

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE WORK

**THE USE OF YOUTUBE TO FOSTER INTENSIVE BASIC ENGLISH
STUDENTS' VOCABULARY ACQUISITION OF THE WESTERN
MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR
DURING SEMESTER I, 2020**

**SUBMITTED TO ATTAIN THE DEGREE OF
LICENCIADA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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DECEMBER, 2020

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ACKNOWLEDGEMENTS

My deepest gratitude:

To God:

I thank God for blessing my life, for guiding me throughout my existence, for being the support and strength in those moments of difficulty and weakness.

To my dad José Chinchilla:

Who with his love, patience and effort has allowed me to achieve one more goal. Thank you for instilling in me the example of effort and courage, of not fearing adversity because God is with me always.

To my mom Miriam Escobar:

Your effort is impressive and your love is invaluable to me. You have provided me with everything and anything I have needed. Your help was fundamental for the culmination of my thesis.

To my brother Wilson Escobar:

For encouraging me to never give up when everything seemed to be against all odds, for sharing his knowledge and advice, and for being there when I needed him.

To my husband Carlos De León:

Thank you for the help you have given me it has been extremely important, you were by my side even in the moments and situations where I thought I could not. Thank you for motivating me and believing in me always. You helped me as far as you could, even more than that.

To my son Carlos André De León:

If I didn't have you, my life would be a disaster. Every time I see you, I realize that I am in front of the portrait of your father and me. Thanks to you I feel more desire to work hard and continue with the objective of reaching my goals. You are my main motivation.

To my best friend Katherine Romero:

Who has been my right hand during all this time; I thank you for your selfless help, for believing in me and walking together in this project, for giving me a hand when I always needed it. I thank you not only for your help, but for the good times we had together. Thank you from the bottom of my heart for trusting me.

To my thesis advisor M.Ed. Juan Francisco Hidalgo:

First of all I want to thank my thesis advisor M.Ed. Juan Francisco Hidalgo, who with his knowledge and support guided me through each of the stages of this project to achieve the results I was looking for, even when the circumstances were different and difficult, we could accomplish the final step of our careers.

To Norma my friend:

For being like my second mother and supporting me until late at night, for facilitating the process, for trusting me. Thank you for being like no one else.

Laura Maricela Chinchilla De León

To my mother Maria Ester Romero:

Who has always been there to support me and be a support in the most difficult moments, without her help in every moment I would not have been able to achieve this goal in my life, thanks to her for her attention and being with me in my efforts to fulfill my responsibilities. Life rewards me with her to achieve what I set out to do.

To my boyfriend Kevin Morán:

For always supporting me to do all things in the best way possible and not giving up when I was about to do it, for his understanding and motivation to surpass myself, he has been an example of responsibility and dedication in my life. Thank you for being there for me in the good times and in the bad giving me support.

To my friend and partner Laura Chinchilla

For being with me, motivating me to continue in spite of the obstacles in all fields of life both at work and in study, for being that push forward always when I don't want to walk or go forward. Thank you for understanding my emotions and supporting me to be the best version of myself. Thank you for coming into my life and teaching me many things.

To God:

But above all to God for allowing me to have life and health until this moment and to achieve my goals with a lot of effort, he has been my support in my plans and for him I am now completing what was my dream years ago. I am grateful to all of them and I hope to have them always by my side in all my achievements.

To my brother Alejandro Romero:

Thank you for being the engine that inspires me to get ahead, for listening and supporting me in everything, for not judging me and for motivating me to follow my dreams no matter how long it takes. Thank you for helping me with many tasks and making my sleepless nights shorter, now this achievement is for and by you.

To my thesis advisor:

Thank you for the help you've given us all these months, for helping us not to give up and rescuing us from the dead end where we were. You have been a constant advisor and full of energy for us, without a doubt we owe this achievement to you.

Thank you for nagging us to speed up the process and get to this point of completion. May God bless you always and grant you many more years of helping students to move forward.

Katherine Patricia Romero Ramírez

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ABSTRACT

The research team executed the study The use of YouTube to foster Intensive Basic English Students' vocabulary acquisition of the Western Multidisciplinary Campus of The University of El Salvador during semester I, 2020. The intention of this research is to enhance student's vocabulary skill by implementing the use of YouTube where people can use videos, audios, songs and podcasts. The study was conducted under the selective sampling procedure. In addition, the researchers stated one main objective: To foster Intensive Basic English students' vocabulary acquisition by the use of YouTube of The Western Multidisciplinary Campus of the University of El Salvador. Moreover, the research team carried out the observation that was the main tool, which allowed researchers to identify the problem, at the same time to identify the opinions students and teacher have about the English subject, and it allowed the investigators to find out the main problem students face. According to the information collected, the researcher realized that the main problem was the lack of vocabulary students have, due to that the researcher team decided to create the self-study guides in order to provide those tools, which are: videos, audios, songs and podcasts by the use of YouTube to better their vocabulary.

INTRODUCTION

The present Holistic Projective Research carried out is focused on The Implementation of self-study guides to enhance the use of YouTube to foster Intensive Basic English Students' vocabulary acquisition of the Western Multidisciplinary Campus of The University of El Salvador during semester I, 2020. Basically, the research team pretends to reach the main objective related to propose self-study guides that contains videos, audios, songs and podcasts by the use of YouTube to better their vocabulary. To do this, the research team have organized the information in five different chapters that are described as follows:

Along the first chapter called Statement of the Problem includes a description of the problem that includes the research questions, and the objectives established to be reached at the end of the project. Besides, the justification and the scope of the research are also included in this chapter. The second chapter, Theoretical Framework, contains a brief collection of information that is related to the statement of the problem. In the third chapter, Methodological Design, the Operationalization of the Variables is included. This operationalization contains all the core information needed to conduct the holistic projective research: units of observation, variables, and definition of the variable, indicators, instruments, and an estimated amount of time needed to administer the tools. Also, the paradigm and design are described in details in this chapter. Moreover, the researchers include the timetable in which a complete organization of time to develop the holistic projective research is presented, and a budget to conduct the study.

The fourth chapter is the Project Proposal and the justification of the project is added; this suggests and explains that the implementation of self-study guides to help both students and teachers with activities that contains videos, audios, songs and podcasts. Self-study guides will be useful in the development of the use of YouTube to foster the Intensive Basic English Students vocabulary acquisition. This chapter, also contain the objectives of the project proposal, a time line that specify the distribution of the self-study guides and the contents imparted in each guide, and proposed methodology.

Finally, Conclusions, Limitations and Recommendations are included in the chapter five. The recommendations contain some pieces of advice for future teachers and future

researchers to take into consideration when implementing self-study guides or doing a research, all based on the findings and conclusions of this Holistic Project.

CHAPTER I:

STATEMENT OF THE PROBLEM

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

1.1 Description of the Problem

Vocabulary acquisition is very important for a learner as it is related to proficiency and fluency in English. Vocabulary size helps the learner to use the skills of understanding, reading, writing and speaking. Vocabulary is classified as receptive vocabulary and productive vocabulary. Acquisition of vocabulary is possible through incidental and intentional learning. From EFL reader’s perspective, new words pose immense challenge in the process of reading.

The role of the vocabulary is absolutely crucial for success in the different English levels that Licenciatura en Idioma Inglés: Opción Enseñanza major of the Western Multidisciplinary Campus of The University of El Salvador offer to students; therefore, success or failure in the learning process may depend on knowledge of vocabulary or absence of it. Thus, if vocabulary is the foundation for successful communication, then it is obvious the more words a language learner acquired (first or second languages), the more competent they should be.

Since the beginning of the Semester I, 2020, the researchers observed Intensive Basic English Students of the Western Multidisciplinary Campus of The University of El Salvador to know the level they had in the English vocabulary, also, teachers were interviewed to get a better idea of what was the level of vocabulary students were presenting at the beginning of the

major. The researchers noticed they did not have the willingness to participate during the classes due the low level of vocabulary they manage. Although the teacher encouraged them to speak English in the classroom, students showed they are afraid to commit any mistake and as a result they did not like to get involve and participate in the class.

To state the problem, the research team got together to observed the corresponding classes. The team started to collect the data on February 10th, 2020. Also, the research team got some students to interview them and most of the students agreed, orally and in the written form, that the problem is real, and that they are willing to collaborate in the search for solutions to the problem.

The baseline of the problematic situation was defined by means of different resources. The researchers collected data using observations guides (appendix A). During these observations, it was discovered that the most part of the students show deficiency in their English vocabulary since the teacher asks them questions and they did not understand what he said; therefore, they were not able to answer or to do what the teacher demands.

Besides by means of asking questions orally to the teacher in charge (Appendix C) and administering a written questionnaire to students the researchers defined the problem (appendix B). During the interview to the teacher, researchers confirmed the low knowledge students had since the teacher explained the current situation and the majority of students only knew simple words or phrases, so they did not understand what he said in classes. In the questionnaire, the students were asked to sincerely express their feelings and attitudes towards the English subject. During these interviews and questionnaires, it was found that the students did not feel confident to participate in classes since they did not know how to answer. The students have ideas in their mind, but those ideas are in Spanish and students try to translate them into English, and in that cases students lose time and when they feel observed by their classmates and teachers, they feel blocked. Moreover, during their classes, they never listened to another voice out of the teacher's voice; in other words, they never listen to audios, songs or videos that can help them to develop their English communication skill. By checking the questionnaire, they accepted to contribute during the development of the present action research process as this is going to benefit them in their English learning.

Once the research team concluded that the use of YouTube was very important to foster their vocabulary acquisition, they came up with the following questions:

-How to describe Intensive Basic English Students vocabulary acquisition of the Western Multidisciplinary Campus of the University of El Salvador by the use of YouTube?

-How to design a syllabus and lesson plans which include audios, videos, songs and podcasts via YouTube to better their vocabulary

-How to describe the operationalization of such methodology to enhance the students' vocabulary acquisition?

1.2 Justification

Language is basically a source or tool of communication and plays an important role in all walks of life. It is language which is used for transmission and communication among friends, family members, colleagues, and especially in teaching learning process (Irfan et al, 2012). But, one of the important parts in creating and understanding the language is vocabulary learning. Low vocabulary repertoire also makes language users unable to express their opinion properly. That is why, the researchers will focus on the vocabulary acquisition of the Intensive Basic English Students of Western Multidisciplinary Campus of The University of El Salvador using the video platform YouTube to foster the vocabulary acquisition, so that Intensive Basic English students will boost the vocabulary acquisition through the development of different activities such as presentations, videos, and different habits that the research team will propose that will make students improve their English vocabulary. One more important aspect to mention is that the development of this study "The use of YouTube to foster the vocabulary acquisition" was taking place at The Western Multidisciplinary Campus of The University of El Salvador. Moreover, one of the purposes of the research team was to set that YouTube can be used both inside and outside a classroom to facilitate the learning process of second language students. Once the observations were carried out, a plan of action was implemented to present to students different ways to boost their vocabulary acquisition with activities they will enjoy at home or with friend; however, due to the pandemics this action research project was changed to a holistic projective research. The presentation of this project will be a great benefit not only for students, but also for the teacher whose goal is to make students be able to communicate

their ideas, feelings and thoughts effectively in English. The students' success in the development of their English vocabulary will show more willingness to practice and to participate in classes. With that, the problem of failing English subjects because of its complexity and lack of ability to transmit their ideas will be disappearing.

This research is conducted by means of interviews, and observations. By observing the different Intensive Basic English classes, the research team collected data about the problematic situation with the English vocabulary that students were presenting. Also, researchers interviewed the teachers in charge of the groups and some students who belong to Intensive Basic English in order to find out more information.

Researchers made the decision to work on this project since they carried out a diagnostic study to Intensive Basic Students, and they found out that students showed different problems at the moment of participating in class. Also, the research team received suggestions from their advisor arguing that the lack of vocabulary is a phenomenon that is present in Intensive English Students from Basic English.

Furthermore, this research will be very useful for any level of English teachers because they will acquire knowledge about how they can use videos, song audios and podcasts during their classes in order to improve their student's skills and make the classes more interesting.

1.3 Objectives

1.3.1 General objective

-To foster Intensive Basic English students vocabulary acquisition by the use of YouTube of The Western Multidisciplinary Campus of the University of El Salvador

1.3.2 Specific Objectives

-To describe Intensive Basic English Students vocabulary acquisition of the Western Multidisciplinary Campus of the University of El Salvador by the use of YouTube

-To design a syllabus and lesson plans which include videos, audios, songs and podcasts by the use of YouTube to better Intensive Basic English Students' vocabulary of The Western Multidisciplinary Campus of the University of El Salvador

-To describe the operationalization of such methodology to enhance Intensive Basic English Students of The Western Multidisciplinary Campus of the University of El Salvador

1.4 Scope of the work

This investigation was carried out with intensive Basic English students of the University of El Salvador during semester I, 2020. In addition, all the work was centered on how to enhance the students' vocabulary acquisition by the use of YouTube and a proposal will be presented in chapter four as a holistic project which could be used for other institutions or schools as well as a source of information for future researchers.

CHAPTER II: THEORETICAL FRAMEWORK

Learning a new language is a complex time-intensive task that requires dedication, persistence, and hard work. That is why the researchers have decided to implement the importance of the use of YouTube to foster the vocabulary acquisition in Intensive Basic English students. The breakthrough development of the 21st century urges the educational instructors to look for more updated technological tools and to use them within EFL classrooms. The website domain www.Youtube.com has been shown to be one of the most widespread online streaming video websites for language learning and teaching.

Learning a foreign or second language at different levels of proficiency involves the acquisition of a great number of words. Language learners look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem. Intensive Basic English students often complain that they forget new words soon. The importance of vocabulary learning also possess some challenges for teachers. They like to know in what ways instructional programs might foster the acquisition of so many words. Students face some barriers when they try to assign the vocabularies to their long term memories.

Teachers of the University of El Salvador have the responsibility to teach the class according to the syllabus given. However, the syllabus does not cover all of the language aspects. Therefore, in a classroom, English language teaching only focuses on certain aspects of the language. There are some aspects left out of the syllabus which could be very important for the students in improving their language learning, such as vocabulary enhancement and correct pronunciation. Students need more experience and time in learning the language in the classroom. However, limited time has been allocated in each language class. This possess as a disadvantage to the students to learn and practice the language in the classroom. Limited time and practice in classroom may result in students' lack of confidence in using or practicing the language due to feeling scared of making mistakes. Lack of time to learn and practice English in classroom makes students of ESL feel the need to find another platform to do so. Furthermore, some students might be too dependent on their lecturers in providing them with language learning materials and tasks. In addition, students may be unaware of the benefits of using

YouTube in language learning. Therefore, they will feel uninspired and lack of motivation to learn the language on their own.

2.1 Vocabulary

Vocabulary is one of the essential aspects that play a critical importance role for foreign language teaching and learning; it has considered as a necessary component for the development of English skills. The ultimate purpose of learning every language is to communicate accurately. Hence, any particular language has its terminology that diverges from the other languages. According to Richards & Renadya (2002) state, “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255). In other words, vocabulary is an area that requires users of the language to get more challenges and to work regularly and independently inside and outside the classroom to express their ideas and attitude to communicate efficiently and productively in both forms either spoken or written.

