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LICENCIATURA EN LENGUA INGLESA

TESIS FINAL

**“Raising Awareness to Challenge the Empire: A Critical Discourse Analysis of  
Postcolonial features in EFL Textbooks used in Public Secondary Schools in Laboulaye.”**

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September, 2022

Villa María, 12 de Septiembre de 2022

En el día de la fecha la alumna MARÍA DE LA PAZ CAICHILO presentó el trabajo final de grado "RAISING AWARENESS TO CHALLENGE THE EMPIRE: A CRITICAL DISCOURSE ANALYSIS OF POSTCOLONIAL FEATURES IN EFL TEXTBOOKS USED IN PUBLIC SECONDARY SCHOOLS IN LABOULAYE" ante el Tribunal conformado por:

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## **Acknowledgements**

I would like to express my gratitude to my thesis advisor, Lic. José Legrand, who guided me throughout the process of research.

In addition, I wish to acknowledge the help provided by Mgter. Gimena Cerrato, who revised my work and provided assistance with the methodological aspects.

Last but not least, I would like to show my appreciation to the English teachers working in the target institutions for allowing me to analyze the materials they use. Critical discourse analysis theory developed by Norman Fairclough supplements the basis of this study. His theory provides a framework for analyzing how the language used in EFL textbooks presents a particular viewpoint. The first concept this study deals with is the relationship between discourse and power.

## **Abstract**

Textbooks are the principal tool to provide input when teaching and learning English as a foreign language (EFL). Therefore, the perpetuation of a colonial viewpoint through the used language in EFL textbooks is the problem addressed in this study. The main objective is to analyse through a Critical Discourse Analysis (CDA) the EFL textbooks: "Champions", by Oxford University Press (starter); "English Zone", by Oxford University Press (level 2); and "What's Up", by Pearson 2nd edition (starter), from a postcolonial perspective. The hypothesis of this research is that the linguistic components used in those texts implemented in public secondary schools in Laboulaye promote a colonialist point of view. The theoretical framework provides some key concepts which structure the analysis of the texts and exhibit the relationship between language and the perpetuation of colonial power. The research is based on a mixed approach and it belongs to the Explanatory Sequential Design. A total number of 37 reading passages were analyzed twice. It was revealed that even though there is no sufficient linguistic evidence to prove that a colonialist perspective is used, two textbooks present elements that refer only to British culture. In order to counteract the one-way approach to foreign cultures, this research suggests supplementing these textbooks with reading passages that offer cultural diversity.

*Keywords:* ESL textbooks, Critical Discourse Analysis, postcolonial perspective

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## 1. Introduction

Critical Discourse Analysis (CDA) focuses on the role of discourse in the reproduction and challenge of dominance. According to van Dijk, “dominance is defined as the exercise of social power by elites, institutions or groups, that results in social inequality, including political, cultural, class, ethnic, racial and gender inequality” (1993, p. 249). Since teaching a foreign language involves teaching culture, this study aimed at carrying out a CDA of the following English as a Foreign Language (EFL) textbooks: “Champions”, by Oxford University Press (starter); “English Zone”, by Oxford University Press (level 2); and “What’s Up”, by Pearson 2nd edition (starter). All of them are used in public secondary schools in Laboulaye, Argentina. The study considered a postcolonial perspective in order to determine whether or not the books promoted a colonialist point of view.

## 2. Justification of Academic and Personal Interest of the Topic

Language is used to create and perpetuate power relations through the construction of mental images about ourselves and others. In my experience as a student and teacher, I have noticed that most of the EFL textbooks show in their reading sections texts that are mainly about Western Europe and North America. Those countries, which were colonizers imposing their language and culture, are nowadays the wealthiest and they continue to exercise power over the rest of the world in different ways. “With the beginning of the British Empire in the 17th century, settlements were established in North America and West Indies for economic reasons. Later, the British colonial power also reached Jamaica and Africa, among other countries” (Britannica, 2021, *Origins of the British Empire*). Even though the colonies gained independence, English has remained as their official or co-official language.

Regardless the fact that our country was not one of those colonies, when teaching English as a foreign language teachers seek to reinforce that language becomes “the medium through which conceptions of ‘truth’, ‘order’, and ‘reality’ become established” (Ashcroft, Griffiths & Tiffin, 1989, p. 7).

Consequently, I consider that the analysis of the materials used in public education in secondary schools in Laboulaye for teaching and learning Standard English is of particular importance to promote the inclusion of histories and cultures of non-dominant groups. Thus, this study will contribute to raise awareness among teachers about the choice of materials their students are exposed to.

Although there have been previous analyses of textbooks in educational contexts from a postcolonial perspective, their focus was on the analysis of cultural elements. Little attention was given to considering how the hegemonic nations are described between the lines and how their power is perpetuated through texts. For this reason, it is important to make a more critical evaluation of the textbooks we use to teach, as they might be a means of continuing perpetuating the power of such nations through language.

After carrying out the analysis of the textbooks “Champions,” “English Zone” and “What’s Up” used in two public secondary schools in the city of Laboulaye, I expected to find out whether or not they promoted a colonial viewpoint.

### **3. Theoretical Background**

The first important theory that frames this study is postcolonialism. Postcolonial theory is a contemporary school of thought which is used as a critical tool for “deconstructing how identity is politicized and how the postcolonial subject is created through hegemonic Western lenses” (Burney, 2012, p. 42). Thus, this theory provides the perspective from which we analyzed the school textbooks. In addition, “it provides strategies for the creation of a counter-discourse and techniques to destabilize the dominant narratives” (Burney, 2012, p. 42).

One of the main referents of this theory was Edward Said, who challenged the discourse of the European conquest in his books “Orientalism” (1978) and “Culture and Imperialism” (1993). Eventhough his works offer a wide variety of concepts, “the links between colonial power and discourse” (Burney, 2012, p. 43) are the basis of this study.



Another significant concept taken from Said's ideas is related to the "politics of location" (Said, 1993). As geography plays an important role in the construction of colonial discourse, this study examined what countries were named in the school textbooks. In Burney's words: "geographic location is crucial to postcolonial theory, whose premise is that culture and geopolitics are intrinsically interconnected" (2012, p. 44).

Bearing in mind that postcolonial theory "reveals the hidden structures of power and knowledge" (Burney, 2012, p. 46), critical discourse analysis theory developed by Norman Fairclough supplements the basis of this study. His theory provides a framework for analyzing how the language used in EFL textbooks presents a particular viewpoint. The first concept this study deals with is the relationship between discourse and power. This involves the notion of discourse as "a place where relations of power are actually exercised and enacted" (Fairclough, 1989, p. 43). Following his line of thought, in one-way discourse hidden power may be present. Thus, this study makes use of the "Ten Questions for Critical Discourse Analysis in Practice" found in *Language and Power* (1989) as a tool to analyze the reading passages.

The second concept that is worth mentioning is standard language. According to Fairclough (1989), this idea reflects that "the whole social order of discourse is put together and held together as a hidden effect of power" (p. 55). One dimension is the process through which a particular social dialect becomes standard. In accordance, Standard English began to emerge as a language of political and cultural power. As a consequence of the establishment of the dominance of Standard English as "correct" English, other social dialects "were stigmatized not only in terms of correctness, but also in terms which indirectly reflected on the lifestyles" (p. 57).

### **State of the Art**

There has been a growing body of research on the analysis of cultural content in textbooks. Most works have to do with the analysis of cultural contents present in EFL textbooks. However, there

is not sufficient research done on Critical Discourse Analysis of EFL textbooks, particularly the ones used in public education in Argentina, from a postcolonial perspective.

A research regarding cultural elements in EFL textbooks was done by Gómez Rodríguez (2015). He analyzed the cultural content in three communicative ESL textbooks used as main instructional resources in the English classroom in Bogotá, Colombia. His study examined whether the textbooks included elements of surface or deep culture applying qualitative research methodology. He categorized cultural elements into surface and deep culture and found out that the textbooks contained only static congratulatory topics of surface culture and omitted complex and transformative forms of culture. Topics such as: holidays, celebrations, famous people, entertainment or celebrations, were typically found in most ESL textbooks, and generally, they were about USA and UK countries.

In addition, Rashidi, Meihami & Gritter (2016) examined the cultural content of the EFL textbooks in the inner (USA, UK), outer (India, Nigeria) and expanding (China, Russia, Brazil) circle countries. The aim was to investigate the representation of cultural content in the EFL textbooks of inner, outer and expanding circle countries taught at secondary schools. In order to achieve that goal, they selected and analyzed three different textbooks produced and used in each of those countries. By categorizing the different cultural content and elements, they found out that EFL textbooks of each circle contained more content about L1 culture than expected, and also that EFL textbooks of both the outer and expanding circles contained more international cultural content than the textbooks used in inner circle countries. As most of the ELT textbooks are produced in the inner circle countries and used in the rest of the world (but not vice versa), the findings acknowledge the fact that ELT textbooks have a hidden curriculum addressing the representation of cultural content.

On the other hand, Pia Mikander and Harriet Zilliacus (2016) investigated how Finish school textbooks portrayed tourism and countries with big tourist sectors. In order to find that out, they carried out a qualitative study, analyzing quotes taken from the textbooks from a postcolonial perspective and

using discourse theory analysis. They did so to challenge what is considered objective information about tourist locations in school textbooks. The results of their study showed that tourism is considered as something positive and that the textbook reader is assumed to be a potential tourist. Their key argument is that unequal global power relations between tourists and those living in tourist locations are not challenged. Even though this study belongs to the area of Social Science, its contribution is significant as it follows the same line of thought of this study.

Although this study focuses on the analysis of linguistic components of EFL textbooks rather than on cultural elements such as: food, holidays, and clothes, among others, the studies mentioned above show an important characteristic in common: they expose the predominance of colonial cultural elements in today's materials for teaching and learning.

#### **4. Aims of the Study**

##### **4.1 Main aim of the Project:**

- To appraise through a Critical Discourse Analysis the EFL textbooks Champions, English Zone and What's Up used in public secondary schools in Laboulaye, Argentina, from a postcolonial perspective.

##### **4.2 Specific aims:**

- 1- To identify the linguistic components present in the reading passages of the series Champions, English Zone and What's Up used in public secondary schools in Laboulaye.
- 2- To analyze the linguistic components found in the corpus.
- 3- To list the countries mentioned in the analyzed corpus.
- 4- To identify how those countries are described by following Fairclough's "Critical Discourse Analysis in Practice" theory.
- 5- To determine whether or not the books promote a colonialist point of view.

## **5. Problem, Purpose, Research Questions, Hypothesis**

Textbooks are used as a main tool for learning and teaching English as a foreign language (EFL). They provide input not only in terms of vocabulary and grammar, but also in terms of culture, stereotypes and ideology. Following Ho's line of thought (2009), the process of learning a new language involves learning another culture as well. Then, the problem addressed in this study is the perpetuation of a colonial viewpoint through the language used in EFL textbooks. Taking this fact into consideration, this study is an attempt to examine the linguistic components of EFL textbooks used in public secondary schools in the city of Laboulaye and to analyze them critically from a postcolonial perspective. The following research questions were posed to address the purpose of this study:

- 1- What countries are mentioned in the reading passages of the EFL textbooks Champions, English Zone and What's Up?
- 2- How are those countries described?
- 3- Do these books promote a colonialist point of view?
- 4- What linguistic features are present in the reading passages that portray cultures in particular subjective ways?

Therefore, the hypothesis of this project is that the linguistic components used in the texts of the series Champions, English Zone and What's Up implemented in public secondary schools in Laboulaye promote a colonialist point of view.

## **6. Context for the Project and Methodology**

This research was set within the context of theoretical research since "it is based on the ideas expressed by an author" (Sierra Bravo, 1999, p. 137). In this case, Fairclough's ideas of Power behind Discourse guided the study.

In order to carry out this investigation, both qualitative and quantitative (descriptive) methodology were applied to the collection and analysis of data. According to Creswell (2012), there are several reasons for using a mixed methods design to conduct a study. One of them, the one that is suitable for this study, is that “you conduct a mixed methods study when one type of research is not enough to address the research problem or to answer the research questions” (Educational Research. p. 535).

As stated by this author, there are five types of mixed designs: the Convergent Parallel, the Explanatory Sequential, the Exploratory, the Embedded, and the Transformative Design. According to the characteristics of this research, it belongs to the Explanatory Sequential Design as this method “consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results” (Creswell, 2012, p. 552).

In order to find answers to the research questions, to find out how often each country was mentioned, a descriptive methodology was applied to analyze the data as this type of analysis is done by means of descriptive statistics. According to Madrid (n. d.) the most common statistical procedures are: frequencies, central tendencies and variabilities. For this study, frequencies were necessary, as they indicate how often a phenomenon occurs.

**Table 1.**

Names of the countries mentioned in the textbooks and frequency of appearances.

	Page number	Name of the country	Number of appearances
Textbook 1			
Textbook 2			
Textbook 3			

On the other hand, with the intention of finding out whether or not the texts promote a specific point of view, a qualitative approach is necessary. As cited in Madrid (n. d.), Tesch (1987) states that there are some features that are common to all qualitative research analyses:

- 1- The qualitative data analysis is systematic, but not rigid.
- 2- The main procedures used are comparison, a search for likeness and differences.
- 3- In order to be compared and contrasted, the raw data need to be summarized and condensed.
- 4- The analysis is not the final phase of the research project. The results of each analytical session point to other questions that need new data.

To analyze the data following qualitative methodology, a deductive procedure was used. This is so because Fairclough's taxonomy of 10 questions for Critical Discourse Analysis in Practice were employed.

**Table 2.**

Classification of linguistic components according to Fairclough.

<b>Textbook 1</b>			
	Page number	Page number	Page number
Vocabulary			
ideational			
interpersonal			
textual			

Grammar			
ideational			
interpersonal			
textual			
Metaphors			
Sentence structure			
Text structure			

### **6.1 Units of Analysis:**

The target institutions were two secondary public schools: I.P.E.TyM 257 “Dr. René Favaloro” and I.P.E.M 278 “Malvinas Argentinas”. We chose them because they are public and also because they are the biggest. Most children chose them after finishing primary school. First-year-students are divided up into five different divisions in each of them. I.P.E.TyM 257 “Dr. René Favaloro” has 35-45 students per division while I.P.E.M 278 “Malvinas Argentinas” has 20-30 per division.

### **6.2 Data collection:**

The teachers working in the target institutions: I.P.E.M 257 “Dr. René Favaloro” and I.P.E.M 278 “Malvinas Argentinas” gently provided the EFL textbooks analyzed. The series are: “Champions” by Oxford University Press (starter), “English Zone” by Oxford University Press (level 2) and “What’s Up” by Pearson 2nd edition (starter). From these, we extracted and analyzed the reading passages.

We selected them due to the fact that the emphasis is on developing reading skills. Students are mainly exposed to them.

### **7. Work Planning:**

A plan was established in order to organize the investigation and follow clear steps. The research process started with the data collection. Once the teachers working at the target institutions agreed on the material they would use, they provided the school textbooks. After that, the reading passages were selected. This stage of the investigation took two months.

The following step took three months and consisted in analyzing the data. A total number of 37 reading passages were analyzed twice. The focus of the first analysis was to identify the names of the countries mentioned, which were subsequently counted. This can be found in Table 1 from Appendix 1. The second analysis was based on Norman Fairclough's "Ten Questions for Critical Discourse Analysis in Practice" (1989). Table 2 from Appendix 2, shows the analysis of each reading passage from a CDA perspective.

Finally, the last step of the investigation was reporting the results. The results that arose from the analyses were organized into charts and graphics to show the information in a clear way. In addition, they were explained, interpreted and illustrated with examples taken from the reading passages. This section took four months.

### **8. Impact of the Investigation:**

Most teachers choose materials based on methods, approaches, skills development, activity types and students' needs. However, the results of this investigation might bring teachers' attention to a more critical evaluation of textbooks as they might be a means to continue perpetuating colonial power through language. In addition, through this study, teachers may acquire tools to analyze and implement textbooks which reflect the local culture.



