \_\_\_\_\_
- When are you leaving?  
Day: \_\_\_\_\_  
Time: \_\_\_\_\_  
Return trip: \_\_\_\_\_

- What do you want to do?  
Activities: \_\_\_\_\_
- What things do you need?  
\_\_\_\_\_
- Where are you going to stay?  
Accommodation: \_\_\_\_\_
- How much money do you need? \_\_\_\_\_

E. Write a small paragraph about the trip you are planning. Then share it with a partner.

I'm going to go to...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# GO FOR IT !

A. Make a list of world famous tourist attractions and check the one you would like to visit most.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Close your eyes and dream about going there. Plan everything in your mind: When, How, etc. Then complete this chart.

Where?	When?	Who with?	How?	Activities?

C. Write down your plan. Show it to your partner.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. Prepare a poster using your plan and postcards or pictures of the place you have chosen and display it in class.



# LET'S CHECK !

A. Check the boxes [ ✓ ] if the information is right.

- I can relate tourist attractions to activities.
- I can choose which objects are necessary for various activities.
- I can take information about traveling from newspapers and magazines.
- I can ask for and give information about traveling.
- I can give advice to people planning a trip.

Very Well	Quite well	With some difficulty

# LOOK !

When are you going? \_\_\_\_\_ (I'm going) in December.  
 Where are you going? \_\_\_\_\_ (I'm going to) Florida.  
 Are you going to Orlando? \_\_\_\_\_ No, I'm going to Miami.  
 Who's going with you? \_\_\_\_\_ Frank (is).  
 I am going to England. I think \_\_\_\_\_ will go to Jamaica next year.  
 'm \_\_\_\_\_ she \_\_\_\_\_ he \_\_\_\_\_ we \_\_\_\_\_ you \_\_\_\_\_ they  
 She is going to France. I \_\_\_\_\_ want \_\_\_\_\_ to \_\_\_\_\_ see  
 He's going to Brazil. I \_\_\_\_\_ 'd like \_\_\_\_\_ to \_\_\_\_\_ visit  
 They're \_\_\_\_\_ plan \_\_\_\_\_ go to  
 We are \_\_\_\_\_ 'd prefer  
 You're \_\_\_\_\_

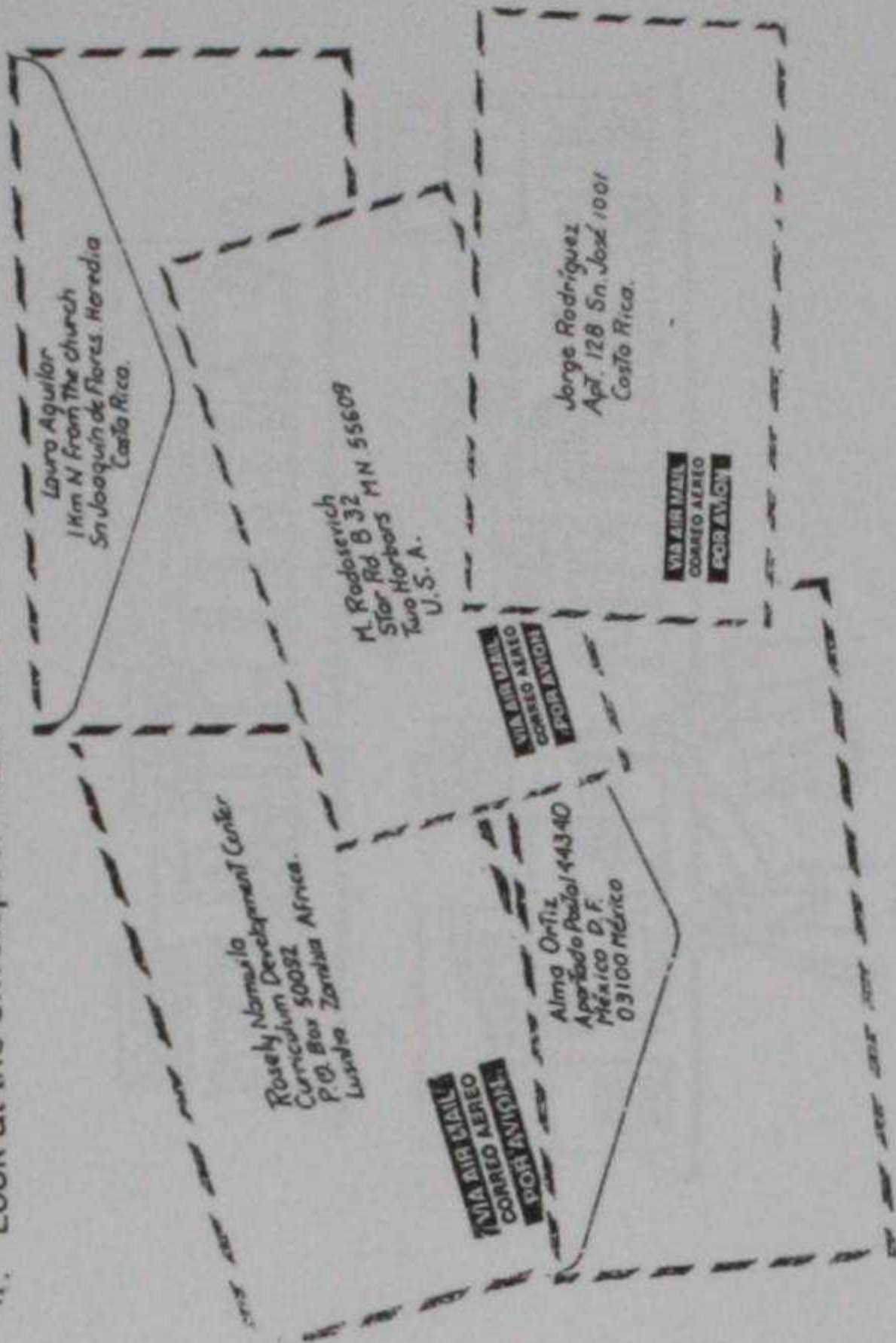


# UNIT 10

## GET READY!



1. Look at the envelopes. Read the addresses.



Talk to your partner. Discuss.

- What does "P.O. box" stand for?
- What does "Rd" refer to?
- What are these numbers? 1001, 50092, 55609
- How is Laura's address different from the others?

Write down your postal address.

---



---



---



---

I can ask for  
and give directions







# TIME FOR PRACTICE

D. Look carefully at the addresses in these ads.



Costa Rica

**HOTEL Don Padrique**

Newly opened in a quiet central residential area, we offer luxuriously furnished rooms and a lush tropical garden.

- Private bathrooms with hot water
- Phone & cable TV in every room
- Restaurant & bar service
- Free continental breakfast

Tels: 25-0186 24-7583 24-7947  
Fax: 24-9746

2nd entrance Los Yocotes, 100 mts south  
(Calle 37, Av. 8)

P.O. Box 4225-1000, San José, Costa Rica

USA

**The Palms Hotel**

CROWN STERLINGS SUITES  
990 SE 20th Avenue • Deerfield Beach, FL 33441  
(305) 426-0478 • Fax (305) 360-0539

Great Britain

W. R. HARVEY & CO (ANTIQUE) LTD  
SUMMER EXHIBITION

**"The Gentlemen's Library"**

Georgian Library settings 1715-1830  
- shows in period room settings

UNTIL JUNE 26th 1993

1 Old Broad Street, London W1, Daily except Sundays, 10am to 5.30pm  
Telephone 01-Lane 6208

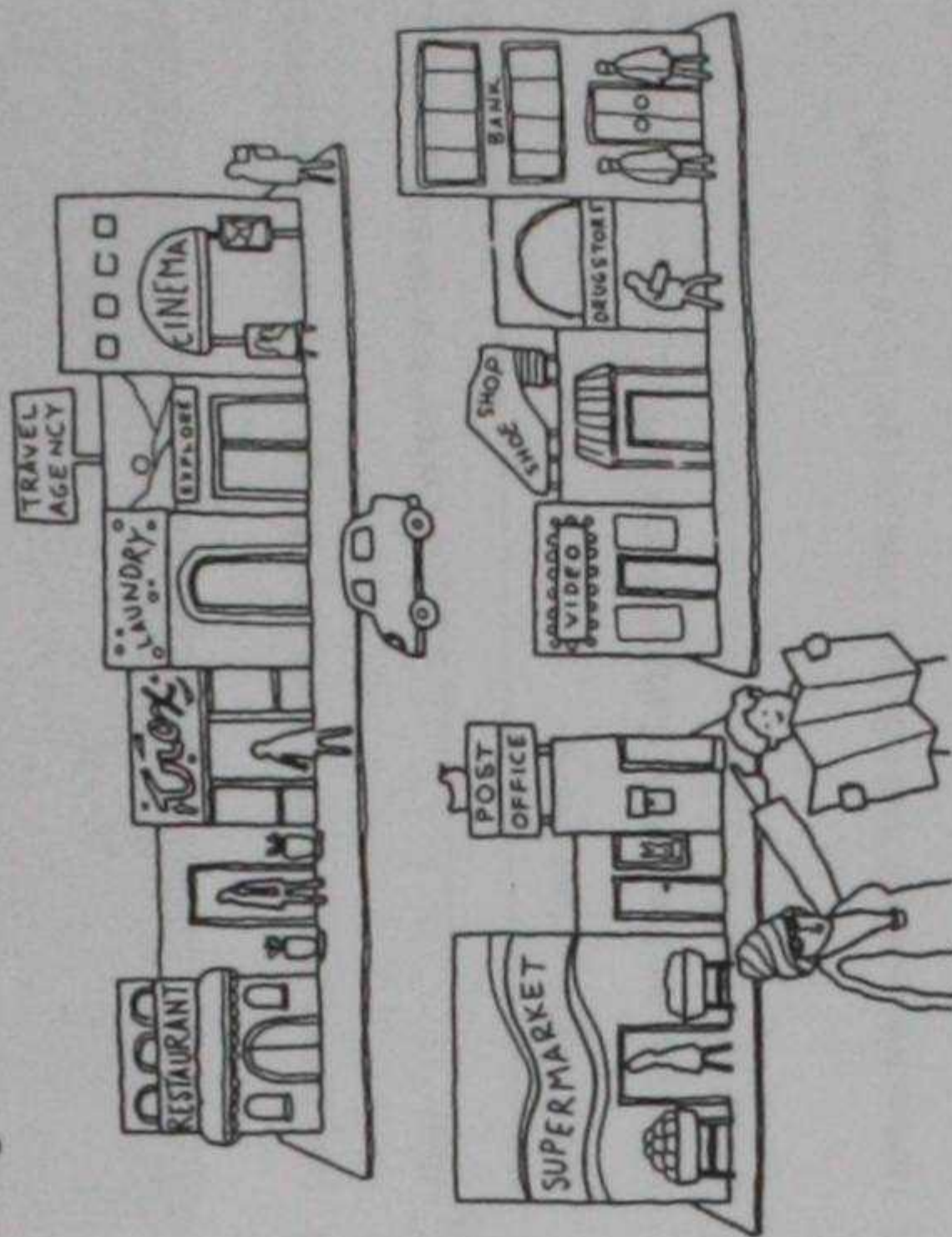
E. Compare the ads and then complete 1 and 2 below:

1. What differences can you see in the addresses?
2. To give addresses in Costa Rica, we always mention:

On the other hand, people in Great Britain or in the USA usually mention:

A point of reference	The points of the compass: North, East, South, West
Distance in meters	The telephone number
The name of a street/avenue	A post office box number
	The number of the building/house.

