CONVERSATIONAL INTERACTION IN EFL TEENAGE LEARNERS: TOWARDS COMMUNICATIVE LANGUAGE TEACHING

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TABLE OF CONTENTS

1. INTRODUCTION

One of our main aims as foreign language teachers is to make the language a tool that our students can use to communicate with other people. In spite of having been learning English for years, students still have difficulties in using the English language mainly for communicative purposes. As opposed to other European countries, where TV is not dubbed, Spanish students have fewer chances to be exposed to oral input in English in their country. Thus, we should provide them with more opportunities to practise oral English during the language lesson in order to improve their oral command of the foreign language.

Until the 70s and 80s linguistics only paid attention to grammar, and thus, competence, being a technical linguistic term also concerned grammar, or more precisely knowledge of grammar. Then, this general abstract view of language was replaced by a semantic and social emphasis in language. Psycholinguistics, socio-linguistics and an interest in semantics highlighted the importance of real-world language use. Hence, some researchers began to question Chomsky's difference between competence and performance since they felt that the appropriateness of language was even more important than grammaticality.

Conversational interaction, therefore, dates back to the beginning of the 1980s; and it has its origins within communicative language teaching. In like vein, conversational interaction stems from those communicative approaches to language teaching that appeared nearly three decades ago when there was a strong theoretical impetus for the development of communicative language teaching from the field of social sciences and humanities. By the same token, findings in both linguistics and psychology have been useful to the contemporary view of communicative language learning.

Those approaches that foster oral interaction started to gain attention nearly three decades ago. In this line, the study of conversational interaction among L2 learners and their interlocutors has been central to the study of SLA since the beginning of the 1980s and numerous empirical studies have shown that there are strong links between interaction and learning; thus, researchers have reached several conclusions and proposed different approaches and methodologies within the field of conversational interaction.

The communicative approach popularized teaching activities which emphasised the need for learners to focus on meaning, fostering their participation in real conversations where the target language was used in different real contexts. Hence, the role of conversational interaction increased in popularity as the emphasis was placed on learning to communicate through interactions in the target language.

Our main concern as language teachers is to develop the ability of our students to use the language they are learning for the purpose of communication. In order to develop the skills needed for this, especially the oral ones of understanding and speaking, we have many obstacles to contend with: the size of the class, the arrangement of the classroom (which rarely favours communication), the number of hours available for teaching the language (which cannot all be devoted to oral work), and perhaps even the syllabus itself, which may discourage us from giving adequate attention to the spoken language. It is not easy to give effective oral practice under these conditions, especially in large classes. This is why it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which the spoken language can be practised.

Most of the communication that takes place in real life situations is oral i.e. either face to face or telephonic. Learners need to develop this skill of speaking for their existence. In the process of acquisition of the mother tongue, listening and speaking come naturally; this is because the child is exposed to the language all through the day and s/he absorbs the sounds, internalises the rules and speaks the language quite naturally. But, while learning second languages like English, the learner learns the skills of reading and writing first; then, s/he has to put a lot of effort in speaking the language.

Thus, this proposal is mainly aimed at providing a general overview of communicative language teaching (CLT) since it firstly appeared as an innovative approach three decades ago. In like vein, an analysis of the term conversational interaction since its origins until nowadays will be also provided. Finally, we will present an action plan for 4th ESO students which has been designed using the most well-known techniques and procedures used so far to practise the spoken language in foreign language lessons. Last but not least, it is worth referencing that in order to design this action plan, I have greatly considered the MELACOM Course SAY 517 – Discourse Approaches to English Language Teaching –, which has undoubtedly proved very worthy for the implementation of my Teaching Proposal.

1.1. The Educational Context: IES Nou d'Octubre in Carlet.

My action plan is based on a particular school located approximately 30 km from the city centre of the city of Valencia and the activities proposed are addressed for 4th ESO students.

Students who form part of the school come from different socioeconomic and cultural levels, since they belong to neighbourhoods very different among them. The area where the school is settled comprises low-class neighbourhoods that are mainly devoted to small business and building industry, holding a large number of immigrant families and other neighbourhoods composed by upper-middle class families, mostly devoted to higher professions such as teachers, lawyers, etc.

The school is a three-floor building providing the following facilities: 26 classrooms of which five are aimed to specific subjects such as Design, Music, Technology, Computing and Art History; four laboratories of Biology and Geology, Physics, Chemistry and Language; a Multipurpose Auditorium, Sports Centre, Library, offices for each Teaching Department, Secretary's office; offices of the Headteacher, Deputy Headteacher and Director of studies, teaching staff room, visit room and parents association room.

The school has 537 students and for that number the school contains 20 groups, and 53 teachers of whom six set up the English Department.

Consequently, the following activities have been designed taking as principal focus this brand of students and educational context. The labour or university future as well as the present needs of students, above all when using Internet where most of the information is written in English, usually constitutes a powerful motivation source for students to learn the English language in 4th ESO. In this sense, the specific interests of students, their real or previous contact with the English language, their future needs, the geographical location of the school, etc. have greatly influence. In any case, all those factors can contribute for students to become aware that through the English language, they can access to essential information and to vital or professional experiences which will serve to the enrichment of their education.

Taking into account that students come from different family backgrounds, they manifest different learning styles and interests. Sometimes this family background causes a lack of motivation in many students; thus, I will propose a series of activities about British and American culture and lifestyles, a very wide topic in which all of them surely can find something that fits their own interests.

2. THEORETICAL FRAMEWORK

2.1. Introduction

The origins of conversational interaction date back to the 1970s when the Communicative Approach to foreign language teaching was at its peak within the field of Second Language Acquisition (SLA).

Those communicative approaches appeared as a reaction against traditional language teaching methods such as the Grammar Translation Method, which assumed that students were willing to study for years before expecting to use the language in real life. At that time, the assumption seemed to be that it was not enough in language teaching to focus only on language structure, but that this needed to be accompanied by a concern to develop the capacity to express meanings (Widdowson 1980). These pedagogical developments within the field of second language learning were widespread and several methodological proposals that took account of communicative features were developed.

As opposed to traditional methods of language teaching, the role of communication through real conversations gained great importance within the field of SLA. Thus, the primary function of language was no longer to acquire grammatical structures but to allow interaction and communication. There was a common belief that languages should be learned through communication since it is through communication how language skills are acquired. Thus, according to Krashen (1977) there are two independent systems of second language performance: "the acquired system" and "the learned system". The "acquired system" or "acquisition" is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language – natural communication- in which speakers are concentrated not in the form of their utterances, but in the communicative act. The "learned system" or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of the grammar rules. According to Krashen "learning" is less important than "acquisition".

Those innovative approaches proposed different activities in which learners could interact in real conversations. Hence, Long (1996) developed the Interaction Hypothesis, which claims that "there is a strong connection between learners' engagement in conversational interaction and SLA, which will be facilitated by the learners' participation in meaningful conversational interaction with other learners or

with native speakers". In this sense, as Gass and Mackey (2007:176) observe, researchers started to consider Long's Interaction Hypothesis, and thus conversational interaction, in terms of a model of SLA, as it describes some of the processes involved when learners are exposed to input, produce output and receive feedback on that output.

Researchers realised that when participants were engaged in conversation, L2 acquisition was taking place. As Hatch (1978, p 404) stated: "One learns how to do conversations, one learns how to interact verbally, and out of this interaction, syntactic structures are developed".

The study of conversational interaction among L2 learners and their interlocutors has been central to the study of SLA since the beginning of the 1980s and numerous empirical studies have shown that there are strong links between interaction and learning. Researchers have reached several conclusion and proposed different approaches and methodologies within the field of conversational interaction.

2.2. Communicative Competence

In 1965 the American linguist Noam Chomsky made a distinction very similar to the one that Ferdinand de Saussure had made between "langue" and "parole" in 1916. The distinction made by Chomsky was between "competence" – a speaker's intuitive knowledge of the rules of his native language – and "performance" – what he actually produces by applying these rules. Chomsky was talking about *grammatical* rules: a native speaker, he said, knows intuitively which sentences are grammatical, and which are not and it is his linguistic competence which tells him this. So far so good, but many linguists (among them Hymes, Gumperz and Halliday) came to feel that Chomsky did not go far enough: his "ideal speaker-listener in a completely homogeneous speech community" (1965:3) took no account whatever of any socio-cultural features, of the fact that we talk to different people, in different situations, about different things.

In 1970, Campbell and Wales proposed that the Chomskyan notion of competence should be extended beyond purely grammatical competence to include a more general communicative ability. Language does not occur in isolation, as Chomsky seems to suggest; it occurs in a social context and reflects social rather linguistic purposes. A child acquires a knowledge of sentences not only as grammatical, but also as appropriate to the context in which they are made. "He knows when and when not to speak, what to talk about with whom, when, where, and in what manner". (Hymes 1972: 277). He has *communicative* competence as well as linguistic competence. There are

many different ways of saying the same thing and we choose one rather another according to the criterion of "appropriateness" to the situation.

Theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate. There are cases of people being unable to use a language after years of formal teaching: "Foreign language cripples with all the necessary muscles and sinews, but unable to walk alone". (Rivers 1972:72). Teachers must demonstrate how language items are used, and in what situations they are appropriate. They must show learners that a choice of word is possible, indeed necessary, and will colour the propositional content of what they say. They must teach them, in short, the "use" of the language as well as its "usage". (Widdowson 1983: 3).

2.2.1. Teaching communicative competence

The crucial question is how to bridge the gap between linguistic competence and communicative competence, how to develop a smooth transition between "skill-getting" and "skill-using". (Rivers 1973:25). Rivers warns that a schizophrenic situation can develop between these two types of activity: in "skill-getting" the emphasis is on the going, not on the destination, whereas in "skill-using" students are aiming at the goal of communicative. The gap is so difficult to bridge because the classroom environment by its very nature makes genuine communication extremely elusive; communication stems from necessity, and this element is usually absent in a classroom situation. A student often knows in advance what he will say and what everybody else will say too. He and everybody else (including the teacher) ask questions they already know the answer. In this sense, when nobody is exchanging any information, nobody really needs to listen to what is being said.

The term *message-oriented communication* (in the German original "mitteilungsbezogene Kommunikation") was coined by Black and Butzkamm (1977). They use it to refer to those rare and precious moments in foreign language teaching when the target language is actually used as a means of communication. Sometimes real communicative situations develop spontaneously, as in exchanging comments on last night's TV programme or someone's new haircut. The majority of ordinary language teaching situations before reaching an advanced level, however, are geared towards *language-oriented communication*, or what, as previously mentioned, Rivers calls

"skill-getting": they make use of the foreign language mainly in structural exercises and predetermined responses by the learners.

Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

2.2.2. Communicative language teaching

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is "communicative competence", a term introduced into discussion of language use and second foreign language learning in the early 1970s as explained in the previous section.

By definition, CLT puts the focus on the learner. Learner's communicative needs provide a framework for elaborating program goals with regard to functional competence.

Discussions of CLT not infrequently lead to questions of grammatical or formal accuracy. The perceived displacement of attention toward morphosyntactical features in learner's expression in favour of a focus on meaning has led in some cases to the impression that grammar is not important, or that proponents of CLT favour learner's ability to express themselves, without regard to form.

While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form. Communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning.

Since the emphasis in fluency activity is on successful and relaxed operation with the language, one fundamental piece of rethinking is necessary. Traditional teaching and teacher training have based themselves firmly on the "four skills" of listening, speaking, reading, and writing. While this classification has some value if we look at language activity from the outside, in practice most teaching finds itself compromising by combining skills (or operating a separate activity called "integrated skills"), and the definition of language implied by this division ignores the function of language altogether; the four categories describe things which happen, but only as

external, discrete, unmotivated activities. If we feel that fluency activity should enable learners to develop their capacities as closely as possible to the ways in which current language acquisition theory sees language as developing, we require a different specification of objectives. This specification would recognise the interconnections between the activities described by the traditional four skills and be capable of being related more closely to function and purpose.

The argument for reclassifying the "four skills" in this way is, first, that a new classification would integrate each activity with communication whereas the listening/speaking distinction particularly separates activities which are often in practice simultaneous and interdependent, and, second, that it would focus attention on meaning rather than on the analysable formal elements. The traditional emphasis on the "four skills" has frequently reduced "writing" to a concern with handwriting and transfer of spoken to written form with little attention to discourse structure, and "listening" to a concern with minimal pairs or comprehension of isolated sentences.

2.2.3. Communicative interaction activities

Among the commonest communicative activities used by teachers in FL teaching we find social formulas and dialogues, community oriented tasks, problem-solving activities, and role-play. These communicative activities can make great contributions to language learning since they provide "whole-task practice". Hence, in considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between training in the *part-skills* of which the performance is composed and practice in the *total skill*, sometimes called "whole-task practice". In foreign language learning, our means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners' level of ability. Moreover, these activities improve motivation since the learners' ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success. Also, most learners' prior conception of language is as a means of communication rather than as a structural system. Their learning is more likely to make sense to them if it can build on this conception rather than contradict it.

In like vein, communicative activities can also allow natural learning since language learning takes place inside the learner and, as teachers know to their frequent

frustration, many aspects of it are beyond their pedagogical control. It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so, communicative activity (inside or outside the classroom) is an important part of the total learning process.

It is also worth mentioning that communicative activities create a context which supports learning since these kind of activities provide opportunities for positive personal relationships to develop among learners and between learners and teacher. These relationships can help to "humanise" the classroom and to create and environment that supports the individual in his efforts to learn.

2.2.4. Types of communicative activities

One important aspect of communicative skill is the ability to find language which will convey an intended meaning effectively in a specific situation. We can devise *functional communication activities*, hence, communicative activities for the classroom which emphasise this *functional* aspect of communication. For example, there may be a problem which learners must solve, or information which they must exchange, with whatever language they have at their disposal. That is, they are not required to attempt to choose language which is appropriate to any particular situation. It may not even matter whether the language they use is grammatically accurate. The main purpose of the activity is that learners should use the language they know in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation.