Therefore, there are several definitions of the vocabulary defined by various researchers; According to Ur (1996, p. 60), “Vocabulary can be defined roughly, as the words teachers teach in the foreign language”. It is evident that each set of vocabulary can make up for more than just one word, but it combines into a single meaning. For example, dry run. Brother in law, etc. Besides, vocabulary refers to “a list or set of words for a particular language or a list or set of words that individual speakers of language might use”. (Hatch & Brown, 1995, p. 1). It means that vocabulary is a collection of words that used by one’s as mean of communication. While, Richards & Platt and Platt (1992) argued that “vocabulary is a set of a lexeme, including single words, compound words, and idioms.” (p. 400). Furthermore, according to Roget (1980, p. 1036), vocabulary is:

- a. A list of words often defined or translated
- b. All the words of Language
- c. Specialized expressions which are indigenous to a particular field, subject, trade or subculture

Based on the definitions above, vocabulary refers to the total stock of words that teachers and learners use it in the process of teaching and learning English as a foreign language (TEFL).

That requires having the various aspects of lexical knowledge and must cover its categories such as, verbs, nouns, adjectives, adverb, etc. and the combination of those parts of speech as well as their usage to understand the productive skill (writing and speaking) and receptive skill (listening and reading).

Despite that, Todd (1987) argues that there is no precise definition. He explains that word constitutes in four aspects which are, an orthographic, morphological, lexical and semantic. The orthographic word has space on either side of it. A morphological word considers form only. A lexical word discusses all the forms a word can take and which are clearly related by meaning as one. A semantic word recognizes the distinction between items that may be morphologically identical but differs in meaning.

2.1.2 The importance of vocabulary

Vocabulary is one of the necessary aspects in language teaching and learning and it is regarded as a key feature in the communication. Nevertheless, the majority of EFL learners focuses only on the grammar of the language but still cannot speak naturally. That is why the power of words and vocabulary size extremely played a significant function as a medium of interaction because with the limited words, learners will encounter many problems in handling a successful interaction. As Wilkins (1972) state “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111-112). Moreover, Krashen (1993) mentions the importance of vocabulary especially in the host community, because EFL learners who know grammar rules and they have poor vocabulary will face difficulties and problems in communication with native speakers. Therefore, only through vocabulary students can master other competencies because of without sufficient amounts of vocabulary they are unable to practice the language, convey ideas and attitude; also, they cannot manage the discourse.

McCarthy (1990, p. XII) argued that it doesn't matter precisely how properly learners looks of a foreign language are acquired, or how well they are mastering grammar knowledge, because with no words and phrases to talk about numerous ideas, learners are not able to come about in any purposeful means. In other words, even though they have the ability to use grammatical rules effectively, but they are not able to express in a meaningful way unless words they have used. This claim is supported by Rivers (1983) who reveals that “the acquisition of an adequate vocabulary is essential for successful second language use because, without an

extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.” (p. 25). It is clear that grammar assuredly is very important for users of the language, but not as knowing vocabulary knowledge since it is always helpful for learners who are in need to learn, expand their words to fulfill the overall meaning without breakdowns in communication. To guarantee the students’ performance in learning the four skills such; reading, writing, speaking, listening, which determined by their knowledge of vocabulary and due to the appropriate use of that knowledge in a particular situation, lexical plays an indispensable element in the EFL classroom because without knowing the words, it is impossible to study the language (Rivers, 1981). Indeed, teachers must pay full attention to helping students in increasing their vocabulary that it has treated as an integral part of the process of English language learning. They have to set fundamental principles for vocabulary development because learning vocabulary requires a procedure and to make significant process, learners should be acquiring vocabulary in useful conditions.

2.1.3 Types of vocabulary

Vocabulary acquisition is one of difficult processes that learners go through because word acquisition requires them to distinguish between two kinds of vocabulary, which are the active (productive) and the passive (receptive) ones. They are explained as follows.

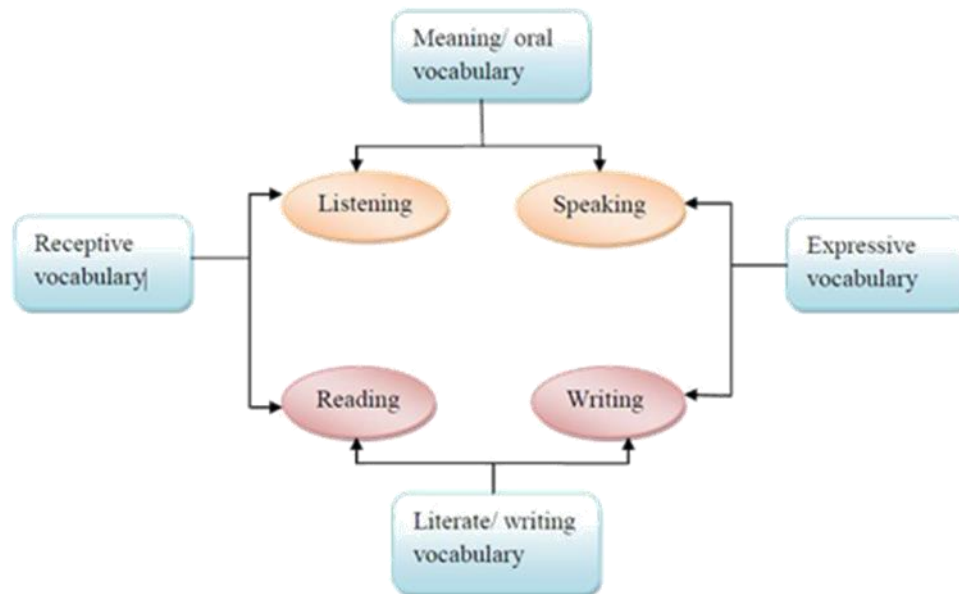
2.1.3.1 Active Vocabulary

As to Harmer (1998), productive vocabulary is recognized as the stock of words that the speakers comprehend and can produce correctly in their speaking and writing. It is used in both oral and written forms. Thus, students can produce words actively retrieving it from memory to convey their ideas and attitude to others. For that reason, it is addressed as an active vocabulary (Webb, 2005). Also, “the active knowledge of a word implies the ability to recall the sound which represents this word in the language and to pronounce it correctly” (Szpotowicz and Kurpaska, 2012, p. 99). In other words, productive vocabulary comes in two forms, writing or speaking when one's practices the language concerned with the ability of students to recall the words that are actively used either in writing or speaking.

2.1.3.2 Passive Vocabulary

According to Nation (2001), passive vocabulary refers to the words that foreign learners can recognize and comprehend, but quite difficult to recall it and use it. Passive vocabulary usual find by learners in reading or listening. It is called receptive vocabulary because learners just receive but they do not produce. Moreover, another definition suggested by Hiebert and Kamil (2005), “Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading” (p. 3). In other words, receptive vocabulary is any form of words that students understand when they encounter either in listening or reading text but they hardly use it in writing and speaking. Therefore, learners will find in their reading of text unfamiliar words which can combine the object with the sound and recognize its abstract meaning, but they cannot actively use it. In this context, receptive vocabulary (receive) is remarkably larger than productive vocabulary (achieve) Richards and Rodgers (1987) give a further description that one's reading vocabulary is usually larger than his/her writing vocabulary. Otherwise, listening vocabulary is comparatively greater than speaking vocabulary.

To sum up, vocabulary constitutes in four categories which are divided into two units, speaking and writing vocabulary, in contrast, listening and reading vocabulary. Meanwhile, speaking vocabulary is the words that people produce and utilize in their speech. While writing vocabulary is a set of words that one's use in a different forms of writing such as essay, story... etc. On the other hand, reading vocabulary is word in printed text that we can comprehend and recognize when reading. Whereas listening vocabulary are those words that people hear and understand when they are speaking with other individuals. Pikulski & Templeton (2004), point out that vocabulary classified into two kinds, meaning and literate or function. Meaning or oral vocabulary refers to the collection of listening and speaking vocabulary while literate vocabulary refers relatively to the combination of reading and writing vocabularies.



Vocabularies (Adopted from, Pikulski & Templeton, 2004, p2)

2.1.4 Word Difficulties

English learners always encounter difficulties in remembering, organizing and understanding the new words frequently. It affects their full comprehension of reading any topic and hinders them from using language effectively. This typical situation indicates that there are different reasons why learners have vocabulary problems.

According to (Nuttall, 1982, pp. 76-79) state some factors that make words difficult. She grouped these kinds of difficulty in seven types:

Idioms: are composed of a particular amount of words whose meaning is not deduced from individual words but the whole group of words. Thus, students have to be trained in the use of this kind of words. For example, actions speak louder than words means people's intentions can be judged accurately by what they do than what they say.

Transfer of Meaning: linguistic mechanisms occasionally refer to metaphors, metonymy, synthesis and other similar kinds of assigned meaning can cause serious problems for understanding word meaning. The principle reason for this is that these words always have a hidden meaning that requires being deduced.

Words with several Meanings: Many words in English have varying and multiple meaning, and each writer uses a particular word with a specific meaning which might

complicate understanding for the ordinary reader. E.g., the word engaged is a homonymous word that has got several meanings:

- They got engaged on April 9th.
- The learners were very engaged in the last presentation of the graduation. Thus, the various meanings of words are reflected in the flexibility of language.

Sub-technical words: some words have specific technical meanings related to a particular field of science which again makes them difficult for readers.

Superordinates: these are words which have a general meaning related to other words which have a specific meaning they referred to by the more general term. Nuttall (1982, pp. 76-79) propose an example of this kind of words and concerns the superordinate word "building" and its hyponyms: house, school, factory, cinema, hotel, etc.

Synonyms and Antonyms: this kind of words may cause an obstacle to learners since there is no exact synonym or antonym to another word. For example:

- Home, apartment, residence, dwelling are all sharing the common meaning to the term House.
- Bad is the oppose of good, hard is the oppose of soft.

Irony: the difficulty is not in the words themselves, but their use by writers. As (Nuttall, 1982) “irony is probably the most difficult of all uses of language for the student to interpret” (p. 78). Because there is a contradiction between what is said and what is done and meant. In other words, one's can say one thing but mean the opposite.

2.1.5 The Purpose of Teaching Vocabulary

Teachers and learners emphasize that vocabulary acquisition is a major factor in learning any language (Walters, 2004). Hence, the teaching process is one of the most complex challenges task for teachers because its central aspects are concerned with the learners' capacities to use the language skills and its components. So, for using the four skills, students require learning vocabulary instruction in a very accurate way. The awareness of

vocabulary teaching has become more necessary for the language development. (Pikulski and Templeton, 2004) mention some purpose of teaching vocabulary for EFL learners which indicates that the particular reason for teachers is apprehensive about teaching vocabulary is to simplify the comprehension reading the text for students. Because if learners do not understand the meaning of the words, they cannot comprehend the entire text. Another reason, to increase the higher load of new words that students are able to practice them in different fields like education, culture, social, etc. (Schmidt, 2000) lists some fundamental principles of teaching vocabulary:

- a- Build a large sight of vocabulary.
- b- Integrated new words with previous words.
- c- Provide a number of encounters with a word.
- d- Promotes deep level of processing.
- e- Facilitate imaging.
- f- Make new word "real" by connecting them to the student's word in some way.
- g- Use variety techniques.
- h- Encourage independent learning strategies. (p. 146)

However, teachers are required to be aware of all those principles for sufficient outcome of vocabulary instruction.

2.2 Cognitive Theory of Multimedia Learning (CTML)

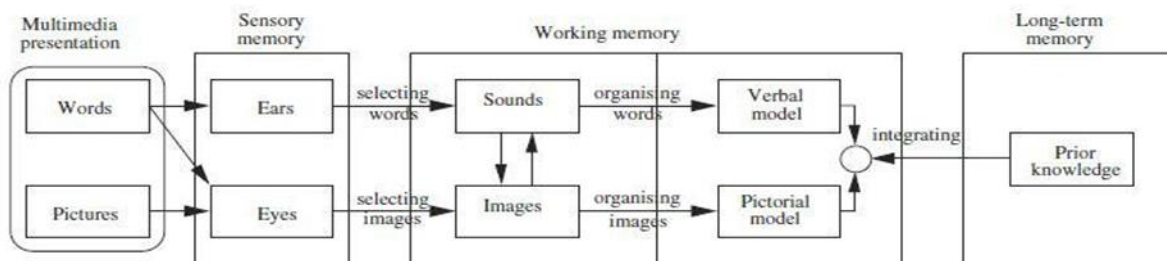
This theory was studied in depth by Mayer and other cognitive researchers who argued that multimedia supports the way that the human's brain functions. In other words, the assertion of the theory is that people learn better or more deeply when they are given both pictures and words than with words alone. Multimedia is generally defined as a combination of text and pictures or visuals and sounds or any combination of visual and auditory cues. The theory is also based on the idea that learners attempt to build meaningful connections between words and pictures and that they learn more deeply than they could have with words or pictures alone. According to the theory, one of the main aims of teaching using multimedia is to encourage the learner to build a coherent mental representation from the presented material. The learner has

to make sense of the presented material as an active participant, which leads to the construction of new knowledge. Mayer argues that meaningful learning from words and pictures happens when the learner engages in five cognitive processes. These include selecting relevant words for processing in verbal working memory as well as relevant images for processing in visual working memory, organizing selected words into a verbal model as well as selected images into a pictorial model and finally integrating the verbal and pictorial representations with each other and with prior knowledge.

Cognitive Theory of Multimedia Learning

2.2.1 Using Videos/YouTube in Language Learning and Teaching

YouTube technology can be considered as a valuable learning tool. A growing body of research has shown significant findings that encourage the integration of YouTube video clips



in education. Mayer stresses that the use of videos is greatly effective especially for introductory courses as it can facilitate difficult concepts, and attract the attention of weak students as well as visual/ special students. YouTube is a multidimensional resource that offers videos in all fields of knowledge that can be accessed effortlessly. In addition, videos on YouTube are limited in lengths; this makes them suitable for the constricted classroom's time. Studies have also examined how YouTube can be part of a learning system to support independent learning, and language learning. Studies demonstrate how YouTube can increase students' involvement and participation in the classroom and learning strategies. According to Balcikanli, YouTube may be valuable to address students' interests and needs for real life language by providing authentic discourse. Moreover, YouTube offers a myriad of opportunities for learning a second language as a learner can watch as well as listen to different kinds of spoken material (formal, informal), genres (songs, debates, talk shows, film clips); thereby, learning new vocabulary or any other language skills. McKinnon remarks that the scenes, movements, feelings, and gestures presented in YouTube video segments offer significant visual impetus for language learning.

Some scholars state that the incorporation of YouTube in the language classrooms could reduce the level of stress students may feel when learning a new language as they could view it as entertaining rather than educational activity. Although the literature is varied in terms of the use and effectiveness of using dynamic videos and YouTube videos in education in general and in the language classroom in particular.

2.3 Videos as a source in the classroom

Videos in the classroom are an excellent source for improving the English language, and in many cases students feel encouraged of doing something different in the English class.