## 9. Results:

We organized this section into two main sections according to the research questions. Section 9.1 has to do with the quantitative aspect of the research, which is the presentation of the countries named in the reading passages analyzed and the description of the frequency of appearances. On the other hand, section 9.2 is dedicated to the qualitative aspects of the research, including the presentation and analysis of the linguistic features present in those textbooks.

### 9.1 Section 1

Presentation of results:

With the intention of answering what countries were mentioned in the reading passages of the textbooks, the cities were identified and subsequently counted. In order to condense the results, we classified the names of the cities into bigger categories to get a clear picture of the pattern of occurrence. After that, we summed up the number of appearances of each country among the three textbooks to get a total. Finally, the complete number of appearances of each country in the three textbooks was divided according to the percentage of appearances in each book. Thus, table 3 is a frequency table that shows the number of times those countries were named. The frequencies are expressed in percentages of appearances to organize, summarize and compare the data. We included the table first in order to move later on to the analysis with the purpose of showing preliminary results.

**Table 3.**

Percentages of occurrence of each country.

Country	Percentages of appearances		
	Textbook 1: "English Zone"	Textbook 2: "Champions"	Textbook 3: "What's Up?"
UK	32,35%	55,88%	11,76%

Australia	100,00%	0%	0%
USA	45,45%	45,45%	9,09%
Poland	100,00%	0%	0%
Canada	42,86%	0%	57,14%
Italy	28,57%	14,29%	57,14%
Africa	100,00%	0%	0%
France	16,67%	83,33%	0%
Germany	100,00%	0%	0%
Spain	100,00%	0%	0%
Ireland	100,00%	0%	0%
South America:	0%	100,00%	0%
Bolivia	0%	100,00%	0%
Peru	0%	75,00%	25,00%
Brazil	0%	42,86%	57,14%
Argentina	0%	100,00%	0%
Paraguay	0%	25,00%	75,00%
Japan	0%	50,00%	50,00%
South Korea	0%	50,00%	50,00%
Mexico	0%	0%	100,00%
Amsterdam	0%	0%	100,00%

Description:

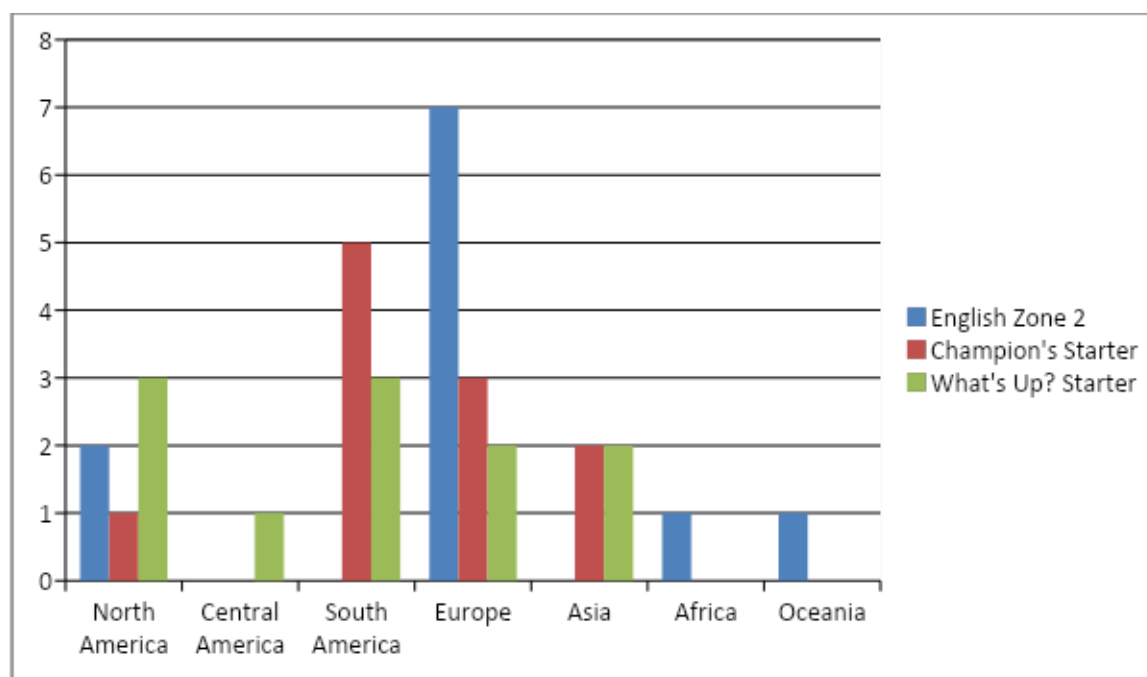
Table 3 indicates that all three EFL textbooks present a significant similarity: the appearance of the United Kingdom (textbook 1, frequency ( $f$ ) =32,35%; textbook 2,  $f$  = 55,88%; textbook 3,  $f$  = 11,46%) and the United States (textbook 1, ( $f$ ) =45,45%; textbook 2,  $f$  = 45,45%; textbook 3,  $f$  = 9,09%). However, in textbook 3 there is a considerable decrease in the percentage of mentions of those countries compared to the previous ones.

On the other hand, it is important to draw attention to the fact that, as it is shown in Table 3, not all the countries are mentioned in the three textbooks alike. For this reason, the comparison not only

highlights the frequency of appearances but it also reveals the absence of local culture. South American countries (including Peru, Argentina, Bolivia, Paraguay and Brazil), for instance, are mentioned in textbooks 2 and 3. They do not appear, however, in textbook 1 ( $f=0\%$ ). In addition to this point, textbook 2 is the only one that refers to Argentina ( $f=100\%$ ).

#### Interpretation and Analysis:

In order to condense the results and offer a more general perspective, we classified the countries according to the continent they belong to. Figure 1 shows the frequency of appearance of continents in each textbook.



**Figure 1.** Frequency of appearance of continents.

It can be seen from figure 1 that the textbook “English Zone 2” offers a European perspective as it highlights the presence of European countries. Other continents, such as Africa, Oceania and North America are named but their appearance is insignificant in comparison to Europe. This predominance cannot be taken as a random choice of geographical regions as it conveys different

cultural aspects that characterize those countries including customs, education, food, art, and language, among others. In other words, this highly predominant European preference in the textbook shows in advance that the students will be exposed to learning English from a material that provides linguistic and cultural input mainly from a colonialist perspective. On the contrary, it can be stated that the textbooks “Champion’s” and “What’s Up?” are not European centred since they provide a more balanced variety of continents. Furthermore, figure 1 shows a predominance of South American countries in “Champion’s Starter.” This might help the students of the target schools feel emotionally engaged and motivated by learning English from a material that offers them their own culture and the culture of those countries that surround Argentina.

## **9.2 Section 2:**

Presentation of results:

This section is concerned with answering the last three research questions:

- 2- How are those countries described?
- 3- Do these books promote a colonialist perspective?
- 4- What linguistic features are present in the reading passages that portray cultures in particular subjective ways?

In order to analyze the data following qualitative methodology, a deductive procedure was used. As this research was based on Fairclough’s ideas on Critical Discourse Analysis, it is important to take into account that the analysis of the reading passages consisted of three aspects:

- 1- Description: this stage is concerned with the formal properties of the text. With the aim of analyzing the reading passages, Fairclough’s taxonomy of 10 questions for Critical Discourse Analysis in Practice was used. After analyzing each text in isolation, the information was condensed and categorized in one table per textbook to show the common patterns and the

differences each textbook presents in terms of grammar, vocabulary, text structure and images accompanying the texts.

- 2- Interpretation: it is concerned with the relationship between text and interaction.
- 3- Explanation: it is concerned with the relationship between interaction and social context.

When carrying out the analysis focusing on the interpretation and explanation aspects, we established complex relationships to find out the hidden perspective of the reading passages. We explain these stages later in the section Interpretation and Analysis of the results.

**Table 4.**

Classification of linguistic components according to Fairclough.

	Textbook 1: “English Zone” by Oxford University Press.	Textbook 2: “Champions” by Oxford University Press.	Textbook 3: “What’s Up?” by Pearson.
<b>Grammar</b>	<b>Participants:</b> I You (“Do you like sports?”) He She It They Exclusive we (referring to the students of an important school in London)	<b>Participants:</b> I You He She It They Exclusive we (referring to the members of a pop band and also referring to the students of a described school.)	<b>Participants:</b> I You (“Have you got something new?”) He She It They Exclusive we (referring to Kingstone School students and to Da Vinci School students.)
	<b>Processes:</b> - Relational - Mental	<b>Processes:</b> - Relational - Mental	<b>Processes:</b> - Relational - Material

	<ul style="list-style-type: none"> <li>- Existential</li> <li>- Material</li> <li>- Verbal</li> </ul>	<ul style="list-style-type: none"> <li>- Material</li> <li>- Verbal</li> </ul>	<ul style="list-style-type: none"> <li>- Mental</li> <li>- Verbal</li> </ul>
	<p style="text-align: center;"><b>Sentence type:</b></p> <ul style="list-style-type: none"> <li>- Active</li> <li>- Positive</li> <li>- Negative (“There aren’t any chips, and there isn’t any ketchup.”)</li> <li>- Declarative</li> <li>- Interrogative (“What’s it like to be a choirboy in a choir school?”)</li> <li>- Imperative (“Please write soon.”)</li> </ul>	<p style="text-align: center;"><b>Sentence type:</b></p> <ul style="list-style-type: none"> <li>- Active</li> <li>- Positive</li> <li>- Declarative</li> <li>- Interrogative</li> </ul>	<p style="text-align: center;"><b>Sentence type:</b></p> <ul style="list-style-type: none"> <li>- Active</li> <li>- Positive</li> <li>- Declarative</li> <li>- Interrogative</li> <li>- Imperative (“Tell us about it!”)</li> </ul>
	<p style="text-align: center;"><b>Modals:</b></p> <p style="text-align: center;">Can (to talk about ability)</p>	<p style="text-align: center;"><b>Modals:</b></p> <p style="text-align: center;">Can (to talk about ability)</p>	<p style="text-align: center;"><b>Modals:</b></p> <p style="text-align: center;">None.</p>
	<p style="text-align: center;"><b>Connectors:</b></p> <ul style="list-style-type: none"> <li>- and</li> <li>- but</li> <li>- so</li> <li>- because</li> </ul>	<p style="text-align: center;"><b>Connectors:</b></p> <ul style="list-style-type: none"> <li>- and</li> <li>- but</li> </ul>	<p style="text-align: center;"><b>Connectors:</b></p> <ul style="list-style-type: none"> <li>- and</li> <li>- but</li> <li>- because</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Topics:</li> <li>- Family</li> <li>- Friends</li> <li>- Houses</li> <li>- Food</li> <li>- School</li> </ul>	<ul style="list-style-type: none"> <li>• Topics:</li> <li>- School</li> <li>- Success</li> <li>- Superheroes</li> <li>- Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Topics:</li> <li>- Schools</li> <li>- Family</li> <li>- Home exchange</li> <li>- Sleepover</li> <li>- Special day</li> </ul>

	<ul style="list-style-type: none"> <li>- Daily routine</li> <li>- Music</li> <li>• Informal language.</li> <li>• Absence of metaphors.</li> </ul>	<ul style="list-style-type: none"> <li>- Ethnic groups in Latin America</li> <li>- Traditional clothes</li> <li>- Films</li> <li>- Family</li> <li>- Musical genius</li> <li>- Style</li> <li>• Informal language.</li> <li>• Absence of metaphors.</li> </ul>	<ul style="list-style-type: none"> <li>- Special house</li> <li>- Free-time activities</li> <li>- Flight attendant's life</li> <li>• Informal language.</li> <li>• Absence of metaphors.</li> </ul>
<b>Text structure</b>	<ul style="list-style-type: none"> <li>• Unmarked theme.</li> <li>• Parallel progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Unmarked theme.</li> <li>• Parallel progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Unmarked theme.</li> <li>• Parallel progression.</li> </ul>
<b>Images accompanying the texts</b>	<ul style="list-style-type: none"> <li>• Smiling Nigerian boy.</li> <li>• Smiling Canadian boy.</li> <li>• Smiling Irish boy.</li> <li>• Boys from Magdalen College School.</li> <li>• Girl serving breakfast.</li> <li>• Boys at school.</li> <li>• Perfect garden.</li> <li>• Sandwich.</li> <li>• Boy and food.</li> <li>• Two boys using a computer.</li> <li>• Picture of New York City.</li> <li>• Girl stretching.</li> <li>• Table with milk, bread and butter.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 female teachers and 3 male teachers.</li> <li>• 4 teenage boys</li> <li>• 1 boy</li> <li>• 1 champion girl</li> <li>• 2 girls and 1 boy at school</li> <li>• Batman, superman, Spiderman</li> <li>• 4 boys and 2 girls</li> <li>• 1 Guaraní man.</li> <li>• 5 Mayoruna boys</li> <li>• 2 couples: 1 from Peru. 1 from Japan</li> <li>• 1 girl</li> <li>• 1 boy</li> <li>• 1 female footballer</li> <li>• 1 genius boy</li> </ul>	<ul style="list-style-type: none"> <li>• 2 girls – 2 boys.</li> <li>• Picture of London, Buenos Aires and Tokyo.</li> <li>• 5 men – 3 women</li> <li>• Pictures of Bariloche</li> <li>• 6 scared girls shouting</li> <li>• 3 girls</li> <li>• 1 boy – 2 girls</li> <li>• Boat for a house</li> <li>• 1 girl</li> <li>• 1 female flight attendant serving.</li> </ul>

Interpretation and Analysis of the results:

The information obtained from the analysis of the linguistic components of each text has been gathered together in table 4. This table makes the similarities between the three textbooks visible in terms of grammar, vocabulary, text structure and images accompanying the texts.

The first important aspect to highlight regarding grammar is that the participants are people. The main participants refer to teenagers in particular. This is shown by the personal pronouns “he”, “she”, “I”, which are highly used and present in the three textbooks. As an example from textbook 1, on page 20 the reading talks about a boy called Robert: “he is 12 years old.” From textbook 2, on page 18, in a reading that describes teachers, there are sentences such as “she’s a fantastic saxophone player.” “He’s from London.” Finally, as an example taken from textbook 3, on page 30 a girl describes her family and uses sentences such as: “I’ve got a brother and a sister.” “I’ve got a pet.”

The only two exceptions are from textbook 1 and they refer to schools. On page 31 the reading passage describes a British school using sentences such as: “Magdalen College is for boys aged 7 to 18.” “The school has a famous choir.” In addition, on page 49 the emphasis is on a school that is different from the rest: “But in one school in London things are different.” “The school has a famous chef from a big London restaurant.” Another important point to consider is the use of the pronoun ‘you’ to address the reader directly and the appearance of the ‘exclusive we’ referring to students of that particular British school that is described as prestigious. For instance, in textbook 1: “The school has a famous choir.” “We wear our school uniform.” (p.31)

In relation to this, the three textbooks also have in common the type of processes that predominate. As it is shown in table 4, the majority are relational processes. This is so because most of the reading passages are limited by a particular grammatical structure: the use of the verb ‘to be’ to describe and the simple present tense to talk about routines. This might have to do with the level of language as it is meant for beginner students.

Regarding this, most sentences present in the three books are simple and active following the structure subject + verb + object. Some compound sentences are linked by connectors such as “and”,



“so”, “but”, “because”. What is more, it can be seen from table 4 that most of them express information as facts. This is shown by the absence of modal verbs. Some examples taken from textbook 1 are found on page 77 with sentences such as: “On weekdays I wear a school uniform.” “My school is in Oxford.” “School is Ok, but I hate homework.” In textbook 2, on page 62, it is stated that “Summer Camp in Scotland is Britain’s favourite holiday camp,” and on page 66 it is mentioned that “in Bolivia there are thirty-two different ethnic groups.” Last but not least, in textbook 3, on page 85 adolescents describe their new things using sentences such as: “I’ve got a new watch. It’s from Korea. It’s cheap but it’s very good.”