A. Look at the picture. Choose the correct alternative and cross out the wrong one in the text below.



- Look. There's a drugstore (next to/behind) the bank.
  - Δ Yes, and the post office is a block from the bank, (behind/on) the corner.
  - I wonder if there is a restaurant around here? Oh yes, here it is (behind/between) the supermarket.
  - Δ And there's a travel agency... it's the fourth door from the restaurant (across from/between) the laundry and the cinema.
  - Good. Now let's see if there is a video club or electronic games store.
  - Δ Yes, I'm sure there must be at least one.
- B. Decide on your own where the electronic games store, the video club and other businesses are; then, tell your partner how to locate each one.

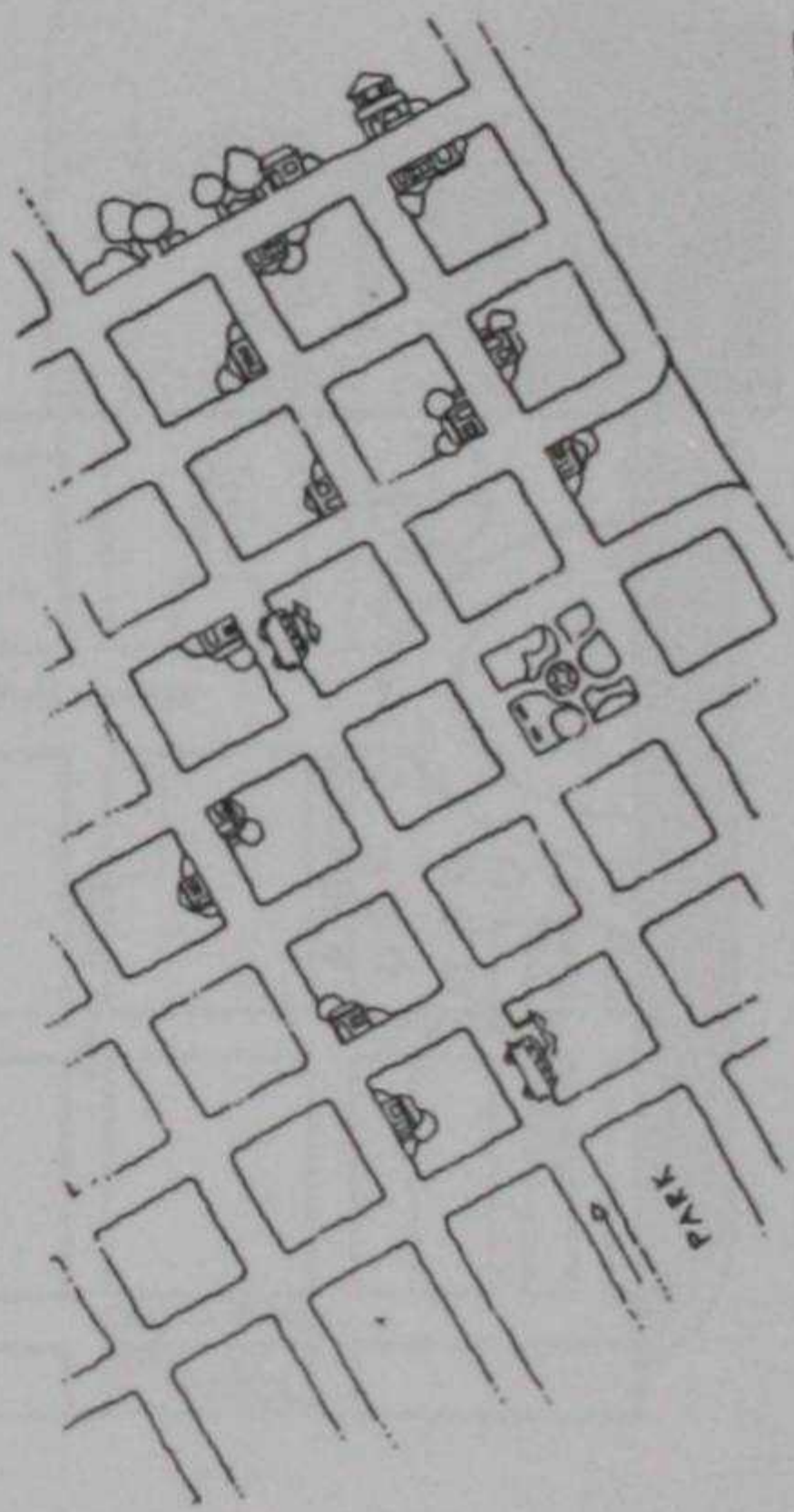


B. Read the conversation below.

Hello!  
 Is Maria there?  
 The day before yesterday.  
 Listen I'd like to come  
 and visit, but I don't  
 know how to get to your house.  
 Let me get this straight.  
 When I get off the bus,  
 I have to walk 50 meters.  
 Is that right?  
 Hold on! I'm confused!  
 Do I go left or right first?  
 Wait. I'm getting lost.  
 Tell me the last part again.  
 I walk 50 meters straight ahead,  
 turn right, go two blocks,  
 then turn left and go to the end  
 of the street... Perfect! I'll be there.

Hi, Pedro. Maria speaking.  
 What a surprise!  
 When did you come back?  
 Oh, it's easy.  
 You can get off the bus at the second stop  
 after the park, and then carry on walking  
 for about 50 meters. Is this clear so far?  
 Yeah! But after that turn right,  
 walk two blocks and then turn left.  
 At the end of the street you'll  
 find a two-story house...  
 First right and then left.  
 Have you got all that?  
 O.K. After walking two blocks  
 you have to go left until you see  
 a two-story house at the end of the street.  
 I live opposite that house.  
 That's right. Oh, why not pick up  
 some cake to have with coffee.  
 See you soon.

C. Find the way to Marta's house. Draw a line.



D. Look at the expressions in the box. Listen to the directions and use the words underlined to complete the texts below.

Go off at McDonald's.  
 go to the corner.  
 Take the Desamparados bus.  
 Then turn left.  
 Go down this street.  
 Walk along the road.  
 Continue on Central Avenue.  
 until you get to the corner.  
 Turn right and go one block.  
 The office is to your right.

1. I am in front of the Central Bank. How do I get to the Gran Hotel Costa Rica?

First \_\_\_\_\_ of Central Avenue and \_\_\_\_\_ for one...  
 two..., three..., four blocks.  
 You'll see the Plaza de la Cultura on your right. \_\_\_\_\_ half a  
 block. The hotel is \_\_\_\_\_.

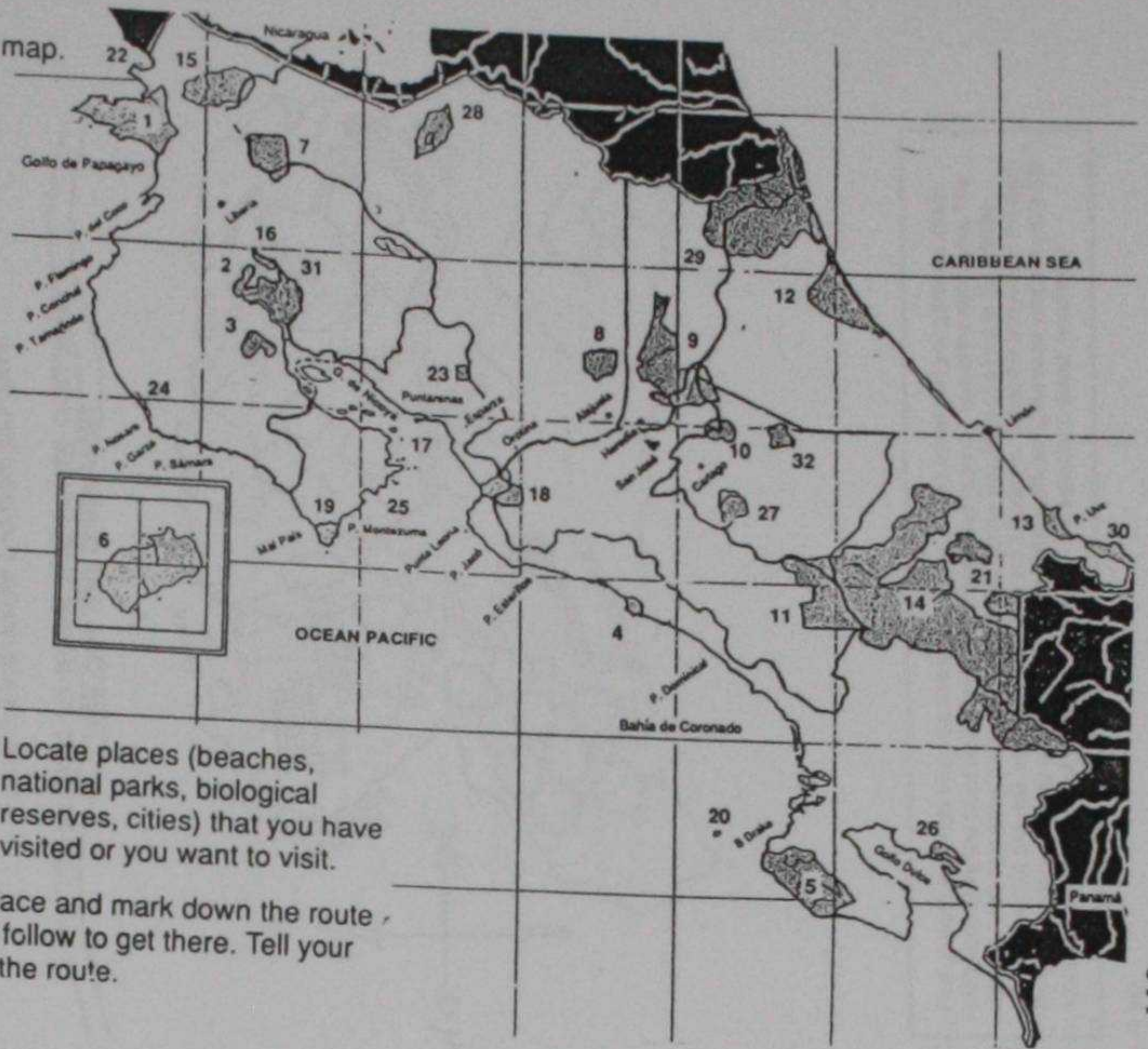
2. I am at Monumental Radio Station. How do I get to La Sabana?

\_\_\_\_\_ 200 meters \_\_\_\_\_ Fischel's drugstore.  
 \_\_\_\_\_ the Sabana-Cementeno bus, and then  
 \_\_\_\_\_ the gymnasium. \_\_\_\_\_ the first  
 road to your right. This is the entrance to La Sabana. You'll see some  
 basketball courts straight ahead of you and then there are many more  
 sporting facilities like a running track...



