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**BRITISH VS AMERICAN
ENGLISH: TEACHING
VOCABULARY DIFFERENCES**

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ABSTRACT

This essay is focused on how to teach British and American vocabulary differences in the English classroom. The main idea which gave rise to this essay is the fact that students mix both varieties and some of them do not know that British and American English vary in some words, expressions and pronunciation.

The theoretical part summarizes the knowledge background knowledge gathered by studying researchers and publications.

The practical part consists of developing a suitable and dynamic way of teaching these differences to our students. Also, it focuses on the enrichment of the student's own knowledge because they will be able to recognise these dissimilarities and use the variety they want. Moreover, this essay is not just based on identifying those differences, further students learn about the countries' cultures, different cities and also they explore individually or in groups through the different activities throughout the didactic unit.

Key words: British English, American English, vocabulary, differences

RESUMEN

El presente trabajo se centra en enseñar las diferencias de vocabulario entre el inglés británico y el americano. La principal razón por la que elegimos esta tema para el trabajo es que muchos estudiantes mezclan ambas variedades e incluso algunos de ellos desconocen que el inglés británico y el americano varían en algunas palabras, expresiones y en la pronunciación.

La fundamentación epistemológica resume las diferentes publicaciones y estudios entorno a este tema.

Respecto a la unidad didáctica, se centra en desarrollar una manera adecuada y dinámica de enseñar estas diferencias a nuestros estudiantes. Además, también es importante el propio enriquecimiento personal de los estudiantes porque serán capaces de reconocer dichas diferencias y usar aquella variedad que crean oportuna. Asimismo, este trabajo fin de Máster no solo se centra en identificar diferencias, sino también en aprender sobre las culturas de ambos países, diferentes ciudades y además explorar de manera individual o en grupos a través de las distintas actividades que presentan en la unidad didáctica.

Palabras clave: Inglés Americano, Inglés Británico, vocabulario, diferencias

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 class in order to improve their oral expression of the foreign language.

Nowadays English is the most important language around the world; it is spoken by millions of people as first and second language almost all over the world. In Spanish schools, English is a required subject and it is the first foreign language pupils meet in school. According to Rönnerdal & Johansson (2005: 11) English is without a doubt the most important language to know. English is a world language, it has a number of dialects and is spoken with a variety of accents. The varieties best known to Spanish students are the British English variety Received Pronunciation (RP) and the American English variety General American (GA).

While both varieties of the language have the same roots, the last 400 years have produced some pretty strong variations in the English language that seem to be worlds apart. While we may initially only notice French fries being referred to as chips, and the terms 'cheeky', 'knackered' and 'brilliant' being used just about everywhere, the two varieties actually differ in an abundance of ways.

Depending on the region, American and British English have large differences in spelling, pronunciation, vocabulary, punctuation and use of tenses.

So, EFL teachers have to make sure that our students know that British English is not the only existing variety and it is not the only right one either. English, as I mentioned before, is spoken worldwide and the use of English for international communication is constantly growing. English language, widely used as a lingua franca, has been developing. Therefore, especially the mutual influence of two traditional, highly considered varieties – standard American and standard British English is

definitely worth attention. Although in most European countries English students are taught primarily British English.

John Algeo states that it is very necessary to teach grammar differences between British and American English:

The reason for this approach is that American has more native speakers than British and is rapidly becoming the dominant form of English in non-native countries other perhaps than those of Western Europe. Much European established academic bias favours British as a model, but evolving popular culture is based toward American (...) (Algeo, 2006: 1)

EFL teachers, also, have to take into account that many of our students have not been told that there are some differences between the American and British varieties. Peter Strevens points out:

The person who learns English as a foreign language or second language has until now hardly ever been given systematic teaching about the existence and nature of the other family of English dialects. For that matter has hardly ever been told of the existence of *any* varieties of English (...) (Strevens, 1972: 84).

This author offers the way of how to teach the differences between both varieties and his conclusion is:

It is unfortunate but not surprising that one effect of this particular type of *cultural shock* is to lead the learner to ask which form of English is 'right', which is 'better', which is 'proper English (...)'. This kind of question is unfortunate (...). One of the first pieces of help is to prepare the learner for meeting other kinds of English by informing him that they

exist and to make plain to him that while they are certainly *different*, there is absolutely no question of one being *better* or *worse* than the other. It should be made clear to him that the amount of learning effort he will be faced with to understand the other form of English is very small. Learning to *produce* the other form is a vastly different matter (...)
(Strevens, 1972: 85)

By learning language differences between both varieties students not only learn how to express themselves, but also they broaden their social and cultural experience regarding life and institutions of English-speaking countries.

This essay deals with which are the best ways to teach these differences to our EFL students with the best possible outcomes.

2. - THEORETICAL FRAMEWORK

2.1 Introduction

English is one of the most important languages in the world. It is spoken by more than one billion people as a native or a second language. With a total sum of 380 million speakers in the United Kingdom and the United States, British English and American English are the two major varieties of English (Baugh, 2002: 4-6).

Due to all the different aspects and differences that English could have, English learners need orientation when they study. However, before distinguish between British and American English, EFL teachers have to make sure that before that develop an individual language capability according to their needs. So, they will be able to use the appropriate variety according to a specific situation or context.

2.2 English as a lingua franca

Currently, English is the communication language around the world, that is to say a common language among people who do not have English as a mother-tongue. Hence, we have to consider it as a lingua franca. Since roughly only one out of every four users of English in the world is a native speaker of the language (Crystal, 2003: 6).

Regarding the definition that Crystal gives us we can see how important English is as a contact language. ELF is also “defined functionally by its use in intercultural communication rather than formally by its reference to native-speaker norms” (Hümbauer, 2008: 25-36).

Despite of this multicultural approach, there is a strong resistance from native speakers mostly because of the accent. However, British accent has become impossible to maintain on account of the accent decline especially throughout British teenagers. As Trudgill points out:

This raises the interesting questions: if Received Pronunciation is so very much minority accent, why do we spend so much effort teaching it to non-native speakers, especially since, as David Abercrombie (1956) pointed out, it would make much more sense on purely phonetic grounds to teach, for example, Scottish pronunciation? (Trudgill, 2002: 172)

Also, Macaulay states that British accent is not a good target accent for non-native learners of English:

Since Received Pronunciation is not necessarily the easiest or most appropriate accent of British English for foreigners to learn, the choice of Received Pronunciation as a model is difficult to justify. It would be better for everyone if linguists, phoneticians, and teachers overcome their fascination with the accent of an élite minority and concerned themselves more with the speech of the majority population (Macaulay, 1988: 115)

Macaulay stated that definition in 1988, 27 years ago. However, that fascination for the British accent still remains in our society. Despite the fact that this accent is used by a minority and different accents conform the real English nowadays. We can say that English language is not exclusive from the English countries it is a

world language which nourishes itself with every accent. Nevertheless, the main objective of students of English as a lingua franca is to communicate more than sound like a native speaker and be intelligible when they speak.

Still, even if the most important feature is to communicate, English teachers must bear in mind that our students have to be intelligible when they speak. What do we have to consider for sustaining this feature? According to Jenkins there is a list of pronunciation priorities for non-native speakers, called Lingua Franca Core or LFC (Jenkins, 2000: 124) in order to produce an intelligible speech in different contexts. The four areas in which Jenkins considers fundamental are the following (Jenkins, 2000: 124):

- Most consonant sounds
- Appropriate consonant cluster simplification
- Vowel length distinctions
- Nuclear stress

These features must be taken into consideration when we teach through the pronunciation exercises in the textbook.