Technology, in the process of second language acquisition, has always been a priority for both teachers and theoreticians. This paper reviews the current trends in using video-based language instruction in K-12 educational settings. Although, it has been demonstrated for many years that the use of video as an instructional medium provides unique learning qualities, it has not been entirely embraced by high school English as a Second Language (ESL) teachers. Furthermore, recent advancements of digital video (low cost equipment and editing software) and Web-based video sharing services provide remarkable possibilities for supporting a variety of learning activities in ESL classrooms. (McNulty, 2010)

A great advantage of video is that it provides authentic language input. Movies and TV programs are made for native speakers, so in that sense video provides authentic language input (Katchen, 2002). In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension (Çakir, 2006)

Also, Çakir, (2006) states language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

2.3.1 Techniques for video implementation

It seems to be easy to implement videos in the classroom, but to do this it is important to apply some techniques in order to have good results. Canning & Wallace (2000) suggest that F/SL educators must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the video as an aid, there are some techniques that should be benefited by both teachers and learners:

Active viewing

It increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions, the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension, students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

Reproduction activity

After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English even though it is challenging and confusing since some mistakes can be made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.

Dubbing activity

This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.

2.3.2. Motivation students through videos

We all know that students can learn a lot more from the visual material, so it is a great way to start changing teaching approach with some educational videos. There are many ways in which students can boost not just their motivation for learning through visual and video materials, but also their own motivation for teaching. If teachers feel that their lessons have become stuck in a rut, and that your teaching could use a new approach, then this is a great way to start using technology and introducing some changes. There are many educational videos that teachers can find, the resources are absolutely limitless, but teachers can also make their own. (Layton, 2018)

The effect of games on learning is very important because students can acquire new vocabulary, they can improve their pronunciation and improve their listening skill. Videos have this effect of motivating students in any activity. Today, videos are being used in language courses to maximize motivation and minimize anxiety in learners.

2.3.3 Activities through video

There are many activities that teachers can develop in the classroom using videos in order to motivate students and make them practice their listening skill. The article “classroom activities through videos” explains some activities which are very useful like the following:

This first activity is very simple, but it is very useful and efficient for students. After teaching a lesson, teachers should find a video clip that fits the subject matter that the teachers need. Videos should only be 2 or 3 minutes and can vary in subject matter. Give each student a questionnaire filled with questions related to the video; although questions should be specific to each different conversational clip.

Another activity is similar to the previous one, but instead of having students fill out a questionnaire after watching the video, they should instead practice predicting what will come next after the brief conversation.

Besides, teachers can give students time in class to research the internet for videos and instruct them to pick two to three of their favorites and take notes about them. This can be done individually or in groups of two or three. Have students write brief scripts as if they were the newscasters reporting on the news and then have them perform their work in front of the class.

2.4 Video as a learning tool

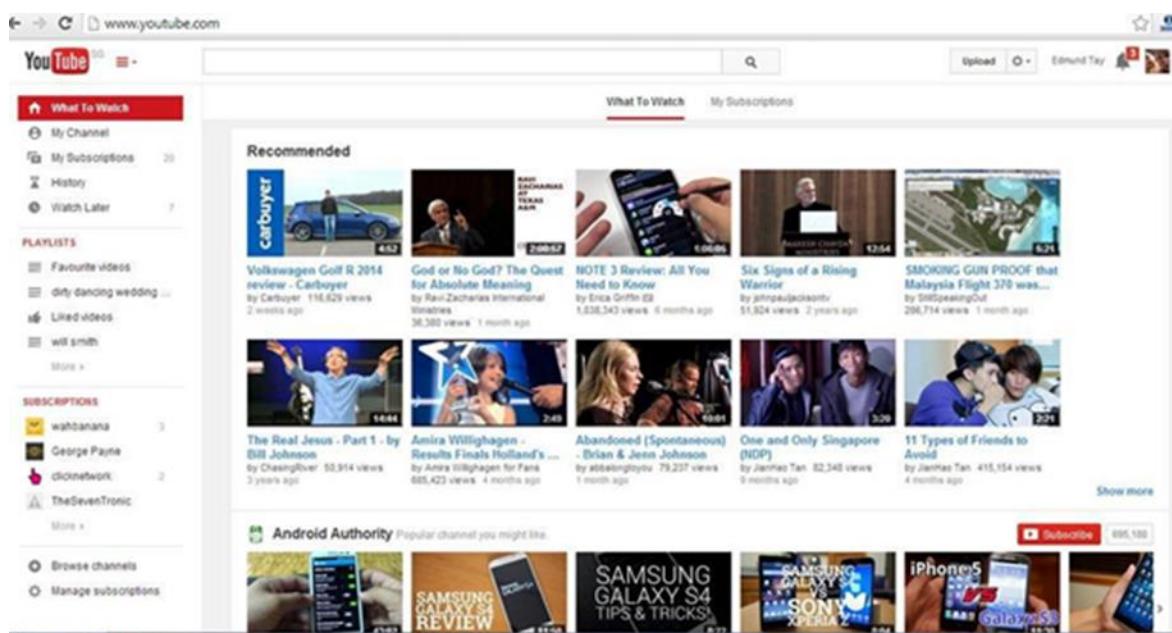
Video is also a popular tool used to engage learners and enhance a learning experience. Anyone with a digital camera, webcam, tablet or smartphone can now create and edit a movie. YouTube statistics highlight the widespread use of video online, with more than 4 billion hours of video watched each month and 72 hours of video being uploaded every minute (YouTube 2013, statistics). Videos are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action. There are many ways to exploit video in order to create motivating, memorable and inclusive learning experiences.

Özgen (2008) examined the impacts of captioned authentic videos on listening comprehension. The results obtained from this study represented that those learners who watch the videos with captions scored significantly higher than the ones watching the videos without captioning. A study was carried out by Hayati & Mohmedi, (2011) towards the effect of videos with subtitles on listening comprehension. The researchers identified three groups: L1 subtitled group, L2 subtitled group, and without subtitle group. The results revealed that the group with English subtitles outperformed the other groups.

2.5 YouTube

YouTube, created in February 2005, is a website to share videos where its users are able to upload, view, and share video clips. A year later, Google Inc. bought YouTube and it is now operating as a subsidiary of Google. YouTube “uses Adobe Flash Video technology to display a wide variety of user-generated video content” (Balcikanli 2011). As Terantino (2011) stated in his research on Emerging Technologies, YouTube is used for variety of purposes. Most people use YouTube for entertainment purpose, while for other users, YouTube is a site where they get to learn something new through how-to-do videos. There are users who use YouTube to advertise a company or product. Majority of these purposes are not educationally relevant. However, for ELS learners, YouTube provides them with access to authentic material of the

target language across the globe. Therefore, the educational value of YouTube will be explored in this research, focusing on independent English language learning.



Youtube homepage (<http://www.youtube.com>)

In addition, multimedia researchers had also found that English language teaching can be enhanced with the use of videos because of great visual stimulus that videos offer through the combination of text, sounds, graphics, and illustrations (Muniandy and Veloo 2011). Furthermore, McKinnon (2011) stated that settings, actions, emotions, and gestures, which are portrayed by video clips, can provide important visual stimulus for language practices and learning. Ghasemi, Hashemi, and Bardine (2011) mentioned that using YouTube in language learning should not make the learners feel too much like ‘studying’ or ‘doing work’ because according to them, watching videos are fun. They also stated that the real advantage of YouTube in the context of language learning is its authenticity. According to them, YouTube offers authentic examples of English language used by native speakers.

2.5.1 Types of YouTube videos

The diversity and a massive amount of videos that are available on YouTube website is a helpful thing for EFL learners. It is appreciated being one of the suitable techniques that improve students’ skills (speaking, writing, reading, and listening). Further, to enhance their vocabulary that is considered to be the root of second and foreign language learning. From this

point, we will mention the most effective kinds of YouTube videos that contribute to the foreign language context.

2.5.2 Movies

Movies (films) are one of the powerful media that can be a useful resource in the teaching-learning process; it also has multiple advantages for learners. Movies with audiovisual and written clues that help to promote student's deeper understanding and give them the opportunity to listen to a natural conversation by native speakers that acts in a real situation (Swaffar & Vlatten, 1997).

Since the purpose of language teaching is to equip learners' with all aspects of communicative competence, students' can learn vocabulary by listening to many formal and informal communication through different angles of movies. Which allow them to acquire many idioms that can be very useful in speaking context. Otherwise, Ruusunen (2011), mentioned that the learners' can be exposed to the various English culture that is influencing their behaviors through authentic movies that are considered being one of the active and imaginative means. Also, the films can be an instrument that promotes student's motivation to the language rather than course book, and this through the various attractive images and sounds. Moreover, raising students' attitude by providing many ideas through watching movies, that can improve their performance of oral or written classes. Herron and Hanle (1992), conclude that "using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skill activities in the classroom" (cited in Ismaili, 2013, p. 122).

2.5.3 Songs

The music is one of the entertainment methods that can use in and outside the classroom. It also plays a significant role in the students' learning process through the easy access from the different media platform like YouTube. Additionally, we can listen to various genres of music at any time and any place on many devices like phone, tablet, etc. According to Hornby (1990), "song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson" (cited in Arévalo, 2010, p. 124). In other words, the song is one of the motivational means that creating a good behavior that make learners' always inspired and relaxed, and increase students

attentive in the classroom setting. Furthermore, the meaningful selection of the song can be used as a part in the subject matter.

The increasing involvement of songs in the English language learning context has led students to evolve many valuable aspects through the extensive listening that aid them to acquire many words, expression, idiom, and others. Therefore, it has developed the students listening and speaking skills in the language communicative setting, and assist them in making the connection between the words and their meanings. For that reason, using Songs in the classroom can be a good way because it adds a smooth and fun environment in the EFL class. In addition to that, listening and singing the song with the lyrics allows students to express many emotional states and attitudes that make them very comfortable in the language classroom (Abbott, 2002). Songs can develop a repetition mechanism through verbal and non-verbal spoken language, so learners' can combine the sounds of expression just the way they hear it, which can record their voices when singing in order to enhance the pronunciation in the very natural way. Also, it is considered as a product of sharing culture (Alivaro, 2010). Likewise, it is remarkable that songs contribute to bringing the culture alive.

2.5.4 Documentary Films

Nowadays, with the progress of visual aid as a pedagogical tool for teaching-learning process, adapting those tools in a classroom setting can have a significant role in enhancing culture knowledge. In fact, Documentary videos have educational values which are increasingly practical to the scholar, teachers, learners, and others, because it contains a Formal English, sometimes students' find some difficulties with such videos due to the lack of excitement, but as Standard English can be a very essential for foreign language.

Soong (2012) the Documentary film generally is characterized to be serious, it deals with specific points in very regular and clear and appropriate English language, it transforms the reality of society. Unlike other visual material such as movies or TV programs which tend to be more enjoyable and use informal conversation. So, Documentary films appreciated being a good teaching resource that helps students to convey ideas and information, exchange new perspectives thoroughly and effectively. Moreover, Sherman (2003) reported that the Documentary film is "highly-planned programs which present facts and opinions about single subjects" (cited in Soong, 2012, p. 133). Through the watching of Documentary films, learners'

can grasp new words and pronounce those words in a correct way. In addition, the repetition of crucial items through the soundtrack can be very useful in learning lexical content. Besides, documentary films provide opportunities to learners to deal with the factual situation rather than the language that is used in the textbook.

2.6 The Importance of podcast in EFL Teaching-Learning

Podcast is a series video and digital audio broadcast that could be downloaded and played on mobile devices. The term “Podcast” was derived from two technologies, “iPod”, and “Broadcast”. Podcast is same as radio but there is a thin line between radio and Podcast. Podcast give listeners full access to select their favorite program according to their convenience and listen to it. Podcast was first known in 2004, and it is defined as an internet audio blogging or internet audio publishing. The audio recording is designed to be downloaded and listened to on a portable mp3 player or on a computer. Podcasts are delivered online automatically via a website, so it is different from other audios. Podcasts utilize voice which is the most influential tool that relates to the audience very quickly. Thus, podcast is a series of sound files that consist of educational information in a comprehensive manner to make the user an advanced learner.

As defined by Sloan (2005) above, Podcasting as a media became an important portable audio which can be utilized for drilling students’ listening practice. Moreover, Gromik (2008, p. 47) claims that podcasting provides learners with “full access authentic resources” in non-English speaking contexts. In addition, Podcasts offer a ‘real-life listening’ source that all foreign language listeners are allowed to benefit from it. Constantine (2007) explained the importance of using Podcasts in the foreign language class from beginner level to advance level. Beginners can benefit from general listening and exposure to new language. For intermediate level, students are able to access authentic materials and exposed to a variety of voices while for advance level, they are able to choose podcasts materials based on their own need. Podcasts also used as primary sources and review tools in EFL classrooms. As supplementary materials, podcasts assist students pay attention on its content and motivate them to learn listening both using bottom up and top down strategies. Moreover, Istanto (2011) also has proven that Podcasts improve students listening skills and grammar knowledge. Not only for Listening comprehension skills, several studies have also shown the significant effect of podcasts for student’s vocabulary, pronunciation, speaking, grammar and writing skills. Several researches

have also proven that podcasts are very useful sources and easy to be downloaded which provide students with authentic materials so they can broaden their knowledge and allow them to practice their listening (Artyushina et al., 2011; Kan, 2011)

2.7 YouTube for Providing Content and Information

EFL learners are always looking for a good material to obtain and searching for information and content that have a relation to their English studies. YouTube videos are the appropriate and positive resource that can give them an ultimate help. The most videos that have been shared on YouTube from individuals themselves or pedagogical organizations, and the larger part of them are used to present cultural significations and linguistic knowledge that has relation to target language (Terantino, 2011). In another regard, the majority part of videos on YouTube are in the English language, thus, YouTube that offers teachers of ESL/EFL many opportunities to access and provide lessons in their classroom to make more interaction with students. (Ghasemi, Hashemi, & Bardine, 2011).

In this respect, the access to many categories of videos and especially pedagogical channels and series, like Teacher Tube, School Tube, Big Think, TED which contains many debates, world-class-creation, discussions (Prensky, 2010). The suitable selection of videos makes learners more exposed to world's knowledge. As (Duffy, 2008) states “YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos used to teach students within an ESL (English as a Second Language) course.”(p. 124)

2.7.1 YouTube for Listening and Speaking

One of the EFL learners' challenges is mastering speaking and listening skills, for that reason, students are trying to discover modern activities to aid them to cope with these difficulties, hence, YouTube has many beneficial videos in language communication which EFL learners and teachers to exploit it in the instructional way.

Authentic videos that are available on YouTube contain many native speakers' channels with a good deal of experience and a plenty of verbal and non-verbal communication with correct pronunciation. Learners can benefit from in their language learning, especially in EFL class activities such as, role play, open discussion, etc. Harmer (2001) points out that 'one major

advantage of videos is that learners not only can listen to the language but also they can see it to support comprehension'. In other words, students can exhibit both audio and visual clips that can listen to and at the same time watch them to provide a deeper understanding and to improve the quality of listening and speaking spontaneously. For example, watching a film, listen to music, debate. Watkins & Wilkins have claimed, 'with YouTube, students and teachers could thoroughly examine any of these scenes with a deep focus on speech cadence, tonal shifts, grammatical nuance, conversational roles, or almost any other topic currently being examined in class' (2011, p. 114).

The high use of effective videos on YouTube and the exposure to online public spoken language with a real context affects speaking and listening skills, and gives EFL learners the ability to look forward to their foreign language learning in a more productive way.

2.7.2 YouTube for Vocabulary

With regard to the necessary role that the words play on foreign language, because of its crucial part of mastering speaking, writing, reading, listening skills, As Wilkins (1972) claim, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111). EFL learners put more attention on how to learn vocabulary through practical activities and traditional learning like dictionaries which are still useful, but EFL teachers should look for new teaching-learning aid to apply it for teaching vocabulary and make their learners more motivated in learning process.