However, another important aspect of communicative skill is the ability to take account of the social meaning as well as the functional meaning of different language forms. The competent speaker chooses language which is not only functionally effective, but is also appropriate to the social situation he is in.

Hence, we can devise communication activities which place emphasis on social as well as functional aspects of communication, that is, *social interaction activities*. Learners must still aim to convey meanings effectively, but must also pay greater attention to the social context in which the interaction takes place. Because of the limitations of the classroom, simulation and role-playing are now important techniques

for creating a wider variety of social situations and relationships than would otherwise occur.

Success is now measured not only in terms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are used. In the early stages of learning, acceptability may mean little more than a reasonable degree of accuracy in pronunciation and grammar. Later, it will increasingly come to include producing language which is appropriate to specific kinds of social situation.

2.3. The Interaction Hypothesis

It is nowadays widespread that the oral interactions in which second language (L2) learners participate provide useful data for L2 acquisition. Although in classroom acquisition the role of interaction is sometimes less dominant, it is nevertheless sufficient for Allwright (1984; 156) to call it 'the fundamental fact of pedagogy'. He probably goes too far when he claims that 'everything that happens in the classroom happens through a process of face-to-face interaction', since leaners spend a lot of time reading and writing, but it remains true that 'teaching' can be profitably viewed as interaction that supplies learners with opportunities for learning. Thus, the study of the relationship between interaction and L2 acquisition constitutes one of the main ways in which second language acquisition research (SLA) can inform pedagogy. Hence, the interaction hypothesis provides one theoretical account of this relationship. It has received considerable attention during the last decade and it has served as the basis for a number of pedagogical recommendations.

The interaction hypothesis advances two major claims about the role of interaction in L2 acquisition:

- Comprehensible input is necessary for L2 acquisition but it is not enough.
- Modifications to the interactional structure of conversations which take place in the process of negotiating a communication problem help to make input comprehensible to an L2 learner.

The origins of the previous claims lie partly in the work of Stephen Krashen and partly in that of Evelyn Hatch. Krashen (1977; 1980) argued that the subconscious process of 'acquisition' (as opposed to the conscious process of 'learning') occurs when the learner is focused on meaning and obtains comprehensible input. He emphasised the importance of 'simple codes' (e.g. foreigner and interlanguage talk) and of extralinguistic context for making input comprehensible. He also claimed that language

production plays no direct part in 'acquisition'. Hatch (1978) used a 'discourse analysis' approach to study the interactions involving naturalistic child and adult L2 learners and concluded that the regularities which have been shown to exist in the way which learners acquire the grammar of an L2 were the direct result of the kinds of interaction in which they participated.

However, the interaction hypothesis is commonly associated with the work of Michael Long. Long (1981) reported on the input and interactional features of native speaker talk to sixteen non-native speakers in interview-type situations. He discovered that foreigner talk entailed few input modifications but numerous interactional adjustments. In a later article Long (1983) claims that greater quantities of comprehensible input seem to result in faster acquisition as well as that the lack of access to it results in little or no acquisition. Comprehensible input is seen, therefore, as necessary for acquisition. He also suggests that modifications to the interactional structure of conversation are specially facilitative of acquisition because they help to make unfamiliar linguistic input comprehensible. In like vein, he also claims that tasks in which there is a need for the participants to exchange information with each other promote more interactional restructuring.

The interaction hypothesis is also closely associated with the work of Teri Pica. She emphasises the importance of the social relationship between the participants as a determinant of interactional modifications. Hence, she concludes that a situation in which the conversational partners share a symmetrical role relationship affords more opportunities for interactional restructuring.

In later publications, both Long and Pica argue in favour of group work because it promotes greater opportunity for modifying the structure of interactions. Long (1985) has also argued in favour of certain kind of tasks such as closed tasks (i.e. a task with a single or a finite set of correct solutions) work better than open tasks. Pica also advocates the need for creating the classroom conditions necessary for negotiation of meaning to take place.

However, both Long and Pica's theoretical position has developed. For instance, Long asserts that comprehensible input is necessary for acquisition but may not be sufficient; it is also dependent on some other factors such as Krashen's affective filter.

As regards to its evidence, there is no direct evidence to support the input hypothesis. Long (1983) comments: "Like any genuine hypothesis, the input hypothesis has not been proven. There has been no direct test of it to date".

The absence of direct evidence, however, does not warrant the rejection of the input hypothesis as Long (1983) asserts. Indeed, if the weight of indirect evidence is sufficient, the hypothesis can be sustained. Krashen (1985) and Long (1983) point to several kinds of indirect evidence in support of the input hypothesis: caretaker speech, foreigner talk, silent period, age differences, comparative method studies, immersion programs, bilingual program, and delayed L1 and L2 acquisition.

As regards to the second claim of the hypothesis, researchers have concentrated on describing the way in which input is modified in foreigner and teacher talk. Several studies indicate that input modifications aid understanding of both spoken and written texts. These studies have been reviewed by Long (1985) and Chaudron (1985;1988). They provide evidence to suggest that rate of speech, reduction in syntactica complexity and increased redundancy result in better comprehension by L2 learners. In like vein, a number of studies state that input modifications which derive from attempts to negotiate understanding work best. For instance, a study by Pica, Young and Doughty (1985) has addressed this claim directly; results showed that interactional modifications did result in higher levels of comprehension.

Research reviewed suggests that simplified input helps comprehension. However, much more work needs to be done in order to conclude when interactionally modified input works best.

2.3.1. Criticism against the Interaction Hypothesis.

Two rather different arguments, representing a weak and a strong attack on the necessity of comprehensible input for acquisition have been advanced.

The weak objection is based on the view that although comprehensible input is necessary for acquisition it is not sufficient (which, as we have seen, is a point Long acknowledges). Sharwood Smith (1986) argues that the processes of comprehension and acquisition are not the same. He suggests input as a 'dual relevance' – there is input that will help the learner to interpret for meaning and there is input that she will use to advance her interlanguage. By the same token, Faerch and Kasper (1986) argue that acquisition only occurs when there is a 'gap' between the input and the learner's current knowledge and, crucially, when the learner perceives the gap as a gap in knowledge.

A characteristic of the weak objection is the rejection of any role for simplified input in L2 (or L1) acquisition. Sharwood Smith (1986) argues that simplified input functions as an aid to comprehension but not to acquisition. White (1987) argues that

simplified input will not help the learner to discover certain facts about the target language. In like vein, she points out that input consisting of simple sentences will not help the learner to discover how to treat pronouns in complex sentences. Both Sharwood Smith and White argue that simplified input is detrimental to language acquisition because it deprives the learner of useful structural information about the target language grammar.

The previous arguments seem to characterise simplified input entirely in terms of reduction in grammatical complexity and to ignore other aspects. However, it has been proven that interactional modifications often work on quite complex strings, helping to make the grammatical relationships that exist transparent and, therefore, easier to acquire. Thus, the simplified input derived from interactional modifications does not necessary deprive the learner of useful structural data as the authors before mentioned claim. In fact, as noted in the previous section, modified input, even when interactionally derived, results in acquisition. However, as Sato (1986) concludes, conversational interaction may facilitate the acquisition of some structures but not others.

Further evidence in support of the view that the availability of comprehensible input does not guarantee acquisition is provided by recent studies which have investigated grammar learning in 'communicative' classrooms. Research carried out so far have concluded that comprehensible input is by itself not sufficient for acquisition of high levels of grammatical proficiency. One explanation for this is that the learners in such programs do not notice grammatical features in the input they comprehend.

On the other hand, the strong objection is based on learnability theory. White (1987), for instance, has argued that some grammatical features cannot be acquired purely on the basis of positive evidence (i.e. comprehensible input) and require negative input (i.e. feedback that draws conscious attention to the existence of the features). By the same token, Rutherford (1987) argues that it may be necessary to bring the difference between the learner's interim rules and the target language rules to the learner's conscious attention. Also, some studies have involved inducing conscious attention to specific grammatical features through formal instruction rather than supplying access to these features through comprehensible input.

The strong and the weak theoretical objections to the central claim of the interaction hypothesis and the empirical research which sustains them give rise to doubts as to whether comprehensible input is sufficient for acquisition and whether it is always

necessary. However, as White (1987) has noted, some kind of input hypothesis is clearly necessary in any theory of L2 acquisition.

There is also some opposition as regards to the claim that interactional modifications aid comprehension. In this sense, it has been pointed out that interactional modifications occur for other purposes than for negotiating meaning. Aston (1986) has argued convincingly for a social perspective on what he calls 'trouble shooting procedures' to complement the psycholinguistic perspective afforded by the interactional hypothesis. Thus, modification to the structure of interaction occurs when the participants need to achieve 'a formal display of convergence'. In such cases, Aston (1986) suggests, they may go through a 'ritual of understanding or agreement' in order to show that the interaction has been successful. Aston (1986) argues that excessive trouble-shooting procedures may jeopardize communication from a social point of view. According to Ellis (1991), two general conclusions seem possible regarding the relationship between interactional modifications and comprehension: (1) interactional modifications help learners to comprehend difficult material. They appear to aid comprehension to a greater extent than premodified input; (2) precisely when and how interactional modifications work for comprehension is still poorly understood, but it is becoming clear that it is the quality rather than the quantity that matters.

There is no doubt that the interactional hypothesis has made a valuable contribution to classroom second language research, motivating a number of studies that have addressed both the nature of classroom interaction and also its relationship to learners' understanding and learning.

2.4. Task-based Instruction

Task-based approach to language teaching has drawn extensively on research into SLA and it has attracted increasing attention from researchers and teacher educators. However, there are some opposed views as regards to its definition and what the term 'task' actually comprises.

Task-based language teaching (TBLT) proposes that the primary unit for both designing a language programme and for planning individual lessons should be a 'task'. According to Rod Ellis (1991), for a language-teaching activity to be a 'task' it must satisfy the following criteria: the primary focus should be on meaning; there should be some kind of gap; learners should largely have to rely on their own resources in order to complete the activity; and there should be a clearly defined outcome other than the use

of language. On the other hand, Skehan (2003) identified four criteria when describing what a 'task' is: meaning is primary; there is a goal that needs to be worked towards; the activity is outcome-evaluated; and there is a real-world relationship. Even though the definition of a 'task' has proved problematic, one may reach to the conclusion that tasks aim to involve learners in processing both semantic and pragmatic meaning when using their own linguistic resources.

In this sense, following Ellis' view, TBLT challenges mainstream views about language teaching in that it is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit.

Despite of the different views adopted, all task-based approaches share a common idea: "giving learners tasks to transact, rather than items to learn, provides an environment which best promotes the natural language process" (Ellis, 1994).

2.4.1. Different kinds of tasks

There has been some controversy as regards to the specific goal that a task may pursue, which has finally led to the distinction between focused or unfocused tasks. The former relates to those tasks designed to provide opportunities for communicating using some specific linguistic features (typically a grammatical structure). Thus, many supporters of the task-based approach agree that tasks are more effectively conducted if a particular structure is used. In contrast, unfocused tasks are those tasks designed to provide learners with opportunities for using language in general communicatively, without forcing the use of a particular structure.

One further discussion involves the distinction between input-providing and output-prompting tasks. Overall, input-providing tasks engage learners in listening or reading, while output-prompting tasks engage them in speaking or writing. Thus, a task can provide opportunities for improving communication in any of the four language skills.

As any other kind of language teaching, TBLT entails both design and methodology. Diverse decisions have been taken regarding which type of task to include in a course, what the content of the task will be, or how to sequence the tasks so as to best facilitate learning. As regards to methodology, discussion concerns as to how to structure a task-based lesson and what type of participatory structure to employ.

Hence, is has been commonly stated that a task-based lesson can involve there phases: the pre-task phase, the main task phase, and the post-task phase.

Some foreign language textbooks contain quite a few task-like activities, but very few use the word "task" to describe them. They often come under section headings like: Speak out!; Reach a decision; Tell your partner…; Discuss…. Hence, through the implementation of this Teaching Proposal we provide several ways to turn those activities into more rewarding tasks by simply identifying the basic criteria for task-based learning. A task has commonly being understood as that quite long activity which in most cases students perform in groups where the final aim is to create a leaflet or brochure, a web page, a poster… Nevertheless, short activities which teachers find within their classroom materials can be easily transformed in profitable tasks.

Nowadays, the most common methods used for teaching foreign languages and the ones that can be found in the majority of textbooks are those based on communicative theories. Thus, the attention is focused on everything related to communication and language, about real speakers or listeners and the concept of context. In this sense, students are considered as active elements who must know the different communicative functions and dominate the four skills. Hence, two key terms for this present day are motivation and interaction which , as previously mentioned, can be achieved through communicative activities.

2.4.2. Criticism against task-based instruction

Over the last decade, we have witnessed several critiques on the task-based approach to instruction. For example, cognitively oriented researchers do not, generally, work within a negotiation of meaning framework; similarly, sociocultural theorists such as Van Lier (1996, 1998) essentially doubt that the conceptualization of interaction in other task-based approaches will enable acquisition to be accounted for.

Sheen has also criticised a small number of studies supportive of the claim that learners do not particularly learn errors from one another during tasks. He attacks tasks as if they were still input-dominated. Similarly, Seedhouse (1996) states that negotiation of meaning is inadequate as an account of the complexity of classroom interactional patterns. Other authors claim that task-based research is limited by its excessive concern for referential tasks, and that what is missing from such research is the inevitable social dimension of language use.