In terms of vocabulary, in order to shorten the distance between the text producers and the readers, informal language is used in the three textbooks alike. This is also supported by the use of verb contractions. For instance, in textbook 1, on page 29 a boy called Shane states: “I want to be your penfriend.” In textbook 2, on page 18, the sentence “Watch out!”, and the term “thank goodness” from page 47. In addition, the website called “Films 4 Teens” in textbook 3, on page 66, starts by asking the audience: “need some good ideas for your next sleepover?”

There are similarities regarding the chosen topics as well. Table 4 shows that the reading passages from the different books have certain topics in common such as: family, school, homes, entertainment (music, films, free-time activities), holidays, and daily routines. However, textbook 2 (Champion’s Starter) is the only one that includes topics such as: Ethnic groups in Latin America and Traditional clothes. The first reading passage describes Ethnic groups in South America, more specifically, Guaraní, Quechua, Aymara, Mayoruna and Piraha people. It focuses mainly on their language and location. The second one describes what Japanese and Quechuan people’s traditional clothes are.

The text structure is the same for most of the reading passages of the three textbooks and the theme is unmarked. As the subject of the sentences are teenagers, the rheme adds information about them following a parallel progression. Nominalizations were not found due to the level of the language.

The last element to consider in this analysis has to do with the images. The three textbooks present similarities regarding the images that accompany the texts. They match the written descriptions and they do not add extra information. It can be seen from Table 4 and from Appendix 2 that there is no graphic reference to countries and that there is a significant appearance of male teenagers.

Consequently, when answering the last research questions some issues arose. The first concern was that the countries are just named to give information about where the teenagers come from, but they are not used as participants, i.e. the focus is on the teenagers and their interests. For this reason, it was not possible to answer the research question “How are those countries described?”. Some examples that illustrate this are: in textbook 1, on page 12, it is stated that “she’s British but her mum’s from Australia and her dad’s from Poland.” From textbook 2: “He isn’t English, he’s Italian.” (p.18) “I’m from Scotland.” (p.84), And in textbook 3, on page 15, it is mentioned that “This is my friend Alina. She’s from Venice.” The only exceptions where cities are the participants of the sentences were found in textbook 3. On page 12, it is mentioned that “It (London)’s a nice city” and, on page 34, it is stated that “Bariloche is a beautiful place”. However, these two examples were not enough to answer the research question.

After carrying out the analysis, we found that there is no sufficient linguistic evidence to prove that a colonialist perspective is used. For this reason, the question “Do these books promote a colonialist perspective?” remains unanswered. This might have to do with the limitations of the topics, vocabulary and text structures as they are intended for beginner students. Accordingly, the answer to the fourth research question “What linguistic features are present in the reading passages that portray cultures in particular subjective ways?” was also affected by those limitations. The linguistic features made reference to daily routines and teenagers’ interests, not to particular cultures.

However, we found that textbooks 1 and 2 had a special section called “Culture Zone” (English Zone 2) and “Culture Club” (Champions Starter). In the first textbook, under the section “Culture Zone” the text producers included topics such as: “Mother’s Day in Britain and the USA,” “British schools,”

and “types of houses in England.” For example: On page 15, it is stated that “in Britain and the USA the date is different every year.” On page 31, it is mentioned that “many British schools have orchestras or choirs” and that “one of them is Magdalen College School in Oxford.” More examples were found on page 41, where the emphasis is on describing British cottages and gardens: “Most people in Britain live in houses not flats. Some of the houses are cottages. Cottages are very pretty.”

Finally, on page 49 when describing school food, it is stated that “in one school in London things are different.” In the second one, within the section “Culture Club” the text producers included a pop band (whose members speak English even though they are all from different countries) “we’re from different countries but our language is English.” (p.29). They also included schools in Britain, and British teenagers’ free time activities. On page 47, for instance, a girl named Rachel describes her school in Britain stating “In the morning I have four lessons and there are three lessons in the afternoon.” On page 65, the reading passage describes what British teenagers do in their free time: “British teenagers often stay at home in their free time.” “After-school clubs are also popular.” As both textbooks were published by Oxford University Press, it can be argued that the choice of including only British cultural elements in such categories was a way of imposing one culture in particular.

## **10. Conclusion**

The problem addressed in this study was the perpetuation of a colonial viewpoint through the language used in EFL textbooks. Therefore, this study was an attempt to examine the linguistic components of EFL textbooks used in public secondary schools in the city of Laboulaye and to analyze them critically from a postcolonial perspective.

The results show that even though there is no sufficient linguistic evidence to prove that a colonialist perspective is used, two textbooks present elements that refer only to British culture. Bearing in mind that this is a one-way discourse, students are exposed to what the text producers want, in Fairclough’s words “producers exercise power in that they determine what is included and excluded” (1989, p. 50). Thus, there is an “unequal encounter” (Fairclough, 1989, p. 46). The investigation demonstrates the predominance of British culture in textbooks “English Zone” and

“Champions” not only by the creation of classification schemes regarding one culture in particular, but also by the exclusion of other cultures within the categories “Culture Zone” and “Culture Club” respectively. This is why teachers should be aware of these aspects when choosing materials and provide the opportunities for students to have access to different cultures. In order to counteract the one-way approach to foreign cultures, this research suggests supplementing these textbooks with reading passages that offer cultural diversity.

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## 12. Appendices

**12.1 APPENDIX 1:** Table 1. Names of the countries mentioned in the textbooks and number of appearances (complete table).

Textbook 1: "English Zone"	Page number	Name of the country/city	Number of appearances
	12-49	London	2
	12	Nigeria (Africa)	2
	12-68	Australia	3
	12-15	Poland	3
	15	Spain	1
	15	Italy	2
	15	Germany	1
	15-41-46	Britain	4
	15-59	USA	4
	20	Ottawa	1
	20-76	Canada	2
	29	Dublin	1
	31-77	Oxford	2
	59	France	1
	59	Scotland	1
	68	Alice Springs	3
	69	New York	1

	87-92	England	2
Textbook 2: "Champions"	<i>Page</i>	<i>Name of country/city</i>	<i>Number of</i>
	<i>number</i>		<i>appearances</i>
	18- 26-62-84-89	Scotland	6
	18- 26-29-36-47	London (England)	6
	44	Liverpool (England)	1
	87	Bradfield	1
	18	(Cardiff) Wales	1
	18	Bristol	1
	18	Italy	1
	26-29	United States	2
	54-94	(America)	2
	79	New York	1
		Hollywood	
	29	Canada	1
	29-99	Australia	2
65-74	Britain	3	
66	South America:	3	
66	Paraguay	1	
66	Bolivia	5	
66	Argentina	1	
66	Brazil	3	
66	Andes	1	



	66	Titicaca	1
	66-68	Peru	4
	68	Japan	2
	87	France	4
		Paris	1
	99	South Korea	1
Textbook 3 "What's Up?"	<i>Page number</i>	<i>Name of country/city</i>	<i>Number of appearances</i>
	12	London (England)	3
	12	Buenos Aires (Argentina)	1
	13	Tokyo (Japan)	3
	15	Rome (Italy)	3
	15	Venice	1
	34-35	San Carlos de Bariloche (Argentina)	3
	35	Salvador da Bahia (Brazil)	1
	35	California (united States)	1
	35	Playa del Carmen (Mexico)	1
	79	Montreal (Canada)	3
	79	Ottawa (Canada)	1
	79	Mexico	1

	85	Korea	1
	91	Amsterdam	1

**12.2 APPENDIX 2:** Table 2. Classification of linguistic components according to Fairclough (complete table).

<b>Textbook 1: “English Zone 2”</b>				
	Reading page 12	Reading page 15	Reading page 20	Reading page 29
<b>Vocabulary</b>				
ideati  onal	Classificatio  n schemes: family, dad, mum, sisters, aunts, uncles, cousins, relatives.  “I’ve got relatives all over the word!”	Repetition of  words: special day (3) - countries(5 times) - different (3 times) -  Classification  scheme: special days (Mother’s Day,	Repetitio  n of words: he.  Vocabula  ry related to daily  routines: “He does his homework at 5 o’clock.”	Classification  scheme: penfriend, best friend, friends.

	“It’s great to be part of an international family!”	Father’s Day, Grandparents’ Day)		
interpersonal	Informal language is used.	Informal language is used.	Informal language is used.	Informal language is used.
textual	No metaphors used.	No metaphors used.	No metaphors used.	No metaphors used.
<b>Grammar</b>				
ideational	<p>Main participant: “I”.</p> <p>Processes: all the processes used are relational.</p> <p>Verb contractions are used.</p>	<p>Main participant: “It” (referring to Mother’s Day)</p> <p>Processes: All of them are relational except for one that is existential: “in some countries like the USA there are special days for grandparents”.</p>	<p>Main participant: “He” (referring to a boy called Robert).</p> <p>Processes: most processes are relational. “He is 12 years old.”</p> <p>Some are material. “After</p>	<p>Main participant: “I” (referring to a boy called Shane).</p> <p>Processes vary.</p> <ul style="list-style-type: none"> <li>• Relational: “I’m 12.”</li> <li>• Material: “I do my homework.”</li> </ul>

			school he plays football.”	<ul style="list-style-type: none"> <li>Mental: “I don’t like swimming.”</li> </ul> <p>Verb contractions are used.</p>
<p>personal</p> <p>interp</p>	<p>Connectors:</p> <p>and - but (to make contrast between his mum’s nationality and her parents’). “She’s British but her mum’s from Australia and her dad’s from Poland.”</p> <p>Declarative sentences.</p> <p>No modals used.</p>	<p>Connectors:</p> <p>and - but (to make contrast between the dates of celebration in different countries). “In Europe Mother’s Day is in the spring. But it is on different days in different countries.”</p> <p>Declarative sentences.</p> <p>No modals used.</p>	<p>Time</p> <p>connectors:</p> <p>after.</p> <p>Declarative sentences.</p> <p>No modals used.</p>	<p>Connectors:</p> <p>and - but. “I like school but I don’t like Maths.”</p> <p>Declarative, interrogative and imperative sentences.</p> <p>“My name is Shane.” / “What time do you go to school?” / “Please write soon.”</p> <p>No modals used.</p> <p>Exclusive We (referring to Shane and his best friend, Matt): “We often listen to music together and we play football.”</p>

textual	Possessive pronouns are used. “her dad is from Poland.” no nominalizations are used.	Personal pronouns are used. no nominalizations are used.	Personal pronouns are used. no nominalizations are used.	Personal pronouns are used. no nominalizations are used.
<b>Metaphors</b>	None	None	None	None
<b>Sentence structure</b>	Simple sentences. Active sentences.	Simple sentences. Active sentences.	Simple sentences. Active sentences.	Simple sentences. Active sentences.
<b>Text structure</b>	Theme-Rheme: Unmarked theme. Parallel progression. “My dad’s from Africa. He’s Nigerian. He’s a teacher.”	Theme-Rheme: Marked theme. “In Britain and the USA the date is different.”	Theme-Rheme: Unmarked theme. Parallel progression.	Theme-Rheme: Unmarked theme. Parallel progression.

**Textbook 1: "English Zone 2"**

	Reading page 31	Reading page 41	Reading page 46	Reading page 49
<b>Vocabulary</b>				
ideati  onal	Classificatio  n schemes: music, orchestras, choir, rock, pop, dance music, singer, band, choirboy.  overwording  : old tradition	Classificatio  n schemes: cottages, garden, barbecue, flowers, swing, bird table.  Repetition  of words: garden	Classification  schemes: sandwiches, simple, tasty, good, delicious, healthy.  Generalizatio  ns: "Everybody likes them."	Classification  schemes: Healthy meals: beef, potatoes, chicken, curry, spaghetti and vegetables.  Unhealthy meals: chips, ketchup.  School lunches - packed lunches.  Parents- children.
interp  ersonal	Informal language is used.	Informal language is used.  Positive and descriptive sentences:	Informal language is used.  Positive and descriptive	semi-formal language is used.  Most of them are positive sentences. Only two negative

		“cottages are very pretty.”	sentences: “They’re simple and tasty.”	sentences are used. “There aren’t any chips, and there isn’t any ketchup.”
textual	No metaphors used.	Metaphor: “Back gardens are secret”	No metaphors.	No metaphors.

**Grammar**

ideational	<p>Main participant: “British schools” - “Magdalen College” - “The choir.”</p> <p>Processes:</p> <ul style="list-style-type: none"> <li>relational: “The school has a famous choir.”</li> <li>verbal: “They sing in the University.”</li> <li>Mental: “I like all sorts of music.”</li> </ul> <p>Verb contractions are used.</p>	<p>Main participants: “Houses” - “Gardens”</p> <p>Processes:</p> <ul style="list-style-type: none"> <li>Relational: “Some of the houses are cottages.”</li> <li>Mental: “I love the garden in summer.”</li> <li>Existential: “There are lots of flowers.”</li> </ul> <p>Verb contractions are used.</p>	<p>Main participant: “You” (addresses the reader directly to persuade them to eat sandwiches): “You can eat them at any time.” - “You can put anything in a sandwich.”</p> <p>Processes:</p> <ul style="list-style-type: none"> <li>Relational. “Tuna sandwiches are delicious.”</li> <li>Material. “You can drink anything with a sandwich.”</li> </ul>	<p>Main participants: “parents” - “children” - “The school” (it’s THE one that is different from the rest).</p> <p>Processes:</p> <ul style="list-style-type: none"> <li>Relational: “The school has a famous chef from a big London restaurant.”</li> <li>Mental: “Lots of parents think this is unhealthy.”</li> <li>Existential: “In some schools there are chips for</li> </ul>
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			<ul style="list-style-type: none"> <li>• Mental. "Everybody likes them."</li> </ul>	<p>lunch every day."</p> <p>Only two verb contractions: "There aren't any chips, and there isn't any ketchup."</p>
<p>interp ersonal</p>	<p>Connectors: and - but. "I like it but sometimes it's a bit boring."</p> <p>Declarative sentences: "Magdalen College is for boys aged 7 to 18."</p> <p>Interrogative sentences: "What's it like to be a choirboy in a choir school?"</p> <p>No modals used.</p> <p>Exclusive We (referring to Ollie and the rest of the students): "We wear our school uniform."</p> <p>Inclusive Us (referring to the interviewer and</p>	<p>connectors: and - but: "Many of the houses are quite small but even small houses have got a garden."</p> <p>Declarative sentences.</p> <p>Modals used: can (ability). Exclusive we (referring to the girl's family): "On Saturday evenings in the summer we sometimes have a barbecue."</p> <p>Addresses the reader directly: "You can't see it from the road. You can only see it from the house."</p>	<p>Connectors:</p> <ul style="list-style-type: none"> <li>• and: "They're simple and tasty."</li> <li>• but: "But are sandwiches good for you?"</li> <li>• So: So, what would you like with your sandwich? Modal: can. Declarative and interrogative sentences.</li> </ul>	<p>Connectors:</p> <ul style="list-style-type: none"> <li>• so: "Lots of parents think this is unhealthy, so their children have packed lunches."</li> <li>• but: "But in one school in London things are different."</li> <li>• and: "There are 600 children in the school and they all like school lunches."</li> <li>• too - because: "The head teacher is pleased, too,</li> </ul>



	audience): “Ollie gives us the answers!”			because the food is healthy.” No modals used. Declarative sentences. Interrogative sentences: “So what’s on the menu today?”
textual	Personal pronouns are used. no nominalizations are used.	Personal pronouns are used. No nominalizations are used.	Personal pronouns are used. Nominalization to add the voice to the text: the voice of health professionals: “The answer from doctors is yes, sandwiches are healthy.”	Only one personal pronoun used: they (referring to children). Nominalization: a famous chef from a big London restaurant.
<b>Meta-phors</b>	None	“Back gardens are secret!”	None.	None.
<b>Sentence structure</b>	Simple sentences. Complex sentence: “there are some schools that are famous for music.”	Simple sentences linked by connectors. Active sentences.	Mixture of simple and complex sentences. “A sandwich with three pieces of bread is called a ‘double-decker’ sandwich.	Simple sentences.

