

## LESSON PLAN DESCRIPTION

<p><b>CEFR Level</b></p> <p>Especifique el nivel de la LP atendiendo al MCER.</p>	<p>The CEFR Level of this LP is a C1.</p>	
<p><b>Video fragment</b></p> <p>Seleccione un fragmento de video coherente con sus objetivos</p>	<p><b><u>AVT clip from Crazy Rich Asians</u></b></p> <p><b><u>AVT subtitling clip from Crazy Rich Asians</u></b></p>	
<p><b>Function</b></p> <p>Seleccione una función comunicativa coherente con sus objetivos</p>	<p>Paraphrasing and summarising.</p>	
<p><b>Didactic AVT Mode</b></p> <p>Borra y selecciona la que deseas usar</p>	<ul style="list-style-type: none"> <li>■ <b>Subtitling – intralingual.</b> Deben hacer el subtitulado completo del fragmento proporcionado. Es importante tener presente el concepto de language through learning de AICLE.</li> </ul>	
<p><b>Aims of the session</b></p> <p>Especificar los objetivos</p>	<p><b>Language Objectives</b></p>	<p>To analyse and use conditionals and modal verbs in a dialogue.</p>
	<p><b>Intercultural contents</b></p>	<p>To recognize and analyse cultural differences and values related to wealth, social status, and family expectations.</p>

Tabla 1. Lesson Plan Structure

**[Access to the Lesson Plan in Google Forms<sup>1</sup>](#)**

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<sup>1</sup> In Annex 2, you can watch different graphics view how the lesson plan has been structured in Google Forms and examples of AEGISUB.

## LESSON PLAN DESCRIPTION

### WARM UP<sup>2</sup>

**Reading exercise. Read the following adapted text and answer the questions below:**

How well would you say you speak the foreign language you're learning? Are you beginner, intermediate or even advanced and near fluent?

I don't want to bust your bubble, but **you may not be as 'fluent' as you think.**

While we may learn languages with the goal of being fluent (whatever that means to you), the most important question to ask here is, how culture-savvy are you?

You may understand a foreign language, but that doesn't guarantee that you comprehend the nuances and the whole range of meaning that native speakers communicate to you.

Communicating in another language requires more than just memorising words and grammar. We have to learn how to communicate beyond words by understanding its culture. Therefore, as we study a language, we must learn it alongside its culture.

After all, language is culture!

Cultural awareness is understanding that our culture differs from one individual and group to the next, specifically from our target language.

Being culturally aware helps us recognise and appreciate others' values, customs and beliefs and meet them without judgement or prejudice.

Cultural awareness is key when we communicate with people from other cultures. Since we use language to communicate, our knowledge of foreign languages gives us "access" to different societies and cultures. **We become mediators between cultures.**

When culturally aware, we know what is considered inappropriate or offensive to others. For example, incorrect body language can lead to misunderstandings.

In Western culture, we're taught that it's polite to look someone straight in the face when talking to someone. However, in Japan, this is considered disrespectful.

Being culturally aware isn't just for those learning foreign languages either. Even between English-speaking countries, our cultures can differ, and these differences can surface unsuspectingly.

During the past 5 years of living in the UK, I've accidentally ruffled a few feathers and learned some important cultural lessons the hard way.

Source: **7 Reasons Your Cultural Awareness Matters More Than Perfect Vocabulary by Fluent Language**

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<sup>2</sup> For every answer, there is an explanation that you will find at the end of the document, in Annex 1.

## LESSON PLAN DESCRIPTION

### Questions:

#### Multiple Choice:

1. What is the main question we should ask ourselves when learning a foreign language?
  1. How many vocabulary words do I know?
  2. How well can I communicate with native speakers?
  3. How culture-savvy am I?
  4. How quickly can I learn the grammar rules?
2. What can incorrect body language lead to when communicating with people from other cultures?
  1. Increased understanding.
  2. Misunderstandings.
  3. Improved communication.
  4. Greater respect.
3. Who can benefit from being culturally aware?
  1. Only people learning a foreign language.
  2. Only people traveling to other countries.
  3. Only people who work with people from other cultures.
  4. Anyone and everyone.
4. What are some of the cultural lessons the author learned during their time living in the UK?
  1. That English-speaking cultures are all the same.
  2. That everyone in the UK speaks the same dialect.
  3. That cultural differences can surface unexpectedly.
  4. That the UK has no cultural differences compared to other countries.
5. Why is it important to meet others' values, customs, and beliefs without judgement or prejudice?
  1. Because we can show off our own values, customs, and beliefs.
  2. Because we can avoid any difficult or uncomfortable situations.
  3. Because we can develop greater empathy and respect for others.
  4. Because we can convince others to change their beliefs to match ours.

