

Me do it tomorrow: Proposed Methods for Preventing Common Writing Errors

Made by Spanish Elementary School Students:

Alice Jones

alice@toptalkenglish.es

Centro Asociado de Bizkaia

Professor Elena Barcena

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1. Introduction

The objective of this paper is to highlight the most common writing errors made by young Spanish learners of English (elementary and high school), and to analyze the reasons for these mistakes and to equip them with a basic methodology to minimize mistakes and their repetition. All of this will be done using the basic tenets of Systemic Functional Grammar.

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Time and time again we see the same errors crop up in our students' writing and we make the same corrections and repeat ourselves. Why are the errors always the same? What is causing the difficulties and how can we make the learning process go more smoothly for our students? How can we be more effective teachers? These are some of the questions that this paper endeavors to answer.

2. Systemic Functional Grammar

The analysis of the language produced by the students will be done using the concepts of Systemic Functional Grammar within the wider framework of Systemic Functional Linguistics (SFL) developed by Michael Halliday in the late 1960's. SFL is functional and semantic rather than structural and syntactical; the focus of the language is on its message, on what it does, rather than its structure. Halliday himself considers language to be "consumer-oriented" (Mairal Usón and Escobar Álvarez) and a social phenomenon. Whereas traditional grammar is finite and closed, Halliday's SFG is open and consists of users having many choices available to them.

The first basic tenet of SFL is that language is systemic; that language is organized into systems which may be further sub-classified into three different metafunctions. The first metafunction reflects our experience; it is called the *ideational* component. One of the most important ways in which this component is represented is by the transitivity of verbs; it defines how the agent, the process and the patient are all intertwined in the happenings and circumstances of our lives. The agentive subject carries out a process on another participant; called the affected, (or the patient or the goal) and the number of participants is defined by the valency of the verb. A monovalent verb has one participant, for example, *the ice*

melted. A trivalent verb has three participants for example *Mary gave the Red Cross a donation*. (Reynolds 284)

In English the most commonly-used syntactical structure is SVO (subject-verb-object), for example, *Alexandra gave Madeleine a birthday present today*. In SFG, the ideational component described in this example is the process of the verb “give” and the relationship between the Agent, Alexandra, the Recipient, Madeleine, and the Affected, a birthday present. The verb is trivalent and describes a process between the participants.

The second metafunction within SFL is the *interpersonal component* which reflects the attitude the speaker (or writer, in this case, because this paper examines writing) has concerning to what s/he writes to the intended reader. It is the tenor of the language, comprised of three essential parts: the speaker/writer persona, social distance, and relative social status. (Coffin 11-18)

Many elements are present which establish the tenor such as: whether the relationship is one of equality; if both speakers are equally equipped to speak about the topic, whether one party asks all the questions, for example. There is also the question of closeness in the relationship; one way of showing this is whether nicknames are used or not.

Also, the communicative acts are divided into four types: assertives, questions, orders and offering actions. (O'Donnell) The interpersonal component uses different linguistic elements such as: intonation, lexical choice and grammatical choice to denote the speech act. For example, *It is so drafty in here* which is apparently an assertive statement, may really be a request for someone to close the door. This indirect act of speech differs from direct acts of speech such as: *What is your name?* This last question, with its use of a wh- question word and the

punctuation exemplifies the structural aspect of grammar. The previous example, however, shows how the social use in context can override the formal, structural nature of language, because a sentence with all the formal components of a sentence is actually a command.

Another example, albeit a spoken example are assertive sentences with rising intonation becoming interrogatives. The interpersonal metafunction of SFL explains how the speaker/writer interacts with the listener/reader, and what type of result s/he seeks to achieve with his/her language choices.

The third metafunction that SFL deals with is the textual role that the language plays within society. The writer or speaker chooses the order of phrases and words so that s/he achieves exactly the desired effect. The textual metafunction relates to *mode*; the internal organisation and communicative nature of a text. (Coffin 11-18)

One way to accomplish this is through the thematization of texts; dividing them into the theme and the rheme; the former being the central topic of the clause, where the speaker or writer chooses to begin the utterance and the latter, new information for the reader, which often comes at the end of the sentence. (Mairal Usón et al.) *David celebrated his birthday by studying for his final exams.* In this sentence, *David* is the theme and *celebrated his birthday by studying* is the rheme. This sentence seems to imply that the reader/listener knew it was David's birthday, but didn't know how he had celebrated it.