	Active sentences.		It's for hungry people." Most are active sentences.	
<b>Text structure</b>	Theme- Rheme: Marked theme: "Every year on May 1st at six o'clock in the morning the choir sings from the College tower." Parallel progression. "The school has a famous choir. They sing in the University."	Theme- Rheme: Unmarked theme. Zig-zag progression theme: "Most people in Britain live in houses not flats. Some houses are cottages. Cottages are very pretty."	Theme- Rheme: Marked theme.	Theme- Rheme: Unmarked theme. Crisscross progression. "The school has a famous chef from a big London restaurant. There are 600 children in the school, and they all like school lunches. The head teacher is pleased, too, because the food is healthy."

<b>Textbook 1: "English Zone 2"</b>				
	Reading page 68	Reading page 69	Reading page 77	Reading page 92
<b>Vocabulary</b>				

ideati onal	Classificati on schemes: family, father, mother, brother, sister.  lessons on the radio - computer programmes - videos.  overwordin g: farm, farming, farmer.	Classificatio n schemes: actor, stage school, singing lessons, dancing lessons, drama lessons, television.  Normal lessons: English, Science, homework.  Only child.	Classification schemes: sports, volleyball, football.  Repetition of words: hate.  Rewording: love-hate	Repetition: sandwiches - jam.  Likes - doesn't like
interp ersonal	semi- formal language is used.	semi-formal language is used.	informal language is used.	informal language is used.
textu al	No metaphors used.	No metaphors used.	No metaphors used.	No metaphors used.
<b>Grammar</b>				
ideati onal	Main participant: "He" (referring to a boy called Lewis).  Processes: • relational: "Lewis is	Main participant: "She" (referring to a girl called Paige).  Processes: • relational: "Paige is	Main participant: "I" (referring to the writer, Rachel).  Processes:	Main participant: "He" (referring to a boy called Craig).  Processes: • Mental: "He loves sport."

	<p>12. he has got a brother and a sister.”</p> <ul style="list-style-type: none"> <li>• Material: “he always gets up at 7.00.”</li> </ul> <p>absence of verb contractions.</p> <p>Active sentences.</p> <p>Positive sentences</p>	<p>eleven. She is an only child.”</p> <ul style="list-style-type: none"> <li>• Existential: “there are normal lessons.”</li> </ul> <p>There’s only one verb contraction.</p> <p>Active sentences.</p> <p>Positive sentences.</p>	<ul style="list-style-type: none"> <li>• Mental. “I love volleyball.”</li> <li>• Relational. “I’ve got new trainers too.”</li> </ul> <p>Verb contractions.</p> <p>Active sentences.</p>	<ul style="list-style-type: none"> <li>• Relational: “he isn’t often ill.”</li> </ul> <p>Verb contractions.</p> <p>Active sentences.</p> <p>Only one negative sentence: “he isn’t often ill.”</p>
<p>interp ersonal</p>	<p>Connectors :</p> <ul style="list-style-type: none"> <li>• and</li> <li>• but “Lewis’ school is in Alice Springs, but Alice Springs is 400 km from his family’s farm.”</li> <li>• So: “So Lewis has lessons on the radio.”</li> </ul>	<p>Connectors:</p> <ul style="list-style-type: none"> <li>• and</li> <li>• so: “ She wants to be an actor, so she goes to a stage school.”</li> </ul> <p>Declarative sentences.</p> <p>No modals used.</p>	<p>Connectors:</p> <ul style="list-style-type: none"> <li>• and</li> <li>• but: “School is Ok, but I hate homework.”</li> </ul> <p>Declarative sentences.</p> <p>Interrogative sentences. “Do you like school?”</p> <p>Imperative sentences: “Please write soon.”</p> <p>No modals used.</p>	<p>Connectors:</p> <ul style="list-style-type: none"> <li>• and</li> <li>• but: “Craig goes to burger restaurants with his friends - but he takes his sandwiches with him!”</li> <li>• so: “So, is Craig healthy?”</li> </ul> <p>Declarative sentences.</p>

	Declarative sentences. No modals used.			one interrogative sentence. No modals used.
textual	3rd personal pronoun is used. no nominalizations are used.	3rd personal pronoun is used. no nominalizations are used.	addresses the reader directly by using the personal pronoun "you". "Do you like sports?"	3rd personal pronoun is used. no nominalizations are used.
<b>Meta-phors</b>	None	None.	None.	None.
<b>Sentence structure</b>	Simple sentences. Active sentences.	Simple sentences. Active sentences.	complex sentences: "they always want to watch football on television when my favourite programme is on!" Active sentences.	Simple and complex sentences used: "His favourite drink is milk, but he doesn't like tea or coffee." Active sentences.
<b>Text structure</b>	Theme-Rheme: Marked theme: "Once a year he goes to the school in Alice Springs." Parallel progression.	Theme-Rheme: Marked theme: "After school, Paige watches television." Unmarked theme: "Paige is eleven. She lives in	Theme-Rheme: Unmarked theme. Parallel progression.	Theme-Rheme: Unmarked theme. Parallel progression

		New York. She's an only child."		
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<b>Textbook 2: "Champions Starter"</b>				
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	Reading page 18	Reading page 29	Reading page 36	Reading page 44
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<b>Vocabulary</b>				
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ideati onal	rewording: student- teacher head teacher - teacher overwording : serious, strict. interesting, fantastic.	rewording: big - small Overwording: interesting, fantastic, cool, beautiful.	rewordin g: schoolbo y - star	classification schemes: success, special dream, gold medal, passion, goal. rewording: easy-difficult
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interp ersonal	Very informal language. "Watch out!"	Informal language.	informal language.	semi-formal language.
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textua l	No metaphors used.	No metaphors used.	no metaphors.	"Hannah swims to success!"
<b>Grammar</b>				
ideati onal	<p>Participants: He (refers to each male teacher described)</p> <p>She (refers to each female teacher described).</p> <p>Processes: Relational. "He's from London." "She's a fantastic saxophone player."</p> <p>Active sentences. Only one negative sentence to make emphasis on a teacher's nationality. "He isn't English, he's Italian."</p>	<p>Participants: I (each member of the band talks about himself). "I'm British".</p> <p>Processes: Relational. "I'm sixteen years old."</p> <p>Active sentences. Only one negative sentence to make emphasis on the language they speak. "We're from different countries but our language is English."</p>	<p>Participa nts: He (referring to boy called Callum).</p> <p>Process es: Relation al. "He's from Hull, England."</p> <p>Material: "we work in the theatre."</p> <p>Active sentences.</p>	<p>Participants: She (referring to a girl named Hannah).</p> <p>Processes: Material. "She swims about 50000 metres every week."</p> <p>Relational: "It's sometimes difficult." Mental: "She loves her sport." Active sentences. Normalization: "fourteen-year-old Hannah Watson."</p>

<p>interpersonal</p>	<p>Declarative sentences. Only one interrogative question: "Mrs. Parkinson? Samba Champion! Are you serious?" Addresses the reader directly. "Welcome to Star Academy!" "Watch out!" No modals used.</p>	<p>Declarative sentences. No modals used.</p>	<p>Declarative sentences. no modals used.</p>	<p>Declarative sentences. No modals used.</p>
<p>textual</p>	<p>3rd person is used. The personal pronoun "you" is implied, as the author addresses the reader directly.</p>	<p>1st person is used. Exclusive We: "We're a pop band." "We're from different countries but our language is English."</p>	<p>3rd person pronoun is used when talking about Callum. 1st person is used when his voice is introduced to the text. Exclusive we: "They're my friends, and we do everything together."</p>	<p>3rd person pronoun. 1st person used when the girl's voice is introduced.</p>



<b>Meta phors</b>	None.	None.	none.	“Hannah swims to success.”
<b>Sente nce structure</b>	simple sentences linked by connectors: and - but. “He’s the head teacher, but he’s also an actor and singer.”	simple sentences linked by connectors: and - but. “It’s a cool city, but it isn’t the capital city of the USA.”	simple sentences: “Callum often misses his family.”	simple sentences linked by connectors: and - but. “Her friends are very important to her, but she doesn’t meet them very often.”
<b>Text structure</b>	Unmarked theme. Parallel progression.	Unmarked theme. Parallel progression.	Unmark ed theme. Parallel progression.	unmarked theme. Parallel progression.

<b>Textbook 2: “Champions Starter ”</b>				
	Reading page 47	Reading page 54	Reading page 62	Reading page 66
<b>Vocabulary</b>				
<b>ideati onal</b>	Classificat ion schemes: Math: difficult.	Classification schemes: superhero, run fast, see in the dark, climb buildings,	Classifica tion scheme: camp, holiday, friends, sports.	classification scheme: Ethnic groups in South America: Guaraní

	History: boring.	protects people, special powers, danger, strong, X-ray vision, superpowers.		people, Quechua people, Aymara people, Mayoruna people, Piraha people, tribes.  Home: forests, lake, river.
interp ersonal	very informal language. "thank goodness!"	informal language. Verb contractions used.	informal language. No verb contractions used.	formal language. No verb contractions used.
textua l	no metaphors used.	no metaphors used.	No metaphors.	No metaphors used.

**Grammar**

ideati onal	Participan ts: I (the girl, Rachel, talks about her and her school).  Processe s:  Relational . "I'm thirteen."  Mental: "I hate it!"  Active sentences.	Participants: He (referring to Spider-Man). He (referring to Superman)  Processes: Material. "He can run fast".  Relational. "He's fantastic."  Active sentences.	Participan ts:  Only "They" referring to kids.  "They come from all over the world."  Processe s:  Material: "Play tennis."  Active sentences.	Participants: "They" referring to the different groups.  Processes: Existential: "there are 250000 Guaraní people in South America."  Relational: "They also have their own language."
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interpersonal	<p>Declarative sentences.</p> <p>Imperative sentence: “write back soon.”</p> <p>Exclusive we referring to the students of her school. “We study a lot of subjects.”</p>	<p>Declarative sentences.</p>	<p>Declarative sentences: “Let’s go! Summer Camp in Scotland is Britain’s favourite holiday camp.”</p> <p>Most Imperative sentences: “Go swimming, kayaking or cycling.”</p>	<p>Declarative sentences: “life for Guaraní people isn’t easy.”</p> <p>“In South America there are many different ethnic groups.”</p>
textual	<p>1st person pronoun is used.</p>	<p>3rd person pronoun to describe them.</p> <p>1st person when the kids introduce their opinion. “I love Spider-man films”.</p> <p>“I prefer the TV programme, Smallville.”</p>	<p>As most sentences are imperative, the personal pronoun “you” is implicit.</p>	<p>3rd person in the plural form to describe the ethnic groups: Guaraní people, Quechua people, Aymara people, Mayoruna people, Piranha people.</p>
<b>Metaphors</b>	None.	none.	None.	none.

<p><b>Sentence structure</b></p>	<p>Simple sentences linked by connectors: and</p>	<p>Simple sentences linked by connectors: and, too, but.</p> <p>“He can’t fly, but he can climb building and jump from building to building with his spider web.”</p>	<p>Simple sentences.</p>	<p>Simple sentences linked by connectors: and, but.</p> <p>“The Guaraní people live in the forests, but there are problems in the forests today and life for the Guaraní people isn’t easy.”</p>
<p><b>Text structure</b></p>	<p>unmarked theme.</p> <p>Parallel progression.</p>	<p>unmarked theme.</p> <p>parallel progression.</p>		<p>Marked theme to make emphasis on the location:</p> <p>“In Bolivia there are thirty-two different ethnic groups.”</p>

<p><b>Textbook 2: “Champions Starter ”</b></p>				
	<p>Reading page 68</p>	<p>Reading page 74</p>	<p>Reading page 84</p>	<p>Reading page 87</p>
<p><b>Vocabulary</b></p>				

ideati onal	Classification schemes: traditional Japanese clothes: kimono, sode, maemigoro, eri. traditional Quechuan clothes: lliclla, k'eperina, polleras, monteras, ponchos, chullos, ojotas.	Classificatio n schemes: favourite actor, film roles, popular, around the world.	Classification schemes: family, parents, sister, brothers, grandparents- school: students, teachers, communicate, computers.	Classificatio n schemes: subjects: French, Maths, Sports.
interp ersonal	semi-formal language. No verb contraction used.	Informal language. Verb contractions used.	informal language. Verb contractions used.	informal language. Verb contractions used.
textua l	no metaphors used.	no metaphors used.	No metaphors.	No metaphors used.
<b>Grammar</b>				
ideati onal	Participants: It (referring to the kimono) They (referring to traditional Quechuan clothes). Processes: Relational.	Participants Orlando Bloom. Processes: Relational: Orlando is a British actor. Active sentences.	Participants I (referring to a girl called Alanna Cameron) Processes: Relational: "I'm from Scotland." Active sentences.	Participants: I (referring to a boy called Max Bodin) Processes: Relational: "French is very easy for me." Material: "I play football."

	<p>“It is from the 8th century.”</p> <p>“Every village has a different hat.”</p> <p>Majority of Active sentences.</p> <p>Passive sentences:</p> <p>“The skirts are called polleras.”</p>			<p>Mental: “I love sport.”</p> <p>Active sentences.</p>
interpersonal	<p>Declarative sentences.</p> <p>“Traditional Quechuan clothes in Peru come from colonial times.”</p>	Declarative sentences.	Declarative sentences.	Declarative sentences.
textual	3rd person pronoun used.	<p>3rd person pronoun used.</p> <p>It addresses the reader directly: “Orlando Bloom is your favourite actor.”</p>	<p>1st person pronoun is used.</p> <p>Exclusive We: referring to the students of the school Alanna is describing.</p> <p>Exclusive We: referring to Alanna and her friends Rhona and Vicky.</p>	1st person pronoun is used.

<b>Meta phors</b>	None.	none.	None.	none.
<b>Sente nce structure</b>	Simple sentences linked by connectors: and	Simple sentences linked by connectors: and	Simple sentences linked by connectors: and - but “The school is small, but we use computers to communicate with other schools.”	Simple sentences linked by connectors: and - but “My mum and dad are French, but I’m from Bradford in the north of England.”
<b>Text structure</b>	unmarked theme.	unmarked theme.	unmarked theme.	unmarked theme.