#### True/False:

1. Understanding a foreign language guarantees that you comprehend the nuances and whole range of meaning that native speakers communicate to you. (False)
2. Being culturally aware is only important when communicating with people from vastly different cultures than our own. (False)
3. The author of the text has lived in the UK for the past 5 years. (True)
4. Cultures do not differ between English-speaking countries. (False)
5. Being culturally aware means we can avoid making mistakes when communicating with people from other cultures. (True)

## LESSON PLAN DESCRIPTION

### VIDEO VIEWING

View the following video **AVT clip of Crazy Rich Asians** and answer the following questions to ensure active listening:

1. What does Eleanor mean by "our own kind of people"?
2. According to Eleanor, what do Americans think about?
3. How does Rachel describe herself at the end of the conversation?
4. What does Eleanor imply when she says "It's an illusion. We understand how to build things that last. Something you know nothing about"?
  1. Rachel is ignorant and doesn't understand how to build lasting things.
  2. Eleanor is envious of Rachel's happiness.
  3. Eleanor believes that Americans in general lack the ability to build things that last.
5. What is the implication of Eleanor's statement "Only a fool folds a winning hand"?
  1. Rachel is foolish for turning down Nick's proposal.
  2. Eleanor believes she has a winning hand in this situation.
  3. Nick is foolish for proposing to Rachel.
6. What is the function of the modal verb "would" in Rachel's statement "He said he'd walk away from his family and from you, for good"?
  1. To indicate a hypothetical situation.
  2. To indicate a past habit.
  3. To indicate a present ability
7. What is the implication of Rachel's statement "There's no winning. You made sure of that"?
  1. Eleanor has done something to ensure Rachel will not be happy in her relationship with Nick.
  2. Rachel and Eleanor are in competition with each other.
  3. Rachel is admitting defeat in her relationship with Nick.
8. Which sentences are conditionals?
  1. "So, I just wanted you to know that one day, when he marries another lucky girl, who is enough for you, and you're playing with your grandkids while the tan huas are blooming, and the birds are chirping, that it was because of me..."
  2. If Nick chose me, he would lose his family.
  3. If he chose his family, he might spend the rest of his life resenting you.
  4. So, you chose for him.
9. Write a short text (100-150 words), using conditionals, where you answer the following question: What if Rachel had accepted Nick's proposal and tried to bridge the gap between herself and Nick's family?
10. Watch the video again and write 10 sentences using modal verbs to express different levels of certainty and possibility. E.g., "Eleanor might have been more accepting of Rachel if she had taken the time to know her better"

## LESSON PLAN DESCRIPTION

### SUBTITLING TASK

From the previous clip, I have selected a minute fragment which students have to subtitle. The video is in the L2 language and has already the timings for the subtitles. They should listen carefully to the audio and understand the words and the meaning of the text. They also should read the following guide to know which software to use and some basic subtitling guidelines.

Students can access the video here: [AVT video for subtitling](#). They have to download too the following file with the time marks:



Time lapses for  
subtitling.ass

You may download AEGISUB for Mac (<https://cutt.ly/fj1U8vH>) and Windows (<https://cutt.ly/SzSVmzZ>) or SUBTITLE EDIT for Windows (<https://www.nikse.dk/subtitleedit/>), since both are user-friendly choices.

The various lesson plans (LP) will ask you to create subtitles from different perspectives: by completing keywords, by rephrasing the original texts, by subtitling from scratch or by making use of your creativity.

Before you start subtitling, review the following subtitling guidelines and bear them in mind when producing your own subtitles:

- **Subtitle length.** Subtitle lines cannot be excessively long; it is always better to have two shorter lines (segmenting a line into two) than a long one. Subtitles should be made up of one or two lines only.
- **Subtitle duration.** Subtitles cannot stay too long on screen, but the audience need to have time to read them and pay attention to the accompanying images at the same time during the seconds they are visible; the minimum presence time is usually 1-2 seconds and 6 seconds is typically the maximum duration per subtitle. Pay attention to the maximum number of characters per second (cps) recommended in your subtitle editor and try to respect that.
- **Synchrony.** Subtitles must appear synchronized with the corresponding dialogues (not appearing before, not staying longer) and they should not stay on screen when a change of shot takes place.
- **Condensation.** Information reduction is a key aspect of subtitling: the information contained in the dialogues needs to be condensed whenever necessary to fit subtitle length and duration. You will often need to rephrase or look for synonyms and other ways of expressing the same message so that it fits the subtitle length and duration, and it is appropriately synchronized.
- **Segmentation.** When you break a long line into two, there is an important aspect to be considered: the break should not slow or hinder the reading. Hence, try not to break important syntactic (or logical) units, i.e., do not separate the auxiliary from the verb, the article from the noun, the preposition from the complement, etc. when you break a sentence into two lines.