Sometimes, however, a word is fronted, or brought to the beginning of a sentence to give more emphasis, such as negative adverbs in the example *Never have I seen such a mess!* (Reynolds 284) Negative words like these when they are thematized provoke the inversion of the subject and the auxiliary verb, which seems to increase the negativity of the sentence.

There are many other ways in which textual metafunction is achieved; such as linking adverbials, coordination and the use of nominal groups.

To sum things up, SFG is the framework designated in this paper to analyze the corpora written by young students and to try and understand their choices of language; why certain parts of speech such as adjectives, nouns and adverbs are used and for which communicative purposes.

In 1973, Halliday specifically outlined seven ways in which children use language and three of these ways seem to pertain particularly to the language output in my classes. One way they use language is to make statements, to transmit facts and knowledge, or report reality as they see it. The second way is to express their emotions, their personality, and their instinctive reactions. The third was is to acquire knowledge and to learn about the environment.

3. Main objective

The main objective of this paper to identify errors that occur repeatedly, determine exactly what went wrong and then decide upon which specific grammatical rules can be applied or taught to fix things and try and prevent more reoccurrences. The description of my findings is outlined in the following pages.

4. Sources of study

The language used in this study was produced by children ranging from age ten to sixteen years old attending a private English academy in Bilbao. Not only do they have Spanish and English to contend with, they also have Basque, however, in this study we will consider their L1 Spanish and their L2 English, given that I am unable to analyze interferences from Basque as I am not proficient in that language.

However, given the presence of three languages in their education, many of their errors are spelling errors, as demonstrated by the studies made in (Raynolds and Uhry 495-513). The children map out sounds that do not exist in their first language onto English letters, and in the early stages of sound-to-print spelling in a second language, the accuracy depends on the degree of specificity of the child's second language phonological representations and their similarities to L1.

Therefore, young students learn the words of the L2 orally and then map their L1 sounds onto the new language. Examples in the attached corpora include: in figure 1 *wrait* for write, and *bery* for very (extremely common), in figure 2, *beat* for bit, in figure 3 *specialy spects* for special effects, figure 4, *sky* for ski, figure 5 *las weekend* for *last weekend*, and the list goes on. Spelling is perhaps the most striking error, but it does not tie in neatly with SFG. The young learners are simply reproducing on paper the sounds that they have in their minds. Introducing phonics coupled with graphics from a very early age helps minimize these spelling errors.

Another method, introduced at a later age is teaching the various letter combinations for common sounds in English. The usefulness of synthetic phonics in kindergarden has been well-documented in Raynold's and Uhry's work where kindergarden students are taught sounds and spelling patterns simultaneously and it has been shown to improve their spelling considerably. (Raynolds and Uhry 495-513)

5. Ideational metafunction

Within the SFG framework, and more specifically in the interpersonal metafunction; in the writing samples obtained there is repeated tendency to omit the agent which is a clear case of interference with the L1. In Spanish the suffix morphologically denotes the person and tense of a verb, making the use of a subject

redundant. See two examples in figure 6, *Is very beautiful* and figure 3 *Was the concert of the singer...*

An easy way to remedy this error and at the same time practice question formulation is to orally make a question out of the statement and then write it on the board for the children. Say "*What is beautiful?*" or "*Who is beautiful?*" and then write the answer in complete sentence on the board: "*The painting is beautiful.*" "*She is beautiful.*" Then with the oral exercises, it is important to repeat "*It is...*" Another possible solution to this problem is always to have the children answer questions in complete sentences and have them write sentences from as early an age as possible; and to correct any omissions of subjects.