To sum up, nowadays English is the most important world language. English is the communication bridge between different nationalities, languages and people. However, English is not just British or American English but also all the different accents with which it nourishes.

2.3 Standard English

What is exactly Standard English? How can we define it? As we all know there are many different English varieties around the world. So which one is the “correct” one? Which one do we have to use when we write? And, when we speak? These questions come to the mind of every English student because, nowadays, we have a great exposure to different English varieties.

Usually it is assumed that Standard English corresponds to the one spoken in the United Kingdom. Why do we believe that British English is the most appropriate? Well, here it is the variety that is taught in schools, high schools and universities. So, students think British English is a synonym for Standard English. However, that is a questionable assumption.

Before we explain what Standard English is, we have to give a definition for it. To define this concept we are going to use the definition that Sara Thorne claims that “Standard English refers to whatever form of the English Language is accepted as a national norm in any English-speaking country.” (Thorne, 1997: 122).

What can we deduce from this definition? That there is no just one Standard English, we have more than one. Thus, here comes the importance of teaching the different English varieties in the classroom.

Even if we have more than one Standard English we have to know that we cannot mix them when we express ourselves. As we mentioned before, nowadays teenagers have a great exposure to different kinds of English varieties but they are not able to make the difference between them. Hence, the significance of making clear the particular characteristics of each of the varieties, so students will be able to choose that variety in which they feel more comfortable.

Nevertheless, as EFL teachers we must know that a language is not something static. Languages devote themselves to the context and to the specific situations in which they are carried out. So, it is essential that we teach those Standard English varieties in context; for example, using role plays with our students so that they would be able to see clearly those differences and, also, they can use that variety which more adapts to the specific situation.

To sum up, there is no just one Standard English and it is a great advantage for EFL learners to study and acquire different varieties not just to know how to use but also to enrich their knowledge. Language differences also give rise to cultural differences; so this will make our students more open-minded and respectful with other cultures but also with their own.

2.4 British English

British English is an English variety spoken in Great Britain and throughout the British Islands. This variety has developed along the centuries to become what it is today; it has been influenced by languages such as German, French and even the Scandinavian languages. British English spread outside Great Britain and became a world language because of British colonisation. British English is in fact a term used to make distinction between forms of written English in the United Kingdom from other

spoken forms of English (Wikipedia contributors A, 2015). However it has become a general term for describing the English spoken in the U.K., in spite the fact that several dialects are spoken there. English is also spoken with different accents in Wales, Scotland, Northern Ireland and England itself.

When thinking of British English, many people think of Received Pronunciation (RP). Received stands for “socially accepted” (Rönnerdal & Johansson, 2005: 12). RP is an accent, not a dialect; it is probably the most widely studied and most frequently described variety of spoken English in the world, recent surveys estimates that only 2% of the UK population speak it (cf: British Library, 2015).

According to Odenstedt (2000: 137): “The prestige of British English is probably due partly to its long history, to the influence of the former British empire and to its mainly unrivalled authors”.

In most schools of Europe RP is taught to the students as it fits traditionally all the requirements. Nevertheless according to Rönnerdal & Johansson (2005: 12): “certain demand can be made on a pronunciation model for teaching.”

2.5 American English

English language was brought to America by colonists from England who settled along the Atlantic seaboard in the 17th century. After the British Empire won the Seven Years’ War against France in the 18th century, the British colonies gained control over all lands east of the Mississippi River. It was the British colonists who established the speech and forms of English in America. American English evolved even more when the first wave of immigrants came to the country from the British Isles. These immigrants are often called economic-immigrants, because they left the British Isles for economic reasons, to search for a new life in America (Wikipedia contributors B, 2015). The different American English accents are a result of a mixture of various accents from the British Isles (Baugh, 2002: 356). The English spoken in the U.S. became recognised as a distinct variety, American English, after the publication of Noah Webster’s *An American Dictionary of the English Language*. General American is very similar to RP.

More than to thirds of the native speakers of the English language speak some form of American English. The English spoken in certain areas in the U.S. is closer to

the language of Shakespeare than the English spoken in the United Kingdom today (Tottie, 2002: 1-2). "This is because language groups cut off geographically from the mother country tend to be more conservative, and as such retain older features, while in the country of origin there is a natural inclination for the language to evolve at a quicker pace" (Modiano, 1996: 10).

Unlike the case of RP "the establishment of AmE [American English] has not been on prestige, education snobbishness, or any conscious effort to promote a national standard. Instead, it has evolved naturally" (Modiano, 1996: 10).

2.6 Attitudes towards British and American English

In the 19th century when Noah Webster introduced the first American English dictionary and American English began to be regarded as a distinct variety of English, Americans were often accused of corrupting the English language by introducing new and unfamiliar words, when in fact, they continued to use terms that had become obsolete in England. Perceiving the injustice of this, the Americans began to defend their use of English and demand parity for their speech with British English (Baugh, 2002: 390).

British English is considered to be the more prestigious variety while American English is regarded as vulgar by many people (Odenstedt, 2000: 136). Despite this, American English is regarded as "slower, clearer and easier to follow, while the 'slurred' quality of British speech makes it more difficult to understand" (Odenstedt, 2000: 137). Until recently, "American English was considered less educated, less cultured and less beautiful than British English" (Tottie, 2002: 1), but with its status in media, international business, computing and science, American English has gained as a world language (Tottie, 2002: 245). Furthermore, American English is more accessible to a larger number of non-native speakers thanks to TV series, music and films; this has made American English more international.

Different attitudes towards British and American English are perceived in today's classroom. Most teachers, having been brought up with British English, will try to pass this variety on to their pupils. One of the reasons for the predominance of British English in the classroom has been publishing traditions. "Britain has a long tradition of producing textbooks and dictionaries and of marketing them all over the

world, whereas there have been relatively few American textbooks or dictionaries written for audiences worldwide” (Tottie, 2002: 1).

Because of the enormous impact of American media, many pupils prefer to learn American English. Another reason why pupils prefer American English maybe that American intonation is relatively straightforward and easy to imitate, while British intonation is very difficult for speakers to master (Odenstedt, 2000: 137). And according to Trudgill (2000: 200) it is important to let the pupils speak the variety they prefer. Thus, it is important that both teachers and pupils appreciate the importance of knowing more than one variety of English.

2.7 Teaching differences between British and American vocabulary: A comparative study of several theories regarding vocabulary teaching.

One of the biggest differences between British and American English is vocabulary and the different spelling that words could have. However, before accurating the difference it is necessary that students have an important vocabulary background so they will be able to make the differences between both varieties. So, while working, it is essential to focus on the vocabulary acquisition process as such first. Thus, concerning the procedure and theory of teaching vocabulary is very important in the EFL learning process.

2.7.1 Vocabulary teaching: Type of words

Before we go through the comparative study, EFL teachers must take into account that teaching vocabulary is not just teaching single “words.” As teachers we must know that “words” have a meaning thanks to the context and to the different sentences and expressions which go with them. Of course, first of all students have to recognise and have a previous knowledge of what those words mean so they will be able to understand those specific words, as well as the whole context.

So to support the idea that teaching vocabulary is not just teaching single words, we mention Keith Fole’s article, there are five type of words: a single word, a set of words, a variable phrase, a phrasal verb or an idiom (Folse 2008: 12).

First of all, we talk about single words (Folse 2008: 12) which is the most important classification. Our students must know and be able to use single words in order to understand and comprehend further word combinations. According to Smith, a student needs approximately 2,000 words to maintain conversations, 3,000 word families to read authentic texts, and as many 10,000 words to comprehend challenging academic texts (Schimtt, 2000: 3). This classification, as mentioned above, is the most important and the basis for the rest of our classifications.