Though some of the criticism received may be disproportionate, it is clear that one of the reasons why task-based instruction is not used more widely relates to the difficult role it implies for the teacher. Moreover, more structural impediments to TBLT cannot be so easily addressed; for instance, task-based approach to language teaching is not readily compatible with the philosophy of many educational systems worldwide which emphasize on knowledge-learning rather than skill development. In this sense, TBLT is not easily implemented in large classes, which is a structural feature of many current educational contexts. Thus, more attention should be drawn on task-based instruction in order to increase the tendency among foreign language teachers to adopt a task-based approach.

3. ACTION RESEARCH PROJECT.

3.1. Planning

As previously mentioned in the introduction, nowadays students face several problems in using the English language for communicative purposes. As I was able to observe through my teaching practice, some students show symptoms of anxiety in specific situations, such as conversations, role-plays, oral participation, or any other oral activity. However, an opposite reaction or behaviour is seen when they participate in other types of classroom activities, in the case of written exercises, group works, reading activities, etc.

Facing this type of problem in which those feelings are involved may sometimes be complicated, especially if teachers do not have the appropriate knowledge or adequate strategies to deal with it. As we have previously stated, foreign language materials do not always equip teachers with the best suitable options and thus, they must be able to develop strategies which foster their students' needs and interests. Language learning always implies communication and interaction with others as a need of all human being. Being sociable is almost an inherent feature to people, no matter the age, academic, cultural, economic aspects or any other factor; therefore, language teaching must be focused on communicating, interacting, sharing ideas, situations, thoughts and beliefs according to their context. In like vein, oral communication is the ability to talk with others, to give and exchange information and ideas; such as asking questions, giving directions, coordinating work tasks, explaining or persuading. Thus, it

is essential to develop oral skills when learning a foreign language. Clarity of oral communication and well-developed interpersonal skills, when interacting in a group or one-to-one, are attributes that will make our students more successful future professionals.

Hence, my research project involves the design of a series of activities through which students will be able to accomplish a final task whose main goal is communication. We are going to try to reduce this feeling of nervousness, anxiety and lack of self-confidence when oral production activities are taking place.

The textbook we are working with is *English in Motion* for 4th ESO students. It is described as a dynamic four-level ESO course in which language is presented through interesting topics and themes. The unit that I have decided to implement with my personal initiative to improve oral skill is entitled *On the road*. It deals with the topic of British and American culture and lifestyles, thus I consider it could be interesting for students since the final task could be addressed from different perspectives taking into account each students needs and personal interests.

3.2 Implementation of the action plan

This action plan has been implemented during 3 weeks. It is divided in 9 lessons, being the last two lessons devoted to the oral presentations of the Final Task and each lesson lasts 55 minutes.

A key issue that teachers must bear in mind when teaching a group of students is that they face a heterogeneous group; that is to say, we are dealing with students with different language learning styles and different language abilities.

Our main goal is that all our students learn, in this case, a foreign language, more or less, but always feeling that there is no obstacle in order to get any knowledge. Therefore, I consider as a key element, that students must be motivated, since they will be more opened when learning something. Thus, I have also created an Activity Bank where activities are developed in two levels, the first level is designed for advanced students and so activities will serve as amplification and extra activities and the second level for least advanced students whose activities will be graded into different levels in order to get a minimum level. Some of these activities will be carried out at home for weaker students to consolidate the class work while, in case of stronger students who may feel held back during the class can be pushed by these activities.

The following chart shows the general aims and contents of the Didactic Unit designed for this teaching proposal:

DIDACTIC UNIT	TITLE: "ON THE ROAD"
	TOPIC: American and British lifestyles: similarities and differences.
FINAL TASK	A lesson in which students using their good performing and mainly the vocabulary learnt through the didactic unit will perform in front of the class a presentation about British or American cities or states. They will do it individually, supported with a Power Point or poster board that they will have designed both at home and in the computer's lab. Presentation will last about 5- 7 minutes.

OBJECTIVES		
Unit Aims	**Subject-Stage Objectives**	**General Stage Objectives**
• To interact orally with other classmates, in order to guess differences between American and British English and possible misunderstandings between them.	1, 6, 7, 10	f, h, k
• To extract general and specific information from oral and written texts related to Britain and America.	2, 3, 4, 9	d
• To differentiate Past Perfect Simple and Past Perfect Continuous.	6	f
• To ask and answer questions using Past Perfect Simple and Past Perfect Continuous.	1, 6, 7	f
• To form compound adjectives using nouns or prepositions.	6	f
• To write a description of a place they know well.	5, 6	f, i
• To develop cooperative and collaborative strategies to reach a common goal.	1, 6, 7, 8	b, k
• To arouse awareness about different cultures and languages.	8, 9, 10	b, k

CONTENTS				
COMMUNICATIVE SKILLS	**Listening**	**Speaking-Talking**	**Reading**	**Writing**
	• Comprehension of global and specific information from oral messages related to Britain and America.	• Partaking in oral communication to talk about the difference between American and British vocabulary and travelling to New York.	• Comprehension in an autonomous way of written texts about misunderstandings to the difference between American and British vocabulary.	• Production of a description of a place using some "useful expressions".

		• Exchanging and extracting information about George Bush. • Respect for the principle of turn-taking in dialogue formation.			
LANGUAGE AWARENESS		**Function**	**Grammar**	**Vocabulary**	**Phonetics**
		• Speaking about Britain and America and going abroad.	• Past Perfect Simple and Past Perfect Continuous.	• British and American vocabulary. • Compound adjectives.	• To recognise and pronounce ˢ sound.

SOCIO-CULTURAL ASPECTS	• Respect towards different cultures. • Showing a positive attitude and interest in using the 2L as a means of discovering information.

EVALUATION CRITERIA
• To express themselves fluently and with an appropriate pronunciation and intonation.   • To take part in debates/conversations to communicate with other people.   • To read in an autonomous way and to extract and understand information from authentic written and oral texts.   • To produce a coherent and cohesive description of a place using some useful expressions.   • To distinguish the difference between Past Perfect Simple and Past Perfect Continuous.   • To form compound adjectives through nouns and prepositions.   • To use correctly the structures learnt along the unit.   • To use appropriately the vocabulary learnt.
PROGRESS CHECK
CROSS- DISCIPLINARY LINKS
Geography department

3.2.1. Lesson 1. *USA.* (Appendix A)

The main objectives to achieve in Lesson 1 are:

- To learn British and American nouns and be able to differentiate them.
- To give a short talk about a destination they would like to go.
- To widen their knowledge about USA.
- To read and understand a text about USA.

This first lesson has been planned as an introductory lesson in which the topic of the unit is introduced to the students. It mainly deals with vocabulary and reading skills; however, all skills have been included in each lesson; especially the oral skill since the action plan is mainly aimed at fostering oral interaction.

The lesson will begin with a warming-up activity through which students will learn some vocabulary related to "travelling". It is carried out as a whole-class activity in which students discuss about their perfect holiday. They must think of a destination they would like to go, where they would like to stay and two activities they would like to do. Students will have seven minutes to discuss, and then some pairs of students will be asked to do the activity aloud.

The second half of the lesson will be devoted to reading comprehension. First, as a pre-reading activity, students will do a Quiz about USA. Classroom is divided in four groups; the teacher asks the questions of the Quiz and if they correctly answer they win a point, if not question passes to the next group. The Quiz contains questions such as: What are the colours of the flag?; What do the stars represent?; How many states are there?; When is the Independent Day?; Who did the USA gain independence from?; Who was the first president?; What's the longest river?; What's the biggest state?; Where is the Statue of Liberty?

After that, we will listen to the text about USA so students can pay attention to pronunciation. Then, some students read the text aloud and the teacher corrects their errors. Finally, students will have ten more minutes to read the text again in an individual way and to answer comprehension questions in activity 3. The last five minutes of the lesson will be devoted to the correction of these comprehension activities: thus, the teacher will select some students to correct them aloud.

3.2.2. Lesson 2. Britain and America. (Appendix B)

The main objectives to achieve in Lesson 2 are:

- To distinguish among British and American vocabulary words.
- To read and understand several texts about misunderstandings between British and American people.
- To differentiate and pronounce British and American words.

The second lesson begins with a warming-up activity in which students have to distinguish between British and American words. The teacher asks some students to correct the activity aloud and asks them questions related to the differences between Britain and America to answer in a whole-class debate.

Secondly, students will listen to some funny stories about misunderstandings due to the difference between British and American vocabulary. They will read it aloud, and then I will give them ten more minutes to read the text again individually and answer comprehension questions in section B and activity 2. After correcting these comprehension activities, students will role-play a conversation; following the funny stories that they have previously read, in pairs, they will role-play a conversation in which someone feels embarrassed due to a misunderstanding between British and American English.

The lesson will end with a Flashcards Game entitled "What nationality are the following people?" Classroom will be divided in four groups; one student of each group gives clues to his/her team in order to guess the nationality of a famous character and who the famous character is. In order to do so, the students giving clues must talk about typical issues about the country in which the famous character was born.

3.2.3. Lesson 3. Past Perfect Simple VS Past Perfect Continuous. (Appendix C)

The main objectives to achieve in Lesson 3 are:

- To differentiate Past Perfect Simple and Past Perfect Continuous and learn their uses.
- To ask and answer questions using Past Perfect Simple and Past Perfect Continuous.

The third lesson is mainly devoted to grammar. Through the lesson, students will learn to differentiate Past Perfect Simple and Past Perfect Continuous and their uses. In order to do the grammar explanation, I have selected an inductive method; thus, students have to complete a chart with a series of activities that, once have been

completed, show the rules of Past Perfect Simple and Past Perfect Continuous. Nevertheless, grammar will be also explained using a more traditional approach and the teacher will provide students with more examples in the blackboard, asking them some questions to check that they have understood the previous explanation.

In order to consolidate this grammar explanation, I have designed six activities. Students have to do them individually and then the teacher selects some students to correct these activities in the blackboard. Activity number five will be implemented in an oral way; thus, students, in pairs, have to prepare a dialogue asking and answer questions using the two verbal tenses learnt through this lesson and they will role-play it aloud.

3.2.4. Lesson 4. *British and American English.* (Appendix D)

The main objectives to achieve in Lesson 4 are:

- To learn British and American vocabulary.
- To form compound adjectives using nouns and prepositions.
- To make a description of somebody using compound adjectives.

The aims of this lesson are to learn more British and American vocabulary and to form compound adjectives using nouns and prepositions. At the beginning of the lesson the following quote is written on the blackboard: *We have really everything in common with America except, of course, language* (Oscar Wilde). In pairs, students reflect about this quote, and then in a whole class activity we discuss it and explain that although English is the main language in both the UK and the USA, there are many differences between the English used in both countries. Then, students will do two exercises in which more British and American vocabulary is shown.

The other main aim of this lesson deals with formation of compound adjectives using nouns or prepositions. In order to do so, I have designed four more activities. For instance, one of these activities focuses on compound adjectives that describe personal appearance; hence, in pairs, students have to describe their partners using as much compound adjectives as possible. At the end of the lesson there will be a flashcards game; the classroom is divided in four groups, the teacher shows vocabulary flashcards with names and students have to guess whether they are British or American English words. If they correctly answer they win a point; if not question passes to the next group and the group that answers more questions correctly is the winner.

3.2.5. Lesson 5. *Destination USA or GB.* (Appendix E)

The main objectives to achieve in Lesson 5 are:

- To recognise and pronounce *s* sound.
- To understand the main idea and some clue points of two oral English texts.
- To participate in a debate exchanging their ideas and thoughts.

This lesson will be carried out in the computers' room. First, students will do a short pronunciation activity in order to recognise and pronounce "s" sound in English. Then, the lesson will be mainly focused on listening and speaking activities. Students will listen to two texts: the first one is about George Bush and the second one about living in New York.

First, we will do a pre-listening activity. In groups of three, some students have to collect information about George Bush while others about Tony Blair. Students will share in a whole class debate who are they and how long have they been in the presidency, as well as all interesting information gathered. Then, each listening is divided in different activities, some exercises ask about specific information or concrete facts (fill the gaps), while others ask for general information (general comprehension); both texts will be recorded three times.

3.2.6. Lesson 6. *Describing a place. USA and Britain.* (Appendix F)

The main objectives to achieve in Lesson 6 are:

- To write a description of a place.
- To give a short talk about Britain or USA.

The main aim of this lesson is to write a description of a place using prepositions and some "useful expressions" that students will learn through the lesson. It begins with a warming-up activity in which students have to discuss in pairs where were some photos taken. Then, in a whole class activity the teacher asks some students to give their opinion aloud.

In order to write their own description, a series of activities have been designed to make it easier. First, activity 1 and 2 deal with the structure of the text, showing students how to organise their compositions in paragraphs; while activity 3 and 4 focus on those prepositions and "useful expression" that they have to use when writing their own compositions. All these activities are carried out in a whole-class activity, guided by the teacher to make sure that they clearly understand the structure of the writing.

During the second half of the lesson, students will prepare a short talk about USA or Britain. They will do it in pairs, and in order to do so they will have a guideline with useful questions to follow.

3.2.7. Lesson 7. *Progress Check.* (Appendix G)

The main objectives to achieve in Lesson 7 are:

- To distinguish among British and American vocabulary words.
- To read and understand a text about British culture.
- To review and consolidate all the contents learnt through the previous lessons.

This is the last lesson before the Final Task. Hence, it will be devoted to a revision of all the contents learnt through the unit. Students will complete the Progress Check Test individually, and the teacher will devote ten minutes at the end of the lesson to its correction in a whole-class activity.

3.2.8. Lessons 8 and 9. *Final Task.* (Appendix H)

The main objectives to achieve in Lesson 7 are:

- To perform a presentation about a British or American city or state.
- To share information and ask and answer questions about British and American cities or states.
- To design a British and American corner with all the information gathered.