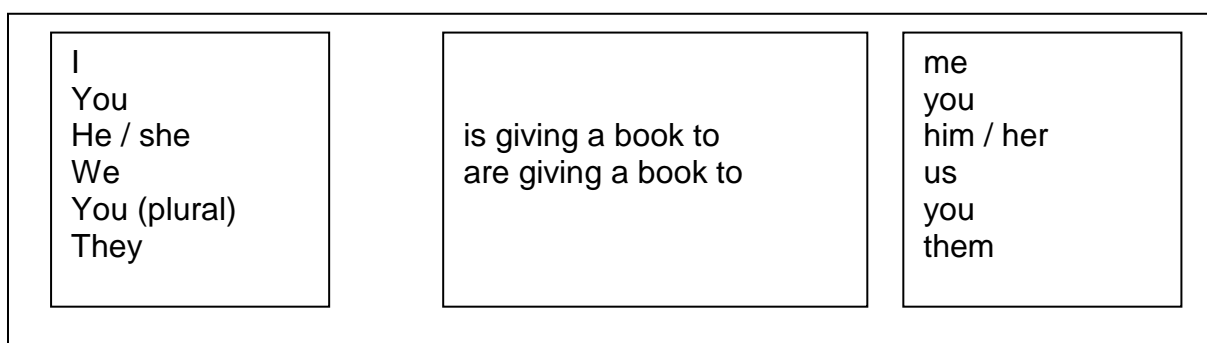
At times, the agent is even duplicated (see figure 7) *In the south the weather it's good.* This may be a case of interference with French, as in *...les temps c'est bon.* *We play all the class football* (see figure 8) is also another example of a duplicated subject, instead of placing *All the kids in our class* (which would be more normal to hear for a native speaker) the student uses "we," to make sure he does not omit the agent and then after the verb, he includes "all the class" which at that point is clearly redundant. Therefore we need to teach the student that he can use the structure "*All the kids in our class play football.*"

Again, the solution is similar to that of the omission of subject, present the students with the correctly structured sentences and have them drill them orally first, then, write them and correct any mistakes.

Another interesting confusion is the use of "Y" for the agent "*y say to you*" "I" (see figure 9). On other occasions, students use the object pronoun "*me*" as an agent, on other occasions, I have even seen "*my.*" This indicates some kind of

general confusion between the different types of pronouns used for the agent for the recipient.

A very simple method for clarifying these errors is to use Total Physical Response (TPR) techniques and have two different groups of children act as volunteers; one group acts as Agents and the other group acts as Recipients. The groups are divided physically and so is the Interactive Whiteboard (IWB) with Agents in the Theme position, on the left, at the beginning of the sentences and Recipients in the Rheme positions, on the right. The students with an Affected entity in their hands, such as a book, give the book to the other group and make a correct sentence using the correct pronoun from the IWB, which is there for them to choose.



As the students gain confidence, the prompts can be withdrawn. Here we can emphasize orally that *someone* gives *someone something*, that give can be a trivalent verb.

Another pronoun usage error, *thanks for ask my* (see figure 5) instead of *thanks for asking me*, which apart from confusing the personal possessive pronoun with the object pronoun also misuses the expression *thanks for base verb + ing*. The first error, “my” may be due to mapping phonetic sounds from Spanish onto English. The second error is clearly a case of interference “*gracias por preguntarme.*” When a student does not know how to say something in English, s/he generally reverts to Spanish and translates literally.

How can we help students in the classroom with this? Physically writing the sentences with illustrations and with the correct structure appears to be the first, logical step. Then we could progress to having learners repeat the sentences orally with different Agents, Recipients and processes. As they grew more confident, I would remove all illustrations (or have just a few). Next, I would include blanks in the sentences, with the correct pronouns next to the sentences to choose from. This would work particularly well with an interactive whiteboard, as you could introduce new sentences one by one, which is not too overwhelming for younger learners.

I use this method frequently in class and it seems to give confidence to weaker learners, because they have prompts to help them until the structure is completely grasped. The following is an example of how I would present this in the classroom:

<p>Thanks for asking me about my weekend.</p> <p>Thanks for aboutweekend.</p> <p>Tell, me, your</p> <p>Thanks for your tennis raquet.</p> <p>Lend, me</p> <p>Thanks for another opportunity.</p> <p>Give, me</p>

This way, there is ample opportunity to review the correct structure:
to give thanks *for* verb + ing.

Further to this method, in Praxis and Classroom L2 Development (Lantolf 13-44), students were asked to complete activities using a computer with verbal prompts in the corner of the computer screen that were increasingly abbreviated until

they were eliminated. Then when the students made a mistake, the prompts were reintroduced. This group that had received the prompts had a much stronger performance than a control group that did not receive the prompts.

Likewise, in figure 10 we have *I enjoyed a lot at the concert, instead of I enjoyed myself a lot at the concert* or even *I enjoyed the concert a lot*. The difficulty here is knowing that enjoy is a bivalent process, someone has to enjoy something, or in the absence of something they can enjoy *themselves*, and this requires an anaphoric pronoun, because enjoy is a bivalent process.

In the Interpersonal Metafunction then, I would give young learners this one specific grammatical rule: there must always be at least one agent (a “doer”) for every process. There are exceptions, most notably when we use commands such as “stop,” “come” or “please sit down.” We need to explain to the student that the subject is understood in these cases. .