Secondly, according to Keith Fole (2008: 13), we have the set phrases. How do we define this concept? Set phrases are a combination of different words which do not vary. E.g. *On the other hand*

Following Fole's classification, we continue with the variable phrases. These are very similar to the set phrases; the great difference is that variable phrases can change one of their words and still have meaning. For example "in the variable phrase *It has come to our attention that*, we can change the possessive adjective *our* to *my*" (Folse 2008: 13).

Next type of words is phrasal verbs. Phrasal verbs consist of a combination of a verb, being the verb the first word, and a particle. They are very used and very common in everyday conversations. However, there are lots of combinations and one phrasal verb can have different meanings depending on the context in which we use it, and this is what we call *polysemy*. So, is it not that simple. To illustrate this definition we use Folse's words:

A good example is the base verb *take*, which can combine with nine particles to produce nine new phrasal verbs. However, each, of these new nine phrasal verbs is in turn polysemous. Consider some different meanings of *take off*: remove clothing ("He took off his sweater."), succeed ("His career took off,"), gain altitude ("The jet took off."), leave ("I'm going to take.off")." (Folse 2008: 13)

So, this is why phrasal verbs are so difficult to teach to non-native speakers and one the most difficult vocabulary items to teach in the classroom.

The last classifications are idioms. Idioms are expressions which have a specific meaning as a group of words, however the meaning of the individual words are different from the meaning of the whole expression. The expression *by the skin of my teeth* means *narrowly; barely*. Thus, teeth does not have skin, there is no skin and no teeth. The students know the meaning of these words separately, because they are easy words. However, most of them do not know the combination of these words together as an idiom; so, sometimes logic is not very useful to understand idioms. As teachers, we must know that idioms must be taught in context; nevertheless students will not be able to understand their real meaning.

To sum up, according to Fole (2008) these are the type of words that teachers must take into account when we teach vocabulary.

2.7.2 Keith S. Fole and 'A three – goal model'

To understand better how to master vocabulary throughout the learning process it is essential Keith Fole's article, mentioned in the previous section.

Folse introduces his article on vocabulary acquisition, saying "At times, not knowing a specific word can severely limit communication; however, in many cases a lexical lapse can actually stop communication completely" (Folse, 2008: 12). If we take into account those words what appears logical is that knowing American and British vocabulary differences is as important as the acquisition of pronunciation and grammar.

In his article "A three – goal model" emphasizes the necessity to achieve three important objectives, as the title of the article says, when we are working with vocabulary. The first goal is to focus on the choice of vocabulary. "Teachers should focus on words that are relevant to their students' actual language needs, which may include actual communication..." (Folse 2008: 16). So, as teachers we must take into account what type of vocabulary we teach and the importance of choosing well those words, because our students will use them in the future. They must be updated and useful to our nowadays society.

The second goal is related with the retrievals of vocabulary. Folse says that "...learners must interact with a word multiple times. Rather than completing just one type of learning task multiple times, such as repeating a word, learners should interact

with a word in different ways. Each link strengthens connections and increases learning.” (Folse, 2008: 16.) According to this statement, teachers must give materials to our students in which they will be working with the new words, in different ways and contexts along the unit. Hence, students will consolidate those new words in different situations and they will be able to use them in the future with no problem.

In the last goal, Folse (2008: 16) highlights the importance of enlarge students’ autonomy to learn new vocabulary strategies by themselves and be able to use them correctly. Thus, vocabulary activities must be very dynamic and interesting but they also should provide the learner with space for their own creativity in language use.

In conclusion, according to Folse, when we teach new vocabulary to our students we must follow these three objectives in order: choice of relevant and useful words, their multiple retrieval, and students’ autonomy to learn strategies.

2.7.3 Roger Gower: “memory trigger, presentation via visual context, recycling vocabulary”

Gower on the sixth chapter of his book *Teaching Practice Handbook*, talks about how important is vocabulary when teaching a foreign language. He begins this chapter with a very similar definition as Folse’s one, “[Vocabulary] is more important than grammar for communication purposes...” (Gower, 1995: 142) Through this chapter Gower talks about the keys for a successful vocabulary acquisition by our students.

One of the concepts mentioned on the title of this section is “memory trigger” (Gower 1995: 143). This concept is a metaphor in which Gower compares that trigger with the reaction that students have when they remember a word. The “trigger” could be a visual reminder, sound or rhythm.

We have to take into account that when we teach new words they cannot be taught as isolated words out of context, because the students will not be able to remember them in specific situations. As well, they will not be able to use them by themselves. So, we must follow several steps in this process: using visual aids as pictures, say the word, check students’ understanding, practice the word, teach the word in context and at the end write it down. However, when we teach the differences between British and American English it is necessary to show various words at once.

Other concept introduced by Gower is “recycling vocabulary” (Gower 1995: 144). This concept consists of revising the new words learnt and it seems very similar to Folse’s multiple retrieval. “Recycling” should be done via text, in the following lesson, and students must be able to revise vocabulary quickly.

To sum up, according to Gower we have another three pillars to be taken into account while teaching vocabulary: “memory trigger”, “presentation of vocabulary via visual and oral context” and finally “recycling vocabulary.”

2.7.4 Jeremy Harmer and “A three – point sequence”

Jeremy Harmer also divides the process of teaching vocabulary into three steps. The fourth chapter of his book is called “Engage – Study – Achieve” referring to the “three – point sequence.” (Harmer 2007: 36)

According to Harmer’s theory while teaching new vocabulary what teachers must do at the very beginning is to attract students’ attention; making the acquisition of new words as something dynamic and amusing. This will be the first step “engage.” As the explanation continues we arrive to the second step, “study.” Here, our students must be able to discover the meaning of the new words by the different contexts they have seen on the first step. This will provide to them self-confidence and autonomy because they will deduce by themselves, which is highly enriching.

The last step according to Harmer is “activate.” As the verb means students must use the different words to communicate in a real situation.

To sum up, Harmer’s methodology starts with the engagement of students’ attention, then they discover by themselves by studying the different contexts and finally they are able to activate those new concepts in real situations.

2.7.5 James Scrivener – teaching vocabulary procedure

Understanding vocabulary is not just learning single words, is a process from the pre-teaching single words to use those words in complex sentences in a real conversation. That is the main objective that we can take from Scrivener’s procedure, from the simple to the complex. As teachers we have to bear in mind that if we do not teach words following that procedure, it could be very difficult for students to use those words in different real situations. So, to support this idea we use Scrivener’s

analysis about the teaching vocabulary procedure: “pre-teaching lexis, written practice, oral practice, reading, further work, communication activity” (Scrivener 2011: 226).

We can draw that learning vocabulary is more than retain the words in our mind. As teachers we must follow that procedure if we want our students to really understand the different words that they learn throughout the vocabulary learning process. In order to obtain the maximum benefit from the learning process and the vocabulary itself.

2.7.6 Scott Thornbury – How words are learned

On his book Scott Thornbury (2002) presents several principles, which are formulated on the second chapter “How words are learned” (Thornbury, 2002: 13-32). Those principles want to guarantee the acquisition and use of new words by students:

- Repetition (the learner shall repeat the item at least 7 minutes).
- Retrieval practice effect (e.g. the learner uses the item in their own sentence).
- Spacing (not more than 2 or 3 items shall be presented at once).
- Pacing (focus on memory work).
- Use.
- Cognitive depth (e.g. the learner makes decision about the world).
- Memories (similarly to Gower’s “memory triggers”).
- Motivation.
- Attention arousal (e.g. games).
- Affective depth (involving emotions).

All these theories mentioned are considered to teach vocabulary in general. However, we have to take into account that this essay is focused on the teaching on British and American differences. So, in the following sections we will consider some options for teaching these varieties.