YouTube videos can give a modern and attractive ways to achieve this goal. YouTube with its extensive and endless resources offer large varieties of spoken language and different sort and style such as a song, poems, and conversation that serve language learning and it will be very helpful for learners to memorize in an easy way and acquire vocabulary in a meaningful setting (Alimemaj, 2010). Besides, videos determine learning outcome by support students to cope with their problems. In a study by Silverman and Hines they found that the dynamic visuals, sounds, verbal definition, and static pictures presented in the video may provide multiple means to acquire word knowledge. (as cited in Tang & Logonnathan, 2015, p. 283). So, all the sorts that are available on the videos have a vital aid for increasing the learners' perception to remember new words with more enthusiasm by watching attractive short clips through subtitles and the way how native speakers talk with gestures. Thus, EFL teachers should

utilize this resource in the EFL classes and make students more exposed to the real learning situation and actively involved. As Watkins & Wilkins points:

Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as Realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development (2011, p. 113)

2.8 Accessibility

With digital generation, now the modern devices and resources became easy to access. YouTube is one the media that are characterized by their efficiency, unlimited time of accessibility wherever the place is, and with the potential to upload and download and subscribe to enormous amounts of videos with free of charge. Additionally, it facilitates the interaction and communication with other social networking websites by sharing clips in many websites and commenting on it. We can access to YouTube from many devices, for example, smartphones increase the possibilities to use it on a daily basis to become up to date with the world news. Thus, it gives opportunities to be a good medium for education (Brünner, 2013). Media now take an enormous portion in a students' lives. So, the appropriate and creative selection of educational resources makes a critical value to the target language.

CHAPTER III:

METHODOLOGICAL DESIGN

To describe deeply how the implementation of self-study guides by The use of YouTube to foster Intensive Basic English students' vocabulary acquisition of the Western Multidisciplinary Campus of The University of El Salvador can help to improve the lack of vocabulary. In this chapter the research team will establish and describe the type of study that will be develop, the tools that were used and the elements of this research project.

3.1. Paradigm and type of study

The researchers started the research with an action research study during that period all the data was collected but later due to the covid-19 pandemic the research study change into a Holistic projective. Holistic Projective study was chosen because it was designed to create some self-study guides to solve a problem in 4 different Intensive Basic English groups; it is important to mention that researchers were part of the study since they were the ones who guided the target population to provoke a change in the students of Intensive Basic English at the Western Multidisciplinary Campus of The University of El Salvador. The holistic projective research develops the qualitative and quantitative paradigm. One works on the creation of the tools and the presentation of the results and the other provides a deeply explanation to achieve the goals. This action research allowed investigating and practicing to coexist and co-work simultaneously in problem solving. With this research the researchers mandated to address and resolve different types of disputes by using various negotiation models and techniques to thoroughly understand and study the underlying foundations of these problems.

3.1.2. Type of study

A holistic projective research is used as a vision to a solution of a problem and from then on have the phenomenon function along certain attainable objectives.

According to this, the researcher creates, designs, elaborates or plans projects to solve the problem. However, the result of this research which is a project may or not be proven at the end of the investigation (Hurtado de Barrera, 2000).

The type of study in the research project is a collaborative research because this holistic projective research involves more than one person in the implementation of new techniques. This type of research offers the collaboration of many people, in this case the researchers and the Intensive Basic English students and teachers working jointly to implement the self-study guides.

3.2 Elements of a proposal

A research proposal offers a timeline to follow in order to solve the problematic situation in the population. Project proposal includes the justification of the project proposal, the objectives to achieve with this proposal, the contents and activities of the proposal (all the activities, methodologies, techniques) to implement, the timeline that state the order of each activity, the expected research contribution, the proposed methodology and the resources.

3.3. Sampling procedure

During the first week of classes of the current year, researchers decided to investigate the problems that teachers and students face at Western Multidisciplinary Campus of The University of El Salvador. Researchers realized that Intensive Basic English students showed many deficiencies in their speaking skill due the poor level of vocabulary that students manage. The average number of students per group is around 30 students per group. The researchers decided to focus in the groups “5”. “6”, “7”, and “8” because they have certain aspects that researchers considered necessary to study. Moreover, the research team used purposive sampling. In this sampling there were not taken into account gender, failure of subjects, and age.

3.4. Preliminary phase

In the preliminary phase of the study, the research team approached the appropriate field of the study, conducted observations (appendix A) and a presentation to the topic to the students (appendix B) which was useful to later define the problem and establish the justification. Moreover, it was intended to cover the basics of designing and implementing the study.

3.4.1. Approaching the field of the study

To carry out this research project, the researchers asked for permission to the teachers in charge of the investigated groups. Moreover, researchers explained to the students what the project was about and tell them the ethical aspects that the researchers were going to take into account. Besides, the researchers observed this group for two weeks in order to analyze the impact of the phenomenon during their Basic English classes. During the diagnosis, researchers interviewed some students that were willing to collaborate. Also, they addressed some questionnaires and interviews to the teachers in charge of Intensive Basic English subject to establish the baseline.

3.4.2. Diagnostic study

The diagnostic study was carried out in February 2020 at Western Multidisciplinary Campus of The University of El Salvador. During the diagnosis four Intensive Basic English groups were observed using an observation guide (appendix A), that was designed by the research team, and the teacher was asked for collaboration making his students to perform different Speaking Activities.

3.4.3. Definition of the problem

The fact is that most of the students present difficulties on the process of understanding and creating conversations, basic commands in classes and instructions. By means of observation, researchers could notice that when the teacher said the directions in English related with the class, students showed that they did not comprehend, and the teacher had to speak in Spanish in some occasions. Also, when students had to talk about a topic, they did not know how to transmit their ideas in English and they used gestures to communicate. However, students did not realize the magnitude of this problem since some of the students stated that they do not study English vocabulary outside the classroom and even they did not pay attention to new words, and that is why they present difficulties applying the knowledge learned in the class. On the other hand, the teacher in charge of the group stated that students face this problem due to the poor practice they have and the unwillingness to improve their vocabulary. Besides, the researchers could establish a description of the problem which helped the research team to

provide a broad and concise explanation about the problematic. All this information helped the researchers to provide a solid definition of the problem.

3.5. Planning phase

The researchers conducted several observations in order to identify and establish the problematic to conduct the study. After this, researchers needed to understand the phenomenon of study in a deep manner, so they created the literature review by consulting some authors, thesis works and web sites to collect important information about the phenomenon of study. The information was collected to create the State of Art and the Operationalization of the Variables with their respective indicators that were used to create the Data Collection Instruments. Besides, the researchers used the Validation for assuring the well construction of the instruments, and these are described further.

3.5.1. Literature review

To create the State of Art, researchers took information from books, one thesis, some websites, and dictionaries; however, researchers used only the information that was appropriate for the study. The chosen information was carefully read by the research team to build a good State of Art. First, the research team took into account the behavior of the students when they were asked to produce language and how important vocabulary is in learning a new language. Second, the research team took information about videos, how they improve students' language and how they improve students' knowledge. Third, the research team defined YouTube and the importance of using it. And last, the research team took into account Videos. All this information gathered served the investigators to form the content of the State of Art.

3.5.2. Operationalization of the variables

To operationalize the variables, the research team took all the indicators they needed to develop the research. The indicators of the hypothesis for this project were taken out from the specific objectives and the suggestions that students said. The variables were carefully analyzed to verify that they could be measured and observed. In the operationalization of the variables, the research team included the population to be studied as well as some of the tools they needed in order to obtain the necessary data for the research project.

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	UNITS OF ANALYSIS	VARIABLES	DEFINITION OF THE VARIABLE	INDICATORS	INSTRUMENT	TIME
To foster Intensive Basic English students vocabulary acquisition by the use of YouTube of The Western Multidisciplinary Campus of the University of El Salvador	To describe Intensive Basic English Students vocabulary acquisition of the Western Multidisciplinary Campus of the University of El Salvador by the use audios via YouTube'	Intensive Basic English Students groups 5, 6, 7, and 8	INDEPENDENT VARIABLE The implementation of videos, podcasts and audios from YouTube	Videos from YouTube in language learning mean the use of popular film on video to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements . Meanwhile, podcasts are Series of digital audio and video recordings uploaded on the web.	- videos as a source of vocabulary -the importance of vocabulary -YouTube's accessibility -Techniques for videos implementation -Students' Motivation through videos -YouTube as a learning tool	Questionnaire Observation guide	2 hours
	To design a syllabus and lesson plans which include videos, audios,			-participation level in class after the implementation of videos		Questionnaire Observation Guide	1 hour

	songs and podcasts by the use of YouTube to better their vocabulary			-Second language acquisition through podcasts and audios			
	To describe the operationalization of such methodology to enhance the students to foster the vocabulary acquisition			-selection of videos, audios and podcasts according the level -Students understanding -YouTube for vocabulary		Questionnaire Observation Guide	1 hour
			DEPENDENT VARIABLE Enrichment of vocabulary of Intensive Basic English Students	Being able to communicate effectively and create deeper connections with others.	-Strategies to enhance the Vocabulary	Questionnaire Observation guide	1 hour

3.6. Data collection instruments

For the data collection instruments, the research team took aim of the operationalization of the variables. The research team created a set of questions that helped them to create observation (appendix A, B and C) and questionnaires or guides that carried out in the different observations.

3.6.1. Validation of data collection instruments

The research tool used in the study was validated by different teachers of The Western Multidisciplinary Campus of The University of El Salvador since they are experts and professionals in the field of the English Language. To validate this tool, the researchers used a validation page (Appendix D) in which the expert offered suggestion and recommendations that the tool needed and all of them agreed of the necessary changes.

3.6.2. Validity and Reliability

The researchers assured validity based on three criteria which are Interpretative Hermeneutics Validity, Baseline Validity, and Triangulation. Interpretative Hermeneutics consists on the interpretation of the different reflection stages that take place with the group of researchers and the participants of the research. Also, Baseline Validity helped researchers to analyze and compare data gotten since researchers approached the field of the study until the investigators got the concluding results of the study. Finally, Researchers used Triangulation Validity in order to contrast the data gotten from all types of instruments to provide a deep and accurate analysis of the final results. The next step is Reliability which deals with the administration process and the consistency of the instruments. The most important aim to this face is to assure reliability. Finally, the researchers were careful when choosing the number of items per each instrument in order not to lead to factors that affect reliability or any influence of seeking certain results.

3.6.3. Ethical aspects

When conducting a research investigation, it is important to establish ethical aspects, which will help get reliable data, so the research team adopted some codes related to research ethics. These rules were listed as follows:

Honesty: The research team compromised themselves to report honestly all data and results of the investigation.

Objectivity: The research team compromised themselves to avoid bias and place personal interests that might affect the research.

Openness: The research team agreed to be open to criticism and new ideas and also share data, results, or ideas.

Plagiarism: The research team made the compromise to avoid using or closely imitating the language and thoughts of another author without authorization.

Social responsibility: The research team compromised themselves to promote social good with their results.

3.7. Timeline

The research team in this section shows the time in which this holistic projective research will be carried out since the very beginning of the process until the final presentation of itself.

Activity	Person in charge	Year 2020											
		Feb	March	April	May	June	July	August	Sep	Oct	Nov	Dic	
Approaching the field of study	Research team												
Diagnostic study	Research team												
Definition of the problem	Research team												
Methodology	Research team												
Theoretical framework	Research team												
Operationalization of the variables	Research team												
Methodological design	Research team												
Creation of self-study guides	Research team												
Conclusions and recommendations													
Final presentation													

3.8. Budget

The research team included a budget with the details of all the expenses of the project so that the project was feasible. In the budget, the research team included the supplies they needed during the investigation and the services that helped them to carry out the investigation.

3.8.1 Supplies

The investigation requires supplies to conduct the research. In this budget, the research team included the supplies they need as sheets of paper, pens, erasers, ink, internet, computer, etc.

Table: Budget showing the type and name of supplies, the cost per item, the number of item, and the total cost

Name	Cost	Total
Photocopies	\$0.02 x 200 pages	\$4.00
Energy	\$25 monthly	\$25.00
Internet	\$27.99 monthly	\$27.99
Food, transportation, pens, etc...	\$30	\$30
		\$86.99

**CHAPTER IV:
PROJECT PROPOSAL**

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



**THE IMPLEMENTATION OF SELF-STUDY GUIDES BY THE USE OF
YOUTUBE TO FOSTER THE INTENSIVE BASIC ENGLISH STUDENTS'
VOCABULARY ACQUISITION OF THE WESTERN MULTIDISCIPLINARY
CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I, 2020**

PROPOSAL CREATED BY

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LAURA MARICELA CHINCHILLA DE LEÓN

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M.E.d. JUAN FRANCISCO HIDALGO SANDOVA

SANTA ANA EL SALVADOR, CENTROAMERICA

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4.1 Project proposal

This proposal has been raised after carrying out a research in order to provide some self-study guides to help Intensive Basic English students, so that they can improve their vocabulary acquisition and facilitate the use of the language inside the classroom; Besides that, the proposal has specific objectives that look for accomplishing with the creation of self-study guides, and the activities have been selected carefully to fulfill students' needs.

The activities are self-study guides due to the pandemics, the researchers will create the self-study guides; these ones will contain activities, exercises and links to reinforce the different topics, for improving the vocabulary acquisition.

Moreover, it is expected with this project, both, teachers and students can work with new ways of teaching and learning the language that allows them to challenge their knowledge to store and articulate more English vocabulary effectively.

4.2 Justification of the project

The present proposal project is data collected from Intensive Basic English students of the Western Multidisciplinary Campus of The University of El Salvador during semester I, 2020. The Intensive Basic English subject is difficult for students due to the lack of activities that motivate them to learn more vocabulary. Another reason is that the English subject is new for most of the students, so they have problems in the development of almost all the skills necessary to understand the language.

Hence, this proposal project pretends to show how the implementation of self-study guides can help to enhance the lack of vocabulary. The self-study guides help students to better their productive skills through the activities that are included. The implementation of a self-study guides also helps the teachers as they have more ideas of how the classes can be developed. Besides, to create the self-study guides, the units and contents of the Intensive Basic English subject are taken into account.

Besides that, it is important to mention that Covid-19 pandemic is faced in the year of 2020; that is why, the research team has planned this methodology in such a way that the students can carry out each activity from their homes, with a supervision of parents and teachers as well. The research team is aware of the possible situations and variables that may occur for

the implementation of this proposal to be applied in the University. The activities that each guide include are well explained so that the students can find it easier to understand what they have to accomplish in every task. The activities also require the involvement of the students that can be an advantage since the students themselves can manage their own learning process at their own pace

The person who supervises this Holistic Proposal is M.E.d. Juan Francisco Hidalgo Sandoval who belongs to the English Language Department in The University of El Salvador in The Western Multidisciplinary Campus in Santa Ana, Santa Ana, El Salvador.

4.3 Objectives

4.3.1 General objective

- To provide Intensive Basic English students at the Western Multidisciplinary Campus of The University of El Salvador a set of self-study-guides which contain several activities such as videos, audios, songs and podcasts by the use of YouTube to better their vocabulary.