B. Study this map.

PROTECTED AREAS	
<b>NATIONAL PARKS</b>	
1-	Santa Rosa
2-	Pico Verde
3-	Bosque Verde
4-	Montañas Azules
5-	Carrión
6-	Isle del Coco
7-	Ruínas de la Vieja
8-	Volcán Poás
9-	Bosque Carrizo
10-	Volcán Inca
11-	Chiriquí
12-	Tortuguero
13-	Cañón
14-	La Amistad
15-	Quiriquet
<b>BIOLOGICAL RESERVES</b>	
16-	Lomas Barú
17-	Isle Gueybe, Negra, Pájaro
18-	Corcovado
19-	Cabo Blanco
20-	Isle del Coco
21-	Hilly-Carson
<b>REFUGES</b>	
22-	Isle Barú
23-	Peñas Blancas
24-	Osonot
25-	Curi
26-	Galles
27-	Tapant
28-	Cerro Negro
29-	Barr del Colorado
30-	Gandoca-Martanzito
31-	Dr. Rodríguez Caballero
<b>MONUMENTS</b>	
32-	Gueybe National Monument



C. Locate places (beaches, national parks, biological reserves, cities) that you have visited or you want to visit.

D. Choose a place and mark down the route you have to follow to get there. Tell your classmates the route.

# OK LET'S DO IT!

A. Ask your partner how to get to the places you want to go to. Mark the route on your map.

**Student A**

Ask for:

- the aquarium
- the tourist office
- the art gallery
- the railroad station

**Student B**

Ask for:

- the bank
- the market
- the zoo
- the church





E. Locate these places on the map. Take turns describing how to get there.

- Irazú Volcano
- Arenal Volcano
- Gandoca-Manzanillo Wildlife Refuge
- Barra Honda National Park



F. Read the cartoon and find the route to Manuel Antonio National Park on the map.

RANITICA by OKI



Costa Rica Today/Thursday, September 3, 1992

G. Write down how to get to Santa Rosa National Park.

---



---



---



---



---



H. Compare your route with your partner.

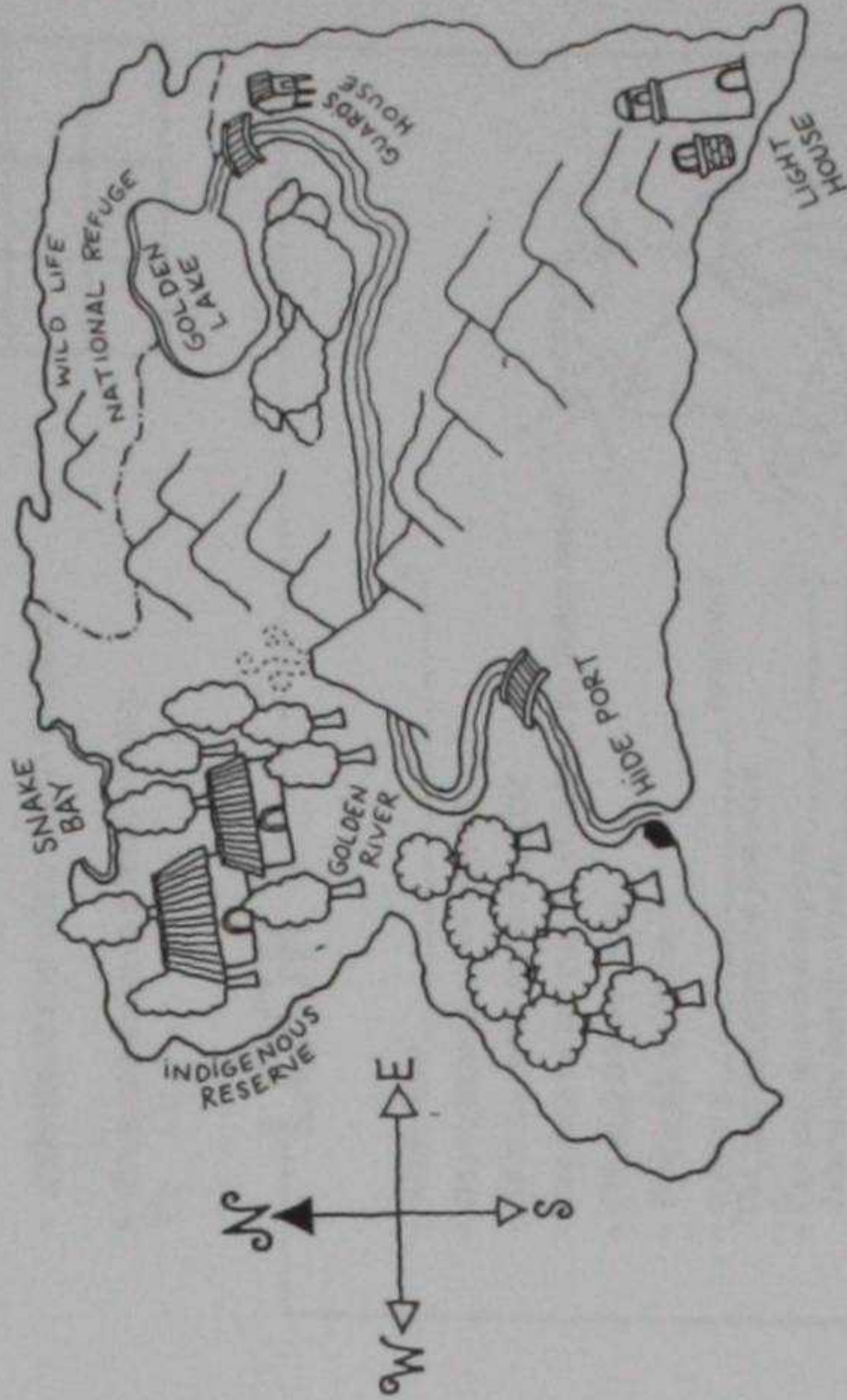
# HAVE FUN!



A. Find the hidden treasure.

There is some treasure hidden on this island. Follow the instructions and mark your route.

**The first to mark the route correctly will get the treasure!**



First go north from Hide Port. Go through the forest. Then turn left until you get to the coast. Walk north along the coast until you get to an indigenous reserve. Spend the night there. The next day, walk east along the coast. Walk around Snake Bay. When you get to the wildlife refuge, turn right and walk around it. Climb over the mountains. Cross the bridge over the river. Go to the guard's house to rest for a while. Then walk south along the coast until you get to the lighthouse. Look in the well behind the lighthouse. The treasure is there! Good luck!





# GO FOR IT!

A. Draw a map of your neighborhood. Then write how to get to your house from a given point (bus stop, church etc.).

## Directions

---

---

---

---

---

---

---

---



B. Have your partner test the instructions you write. Follow them on your map.



# LET'S CHECK!

A. Check the boxes [✓].

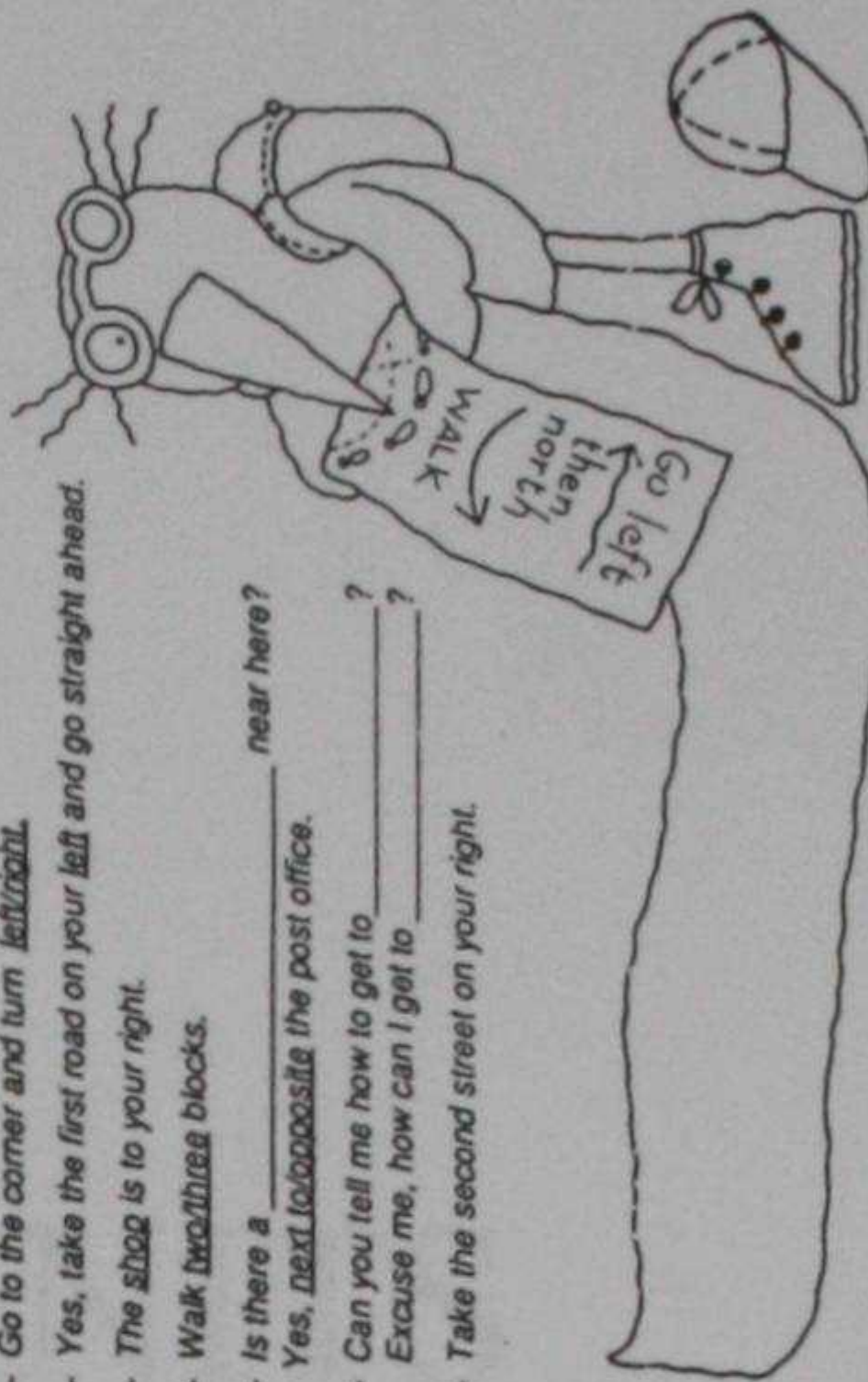
I can...

- understand national and international addresses.
- ask for directions
- understand and follow spoken directions
- understand and follow written directions
- direct someone to a place I know.

Very well	Well	Not very well

# LOOK!

- Where is the \_\_\_\_\_ ?
- Do you know where the bank is?
- Go to the corner and turn left/right.
- Yes, take the first road on your left and go straight ahead.
- The shop is to your right.
- Walk two/three blocks.
- Is there a \_\_\_\_\_ near here?
- Yes, next to/opposite the post office.
- Can you tell me how to get to \_\_\_\_\_ ?
- Excuse me, how can I get to \_\_\_\_\_ ?
- Take the second street on your right.