During seven lessons students have been receiving knowledge about Britain and American lifestyles, culture or English language differences. The main aim of these activities was to improve their oral English fluency. Thus, after the implementation of the action plan students should carry out a final task in which they were asked to choose a British or American state, county or city and guided by their own interests and hobbies give a short talk of it. This presentation could be done as a tourist leaflet in which students selected the most interesting places to visit in the city. The results have been excellent. Students were able to give wonderful talks and present wonderful papers of the selected cities or states and, what is most important, they have feel relaxed when doing this activity and have been doing something they were interested in. Some of them talked about music since their favourite music groups were born there; others about sports and football stadiums; others about theatres and museums where we can

see wonderful musicals and theatre plays; others about typical food, fashion, cinema, etc.

Finally, in a whole class activity we designed the "Britain and America" corner in which all the papers were shown. Everybody interested in travelling to Britain or America could select a city and get information about the most important things to do or visit there.

3.3. Assessment: results and reflection

As we have stated before, the bad academic results as regards to oral interaction in the English language as well as students' attitudes towards the English language have been the motivation to carry out the implementation of these activities in order to improve their English oral fluency. As I was able to observe, most students reflected negative attitudes towards oral participation in the classroom, which could be perceived through different ways such as their anxiety symptoms or lack of motivation.

The implementation of the activities have been done step by step. First, students have been working in groups and in pairs in order to reduce those anxiety and nervousness symptoms which mostly appear when they have to speak individually in front of the whole class. It has been evidenced that students prefer to work in groups or interact in pairs since some of them felt nervous when the teacher addresses them individually. Hence, through the implementation of the activities I have been able to check their limitations about the use of the second language, and analyse the different levels of students in the same classroom.

However, students have felt at ease when carrying out these activities. They have been able to work as a whole group, forgetting about competiveness and trying to help each other. This good relationship among them has greatly contributed to develop positive attitudes towards the use of English and, thus, it has positively affected their language learning. One of my objectives has been focused on boosting my students to achieve their objectives in a relaxed, easy way inside an appropriate environment through which learning becomes a dynamic, interactive and meaningful activity for them.

According to the results, I would conclude that these activities have been successful and useful for the accomplishment of my main objective. Nevertheless, further work should be done in order to achieve better results and to continue improving their oral English fluency.

During the implementation of this Teaching Proposal, I have found several limitations that have made sometimes difficult its implementation. First, the amount of time devoted to this Action Plan was not enough, it would have been a best option to implement it during a whole school year (devoting at least seven minutes in each lesson) and secondly, another limitation in this study was the large class size.

For future research projects in improving oral fluency in EFL, I would recommend to limit the number of participants (when possible). The activities designed in this Action Plan where implemented in an oral way, thus, students had to participate and exchange opinions aloud. If we are working with a large group of students and we want all of them to take part, their participation is sometimes short and not enough to develop those communication skills needed to improve their English oral fluency.

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APPENDICES.

Appendix A. Lesson 1. USA.

3 ON THE ROAD

Vocabulary
• Travel
• British v. American English

Grammar
• Present perfect with *just*
• *already* and *yet*
• Present perfect with *for/since*

Speaking
• Find out what people have done
• Interview a tourist
• Apologize

Pronunciation
• Vowel sound: /ɔː/

Writing
• My news
• Informal expressions

VOCABULARY – Travel

1 Match the phrases with the pictures. Listen and check. Then listen and repeat.

1 – plan a route

> book a ticket | set off on a journey | go hiking
> plan a route | hire a bike | stay at a youth hostel
> pack a rucksack (UK)/backpack (US)
> go sightseeing

2 Which things in exercise 1 do you do before travelling? Which do you do on the trip?

Before travelling: *plan a route, ...*
On the trip:

3 Choose the correct option.

1 The *journey / travel* from New York to Chicago takes about eighteen hours.
2 We went to the USA on a school *trip / travel*.
3 *Travel / Journey* can be very expensive.

4 Answer the questions about your holidays.

1 Have you ever stayed at a youth hostel? Where do you usually stay?
   Yes, I have, in the Pyrenees.
2 Do you usually take a rucksack when you travel?
3 Do you like going sightseeing? What do you usually do on holiday?

My Portfolio   Page 16

CROSS-COUNTRY USA

READING

1 Answer the questions.

1 Have you been to the USA? If not, would you like to go?
2 Which places would you like to see? Why?

2 Read the emails from the USA. Where did Anton ...?

1 go sightseeing   *San Francisco*
2 go on a balloon trip
3 go up a tower
4 go cycling
5 stay at a youth hostel
6 go hiking

① **Greetings from the USA!**

Hi everyone! We set off from New York two days ago. I was a bit nervous at first, but I've already made friends with a girl from Spain.
Yesterday we were in the Allegheny Mountains and today we're in Chicago. We've just been up the Sears Tower to get a view of the city. Amazing!

③ **I love this city!**

Hi again! Here I am in San Francisco. Today I've been sightseeing. I've visited the harbour, but I haven't been to the Golden Gate Bridge yet. I'm going to see it tomorrow. This evening Sonia and I are going to eat out in Chinatown. We're staying at a youth hostel – great after eight nights on the bus!

② **A long journey ahead**

Hi! I'm writing to you from Badlands National Park. It looks like the surface of the moon out here. We arrived this morning, and we've just been hiking. Tomorrow we're going to the west coast. It's going to be a long journey! By the way, have you received my postcard yet?

④ **Getting ready for home**

Hi! Since I last wrote, I've been to Yosemite Park. We hired some bikes and saw the sequoia trees. Now I'm at the Grand Canyon. I haven't seen much yet, but tomorrow we're going on a balloon trip. I've already booked my ticket to go home, but I don't want this trip to end. ☹
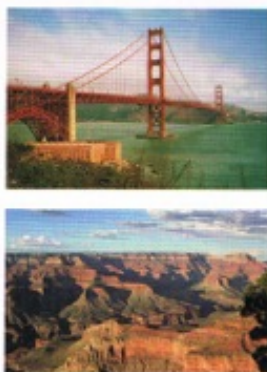
3 True or false? Correct the false sentences.

1 Anton didn't make any friends at the beginning of the trip.
   False – He made friends with a girl from Spain.
2 He saw a lot of trees in Badlands.
3 He slept on the bus between Badlands and San Francisco.
4 They spent a couple of days in San Francisco.
5 He saw the Grand Canyon before he wrote the email.
6 When he wrote his last email, he didn't have a ticket to go home.

24

Appendix B. Lesson 2. Britain and America.

- To understand the main idea of a text by answering a series of questions (multiple choice, comprehension...)
- To differentiate British and American vocabulary
- To differentiate and pronounce British and American words

BRITAIN & AMERICA

LESSON 2

Match the American and British words with the pictures. (2min.)

Phone box	Crisps	Flat	Ginger	Jumper
	Ladybird	Swimming costume		Public phone
Potato chips		Apartment	Red haired	Sweater
	Ladybug		Bath suit	

Teacher's note:
- I correct it aloud and ask them some questions: Do you know any difference between England and America? Which words are more familiar to you? Can you give any different example of American or British vocabulary? (4min.)

37

READING

1. - Read the following funny stories about misunderstandings due to the difference between American and British vocabulary. Then, answer the questions in B. (20min.)

FUNNY STUFF

I am an American. Last year a friend of mine from England came over to visit for a few weeks. We were in a shopping centre and he had to use the bathroom. He went up to one of the employees and asked "Where's the loo?". The man said "If you're looking for someone, I can page them for you on the intercom. What's Lou's last name?" I thought that was hilarious!

I am a Californian teenager, and a couple years ago my family travelled to London. We went out to lunch with some of our English friends, and after the satisfying meal, my dad asked me how the meal was. I exclaimed "It was delicious, I'm stuffed!". This elicited a laugh from our English friend, and I was told not to say this again. In American, "I'm stuffed" means I'm very full (of food). Apparently in English it is a nasty term for being pregnant.

- Certain remote areas in the USA have never heard an English accent before, rendering British English into what seems to them like a foreign language. Can I ever forget the morning I was travelling through Mena, Arkansas, and stopped to order lunch from a convenience store. After repeating that I wanted a simple hamburger THREE times without success (bringing the words "blank look" a whole new meaning), my wife finally came to my rescue and "translated" my order into American English! How different really does the word "hamburger" sound between an American and an English accent? Apparently, a lot!

There are those phrases that are the same but have totally different meanings resulting in severe misunderstandings. Take for instance the phrase "knock up". In the USA this means get a girl pregnant while in the UK it means knock on someone's door! Imagine someone from the UK in America at a conference. On meeting in a hotel lobby for breakfast, an American asks the Englishman if a fellow female delegate had come down for breakfast yet. It would be quite natural for the Englishman to reply: "No, but I did knock her up this morning!" HEHEHE!!!

Much the same applies to the word "pissed". In America this means angry while in the Commonwealth pissed means drunk. I recall the occasion when my boss at that time (who was from Britain) and I (then still from South Africa) were in the US on business and were taken out one evening by a junior associate from the local US office. Having way too much to drink, in the cab returning to our hotel, my boss repeatedly announced that he was "Soooo pissed". This elicited much alarm from our American associate who kept on asking, "Why, what's wrong"? To which my boss equally misunderstood and responded, "There's nothing wrong with being pissed." And the response to that, of course: "Oh, I agree there's nothing wrong with it, but why are you so pissed?" And so it went on, and on, until finally, having gotten over my fits of laughter, I explained to them that they had been talking cross purposes for the entire cab ride!

B. - Questions:

What happened to that British man who was trying to order a hamburger in United States? Who helped him?

Which was the funny story about the meaning of "knock up"?

What does "being pissed" mean in Britain? And in America? What happened to the man on the story?

What happened to that Californian teenager who went on a family trip to London?

Do Americans ask for the loo? What happened to that British guy in the shopping centre?

2. - Choose the correct one according to the text. (3min.)

1. - A girl was embarrassed when she was asked about how the meal was...
a) Because she said "I'm stuffed" meaning she was pregnant.
b) Because she said she was full of food.
c) Because she said "I'm stuffed" with its American meaning.

2. - In a shopping centre one guy...
a) Asked for the "loo".
b) Asked for one friend called Lou who was lost.
c) Asked for the toilets.

3. - The man who "was pissed"...
a) Was American.
b) Was so drunk.
c) Was so angry.

3. - Put the following words in their correct list. Then, translate them into Spanish. (8 min.)

Car park	Barman	Anti-clockwise
Panties	Charwoman	Conservatoire
Way out	Curriculum vitae	Fortnight
High street	Knickers	Petrol	Pram
Two weeks	Napkin	Toilet	Parking garage
Bartender	Counter-clockwise	Exit
Office cleaner	Music school	Resume	Lift
Main Street	Baby carriage	Elevator

American	British
- Baby carriage	- Pram

> Teacher's note:
> - I ask one student to write the lists on the blackboard. (4min.)

Pronunciation

4. - Listen to the pronunciation of the following words and repeat them. (2min.)

Word	USA	British
Schedule	Sked-jule	Shed-jill
Lever	leh-ver	lee-ver
Pedophile	peh-dofile	pee-diofile
Route	R-ow-t	Root
Aluminum	A-loo-minum	Alu-mee-nium
Mazda	M-ahz-da	M-ehz-da
Nissan	Neeson	Niss-eh-n
Leisure	Lee-sure	Leh-sure

> Teacher's note:
> - I repeat aloud several times with students the pronunciation of the words (2min.)

HOMEWORK

Spelling

British English has a tendency to keep the spelling of many words of French origin whereas Americans try to spell more closely to the way they pronounce words and they remove letters not needed.

Here are some examples:

British English	American English
Centre	Center
Theatre	Theater
Realise	Realize
Catalogue	Catalog
Programme	Program
Travelled	Traveled
Neighbour	Neighbor
Grey	Gray
Plough	Plow
To practise (verb)	To practice (verb)
Practice (noun)	Practice (verb)
Cheque	Check (noun)

1. - Find more examples of words which have a different spelling.

Famous characters Flashcards.

ELSA PATAKY

ROBBIE WILLIAMS

PATRICK SWAYZE

MICHAEL JACKSON

AMY WINEHOUSE

SHAKIRA

ALEJANDRO SANZ

ARNOLD SCHWARZENEGGER

HANNAH MONTANA

GEORGE CLOONEY

JENNIFER LÓPEZ

AVRIL LAVIGNE

TOM CRUISE

WILL SMITH

LAURA PAUSINI

JOHNNY DEEP

PENÉLOPE CRUZ

JENNIFER ANISTON

BEN AFFLECK

LEONARDO DICAPRIO

ANTONIO BANDERAS

BON JOVI

RICHARD GERE

LADY GAGA

MADONNA

CAMERON DÍAZ

BRAD PITT

PAULINA RUBIO

ANGELINA JOLIE

NICOLE KIDMAN

CHAYANNE

MARILYN MANSON

Amplification and Reinforcement Activities.

A STEP FORWARD

READING

DESTINATION USA

If you're going to America for the first time, some things will be very familiar. In Europe, we already have 24-hour shopping, huge cups of coffee, drive-thru *McDonald's* and many of the same sitcoms and movies.

Ever since the 1950s, the global distribution of American products such as food, sports, movies and TV shows has influenced our own culture as well as shaped our ideas about the USA. To many people America is the greatest success story of the modern world. It is the land of opportunity where everything seems to be bigger and better, and American products take advantage of this image.

Hollywood films are one of America's most successful exports. After seeing hundreds of movies, people have become used to American culture. From the early films to today's blockbusters watched by millions of people, Hollywood has captured the imagination of audiences around the world.

Films and sitcoms often feature characters who use home-grown products, such as American-style coffee, ice cream, and fast food. As a result, these products have become increasingly popular abroad. *McDonald's* has been particularly successful thanks to its all-American image of somewhere clean, friendly, and cheap to eat. Today there are restaurants in over 50 countries world-wide.