4.3.2 Specific Objectives:

- To Improve Intensive Basic English student's vocabulary acquisition through the implementation of a variety of exercises by the use of YouTube

- To provide Intensive Basic English students with proper activities to learn new vocabulary by the use of YouTube at the University of El Salvador during semester I, 2020.

4.4 Contents and activities

This proposal contains a series of self-study guides per topics with a variety of activities for teacher from appendix one up to 8 and self-study guides for students which contain activities videos, audios, songs and podcasts by the use of YouTube to better the Intensive Basic English students' vocabulary that go from self –study guide one up to 8.

4.5 Time line of the project

This timeline explains how the topics are implemented along of the semester I where the students from Intensive Basic English have to complete the self-study guides one per week.

UNIT 1: SELF STUDY GUIDE 1- EVERYDAY LIFE	UNIT 2: SELF STUDY GUIDE 2- LET'S GO SHOPPING	UNIT3: SELF STUDY GUIDE 3- FOOD AND NUTRITION	UNIT 4: SELF STUDY GUIDE 4- HOUSING
<p style="text-align: center;">Weeks 1</p> <p style="text-align: center;">Grammar notes, and Reading Tasks</p> <p style="text-align: center;">Week 2</p> <p style="text-align: center;">Listening, Writing and Speaking Tasks</p>	<p style="text-align: center;">Week 3:</p> <p style="text-align: center;">Grammar notes, and Reading Tasks</p> <p style="text-align: center;">Week 4:</p> <p style="text-align: center;">Listening, Writing and Speaking Tasks</p>	<p style="text-align: center;">Week 5:</p> <p style="text-align: center;">Grammar notes, and Reading Tasks</p> <p style="text-align: center;">Week 6:</p> <p style="text-align: center;">Listening, Writing and Speaking Tasks</p>	<p style="text-align: center;">Week 7:</p> <p style="text-align: center;">Grammar notes, and Reading Tasks</p> <p style="text-align: center;">Week 8:</p> <p style="text-align: center;">Listening, Writing and Speaking Tasks</p>
<p style="text-align: center;"><u>Contents:</u></p> <ul style="list-style-type: none"> ✓ Ask for and give personal information ✓ countries, nationalities and professions 	<p style="text-align: center;"><u>Contents:</u></p> <ul style="list-style-type: none"> ✓ Identify clothing ✓ Ask about prices ✓ Describe clothing 	<p style="text-align: center;"><u>Contents:</u></p> <ul style="list-style-type: none"> ✓ Read a menu ✓ Make a shopping list 	<p style="text-align: center;"><u>Contents:</u></p> <ul style="list-style-type: none"> ✓ Describe housing ✓ Interpret classify ads

<ul style="list-style-type: none"> ✓ Identify family relationships ✓ Describe people. Interpret and write schedules. ✓ Interpret information about weather. 	<ul style="list-style-type: none"> ✓ Read advertisements. ✓ Ask for assistance 	<ul style="list-style-type: none"> ✓ Locate items in a super market ✓ Identify healthy food ✓ Read recipes 	<ul style="list-style-type: none"> ✓ Complete a rental application ✓ Identify rooms and furniture ✓ Make a family budget
<p style="text-align: center;"><u>Grammar in context:</u></p> <ul style="list-style-type: none"> ✓ simple present: LIVE ✓ simple present: BE ✓ simple present: HAVE ✓ Adverbs of frequency. ✓ Simple present, Short answers 	<p style="text-align: center;"><u>Grammar in context:</u></p> <ul style="list-style-type: none"> ✓ simple present ✓ Negative simple present ✓ Comparative and Superlative Adjectives ✓ Present continuous ✓ This, these, that, those 	<p style="text-align: center;"><u>Grammar in context:</u></p> <ul style="list-style-type: none"> ✓ Questions with CAN ✓ Some/Any ✓ Count and non-count nouns ✓ Much/Many ✓ Simple present: BE ✓ Simple present: HAVE 	<p style="text-align: center;"><u>Grammar in context:</u></p> <ul style="list-style-type: none"> ✓ Information questions and answers ✓ Preposition of location ✓ Modals: May and Might
<p style="text-align: center;"><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✓ Greetings and feelings (good morning, good afternoon, good night- nice to meet you, good bye, 	<p style="text-align: center;"><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✓ Tall, Small, Large, Slow, Fast, Old, Cheap, Long, Short, Safe, High, Big, Hot, Wet, Sad, Thin, Pretty, Easy, Early, 	<p style="text-align: center;"><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✓ Come here! ✓ Sit down! ✓ Don't go! 	<p style="text-align: center;"><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✓ House, home, room, balcony, bathroom, bedroom, dining room, living room, sitting room, garage, kitchen, roof,

<p>hello— fine, angry, happy, tired,</p> <p>✓ always, usually, normally, often, sometimes, occasionally, seldom, hardly ever, never</p> <p>✓ sunny, partly sunny, partly cloudy, sun and rain, raining, thunderstorms, snowing, cloudy, windy, rainbow, tornados/hurricanes, clear</p>	<p>Healthy, Friendly, Busy, Sunny, Dirty, Dry, Hungry, Comfortable, Boring, Interesting, Expensive, Dangerous, Popular, Common, Generous, Difficult</p> <p>✓ Professional, casual, smart, clingy, trendy, close-fitting, scruffy, unfashionable, elegant, sophisticated, loose-fitting, baggy, dressy, ill-fitting, brief, oversized.</p>	<p>✓ Do not walk on the grass.</p> <p>✓ Let's stop now.</p> <p>✓ Let's have some lunch.</p> <p>✓ Let's not argue.</p> <p>✓ Let's not tell her about it</p> <p>✓ Little, few, a lot of, many, much, any, lots of, some</p>	<p>chimney, garden, basement, cellar, attic, stud, pool, toilet, window, staircase, stairs, upstairs, downstairs, door, wall, ceiling, floor, drive, lawn, path, hall, fence, doorbell, doormat, letter box, patio, backyard, flat (British E.), apartment (American E.)</p> <p>✓ Assets, Balanced Budget, Budget, Deficit, Discretionary Spending, Disposable Income, Emergency Funds, Fixed Expenses, Goals, Investment</p>
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<p align="center">UNIT 5:</p> <p align="center">SELF STUDY</p> <p align="center">GUIDE 5- OUR</p> <p align="center">COMMUNITY</p>	<p align="center">UNIT 6:</p> <p align="center">SELF STUDY</p> <p align="center">GUIDE 6- HEALTH</p>	<p align="center">UNIT 7:</p> <p align="center">SELF GUIDE 7-</p> <p align="center">WORK, WORK, WORK</p>	<p align="center">UNIT 8:</p> <p align="center">SELF STUDY</p> <p align="center">GUIDE 8- GOALS AND</p> <p align="center">LIFELONG LEARNING</p>
<p align="center">Week 9:</p> <p align="center">Grammar notes, and Reading Tasks</p>	<p align="center">Week 11:</p> <p align="center">Grammar notes, and Reading Tasks</p>	<p align="center">Week 13:</p> <p align="center">Grammar notes, and Reading Tasks</p>	<p align="center">Week 15:</p> <p align="center">Grammar notes, and Reading Tasks</p>

Week 10: Listening, Writing and Speaking Tasks	Week 12: Listening, Writing and Speaking Tasks	Week 14: Listening, Writing and Speaking Tasks	Week 16: Listening, Writing and Speaking Tasks
<p>Contents:</p> <ul style="list-style-type: none"> ➤ Describe your community ➤ Scan an internet search page ➤ Give and follow directions ➤ Read a message or letter ➤ Write and send a letter 	<p>Contents:</p> <ul style="list-style-type: none"> ➤ Describe healthy practices ➤ Identify illnesses ➤ Make a doctor's appointment ➤ Read medicine labels ➤ Identify and describe emergencies 	<p>Contents:</p> <ul style="list-style-type: none"> ➤ Evaluate learning and work skills ➤ Identify jobs and job skills ➤ Apply for a job ➤ Interview for a job ➤ Follow instructions in an office 	<p>Contents:</p> <ul style="list-style-type: none"> ➤ Identify goals ➤ Set academic goals ➤ Set work goals ➤ Find ways to learn ➤ Record goals
<p>Grammar in context:</p> <ul style="list-style-type: none"> ➤ Imperatives ➤ Present continuous ➤ Simple present ➤ Simple past (regular) ➤ Simple past (irregular) 	<p>Grammar in context:</p> <ul style="list-style-type: none"> ➤ Infinitives ➤ Simple present ➤ Comparative and Superlative Adjectives ➤ Simple past (regular) 	<p>Grammar in context:</p> <ul style="list-style-type: none"> ➤ Evaluate learning and work skills ➤ Identify jobs and job skills ➤ Apply for a job ➤ Interview for a job 	<p>Grammar in context:</p> <ul style="list-style-type: none"> ➤ Future plans ➤ Want to ➤ Hope to ➤ Plan to ➤ Future Be going to

	<ul style="list-style-type: none"> ➤ Simple past (irregular) ➤ Simple past: BE ➤ Modal: should 	<ul style="list-style-type: none"> ➤ Follow instructions in an office 	<ul style="list-style-type: none"> ➤ Because, Future will ➤ Past with So
<p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ click (on) - delete - upload - download - scroll up and down - type - save - drag - copy/cut and paste. ➤ school, hospital, post office, fire station, supermarket, gas station, bank, library, homes, police station, pet shop, restaurant, cinema, laundromat, church, garage 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Toothache, backache, headache, sore shoulder, sinus pressure, seasonal allergies, dizziness / feeling dizzy, heartburn, stomachache / upset stomach (nauseous), diarrhea, broken bones, bruise ➤ Accident, Emergency, Accident and Emergency, Hospital, Ambulance, Doctor, Nurse, First Aid, Sick, Fever, Cold, Flu, Ill, Cut, Injury, Hurt, Pain, Injured, Blood, Faint, Light-headed, Shock, Broken, Breathing, Treatments, Pills, Medicine, Tablets, Bandage, Surgery, Help 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Ability to prioritize, Accomplishments, Adaptable, Alert, Ambition, Analytical, Appeal, Appropriate dress, arrive early and stay late, Articulate, Assessment, Attentive, Attributes, Authenticity, avoid selfishness, Awareness, Welcome opportunities, Well-organized, Willingness, working well with others, Writing skills 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ accomplishment, achievement, attainment, establishment, goal, image, objective, target, decide, hope, intend, resolve, constraints, limitations, objectives, restrictions, before, eventually, previous, prior, definite, precise, general, specific, benefits, criteria, requirements, specifications.

4.6 Expected research contribution

The University of El Salvador has the option of continuing with the self-study guides if they give a good result in the improving of the vocabulary acquisition. The teacher is free to add more material to the self-study guides or change some points from the ones that we exposed.

The vocabulary acquisition of English in Intensive Basic English is essential since in the book and appendixes students must have a level of English that allows them to understand the activities that students will have, so with this proposal the researchers are looking for an easier way to learn new vocabulary.

The Intensive Basic English students are the ones benefiting with the self-study guides because some of them don't have the English level that is required in the grade they are. Some others consider easier due to previous courses they took when they studied at the school but with the implementation of these self-study guides students will better the vocabulary by using this tool which is in YouTube.

4.7 Proposed methodology

The self-study guides will be implemented to improve the lack of vocabulary in the Intensive Basic English students. Tamie L. states "The greatest discovery from learning this methodology is related to data sources. Using art and visual representations allowed me to take a step back from the traditional text-based data sources in a safe environment. I didn't think I could do memory work at all, and even told classmates that I had a hard time remembering events. However, as soon as I started staring at old photographs from twenty years ago, I was able to recall some specific details. How exciting and freeing to learn that I am no longer bound by text. I never anticipated or appreciated the substance to visuals until completing this proposal". Tamie L. Pratt-Fartro (2007), Reading Specialist, Stafford County Public Schools.

4.8 Resources

The self-study guides that are presented in this work contains some activities with videos, audios, songs and podcasts by the use of YouTube and different types of practices. It contains relevant information about certain topics that are developed in the classes; the self-study guides also contain the essential information of each topic presented in a very simple but

clear manner for making it more understandable. It contains material that is structured at the same English level that students have and it has been previously approved by the research supervisor.

CHAPTER V:

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After having analyzed all the data gotten during the research called: The implementation of self-study guides by the use of YouTube to foster Intensive Basic English Students' vocabulary acquisition of the Western Multidisciplinary Campus of The University of El Salvador during semester I, 2020, and carrying out the data collection and scrutinizing the data collected, the team of researchers has arisen with the following conclusions: YouTube is easily accessible to everyone around the world. In colleges and universities YouTube is also widely accessed by everyone with Internet and a technological device; also, the research team found out that to implement a set of self-study guides for both students and teachers will be useful in the improvement of the vocabulary acquisition, by including activities that will be meaningful for students and productive at the same time because the Intensive Basic English teachers do not focus too much on the improvement of new vocabulary. The researcher team realize that Intensive Basic English students' vocabulary can be improved by using YouTube to improve the lack of vocabulary; that is why, a set of self-study guides were created by using information from YouTube; besides, the research team realize that Intensive Basic English students have some problems giving their point of view due to the lack of vocabulary they have; finally, The research team found out that including activities that are focused on the reinforcement of the vocabulary by the use of YouTube will be important for the student's development.

5.2 Recommendations

The team of researchers contemplates that this research study may be a help for future researchers interested in this topic. The results and conclusions may help to understand and have a wider view of this topic. Based on this research, the experiences, and results obtained, some recommendations are stated:

5.2.1 For Intensive Basic English teachers of the University of El Salvador

The researchers suggest to the teacher to use YouTube as a tool for learning. Every student has access to a technological device that connects him or her to the Internet. Teachers

should use a method to transform this entertaining tool into a learning tool. This could improve the development of the students at home; also, teachers should follow the lesson plan done by the teacher, and include the self-study guides per each unit and should decide the proper time per each activity according to students' abilities. As a final recommendation, it is very important to maintain a balance in the use of YouTube and traditional classes. The teacher should also show students the importance of having reading and studying habits, and how YouTube sometimes distracts us from having a balance regarding the usage of technology and spending time reading.

5.2.2 For Intensive Basic English student of the University of El Salvador

Students should have a positive attitude to practice the language with the teacher and classmates and should lose the fear using new vocabulary while speaking even when making mistakes. Student should pay attention to the teacher's feedback, so that they can improve the English, moreover, students should ask the teacher for help if they have any doubt regarding to the activities in the self-study guides.

5.2.3 For future researchers

It has been mentioned throughout this thesis that this research study may be of help for future researchers interested in this topic. Besides, due to this pandemic the research team was not able to carry out the previously started action research. It is recommended to use other types of tools that could help to get a wider idea of how YouTube can help the student's vocabulary acquisition. Future researcher should look more deeply into the effect of YouTube in this level of education, and it is also recommended to use other types of tools that could help to get a wide idea of how YouTube can help in the vocabulary acquisition; also, future researchers should create proper activities and a deep diagnostic test per each skill. Finally, future researchers should adapt the available resources for teaching in online manners to fulfill the student's needs.

5.3 Limitations

1. The research team try to monitor each student by using social media but they could not due to the Covid-19 pandemic, so the team cannot monitor the development of the students.

2. As the covid-19 pandemic is happening, the research team changed the action research into a holistic project, and work in the different activities to fulfill the need to learn new vocabulary

3. The research team sessions were changed to virtual meetings every Thursday. The research team and the thesis advisor attended all meetings as scheduled.