A second specific grammatical guideline I could give students is that the valency of concrete verbs, and their exactness in specific situations is important. For example, *give* is a trivalent verb; someone gives something to someone. The valency of verbs is now taught in textbooks explicitly and rightly so.

There are naturally exceptions, for example, run may have a valency of one, as in *Bob runs fast*, or it may be bivalent as in *Bob runs a very small company*. Where *Bob* is the Agent and *company* is the Affected. It is important to clearly distinguish between the agent and the affected; and to have the learners read passages with the usages and to practice making sentences.

In figure 11 there is another example of an error related to preposition usage (aside from the conjugation error) in *My best friend don't talk my secrets*. *Talk* is used instead of *tell* which is the standard usage. Both talk and tell are usually a

trivalent processes, so that part does not present a problem. The issue here is that while we *talk* about something, we *tell* secrets to someone. This is a case of incorrect collocation. Also, when we use *talk* with an Affected participant, we need to use the preposition *about*. Not so when we modify the process with an attribute, as in *She talks incessantly*. So again, it is very important to teach expressions in context and in their entirety.

We tell something to someone.

We talk about something to someone.

In *I play with Nagore to basketball* (see figure 12) we have another problem with prepositions yet again, a clear case of interference with L1, translating *jugar a* to *play to* and then the order of the attribute with Nagore, which should come at the end of the sentence instead of immediately after the main verb. Again, teaching the structure with clear examples should help cases like this:

We play sports with someone.

Another source of frequent errors is the misuse of adjectives and adverbs; in the framework of SFG these are attributes and the manner of attendant circumstances. Many young learners use an attribute when they want to express a circumstance of manner.

For example, see figure 13 *We play football very good instead of We play football very well*. This is clearly due to interference with L1, as *muy bien* may be

translated as *very good*. It would be helpful here to the students to explain that there are ways of describing participants with attributes and other ways of describing the notion of manner. Processes are done well, but participants are good, bad, ugly, etc.

It is so important for them to see the correct sentence on the board and to hear it as well so as to reinforce the grammatical way of constructing the sentence. Of course the sentences must be written clearly and simply so that the learners fully understand them. Working on vocabulary is equally important, because without building blocks, learners have to way to construct their sentences and to effectively communicate what they want to say or write.

Sometimes the attributive pattern is confused with the possessive relational process; using *funny* for *fun* (see Figure 14). *Come, is funny!* Yet again, we have the omission of the agent, which was discussed above, but there is another problem, the children *will have fun*. In this case, students need to learn the entire expression; something is funny, which is an attribute but people have fun, which is a possessive relational process.

In other instances, both funny and fun are attributes; *funny* is something that makes you laugh and *fun* is enjoyable and exciting. The words in Spanish are *gracioso* and *divertido*, and for some reason, students tend to use *funny*, most likely due to the -y ending which may seem more like an attribute to them.

Another example of confusing attributes amongst themselves is confusing *bored* with *boring*. (see Figure 8) *I am very boring in the Academy*. However, while “boring” is a current attribute “bored” is a resulting attribute. Something is boring, unfortunately for this ten year old, my classes are! This is a fixed attribute. However, someone becomes bored while sitting in English class instead of being

outside playing football with their friends. Becoming bored is the result of a process; a resulting attribute.

The structure of using *boring* and *bored* with the copula *to be* is very similar; and it is easy to understand where the confusion arises. *She is bored* and *she is boring* may seem quite similar to a non-native speaker, but the difference could not be more marked! Again, we can use some simple grammatical rules that spring from SFG to help learners understand this.

I find that young learners grasp examples more readily than they do theories, so I always keep the theoretical part to a minimum, and expand more upon the examples. This would be one way to present this:

<u>FIXED ATTRIBUTE</u>	<u>RESULTING ATTRIBUTE</u>
English class is boring.	I am bored in English class.
That movie is very funny. (Carrier) (attribute)	After re-reading it, the book gets funnier. (Distributive) (Carrier) (resulting attribute)

6. Interpersonal Metafunction

Most of the corpora is written for class or on quizzes, so there is not much interpersonal communication with the exception of some friendly letters written to peers which I had the children do to practice letter writing skills. These letters express the children's emotions and feelings towards their peers. As they are equals in communication, the writing is much less formal and much more personal and emotional. There is almost a stream of consciousness in some of them. See figure 1, *Do you remember in Lizarra last year wen the class got angry with mi?(I don't know why)* or in figure 9, *I know you now because y say to you in the class.* Or figure 8, *And what is the best thing to you?*

When the student relaxes and is writing in an informal context, they always revert to direct translation from Spanish. Sh/e thinks of exactly the type of experiences he or she wants to share with his/her friend and they forget all of the English constructions they have learned.