However, not all American exports have been so popular. People complain that Hollywood movies are boring and predictable, and some fast food has been criticised as low quality or "garbage" by environmental organisations.

Whatever your opinion about American products, it's impossible to imagine the world without them. From watching *Friends* on TV to buying *Levi* jeans, American products are part of our everyday life - and they're her to stay.

1. - Answer the following questions in your own words.

- What do people think are the main characteristics of America?
- What sort of criticism have some exports had?

2. - Find words or phrases in the text which match the following definitions.

- Humorous TV programme
- A very popular movie
- Produced in your own country
- Rubbish

3. - Summarise the text in no more than 40 words.

43

STEP BY STEP

READING

Every year in the UK, ninety thousand teenage girls, many of them as young as sixteen or seventeen, discover they are going to have a baby. For many it brings problems and even misery. "I watched the colour change from white to pink", says Miriam, referring to the pregnancy test, "And my life changed forever", Miriam's boyfriend had no job and, it seems, little sense of responsibility: "When I told him," comments Miriam, "He said he was too young to get married and have a family. He said he wasn't old enough for all that responsibility. I never saw him again". Miriam's parents were furious: "How could you be so irresponsible?"

Once the baby was born, Miriam had to stop going to school - she had hoped to go to university - and she devoted herself to the child: "I lost all my independence. There were no more Saturday nights with my friends. It was so hard. I had to feed him every three hours during the night and when he cried he woke up my parents... and I was so, so tired..."

Today, Miriam is 22 and her little boy, Jamie, is five. "I love him a lot", she says, but her message to teenage girls is clear: "Don't do what I did. Don't come this way". And she adds, "Remember - films are about sex, and not about having children. Life is the opposite".

1. - Translate these sentences from the text into Spanish.

- ...ninety thousand teenage girls - many of them as young as sixteen or seventeen - discover they're going to have a baby.
- Remember - films about sex, and not about having children. Like is the opposite.

- **b) What is the text about? What is its message? Give a title to the text.**

2. - Find these words in the text and work out their meaning.

a. Forever
b. Misery
c. Feed
d. Devoted

3. - Indicate whether these statements are true or false.

1. All the British girls that become pregnant are sixteen or seventeen years old.
2. Pregnancy was a big problem for Miriam.
3. Miriam's parents left her when the baby was born.
4. Miriam was seventeen when she had the baby.
5. Miriam advises girls to do what she did.

4. - Complete these sentences with the information from the text.

1. For many teenagers ... is a big....
2. Miriam's ... did not work and he was very...
3. Miriam's ... were not happy when she told them about her...
4. Miriam had to give up her ... and she couldn't go to...
5. Miriam says that there is a big ... between films and real...

44

Appendix C. Lesson 3. Past Perfect Simple VS Past Perfect Continuous.

LESSON 3
GRAMMAR

Past Perfect Simple and Past **Perfect Continuous**

A. Read the sentences and identify the tenses.
1. - By 1988, Oprah Winfrey **had become** famous.
2. - I **had never seen** it before.
3. - I finally saw Rob. I **had been waiting** for hours.
4. - The streets were wet. It **had been raining.**

B. Read the uses of the **Past Perfect Simple** and **Past Perfect Continuous** and match them to the sentences in A.
1. - To show that something happened before a specific time in the past.
2. - Already, yet, ever and never are often used to emphasise the event which happened first.
3. - To talk about an action that was in progress before a specific time in the past.
4. - To draw conclusions about past events base don evidence.

> - To differentiate Past Perfect Simple and Past Perfect Continuous and learn their uses
> - To ask and answer questions using Past Perfect Simple and Past Perfect Continuous

2. - Choose the correct verb form in each sentence (5min).

1. - I **became / had become** interested in science after I visited / had visited the Science Museum in London.

2. - When Krystal **invented / had invented** the water bike she was / had been ill for a long time.

3. - Simon **played / had placed** the piano for ages when he gave / had given his first concert.

4. - I **didn't know / hadn't known** the answer because I missed / had missed the lesson.

5. - We **arrived / had arrived** ten minutes late, but they already left / had already left.

1. - Look at this typical timetable for a TV chat show host. Complete the questions about his timetable. Use the past perfect and give short answers (7min).

> 7.00 am Arrive at studio
> 8.00   Review day's film
> 11.00   Discuss future shows with assistant producers.
> 2.00p.m Hair and make-up
> 2.30   Meet the day's guests
> 3.00   Record the show
> 4.30   Work out with trainer

1. It was7.45. The host was on Schedule.
   A. *Had he arrived at the studio yet?*   B. Yes, he had
2. - At 7.30 the host was at his desk.
   A. _____ the day's filming yet?   B.
3. - At 10.55 he was having coffee.
   A. _____ the day's filming by that time?   B.
4. - It was 2.00. He was on his way to make up.
   A. _____ the day's guest by then?   B.
5. - At 4.00 he had a late lunch.
   A. _____ the show yet?   B.
6. - He went to bed at 10.30.
   A. _____ with his trainer that day?   B.

3. - Read this story from a magazine article. Complete it with the past perfect continuous form of the verbs in brackets (6min).

MARATHON RUNNING
On 23 October, I ran the Boston Marathon with a partner, Marcia Davis. We ***had been training*** together for a year. In fact, we _____ (plan) to enter the race ever since we watched the Washington Marathon. The start of the race was dramatic. Up to that point, we _____ (laugh and joke) but we were very serious when we lined up. I was so nervous that I couldn't breathe. Marcia and I _____ (train) on those same streets for a couple of weeks, so at the beginning we did well. By the time we got to Heartbreak Hill, we _____ (run) for almost three hours and I really believed we could finish. Then, Galway up the hill, Marcia stopped. She just couldn't run any more. We _____ (look forward) to this race for so long that I didn't want to go on alone but Marcia wanted me to finish. When I got to the finishing line, I saw Marcia. She _____(wait) for me for two hours. First we cried. Then we started talking about next year's marathon.

4. - Fill the gaps with the verb in brackets using the past perfect continuous or the past perfect simple (6min).

1.-When the student revolution came, I _____ there for 6 months. (work)

2. - Before Jim finally decided to go to Thailand, he _____ about it for months. (think)

3. - They _____ all the chocolate cake by the time Michael got to the party. (eat)

4. - I _____ Scarlett Johansson on three previous occasions. Lucky me! (met)

5. - The forensic evidence shows that he _____ his nose just before he was murdered. (pick)

6. - When the doctor told him his liver was seriously bad, he _____ hamburgers for a month. (eat)

7. - Prior to the explosion, the fat man _____ seven large chocolate cakes. (eat)

8. - When they cancelled the flight to Alicante, the storm _____ all afternoon with no sign of abating. (rage)

Homework correction! (4min.)

5.- In pairs, complete the following questions about Paul. Ask and answer them using the text on the box. (10min.)

1.- (he / eat) _____ anything before he went to the theatre?

2.- (he / live) _____ in London before he moved to Glasgow?

3.- (he / find) _____ a new job by that time?

4.- (he / book)_____ a room before they went to Dublin?

5.- (he / wash) _____ the dishes when his mum came home?

Paul had a date with Jessica. He was so nervous that he left home without having lunch. He had been living in Glasgow for 3 months so he didn't know how to arrive to the theatre. It's was too late and he was still washing the dishes so he decided to call a taxi.

6. - Fill the gaps with the verb in brackets using the past continuous or the past perfect continuous (5min).

1. - When I asked Carlos if he wanted to go out, he said he couldn't because he _____ an assignment. (finish)

2. - Scarlett came into the room panting. She _____ round the park. (jog)

3. - Scarlett wasn't in. She _____ around the park. (jog)

4. - I _____ a bath when I suddenly had a great idea. (have)

5. - He told me he _____ seriously _____ about finding another job soon. (think)

6. - He _____ about finding a new job for about a year before he finally got round to it. He´s happy now. (think)

7. - It was obvious from her outrageous behaviour that _____. (drink)

8. - I _____ a latte in the Café New York, when I saw a famous actor walk past the window. (drink)
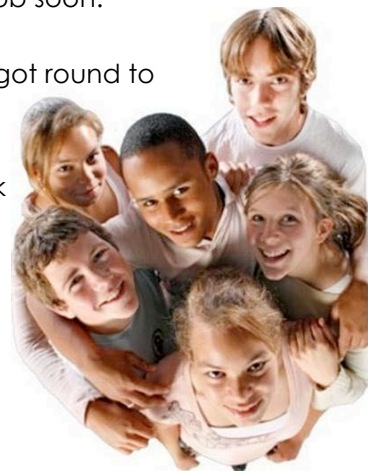
HOMEWORK

1.- Using the words in parentheses, complete the text below with the appropriate tenses. (Present Perfect / Past Perfect - Present Perfect Continuous / Past Perfect Continuous.)

1. It is already 9:30 PM and I _____**(wait)** here for over an hour. If John does not get here in the next five minutes, I am going to leave.

2. I was really angry at John yesterday. By the time he finally arrived, I _____ **(wait)** for over an hour. I almost left without him.

3. Did you hear that Ben was fired last month? He _____ **(work)** for that import company for more than ten years and he _____ **(work)** in almost every department. Nobody knew the company like he did.

4. I _____ **(see)** many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.

5. Sarah _____ **(climb)** the Matterhorn, _____ **(sail)** around the world, and _____ **(go)** on safari in Kenya. She is such an adventurous person.

6. Sarah _____ **(climb)** the Matterhorn,_____ **(sail)** around the world and _____**(go)** on safari in Kenya by the time she turned twenty-five. She _____ **(experience)** more by that age than most people do in their entire lives.

7. When Melanie came into the office yesterday, her eyes were red and watery. I think she _____ **(cry)**

2.- Using the words in parentheses, complete the text below with the appropriate tenses. (Past perfect / Past Perfect Continuous).

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I _____ **(try)** to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I _____ **(have)** five cups of coffee and I _____ **(wait)** over an hour. I had to leave because I _____ **(arrange)** to meet Kathy in front of the theatre.

When I arrived at the theatre, Kathy _____ **(pick, already)** up the tickets and she was waiting for us near the entrance. She was really angry because she _____ **(wait)** for more than half an hour. She said she _____ **(give, almost)** up and _____ **(go)** into the theatre without us.

Kathy told me you _____ **(be)** late several times in the past and that she would not make plans with you again in the future. She mentioned that she _____ **(miss)** several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

Amplification and Reinforcement Activities.

A STEP FORWARD

GRAMMAR   **P.P SIMPLE / P.P CONTINUOUS**

1. - Complete the text using the past simple or the past perfect simple.

Maximus (be) _was_ tired. It was too late afternoon and there
(1 be) _____ many battles that day. Maximus (2 already fight)
_____ for there hours and now he (3 know) _____ he had to
fight one final battle.
A guard (4 appear) _____ and the gladiators were ordered to
prepare. After they (5 put on) _____ their armour, they were
taken towards the coliseum. As they approached the doors,
they (6 hear) _____ the crowd shouting. Maximus (7 look at)
_____ the men around him. They (8 wait) _____ for this
terrible moment all day and now it was time to face their
destiny.

STEP BY STEP

GRAMMAR   **P.P SIMPLE / P.P CONTINUOUS**

1. - Read the situations and write sentences from the words in brackets.

Past perfect simple

1. You went to Sue's house, but she wasn't there.
   (she / go / out) _She had gone out._
2. You went back to your home town after many years. It wasn't the same as before.
   (it / change / a lot)
3. I invited Rachel to the party, but she couldn't come.
   (she / arrange / to do something else)
4. You went to the cinema last night. You got to the cinema late.
   (the film / already / begin)
5. It was nice to see Dan again after such a long time.
   (I / not / see / him for five years)

Past perfect continuous

1. I was very tired when I arrived home.
   (I / work / hard all day) _I'd been working hard all day_.
2. The two boys came into the house. They had a football match and they were both very tired.
   (they / play / football)
3. I was disappointed when I had to cancel my holiday.
   (I / look / forward to it)
4. Ann woke up in the middle of the night. She was frightened and didn't know where she was.
   (she / dream)
5. When I got home, Tom was sitting in front of the TV. He had just turned it off.
   (he / watch / a film)

Appendix D. Lesson 4. British and American English.

LESSON 4

Vocabulary

British & American English
Compound adjectives

- To learn British and American vocabulary
- To form compound adjectives using nouns or prepositions

What are the arrows pointing? It is called the same way in Britain and America?

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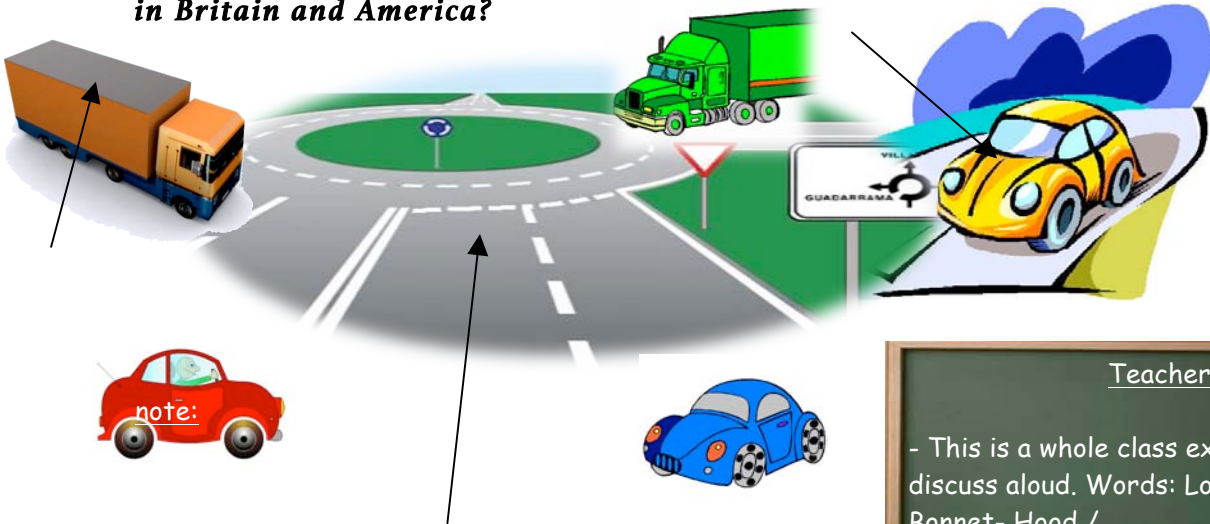
Teacher's

- This is a whole class exercise where we discuss aloud. Words: Lorry- Truck / Bonnet- Hood / Roundabout - Traffic circle.