4. The students cannot be tested by the research team because they are not attending to the University and they will finish the semester by receiving online classes.

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ANNEXES

APPENDIX 1

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



OBSERVATION GUIDE FOR INTERVENTIONS (CLASS PARTICIPATION- VOCABULARY LEVEL)

Objective: To observe students' behavior during the first phase of action

DATE: _____

RESEARCHER: _____

Criteria	Yes	No
Students participate in class		
Students' pronunciation is well developed		
Students follow the teacher's instructions		
Students answer the questions		
Students feel comfortable during participation		
The content's development is understood		
The students express their ideas effectively		

Comments:

APPENDIX 2

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



QUESTIONNAIRE TO MEASURE THE VOCABULARY LEVEL OF INTENSIVE BASIC ENGLISH STUDENTS

Objective: to establish the basis of research related to the level of vocabulary of students

INDICATION: underline the answer that best fits you in the following questions.

1. How do you consider your vocabulary level?
a. High b. Acceptable c. Poor

2. How frequent you DO NOT understand what your teacher is saying?
a. Very frequent b. occasionally c. rarely d. Never

3. Do you think technology is helpful when learning a second Language?
a. Yes b. No

Why? _____

4. Do you think that YouTube could be used for learning English?
a. Yes b. No

Why? _____

5. Would you like to boost your vocabulary acquisition using YouTube as a tool for learning English?
a. Yes b. No

APPENDIX 3

UNIVERSITY OF EL SALVADOR
WESTERN MULDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



QUESTIONNAIRE TO MEASURE THE VOCABULARY LEVEL OF INTENSIVE BASIC ENGLISH STUDENTS

Objective: to establish the basis of research related to the level of vocabulary of Intensive Basic English Students

INDICATION: Interview the Intensive Basic English teachers

1. How do you consider the vocabulary level of Intensive Basic Students?

- High
Acceptable
Poor

2. How frequent you consider that your students do not understand something that you are saying?

- Very frequent
Occasionally
Rarely
Never

3. How did you acquire vocabulary when you were student?

- By reading
By listening to songs
By watching movies
By practicing with someone
Other: _____

4. Do you think technology is helpful when learning a second Language?

Yes

No

Why?

5. Which method of exposure to the language do you consider the most effective one?

Flashcards

Reading

Audios

Videos

Why?

6. Do you think that YouTube could be used for learning English?

Yes

No

Why?

7. Do you think that YouTube Videos could foster the vocabulary acquisition of Intensive Basic English Students?

Why?

APPENDIX 4

UNIVERSITY OF EL SALVADOR
 WESTERN MULDISCIPLINARY CAMPUS
 LANGUAGE DEPARTMENT



VALIDATION SHEET OF DATA COLLECTION INSTRUMENTS

Name of validator: _____

Degree: _____

Position: _____

No of years in teaching: _____

To the evaluator: please check the appropriate box for your ratings.

Scale: 5- Excellent 4-very good 3-good 2-fair 1-poor

	5	4	3	2	1
<p>1. Accuracy and direction of items</p> <p>Interview Guide and Observation Guide directions and the items are written in a clear and understandable manner</p>					
<p>2. Presentation and management of items</p> <p>The items are shown and organized in a logical manner</p>					
<p>3. Appropriateness of items</p>					

<p>The items are properly shown, the substance of the research. The questions are made to determine if why class management and feedback cause students lack of vocabulary.</p>					
<p>4. Adequateness of the content</p> <p>The number of the questions is representative enough for all the areas researchers need to know for the study</p>					
<p>5. Acquirement of purpose</p> <p>The instruments as a whole fulfills the objectives needed for the research</p>					
<p>6. Objective</p> <p>Each question requires a specific answer to measure the variety of answers to complete the research</p>					

REMARKS:

APPENDIX 5

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

APPENDIX 1 – EVERYDAY LIFE

OBJECTIVES	GENERAL OBJECTIVE: At the end of the course SWBAT: use the structures and applying them in the real context. SPECIFIC OBJECTIVES: At the end of the course SWBAT: describe persons and provide personal information, also they are going to distinguish different nationalities, interpret schedules and weather.
TARGET CONTENT	Ask for and give personal information: countries, nationalities and professions. Identify family relationships. Describe people. Interpret and write schedules. Interpret information about weather.
TARGET STRUCTURE	Simple present: LIVE, simple present: BE, simple present: HAVE, Adverbs of frequency. Simple present, Short answers

METHODOLOGY	<p>You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.</p> <p>Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.</p> <p>Week 1: Grammar notes, and Reading Tasks</p> <p>Week 2: Listening, Writing and Speaking Tasks</p>
--------------------	---

SECTION I - LEAD-IN ACTIVITY

Stage 1 – Watch the Video

Instructions: Watch the video “**INTRODUCING YOURSELF, MEETING SOMEONE FOR THE FIRST TIME.**” Take notes in your notebook of the phrases Peter and Molly used to introduce themselves, say hello, and say goodbye in the different situations in the video.

“**INTRODUCING YOURSELF, MEETING SOMEONE FOR THE FIRST TIME.**”
VIDEO

<https://www.youtube.com/watch?v=mHuoOXiHvM4>

Stage 2 – Make a Video

Instructions: Record a 1-minute video introducing yourself and share the video with your classmates and teachers. In the video,

- say your name and your last name;
- say how your friends call you;
- say how old you are; and
- say where you are from (town or city)

SECTION II - GRAMMAR NOTES

Appendix: A

Instructions: Read the Grammar Notes about “Simple Present –Verb Be, Yes/No Questions and Short Answers” and watch the Grammar Videos to reinforce your understanding of the topic.

SIMPLE PRESENT – VERB “BE”

The verb 'be' is different from the other verbs in this tense. Let's look at 'be' first:

Here's the positive form (positive means a normal sentence, not a negative or a question. This is sometimes called 'affirmative')

Positive	Positive Short Form
I am a student.	I' m a student.
You are French.	You' re French.
He is my grandfather.	He' s my grandfather.
She is in my class.	She' s in my class.
It is Sara's dog.	It' s Sara's dog.
We are lost.	We' re lost.
They are in the garden.	They' re in the garden.

- ✪ Now let's talk about the **question** form of the present simple with '**be**'. Here's the '**yes / no**' **question** form:

Yes / No Questions	Short Answers
Am I in your class?	Yes, you are . / No, you aren't .
Are you from Spain?	Yes, I am . / No, I' m not .
Is he 17 years old?	Yes, he is . / No, he isn't .

Is she in the school?	Yes, she is. / No, she isn't.
Is it her cat?	Yes, it is. / No, it isn't.
Are we friends?	Yes, we are. / No, we aren't.
Are they happy?	Yes, they are. / No, they aren't.

Verb “Be” Uses

The verb “**be**” is used to talk about:

Name:	Country:	Age:	Emotions:
I'm Joanna.	I'm from the U.S. I'm American.	I'm 27 years old.	I'm sad.
He's Paulo.	My husband is from Italy. He's Italian.	How old are you? She's 15.	She's excited. You're angry.
They're Aki and Yuta.	She's not Korean, she's Vietnamese. Are they from Australia?	My mother is 65 years old.	

🌟 Now, watch the following Grammar Video.

<p>GRAMMAR VIDEO 1 – VERB “BE” FORM AND USES</p> <p>https://www.youtube.com/watch?v=5JDSXihIHil</p>
--

Appendix: B

ADVEBS OF FREQUENCY

Adverbs of Frequency tell us how often something happens. Look at the table below and pay attention to the Frequency column.

Frequency	Adverb of Frequency	Example Sentence
100%	Always	I always go to bed before 11 p.m.
90%	Usually	I usually have cereal for breakfast.
80%	normally / generally	I normally go to the gym.
70%	often* / frequently	I often surf the internet.
50%	Sometimes	I sometimes forget my wife's birthday.
30%	Occasionally	I occasionally eat junk food.
10%	Seldom	I seldom read the newspaper.
5%	hardly ever / rarely	I hardly ever drink alcohol.
0%	Never	I never swim in the sea.

✪ Now, watch the following Grammar Video.

GRAMMAR VIDEO 2 – FREQUENCY ADVERBS 1

<https://www.youtube.com/watch?v=VAWo65QwP2c>

The Position of the Adverb in a Sentence

An adverb of frequency goes **before** a main verb (except with verb “**be**”).

Subject + adverb + *main verb*

I **always** *remember* to do my homework.

He **normally** *gets* good marks in exams.

Subject + *to be* + adverb

They *are* **never** pleased to see me.

An adverb of frequency goes **after** the verb “**be**”.

Appendix: C

Activity 1: Listening and Writing

<https://www.youtube.com/watch?v=L8URoNO2CnE>

Instructions:

- Watch the video and take notes about the important details about every person (example: names, age, nationality, address, etc.)

Person 1 _____
Person 2 _____
Person 3 _____
Person 4 _____
Person 5 _____
Person 6 _____
Person 7 _____
Person 8 _____
Person 9 _____
Person 10 _____

➤ Answer the following questions about the video

1. What is Christina's telephone number?

2. What is Sasha's Nationality?

3. Who lives in 7421 Daph St Sta.Barbara CA?

4. Who has 12 grandchildren?

5. Where does Max live?

Appendix: D

Activity 2: Listening and Speaking

Instructions:

- Listen the following song

<https://www.youtube.com/watch?v=LjhCEhWiKXk>

JUST THE WAY YOU ARE

Oh, her eyes, her eyes
Make the stars look like they're not shinin'
Her hair, her hair
Falls perfectly without her trying
She's so beautiful and I tell her everyday
Yeah, I know, I know
When I compliment her she won't believe me
And it's so, it's so
Sad to think that she don't see what I see
But every time she asks me, "Do I look okay?"
I say
When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are

And when you smile
The whole world stops and stares for a while
'Cause girl you're amazing
Just the way you are
Yeah

Her lips, her lips,
I could kiss them all day if she'd let me
Her laugh, her laugh
She hates but I think it's so sexy
She's so beautiful, and I tell her everyday
Oh, you know, you know
You know I'd never ask you to change
If perfect's what you're searching for then just stay the same
So don't even bother asking if you look okay
You know I'll say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are

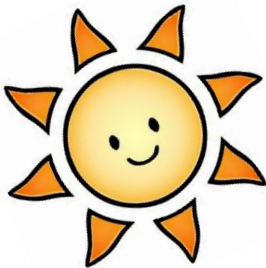
The way you are
The way you are
Girl, you're amazing
Just the way you are

When I see your face
There's not a thing that I would change
'Cause you're amazing

Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are
Yeah

- Underline the sentences in simple present that you found
- Sing the song and look for new words

Appendix: E



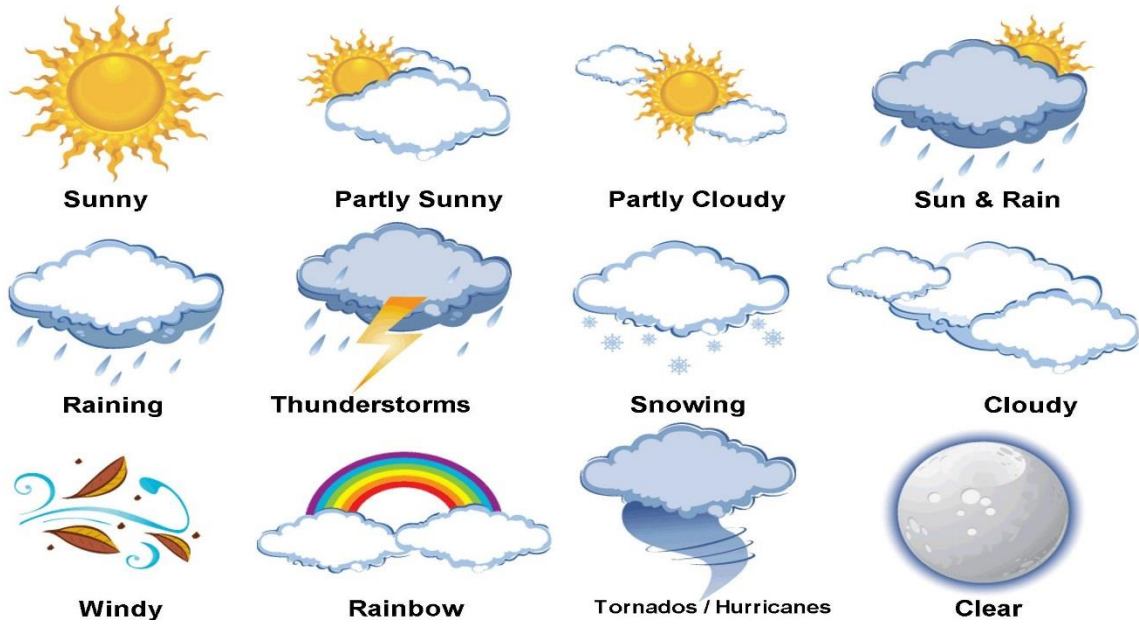
Listening and speaking Activity

<https://www.youtube.com/watch?v=gzPA-YKJmVk>

How is the weather outside?

Instructions:

- Listen the podcast and make a short presentation about the weather, using the simple present tense, adverbs of frequently and use the vocabulary on the table.
- share the short video with your classmates.



Appendix: F

Activity 3: FAMILY ACTIVITY

Instructions: Follow the specific instructions for each of the practices below and put into practice the content studied in the Grammar Notes to complete them.

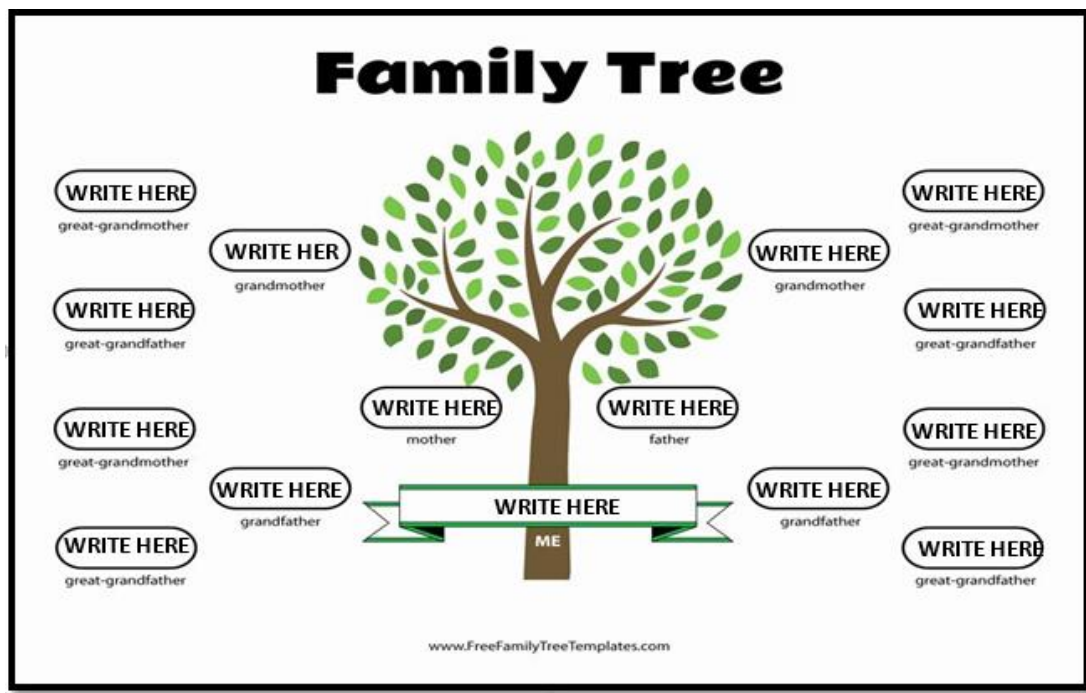
Writing Activity – Family Members

Stage 1 – Watch the Video

Instructions: Watch the video about family members and fill in the family tree below with the names of the people in your family.