2.8 Teaching English varieties

Nowadays students are exposed to many and different incentives for English and have a wide range of resources for this. They have access to all kind of music, films, web pages, textbooks, newspaper, etc. Hence, teaching varieties is something important and to be taken into account for students' enrichment and learning. These varieties are not just related with vocabulary itself, but also with culture. So, by learning these differences students will be more tolerant and respectful with others cultures and beliefs.

Nevertheless, the practical approach to teaching British and American varieties seems so far quite insufficient. Presented notions have been gathered mainly from linguistic journals and methodological articles. It has been found that there seem to be two dominant views that language teachers and linguists tend to take when talking about British and American English varieties in EFL classes.

On the one hand, teaching English varieties in the classroom is something very important because language is something dynamic and not static. As we all know, languages have their rules which structure them. However if we do not teach those structures in context, students will not be able to use them properly. This approach emphasizes the different situations that may occur in students' surroundings. McKay says that teachers must take into account the language context in which students are. Also, Jenkins states that all EFL learners need to be prepared for future encounters with speakers of English varieties different from their own (Jenkins, 2006: 174).

On the other hand, the other point of view according to this topic is more demanding. This approach says that all English varieties should be taught, not just English and American ones. This view does not focus on the students' need but more in the necessity of informing about the multiplicity of English varieties. Thomas S.C. Farrell and Sonia Martin say, "we suggest, that teachers can inform their practices about the different varieties of English that exist and consider a balanced approach to teaching English" (Farrel & Martin, 2009: 4). Similarly, McKay suggests that, "As teachers, we should educate our students to make them culturally sensitive to the diversity of contexts in which English is used (McKay 2002: 128).

Petzold has a different point of view because he says that the English variety taught in the classroom depends on the teachers' motivation. He states, "Specific

variety choice is influenced by factors such as teacher's own education, attitudes to models, the model's prestige or usefulness, and availability of materials and tests" (Petzold 2002: 424)

Focusing now fully on the topic of this chapter, we will take advantage of Thomas S.C. Farrell and Sonia Martin's article mentioned above. These Canadian Specialists have provided readers of their paper with a few classroom activities for teaching English varieties. It is necessary to point out that Farrell and Martin examined the topic of teaching more than two English varieties. Being aware of that, we have chosen one of their activities and implemented it on our topic, so that it could be used for teaching differences between British and American English.

2.8.1 Exposure to English varieties: Farrel and Martin's exercise

Farrell and Martin's activity called "Exposure to Englishes" (Farrell & Martin, 2009: 6-7) helps students' awareness and comprehension of different varieties of English. This activity gives to EFL teachers a great follow-up activity that will help students the differences in vocabulary and pronunciation in both varieties.

The procedure is suggested as follows. At the beginning of the lesson, as a warm-up activity, the teachers should elicit discussion about different types of English. The teacher asks students if they have ever noticed or been exposed to American English, and if so, where and when. Could they hear a difference? Could they understand the words? Are there similarly, like in English, more varieties in their mother tongue? Having elicited the answers, the teachers may proceed to do the main activity. They put students in pairs or small groups. Then they make students watch American and British news reports via the Internet. The students can listen to each report several times, noticing vocabulary and pronunciation differences between the reports. Students listen to two reports on the same topic. For instance, they listen to a report on a speech by the U.S. president from the BBC in English and from some American broadcast. The main task is to note in general terms the differences in vocabulary and pronunciation in the two reports. Students will then present the differences they found. The groups can compare who found more.

As a follow-up activity, the teacher can propose to a discussion. Students can learn from their experience with listening to the different varieties of English. Which

did they find more difficult to understand? Why? What did they hear/read more often, British or American English? There is an important mention to teacher's preparation. He or she should find the reports before class in order to save time during the lesson. The reports should include interviews of regular people so that students can hear common language use of the different varieties, not just the reporters' language use.

We found this activity very interesting and very enriching for the students. However, we did not include this activity itself in the following didactic unit, it has been the main basis for the design of the series of activities included in the next section of the essay.

2.9 Personal conclusion

Nowadays, the influence of British and American English is a debated linguistic topic. This issue has emerged since English serves as a mean of intercultural and international communication language. Therefore it is taught and learnt all over the world. Throughout this theoretical part we have tried to examine the possibility of teaching some differences between British and American English through different theories and on a regular and systematic basis.

However, before we teach those differences, teachers must bear in mind several vocabulary teaching theories which will help to develop the following didactic unit. Having studied some of their concepts provided to us a solid starting point for further preparation of original materials.

While working on this project, it was essential to focus on the vocabulary acquisition as such first. It is highly important to consider all the key components and factors taking part in the teaching-learning process. To increase the benefit of our materials, it is necessary to maintain a systematic as well as consistent approach. Therefore, it was essential to review the previous selected theories concerning the procedure and theory of teaching vocabulary; as it is the main purpose of this essay.

Throughout this Theoretical Framework we have started from the general to the specific. To understand our Didactic Unit is necessary to understand how important English is as a world language. The first section opens to us a great range of possibilities and how interesting English can be, if we know how to focus it.

The following sections help us to create a basis in which we can build up the different exercises all through the Didactic Unit. Once we have made the differences between both varieties which conform our essay, we studied the different positions in relation to British and American English. This section works for the importance of knowing and difference more than one variety of English. And also how useful that could be.

Subsequent, we went through the most important part of the Theoretical Framework: teaching differences between British and American English vocabulary. This comparative study is essential for the development of the Didactic Unit and the theoretical approach of the following activities.

Studies of the above mentioned have proved evidence of several language-teaching methods and techniques which will be applied.

Teaching vocabulary differences must have a strong theoretical base in order to apply the different activities. So, the different studies seen along the earlier section are the main basis for the activities designed in the next part.

Subsequently, different approaches to teaching English varieties have been examined. Those approaches are a further step from the general vocabulary teaching theories and, also they have helped me to move towards the main subject of this essay and for the creation of interesting and dynamic activities.

To sum up, this first part helps me to create a strong basis in which I can teach the differences between Englishes on a regular basis without affecting the lesson plan and might be an enriching animation of the lesson for both students and teachers. Based on the information gathered and the following materials.

3.- DIDACTIC UNIT

3.1 Introduction

In the following lines, we are going to develop a Didactic Unit whose title is "*On the road*". This unit has been designed for a particular group of students from 4th ESO. At that age, students are in complex and difficult moment of their life, which is defined by some physical, cognitive, motor, emotional, and social changes.

When a didactic unit is developed, the psychological development of the students should be considered. Therefore, all the components of the planning must be adapted to the cognitive characteristics of pupils.

In the teaching and learning process we must consider that the students have some previous knowledge about the concepts that are going to be developed throughout the unit. That previous knowledge may be wrong or incomplete. So there are some purposes that we must follow as EFL teachers in order to help our students to learn new concepts and information:

- Students may be unable to understand the concept.
- Students must understand the new concept.
- The new concept must be understandable and credible for students in order to be acquired despite the previous students' knowledge.
- The new concepts or information must be useful for students to solve some problems or to fill several "gaps" in their minds.

If students are able to assume these objectives, they will be able to develop confidence in themselves and overcoming fear and some other problems.

The textbook we are going to work with along this didactic unit is *English in Motion* for 4th ESO and the unit is called *On the road*, as we mentioned above. This unit takes into account the needs and personal interests of our students, so it is very dynamic and interesting for their age and level.