1. - Which is the word missing? (5min.)

British English	American English
Trainers	_____
Chemist	_____
_____	Candy
_____	Green beans
Garden	_____
Sofa	_____
_____	Mailman
Football	_____

2. - A large number of compound adjectives describe personal appearance. Here is a description of a person starting from head down. In pairs, read it and try to describe your partner using as much compound adjectives as possible. (7min)

Tom is a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin-lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed, young man.

Teacher's note:
- First of all I ask students if they understand all the adjectives in the text and then I check that they are speaking in English. When they finish I ask some students to report the class his/her partner's description.

Homework correction! (4min.)

3. - Another special group of compound adjectives has a preposition in its second part. Complete the sentences using the words from the box. (6min.)

Built-up   Well-off   All-out
Run-down   Worn-out   Hard-up
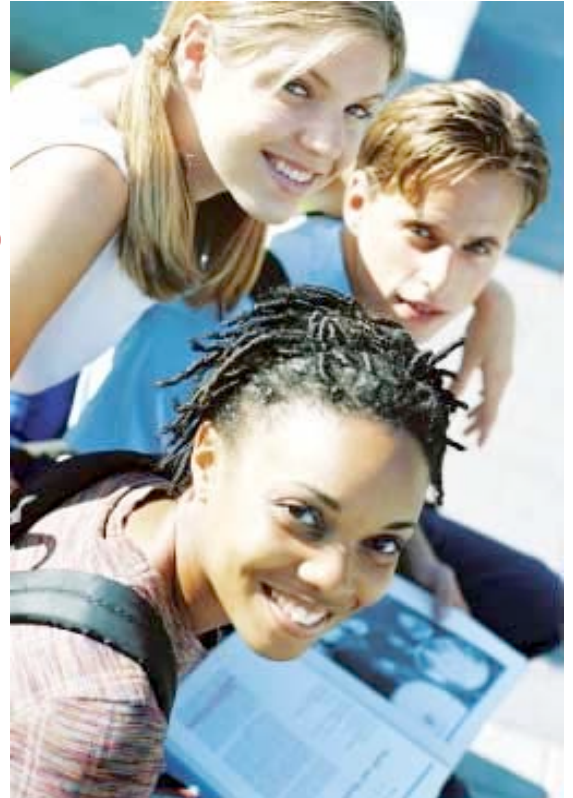
1. - The worker's declaration of an _____ strike forced management to improve conditions.

2. - Once there were fields here but now it's a totally _____ area.

3. - That student's parents are very _____ but they don't give him much money and he is always complaining of being _____.

4. - I love these shoes and, although they're _____, I can't throw them away.

5. - This area was once prosperous but it now looks very _____.

K2 Telephone Kiosk
Designed by Sir Giles Gilbert Scott

4. - Answer the questions by using a compound adjective which is opposite in meaning to the adjective in the question. (Note: The answer may or may not have the same second element as the adjective in the question). (8min.)

E.g.

    Is he working full time? *No, he's working part-time.*

1. - Isn't she rather short-sighted?
2. - Is your brother well-off?
3. - Would you say the boy is well-behaved?
4. - Are her shoes high-heeled?
5. - Do they live in south-east England?

5. - Add a preposition from the list below to complete appropriate compound adjectives. (5min)

Back   Up   Out   Off   On   Of

1. - She's done the same low-paid job for so long that she's really fed- _____ with it now.
2. - The two cars were involved in a head- _____ collision.
3. - He has a very casual, laid-_____ approach to life in general.
4. - It'll never happen again. It's definitely a one-_____ situation.
5. - He's a smash hit here but he's unheard-_____ in my country.
6. - She bought a cut- _____ paper pattern and made her own dress.

50
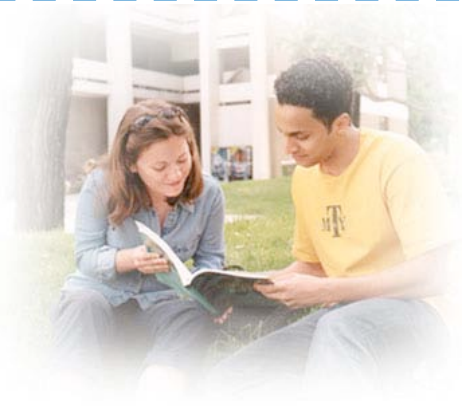
HOMEWORK

1. - Fill the blanks with the words from the box to form new compound adjectives. Use a dictionary if necessary.

Bald	Bright	British	Broad	Brown	Hands
Dust	Fire	Fool	Hard	Round	Home
Hot	Kind	High	Narrow	Pig	Polo
Problem	Ready	Single	Soft	Tax	Wide

1. - _____
   _____ -eyed
   _____

2. - _____
   _____ -proof
   _____

3. - _____
   _____ -minded
   _____

4. - _____
   _____ -necked
   _____

5. - _____
   _____ -made
   _____

6. - _____
   _____ -free
   _____

7. - _____
   _____ -headed
   _____

8. - _____
   _____ -hearted
   _____

Amplification and Reinforcement Activities.

A STEP FORWARD

VOCABULARY

1. - Match the words from each box to form compound adjectives.

1

Long   Bad   Hand   Part
Hard   Red   Left   Duty

2

Free   working   time   haired
legged   handed   tempered   made

E.g: Long-legged

STEP BY STEP

VOCABULARY   COMPOUND ADJECTIVES

1. - Use one word from A and one from B to make compound adjectives.

A
Well   left   thick
record   good   knee
shoulder   big   hard

B
Working   looking
built   handed
breaking   length(x2)
headed   skinned

- **What adjectives do we use to describe...**

1. A person who is attractive? *Good-looking*
2. A skirt which isn't long or short?
3. A person who is always talking about their own achievements?
4. Hair that isn't long or short?
5. A person who doesn't write their right hand?
6. A person who puts a lot of effort into their work?
7. An athlete who beats a previous achievement?
8. A person who is muscular rather than thin?
9. A person who isn't offended by what other people say about them?

2. - Complete the text with compound nouns from exercise 1.

My cousin Greg is fin and sporty. He's very (1) *good*-looking! He's got dark hair and green eyes. He's (2) ____-built because he does weights at the gym. He's quite trendy and he usually wears jeans and designer T-shirts.

Greg runs at an athletics club near his house. Last year he won the 1000m race in (3) _____-breaking time. But he isn't (4) ____-headed at all - he's very modest. Greg's a full-time student at college, and he's very (5) ____-working. He wants to go to university to study medicine.

52

American and English words Flashcards.

SWIMMING COSTUME — POTATO CHIPS — BATH SUIT — CRISPS

SWEATER — BABY CARRIAGE — JUMPER — PRAM

CAR PARK — FLAT — PARKING GARAGE — APPARTMENT

ELEVATOR — PUBLIC PHONE — LIFT — PHONE BOX

Appendix E. Lesson 5. Destination USA or GB.

LESSON 5

Listening / Speaking / pronunciation

1.- Listen to the target sound | s | **in the words below and repeat them.**

Sue   Rice   Plays   Bays   Save   Sing   Breeze   Zoo

b) Listen and circle the word you hear. (4min)

1. - I got a good *price/prize* for that painting.
2. - I don't know where *he sat/he's at*.
3. - They didn't *suit/shoot* him.
4. - I've *saved/shaved* a lot in the past few days.
5. - We didn't *sink/think*.
6. - They were *closed/clothed* for the cold weather.

- To recognise and pronounce s sound
- To understand the main idea of a listening and some clue points by answering a series of questions.

2.- In pairs, who's George Bush? How long has he been in the presidency of US? (5min)

d) Listen again and answer the following questions:
- Is Betsy in favour of going to war in Iraq or against the war?
- Does she hold it against France and Germany for not supporting America?
- Does Betsy feel safer now or more at risk from terrorists?

b) You're going to listen to Betsy talking about George Bush. Before listen to it, decide which of the following expressions can be used to give an opinion.

- As far as I'm concerned…
- I'm afraid I don't agree…
- I think…
- What about you?
- The way I see it is…
- You must be joking!
- From my point of view…
- Personally…
- I agree with you up to a point…
- What's your view?
- It seems to me…

c) Now listen to Betsy and tick the expressions she uses.

- As far as I'm concerned…
- I think…
- The way I see it is…
- From my point of view…
- Personally…
- It seems to me…

Homework correction! (4min.)

e) While listening fill in the gaps with the words missing. (3min)

A: Erm Betsy...erm..wh..what's your opinion of George W Bush. Do you think he's a good president?

B: I think George Bush…er.. _____ _____ _____ one minute for a second here…I think I was opposed to , personally, going to war in Iraq, and it seems to me to be a bit more than _____ and I think, personally, from my point of view, had he been able to actually garner support from the entire _____ , or at least a larger (quote unquote) "coalition" , than America, Britain and Afgan…y'know..where ever else he found it..er..I would have felt a lot calmer and more _____ of the actions taken.

A: So do you hold it against..erm.. France and Germany for not supporting America?

B: _____ _____ _____. I think I more or less stand in their camp.

A: Really?

B: Yes. How about you?

A: Erm..I'm probably a bit more _____ than that, I mean I was against the war from the beginning and I haven't changed my opinion since.

B: Weren't they?

A: Sorry?

B: Weren't they also against the war from the _____ ?

A: Who?

B: _____, _____ , _____ .

A: Yeah, but Britain wasn't.

B: No Britain, right. Britain was for it. But those…those other three…

A: Yeah they were…yeah

B: Opposed…Right. I'm with them.

A: Me too.

B: Yeah

A: Do you feel safer now, or more at risk from terrorists?

B: I feel more at risk from..er..I..I think we have… further ignited some of the _____ against the United States, and with just cause.

A: Thank you

B: Thank You

Tape script

A: Erm Betsy...erm..wh..what's your opinion of George W Bush. Do you think he's a good president?
B: I think George Bush…er..let me think one minute for a second here…I think I was opposed to , personally, going to war in Iraq, and it seems to me to be a bit more than occupation and I think, personally, from my point of view, had he been able to actually garner support from the entire world, or at least a larger (quote unquote) "coalition" , than America, Britain and Afgan…y'know..where ever else he found it..er..I would have felt a lot calmer and more supportive of the actions taken.
A: So do you hold it against..erm.. France and Germany for not supporting America?
B: Not at all. I think I more or less stand in their camp.
A: Really?
B: Yes. How about you?
A: Erm..I'm probably a bit more extreme than that, I mean I was against the war from the beginning and I haven't changed my opinion since.
B: Weren't they?
A: Sorry?
B: Weren't they also against the war from the beginning?
A: Who?
B: France, Germany, Russia.
A: Yeah, but Britain wasn't.
B: No Britain, right. Britain was for it. But those…those other three…
A: Yeah they were…yeah
B: Opposed…Right. I'm with them.
A: Me too.
B: Yeah
A: Do you feel safer now, or more at risk from terrorists?
B: I feel more at risk from..er..I..I think we have… further ignited some of the passions against the United States, and with just cause.
A: Thank you
B: Thank You

3.- In pairs, have you ever been to New York? Would you like to live there? Why? Why not? (5min)

b) You're going to listen to Janet talking about living in New York. Then choose the correct option according to what she's said. (7min)

1. Janet lives…
a) in the centre of New York city.
b) in the suburbs of New Yersey
c) in a park

2. Which of the following does Jane NOT give as being an advantage of living where she does?
a) the weather
b) the parks
c) the people
d) no high buildings

3. How often does Janet go into Manhattan?
a) once a month
b) too often
c) twice a month
d) once every two months

- Answer the following questions.
1. What does Janet like to do when she goes to the city centre?
2. What's Janet's favourite ice cream?

Tape script

A: Erm.. Hi Janet..erm..where exactly do you live?
B: I live in the suburbs of New Jersey, which is about a half hour out of New York City.
A: And what do you like about living in New Jersey?
B: I like having sky to see. I look outside my door. I like the parks, I like the people.
A: And what…is there anything you dislike about living here?
B: Um…I can't really think of anything…at the moment
A: That's great, that's fantastic. Do you travel into the centre of Manhattan often?
B: Not often enough, no, maybe once every couple of months.
A: Okay. And when you go onto town, wha..what sort..what's your favourite things to see or do?
B: I like to go to the museums and to the galleries and look at art.
A: Where's the best ice cream in town?
B: In New York City? Well.. there's a place that I haven't been to for many years uptown called Serendipity. And they have all these desserts, and they have something called frozen hot chocolate that is so good.
A: Frozen hot chocolate.
B: …hot chocolate, yeah. So it's kind of like ice cream.
A: I'll have to try it.
B: Okay

Amplification and Reinforcement Activities.

A STEP FORWARD

GRAMMAR **P.P SIMPLE / P.P**
CONTINUOUS

1. - Translate the following sentences into English.

1. Éramos muy buenos amigos. Nos conocíamos desde hacía muchos años.
2. Rachel y yo fuimos a dar un paseo. Me costaba seguirle el ritmo porque iba demasiado rápido.
3. Jim estaba arrodillado en el suelo porque estaba buscando las lentes de contacto.
4. Estaba muy triste cuando vendí el choche. Lo había tenido muchos años.
5. Estábamos muy cansados porque habíamos andado más de 24 horas.