<b>Textbook 2: “Champions Starter ”</b>				
	Reading page 89	Reading page 94	Reading page 99	Reading page 65
<b>Vocabulary</b>				

<p>i deationa l</p>	<p>Classif ication scheme: female football player</p>	<p>Classificati on scheme: musical genius - new Mozart - famous orchestras - Julliard School of Music - talented students - music - drama - dance - instruments - piano sonata</p>	<p>Classification scheme: style - teens - clothes -</p>	<p>classification scheme: British teenagers - free time activities - after school clubs -</p>
<p>i nterpers onal</p>	<p>inform al language. Verb contractions used.</p>	<p>informal - verb contractions used.</p>	<p>informal language - verb contractions.</p>	<p>informal language - verb contractions.</p>
<p>t extual</p>	<p>No metaphors used.</p>	<p>Metaphor: “the new Mozart”</p>	<p>no metaphors used.</p>	<p>no metaphors used.</p>
<p>i deationa l</p>	<p>Partici pants: I (referring to a girl called Jenna) “I practise five days a week.” Proce sses: • Relati onal:</p>	<p>Participant s: • He (referring to Jay Greenberg ) “He writes very quickly.” • People</p>	<p>Participants: • I (referring to the teenagers that answer the questions asked) Processes: • Material “I’m riding my bike. I’m wearing a blue t-shirt.”</p>	<p>Participants: • They (referring to British teenagers) • I (referring to Tom) • I (referring to May) Processes: • Material “I usually meet my friends, and we ride our bikes or go skateboarding.”</p>



	<p>“Jenna is a football player.”</p> <ul style="list-style-type: none"> <li>Material: “Jenna plays for Scotland.”</li> </ul> <p>Active sentences.</p>	<p>“People say he is the new Mozart.”</p> <p>Processes</p> <ul style="list-style-type: none"> <li>Relational: “He’s a composer.”</li> <li>Material: “He can play the cello and the piano.”</li> <li>Verbal: “People always ask him where his music comes from.”</li> </ul> <p>Active sentences.</p>		<p>Active sentences.</p>
<p>interpersonal</p>	<ul style="list-style-type: none"> <li>Declarative sentences: “I meet my friends at school or at</li> </ul>	<p>Declarative sentences.</p> <p>Modal can to talk about ability. “He can write very fast.”</p>	<ul style="list-style-type: none"> <li>Declarative sentences: “In South Korea students wear a school uniform.”</li> <li>Interrogative: “What do teens around the world wear?”</li> <li>Imperative: “Describe the</li> </ul>	<ul style="list-style-type: none"> <li>Declarative sentences: “British teenagers often stay at home in their free time.”</li> </ul>

	<p>the weekends.”</p> <ul style="list-style-type: none"> <li>• Interrogative sentences: “What do you do in your free time?”</li> </ul>		<p>clothes you’re wearing in the photo.</p>	
textual	<p>1st person is used when Jenna voice is introduced.</p> <p>2nd person is used when the interviewer asks her questions.</p> <p>3rd person is used when she describes her family. “My mum swims.”</p>	<p>3rd person is used to talk about Jay. (He)</p> <p>3rd person is used when introducing the people’s voice. (They)</p> <p>1st person is used when Jay’s words are quoted.</p>	<p>1st personal pronoun.</p> <p>2nd personal pronoun when asking questions.</p> <p>Exclusive We referring to the interviewers. “Today, we’re asking three typical teens about their clothes.”</p>	<p>1st personal pronoun.</p> <p>Exclusive We (referring to Tom and his friends.)</p> <p>Exclusive we (referring to May and her friends.)</p>
<b>Metaphors</b>	<p>none.</p>	<p>the new Mozart.</p>	<p>none.</p>	<p>none.</p>

<b>S</b> <b>entence</b> <b>structur</b> <b>e</b>	simple sentences linked by the connector "and". "Jenna Wyatt is a football player, and she's only thirteen!"	simple sentences linked by the connectors "but", "and".	simple sentences linked by the connector "and".	simple sentences linked by the connectors "and", "but".
<b>T</b> <b>ext</b> <b>structur</b> <b>e</b>	As it is an interview, the text structure is organized in a question-answer order.	Unmarked theme.	unmarked theme.	unmarked theme.

<b>Textbook 3: "What's Up? Starter"</b>				
	Reading page 12-13	Reading page 15	Reading page 30	Reading page 34-35
<b>Vocabulary</b>				
ideati onal	Classification scheme: school -	classification scheme: Rome -	classificatio n scheme: family -	classification scheme: travel -

	secondary school - students - lessons - classrooms - class - private school - universities	Italy - capital - country - Venice	mother - father - sister - brother - grandparents - dog	holiday - country - exchange - home - place - mountain - lakes  lots of positive adjectives to describe the place and the house: nice, comfortable, big, beautiful  antonyms: small - big
interpersonal	Informal language. Verb contractions used.	Informal language. Verb contractions used.	Informal language. Full form of the verbs.	Informal language. Some verb contractions used.
textual	No metaphors used.	No metaphors used.	No metaphors used.	No metaphors used.
<b>Grammar</b>				
ideational	Participants: "I" (referring to two different speakers) "I'm Fran." "(Kazu) I'm 12 years old." Processes • Relational: "I'm from City of Buenos Aires." / "I'm	Participants: • "I" referring to Paulo. "I'm Paulo." • "She" referring to his friend Alina. "She's from Venice." Processes: • Relational:	Participants: • She/he referring to the members of the family. Processes: • Relational: "Celia and Jorge are my grandparents."	Participants: • "Our home" • "the living room" • Bariloche • exclusive we referring to the family. Processes: • relational: "Bariloche is a beautiful place."

	<p>from Tokyo in Japan.”</p> <ul style="list-style-type: none"> <li>• Mental: “I like London.”</li> </ul> <p>Active sentences.</p>	<p>“I’m in secondary school.”</p> <p>Active sentences.</p>	<p>Active sentences.</p>	<ul style="list-style-type: none"> <li>• existential: “There are a lot of mountains and lakes.”</li> </ul> <p>Active sentences.</p>
<p>interpersonal</p>	<p>Declarative sentences.</p> <p>“It (London)’s a nice city.”</p>	<p>Declarative sentences.</p> <p>“This is my friend Alina.”</p>	<p>Declarative sentences.</p> <p>“I’ve got a pet.”</p>	<ul style="list-style-type: none"> <li>• Declarative sentences: “There is a lot of light.”</li> <li>• Imperative sentences: “Choose a country.” “Find a home.” “Exchange it with yours!”</li> </ul>
<p>textual</p>	<p>1st person is used when Fran and Kazu introduce themselves.</p> <p>3rd person is used when Fran describes his friend Carol.</p> <p>“Carol is from London.”</p> <p>“It” also refers to London and Tokyo.</p> <p>Exclusive we: referring to Fran and Carol. “We’re</p>	<p>1st person is used when Paulo introduces himself.</p> <p>3rd person is used when Paulo describes his friend Alina.</p> <p>Exclusive we: referring to Paulo and Alina.</p> <p>“We’re good friends.”</p> <p>Exclusive we: referring to Da Vinci School</p>	<p>3rd person is used when Fran describes the people in his family.</p>	<p>3rd person is used to describe Bariloche, the house and the family.</p> <p>Exclusive we: referring to the family. “We are a family of four.”</p>

	students at Kingstone School.” Exclusive we: referring to Kingstone School students. “We are a group of 19 students.”	students. “We’re in our classroom.”		
<b>Meta phors</b>	None.	None.	None.	None.
<b>Sent ence structure</b>	Simple sentences linked by connectors: and - but. “Carol is from London but I’m not.”	Simple sentences linked by connectors: and - but. “She’s from Italy but she isn’t from Rome.”	Simple sentences linked by the connector: and “I’ve got a brother and a sister.”	Simple sentences linked by the connector: and “There are a lot of mountains and lakes.”
<b>Text structure</b>	Unmarked theme.	Unmarked theme.	Unmarked theme.	Marked theme.

<b>Textbook 3: “What’s Up? Starter”</b>				
	Reading page 66	Reading page 79	Reading page 85	Reading page 91
<b>Vocabulary</b>				

ideational	classification scheme: teens - sleepover - films - antonyms: teenager/trained fighters - good/evil - friend/enemy	classification scheme: special day - photo - airport - friends - holiday	synonymy: cool - good - nice	classification scheme: special house - canal - boat - recycled home
interpersonal	Informal language. Verb contractions are used.	Informal language. Verb contractions are used.	Informal language. Verb contractions are used.	Informal language. Some verb contractions are used.
textual	No metaphors used.	No metaphors used.	No metaphors used.	No metaphors used.

**Grammar**

ideational	Participants: <ul style="list-style-type: none"> <li>She/he referring to the main characters of the films.</li> </ul> Processes: <ul style="list-style-type: none"> <li>Material Active sentences.</li> </ul>	Participants: <ul style="list-style-type: none"> <li>I (referring to a girl called Roxanne).</li> <li>They (referring to her friends Guadalupe and Martina).</li> </ul> Processes: Relational.  “I’m Roxanne.” “They’re my friends.”	Participants: <ul style="list-style-type: none"> <li>I (referring to Eugenio, Mercedes and Azul).</li> <li>it (referring to a watch and a diary).</li> </ul> Processes: Relational: “It’s blue.” Active sentences.	Participants: <ul style="list-style-type: none"> <li>I (referring to Ivonne).</li> <li>It (referring to her house)</li> </ul> Processes: <ul style="list-style-type: none"> <li>Relational: “It’s an old boat.”</li> <li>Existential: “there is a table and three chairs.”</li> </ul>
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		Active sentences.		
interpersonal	it addresses the audience (adolescents) directly. Declarative sentences	Declarative sentences. “They’re on holiday in Montreal.”	<ul style="list-style-type: none"> <li>• Declarative sentences: “It’s cheap.”</li> <li>• Imperative: “Tell us about it!”</li> <li>• Interrogative: “Have you got something new?”</li> </ul>	<ul style="list-style-type: none"> <li>• Declarative sentences: “My house is special.”</li> </ul>
textual	The personal pronoun “you” is implied. “Need some good ideas for your next sleepover?” 3rd personal pronoun is used to describe the characters and what they do.	1st person is used when Roxanne introduces herself. 3rd person is used when Roxanne describes her friends Guadalupe and Martina.	The personal pronoun “you” is used to address the audience directly. “Have you got something new?” Exclusive we: “tell us about it.” 1st person is used when Eugenio, Mercedes and Azul introduce themselves. 3rd person is used when the teens describe their new things.	1st person is used when Ivonne introduces herself. 3rd person is used when Ivonne describes her home.
<b>Meta-phors</b>	None.	None.	None.	None.



<p><b>Sentence structure</b></p>	<p>complex sentences:          “The competition finishes when there is only one survivor.”          Active sentences linked by the connectors and - but. “She is strong but her enemies are very strong.”</p>	<p>Simple sentences linked by the connectors: and - but          “They’re my friends but they aren’t from Canada.”</p>	<p>Simple sentences linked by the connectors: and - but          “It’s cheap but it’s very good.”</p>	<p>Simple sentences linked by the connectors: and - but - because          “It’s small but it’s OK.”          “I haven’t got any pictures on the walls because there are a lot of windows on the boat.”</p>
<p><b>Text structure</b></p>	<p>Unmarked theme.</p>	<p>Unmarked theme.</p>	<p>Unmarked theme.</p>	<p>Unmarked theme.</p>

	<p>Reading page 97</p>	<p>Reading page 103</p>
<p><b>Vocabulary</b></p>		
<p>ideational</p>	<p>Classification scheme: free time - stay at home - listen to the radio - play computer games - go out with friends - go to the cinema - hang around - chat - play sport</p>	<p>Classification scheme: flight attendant - airport - busy day - plane - passengers -</p>
<p>interpersonal</p>	<p>Informal language.          Verb contractions are used.</p>	<p>Informal language.          Verb contractions are used.</p>

textual	absence of metaphors	absence of metaphors
ideational	<p>Participants:</p> <ul style="list-style-type: none"> <li>You: to address the audience directly. "What do you do in your free time?"</li> <li>I (referring to the writer, Nadia).</li> </ul> <p>Processes:</p> <ul style="list-style-type: none"> <li>Material: "I do a lot of things." "I also go out with friends."</li> </ul>	<p>Participants:</p> <ul style="list-style-type: none"> <li>She: referring to Sabrina, the flight attendant described. "She checks in."</li> <li>Sabrina's days: used to introduce her routine. "Sabrina's days aren't always the same."</li> </ul> <p>Processes:</p> <ul style="list-style-type: none"> <li>Material: "She serves breakfast and lunch."</li> <li>Active sentences.</li> </ul>
interpersonal	<ul style="list-style-type: none"> <li>Declarative sentences: "I stay at home."</li> <li>Imperative: "Tell us about what you do and what you don't do!"</li> <li>Interrogative: "What do you do in your free time?"</li> </ul>	<ul style="list-style-type: none"> <li>Declarative sentences: "Sabrina's days aren't always the same."</li> </ul>
textual	<p>the personal pronoun "you" is used to address the audience directly. "What do you do in your free time?"</p> <p>Exclusive we: "tell us about what you do and what you don't do."</p> <p>1st person is used when Nadia writes about her free time activities.</p>	<p>3rd personal pronoun is used to describe what Sabrina does on Tuesdays.</p>
<b>Metaphors</b>	None.	None.


<p><b>Sentence structure</b></p>	<p>Simple sentences linked by the connectors: and - but - because</p> <p>“I don’t chat on MSN because I haven’t got an internet connection.”</p>	<p>Simple sentences linked by the connectors: and - because - then</p> <p>“She goes to bed at 9 because she gets up very early the next day.”</p>
<p><b>Text structure</b></p>	<p>Unmarked theme.</p>	<p>Marked theme.</p> <p>“On Mondays, she goes to bed at 9.”</p> <p>“On the plane, she helps passengers.”</p>

## 12.3 APPENDIX 3: Analyzed texts from the book “English Zone”.

Reading page 12:

**Skills zone**

### International Family




■ My name's Mark. I'm 11. I'm from London. I've got two sisters, Megan and Isabel. Megan's 9 and Isabel's 8. My school is Nightingale Junior School. It's a good school. At home I've got my own bedroom. On the wall I've got a poster of my favourite football team – West Ham United. They're a London team, and they're very good. Isabel has got a pet. It's a hamster called Rusty. He's two years old. That's old for a hamster!

■ My Dad's from Africa. He's Nigerian. His name is Clement and he's a teacher.

■ My Mum's name is Karen and she's a doctor. She's British, but her Mum's from Australia and her Dad is from Poland. I've got relatives all over the world! I've got lots of aunts and uncles in Africa. I've got two cousins in Poland and three cousins in Australia. It's great to be part of an international family!

## Culture Zone

# MOTHER'S DAY






I love my Mum.

Mother's Day is a special day in many countries. In Europe Mother's Day is in the spring. But it is on different days in different countries. In Spain it is on May the 1st, in Italy and Germany it is on May 8th, and in Poland it is on May 26th.

In Britain and the USA the date is different every year. In Britain it is in March or April. In the USA it is on the second Sunday in May.


But there are presents for Mums in every country! The most popular presents are flowers and chocolates. Cards and telephone calls are very important, too. Other members of the family have special days, too. In many countries Father's Day is on March 19th. And in some countries like the USA there are special days for grandparents.



Reading page 20:

## Skills zone

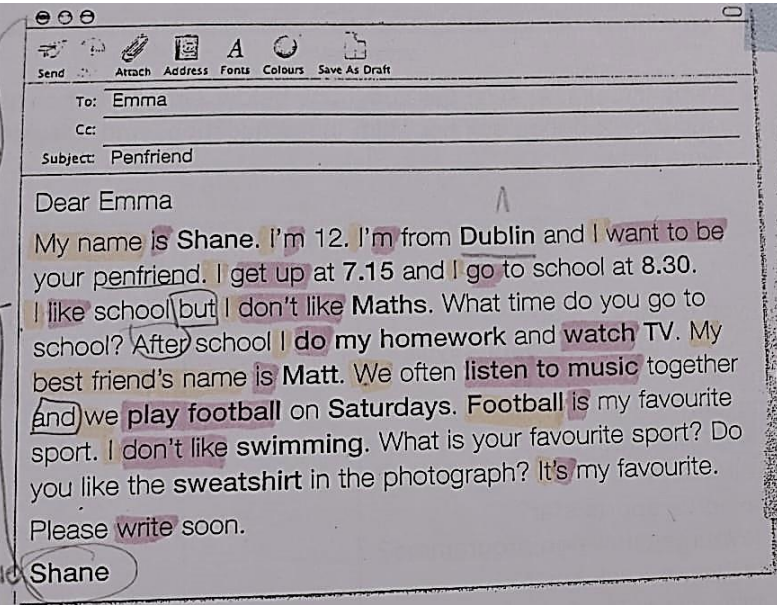
**Reading** ✓ 1 Read the text and circle the best way to complete the sentences.



Robert is 12 years old. He lives in Ottawa, the capital of Canada. His father is a teacher in a big school. His mother works in a hospital. She's a nurse. Robert has got a sister, Diana. She's 13. They go to the same school. The school hasn't got a uniform. Robert usually wears jeans. His favourite subjects are Geography and Art. He studies two foreign languages: French and German.

After school he plays basketball or goes out with friends. He does his homework at 5 o'clock. He usually has dinner at seven o'clock and watches television in the evening. He goes to bed at half past nine.