## LESSON PLAN DESCRIPTION

### POST-AVT TASK

For a Post-AVT task, students need to practice their oral production. As they have learned about cultural awareness and have seen a scene about a cultural conflict between two people from different backgrounds (social, economic, ethnic...), the oral production should be a minute or minute and a half speaking where students give a guideline (using modal verbs) of what people should consider when speaking to other people, especially if they are from other cultures. They will use [Vocaroo | Online voice recorder](#) and add the link to the forum.

## LESSON PLAN DESCRIPTION

### ANNEX 1

#### **Answers and explanations from the multiple-choice section in the Warm-up:**

1. What is the main question we should ask ourselves when learning a foreign language? → How culture-savvy am I? Explanation: While we may learn languages with the goal of being fluent (whatever that means to you), the most important question to ask here is, how culture-savvy are you?
2. What can incorrect body language lead to when communicating with people from other cultures? → Misunderstandings. Explanation: When culturally aware, we know what is considered inappropriate or offensive to others. For example, incorrect body language can lead to misunderstandings.
3. Who can benefit from being culturally aware? → Anyone and everyone. Explanation: Being culturally aware isn't just for those learning foreign languages either.
4. What are some of the cultural lessons the author learned during their time living in the UK? → That cultural differences can surface unexpectedly. Explanation: Even between English-speaking countries, our cultures can differ, and these differences can surface unsuspectingly.
5. Why is it important to meet others' values, customs, and beliefs without judgement or prejudice? → Because we can develop greater empathy and respect for others. Explanation: Being culturally aware helps us recognise and appreciate others' values, customs and beliefs and meet them without judgement or prejudice.

#### **Answers and explanations from the true or false section in the Warm-up:**

1. Understanding a foreign language guarantees that you comprehend the nuances and whole range of meaning that native speakers communicate to you. → False. Explanation: You may understand a foreign language, but that doesn't guarantee that you comprehend the nuances and the whole range of meaning that native speakers communicate to you.
2. Being culturally aware is only important when communicating with people from vastly different cultures than our own. → False. Explanation: Cultural awareness is key when we communicate with people from other cultures.
3. The author of the text has lived in the UK for the past 5 years. → True. Explanation: During the past 5 years of living in the UK, I've accidentally ruffled a few feathers and learned some important cultural lessons the hard way.
4. Cultures do not differ between English-speaking countries. → False. Explanation: Even between English-speaking countries, our cultures can differ, and these differences can surface unsuspectingly.
5. Being culturally aware means we can avoid making mistakes when communicating with people from other cultures. → True. Explanation: When culturally aware, we know what is considered inappropriate or offensive to others.

## LESSON PLAN DESCRIPTION

### Answers, model answers and explanations from the section Video viewing:

1. What does Eleanor mean by "our own kind of people"? Sample answer: Eleanor says that Rachel is not "our own kind of people". It means that she is a foreigner, she doesn't share their values, their customs, their culture.
2. According to Eleanor, what do Americans think about? Sample answer: According to Eleanor, all Americans think about is their own happiness.
3. How does Rachel describe herself at the end of the conversation? Sample answer: Rachel describes herself as being good enough. She says she is not scared. She says she is a poor, raised by a single mother, low class, immigrant nobody.
4. What does Eleanor imply when she says "It's an illusion. We understand how to build things that last. Something you know nothing about"? → Eleanor believes that Americans in general lack the ability to build things that last. Explanation: Eleanor has previously said that Rachel is a foreigner, an American, who only thinks about her happiness. When Rachel asks her if she doesn't want Nick to be happy, Eleanor answers by saying that happiness is an illusion. And that their culture (Eleanor's) knows how to build things that last, while Rachel's doesn't.
5. What is the implication of Eleanor's statement "Only a fool folds a winning hand"? → Eleanor believes that rejecting victory is foolish. Explanation: This sentence means that it is foolish to abandon a situation where one is succeeding.
6. What is the function of the modal verb "would" in Rachel's statement "He said he'd walk away from his family and from you, for good"? → To indicate a hypothetical situation. Explanation: The modal verb "would" means that Nick said that walking away from his family is an option if a series of conditions are met. Like with any if-clause, it indicates a hypothetical situation.
7. What is the implication of Rachel's statement "There's no winning. You made sure of that"? → Eleanor has done something to ensure that Rachel will not be happy in her relationship with Nick. Explanation: As Rachel mentions afterwards, it doesn't matter who Nick chooses, because he will lose someone. There is no winning. And the statement: "You made sure of that", directed at Eleanor, means that she is responsible.
8. Which sentences are conditionals? → If Nick chose me he would lose his family. If he chose his family, he might spend the rest of his life resenting you. Explanation:
  1. If you have marked "So, I just wanted you to know that one day, when he marries another lucky girl, who is enough for you, and you're playing with your grandkids while the tan huas are blooming, and the birds are chirping, that it was because of me", you need to remember that there is no if-clause in the text. Although it conveys some future scenarios, there is no conditional.
  2. If you haven't marked "If Nick chose me, he would lose his family", this sentence is a type 2 conditional. View the structure if + past simple + comma + would + verb. A second conditional is used for hypothetical situations that are unlikely to happen. But, if they did, the consequence is guaranteed.
  3. If you haven't marked "If he chose his family, he might spend the rest of his life resenting you", you need to remember that this is a mixed-type conditional: there's an if-clause + verb in past simple + comma + might + verb in present simple. Here, the hypothetical situation is followed by a probable but not guaranteed consequence "he might spend".
  4. If you have marked "So you chose for him", this is a past simple indirect question formulated as a statement.