3.2 Justification

Learning the main differences between British and American English is something essential for our students nowadays. Currently, all English students have the opportunity to listen and read in English thanks to the Internet, films, books, online

newspaper; however some of them may have never been told there are some differences between the American and British varieties. So, sometimes students mix both varieties when writing and speaking. The main objective of this didactic unit is helping the students to make aware of those differences as well they learn new and practical vocabulary in British and American English. Also, this didactic unit helps students to arouse awareness about different cultures and languages through the different English varieties. Thanks to the study of the differences throughout this didactic unit our students must be able to communicate and interact with others and being sociable respecting every particular aspect of people all around the world. In the same vein, they develop the ability to talk with others, to give and exchange information and ideas; such as asking questions, explaining or persuading.

3.3 Legal framework

Organic Law of Education 2/2006, May 3rd, defines a didactic unit as a short-term planning unit that embraces a series of activities and tasks designed for a particular group of students.

A didactic unit must contain a final goal, competences, objectives, methodological orientations and evaluation criteria. It constitutes the last level of curricular particularization and contributes to the development of the General Objectives of the Stage and Area, and the attainment of the so-called Key Competences, as specified in Royal Decree 1631/2006 and Decree 231/2007.

3.3.1 General Objectives of the Stage (Royal Decree 1631/2006)

They are related to the topic and according to the didactic objectives that will be shown later. This unit will develop the following objectives:

- a. To assume their duties, know and exercise their rights respecting others, practice tolerance, cooperation and solidarity between people and groups, practice dialogue, strengthening human rights as common values of a plural society and prepare for the exercise of a democratic citizenship.
- b. To develop and consolidate discipline and study habits and individual and teamwork as a necessary condition for an effective implementation of the tasks along the learning process and as a way for personal development.

- c. To value and respect gender differences and equality rights and opportunities between them. Reject stereotypes which entail discrimination between men and women.
- d. To reinforce their emotional abilities in every area of personality in their relations with others, and reject violence, prejudices of any kind, sexist behaviour and resolve conflicts peacefully.
- e. To develop basic skills using information sources, critically, for acquiring new knowledge. Acquire basic preparation in the technology field, especially in information and communication.
- f. To consider scientific knowledge as an integrated knowledge structured into different disciplines and know and apply the methods to identify problems in various fields of knowledge and experience.
- g. To develop an entrepreneurial spirit and confidence in oneself, participation, critical sense, personal initiative and the capacity of learning to learn, plan, make decisions and take responsibility.
- h. To understand and express correctly texts, complex messages, start learning new knowledge, reading and literature study in Spanish, and in any of the co official language of those Autonomous Communities which have one.
- i. To understand and express themselves in one or more foreign languages appropriately.
- j. To know, value and respect the basic aspects of their own culture and history so they will be able to respect others, as well as the artistic and cultural heritage.
- k. To know and accept the functioning of their own body and other people bodies, respect differences, consolidate care and physical habits and incorporate physical education and sport practice to promote personal and social development. To know and appreciate the human sexuality dimension in all its diversity. Value critically social habits related to health, consumption, take care of all living beings and the environment, contributing to its conservation and improvement.

3.3.2 General Objectives of the Stage (Decree 231/2007)

- a) To develop skills in order to act autonomously whether within the family or the social groups to which they belong, showing tolerant and supportive attitudes, by getting rid of inhibitions and prejudices.
- b) To interpret and perform texts formally, with autonomy and creativity using artistic, scientific and technical codes.
- c) To understand the principles and values which regulate the functioning of society, especially those related to citizenship rights and duties.
- f) To use information and communication strategies that will stimulate the teaching and learning processes of all the subjects and the students' work.

3.3.3 FL General Objectives (1631/2006)

- 1) To read and understand general and specific information in oral texts in several communicative situations, adopting a respectful and cooperative attitude.
- 2) To express oneself and interact orally in everyday situations in an understandable and appropriate way and with a certain level of autonomy.
- 3) To read and understand different texts with an adequate level according to the capacities and interests of students so they will extract general and specific information from them, and use reading as a source of pleasure and enrichment.
- 4) To write simple texts with various purposes about different topics using appropriate resources of cohesion and coherence.
- 5) To use the phonetic, lexical, structural and functional basic components correctly in different communication contexts.
- 6) To develop autonomy in learning, reflect upon the learning processes and transfer to the foreign language knowledge and strategies of communication acquired in other languages.
- 7) To use learning strategies and all the sources at their disposal, including technology and communication information, to select and present information orally and in writing.

8) To appreciate the foreign language as an instrument of access to information and as a learning tool in different contexts.

9) To value the foreign language and languages in general, as a mean of communication and understanding between people of different origins, languages and cultures avoiding any kind of discrimination and linguistic or cultural stereotypes.

10) To show a receptive attitude and self-confidence in learning and use a foreign language.

3.4 Didactic aspects

We must take into account many aspects to design a didactic unit as for example the different features and purposes it has for our students. When we design a didactic unit those aspects must be related close to each other.

The activities and the specific materials used throughout this unit are programmed to be carried out in a particular context. This didactic unit, miscellany to teach the different contents which are based on the interests and needs of the students. The unit also takes into account the analysis of the internal structure of the teaching contents; as well, the analysis of the context itself.

The objectives are the most important thing because they give meaning to the contents and for the design of the series of activities. They are the first element when we scheme a didactic unit but are the last ones to be achieved.

3.5 Contextualization

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

Students who are 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. Other neighbourhoods are made of by upper middle class families, mostly devoted to professions such as teachers, lawyers, etc.

The school has by three buildings providing the following facilities: classrooms for 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; office of the Headteacher, Deputy Headteacher and Director of studies, teaching staff room, visit room and parents association room.

The high school has 800 students and 63 teachers. Six set up the English Department.

Consequently, the following activities have been designed taking into account these 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 great 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 show different learning styles and interests. Sometimes this family background causes lack of motivation in many students; thus, we will propose a series of activities about British and American culture and lifestyles, a very wide topic in which all of them will surely find something that fits their own interests.

The unit is divided into seven sessions from fifty-five minutes each one. It is focused in the differences between British and American English and, related to grammar, Past Perfect Simple and Past Perfect Continuous.

3.6 Objectives

The following charts shows the different didactic objectives related to both stage and area objectives:

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

3.7 Contents

As already mentioned before, the objectives must be closely related to the contents. However, the contents are developed and published by different Autonomous Communities. So, teachers must be able to organize them in sequence

according to the law and taking into account the objectives that students must achieve at the end of the unit.

The contents of this unit will be divided into four skills:

a) Listening:

- Comprehension of global and specific information from oral messages related to Britain and America.

b) Speaking:

- Partaking in oral communication to talk about the difference between American and British vocabulary and travelling to New York.
- Exchanging and extracting information about George Bush.
- Respect for the principle of turn-taking in dialogue formation.

c) Reading:

- Comprehension in an autonomous way of written texts about misunderstandings to the difference between American and British vocabulary.

d) Writing:

- Production of a text, description of a place using some “useful expressions”.

Apart from the contents, a didactic unit has to have other several components such as the linguistic knowledge and the socio-cultural aspects.

Linguistic knowledge:

1) Functions:

- Speaking about Britain and America and going abroad.

2) Grammar:

- Past Perfect Simple and Past Perfect Continuous.

3) Vocabulary:

- British and American vocabulary.
- Compound adjectives.

4) Phonetics:

- To recognise and pronounce S sound.

Socio-cultural aspects:

- 1) Respect towards different cultures.
- 2) Showing a positive attitude and interest in using 2L as a mean of discovering information.

3.8 Transversality and interdisciplinarity

The design of a didactic unit for a specific subject must take into account other aspects of other subjects to promote students' development and personal attitude towards social matters. This unit does not just pay attention to language differences between British and American English, also it takes into account cultural heritage of both countries and how both varieties enrich each other.