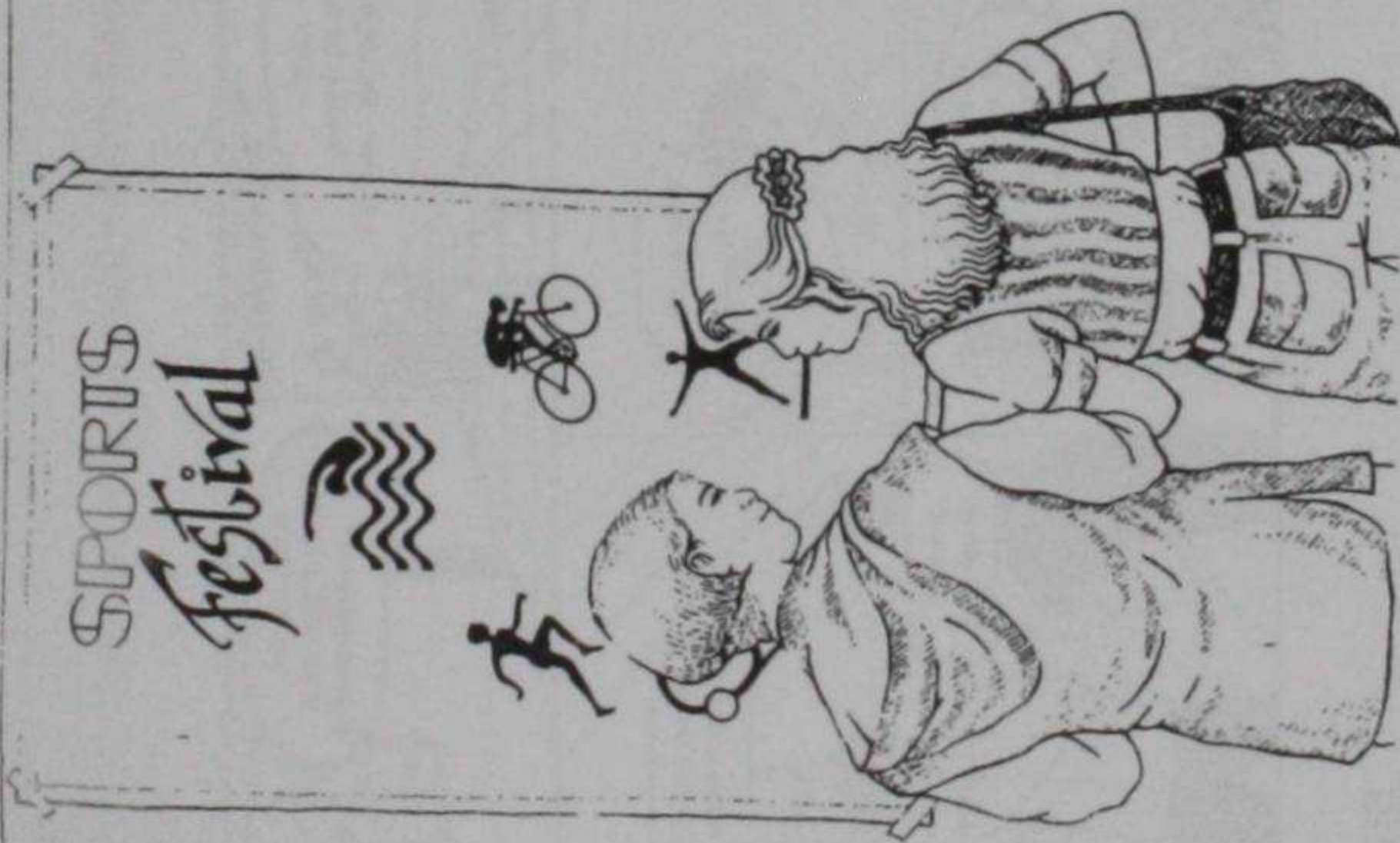




HAVE FUN UNITS  
BOOK 3



# UNIT 1



I can use information about sports and leisure activities

## GET READY!



crosswords

A. Look at the front page and write down the names of these and other sports or leisure activities you know.

---

---

---

---

---



B. 1. Compare your list with your partner's and group the sports or leisure activities as follows:

1 e a m e e	2 e e e e e
3 a e e r e p o r t	4 e e e e e e e e e e



You can ask:

What/Which

do you have?



2. Ask other pairs about their lists.





C. Read this dialogue about a sports festival.

1

Are you going to the sports festival in Puntarenas next week?

Sure. There are going to be all kind of events. Let's see... swimming, chess, soccer, baseball...

2

Are you going to watch or play?

I'd like to play tennis.

3

Why tennis?

Because it's exciting and takes a lot of skill. What about you?

4

Well... I'll see if I can play chess. It's challenging, you have to concentrate and be smart.

Great. Let's go and get the entry forms.



D. Ask your classmates what they would watch or play.

For example:

- What would you like to play?
- I'd like to play soccer.
- Why?
- Because it's fun and very popular.

# TIME FOR PRACTICE



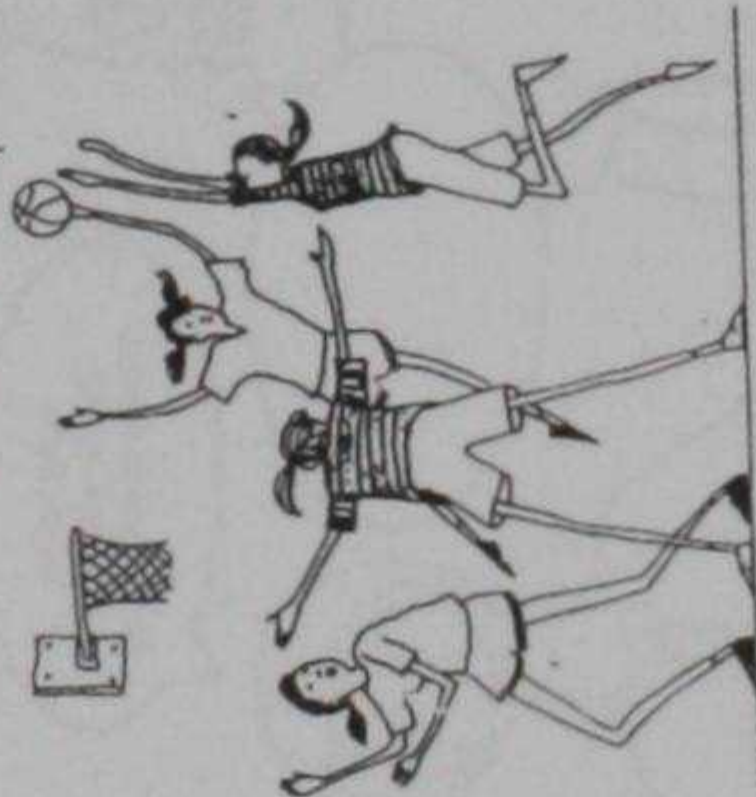
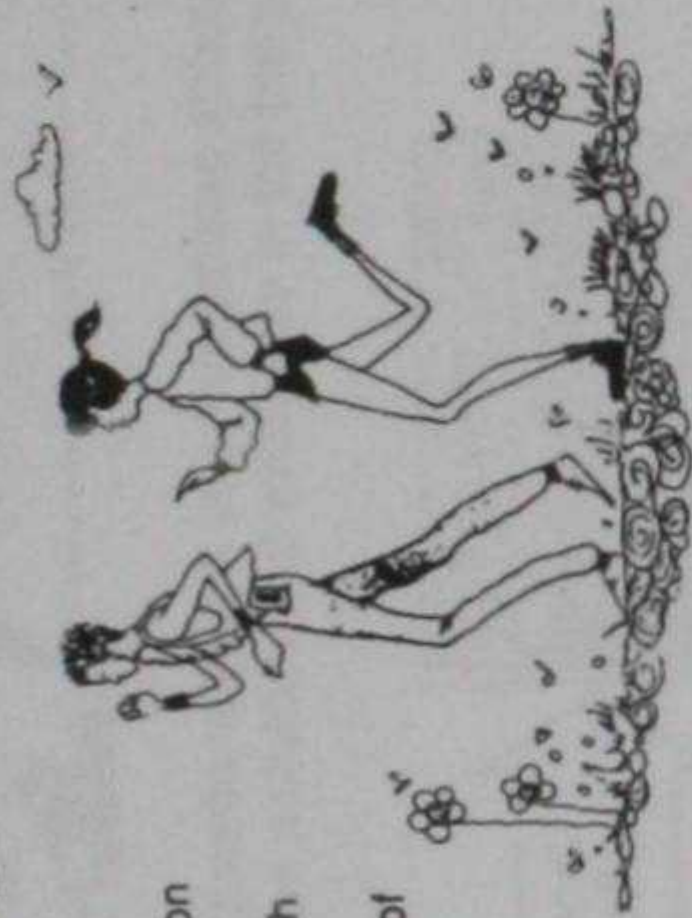
A. Match the sport and the equipment with the picture. Write the numbers of the pictures in the appropriate boxes.

fishing	swimming	boxing	cycling	bowling	gymnastics	baseball	soccer	basketball	tennis
<input type="checkbox"/> fishing	<input type="checkbox"/> swimming	<input type="checkbox"/> boxing	<input type="checkbox"/> cycling	<input type="checkbox"/> bowling	<input type="checkbox"/> gymnastics	<input type="checkbox"/> baseball	<input type="checkbox"/> soccer	<input type="checkbox"/> basketball	<input type="checkbox"/> tennis
mitt and ball	pins	swimsuit and goggles	gloves	pitch	bicycle	racket and net	rings	pole	basket
<input type="checkbox"/> mitt and ball	<input type="checkbox"/> pins	<input type="checkbox"/> swimsuit and goggles	<input type="checkbox"/> gloves	<input type="checkbox"/> pitch	<input type="checkbox"/> bicycle	<input type="checkbox"/> racket and net	<input type="checkbox"/> rings	<input checked="" type="checkbox"/> pole	<input type="checkbox"/> basket
1	2	3	4	5	6	7	8	9	10



ii. Read about these sports and leisure activities.