Reading page 29:



Send Attach Address Fonts Colours Save As Draft


To: Emma  
Cc:  
Subject: Penfriend

Dear Emma


My name is Shane. I'm 12. I'm from Dublin and I want to be your penfriend. I get up at 7.15 and I go to school at 8.30. I like school but I don't like Maths. What time do you go to school? After school I do my homework and watch TV. My best friend's name is Matt. We often listen to music together and we play football on Saturdays. Football is my favourite sport. I don't like swimming. What is your favourite sport? Do you like the sweatshirt in the photograph? It's my favourite.

Please write soon.

Shane



## Culture Zone



### Music at school

Many British schools have orchestras or choirs. There are some schools that are famous for music. One of them is Magdalen College School in Oxford.

Magdalen College School is for boys aged 7 to 18. The school has a famous choir. They sing in the University. They also sing in different countries, on television, and they make CDs.

Every year on May 1st at six o'clock in the morning the choir sing from the College tower. Lots of students and tourists come to listen to them. It's a very old tradition to welcome the beginning of spring.

What's it like to be a choirboy in a choir school? Ollie gives us the answers!

Q Do you have to wear special clothes for choir?  
A We wear our school uniform. It's black and white. You can see it in the photo.

Q Do you like the choir's uniform?  
A Yes, it's alright.

Q What clothes do you like?  
A I like jeans and T-shirts. I usually wear them at home.


Q Do you like the music that the choir sings?  
A I like it but sometimes it's a bit boring.

Q What other music do you like?  
A I like all sorts of music. I like rock, pop and dance music.

Q Who is your favourite band or singer?  
A My favourite band is Coldplay. I've got their new CD and I love it.

## Culture Zone

# The secret garden



This is my project about houses and gardens.


Most people in Britain live in houses not flats. Some of the houses are cottages. Cottages are very pretty.

Many of the houses are quite small but even small houses have got a garden. Usually the garden is at the back of the house. You can't see it from the road. You can only see it from the house. Back gardens are secret!


We've got a back garden. There are lots of flowers, because Mum likes them. There's a swing, a bird table, and a barbecue.

Connor's 10 years old, but he still likes the swing. The bird table has got water and food for the birds. There are always birds in our garden.

I love the garden in summer. It's a good place to read and to play. On Saturday evenings in the summer we sometimes have a barbecue. Dad's the cook. I like my house, but my favourite place is the garden!



Cottage



Town house



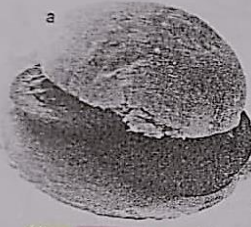
Reading page 46:

**Skills zone**

**Reading**

1 Read the text and match the descriptions with the pictures.

a cheese sandwich       a double-decker  
 a ham and tomato roll



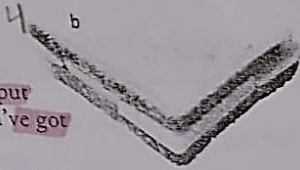
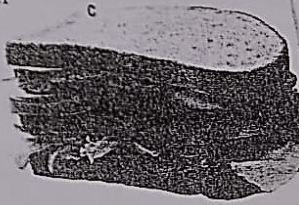
*What's in a sandwich?*

Everybody likes them. They're simple and tasty. What are they? They're sandwiches! You can eat them at any time: in the morning, for lunch, or in the afternoon. In Britain, many children have sandwiches at school for lunch.

You can put anything in a sandwich, like sausages, eggs or tomatoes. Sandwiches with cheese and salad are very popular, and tuna sandwiches are delicious. You can even put chocolate between two pieces of bread or in a roll, and you've got a chocolate sandwich.





A sandwich with three pieces of bread is called a 'double-decker' sandwich. It's for hungry people. If you are thirsty, you can drink anything with a sandwich: juice, milk, or some tea or hot chocolate.

But are sandwiches good for you? The answer from doctors is yes, sandwiches are healthy. So, what would you like in your sandwich?

Reading page 49:

5 Read the information and answer the questions.

	<p>Name: Jean-Luc          Age: 11          Birthday: 2nd November          Country: France          Family: two brothers          Pet: cat</p>		<p>Name: Marcella          Age: 12          Birthday: 7th March          Country: Italy          Family: a sister          Pet: fish</p>
	<p>Name: Tina          Age: 12          Birthday: 17th October          Country: Scotland          Family: only child          Pet: dog</p>		<p>Name: Carl          Age: 13          Birthday: 12th April          Country: the USA          Family: a brother          Pet: hamster</p>

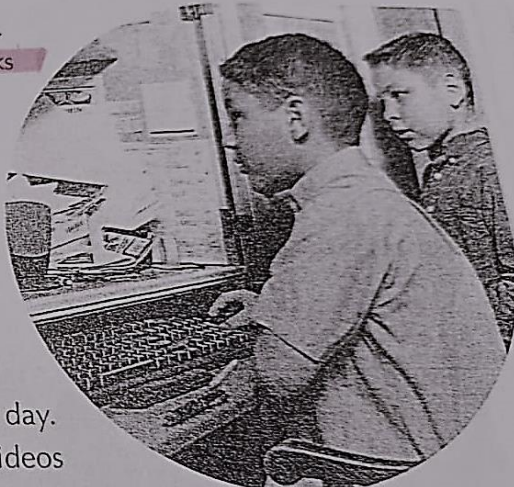
## Skills zone

1 Read the text. Are the sentences true (✓) or false (X)?

Lewis is 12. He lives in Australia on a farm.  
His father is a farmer and his mother works at home. He has got a brother and a sister.

Lewis's school is in Alice Springs, but Alice Springs is 400 km from his family's farm. So Lewis has lessons on the radio. In the week, he always gets up at 7.00. At nine o'clock, he listens to the radio. His favourite lessons are Maths and Geography. After the radio lesson, Lewis does his homework for five or six hours a day. He also has computer programmes and videos from school.

Once a year he goes to the school in Alice Springs, and once a year his teacher comes to the farm.

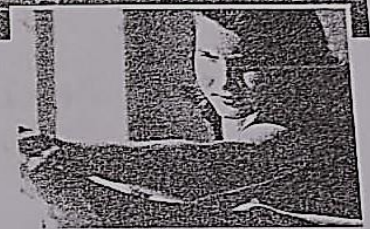


Reading page 69:

4 Read about Paige and complete the table.



Paige is eleven and she lives in New York. She's an only child. She wants to be an actor, so she goes to a stage school. School starts at 8.30. This morning, Paige has got a singing lesson and a dancing lesson. Her favourite lesson is Drama. There are lots of shows at the school. Sometimes Paige is on television. In the afternoon, there are normal lessons. This afternoon, Paige has got English and Science. School finishes at 4.30 and Paige always has lots of homework. After school, Paige watches television. She goes to bed at 9.30.



5 Answer the questions.

Example

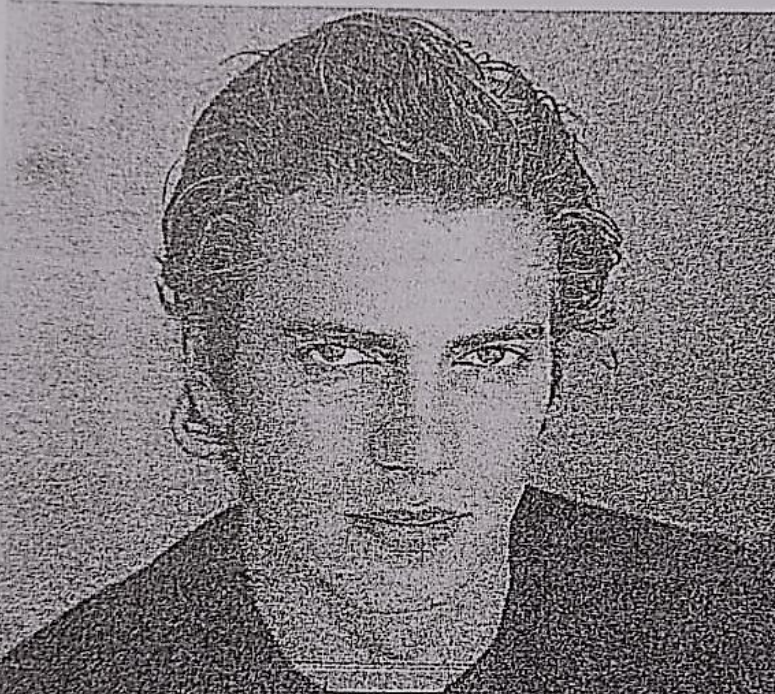
How old is Paige? eleven

1 Where does she live?

2 Has she got a sister?

Reading page 76:

**2** Read about Hayden Christensen and write his to the journalist's questions.



**Birthday:** April 19th, 1981

**From:** Canada

**Job:** actor

**Family:** two sisters and one brother

**Favourite colour:** blue

**Favourite food:** pizza

**Car:** a Jaguar

**Favourite TV programme:** The Simpsons

**Favourite sport:** tennis

**Favourite actor:** Kevin Kline

**5** Read the letter from Rachel and answer the questions.

15th February

Dear \_\_\_\_\_, (Write your name)

Thank you for your letter.

Do you like sport? What's your favourite? I love volleyball. I play it on Wednesdays after school and on Saturday mornings. My friend, Caitlin plays too. It's great. My Dad and my brother, Simon, like football, but I hate it. They always want to watch football on television when my favourite programme is on! Does your Dad like football?

On weekdays I wear a school uniform. It's blue and I hate it. It looks stupid. I prefer jeans. When I play volleyball, I wear my favourite track suit. It's white and red. I've got new trainers too. They're great.

My school is in Oxford. School is OK, but I hate homework. I prefer to play sport, listen to music or read a magazine after school. Do you like school? What do you do in your free time?

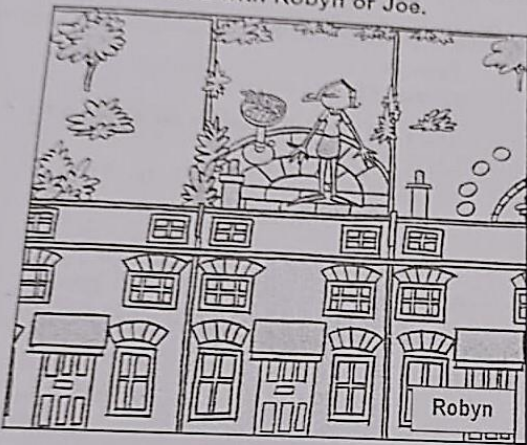
Please write soon.

Love from

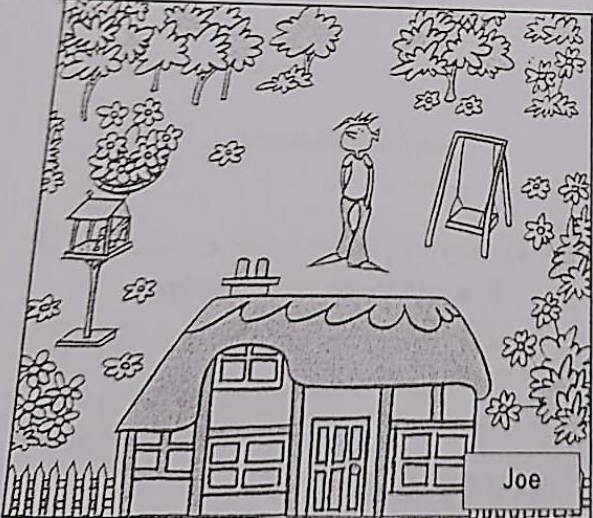
Rachel

# Culture Zone

**1** Look at the pictures. Complete the sentences with Robyn or Joe.


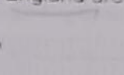
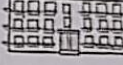

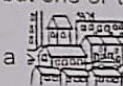
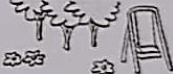





Robyn



Joe

**2** Read and complete the text.

Most homes in England are  , not  . My house  has got three  but one of them is very small. We live in a  but we've got a  at the back of the house.

My father likes gardening. Most people have  in their gardens and some people also have a  and a .

**3** Complete the text about your ideal house.

Reading page 92:

**3** Read about Craig. Then tick (✓) the things he eats and drinks.

Craig Flatman is 15 and he lives in England. His favourite sandwiches are jam sandwiches – in fact he only eats jam sandwiches. He doesn't eat cheese. He doesn't eat ham. He doesn't eat chocolate. He just eats jam, bread and butter. His favourite drink is milk, but he doesn't like tea or coffee.



So, is Craig healthy? Well, he loves sport, his teeth are good and he isn't often ill.

Sometimes Craig goes to burger restaurants with his friends – but he takes his sandwiches with him!

- |        |                          |        |                                     |           |                          |
|--------|--------------------------|--------|-------------------------------------|-----------|--------------------------|
| toast  | <input type="checkbox"/> | butter | <input type="checkbox"/>            | burgers   | <input type="checkbox"/> |
| jam    | <input type="checkbox"/> | bread  | <input type="checkbox"/>            | tea       | <input type="checkbox"/> |
| egg    | <input type="checkbox"/> | chips  | <input type="checkbox"/>            | coffee    | <input type="checkbox"/> |
| cheese | <input type="checkbox"/> | milk   | <input checked="" type="checkbox"/> | chocolate | <input type="checkbox"/> |

**4** Are these sentences true (✓) or false

- 1 Craig is from America.
- 2 He likes jam sandwiches.
- 3 He doesn't like chocolate.
- 4 He drinks tea with milk.
- 5 Craig isn't healthy.
- 6 He has got good teeth.
- 7 Craig goes to burger restaurants with his friends.
- 8 He sometimes eats burgers

12.4 APPENDIX 4: Analyzed texts from the book "Champions".

Reading page 18:

**Skills**

# Welcome to Star Academy!

Ms Linton is cool - her lessons are interesting! She's my favourite teacher



Here's the staff

This is John Lane. He's from Scotland. He's the head teacher at Star Academy, but he's also an actor and a singer. His passion is classical music and his favourite singer is Pavarotti. His favourite opera is *The Barber of Seville*.



He's very serious and strict. Watch out!

Barbara Linton is the music teacher and she's a fantastic saxophone player. She's from Cardiff, Wales. Her passion is jazz music and she's in a local jazz band.



This is Arthur Smith. He's the drama teacher. He's from London. His passion is musicals. His favourite musicals are *The Lion King* and *Mamma Mia*.



His lessons aren't interesting and Ruby is his favourite student...ummmh!!!

This is Mandy Parkinson. She's the school secretary. She's from Bristol. Her passion is Latin American dancing and she's the UK Samba Champion.



**Mrs Parkinson?  
Samba Champion!  
Are you serious?**

Giuseppe Lacarotta is the school chef. He isn't English, he's Italian. His pasta is delicious. His passions are Shakespeare and good food.



Mr Lacarotta is crazy but his food is fantartid!  
Yummy!





**Skills**

## The perfect celebrity family

What have Marge Simpson and Nick Jonas got in common?  
They're both ideal family members in my perfect celebrity family!

**Granddad**  
Sean Connery is a very famous Scottish actor and the original James Bond. In real life, he's a dad and a granddad. He's got one son, Jason, and one grandson, and he's a perfect granddad.  
**Sean Connery**

**Grandma**  
Dame Judi Dench is a popular British actor. In the James Bond films, she's James Bond's boss. In real life, she's a mum and a grandma - she's got one daughter and one grandson.  
**Judi Dench**

**Mum**  
She's eccentric and she's got blue hair, but she's a great mum! Marge is the famous mum in *The Simpsons* cartoon. She's got a famous husband, Homer, and three children. Her children's names are Bart, Lisa, and Maggie.  
**Marge Simpson**

**Dad**  
This is Johnny Depp. He's Jack Sparrow in the *Pirates of the Caribbean* films. In real life, he's a dad with two children. Their names are Lily-Rose and Jack.  
**Johnny Depp**

**brother**  
Nick Jonas is an American singer and actor. He's got two brothers, Joe and Kevin, and together they sing in the band, the Jonas Brothers.  
**Nick Jonas**

**sister**  
Selena Gomez is an American singer and actor. She's an only child. She hasn't got a brother or a sister, but she's still my ideal choice for the perfect sister.  
**Selena Gomez**

## Culture club

**A**

Danny

Robbie

Dylan

Jason

**Hi! We're a pop band, and our name's *One World*. We're from different countries, but our language is English.**

Hi, friends. I'm Danny. I'm eighteen, and I'm British. I'm from London, England. It's the capital city of the UK, and it's big! The population is eight million!