STEP BY STEP

GRAMMAR **P.P SIMPLE / P.P**
CONTINUOUS

1. - Put the verb into the most suitable form, past continuous, past perfect or past perfect continuous.

1. It was very noisy next door. Our neighbours _were having_ (have) a party.
2. We were very good friends. We _had known_ (know) each other for years.
3. John and I went for a walk. I had difficulty keeping up with because he _____ (walk) so fast.
4. Sue was sitting on the ground. She was out of breath. She _____ (run).
5. When I arrived, everybody was sitting round the table and talking. Their mouths were empty, but their stomachs were full. They _____ (eat).
6. Jim was on his hands and knees on the floor. He _____ (look) for his contact lens.
7. When I arrived, Kate _____ (wait) for me. She was annoyed with me because I was late and she _____ (wait) for a long time.
8. I was sad when I sold my car. I _____ (have) it for a very long time.
9. We were extremely tired at the end of the journey. We _____ (travel) for more than 24 hours.
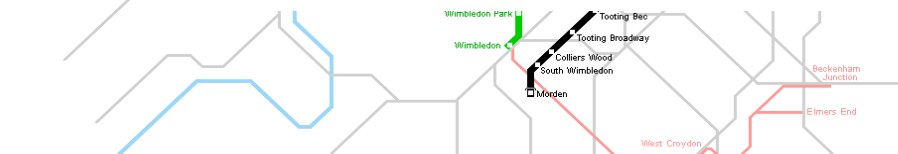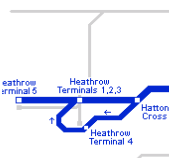
Appendix F. Lesson 6. Describing a place. USA and Britain.

LESSON 6

Writing

DESCRIBING A PLACE

- To write a description of a place using prepositions and some "useful expressions"

In pairs, look at the photos. Where do you think they were taken?

Teacher's note:
- Students discuss about it and then I ask some of them to report the class their opinion.

1. - Read the essay and check your answer. (7min)

1

If you're touring America, Las Vegas is a great place to stop off at. It is the most popular city in Nevada. For most visitors the main attractions are the great weather, the friendly people and, of course, the fantastic casinos and hotels.

2

However, if you don't want to gamble, Las Vegas does have other things to offer. Not far from the city centre is Las Vegas Springs Preserve, which is famous for its recreational and educational facilities. You can also take a trip to the Boulevard Mall, which has lots of interesting shops and cafés.

3

So, whether you want to spend time in the casinos or just do some shopping, Las Vegas is the ideal destination!

Teacher's note:
- We read it aloud so I can also check their pronunciation and I ask them if their answer was correct.

2. - Read the essay again and answer the questions. (7min)

1. - In which paragraphs has the writer included the following information?
   a) Personal recommendation
   b) Things to do and see
   c) Location of the place

2. - How many adjectives has the writer used?

3. - Which adjectives are used to describe
   a) The weather?
   b) The people?
   c) The casinos and hotels?
   d) Las Vegas Springs Preserve?
   e) The Boulevard Mall

3. - Read the expressions (1-6) and match them to endings (a-f). (5min)

1. - New York is famous for
2. - It's on the East Coast of
3. - The city is not far from
4. - The main attraction on 5th Avenue is
5. - You can take a trip to
6. - Bloomingdales is a great place to

a) go shopping
b) Philadelphia
c) America
d) Manhattan island on ferry
e) its yellow taxis
f) the designer shops

4. - Read and complete the text using the prepositions in the box. (7min)

Of   In   On   From
For   As   To

Chicago is one **of** America's most important cities. It's (1) ___ mid-west America (2) ___ Lake Michigan and not far (3) ____ a National Park. (4) ____ most visitors the main attractions are Sears Tower and Lake Michigan.

Chicago is known (5) ___ "The Windy City" but although the weather can be cold, the people are warm and friendly. There's also lost to do and see. (6) ____ the city centre is the Magnificent Mile which is famous (7) ____ its departments stores, and in the evenings Chicago has a lively club scene.

All in all Chicago is a great place to visit. It's a safe, medium-sized city which you can walk around (8) ___ foot, but with all the advantages (9) ____ a big city like New York!

Describing a place

- Brainstorm facts about the place.
- Decide which facts you are going to include in your essay.
- Divide your essay into three logical paragraphs: introduction / what to do and see / recommendation.
- Include details to make your description more interesting, e.g. What is the weather usually like?
- Use different adjectives to describe the place.
- Conclude with a persona recommendation. Is it a good place to visit? Why?

HOMEWORK

1. - You're going to write a description of a place you know well. Answer the questions below. They will help you brainstorm ideas.

1. - Where is the town / city?
2. - What is the atmosphere like? Is it quiet, busting, threatening? What are the people like? What is the weather usually like?
3. - Is the town / city famous for something?
4. - What things can you see and do?
5. - Would you recommend a visit?

2. - Write your description in 100-120 words. Use the paragraph plan below to help you.

Paragraph 1: Name of the place and location.
Paragraph 2: Description of place and things to do and see.
Paragraph 3: Personal recommendation.

Speaking Activity Guideline

USA

- Have you ever been to USA? When was it? In which city?
- Do you like USA weather? Why (not)? Or do you prefer Spanish weather?
- Have you visited any emblematic building there? Which one? Did you like it?
- Do you like American food? Do you think it is healthier than Spanish food? Why (not)?
- Would you come back to the same place or would you like to visit another one? Which one?

BRITAIN

- Have you ever been to Britain? When was it? In which city?
- Do you like British weather? Why (not)? Or do you prefer Spanish weather?
- Have you visited any emblematic building there? Which one? Did you like it?
- Do you like British food? Do you think it is healthier than Spanish food? Why (not)?
- Would you come back to the same place or would you like to visit another one? Which one?

Amplification and Reinforcement Activities.

A STEP FORWARD

WRITING

DESCRIBING A PLACE

BOSTON

A
Boston is one of America's most civilised cities. Situated on the east coast of America, over 300 kilometres from New York, it's the ideal destination for a relaxing holiday.

B
Boston is easy to walk around on foot, and there are many interesting areas to explore. The biggest and liveliest area is Little Italy with its friendly cafés and souvenir shops. However, the main attraction in Boston is the seafront, where you can sit at bustling restaurants and watch the rollerblades go by. The city is also famous for its Observatory, which is an amazing 60 storeys high. You should take a trip there for good views of the harbour.

C
In short, Boston is a very welcoming city. It's a great place to go for a weekend break!

1. - Read the description of Boston and answer the questions.

1. Which paragraph describes things to do and see?
2. Which paragraph sums up the city and gives a personal recommendation?
3. Which paragraph gives the location of the place?

2. - Complete the sentences using the prepositions in the box.

| For | in | from | of | on | as |

1. Boston is one ___ the friendliest cities in America.
2. It's famous ___ the JFK museum.
3. It's __ the River Charles. __ the east coast ___ America.
4. The city is known ___ the "Athens of America" because of its beautiful buildings.
5. The main advantage __ Boston is that it's on the seafront.
6. ___ most people, Little Italy is the most interesting part of the city.
7. Not far ___ Little Italy is Chinatown.
8. ___ the city centre there are lots of parks.

3. - Answer the questions below. They will help you to brainstorm ideas.

Describe a memorable holiday

1. What was the most memorable holiday you've ever had?
2. Describe where you went. Was it a city or a seaside resort? What was it like?
3. What did you do and see while you were there? Why was it memorable?

4. - Write an essay in 100-120 words on the question in exercise 3. Use the paragraph plan to help you.

Paragraph 1: Where did you go on holiday and when.
Paragraph 2: Describe the place and the things you did.
Paragraph 3: Why it was memorable.

STEP BY STEP

WRITING

DESCRIBING A PLACE

My favourite place in the world is the beach where I go on holiday every summer. I'm not going to say its name because it's completely unspoilt and I want it to stay like that.

The first time I visited the beach was when I was six years old and I remember noticing how different it was to the busy urban centre where I lived. The beach is perfect; I love walking for miles on white sands, swimming in crystal clear seawater then watching the picturesque sunset in the evening. It's such an escape from the hectic pace of the city.

However, one summer I visited a holiday resort with my best friend and her family. It was overdeveloped, full of people and an example of a typical horrible holiday resort. It was impossible to relax and I compared the ugly hotels and crowded beaches with the peaceful atmosphere and beauty of my beach.

I hope nobody ever spoils it.

Eleanor

2. - Read the text again. Are the sentences true or false?

1. Eleanor has never been to a typical holiday resort.
2. She can swim.
3. Her beach has a lot of development.
4. She didn't live in an urban environment when she was younger.
5. She doesn't want to tell people where the beach is.
6. She went to the beach for the first time ten years ago.

1. - Read Eleanor's essay. Where does she spend her summers? Why is this particular beach her favourite place?

o There are lots of hotels
o You can swim in the sea
o It's not a typical resort
o It's peaceful
o It's in an urban centre
o There are lots of people

3. - Rewrite the sentences with the correct word order.

a) We every summer go camping.
b) You can stay in places very beautiful.
c) They asked me if I a car had.
d) We're used travelling to everywhere by car.
e) She told us by train to travel.

4. - Write a 80-120 word description of a place you've been to.

Appendix G. Lesson 7. Progress Check

READING (___ / 20)

<div style="background:green;color:white;font-weight:bold">**PROGRESS CHECK**</div>

_____

If you keep your eyes open, you'll learn a lot about the British culture during your first morning in the country. You'll see the milkman taking milk to people's houses, the baker taking bread, and the newspaper boys and girls delivering newspapers. If you join a bus queue, you'll se how good British people are at queuing- how they wait in line, one behind the other, talking about the weather ("Terrible weather we're having!" "Yes, unbelievable, isn't it?") and preparing the exact amount of money to give to the driver. When the bus comes, go upstairs and you'll see even more. You'll see that it's the buses and cars that have to stop at the zebra crossings - not the pedestrians. You'll probably see a lollipop lady stopping the traffic and helping the schoolchildren across the road. You'll see lots of parks, play areas, public libraries, public toilets, more bus queues, hundreds of litter bins, more toilets...
And even if you travelled all day, you probably wouldn't see a car double-parked and you certainly wouldn't see a policeman with a gun.
The adjectives that probably occur to you during your first morning are: well-organised, efficient, and civilised. And there's a good reason for this. England is one of the most densely-populated countries in the world (52 million people in 130,000 square kilometres- compared with, say, Spain's 40 million in 500,000 square kilometres). If the population hadn't increased so rapidly after the Industrial Revolution, England would have developed very differently. With so many people in so little space, however, community life would be impossible if it wasn't carefully planned: the English are well-organised because they have to be well-organised. This high population density also causes problems, of course, as you will see later in your stay...

Text extracted from Citizens textbook Bachillerato 1

1. - Complete this summary of the text with an appropriate word. (___ /10)

You can learn a lot about the [1]_____ in your first morning in the country. You'll see young people delivering [2]_____, queues of people [3]_____ for the bus and discussing the [4]_____. You'll see the traffic stopping at [5]_____ and lots of green spaces- gardens and [6]_____. You won't see a car that's [7]_____. And you definitely won't see an armed [8]_____. You'll probably decide the British people are well-organised, but remember, with such a large [9]_____ in such a small place they have [10]_____ alternative.

2. - Replace the underline words with the correct synonyms. (___ /10)

1. If you keep your eyes open.

    a) If you aren't asleep   b. If you're a good observer   c. If you get up early

2. You'll see the milkman taking milk to people's houses.

    a) Delivering   b. Catching   c. Throwing

3. How they wait in line.

    a) Wait for the bus   b. Wait in pairs   c. Queue up

4. Public toilets.

    a) Public conveniences   b. Public waters   c. Public services

5. If the population hadn't increased.

a) Bigger   b. Grown   c. Become higher

GRAMMAR (__ / 20)

_____

3. - Fill the gaps using Past Perfect Simple or Past P.Continuous. (__ /10)

1. Peter told me he [1]_____ (already/pay) the bill.
2. Brian believed that John [2] _____ (to move) to London.
3. When Ron arrived, the party [3]_____ (already/begin).
4. Sarah was exhausted. She (wash) [4]_____ the dishes for more than three hours.
5. The children [5]_____ (already/go) to bed when their mother came from work.

b) Translate into Spanish the sentences previous sentences. (__ /10)

1. _____
2. _____
3. _____
4. _____
5. _____

VOCABULARY (__ / 20)

_____

4. -How are they call in American English? (__ /10)

a. Trainers
b. Chemist
c. Garden
d. Sofa
e. Football

5. - Match them in order to form compound adjectives. (__ /10)

1. Hard   a. Minded
2. Tax   b. Made
3. Hand   c. Free
4. High   d. Headed
5. Narrow   e. Proof

WRITING (__ / 20)

_____

6. - Write a description of a place about 120 words. Use the paragraph plan below to help you. (__ /20)

Paragraph 1: Name of the place and location.
Paragraph 2: Description of place and things to do and see.
Paragraph 3: Personal recommendation.

Appendix H. Lessons 8 and 9. Final Task.

NEVADA

Nevada is one of the states of U.S. This state is the seventh largest. Your capital is Carson City and the largest city is Las Vegas. Is located west of U.S. It is known for your casinos and legalized gambling.

Nevada has got a desert climate, with two distinct seasons. The winters are long and very cold, while summers are mostly warm. Nevada's average temperature is -4°C in the northeast, -3°C in the north and 6°C in the south.

The lowest temperature record in Nevada was -46°C. the January 1st, 1937 in San Jacinto. The highest temperature record in Nevada was

Las Vegas is the largest city in the state. It is one of the major tourist destinations thanks to zones of shopping and leisure, but especially thanks to its casinos.