Jogging is a healthy and inexpensive activity. You can jog on your own or with other people. Either way, you get plenty of fresh air, keep fit and can run almost anywhere. All you need is a pair of running shoes, shorts and a T-shirt. Famous Costa Rican runners include Ronald Lanzoni and Miguel Vargas.



iii. Fill in the gaps

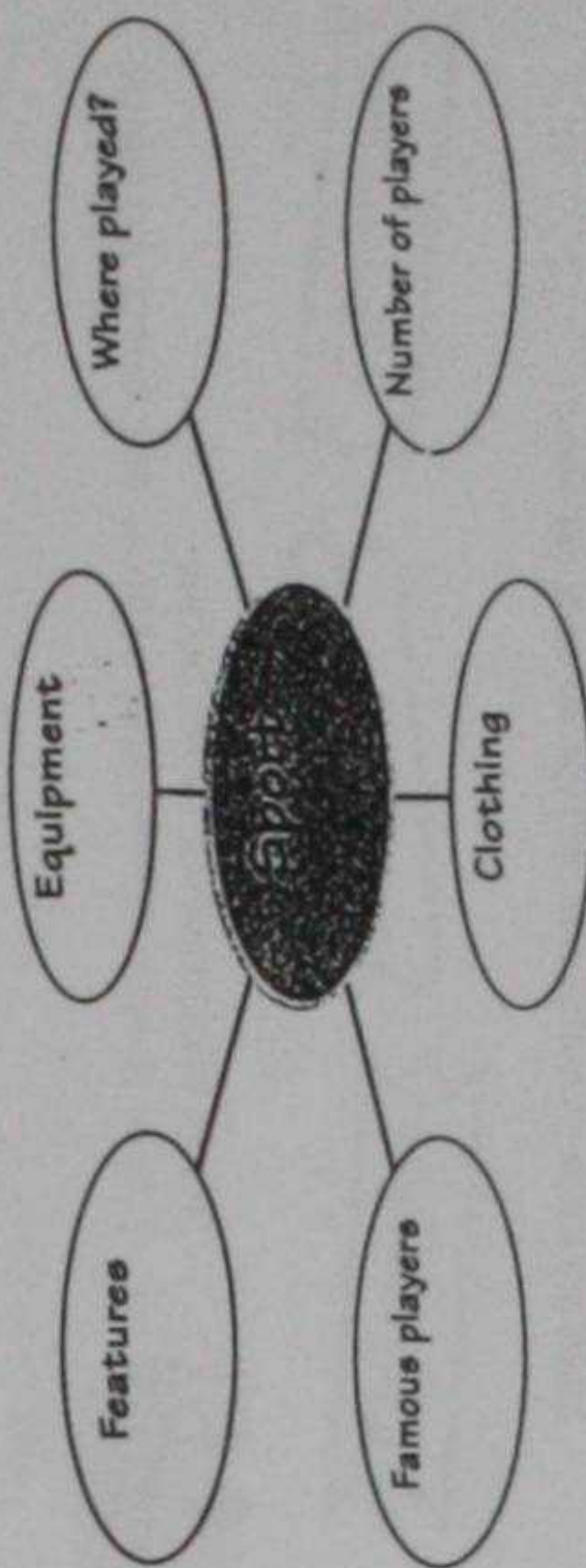
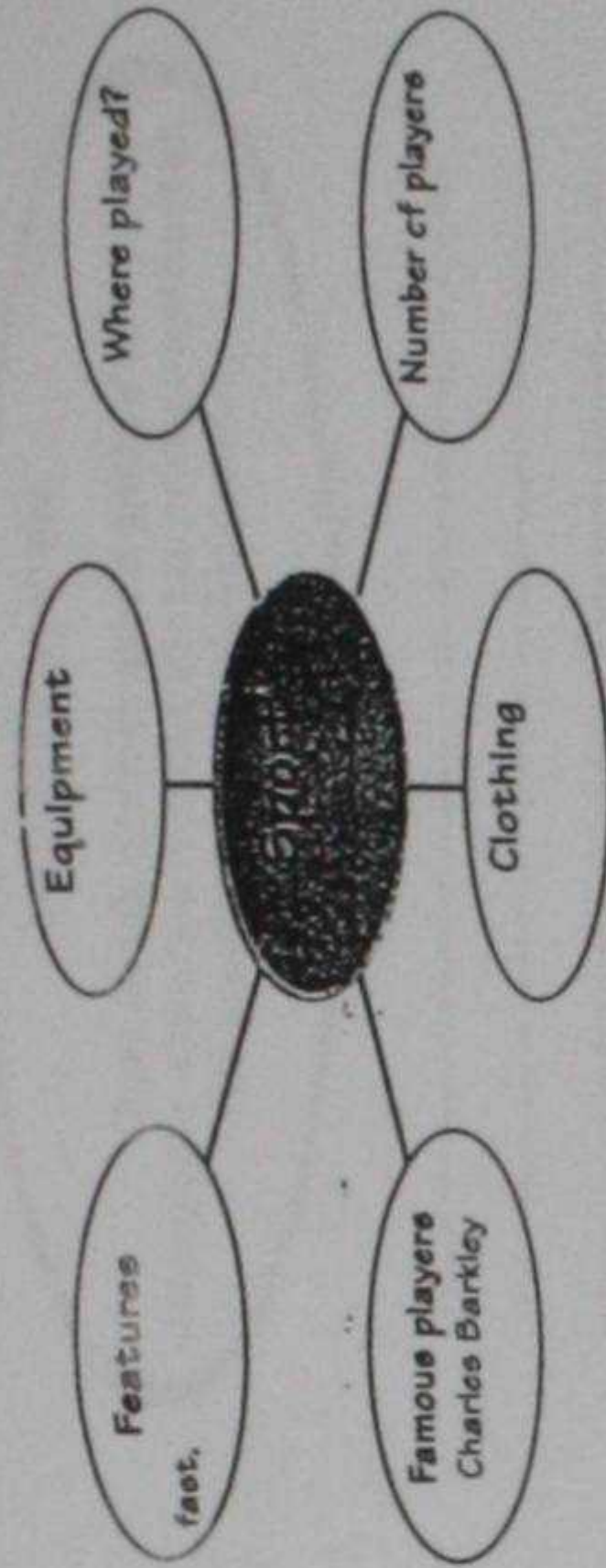
Basketball is a fast and \_\_\_\_\_ by two ball game played on a \_\_\_\_\_ players who teams of \_\_\_\_\_ a large score by \_\_\_\_\_ 3m above ball through a hoop or \_\_\_\_\_ the ground. Players wear \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Famous players like Charles Barkley and Shaquille O'Neal are multimillionaires.

Make up your own description

\_\_\_\_\_ is a \_\_\_\_\_  
 game played on \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C. Complete these webs using information from activity B.



D. Guess the sport.

- Choose a sport or leisure activity.
- Answer your classmates' questions until they guess what it is.

For example:

- What kind of game is it?
  - A ball game.
- Where is it played?
  - On a court.
- How many people play it?
  - 6 on each team.
- What do they wear?
  - Sneakers, shorts and t-shirts.
- What equipment do they use?
  - A ball and a net.
  - That's right.



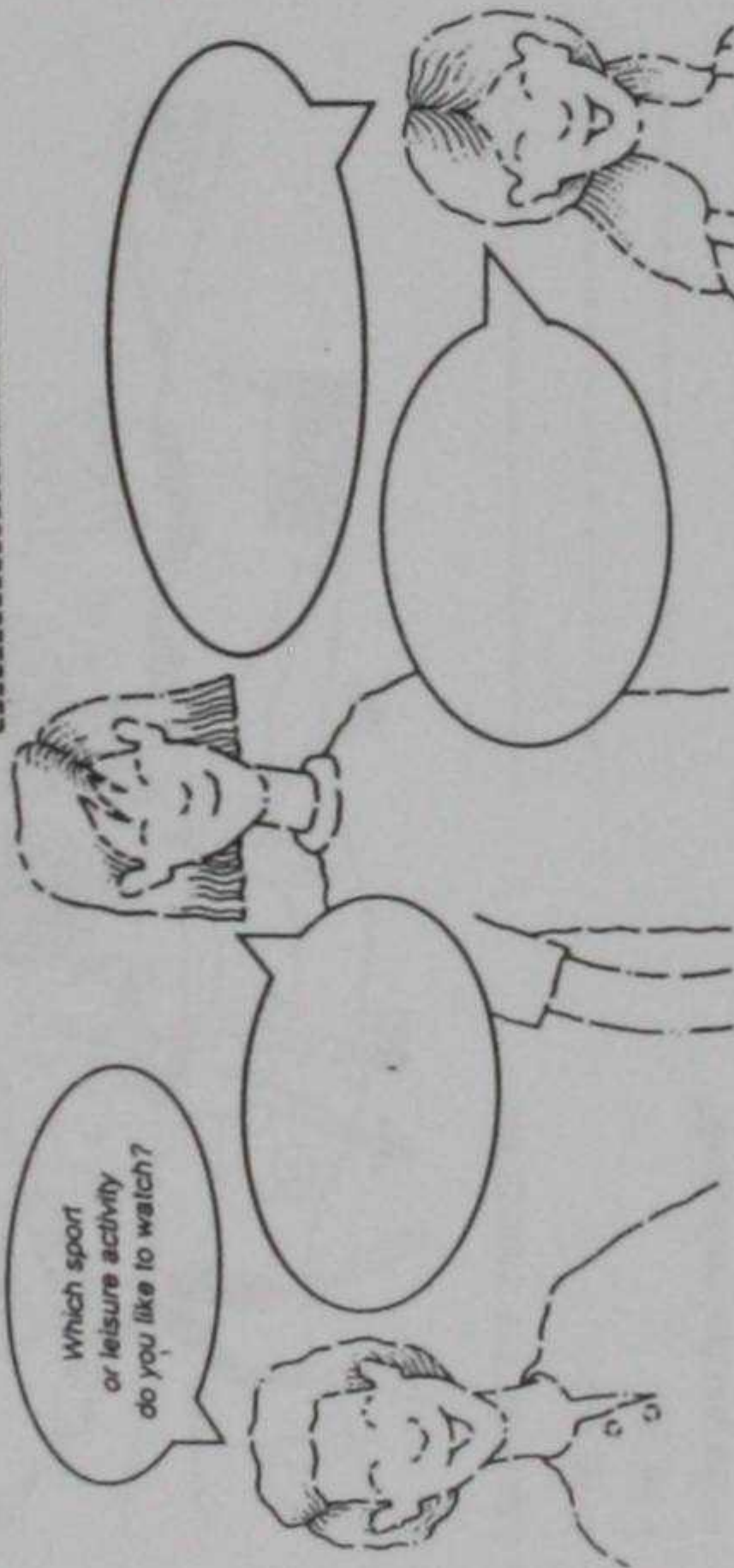
# LET'S DO IT!



A. Prepare some questions to ask your classmates about sports and leisure activities and write them in the balloons below.



Ask which sport or activity she/he



Use these questions to interview some other students and complete the chart below.

Student's name	Favourite spectator sport	Plays frequently	Has never played	Would like to play

C. Write a report about one of your classmates using information from the chart.

Look at the example:

Olga's favorite spectator sport is gymnastics. Although she often plays volleyball, she has never played baseball. She would like to go snorkeling sometime.

\_\_\_\_\_

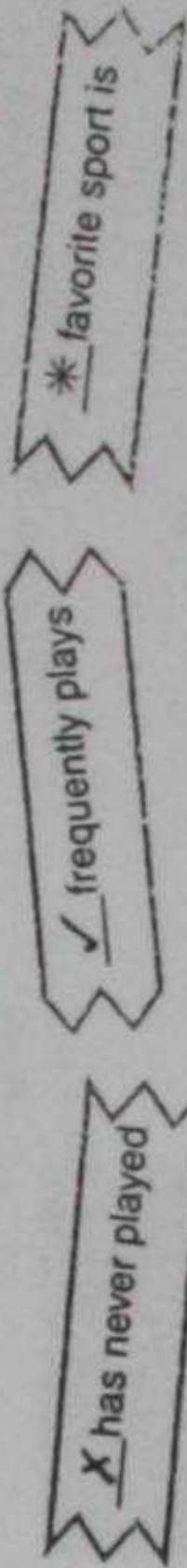
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



D. Listen to your classmates' reports and check the boxes below according to these codes.



Write the name of the person and the name of the sport.