Now, although the letters are riddled with imperfections, I do not necessarily think that they need to be mercilessly “corrected” because this is soul-destroying for the learners at this point. They need to gain confidence and they need to be encouraged to write. So I would quietly reinforce the correct forms for the agent, verb and circumstances but I would avoid being too stringent.

7. Textual Metafunction

As textual metafunction refers to the internal cohesion of language, we analyze the use of prepositions and how they link the written texts. The use of prepositions is constantly a pitfall for learners of English, in fact, usage of prepositions can be different in Standard British English and American English, so the confusion among students of the language is hardly surprising.

Within SFG the prepositions fall under the manner of attendant circumstances. The attendant circumstances define many aspects of the meaning of a sentence including: place and time, manner, contingency, accompaniment, modality, degree, role, matter and evidence. (Reynolds 284)

The samples in the appendix have many examples of non-standard usage of prepositions. In Figure 15 we have *You are good with me* instead of *You are good to me*. Here, *you* is the agent and *me* is the experiencer, the participant who receives the attention. To help the students understand the choice of preposition,

we can explain that many times the experiencer is someone whom things happen to; instead of with in this case; which suggests a joint accompaniment in a process.

We arrived to another village (Figure 16) instead of *We arrived at (in) another village*. We use *to* when we specify a goal, as in *We are going to the grocery store*, but *on*, *at* and *in* are more usual for location circumstances. (Reynolds 284). Therefore, a simple explanation is that the process *arrive* is not a goal circumstance but a location circumstance; and therefore *at*, *in* or *on* must be used.

In reality, here the problem once again is due to interference with the use of pronouns in Spanish as *llegar a* is used for *arriving at* a place. In English the expression used often depends on the physical relation the participant has in the particular circumstance. For example, you can be swimming *in* a lake, or you can be sailing *on* a lake.

In the same figure we have ...*were on a village* instead of ...*were in a village*, *on the middle of the road* instead of *in the middle of the road*. Although this is extremely difficult to learn and remember, we can provide the young learner with a few brief explicit rules base on SFG:

In, on, at: used in expressions of location

- In** in a house, in a swimming pool, in a car, in a box, in a city, in a village.
The participant is in something bigger than himself, herself, itself.
- On** on a table, on on a shelf, on a lake, on an airplane, on a train, on a bus.
The participant is on a horizontal surface, or is on a vehicle on a horizontal platform.
- At** at a concert, at the shopping mall, at the beach, at the zoo, at the hairdressers, at school, at a restaurant
The participant is at a location they had to walk to or to travel to and are there temporarily

Another awkward construction within the textual metafunction occurs in figure 17, *There is a long time we don't speak together*. For better cohesion, we would tend to change the theme and rheme to: *We haven't spoken to each other for a long time*, or, if we maintain the order, it would be: *It's been a while since we've spoken together*.

8. Conclusion

In conclusion, it is often difficult to teach grammar explicitly to young learners, there are short attention spans, sometimes challenging personalities to be dealt within the group and of course time constraints. Classes must be lively and engaging, but also instructive and useful. If instruction is perceived as arid and dry by pupils, or they will reject the language classes, which is the last thing we want. Therefore, simple, easily understood concepts are the best. Within SFG, applied to the rather simple language of elementary and high school students, to the corpora I specifically used, I would reduce explicit grammatical rules to the following table:

RULES		EXCEPTIONS
At least one agent for every process		Commands, the agent is
The agent makes a process happen to		The affected
There are different types	Univalent, just an agent	
	Bivalent, an agent and an	Commands
	Trivalent, an agent, an	Commands
Attributes	Describe participants	
Manners of circumstance	Describe processes	
Fixed attributes	Describe are more permanent	
Resulting attributes	Evolve as a result of something	

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APPENDIX:

CORPORA OF ELEMENTARY AND HIGH SCHOOL
LEARNERS OF ENGLISH

Figure 1

My Friendly Letter

Bilbao, 21st of march, 2014
Date

Hello Jani,
Greeting

~~I~~ ^{am writing} ~~wrote~~ ^{write} ~~this~~ ^{the} letter to you

~~because~~ you are a good friend and ~~because~~
you now ^{speaks} very good English. You are one
of my best friends and I ~~don't say~~ ^{never tell} to
you. You are very funny, and you love
your friends. Do you remember in Lizarra
last year when the class ~~got~~ angry with mij
(I don't know why) and you ~~don't~~ ^{didn't} get angry.