Video Family Members: <https://www.youtube.com/watch?v=uqNzV213Wc8>





Stage 2 – Writing

Instructions: Write a 100-word paragraph describing your family tree (just the most important members). In your paragraph, you have to mention the name, age, profession or occupation, and the family relationship of each member.

Example: *My father is Alejandro. He is 49 years old and he is a plumber...*

APPENDIX 6

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH APPENDIX 2 – LET'S GO SHOPPING

OBJECTIVES	<p>GENERAL OBJECTIVE:</p> <p>At the end of the course SWBAT: use the following structures in a properly way.</p> <p>SPECIFIC OBJECTIVES:</p> <p>At the end of the course SWBAT: get more vocabulary about the content by videos, podcast, songs and practices.</p>
TARGET CONTENT	<p>Identify clothing, ask about prices, and describe clothing, Read advertisements. Ask for assistance.</p>
TARGET STRUCTURE	<p>Simple present, Negative simple present, Comparative and Superlative Adjectives, Present continuous, This, these, that, those.</p>
METHODOLOGY	<p>You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have</p>

	<p>two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.</p> <p>Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.</p> <p>Week 1: Grammar notes, and Reading Tasks</p> <p>Week 2: Listening, Writing and Speaking Tasks</p>
--	--

SECTION I - LEAD-IN ACTIVITY

Stage 1 – Brainstorming

Instructions: Think of all the clothing items people usually wear for the following occasions, and write them down in the cloud below.



- Occasions**
- Winter
 - Job interview
 - Going to the beach
 - Night party

Stage 2 – Record a Video

Instructions: Record a 2-minute video telling your classmates and teachers which your favorite outfits are. Talk about the following occasions: **being at home, going to the mountain, visiting a friend or your couple.**

SECTION II - GRAMMAR NOTES

Appendix: A

Instructions: Read the Grammar Notes on “Simple Present, Present Progressive, Superlative Adjectives and Demonstrative Pronouns” and watch the Grammar Videos to reinforce your understanding of the topic.

Simple Present- Uses and Affirmative Sentences

The simple present tense is used:

- ☛ To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:

I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)

- ☛ To give instructions or directions:

You walk for two hundred meters, then you turn left.

- ☛ To express fixed arrangements, present or future:

Your exam starts at 09.00

Examples:

<p>For habits</p> <p>-He drinks tea at breakfast. -She only eats fish. -They watch television regularly.</p>	<p>For repeated actions or events</p> <p>-We catch the bus every morning. -It rains every afternoon in the hot season. -They drive to Monaco every summer.</p>	<p>For repeated actions or events</p> <p>-We catch the bus every morning. -It rains every afternoon in the hot season. -They drive to Monaco every summer.</p>
<p>For general truths</p> <p>-Water freezes at zero degrees. -The Earth revolves around the Sun. -Her mother is Peruvian.</p>	<p>For instructions or directions</p> <p>-Open the packet and pour the contents into hot water. -You take the No.6 bus to</p>	<p>For fixed arrangements</p> <p>-His mother arrives tomorrow. -Our holiday starts on the 26th March</p>

	Watney and then the No.10 to Bedford.	
--	--	--

Notes on the simple present, third person singular

- ★ In the third person singular **the verb always ends in -s:**

he wants, she needs, he gives, she thinks.

- ★ Negative and question forms **use DOES** (= the third person of the auxiliary 'DO') + **the infinitive of the verb.**

He wants ice cream. Does he want strawberry? He does not want vanilla.

- ★ Verbs ending in **-y**: the third person **changes the -y to -ies:**

fly --> flies, cry --> cries

- ★ Exception: if there is **a vowel** before the **-y**:

play --> plays, pray --> prays

- ★ Add **-es** to verbs ending in: **-ss, -x, -sh, -ch:**

he passes, she catches, he fixes, it pushes

- **Grammar Video 1 – Present Simple – Form and Uses**

<https://www.youtube.com/watch?v=gZTb7lK6eJg>

Appendix: B

Simple Present – Negative Sentences/ Don't and Doesn't

You speak English. → This is an affirmative (or positive) sentence.

How can we make this affirmative sentence (+) **a negative sentence (-)**?

You speak English. (+)

You don't speak English. (-)

We do not say: I no speak English. (NOT correct)
We say: I don't speak English. (Correct)
We normally use Don't or Doesn't to make a negative sentence in the simple present tense.

Let's look at the difference between **DON'T** and **DOESN'T**.

⊛ **DON'T** – Negative Sentences with **DON'T** in English

We use **Don't** when the subject is **I, you, we or they**. We add “**don't**” between the subject and the verb.

- *I **don't** usually **wake up** at 8 o'clock.*
- *We **don't** go to the cinema too much.*
 - *I **don't** live in Russia.*

⊛ **DOESN'T** – Negative Sentences with **DOESN'T** in English

Now let's look at third person sentences using **he, she and it**. Again, we add “**doesn't**” between the subject and the verb to make a negative sentence.

- *She **doesn't** work in a police station.*
- *My boss **doesn't** go to the gym twice a week.*
- *The exam period **doesn't** end on 24th December.*

Notice how the letter **S** at the end of the verb in the affirmative sentence (**because it is in third person**) disappears in the negative sentence.

Why does this happen?

The verb after the negative **don't or doesn't** is the base form of the infinitive.

➤ **Grammar Video 2 – Present Simple – Negative Sentences**

<https://www.youtube.com/watch?v=BriKS4-Jam0>

Appendix: C

Comparatives and Superlatives

Table 1

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Tall	Taller	The tallest
Small	Smaller	The smallest
Large	Larger	The largest
Slow	Slower	The slowest
Fast	Faster	The fastest
Old	Older	The oldest
Cheap	Cheaper	The cheapest
Long	Longer	The longest
Short	Shorter	The shortest
Safe	Safer	The safest
High	Higher	The highest
Big	Bigger	The biggest
Hot	Hotter	The hottest
Wet	Wetter	The wettest

Sad	Sadder	The saddest
Thin	Thinner	The thinnest

➤ **Grammar Video 3 – Comparative and Superlative Adjectives**
<https://www.youtube.com/watch?v=TG9Sg7bPRSU>

Table 2

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Pretty	Prettier	The prettiest
Easy	Easier	The easiest
Early	Earlier	The earliest
Healthy	Healthier	The healthiest
Friendly	Friendlier	The friendliest
Busy	Busier	The busiest
Sunny	Sunnier	The sunniest
Dirty	Dirtier	The dirtiest
Dry	Drier	The driest
Hungry	Hungrier	The hungriest
Comfortable	More comfortable	The most comfortable
Boring	More boring	The most boring
Interesting	More interesting	The most interesting
Expensive	More expensive	

Dangerous	More dangerous	The most expensive
Popular	More popular	The most dangerous
Common	More common	The most popular
Generous	More generous	The most common
Difficult	More difficult	The most generous
		The most difficult

Appendix: D

PRESENT PROGRESSIVE

The present continuous is made from the **present tense of the verb *be*** and the ***ing form*** of a verb:

PRESENT PROGRESSIVE

am/is/are + verb-ing

Remember: usually STATIVE VERBS are NOT used in the progressive (-ing) form.

When do we use the present progressive?

Happening Now

It is snowing.
She is eating lunch now.
I'm driving my new car.

Temporary Actions

I'm working in New York this week.
I'm staying here temporarily.

Fixed Plans

(often in the near future)
I'm going out after work today.
We're leaving early today.

Trends

More and more people are using their phones to access Facebook.

Longer Actions in Progress Now

She's studying to be a lawyer.
He's training for the Olympics.

A E American English at State

americanenglish.state.gov



★ Present continuous negatives

We make negatives by putting **not** (or **n't**) after **am**, **is** or **are**:

*I'm **not** doing that.*

*You **aren't** listening. (or You're **not** listening.)*

*They **aren't** coming to the party. (or They're **not** coming to the party.)*

*She **isn't** going home until Monday. (or She's **not** going home until Monday.)*

SPELLING RULES FOR VERBS IN "ING" FORM	
BASE FORM	"ING" - FORM
Cook - Eat - Speak	Cooking - Eating - Speaking
Buy - Enjoy - Try	Buying - Enjoying - Trying (Final letter "y" is in the same place)
Go - Do	Going - Doing
Drive - Share - Write	Driving - Sharing - Writing (Final letter "e" is eliminating)
Lay - Lie	Lying - Lying
Skip* - Put* - Swim*	Skipping - Putting - Swimming

*The final three letters are "consonant - vowel - consonant", that's why we have double consonant "pp - tt - mm".


ESL.COM

➤ **Grammar Video 4 – Present Progressive/ Continuous**

<https://www.youtube.com/watch?v=xFsYrTIndhI&t=23s>

Appendix: E

Demonstrative Pronouns: this, that, these and those



DEMONSTRATIVE PRONOUNS

ENGLISH GRAMMAR

Demonstrative Pronouns are used to show or identify one or a number of nouns that may be far or near in distance or time. They are only four in number: **This, That, These and Those**.

THIS and **THAT** are singular demonstrative pronouns.

THESE and **THOSE** are plural demonstrative pronouns.

They can also be used to show an unspecified quantity in a sentence.

That is a beautiful house.

➔

That is a demonstrative pronoun that is referring to a specific noun (house). This is a singular pronoun as it is referring to only one house.

➤ **Grammar Video 5 – Demonstrative Pronouns**

<https://www.youtube.com/watch?v=No44YiCZwdY>

Appendix: F

Activity-1 Listening and Writing

<https://www.youtube.com/watch?v=QWBwCoecvKM>



- How many ways to ask for information you know? Write at least 3 ways

Instructions:

- Watch the video and write a short conversation asking for assistance could be in the bus station, restaurant, airport, supermarket, etc. using the grammar previously share

Appendix: G

Activity-2 Reading Activity

<https://www.youtube.com/watch?v=JiI1UmfgrM>



Instructions:

- Watch the video and write at least 10 comparatives and superlatives adjectives that you find there and then write the base form from the adjectives.

ORIGINAL ADJECTIVES

SUPERLATIVES AND COMPARATIVES VERBS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

➤ Create a sentence with each of the one that you fine.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix: H

Activity-3 Speaking Activity

<https://www.youtube.com/watch?v=GINbzAGZC2M>

Instructions:

➤ Watch the following video about “Go Shopping” and make a short five-minutes presentation about the things you buy in the supermarket, stores, restaurant, etc.



➤ Present the video with your classmates and do comments about the others presentations

- Use the vocabulary below to describe clothes

Professional, casual, smart, clingy, trendy, close-fitting, scruffy, unfashionable, elegant, sophisticated, loose-fitting, baggy, dressy, ill-fitting, brief, oversized.

LET'S DO IT!!

Appendix: I

Activity 4: Writing

Instructions:

- Read the following advertisement and underline the new word you find there.
- Create a similar one with the same product or similar one, using the vocabulary already study (Comparative and Superlative Adjectives, This, these, that, those)

HOUSE FOR SALE



3 Bedroom, 2 Bath, Newly Updated
Throughout, Beautiful Hardwood Floors,
Private Backyard and New Windows.
Located in Greenwood Heights

\$90,000.00

Shown by Appointment Only.
Call (270) 994-3143 For More Information

APPENDIX 7

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH APPENDIX 3 – FOOD AND NUTRITION

OBJECTIVES	<p>GENERAL OBJECTIVE:</p> <p>At the end of the course SWBAT: apply the grammar notes in different contexts.</p> <p>SPECIFIC OBJECTIVES:</p> <p>At the end of the course SWBAT: recognize new words used in the supermarket, restaurant, stores, etc.</p>
TARGET CONTENT	<p>Read a menu, Make a shopping list, Locate items in a supermarket, Identify healthy foods, Read recipes</p>
TARGET STRUCTURE	<p>Questions with CAN, Some/ Any, Count and noncount nouns, Much/Many, Simple present BE, ,simple present: HAVE, Imperatives, Negative</p>

METHODOLOG Y	<p>You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.</p> <p>Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.</p> <p>Week 1: Grammar notes, and Reading Tasks</p> <p>Week 2: Listening, Writing and Speaking Tasks</p>
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SECTION I – LEAD-IN ACTIVITY

- Write your name in a vertical form

(Example)

B
R
I
A
N



- Per each letter in your name write your favorite fruit, vegetable, dish, clothes.
- Share with your classmates the information.

SECTION II – GRAMMAR NOTES

Appendix: A

Instructions: Read the Grammar Notes on “**Simple Present, Present Progressive, Superlative Adjectives and Demonstrative Pronouns**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

Can and Can't – Ability

✪ Grammar - Can/Cannot - Affirmation and Negation

Can/Cannot in affirmative and negative sentences.

We use **Can** when we have the ability, time or will to do something. For example:

- *I can play the guitar.* (This means that I have the ability to play the instrument)
 - *I can go to the store later* (I have the time to go soon)
 - *I can help you* (I want to help you).

We use **Cannot (or Can't)** when we don't have the ability, the time or the will to do something. For example:

- *I cannot sing.* (I do not have the ability or the skill).
- *I can't go with you.* (I don't have the will to accompany you).
- *I can't travel until December.* (I don't have the time to travel because I am busy working).

Can and Can't are modal verbs. This means that they are an auxiliary to the verb. Notice that they come **BEFORE the verb**. The verb will **ALWAYS be in the infinitive form**.

For example:

<ul style="list-style-type: none">• I can travel in December.• I cannot (can't) travel now.	<ul style="list-style-type: none">• You can see the stars!• You cannot (can't) hear the teacher.
<ul style="list-style-type: none">• He can be rude sometimes. *• He cannot (can't) play the drums well.	<ul style="list-style-type: none">• She can play the guitar.• She cannot (can't) understand what you're saying.
<ul style="list-style-type: none">• It can wait for an hour.• It cannot (can't) be helped*	<ul style="list-style-type: none">• We can try again later.• We cannot (can't) go until 10.
<ul style="list-style-type: none">• They can study after lunch.• They cannot see the concert.	

Notice:

* The verb **To Be is NOT conjugated**. It is simply be. This is because after Can and Can't we use the **infinitive of the verb**.

✪ Also, the word **Can and Can't do NOT change** because of **He, She or It**. It is simply Can or Can't.

For example,

- He cans go. → **This is incorrect.**
- He can goes. → **This is incorrect.**
- He cans goes. → **This is incorrect.**
- He can go. → **This is correct.**

✪ A common mistake for students **is to put the word to between can and the verb**. This is incorrect.

For example,

- I can to travel on Monday. → **This is incorrect.**
- I can travel on Tuesday. → **This is correct.**

➤ **Grammar Video 1 – Can and Can't for Abilities**

https://www.youtube.com/watch?v=ZbZyZQO_3n8

➤ **Grammar Video 2– Can and Can't for Abilities**

<https://www.youtube.com/watch?v=JZkZhNqxo44>

Appendix: B

Imperatives

Definition: Imperatives are verbs used to give **orders, commands, warning or instructions, and (if you use "please") to make a request.** It is one of the three moods of an English verb (indicative, imperative and subjunctive).