It goes without saying that cooperation with the areas of Geography and History should become a need in order to comply with the integration policy of our curriculum, as regards interdisciplinary elements.

3.9 Timing

On the road consists of seven sessions which last 55 minutes approximately. During these lessons, flexibility for requests and doubts is taken into account, so students are free to ask and give their opinions in class. Furthermore, in some lessons, students will be able to lead the class at the same time they are allowed to work in groups cooperatively.

3.10 Methodology

How to teach is the concern of methodology. Therefore, in order, to achieve the objectives in this unit we will use the following methods, principles, techniques and strategies.

a) Methods:

- Communicative language learning: This method enables the learners to communicate effectively and appropriately in the various situations they would be likely to find themselves in. The content of CLT courses are functions such as inviting, suggesting, complaining, or notions such as the expression of time, quantity and location.

- The structural approach: This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order.

- Grammar translation: Learning is largely by translation to and from the target language.

b) Methodological Methods:

- Promote learning by doing.
- Use task, not text, as the unit of analysis.
- Respect learner syllabuses.
- Promote cooperative tasks.
- Collaborative learning.
- Provide negative feedback.
- Individualized instruction

c) Techniques and strategies

- Learning contracts: Agreement established between teacher and student regarding the attainment of certain learning objectives through a proposal for autonomous coursework.

- Problem – based learning: Is a teaching methodology that actively involves students in the acquisition of knowledge and abilities through doing out different exercises. In order to solve them correctly.

3.11 Lesson sequence

The following charts show the different sessions which define the unit. As mentioned above, it is shaped by seven sessions that last 55 minutes each one. In

these charts it is detailed the different activities, skills, objectives and the time of each one.

Lesson one (Appendix A)

Activities	Skills	Objectives	Time
Brainstorming. Analysing the title of the unit.	<i>Warm-up</i>	Familiarize students with the topic of the unit.	5'
Activity 1. Match the phrases with the pictures. Listen and check. Then listen and repeat.	<i>Listening/Speaking</i>	To learn British and American nouns and be able to differentiate them.	10'
Activity 2. Which things in exercise 1 do you do before travelling? Which do you do on the trip?	<i>Speaking</i>	To give a short talk about a destination	5'
Activity 3. Choose the correct option.	<i>Reading/Speaking</i>	To differentiate British and American nouns	3'
Activity 4. Answer the questions about your holidays.	<i>Reading/Writing</i>	Write and talk about a destination they have been to.	5'
Activity 1.2. Answer the questions	<i>Reading/Speaking</i>	To widen their knowledge about USA	5'
Activity 2.2. Read the emails from the	<i>Listening/Reading</i>	To read and understand a text	15'

USA. Where did Anton...?		about USA	
Activity 3.2. True or false? Correct the false sentences.	<i>Reading/Writing</i>	To read and understand a text about USA.	5'

Lesson two (Appendix B)

Activities	Skills	Objectives	Time	Teacher's Notes
Warming-up activity. Match the American and British words with the pictures.	<i>Reading/Speaking</i>	To differentiate British and American vocabulary.	2'	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 or American or British vocabulary? Time: 4'
Activity 1. Read the following	<i>Reading/Writing</i>	To understand	20'	

funny stories about misunderstandings due to the difference between American and British vocabulary. Then, answer the questions in B.		the main idea of a text by answering a series of questions.		
Activity 2. Choose the correct one according to the text.	<i>Reading</i>	To understand the main idea of a text by answering a series of questions.	3'	
Activity 3. Put the following words in their correct list. Then, translate them into Spanish.	<i>Reading</i>	To differentiate British and American vocabulary.	8'	I ask one student to write the lists on the blackboard. Time: 4'
Activity 4. Listen to the pronunciation of the following words and repeat them.	<i>Listening/Speaking</i>	To differentiate and pronounce British and American words.	2'	I repeat aloud several times with students the pronunciation of the words. Time: 2'

*Homework: Spelling activity

Lesson three (Appendix C)

Activities	Skills	Objectives	Time
Warming-up activity. Past Perfect Simple and Past Perfect Continuous uses	<i>Comprehension</i>	To differentiate Past Perfect Simple and Past Perfect Continuous and learn their uses.	5'
Activity 1. Look at this typical timetable for a TV chart show host. Complete the questions about his timetable. Use the past perfect and give short answers	<i>Reading/Writing</i>	To ask and answer questions using Past Perfect Simple	7'
Activity 2. Choose the correct verb form in each sentence.	<i>Reading</i>	To differentiate between, Past Perfect Simple and Past Perfect Continuous and their uses.	5'
Activity 3. Read this story from a magazine article. Complete it with the past perfect continuous form of the verbs in brackets.	<i>Reading/Writing</i>	To use the past perfect continuous in context.	6'
Activity 4. Fill the	<i>Reading/Writing</i>	To differentiate	6'

gaps with the verb in brackets using the past perfect continuous of the past perfect simple		between, Past Perfect Simple and Past Perfect Continuous and their uses.	
Homework correction (Second Session)			4'
Activity 5. In pairs, complete the following questions about Paul. Ask and answer them using the text on the box	<i>Reading/Writing</i>	To understand the text and complete the gaps according to the context. To ask and answer questions with the Past Perfect Simple and Continuous.	10'
Activity 6. Fill the gaps with the verb in brackets using the Past Continuous of the Past Perfect Continuous.	<i>Reading/Writing</i>	To differentiate between the Past Continuous and Past Perfect Continuous.	5'

*Homework: Grammar activities (Past Perfect Simple + Continuous)

Lesson four (Appendix D)

Activities	Skills	Objectives	Time	Teacher's Notes
Warming-up activity. British	<i>Speaking</i>	To learn British and American	5'	This is a whole class exercise

and American English Compound Adjectives		vocabulary and compound adjectives		where we discuss aloud. Words: Lorry-Truck / Bonnet-Hood / Roundabout – Traffic circle.
Activity 1. Which is the word missing?	<i>Writing/Speaking</i>	To learn British and American vocabulary.	5'	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.
Activity 2. A large number of compound adjectives describe personal appearance.	<i>Reading/Speaking</i>	To form and use compound adjectives using nouns and prepositions.	7'	

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.				
Homework correction (Third session)			4'	
Activity 3. Another special group of compound adjectives has a preposition in its second part. Complete the sentences using the words from the box.	<i>Reading/Writing</i>	To form compound adjectives using nouns and prepositions.	6'	
Activity 4. Answer the questions by	<i>Writing</i>	To form compound adjectives	8'	The answer may or may not have the

using a compound adjective which is opposite in meaning to the adjective in the question.		using nouns and prepositions.		same second element as the adjective in the question.
Activity 5. Add a preposition from the list below to complete appropriate compound adjectives.	<i>Writing</i>	To form compound adjectives using nouns and prepositions.	5'	

*Homework: Compound adjectives activity

Lesson five (Appendix E)

Activities	Skills	Objectives	Time
Activity 1 a) and b). Listen to the target sound S in the words and repeat them. Listen and circle the word you hear.	<i>Listening/Pronunciation</i>	To recognise and pronounce s sound.	4'
Activity 2 a). In	<i>Speaking</i>	To know about the	5'

pairs, who's George Bush? How long has he been in the presidency of US?		US history.	
Activity 2 b) and c). You are 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. Listen to Betsy and tick the expressions used.	<i>Listening/Speaking</i>	To understand the main idea of a listening and some clue points by answering a series of questions.	5'
Activity 2 d). Listen again and answer the following questions.	<i>Listening/Writing</i>	To understand the main idea of a listening and be able to answer several questions about it.	3'
Homework correction (Fourth session)			4'
Activity 2 e). While listening fill in the gaps with the words missing.	<i>Listening/Writing</i>	To understand a listening and some clue points and fill the different gaps	5'

		along the text	
Activity 3. In pairs, have you even been to New York? Would you like to live there? Why? Why not?	<i>Speaking</i>	To talk about their opinions in a correct way.	5'
Activity 3 b). You are going to listen to Janet talking about living in New. Then choose the correct option according to what she's said.	<i>Listening</i>	To understand the main idea of a listening and some clue points by answering a series of questions.	7'