Love, June
Closing

June
Signature



excellent

- Figure 2
- 1 - ~~Play~~ Hair ✓
 - 2 - Unicorn X Unicorn
 - 3 - Television X Televeision
 - 4 - Treasher X Treasure
 - 5 - Ears ✓
 - 6 - Cashier ✓
 - 7 - Were X Where
 - 8 - Nurse ✓
 - 9 - Father ✓
 - 10 - Tube ✓
 - 11 - Plaw X Plough
 - 12 - New ✓

✓ ~~Nice the plan~~

✓ Sunny mild

✓ Cold and windy

✓ Windy

Hello I'm ^{North} ~~from~~ ^{East} ~~the~~ ^{South} ~~say~~ ^{the} ~~is~~

In the North the weather is good we have sunny and warm, but in the afternoon we have a little bit foggy.

In the South the weather is bad we have rain and snow, but in the night we have a little bit hot.

In the east the weather is hot and cold we have wind and sunny.

In the west the weather is very good we have rain but in the day we

have hot.

EMAIL

Part 2

~~Part 2~~
PET

Figure 3

Hi Charlie:

The last night I went to a concert and it was fantastic.

It was the concert of the singer Katy Perry and it was so great because the songs were amazing and it had a lot of special effects. *special effects*

The next month ^{my} it's going to sing another time so, would you like to come with me?

The concert is near Bilbao and starts at 10 o'clock so, we can meet at 9:30 in my house,

See you soon

Maité.

~~Figure 4~~

Figure 4

PET

Part 3

Question 7

(Hello)

Dear Mike,

It was great to hear that from you. Last weekend I had fun, I went to a friend's house to get coffee some cakes.

Dear Mike,

It was great to hear that from you. Last weekend I had a lot of fun. I went to the Mountains to ski. There I saw my best friend.

When I was buying the tickets I saw my best friend, so I went with her to the shop and we bought two cute hats. Then we carried on skiing.

I love skiing, do you like skiing? Have you ever been in a Mountain? Would you like to go there?

(I have) I have to finish now, tomorrow I have an exam and I need to study.

(See you soon) Write soon.

Love

Esther

LETTER:Dear Jake: ^{→ The English friend.}

Figure 5

Part 3.

~~LETTER~~
PET.

Thanks for ask my. The las weekend I went to the cinema with my friends to see the film "the hunger games part 1."

The film was amazing, it had a lot of love and adventure. And in the cinema I saw your sister Laura with her friends, then we met together and we went to Zubiarte to see shops. It was great to met with your sister.

Sorry, I have to go the next day I have a very important exam and is very difficult.

Speak soon

Maite.

Figure 6

BP 4 UNIT 5 TEST: Past simple, Information questions, endangered animals and extinct animals

Name: Micoya

Date: April 8, 2014

WRITE THE RIGHT INFORMATION QUESTION WORD:

- what where when how
- When did dinosaurs become extinct? Some scientists think it was because a meteorite hit the earth and it blocked out the sun.
 - How big were dinosaurs? It depends, some were big and some were very small.
 - What did dinosaurs eat? Some ate meat and some ate plants.
 - Where did dinosaurs live? They lived in Asia, Africa, Europe and America.

5. COMPARATIVES AND SUPERLATIVES

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Big	Bigger	Biggest
Pretty	Prettier	Prettiest
Small	Smaller	Smallest
Ugly	Uglier	Ugliest

VOCABULARY. Give 3 examples of an endangered animals.

- white tiger
- panda bear
- manatee

4. Are dinosaurs: a) extinct or b) endangered?

Extra credit. Describe your favorite dinosaur or endangered animal.

dog. Its very beautiful and for all children
liked

Figure 7

- 1. out ✓
- 2. tree ✓
- 3. es ✓
- 4. M.O. mode X Menmaid
- 5. birthday X birthday
- 6. ✓
- 7. theatre ✓
- 8. ✓
- 9. ✓
- 10. ✓
- 11. ✓
- 12. ✓

Nice
Pleasant

- ✓ 1 - ~~it~~ Hair
- ✓ 2 - unicorn
- ✓ 3 - television
- Treasure X 4 - Treasure
- ✓ 5 - Earth
- ✓ 6 - cartoon
- where X 7 - where
- ✓ 8 - Nurse
- ✓ 9 - gather
- ✓ 10 - tube
- Plough X 11 - Plow
- ✓ 12 - New

In the north the weather it's stormy. But in the afternoon ^{They} ~~the~~ house sunny.