For example:

Bernardo

Volleyball

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



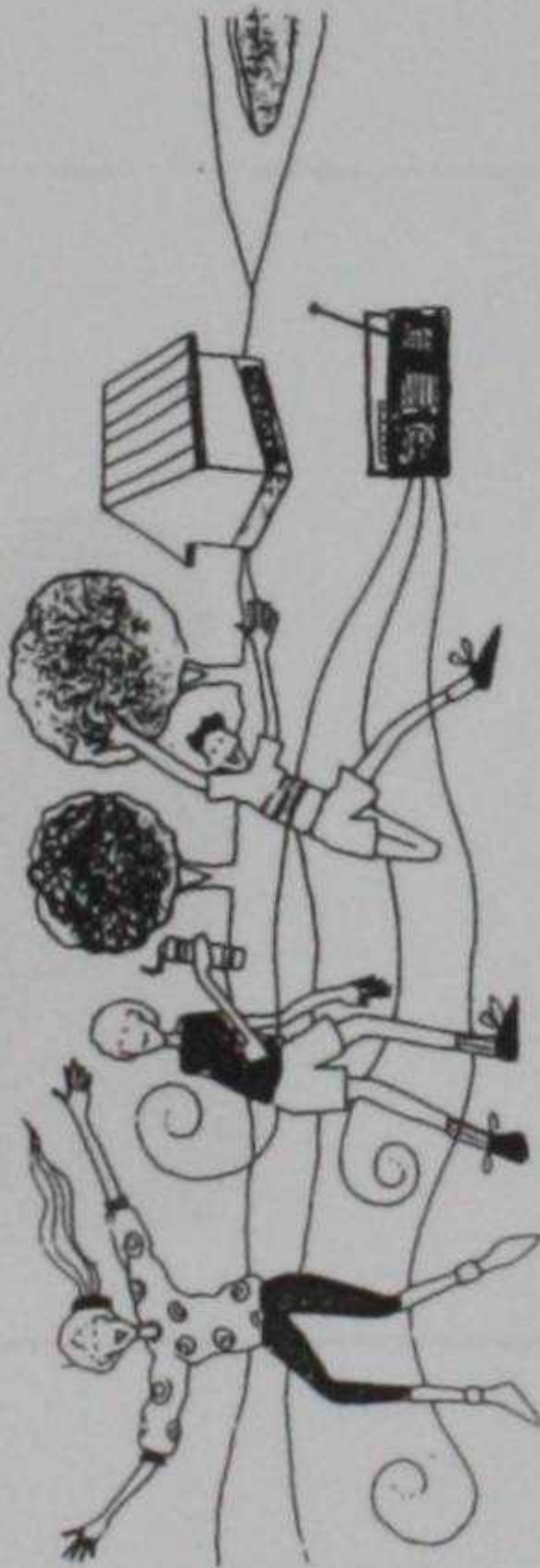


1. Choose a situation from the list below and create a conversation.

Playing basketball at a sports festival.      Going to watch a baseball game.

Going to a match between Alajuela and Saprissa.      Doing aerobics at the Parque de La Paz.

Other situation \_\_\_\_\_



Look at this example:

- Hi, Luis.
- Hi, Siu.
- Do you like volleyball?
- No, I don't.
- What sport do you like?
- I like swimming and you?
- I like swimming too.
- Where can we go swimming?
- At the Plaza González Víquez pool.
- Are you going to take your goggles?
- Sure.
- O.K., I'll see you there.

E. Act out the conversation.

# HAVE FUN!



1. Make up questions like the ones below about sports and leisure activities.
2. Copy them on pieces of paper and put them in a bag or box.



"Home run" Questions

Do you play volleyball on a court or a pitch?

Are clubs for bowling or for golf?

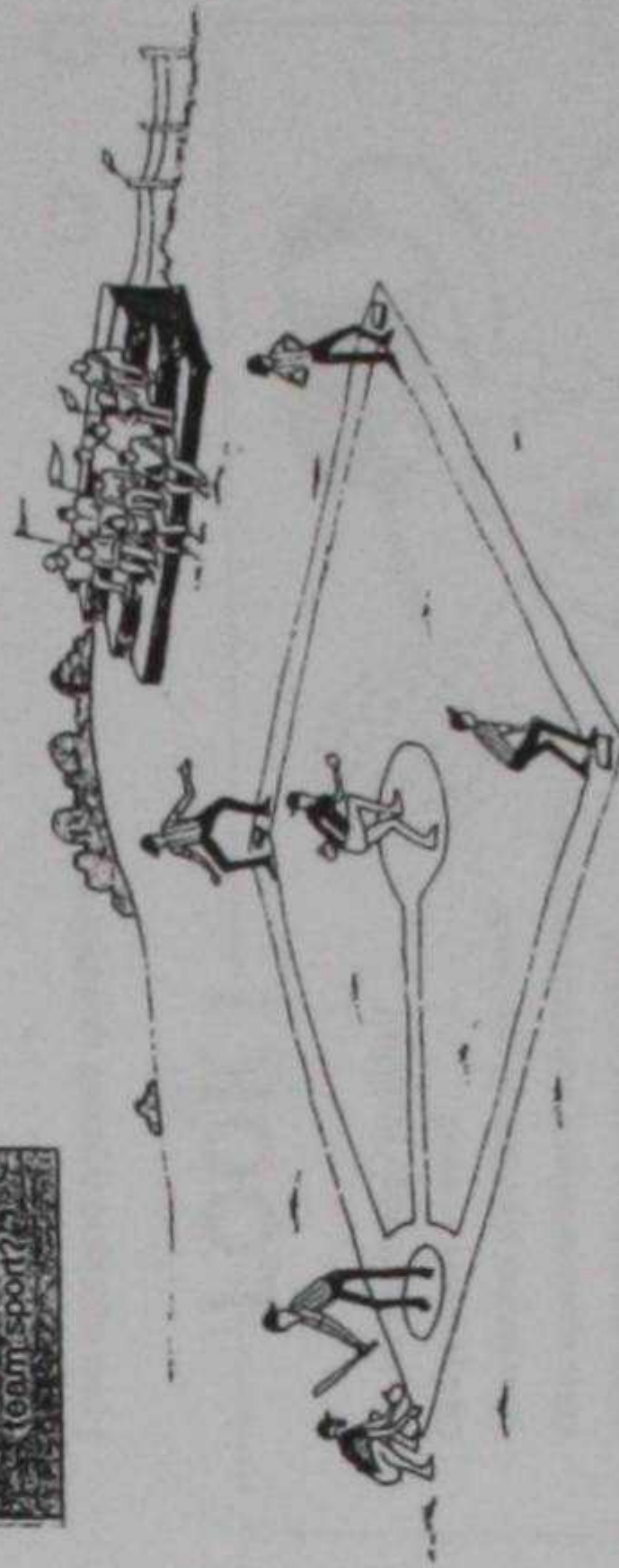
Is Ronald González a soccer player or a cyclist?

Which equipment do you use for weight lifting?

What are five team games?

Name four water sports.

Do you know three individual sports?



## R·u·l·e·s

The team pitching takes a question and a player from the batting team answers it.

The correct answer lets the player go to the next base, otherwise he/she is out.

The other team takes its turn batting when the first team has 3 outs

"Home run" questions will score a run if answered correctly.

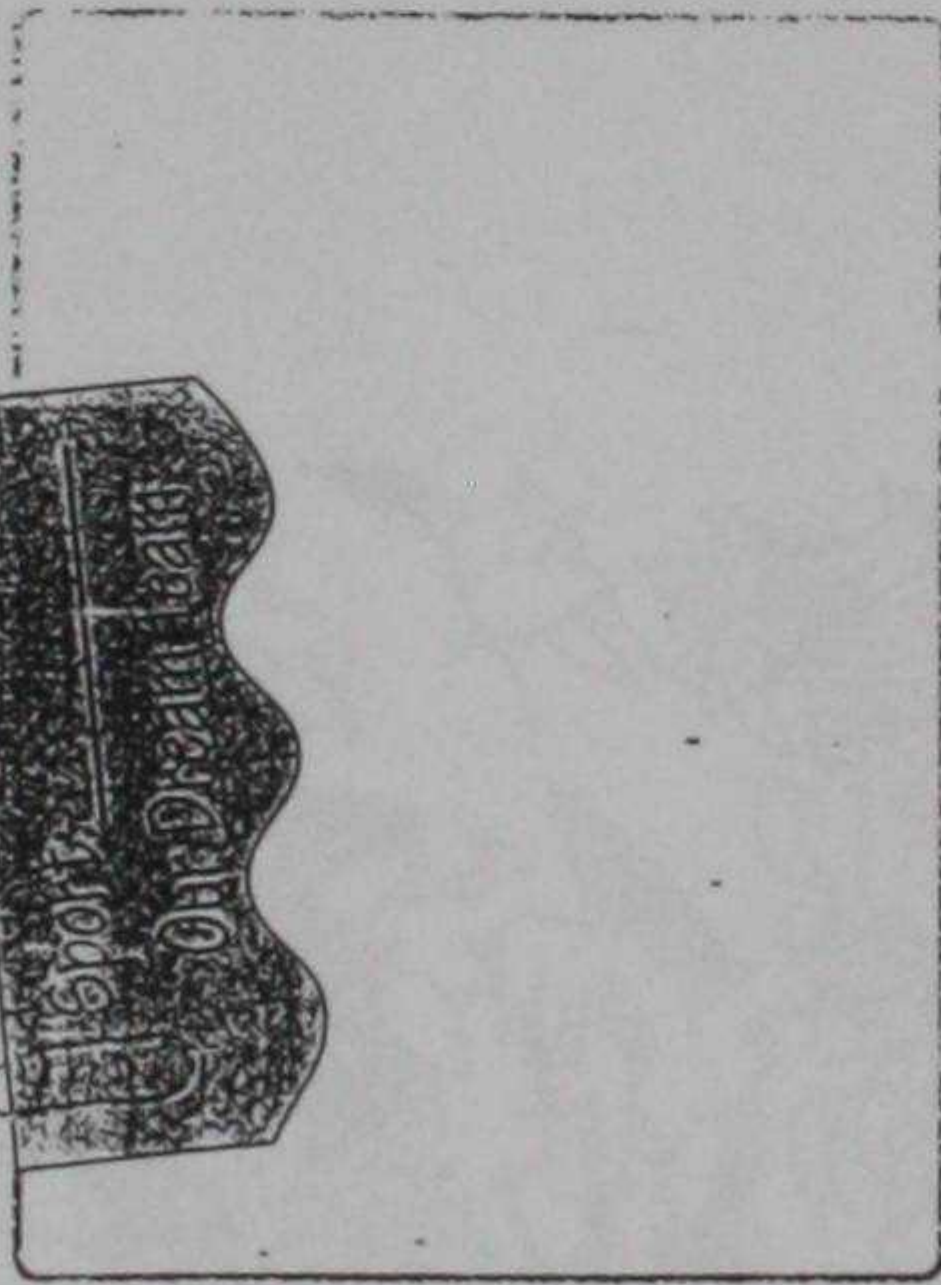
The winner will be declared after seven innings.



# GO FOR IT!



A. Work in small groups. Choose a sport and make a dream team. Display it or show it to your class.



B. Ask your partners.



Why did you choose tennis/Baggio?

Where are the players from?