Lesson six (Appendix F)

Activities	Skills	Objectives	Time	Teacher's Notes
Warming-up activity. In pairs, look at the photos. Where to you think they were taken?	Speaking	To guess where those places could be and share different opinions	5'	Students discuss about it and then I ask some of them to report the class their opinion
Activity 1. Read the essay and check your answer	Reading/Speaking	To understand the text and be able to recognise if	7'	We read it aloud so I can also check their

from the warming-up activity.		their answers were correct.		pronunciation and I ask them if their answer was correct.
Activity 2. Read the essay again and answer the questions.	Reading	To understand the different ideas from the text and answers the questions related to it.	7'	
Activity 3. Read the expressions and match them with their endings.	Reading	To recognise different useful expressions.	5'	
Activity 4. Read and complete the text using the prepositions in the box.	Reading/Writing	To use prepositions correctly in a specific context.	7'	
Describing a place.	Writing	To write a description of a place using the different prepositions seen along the sessions and some "useful	15'	I explain the students the different steps they must follow to write a description about a place.

		expressions”		
Review of the different topics and possible doubts students have in order to do the exam.			Rest of the class	

*Homework: Description of a place.

Lesson seven – Progress Check (Appendix G)

This will be the last session of the unit. In this seventh session students will be able to review and consolidate all the contents learnt in the previous sessions thanks to this progress check.

Activity	Skills	Objectives
Activity 1. Complete this summary of the text with and appropriate word.	Reading/ Writing	To read and understand a text about British culture and answer the questions related to it.
Activity 2. Replace the underline words with the correct synonyms.	Reading/Writing	To be able to recognise the synonyms of the words given.
Activity 3. Fill the gaps using Past Perfect Simple or Past P. Continuous.	Writing/Grammar	To differentiate Past Perfect Simple and Past P. Continuous.
Activity 3 b). Translate into Spanish the previous sentences.	Writing/Grammar	To understand the sentences in English and be able to translate them

		properly into Spanish.
Activity 4. How are they called in American English?	Writing/Vocabulary	To distinguish among British and American vocabulary words.
Activity 5. Match them in order to form compound adjectives.	Writing/Vocabulary	To use the different compound adjectives learned in the unit.
Activity 6. Write a description of a place.	Writing	To write a description of a place they like following the different steps given.

3.12 Attention to diversity

Students are supposed to have different levels of knowledge and different learning speed in the classroom, so some reinforcement and extension activities are especially designed for them. Nevertheless, no curricular or individual adaptation must be done since students do not have any problem in order to follow the lesson accurately.

- Reinforcement activities: slow learners will be provided with some more activities to consolidate the different concepts seen in the unit. They must do the activities individually and give them back to the teacher and review them in tutorials. (See Appendix H)
- Extension activities: on the other hand we have students who have a better level of English is for them is easier to understand the different concepts seen in the unit. For this reason they will be provided with extension activities, in order to improve and consolidate their foreign language skills. (See Appendix I)

3.13 Evaluation

3.13.1 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.

3.13.2 Evaluation instruments.

- Good behaviour and participation in the classroom: 10%
- Homework: 10%
- Oral feedback provided by the students: 5%
- Progress check exam: 75%

APPENDICES.

Appendix A. Lesson one. 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: /æ/

Writing

- My news
- Informal expressions

VOCABULARY

Travel











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

I - 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.

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

4 Answer the questions about your holidays.

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

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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 | 3 go up a tower | 5 stay at a youth hostel |
| 2 go on a balloon trip | | 4 go cycling | 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.
<i>False - He made friends with a girl from Spain.</i> | 4 They spent a couple of days in San Francisco. |
| 2 He saw a lot of trees in Badlands. | 5 He saw the Grand Canyon before he wrote the email. |
| 3 He slept on the bus between Badlands and San Francisco. | 6 When he wrote his last email, he didn't have a ticket to go home. |

Taken from Holley Campbell & Metcalf. (2011). *English in Motion. Student's Book 4*. London: Richmond (pp. 23-24)

Appendix B. Lesson two. Britain and America.

Warming-up activity. Match the American and British words with the pictures.



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

Activity 1: Read the following funny stories about misunderstandings due to the difference between American and British vocabulary. Then, answer the questions in B.

Text 1: 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!

Text 2: I am a California 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 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.

Text 3: 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!

Text 4: There are those phrases that are the same but have totally different meanings resulting in severe misunderstandings. Take for instances 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 came down from breakfast yet. It would be quite natural for the Englishman to reply: "No, but I did knock her up this morning! Hehehe!

Text 5: 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?

Activity 2: Choose the correct one according to the text.

- 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

Activity 3: Put the following words in their correct list. Then, translate them into Spanish.

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

Activity 4: Listen to the pronunciation of the following words and repeat them.

Word	USA	British
Schedule	<i>Sked-jule</i>	<i>Shed-jill</i>
Lever	<i>Leh-ver</i>	<i>Lee-ver</i>
Pedophile	<i>Peh-dofile</i>	<i>Peed-diofile</i>
Aluminum	<i>A-loo-minum</i>	<i>Alu-mee-nium</i>
Mazda	<i>M-ahz-da</i>	<i>M-ehz-da</i>
Nissan	<i>Neeson</i>	<i>Nissa-eh-n</i>
Leisure	<i>Lee-sure</i>	<i>Leh-sure</i>

HOMEWORK

Spelling: British 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 the remove letters not needed. Find more examples of words which have a different spelling. 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)
Practise (noun)	Practice (noun)
Cheque	Check (noun)

My own adaptation from Holley, Campbell & Metcalf, R.S. (2011). *English in Motion. Student's Book 4*. London: Richmond (pp. 28-29)

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

Warming-up activity: Past Perfect Simple and Past Perfect Continuous differences.

1. - Read the sentences and identify the tenses:

- a) By 1988, Oprah Winfrey **had become** famous.
- b) I **had never seen** it before.
- c) I finally saw Rob. I **had been waiting** for hours.
- d) The streets were wet. **It had been raining**.

2. - Read the uses of the Past Perfect Simple and Past Perfect Continuous and match them to the sentences in A.

- a) To show that something happened before a specific time in the past.
- b) Already, yet, ever and never are often used to emphasise the event which happened first.
- c) To talk about an action that was in progress before a specific time in the past.
- d) To draw conclusions about past events based on evidence.

Activity 1: Look at this typical timetable for a TV chat show host. Complete the questions about this timetable. Use the past perfect and give short answers.

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

1. - (Example) It was 7.45. 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 the 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 the had a late lunch.

a) _____ the show yet? b)

6. - He went to bed at 10.30.

a) _____ with his trainer that day? b)

Activity 2: Choose the correct verb from each sentence.

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 played** 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**.

Activity 3: Read this story from a magazine article. Complete it with the past perfect continuous form of the verbs in brackets.

MARATHON RUNNING

On 23rd 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, halfway up the hill, Marcia stopped. She just couldn't run anymore. 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.

Activity 4: Fill the gaps with the verb in brackets using the past perfect continuous of the past perfect simple.