In the south the weather it's good. We have sunny and warm.

In the east the weather it's bad. We have snowing and foggy.

In the west the weather it's very good. We have sunny and hot.

Figure 8

13 main street McLean, VA

My Friendly Letter

March 31st 08 2014

Date

Hi Toti!

Greeting

I am very boring in the academy and
 at the school. The best thing is the playground
 because we play all the class ^{plays} football.
 And what is the best thing to you? I know
 that you don't like a little bit we call
 you Toti, but for me every day are going
 to be Toti.

Body

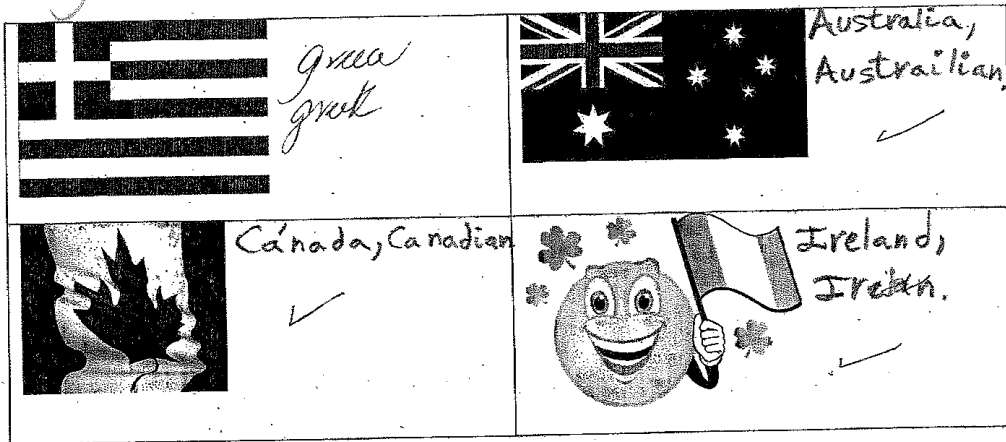
Thank you for your attention

Closing

[Handwritten signature]

Signature

Figure 9



April 9, 2014

Hello Aizane,

I write this letter because you are very
good person and you do with me the theater.

You are my monkey and a witch (I think).

I am doing a exam in the English academy

and I know you now because ^I you say to you

in the class.

✓ Good bye.

June

Picture 10

Hi Charlie

Part 2

~~task~~

PER.

How are you? I went to a concert last night.
 In the concert played Malu. She has got a lot of
 new songs and they are fantastic. I enjoyed ^{myself}
 a lot at the concert. Do you want to go with
 me to another concert? I think Rihanna is going
 to do one in January and it's going to be fantastic

See you soon,

Lorena



The e-mail

Lor

Mireya 7/14/15

1. A cheeta is faster than a tortoise.
 2. The beautiful princess is prettier than the ugly witch.
 3. The baby is younger than the old lady.
 4. The Iberida Tower is taller than the Guggenheim Museum.
 5. Sperm is stronger than the Donal Duck.
-

6. Scored

7. Impatient

8. Upset

9. Excited

10. T

11. F

12. Friendship

13. My best friend don't talk my secrets

14. My best friend don't push it

15. My best friend help me with my homework

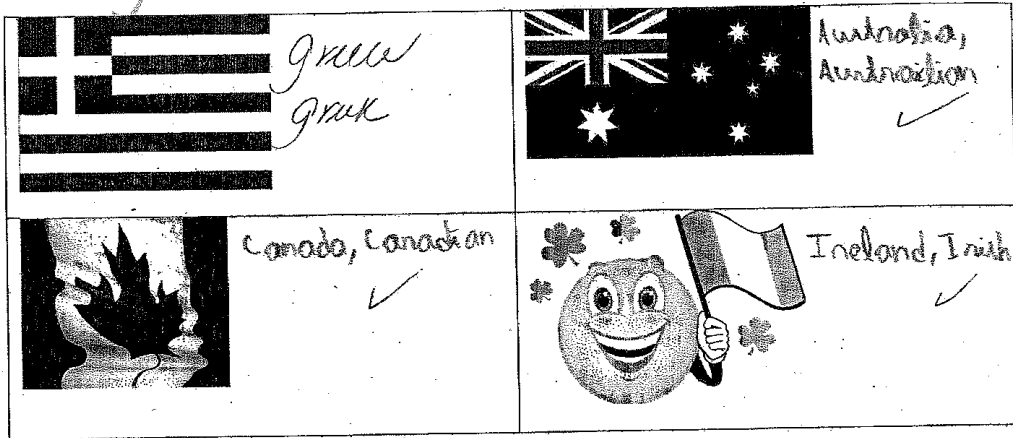
Ane Ibañez Thursday 7th Figure 102
November 2013