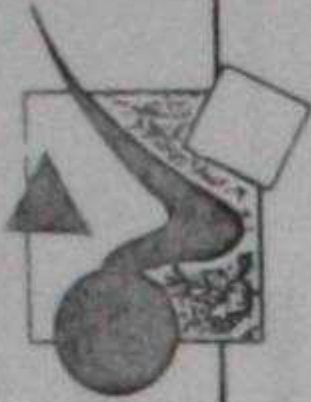
Which players do you have in your team?

Who is your goalkeeper?

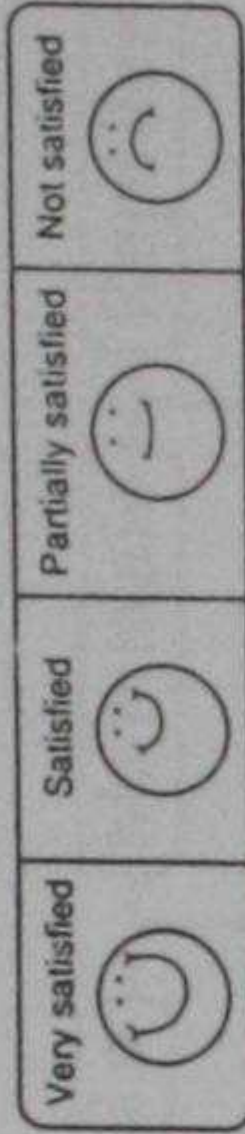
Who are your substitute players?



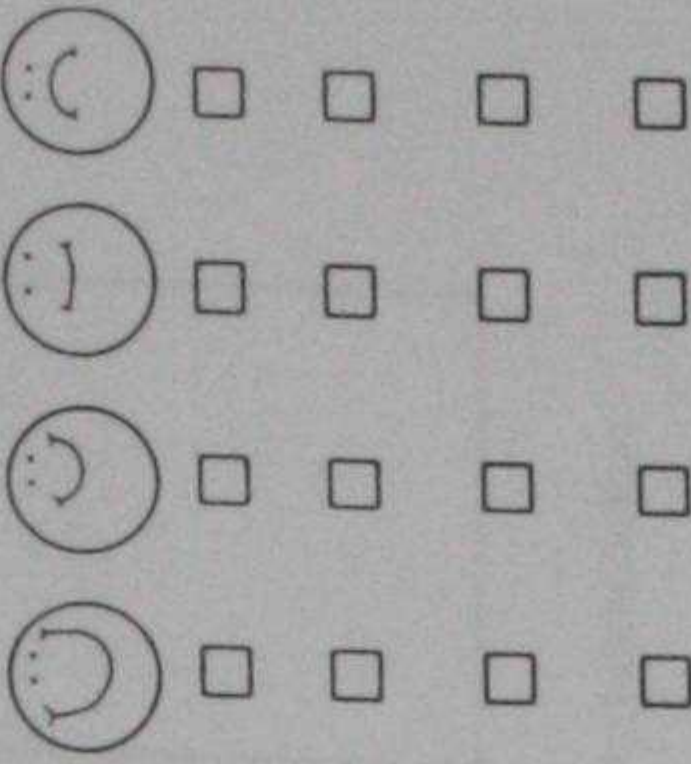
# LET'S CHECK!



A. Check (✓) the faces below according to this scale. I am ...



with the way ...



I can talk about sports or leisure activities.

I can create my own dialogues.

I can understand people talking about this topic.

I can ask and answer questions about it.

# LOOK!

Do you like to jog / jogging?

Can you play chess?

What kind of clothing do you need?

What sports or leisure activities do you play / like?

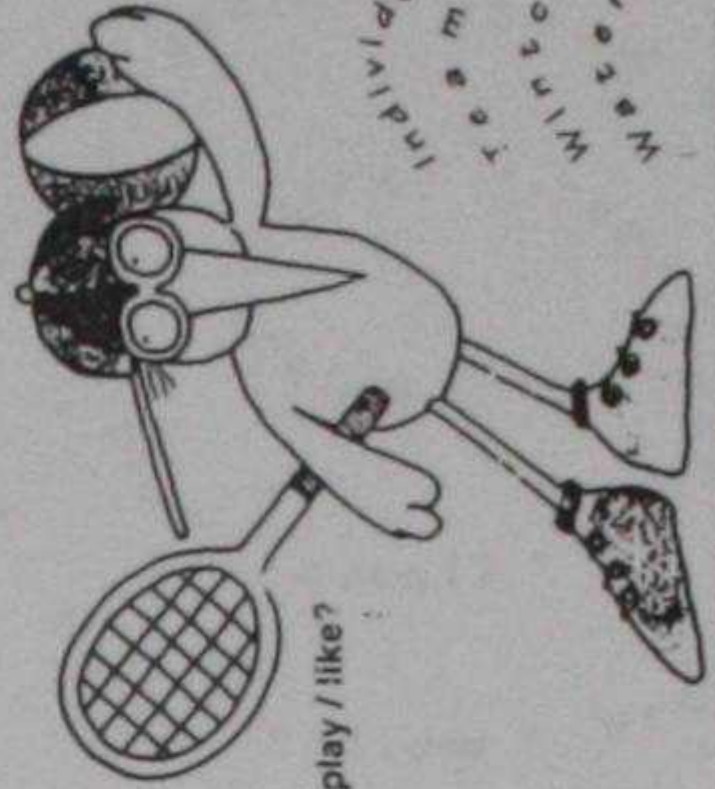
Which sport do you watch / play?

Where is it played?

Have you played volleyball?

How many people play it?

Who loves to play basketball?



Individuals  
Personalities  
Winter sports

skate clubs sneakers equipment clothing  
baseball basketball sports festival  
barball mitt jersey soccer famous player



# UNIT 7

**GET READY!**

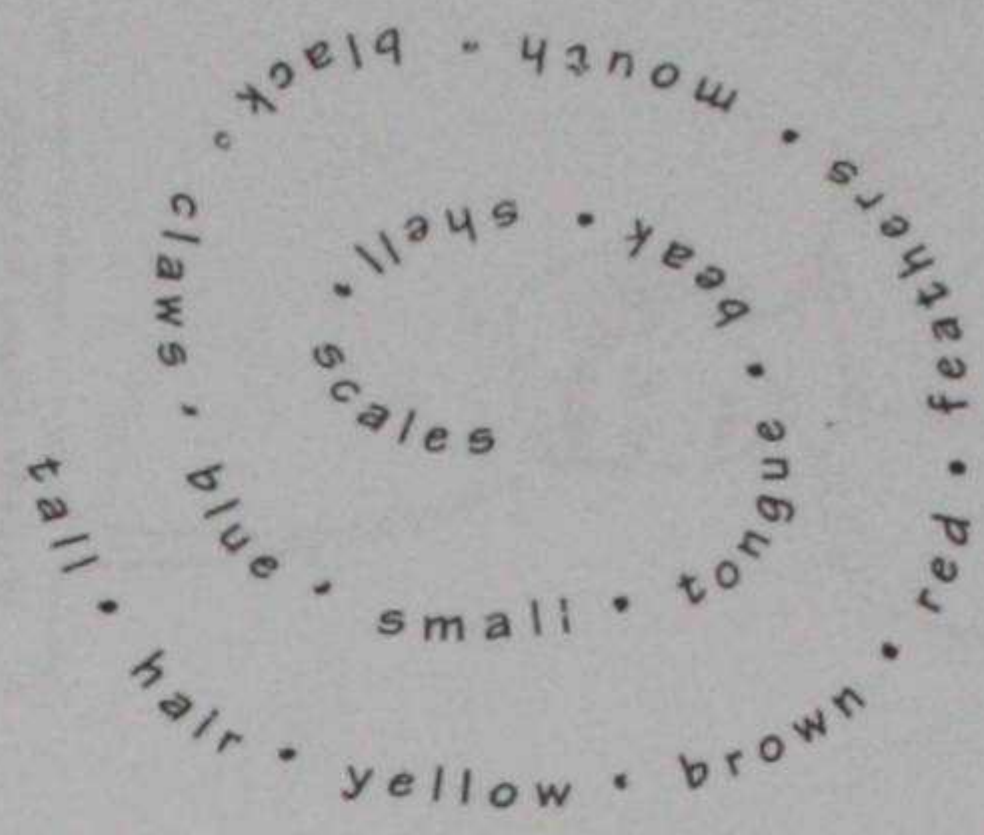


A. Identify the animals you find on the front page. Write their names under the corresponding headings.

Birds	Mammals	Reptiles

B. Choose two of these animals and write a short description of each one.

**Example:**  
The macaw is a beautiful bird with red, yellow and blue feathers.




---



---



---



---



---



**I can appreciate the importance of our natural resources**



C. What's Enriqueta thinking?

Indigenous people without the rain forest are like fish out of water. Without the forest we wouldn't have food, water, building materials and many other things.

Outsiders have started to come here. They cut down trees to sell and hunt just for fun. Then they leave the animals on the ground. We think it's a sin to waste the meat of wild animals.

We don't have money to buy building materials, so we need to protect the trees and plants we use, like palm leaves to thatch our roofs and lianas to make baskets, rope and fences.

Other people profit from destroying our home. Banana companies clear the forest and then pollute the rivers with chemicals. People are building too many hotels and wildlife lodges but we rarely make any money from tourism.

Thirty years ago there were plenty of animals here. You saw wild pigs, squirrel and white-faced monkeys, toucans, macaws, hawks, white-tailed deer, tapirs, jaguars, peccaries, pacas, iguanas, sloths, and many other animals. Now a lot of species face extinction.



D. Check each correct statement below with an X.

Enriqueta is sad because:

- A lot of animals have disappeared.
- Indigenous people love the forest.
- Some people hunt just for fun.
- Indigenous people hunt animals.
- She makes baskets, fences and houses.
- The forest is disappearing.
- Tourism does not help indigenous people.

# TIME FOR PRACTICE



A. Read all these facts carefully.

## Do You Know...

...wherever plants grow, you will always find animal life as well.

...Chirripó Peak was covered by a glacier ten thousand years ago.

...Costa Rica has about 850 species of birds - about one-tenth of the world's bird species. The USA and Canada have only 350.

...Costa Rica is home to 1200 species of orchids.

...donations from children around the world have bought and maintained the 13,000 hectare International Children's Rainforest next to the Monteverde Cloud Forest.

...Costa Rica has more than 1,000 varieties of butterflies.

...one of Costa Rica's neighbors is Ecuador because the Coco Island's Maritime Territory borders on Ecuador's.

...one animal species becomes extinct every half hour.

...there are 12 different life zones in Costa Rica including tropical rain forest, savannah and paramo.





1. Read the following text.

## The Disappearing Rain Forest

Man is cutting down the world's tropical rain forest at a rate of 20 hectares (50 acres) a minute. Every year an area of rain forest twice the size of Costa Rica is destroyed around the world. If they continue to be destroyed as fast as this, most of the world's rain forest will disappear by the year 2000.

The rainforests are cut down sometimes for wood, sometimes to plant crops, sometimes to make way for roads, but mainly for urban development. Unfortunately the rain forest does not regrow unless we give it a chance.

There are so many good reasons for saving the rain forests: they produce food, they are rich in wild life, they supply oxygen to the world, and many medicines now used are found there. If the rain forests are destroyed much land will become desert, and the world's climate will change. Temperatures will go up, sea levels will rise and there will be many disasters caused by these changes such as heavy floods, drastic soil erosion and droughts.