1. - When the student revolution came, I _____ there for six 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)

Activity 5: In pairs, complete the following questions about Paul. Ask and answer them using the text on the box.

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 was too late and he was still washing the dishes so he decided to call a taxi.

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?

Activity 6: Fill the gaps with the verb in brackets using the past continuous or the past perfect continuous.

1. - When I asked Carlos if he wanted to go out, he said he couldn't because he _____ and 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. - He told me he _____ seriously _____ about finding another job soon. (think)
5. - He _____ about finding a new job for about a year before he finally got round to it. He's happy now. (think)
6. - It was obvious from the outrageous behaviour that _____. (drink)
7. - I _____ a latte in the Café New York when I saw a famous actor walk past the window. (drink)

HOMEWORK

Activity 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 ever 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.

Activity 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!

My own adaptation from Holley, Campbell & Metcalf (2011). *English in Motion. Student's Book 4*. London: Richmond (pp. 25-26)

Appendix D. Lesson four. British and American English compound adjectives.

Warming-up activity. What are the things shown in the pictures? Are they called the same way in Britain and America?



Activity 1: Which is the word missing?

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

Activity 2: A large number of compound adjectives describe persona 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.

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

Activity 3: Another special group of compound adjectives has a preposition in its second part. Complete the sentences using the words from the box.

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 totally _____ area.
3. - That student's parents are vey _____ but they don't give him much money and he is always complaining of being _____.
4. - I love theses shoes and, although they're _____, I can't throw them away.
5. - This area was once prosperous but it now looks very _____.

Activity 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).

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

1. - Isn't she rather short-sighted?
2. - Is you 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?

Activity 5: Add a preposition from the list below to complete appropriate compound adjectives.

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.

HOMEWORK

Activity 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
_____ | 4. - _____
_____ -necked
_____ | 7.- _____
_____ -headed
_____ |
| 2. - _____
_____ -proof
_____ | 5. - _____
_____ -made
_____ | 8. - _____
_____ -hearted
_____ |
| 3. - _____
_____ -minded
_____ | 6. - _____
_____ -free
_____ | |

My own adaptation from Holley, Campbell & Metcalf (2011). *English in Motion. Student's Book 4*. London: Richmond (pp. 26-27)

Appendix E. Lesson five. Destination USA or GB.

Activity 1 a): 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

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.

Activity 2 a): In pairs, who's George Bush? How long has he been in the presidency of US?

b) You are 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...	From my point of view...
I'm afraid I don't agree...	Personally...
I think...	I agree with you up to a point...
What about you?	What's your view?
You must be joking!	It seems to me...

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

1. - As far as I'm concerned...
2. - I think...
3. - The way I see it is...
4. - From my point of view...
5. - Personally...
6. - It seems to me...

d) Listen again and answer the following questions:

1. - Is Betsy in favour of going to war in Iraq or against the war?

2. - Does she hold it against France and Germany for not supporting America?

3. - Does Betsy feel safer now or more at risk from terrorists?

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

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 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 cause.

A: Thank you.

B: Thank you.

Activity 3 a): In pairs, have you ever been to New York? Would you like to live there? Why? Why not?

Activity 3 b): You are going to listen to Janet talking about living in New York. Then choose the correct option according to what she's said.

1. - Janet lives...

- a) in the centre of New York City
- b) in the suburbs of New Jersey
- 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

My own adaptation from Holley, Campbell, & Metcalf (2011). *English in Motion. Student's Book 4*. London: Richmond (pp. 30-31)

Appendix F. Lesson six. Describing a place. USA and Britain.

Warming-up activity: In pairs, look at the photos. Where do you think they were taken?



Activity 1: Read the essay and check you answer.

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 has 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 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!

Activity 2: Read the essay again and answer the questions.

1.- In which paragraph 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 are used to describe...

- a) the weather?
- b) the people?
- c) the casinos and hotels?
- d) Las Vegas Springs Preserve?
- e) The Boulevard Mall

Activity 3: Read the expressions (1-6) and match them to endings (a-f)

1.- New York is famous for	a) go shopping
2.- It's on the East Coast of	b) Philadelphia
3.- The city is not far from	c) America
4.- The main attraction on 5 th Avenue is	d) Manhattan island on ferry
5.- You can take a trip to	e) its yellow taxis
6.- Bloomingdales is a great place to	f) the designer shops

Activity 4: Read and complete the text using the prepositions in the box.

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 lot to do and see. (6) _____ the city centre is the Magnificent Mile which is famous (7) _____ its department 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.

- 1.- Brainstorm facts about the place.
- 2.- Decide which facts you are going to include in your essay.

- 3.- Divide your essay into three logical paragraphs: introduction/ what to do and see/ recommendation.
- 4.- Include details to make your description more interesting.
- 5.- Use different adjectives to describe the place.
- 6.- Conclude with a personal recommendation. Is it a good place to visit? Why?

HOMEWORK

Activity 1: Write a description of a place you like in 100-120 words. Use the paragraph 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.

My own adaptation from Holley, Campbell & Metcalf (2011). *English in Motion. Student's Book 4*. London: Richmond (pp. 32-33)

Appendix G. Lesson seven. Progress Check.

READING (__ / 20)

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 see 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 New Citizens textbook Bachillerato 1

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

You can learn a lot about the _____ in your first morning in the country. You'll see young people delivering _____, queues of people _____ for the bus and discussing the _____. You'll see the traffic stopping at _____ and lots of green spaces- gardens and _____. You won't see a car that's _____. And you definitely won't see an armed _____. You'll probably decide the British people are well-organised, but remember, with such a large _____ in such a small place they have _____ 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. - In the population hadn't increased.

- a) Bigger
- b) Grown
- c) Become higher

My own adaptation from Lawley & Fernández Carmona (2006). *New Citizens 1. Student's Book Bachillerato 1*. Longman: Pearson Education.

GRAMMAR (____ / 20)

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

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

b) Translate into Spanish the 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 words. Use the paragraph plan below to help you. (___ / 20)

Paragraph 1: Name of the place and location.

Paragraph 2: Description of the place and things to do and see.

Paragraph 3: Personal recommendation.

Appendix H. Reinforcement activities.

Activity 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 hometown 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)

Activity 2: Put the verb into the most suitable form, past continuous, past perfect of 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. 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.

Activity 3 a): 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

1. - A person who is attractive is? **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?

b) Complete the text with compound nouns from a)

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

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

Activity 4: Write a description of a place you have been in 80-100 words. Before you start your writing answer the questions. They will help you brainstorm ideas.

1. - Where is the town/ city?
2. - What is the atmosphere like? Is it quiet, bustling, 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?

My own adaptation from Holley, Campbell & Metcalf (2011). *English in Motion. Teacher's Book*. London: Richmond.

Appendix I. Extension activities.

Activity 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 gafas.
- 4.- Estaba muy triste cuando vendí el coche. Lo había tenido durante muchos años.
- 5.- Estábamos muy cansados porque habíamos viajado más de 24 horas.

Activity 2:

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 cloud 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 it's the opposite".

a) Translate these sentences from the text into Spanish.

1.- ... ninety thousand teenage girls – many of them as young as sixteen or seventeen – discover they're going to have a baby.

2.- Remember – films about sex, and not about having children. Life is the opposite.

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

c) Find these words in the text and work out their meaning

Forever	Misery	Feed	Devoted
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d) Indicate whether these statements are true or false finding evidence in the text.

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

e) Complete the 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 _____.

Activity 3: Write a description about an American city you like in 100-120 words. Try to use as much compound adjectives as you can.

My own adaptation from Holley, Campbell & Metcalf (2011). *English in Motion. Teacher's Book*. London: Richmond.

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