Las Vegas is sometimes referred to as "Sin City" due to the popularity of gaming and gambling laws, the availability of alcoholic beverages at any time of day (and throughout Nevada) and the legality of prostitution in neighboring counties.

• SIGHTS OF LAS VEGAS:
- The official store of The Coca-Cola Company with a giant glass bottle of Coca-Cola is in Las Vegas. ✓
- The official store of M&M'S is also located in Las Vegas, known as M&M's World. ✓
- The plot argument of the movie Resident Evil: Extinction is set in the city in an uncertain future, when the Nevada desert has left it in ruins. ✓
- CSI Las Vegas is set in this city and also in their casinos. ✓
- Other films: Leaving Las Vegas; 21 blackjack; Algo pasa en Las Vegas; Next; Cuestión de pelotas; Casino; Resacón en Las Vegas; Miedo y asco en Las Vegas...

OKLAHOMA

OKLAHOMA is a state in USA near Texas, Arkansas, Missouri, Kansas, New Mexico and Colorado. ✓ This state has got 77 countries.

OKLAHOMA has got 3.579.212 people in 181.035 km². 177847 km² of land and 3188 km² of water. OKLAHOMA separate "LAS TIERRAS ALTAS" and "LAS GRANDES LLANURAS". OKLAHOMA was an Indian territory. This American place has got 500 rivers. The two rivers role impo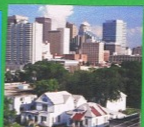rtant are the Red River and the Arkansas River. The main principal mountains ranges are Ouachita mountains, Arbucle mountains, Wichita mountains and the Ozark mountains. ✓ This state has continental climate. ✓

WICHITA CANYON (WICHITA MOUNTAINS)

In OKLAHOMA practised many sports: football, hockey, basketball or baseball ✓

MANY PEOPLE WORK IN AGRICULTURE AND CATTLE'S SECTOR WITH COWS, PIGS AND POULTRY, IN THE AGRICULTURE'S SECTOR, THE BEST GROWING ARE THE WHEAT ✓

THE BUFFALO, THE COYOTE, THE WAPITI, THE AMERICAN BISON, THE OTTER... ARE VERY TYPICAL ANIMALS IN OKLAHOMA

THE MOST TYPICAL FOOD IN OKLAHOMA IS THE ITALIAN MEAT SANDWICH. ✓

OKLAHOMA IS THE SECOND WORLD PRODUCER OF NATURAL GAS AND THE FIFTH WORLD PRODUCER OF PRETOLEUM, BUT ALSO OKLAHOMA IS ONE OF THE STATES THAT DOESN'T PRODUCE RENEWABLE ENERGY. ✓

OKLAHOMA WAS THE SETTING OF THELMA AND LOUIS' FILM

OKLAHOMA

AIDA

Aberdeen (yellow brochure)

SHOPPING.

Aberdeen, the city of granite.

Aberdeen

EVENTS.

Family things to do.

ACCOMMODATION IN ABERDEEN

Aberdeen beach

MUSEUMS.

PLACES TO EAT

Tourism.

NIGHTLIFE

old university.

Derry~Londonderry (cultural guide brochure)

Hotels and restaurants

RESTAURANTS

Jake's Restaurant & Tavern.

Garden Cafe & Gallery.

Grandma Frisbee's.

Whippersnappers.

Stoddard's Restaurant.

Black Line Brew Pub.

All these restaurants estan in the downtown and they are an perfect idea to spend a fantastic party

HOTELS

The Waterfoot Hotel: Hotel of four stars placed to the suburbs of the city.

Tower Hotel: It is a very central hotel because of it it is perfect if you want to visit all the monuments of the city.

The Belfray Country Inn: Hotel of luxury of six stars perfect couple who wants to do a gift to him.

Creative Europe
Investing in Europe's cultural and creative sector

Britain

cultural guide

2014
Derry~Londonderry
UK City of Culture

Sponsors:

Coca-Cola   Starbucks

Vicente Llopis

The city

Mix a sense of history to be in wave has never been easy for a city. Nice shops and lively cafés are not always well next to towers in ruins and Baroque cathedrals. But some cities succeed admirably well. One that you have achieved Londonderry.

Is a modern metropolis, but Londonderry is also one of the best examples of intact walls completely surrounding a city in Europe. Canyons like the mighty Roaring Meg include the urban landscape and ensure that the city don't miss never its history.

The incredible walls have lived sieges and famines and violence along its 400 years of history. But today, jump on them and enjoy the views over the river Foyle is the very definition of serenity.

Londonderry is located in Northern Ireland:

That to visit?

Neighborhood of the Bogside: This neighborhood is known for having been a scene of numerous events during the Conflict of Northern Ireland during the 60s and 70s of the 20th century.

Guildhall or Derry's town hall: He is near the river Foyle, in the heart of the city, just out of the walls and byline of 1887.

Butcher's gate: Placed in Butcher street it is the door of access of the neighborhood of the Bogside to Derry's ancient city.

Tower museum: The Museum of the Tower is inside the historical walls of the city, opposite to the Door of the Polvorin.

People's Gallery: 12 murals that decorate Rossville St's houses, they are known as the gallery of the people.

San Columbano's cathedral: Anglican Cathedral constructed between 1628 and 1633, with wonderful portraits esculpidos in stone and monuments of marble, she itself this constructed in stone schist gray and green of the walls.

Brief to the BLOODY SUNDAY: The monument, a simple obelisk of granite, was raised in memory of 14 residents of Derry, who died in this tragic Sunday, the 30th of January, 1972.

Hungers Strike brief: Everything in the Bogside is closely together and this monument almost is in the center of them. It is a question as the brief of the strikers of the year 81, Bobby Sands and companions.

Museum of the Free Derry: It is a museum and a file centred on one of the most important periods on the history of this city - the age of the civil laws of the decade of 1960 and the Derry Libre.

Bristol (blue brochure)

*Academic venues.

*Historic houses.

St Georgian House

*Night Life in Bristol.

England

Bristol

BRISTOL

UK

DISCOVER BRISTOL

Green venues.

*Day in family.

*Go Shopping.

* City Centre.

*Creative and Cultural.

Bristol is one of the UK's foremost frontiers of arts and culture.

Brunel's ss Great Britain

Bristol Museum and Art Gallery

*Residential venues.

Lydia García Gómez 4ºA

WASHINGTON DC

Where is Washington DC

Washington DC is the capital city of the United States, located on the north bank of the Potomac river and shares border with the states of Virginia in the southwest and with Maryland in the other sides. Washington DC was founded on July 16, 1790 and was formalized in 1791.

FLAG

The flag of Washington District of Columbia, consists of three red stars above two red bars on a white background.
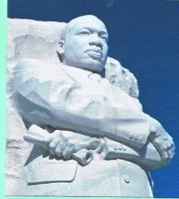
Flag of the United States.

Anaïs Ferrer 4°A

MONUMENTS OF WASHINGTON DC

The National Mall is an outdoor area in downtown Washington DC, capital of the United States. It is the garden area surrounded by the Smithsonian museums, national monuments and memorials. The Mall is one of the most visited places in the city. Each year, on 4 July is celebrated here on Independence Day with fireworks.

The United States Capitol is the building housing the two chambers of the Congress of the United States. Located in the Capitol Hill neighborhood in Washington DC, the capitol of the country. The first stage of building was completed in 1800 and is one of the main tourist attractions of the city.

The National Memorial for Martin Luther King Jr, stands in the city of Washington DC and in honor of Dr. Martin Luther King Jr, African-American leader who fought for civils rights in their country.

NEW HAMPSHIRE

New Hampshire is one of the states that belongs to the United States of America. Located in the New England region in the northeast of the U.S.A. The capital is Concord, but the most popular city is Manchester. This state is known for being the first to hold the primaries for the U.S.A presidency. The nickname of this area is "live free or die", and it is written in the enrollments of cars.

Other nickname that this state is "The granite state", refers to its extensive granite formations and quarries. New Hampshire's major recreational atractions include skiing, snowmobiling and other winter sports, hiking and mountaineering, observing the fall foliage, motor sports at the New Hampshire Motor Speedway etc...

Welcome to NEW HAMPSHIRE THE GRANITE STATE

New Hampshire Motor Speedway is an oval the 1.058 miles (1,703 metres) located in the town of Loudon, in New Hampshire, U.S.A. Her nickname is "The Magic Mile". This sport is very popular because they are continually having accidents.

Hockey, baseball and soccer are also famous sports.
The hockey team is called Manchester Monarchs.
The baseball team is called Nashua Pride and New Hampshire Fisher Cats.
The soccer team is called New Hampshire Phantoms

But they aren't very famous in the country.

MUSEUM / MONUMENT.

TITANIC BELFAST.

Titanic Belfast is a visitor attraction and a monument to Belfast's maritime heritage on the site of the former Titanic Quarter.

Explore the symbolism of Titanic than and now with the nine galleries of Titanic Belfast, discover the stories behind real fascinating facts and figures.

You will stand where Titanic once proudly overlooked the city from her slipway, listen to passenger stories, celebrate the architecture wonder that is Titanic Belfast and learn about the wider Titanic Quarter and its remarkable regeneration.

HOTELS AND FOOD.
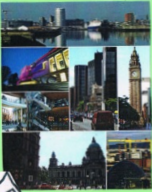
Belfast HOTELS

- HOTELS

Belfast hotels are one of the most unfriendly in the UK. One of them is the hotel Radisson Blu Hotel Belfast. If you want comfort and a good place to stay, this hotel will be perfect.

- FOOD.

You will discover the city's fascinating culinary history in the company of Barney, a chef from this Titanic, and will show some great Belfast food along the way. If you want to know all the exciting parts of Belfast already subscribe to Belfast Food Tours.

WHERE IS BELFAST?

Belfast is the administrative capital and largest city of Northern Ireland, based in the East-East.

Belfast is one of the most visited cities in the UK and the second most visited on the island of Ireland.

Belfast is served by two airports: George Best Belfast City Airport in the city, and Belfast International Airport 15 miles west of the city.

Belfast is also a major port, with commercial an industrial docks dominating the Belfast Lough shoreline.

The name Belfast is derived from the Irish Béal Feirste.

MONUMENTS.

- BELFAST CITY HALL AND THE BIG WHEEL.

Belfast City Hall is the civic building of the Belfast City Council. Located on Donegall Square the council has a number of notable features including the Porte-Cochère, The Grand Staircase, The Reception Room and the Great Hall.

In the grounds we find the Belfast Wheel, a 60-metre tall transportable Ferris wheel attraction. The Belfast wheel was brought in as a temporary attraction in partnership with Belfast City Council and the Department for Social Development.

MONUMENTS.

- ALBERT MEMORIAL CLOCK.

The Albert Memorial Clock is a clock tower situated at Queen's Square in Belfast. It was completed in 1869 and is one of the best known landmarks of Belfast.

It is one of the oldest and most important monuments in Belfast constructed between 1865 and 1869 by Frederick Bristow. The clock was damaged in a provisional Irish Republican Army bomb explosion on January 1941.

- BELFAST CASTLE.

Belfast castle is set on the slopes of Cavehill Country Park. The original was the home of 3rd Arthur Chichester, baron of Belfast but was burned down in 1708. The castle has remained in the town for centuries ago. Its owners and it is a popular venue for weddings or wedding receptions.

Minnesota
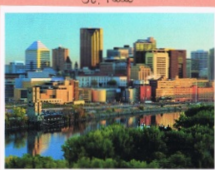
Where is? Minnesota is a state situated next to Dakota del Norte and Dakota del Sur, under Canadá and at left of Wisconsin.

MINNESOTA'S CITIES

There are a lot of cities in Minnesota, but the most important are St. Paul and Minneapolis.

St. Paul is the capital and the second city most populous, and Minneapolis is the first.

The river Mississippi is these places.

Minneapolis

St. Paul

Minnesota's flag

ART CENTERS

Some 'Art Centers' of Minnesota are: "Puertos Gemelos" (Twin Ports) and the cities of Madison and Milwaukee, in Wisconsin.

CLIMATE

Minnesota has a continental temperate climate with cold winters and warm summers.

LAKES AND RIVERS

Minnesota is one of the states most covered with water of United States.

Lakes: Lake Red, Lake Superior, Lake Itasca ...

Rivers: Mississippi, Minnesota, Rojo del Norte

LIBRARIES AND UNIVERSITIES

In Minnesota there are 360 public libraries, and 113 higher education institutions, of which 52 are public and 61 are private.

NATURAL PLACES

Three natural places from Norteamérica converge in Minnesota:
- "Grandes Llanuras"
- "Bosque Caducifolio"
- "Bosque Boreal"
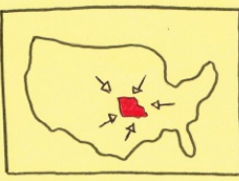
MISSOURI

Missouri is a U.S state located in the Midwestern United States, bordered by Iowa, Illinois, Kentucky, Tennessee, Arkansas, Oklahoma, Kansas and Nebraska. Missouri is the 21st most extensive and the 18th most popular of the United States.

Missouri's capital is Jefferson City.

Missouri generally has a humid continental climate with cold winters and hot and humid summers. A good option to fight against hot is to visit the Mississippi River and Missouri River because these rivers are wonderful. However, if you want to visit more places, you can travel around this country because Missouri has 114 countries and one independent city (St. Louis).

This state is very important because of its very prestigious schools, high schools and universities, and also its professional sports teams like "Kansas City Comets".

ARIZONA

Arizona is a state of the United States, located in the southwestern region of the country.

Arizona has an arid climate. These regions are very hot in summer and mild in winter.

The major natural regions of Arizona are the Sonoran Desert and the Colorado Plateau.

There are guns, like the famous Grand Canyon, Arizona symbol of excellence.

Arizona has a diversity of vegetation: firs, pines, oaks... In terms of wildlife, there survive the last jaguars in the United States.