Hey! I'm Robbie, and I'm American. I'm sixteen years old, and I'm from New York. It's a cool city, but it isn't the capital city of the USA. The capital city is Washington DC.


Hello, everyone. My name's Dylan. I'm sixteen years old, and I'm from Elk Point, Canada. It's a very small town! My favourite Canadian city is the capital, Ottawa. Ottawa is a beautiful and interesting city.

Hi! I'm Jason. I'm seventeen years old, and I'm Australian. Canberra is the capital of Australia, but I'm from Darwin. It isn't very big, but it's fantastic!

**Skills**

## A MUSICAL SENSATION

**Callum Kennedy is 13. He's a schoolboy, and he's also the star of the London musical, *Billy Elliot - The Musical*.**

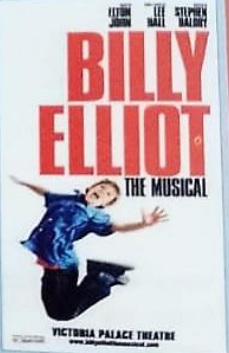


Like Billy, Callum is also from the north of England. He's from Hull, in the north-east. He says: 'I've got three brothers, but I'm the only dancer in the family!'

Now Callum lives in London with a host family. He says: 'I live with Mr and Mrs Grant and their son, Ed. They're great. Two other actors from the show live there, too. Matt's 13 and Sarah's 14. They're my friends, and we do everything together. We have lessons, we work in the theatre, and we have fun.'

But Callum often misses his family. He phones them every night before and after the show. On his free days, he goes back to Hull to see his family and friends.

*Billy Elliot - The Musical* is the story of Billy, a young boy from the north of England. One day, Billy tells his family he wants to be a ballet dancer. His dad isn't very happy. He says: 'Ballet isn't for boys.' But Billy goes to lessons in secret. In the end, he becomes a famous ballet dancer, and his family are very proud of him.



VICTORIA PALACE THEATRE  
www.billyelliottmusical.com

## Skills

# Hannah swims to success!



Fourteen-year-old Hannah Watson, from Liverpool, England is a girl with a special dream! She wants to represent Britain in the Olympic Games, and she wants to win a gold medal!

In some ways, Hannah is just a normal schoolgirl. She goes to school from Monday to Friday and does homework in the evenings. She loves TV, and watches soap operas and reality programmes every day, but she also dedicates a lot of time to swimming. She gets up at five o'clock in the morning, and goes swimming for two hours before school! After school, she goes back to the swimming pool and swims from 5 to 7 p.m. In fact, she swims about 50,000 metres every week!

Her life isn't easy. 'She loves her sport,' says her mum, Caroline, 'but she is often frustrated. Her friends are very important to her, but she doesn't meet them very often, and that's difficult for a teenager.'

Hannah says, 'It's sometimes difficult, but swimming is my passion. I want to win that medal. That's my goal now!'



**Culture club**

**SCHOOL IN BRITAIN** **B**

Hi Marisa,  
Thanks for the photos of your school. It's very different to my school!

I'm thirteen, and I'm in Year 8 at Archway Secondary School. Here's a photo of me in my school uniform. It's blue and red, and I hate it!

I go to school from Monday to Friday, but I don't go on Saturday - thank goodness! I start school at 8.50 a.m. and I finish at 3.30 p.m. In the morning I have four lessons, and there are three lessons in the afternoon.

We study a lot of subjects at school: English, maths, science, history, geography, French, information and communication technologies (I.C.T.), art, music, design and technology (D.T.), and physical education (P.E.). My favourite subjects are P.E. and music. I quite like I.C.T. and English, too, but I don't like maths and history very much. Maths is really difficult, and history is boring!

That's all for now. Write back soon,  
Rachel



**5 Skills**


# SUPERHEROES

My favourite superhero is Spider-Man. His real name is Peter Parker, and he lives in New York. He is strong, he can run fast, and he can see in the dark. He can't fly, but he can climb buildings, and he can jump from building to building with his spider web. He protects people in the city. I read all the Spider-Man comics, and I love the Spider-Man films. My favourite film is Spider-Man 3.

**(Josh, 13)**

Superman is my favourite superhero. He's from Planet Krypton, and his real name is Clark Kent. Clark has special powers, and he becomes Superman when there is danger. He's strong, and he can fly. He can see very well, too, because he has X-ray vision. I really like the Superman films, but I prefer the TV programme, *Smallville*. It's about Clark Kent when he's a teenager, and he discovers his superpowers. Tom Welling is Superman in the series, and he's fantastic.



**(Tina, 14)**

An illustration at the bottom of the page shows Batman on the left and Superman on the right. They are both smiling and fist-bumping each other. Batman is wearing his iconic black suit and cowl, while Superman is in his blue suit with a red cape. The background behind them consists of light blue and yellow rays emanating from behind the text boxes.

# Skills

## LET'S GO! SUMMER CAMP

Sports Games Computers Crafts



**Let's Go! Summer Camp** in Scotland is Britain's favourite holiday camp. It's open in July and August. Kids come from all over the world. They make friends, play sports, and learn new things.

- Play football, tennis, basketball, badminton, cricket, and golf.
- Go rock climbing or orienteering.
- Go swimming, kayaking, or cycling.
- Learn new activities like film-making, arts and crafts, or trampolining.
- Learn new computer skills, and play games in our computer centre.
- Join in our discos, quizzes, karaoke, and treasure hunts.
- Take part in our *Pop Idol* talent contest.
- Take part in our football tournament.

**Messages**

At 2.38 p.m. today, **Danny** wrote:

Hi Richie,

I'm writing this email from the *Let's go! Summer Camp*. I'm here with my friends Ethan, Lucy, David, and Sally. We're having a great time. The camp is really cool! There are lots of things to do.

At the moment I'm in the computer centre. I'm writing emails, but other kids are playing games and surfing the Internet. Lucy is with me, but she isn't using a computer. She's talking to an Italian boy. She really likes him! Ethan and David are in the park. They're playing football, and Sally is sunbathing.

Where are you now? What are you doing? Are you at the seaside with your family?

Write soon,  
Danny

**Reply**

**Pictures**

**Map**

## Culture club

**WHAT DO BRITISH TEENAGERS DO IN THEIR FREE TIME ?**



- British teenagers often stay at home in their free time. They watch TV, play electronic games, and surf the Internet.
- After-school clubs are also popular. The activities include dance, drama, music, computing, cooking, and sport. The clubs are usually free.
- Swimming is the favourite free-time sport for girls, and the top sports for boys are football and skateboarding.

On weekdays I usually meet my friends after school, and we ride our bikes or go skateboarding. In the evenings, I watch TV or play computer games. I go to *Kids' Cookery Club* once a week after school. We make pizzas, biscuits, and other things. After the lesson, we eat the food, so I have my dinner at school on Mondays! That's really cool!

Tom, 13



I don't go out very often in the week, but I go to *Computer Club* after school on Wednesdays. I like the club because it's really interesting. At the weekend, my best friend, Amy, comes to stay at my house or I go to her house. We usually watch *Smallville* on TV, and we sometimes watch a DVD. We always talk for hours. It's brilliant!

May, 14





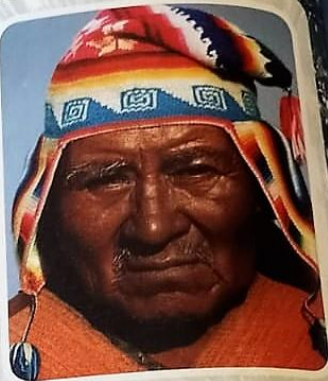
**A** Curriculum extra Social science

## Ethnic groups in South America

In South America there are many different ethnic groups. The groups have special traditions and customs. They also have their own languages.


There are 250,000 Guaraní people in South America. They are from Paraguay, Bolivia, Argentina, and Brazil. The Guaraní people live in the forests, but there are problems in the forests today and life for the Guaraní people isn't easy.

In Bolivia there are thirty-two different ethnic groups and there are many different languages. Two important ethnic groups in Bolivia are the Quechua people and the Aymara people. The Quechua people are from the Andes. The Aymara people are from Lake Titicaca. Lake Titicaca is on the border of Peru and Bolivia. In Bolivia, the Quechua and Aymara languages are official languages, as well as Spanish.



The Matsés or Mayoruna people are from Peru and Brazil. The word *Matsés* means 'people' and the word *Mayoruna* means 'water people'. They live on the Javari and Galvez rivers.

The Pirahã people are from Brazil. The Pirahã people are between 10,000 and 40,000 years old, but today there are only 360 people in the Pirahã tribe. Their homes are on the Maici river. Their language is the Pirahã language.





**C** Curriculum extra **History**

### Traditional clothes: past to present

#### Japan

In Japan, the traditional item of clothing is a kimono. It is from the 8th century. The design of a kimono comes from a Chinese style of clothing called *hanfu*. Today men, women, and children only wear a kimono for special occasions.


A kimono is one piece of material. The different parts of a kimono have different names. The sleeve is the *sode*, the front is the *maemigoro*, and the collar is the *eri*. Kimonos are expensive, and often cost more than £10,000. People also wear special shoes called *zori* with their kimonos.




#### Peru

Traditional Quechuan clothes in Peru come from colonial times. The clothes are a combination of two styles: Quechuan clothes before colonial times (pre-1532), and Spanish colonial peasant clothes.

Today people usually wear traditional clothes at special festivals. Women's clothes have many parts. The *lliclla* is a cloth for their shoulders. The *k'eperina* is a large cloth to wear on their backs. They can carry food, fruit, and sometimes even babies in a *k'eperina*! The skirts are called *polleras*. Sometimes, women wear three or four skirts, but at a festival a woman can wear fifteen skirts!



There are special hats called *monteras*. Every village has a different hat. There are traditional clothes for men, too. They wear woollen ponchos and hats called *chullos*. Women and men wear shoes called *ojotas*.



Reading page 74:

**1 Skills**

**Reading**

1 Read about Orlando Bloom. Then write the missing questions.

## Orlando Bloom is your favourite actor!

It's official! Orlando Bloom is your favourite actor! Orlando is a British actor and he's famous for his film roles. He is Legolas in *The Lord of the Rings*, Will Turner in *Pirates of the Caribbean*, and Paris in *Troy*. He is very popular with teenagers all over the world.

**Here are your questions about Orlando – with our answers!**

**Q1** What's his full name?


**A** His full name is Orlando Jonathan Blanchard Bloom!

**Q2**

**A** He's from Canterbury in the south-east of England.

**Q3**

**A** His birthday is on 13th January.



**Q4**

**A** His favourite actors are Johnny Depp, Paul Newman, and Daniel Day-Lewis.

**Q5**

**A** His favourite films are *Stand By Me* and *The Hustler*.

**Q6**

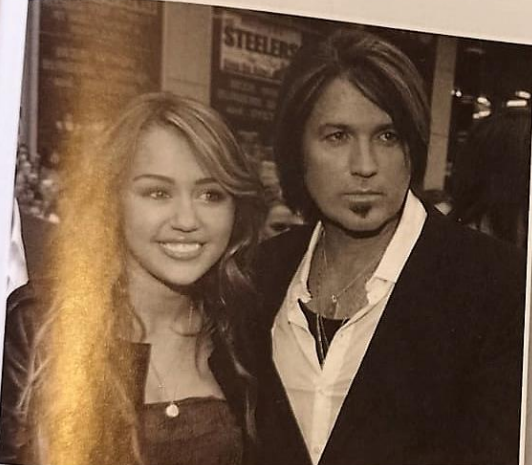
**A** His favourite colour is yellow.

Reading page 79:

# FAMOUS FAMILIES


## Miley Cyrus

Miley Cyrus is an actor and a singer. She's Hannah Montana in the Disney TV programme. Miley's real name is Destiny Hope Cyrus. This is a photo of Miley with her dad, Billy Ray. Miley's dad is a famous singer and actor.



## Will Smith

Will Smith is a famous Hollywood actor and a pop star. He's the star in *Hancock*, *Independence Day*, and *Men in Black*. Will's wife, Jada Pinkett, is an actor, too. This is a photo of Will and Jada with their children. Will's son Jaden is in the film *The Pursuit of Happyness* with his dad.



Reading page 84:

### Messages

At 9.50 a.m. today, Alanna wrote:

Hi!

I'm Alanna Cameron and I'm from Scotland. There are eight people in my family – my parents, two brothers, one sister, my grandparents, and me, of course. I live on a very small island near the west coast of Scotland. Its name is Tiree.

I'm a student at the local secondary school on the island. It isn't a typical school! It's only got 14 students and three teachers. The school is small, but we use computers to communicate with other schools.

On a typical day, I wake up at 7.30 a.m. and lessons start at 8.30 a.m. I go home for lunch at twelve o'clock – my house is near the school. In the afternoon I go to school again.

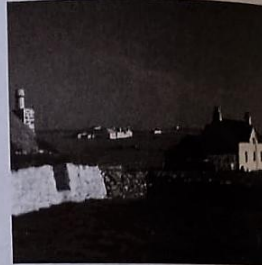

After school, I usually spend time with my best friends, Rhona and Vicky. We play in a band called Ceol, and we play traditional Scottish music. Rhona and Vicky sing, and I play the violin.

Write soon,

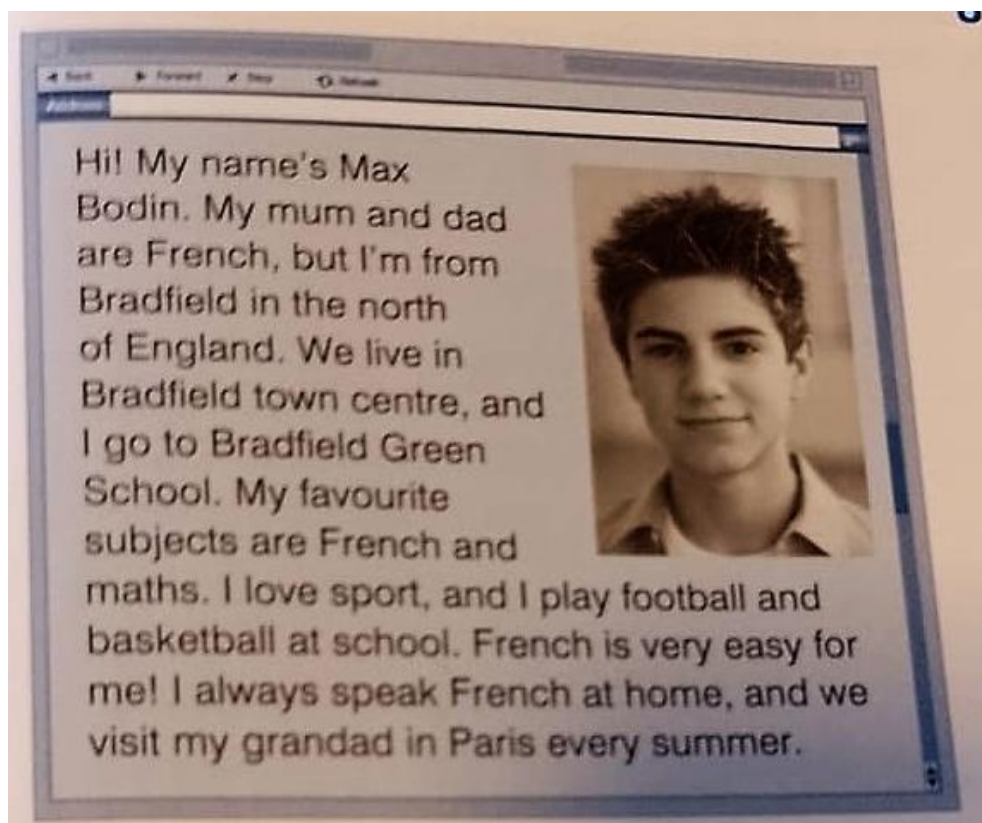
Alanna

[Reply](#)


See Alanna's photos



Reading page 87:



Hi! My name's Max Bodin. My mum and dad are French, but I'm from Bradfield in the north of England. We live in Bradfield town centre, and I go to Bradfield Green School. My favourite subjects are French and maths. I love sport, and I play football and basketball at school. French is very easy for me! I always speak French at home, and we visit my granddad in Paris every summer.