2. Take information from the reading to complete the statements below.

Do you know...	Do you know...	Do you know...

3. Can you think of another important fact about the disappearing rain forest?

Do you know...



C. Think about these situations and find the solutions. Ask your partner what she/he would do.



What would you do if you saw...

a sloth crossing the highway very slowly?
some noisy youths camping, drinking liquor and throwing away garbage?
some smoke coming out of the forest?
a newly-born monkey lying on a trail?
fishermen putting poison in the river?

I would...

ask them to stop the noise.
pick it up.
give them a good reason for stopping it.
stop.
call the closest fire station.
continue driving.
take it to the park rangers' office.
call a park ranger.
shout at them.





# LET'S DO IT!

A. 1. Read the following text.

G.r.e.e.n.p.e.a.c.e

We are now near the end of the twentieth century and we, the human race, are destroying our environment at a dangerously fast rate.

Greenpeace wants to warn people that time is running out and we all need to act soon, before it's too late.

Greenpeace is an international environmental pressure group formed by a group of North Americans in 1971. It actively campaigns to prevent people from damaging or destroying our world.

Now there are about 2,500,000 members of Greenpeace organizations in countries like Argentina, Canada, Spain, U.S.A., Switzerland, Germany, Italy, Sweden, Norway, New Zealand, the United Kingdom, Denmark, Belgium, etc.

Greenpeace gets its money from the general public but it is independent of political parties, business interests and other outside organizations.

*(Adapted from "The Greenpeace Effect" by Patrick Hurley).*

2. Fill in the chart with information from the reading.

<input type="checkbox"/>	Name of the organization _____
<input type="checkbox"/>	Main purpose _____
<input type="checkbox"/>	When and where founded _____
<input type="checkbox"/>	Number of members _____
<input type="checkbox"/>	Countries _____
<input type="checkbox"/>	Supporters _____

B. Find out about other national or international organizations related to ecology and write down information about them. Look at Appendix 1 on pages 103 and 104. Share your findings with another group.

C. This cycle represents the tropical rain forest system. Match each picture with its corresponding text. Write the correct letter in each box.

## Tropical Rain Forest

Leaves make an umbrella or canopy across the forest. The strong sun evaporates rain before it reaches the forest floor.

Plants and trees make a mat which absorbs water like a sponge and stops the sun from washing away.

After it rains, transpiration occurs as the strong sun evaporates water from the leaves. Trees then draw up more water through their roots.

Leaves pile up on the forest floor. The heat and damp make them decay into a rich natural fertilizer.

Every day rainforests receive a lot of rain and intense heat from the sun.

There is, therefore, plants and trees grow incredibly quickly, three times faster than in colder climates.



## What can we do?

Read them carefully.

- Circle in **green** the number of each idea you currently do.
- Circle in **red** the number of each idea you definitely do not do.

- Buy fresh food that doesn't need a lot of packaging.
- Try to buy organic fruit and vegetables from farmers who don't use chemicals.
- Save as much water as possible.
- Find out more about green organizations in your area.
- Write letters to the government about green problems which worry you.
- Use products that will biodegrade easily when you throw them away.
- Use bottles more than once or take them to a recycling center.
- Try to save paper. Use recycled paper as often as possible.
- Don't buy products like fur or ivory, made from rare or protected species.
- Use public transportation as often as possible.
- If you are buying wood, don't choose hardwood from a tropical rainforest.
- Look for aerosols without CFC's (Chlorofluorocarbon- a substance which destroys the ozone layer).
- Use batteries as little as possible; it takes 50 times more energy to make them than they produce.
- Don't leave electric lights, TV's and radios on if you are not using them.
- Find out more about conservation issues in your area. Are there any woods, fields, species etc, in danger, for example?
- Avoid disposable products and try to throw away less rubbish in general.

- E. Discuss these ideas in a group. Tell each other which ideas you now do, which you do not do and the ones you promise to do.

For example:

Right now I save as much water as possible but I don't use products that will biodegrade easily.  
I promise to try to save paper.

- F. Give each other additional advice to help the environment but do not copy any ideas from the list.



## HAVE FUN!

Fill in the blanks according to the information for each number below.

and Biological reserves

A cloud forest in Puntarenas.

National Park located on the Osa Peninsula, very rich in flora and fauna.

The most important nesting area for the green sea turtle in the Caribbean.

This is the highest peak in Costa Rica.

The most important archeological monument. It's in Turrialba.

It's a tropical dry forest and the site of Costa Rica's most famous battle.

Located in Cartago, the highest volcano in the country.

This magnificent bird has a very long feather tail. It is also Guatemala's National Bird.

La Amistad is an international park shared by Costa Rica and this country.

This bird is red with bright blue and yellow patches on the wings and tails. It is found in Carara and Corcovado.

You can find this animal lying motionless, like an inanimate log, on river banks.

The Tarcoles River is a good place to find it.

Manuel Antonio is famous for this animal. Troops of them often swing through the trees.

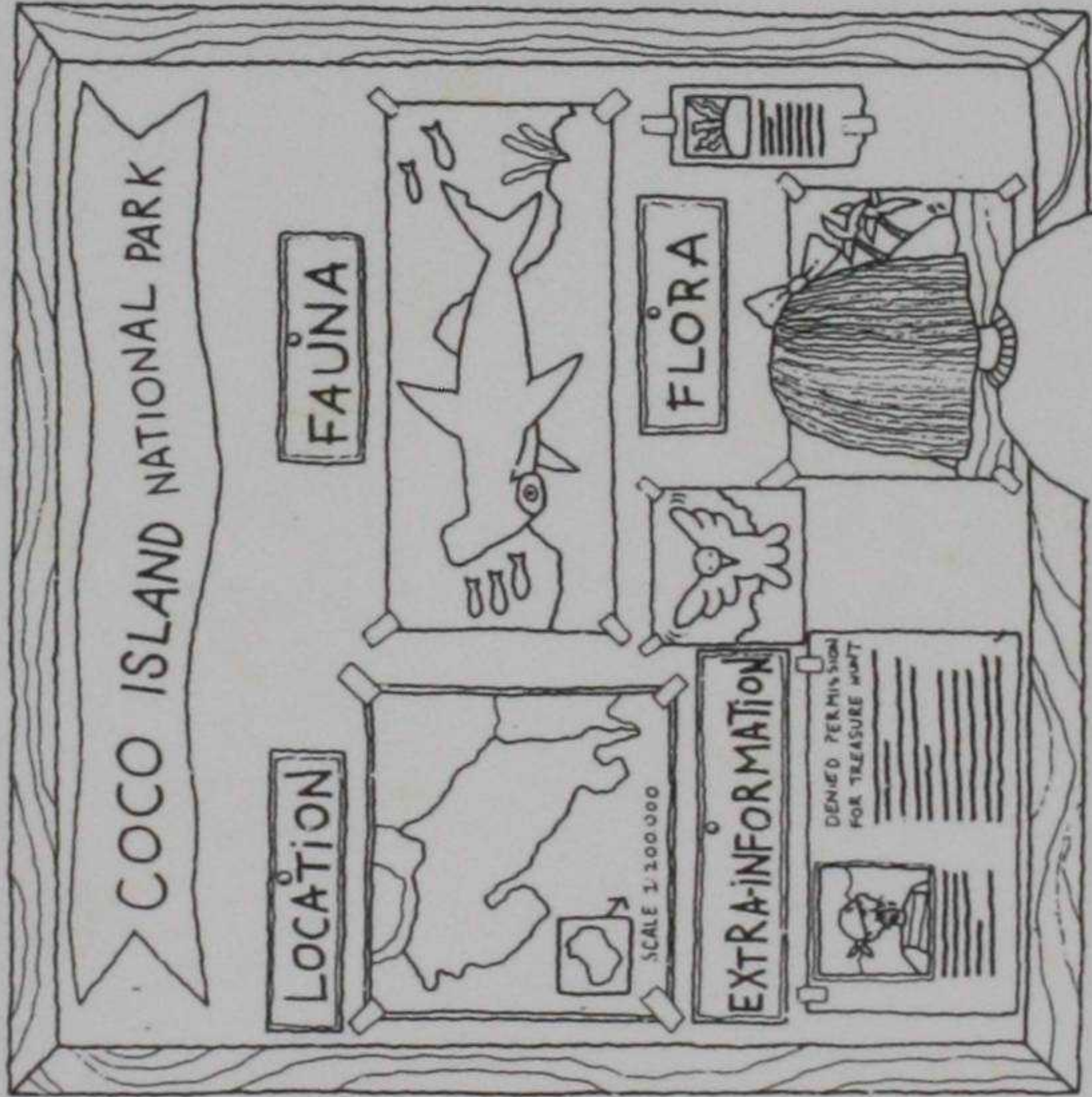
This volcano has been considered as the widest geyser in the world.





# GO FOR IT!

- A. Investigate about a National Park or a Biological Reserve. Create a display by combining written and visual material.



- B. Present your display to your classmates.

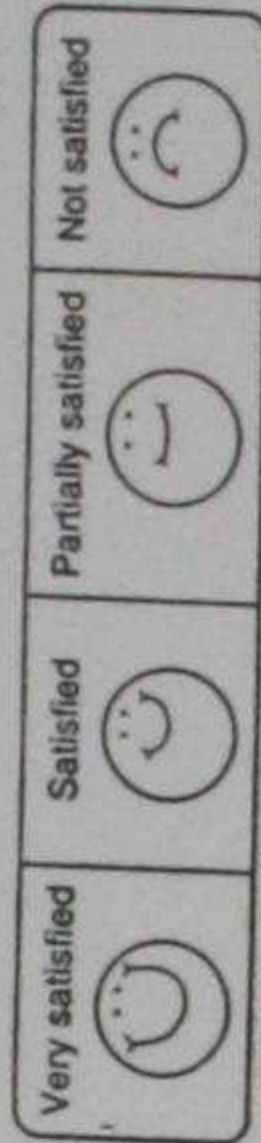


- C. Help to make an exhibition on the school walls. Share your information with the rest of the school's students and teachers.



# LET'S CHECK!

- A. Check (✓) the faces below according to this scale. I am ...



with the way ...

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can ask for and give information about natural resources.

I can talk about natural resources.

I can help others understand the value of saving natural resources.

my commitment to saving natural resources has really improved.

# LOOK!

Do you think/believe...?

What do you suggest...?

Would you...?

What do you think about...?



I think that... I would... I should...  
 I believe... I suggest... In my opinion...



Tesis  
3975

FI 4681

Escuela de Literatura y Ciencias del Lenguaje  
Facultad de Filosofía y Letras  
Universidad Nacional

AN ANALYSIS OF THE SOCIO-CULTURAL CONTENT OF THE LOCALLY-  
PRODUCED SERIES OF TEXTBOOKS HAVE FUN, AND A PROPOSAL FOR  
MODEL COMPLEMENTARY MATERIAL ON FOREIGN CULTURE  
AWARENESS

FINAL PROJECT



A project submitted in partial fulfillment of the requirements for the graduate degree  
of Licenciados en Lingüística Aplicada con Énfasis en Inglés



GIOVANNI VALVERDE RODRÍGUEZ  
YORLENY ROLAS ARIAS  
DOUGLAS GONZÁLEZ CARRAL  
PAOLA ARTAVIA MOYA