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9. Write a short text (150-200 words), using conditionals, where you answer the following question: What if Rachel had accepted Nick's proposal and tried to bridge the gap between herself and Nick's family?

Example answer: What would have happened if Rachel had accepted Nick's proposal and made an effort to bridge the gap with his family? Accepting Nick's proposal would have been a risky move, as Rachel would have to face the opposition of Nick's family, especially Eleanor's. However, bridging the gap would have been a significant achievement for Rachel, who would have had to find common ground and overcome cultural differences. Successfully bringing Nick's family and herself together would have been a turning point in their relationship, and it would have made Nick's family understand that Rachel was not a threat to their family values and that she genuinely loved Nick. On the other hand, if Rachel had failed, it could have led to a more significant divide between Nick and his family. It is impossible to know what would have happened, but Rachel's decision to turn down Nick's proposal shows that she valued their relationship enough to avoid damaging it irreparably. Moreover, her rejection of Nick's proposal indicates that she understands how meaningful family is to him. Ultimately, accepting Nick's proposal and trying to bridge the gap would have required Rachel to be courageous and persistent in her efforts. If she had been successful, it would have been a testament to the strength of their love and their commitment to each other.

10. Watch the video again and write 10 sentences using modal verbs to express different levels of certainty and possibility. E.g., "Eleanor might have been more accepting of Rachel if she had taken the time to know her better" Example answer:

1. It's possible that Rachel could have tried to bridge the gap between herself and Nick's family if she had accepted his proposal.
2. Rachel could have made a great effort to win Nick's family's approval if she had accepted his proposal.
3. If Rachel had accepted Nick's proposal, she would have had to be very understanding and patient with Nick's family.
4. It's probable that Nick's family would have never accepted Rachel, even if she had tried to bridge the gap between them.
5. Rachel might have felt overwhelmed and pressured to conform to Nick's family's expectations if she had accepted his proposal.
6. Nick's family would have expected Rachel to change certain aspects of her personality if she had accepted Nick's proposal.
7. Rachel would have had to be very resilient and determined to stay in a relationship with Nick despite his family's disapproval.
8. It's possible that Rachel would have regretted accepting Nick's proposal if she had felt unhappy and unaccepted by his family.
9. If Rachel had accepted Nick's proposal, she would have had to prioritize her relationship with him over her own personal desires and values.
10. Rachel might have had to compromise her own cultural identity and values to fit in with Nick's family if she had accepted his proposal.

**Sample answer for the Subtitling task section:**



Subtitled clip for lesson plan (answer).ass

**Sample answer for the Post-AVT Task: Step-by-step guideline using modal verbs on how to be culturally aware.**

# LESSON PLAN DESCRIPTION

## ANNEX 2

### AVT Lesson Plan

The following lesson plan has been designed for C1-level students, from 1st of Bachillerato. While learning what intralingual subtitling is, you will learn with the exercises to:

1. Analyse and use conditionals and modal verbs in a dialogue.
2. Recognize and analyse cultural differences and values related to wealth, social status, and family expectations.
3. Learn to paraphrase and summarise.

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## LESSON PLAN DESCRIPTION

### True or False

Understanding a foreign language guarantees that you comprehend the nuances \*  
and whole range of meaning that native speakers communicate to you.

- True  
 False

Being culturally aware is only important when communicating with people from \*  
vastly different cultures than our own.

- True  
 False

The author of the text has lived in the UK for the past 5 years \*

- True  
 False



## LESSON PLAN DESCRIPTION

According to Eleanor, what do Americans think about? \*

Tu respuesta

---

How does Rachel describe herself at the end of the conversation? \*

Tu respuesta

---

What does Eleanor imply when she says "It's an illusion. We understand how to build things that last. Something you know nothing about"? \*

- Rachel is ignorant and doesn't understand how to build lasting things.
- Eleanor is envious of Rachel's happiness.
- Eleanor believes that Americans in general lack the ability to build things that last.

### Subtitling task

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Vocaroo



Vocaroo - The premier voice recording service.

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