Complete these comparative sentences

1. A cheetah is faster than a tortoise.
2. The beautiful princess is prettier than the ugly witch.
3. The baby is younger than the old lady.
4. The Ibadrola Tower is taller than the Guggenheim Museum.
5. Superman is stronger than Donald Duck.
6. Scared about
7. Excited
8. Upset
9. Impatient
10. T
11. F
12. FRIENDSHIP

My Best friend is Nagon. She have brown eyes and blond hair. Nagon is very friend ship. I play with Nagon to basketball. Nagon is happy and is very clever.

Figure 13



April, 9 of 2014

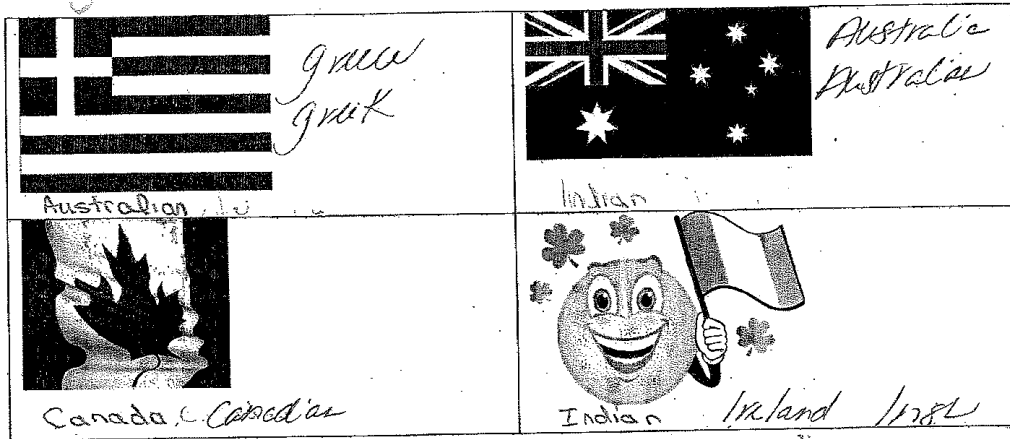
Hello Oier:

I write this letter because you are
 my friend. We play football very good.
 Sometime we ^{get} angry ^{at each other} but we are
 good friends. You are very clever
 and funny.

Good bye

Aritz

Figure 17



Wednesday, 9th April, 2014

Hi Riva:

On Friday I'm going to Ciruela and there is

a swimming pool. but we have homework of

Wang In Ciruela is going to do a Cinema

of Pi. You can come!!!

it's free
Come is funny! ✓

Very good

Ane

Figure 15

My Friendly Letter

Billie, March 31, 2014
Date

Hello, Dier,
Greeting

I am writing to you because
you are my best friend.
You are very good with my and
good^{at} playing football.
You are funny and very clever.
We are good friends and we have
pass^a very good time

Your friend,
Closing

[Signature]
Signature

↑
Body
↓

Figure 16

FCE

One of my best friends and I were on a village near to ours and we decided to start hiking until we get home. We were on the middle of the road back home when suddenly thunder started to crash.

However, by the time we decided to start running on our way home, it had already started raining. Unfortunately, we were so tired that we couldn't run anymore. As soon as we started walking again, our clothes were already wet and we were so cold.

After we had been walking for nearly twenty-five minutes, we were both feeling exhausted and cold. It seemed that the rain would last forever, but suddenly, we arrived to another village, the one which is nearest to ours.

We couldn't help anymore so we entered into the village's bar to get our clothes a little bit dry, when suddenly, our parents came into the bar to take us home. It was such a relief to see them again.

Figure 14 Letter

Part 3 ~~Part 3~~
PGT

Hello Irune

How are you? There is a long time we don't speak together. Last Saturday I met with my friends in Bizkaia Place. Then we went to Zubiate and we watch a film in the cinema. When the film finished we went to the shops and we was looking clothes. "