Reading page 89:

**Jenna Wyatt is a football player, and she's only thirteen years old! Jenna plays for Scotland, and the other girls on her team are sixteen or seventeen!**

**How often do you practise?**  
I practise five days a week from Monday till Friday. On Saturdays I play a game. I don't practise on Sundays.

**When do you practise?**  
After school from 3.30 p.m. to 6 p.m.


**What do you do in your free time?**  
I don't have any free time on school days! At the weekend I play computer games.

**Do you do other sports?**  
No, I don't.

**When do you meet your friends?**  
I meet my friends at school or at the weekend.

**Do your parents do sports?**  
Yes, my dad plays cricket. He's a cricket coach. My mum swims, and my sister is a regional gymnastics champion.

**Wow! A family of sports stars!**



Reading page 94:

**Reading**

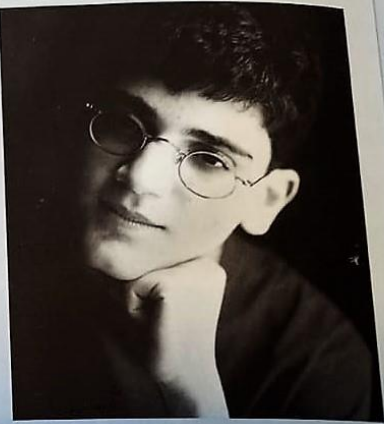
**Jay Greenberg – the new Mozart?**

Jay Greenberg is a composer and a musical genius. He's only eighteen years old, but famous orchestras play his music, and people listen to his CDs all over the world. People say he is the new Mozart!

Jay lives in New York, and studies at the Juilliard School of Music. It's a famous school of music, drama, and dance. It only accepts very talented students.

Jay can play the cello and the piano, but he writes music for all instruments. People always ask him where his music comes from, but he can't explain. He says: 'The music comes into my head. I can hear it, and I write it down. I sometimes hear two or three pieces of music at the same time.'

He usually writes music on his computer. He uses a special computer program, and he writes very quickly. He can write a piano sonata in 25 minutes!



## What's your style?

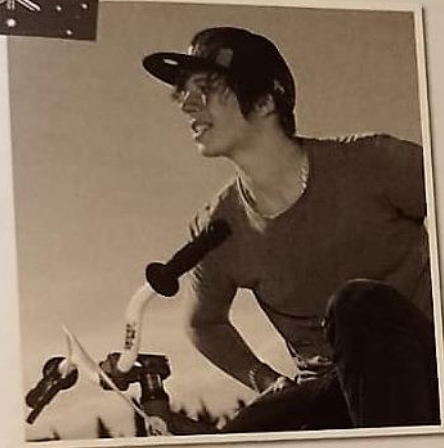
What do teens around the world wear? Today, we're asking three typical teens about their clothes.

What clothes do you usually wear to school?

What clothes do you usually wear after school?

Describe the clothes you're wearing in the photo.

Todd, 15, Melbourne, Australia



I usually wear a shirt, trousers, and shoes to school, and after school, I wear jeans, a T-shirt, and trainers. In this photo, I'm in a park near my house. I'm riding my bike. I'm wearing a blue T-shirt and my favourite orange and blue cap. I'm wearing jeans and trainers.

Hee-sook, 14, Masan, South Korea



In South Korea students wear a school uniform to school. After school, I usually wear jeans, a top, and a short jacket, but sometimes I wear a dress or a skirt. In this photo, I'm wearing my school uniform. The jacket and skirt are dark blue. Under the jacket I'm wearing a white shirt. Boys in our school wear a blue jacket, grey trousers, and a white shirt.

## 12. 5 APPENDIX 5: Analyzed texts from the book “What’s Up?”.

Reading pages 12-13:

# STUDENTS ACROSS CULTURES

Hi, I'm Fran. In the photo I'm with a friend, Carol. I'm 12 and Carol is 13. We're students at Kingston School, a secondary school in London, England. Carol is from London but I'm not. I'm from City of Buenos Aires in Argentina.

I'm in year 8. My school day is from 9.00 am to 3.00 pm. My lessons are in 12 different classrooms around the school. We are a group of 19 students. I like my school. And I like London. It's a nice city!



My name is Kazu. I'm from Tokyo in Japan. Tokyo is a big city and it's the capital of Japan. I'm 12 years old and I'm in year 1 at Osaki Junior High School. My classroom is big. We're 40 in our class. Every day, I'm in school for about 9 hours and then I go to a *juku* for extra lessons. A *juku* is a private school. It prepares students to enter the best schools and universities in Japan.





Reading page 15:

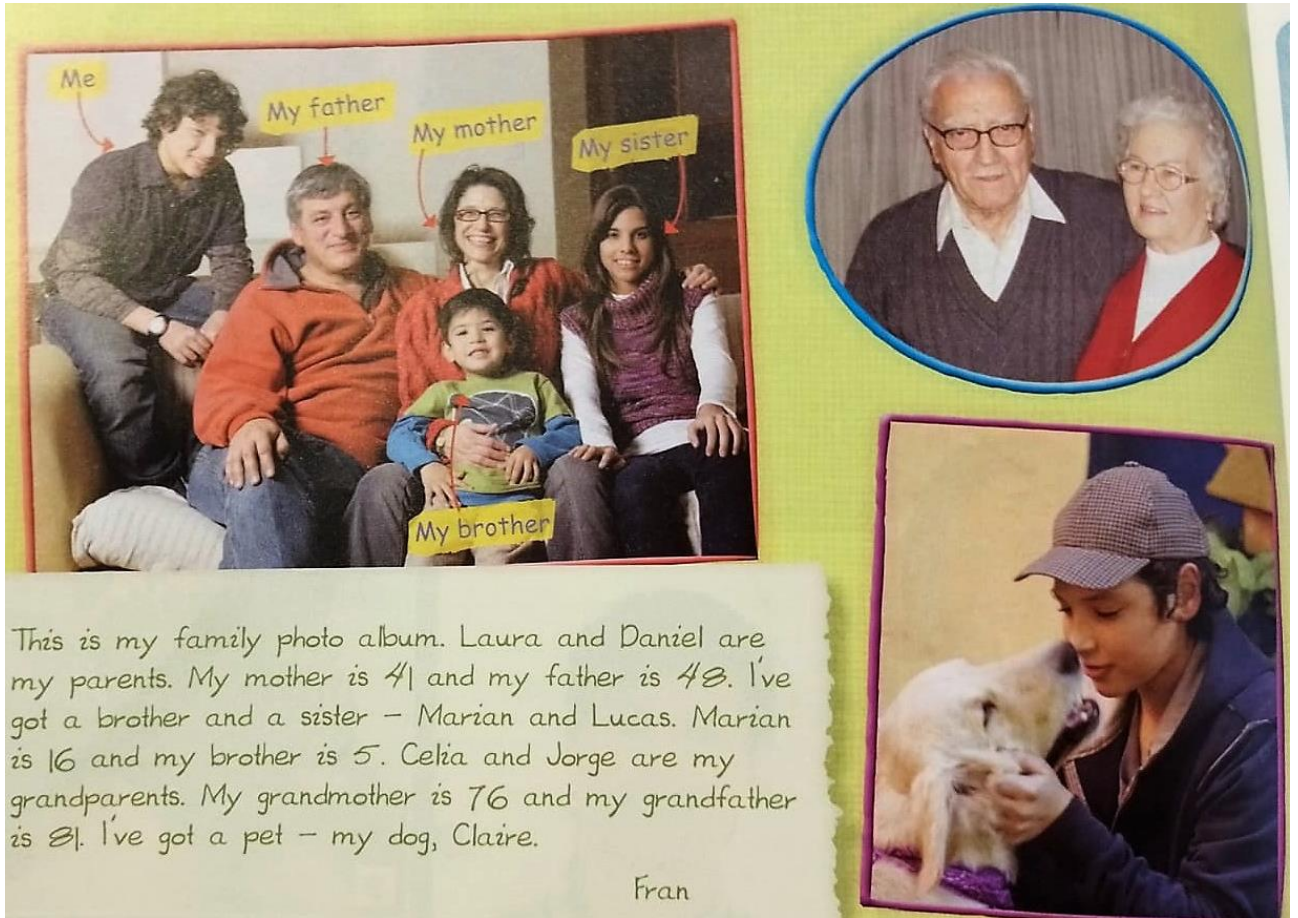
Hi! I'm Paulo.  
I'm 12 years old.

I'm from Rome.  
Rome is in Italy.  
It's the capital  
of my country.

I'm a student at Da Vinci School.  
I'm in secondary school.  
I'm in year 7.  
We're 20 in our classroom.  
My school day is from 8:00 am to  
1:00 pm.

This is my friend Alina.  
She's from Italy but she  
isn't from Rome.  
She's from Venice.  
Her mobile phone number  
is 351 728 9003.  
We're good friends!

Reading page 30:



The image shows a page from a photo album. On the left is a large rectangular photo of a family of five sitting on a couch. From left to right: a young boy (labeled 'Me'), a man (labeled 'My father'), a woman (labeled 'My mother'), a young girl (labeled 'My sister'), and a young boy (labeled 'My brother'). To the right of this photo is a circular inset photo of an elderly couple (labeled 'My grandparents'). Below the circular photo is a rectangular photo of a young boy wearing a cap, holding a small white dog (labeled 'my dog, Claire').

This is my family photo album. Laura and Daniel are my parents. My mother is 41 and my father is 48. I've got a brother and a sister - Marian and Lucas. Marian is 16 and my brother is 5. Celia and Jorge are my grandparents. My grandmother is 76 and my grandfather is 81. I've got a pet - my dog, Claire.

Fran

Reading pages 34-35:

1 Look at the webpage. What is its name? What are the three steps for a cheap holiday?

**ExchangeYourHome.com**  
Travel around the world. It's free!

Home # 3496 - San Carlos de Bariloche, Argentina

**A cheap holiday in 3 steps;**  
1 Choose a country.  
2 Find a home.  
3 Exchange it with yours!

2 Read. Tick the correct column.

Ground floor

**Choose a country**

**Our home**

Our home is in Bariloche in the south of Argentina. Bariloche is a beautiful place. There are a lot of mountains and lakes. We've got a nice, small house near a lake.

Our house has got two floors. On the ground floor, there is a kitchen, a living room, a bedroom and a garage. On the first floor, there are two bedrooms and two bathrooms.

The living room is our favourite place in the house. There are two comfortable sofas. There is a black fireplace and a big window with a beautiful view of the lake and the mountains. There is a lot of light. In this room there is also a small dining area with a table and four chairs.

**Our family**

My name is Walter Soler. We are a family of four – me, my wife, Marina, and our two children, Camila and Teo. Camila is 9 and Teo is 12. We've got a pet, a brown and white dog.


**Our preferred destinations**

Order of preference	Location
1	Salvador da Bahia, Brazil
2	California, United States
3	Playa del Carmen, Mexico

Read online reviews

http://www.films4teens.com

# FILMS 4 TEENS



Need some good ideas for your next sleepover? Here are our TOP 10 sleepover films.

**TOP 1 The Hunger Games**  
Katniss Everdeen (Jennifer Lawrence) decides to take her sister's place and go to the Hunger Games, a survival competition in a forest. The competition finishes when there is only one survivor. Can Katniss win the competition? She is strong but her enemies are very strong. She is a teenager and they are trained fighters!

**TOP 2 Dolphin Tale**  
Sawyer Nelson (Nathan Gamble) frees a young dolphin, Winter, from a trap. He takes her to an aquarium. Winter can't swim or jump because she hasn't got a tail. She's very weak and her life is in danger. Can a mechanical tail help her swim and survive?  
The film is based on a true story. It's a story of friendship and love.

**TOP 3 Harry Potter and the Deathly Hallows - Part 2**  
Lord Voldemort (Ralph Fiennes) is a bad and ugly wizard. He wants to destroy Harry Potter (Daniel Radcliffe) and all the good wizards at Hogwarts, the school of magic. Harry has got magical objects and two very good friends – Ron (Rupert Grint) and Hermione (Emma Watson). It's time for the final battle between good and evil. Can Harry and his friends destroy Voldemort?

**TOP 4 Pirates of the Caribbean: On Stranger Tides**  
Jack Sparrow (Johnny Depp) knows how to find the Fountain of Youth. He needs a ship to get to the fountain. Angelica (Penelope Cruz) takes him to Blackbeard's ship. Captain Barbossa (Geoffrey Rush), Jack's enemy, wants to get to the fountain too. And who is Angelica? Is she a friend or an enemy? Jack doesn't know.  
Jack and Angelica are very good-looking and the film is packed with adventure!

+ More



## Share a photo of a special day!

Hi. I'm Roxanne. I'm 13 years old. I'm from Montreal, a big city in Canada. Montreal isn't the capital of Canada. The capital city of our country is Ottawa.

This is a photo of a special day for me. In the photo I'm with Guadalupe and Martina at the airport. Guadalupe is 13 and Martina is 14. They're my friends but they aren't from Canada. They're from Mexico. They're on holiday in Montreal!

**Have you got something new?  
Tell us about it!**

I've got new trainers.  
They're yellow and  
black. They are size  
38. They're cool!

*Eugenio*



I've got a new watch.  
It's blue and white.  
It's from Korea. It's  
cheap but it's very  
good!

*Mercedes*



I've got a new diary.  
It's small and it's very  
nice. It's blue.

*Azul*




Reading page 91:

... from a blog.

## HOUSES AROUND THE WORLD

January 2<sup>nd</sup> 2012,  
by Ivonne Sander

**MY HOME IN  
AMSTERDAM**



I live on a canal in the centre of the city of Amsterdam. My house is special. It's an old boat. It's a recycled home! It's small but it's OK. My boat has got a kitchen, a dining room, a bedroom and a bathroom. It hasn't got a living room. The rooms are small. In the dining room, there is a table and three chairs. There isn't a sofa. In my bedroom, there is a bed and a desk. I haven't got any pictures on the walls because there are a lot of windows on the boat!

posted by Ivonne at 11:00 am / [3 comments](#)

What do you do  
in your free time?  
Tell us about what  
you do and what you  
don't do!



### What I do

In my free time, I do a lot of things. Sometimes, I stay at home. I listen to my iPod or to the radio and I play computer games. I also go out with friends. We go to the cinema because we love films, but we sometimes just hang around in shopping centres.

### What I don't do

I don't watch a lot of TV because TV programmes aren't very good. I don't chat on MSN because I haven't got an internet connection. And I don't play sport because I play sport at school with my friends.

Nadia ■



## **This week:**

### **A busy day in the life of Sabrina Cortese, 26, flight attendant for Blue Sky Airlines**

Sabrina's days aren't always the same. On Mondays, she goes to bed at 9.00 because she gets up very early the next day. Sabrina gets up at 4.00 on Tuesday mornings. She gets dressed and goes to the airport. She gets there at 5.00. At the airport, she checks in and then she goes to the plane. On the plane, she helps passengers and serves breakfast and lunch. She has breakfast and lunch on the plane, too. She works sixteen hours. She gets home at 10.00 and prepares dinner. She goes to bed at 12.00. On Wednesdays, she doesn't work!