For example:

- Give me that tape, please.

To make the imperative, **use the infinitive of the verb without "to"**

For example:

- Come here!
- Sit down!

To make a negative imperative, **put "do not" or "don't" before the verb:**

For example:

- Don't go!

- Do not walk on the grass.

You can also use "let's" before the verb **if you are including yourself in the imperative**. The negative of "let's" is "let's not".

For example:

- Let's stop now.
- Let's have some lunch.
- Let's not argue
- Let's not tell her about it.

➤ **Grammar Video 3– Imperatives**

<https://www.youtube.com/watch?v=jLqps9yljhc>

Count and Non-count nouns/ Quantifiers

COUNT AND NONCOUNT NOUNS

COUNT NOUNS

- Can be used in plural form, usually with an "s"
- Can be used with definite articles (the)
- Can be used with indefinite articles (a, an)



Examples:

Paul bought a *key* at the store.
The *students* went to class.



NONCOUNT NOUNS

- Usually **cannot** be expressed in plural form
- **Cannot** be used with indefinite articles (a, an)
- Can be used with definite articles (the)
- Can be used without an article



Examples:

I listened to *music*.
We listened to the *rain* during the storm.



Quantifiers



Quantifier	Meaning	Countable Noun	Uncountable Noun
Little	Small, minor	✗	✓
Few	Small, slight	✓	✗
A lot of	a large number or amount	✓	✓
Many	Very, numerous	✓	✗
Much	Very, too, a lot	✗	✓
Any	Never, at all	✓	✓
Lots of	A lot of	✓	✓
Some	an unspecified amount or number of	✓	✓

➤ **Grammar Video 3– Imperatives**

<https://www.youtube.com/watch?v=2rH3zGr0u1g&pbjreload=101>

Appendix: D

Activity-1 Listening

<https://www.youtube.com/watch?v=bgfdqVmVjfk>

- Who loves food?

- Have you ever go to a sophisticated restaurant?



Instructions:

- Watch the video and take notes about the request per each of the family member.
 - Includes details about the dishes they ask for, and write as a sentence
(example: The little boy asks for a milkshake drink.)



- What of the food or drinks they order you consider healthy?

- What of the food or drinks they order you consider unhealthy?

- Make a list about the things you buy in a supermarket to cook



Appendix: E

Activity-2 Writing and Speaking

Let's cook!



Make a 5 min presentation about your favorite recipe step by step include every ingredient and the process to achieve your delicious dish! Make sure to use count and non-count nouns. Then share with your classmates the recipe

https://www.youtube.com/watch?v=Gmh_xMMJ2Pw

- Listen the podcast and compare your eating habits with the advices the podcast provided you.

Appendix: F

Activity 3: Speaking

<https://www.youtube.com/watch?v=QWjygbQbQY>

THE FOOD SONG

Hey, I had a bad day,
And I wondered how it tastes,
So I ate...
And then I served myself a second plate.

Hey, I had a bad week,
And I wonder if it's sweet,
So I'll eat...
'Cause I deserve to give myself a treat...
Sadness tastes like French fries
And anger tastes like wine...
They're only grapes but give them time.

Hey, I had a bad night,
So I wrapped it up in pie
And let it bake...

So all my feelings taste like Tenderflake.
Oh joy, my mum just called.
And she's appalled because my dad don't want to spoon,
I'll take that spoon, and put some ice-cream on my afternoon.

But guilty tastes like noodles.
Lonely tastes like bread.
But toast can make a royal friend,

Hmmm!

Yup!

Everything is wonderful... Yeah!

So walk it off, walk it off,
Circle the block,
The cookies and cream are starting to talk to me...

I'm ust crazy...
But crazy tastes so good,

APPENDIX 8

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

APPENDIX 4 – HOUSING

OBJECTIVES	GENERAL OBJECTIVE: At the end of the course SWBAT: use the structures and applying them in the real context. SPECIFIC OBJECTIVES: At the end of this course SWBAT: talk about rooms and furniture, Make a family budget and more.
TARGET CONTENT	Describe housing, Interpret classify ads, Complete a rental application, Identify rooms and furniture, Make a family budget
TARGET STRUCTURE	Information questions and answers, Preposition of location, Modals: May and might

METHODOLOG Y	<p>You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.</p> <p style="text-align: center;">Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.</p> <p style="text-align: center;">Week 1: Grammar notes, and Reading Tasks</p> <p style="text-align: center;">Week 2: Listening, Writing and Speaking Tasks</p>
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SECTION I – LEAD-IN ACTIVITY

PARTS OF THE HOUSE

O B Y B A T H R O O M
I L I V I N G R O O M
V S K W L S H L N V N
G D G H B E D R O O M
L R N G A R D E N P W
F B K I T C H E N C N
D I N I N G R O O M T
R T R R F Z B I W A U
L A U N D R Y R O O M
N Q G A R A G E F K E
B X Z D P R D D Y E D

- | |
|--------------|
| LIVING ROOM |
| BEDROOM |
| BATHROOM |
| KITCHEN |
| DINING ROOM |
| GARAGE |
| LAUNDRY ROOM |
| GARDEN |



Indications:


- Look for the words on the box, then tell your classmates what part of the house you don't have in your house.

SECTION II – GRAMMAR NOTES


Appendix: A

Instructions: Read the Grammar Notes on “**Information Questions, Prepositions of Place and Modals: May and Might**” and watch the **Grammar Videos** to reinforce your understanding of the topic.









INFORMATION QUESTIONS



WH QUESTION WORDS



There are a number of words in the English language that are used primarily to make questions; these words are 'question words', sometimes known as 'WH question words'.

WHAT	'What' is used when asking for information about something: What did you do last evening?	
WHEN	'When' is used when asking for the time: When do you arrive?	
WHERE	'Where' is used when asking for the place: Where do you go for your tuitions?	
WHO	'Who' is used when asking for identity of person or persons: Who called earlier?	
WHOSE	'Whose' is used when asking about possession Whose place are you staying at?	
WHICH	'Which' is used to ask about choice: Which flavour of ice cream would you like?	
WHY	'Why' is used when asking for reasons: Why would you say something like that?	
HOW	'How' is used when asking about the manner or quality or condition: How did you do that?	

www.eslgrammar.org

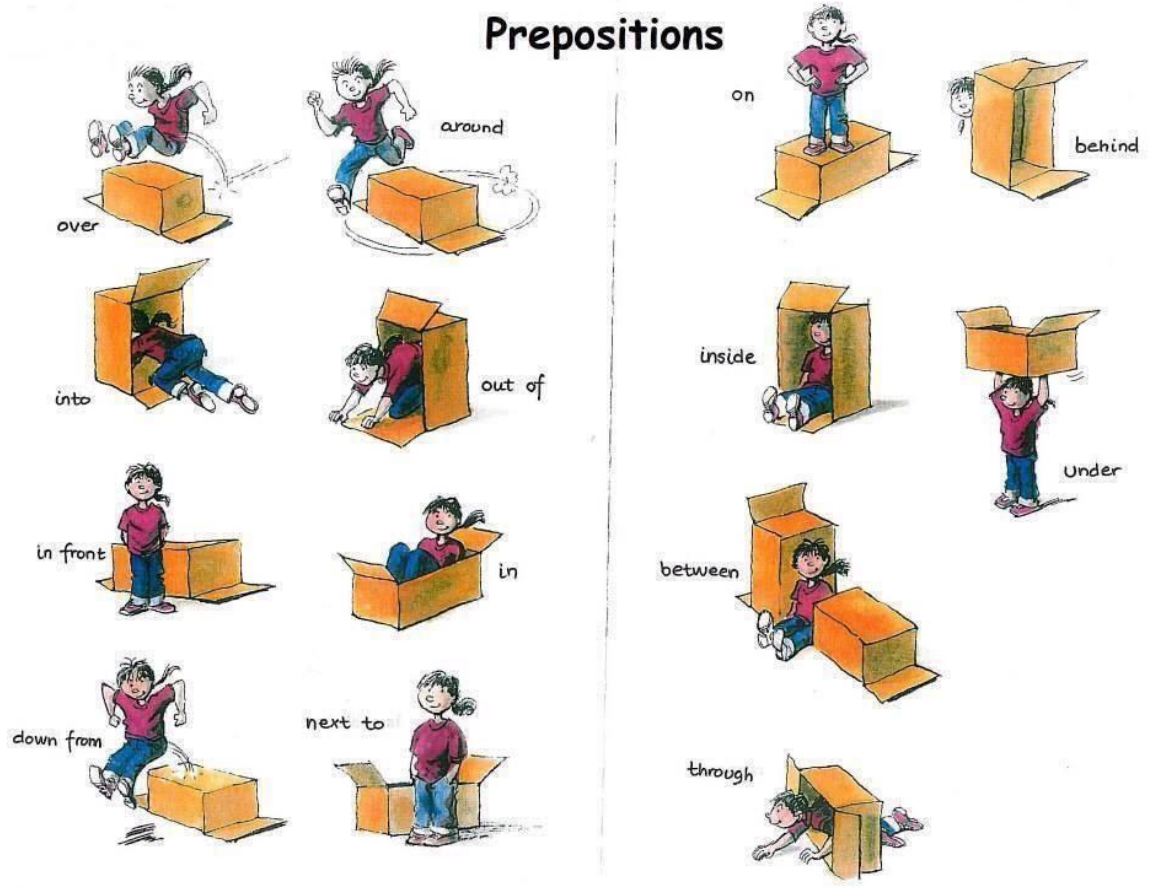
➤ Grammar Video 1 – Information Questions

https://www.youtube.com/watch?v=j9b1CNN_rFU

APPENDIX: B

PREPOSITIONS OF PLACE

Prepositions



Preposition of place	Explanation	Example
in	<ul style="list-style-type: none"> ▪ Inside 	<ul style="list-style-type: none"> ▪ I watch TV in the living-room ▪ I live in New York ▪ Look at the picture in the book ▪ She looks at herself in the mirror. ▪ She is in the car. ▪ Look at the girl in the picture

		<ul style="list-style-type: none"> ▪ This is the best team in the world
at	<ul style="list-style-type: none"> ▪ used to show an exact position or particular place ▪ table ▪ events ▪ place where you are to do something typical (watch a film, study, work) 	<ul style="list-style-type: none"> ▪ I met her at the entrance, at the bus stop ▪ She sat at the table ▪ at a concert, at the party ▪ at the movies, at university, at work
on	<ul style="list-style-type: none"> ▪ attached ▪ next to or along the side of (river) ▪ used to show that something is in a position above something else and touching it. ▪ left, right ▪ a floor in a house ▪ used for showing some methods of traveling ▪ television, radio 	<ul style="list-style-type: none"> ▪ Look at the picture on the wall ▪ Cambridge is on the River Cam. ▪ The book is on the desk ▪ A smile on his face ▪ The shop is on the left ▪ My apartment is on the first floor ▪ I love traveling on trains /on the bus / on a plane ▪ My favorite program on TV, on the radio

<p>by, next to, beside, near</p>	<ul style="list-style-type: none"> ▪ not far away in distance 	<ul style="list-style-type: none"> ▪ The girl who is by / next to / beside the house.
<p>between</p>	<ul style="list-style-type: none"> ▪ in or into the space which separates two places, people or objects 	<ul style="list-style-type: none"> ▪ The town lies halfway between Rome and Florence.
<p>behind</p>	<ul style="list-style-type: none"> ▪ at the back (of) 	<ul style="list-style-type: none"> ▪ I hung my coat behind the door.
<p>in front of</p>	<ul style="list-style-type: none"> ▪ further forward than someone or something else 	<ul style="list-style-type: none"> ▪ She started talking to the man in front of her
<p>under</p>	<ul style="list-style-type: none"> ▪ lower than (or covered by) something else 	<ul style="list-style-type: none"> ▪ the cat is under the chair.
<p>below</p>	<ul style="list-style-type: none"> ▪ lower than something else. 	<ul style="list-style-type: none"> ▪ the plane is just below the the cloud
<p>over</p>	<ul style="list-style-type: none"> ▪ above or higher than something else, sometimes so that one thing covers the other. ▪ more than. ▪ across from one side to the other. 	<ul style="list-style-type: none"> ▪ She held the umbrella over both of us. ▪ Most of the carpets are over \$100. ▪ I walked over the bridge ▪ She jumped over the gate

	<ul style="list-style-type: none"> ▪ overcoming an obstacle 	
above	<ul style="list-style-type: none"> ▪ higher than something else, but not directly over it 	<ul style="list-style-type: none"> ▪ a path above the lake
across	<ul style="list-style-type: none"> ▪ from one side to the other of something with clear limits / getting to the other side ▪ 	<ul style="list-style-type: none"> ▪ She walked across the field/road. ▪ He sailed across the Atlantic
through	<ul style="list-style-type: none"> ▪ from one end or side of something to the other 	<ul style="list-style-type: none"> ▪ They walked slowly through the woods.
to	<ul style="list-style-type: none"> ▪ in the direction of ▪ bed 	<ul style="list-style-type: none"> ▪ We went to Prague last year. ▪ I go to bed at ten.
into	<ul style="list-style-type: none"> ▪ towards the inside or middle of something and about to be contained, surrounded or enclosed by it 	<ul style="list-style-type: none"> ▪ Shall we go into the garden?

towards	<ul style="list-style-type: none"> ▪ in the direction of, or closer to someone or something 	<ul style="list-style-type: none"> ▪ She stood up and walked towards him.
onto	<ul style="list-style-type: none"> ▪ used to show movement into or on a particular place 	<ul style="list-style-type: none"> ▪ I slipped as I stepped onto the platform.
from	<ul style="list-style-type: none"> ▪ used to show the place where someone or something starts: 	<ul style="list-style-type: none"> ▪ What time does the flight from Amsterdam arrive?

➤ **Grammar Video 2 – Prepositions of Place**

<https://www.youtube.com/watch?v=cgtzGRBTzTE>

Appendix: C

MODALS: MAY AND MIGHT

What is a modal verb?

A modal verb is a verb that is used in combination with a normal verb. While auxiliary verbs help make questions and negatives and put a verb in a particular tense, [modal verbs](#) add a special meaning.

May and Might

May and *might* are modal verbs that can have a similar meaning. They can be used to describe two ideas:

- Possibility

- Permission

Possibility in the Present

We can use both *may* and *might* to express a possibility or make a prediction. For example,

- *Tom might win this game. He's been playing very well recently.*
- *We may go out later. I'm not sure.*
- *Do you think the company might hire more people next year?*

There is a small difference in the level of probability. **May usually expresses a 50% possibility, while an action with *might* normally means a slightly lower possibility, e.g. 40%.** For example,

- *It may rain later on. We'd better take an umbrella. (50% probable)*
- *It might rain later on, but I don't think it will. (40% probable)*
- *Might* is also a bit more informal than *may* and is more common in spoken English.

Permission

When we ask and give permission we often use *may* as an alternative to *can*. For example,

- *May I come in?*
- *May we sit here? – Yes, you may.*
- *May I leave early Sir? – No, you may not.*

➤ **Grammar Video 3 – Modals: May and Might**

<https://www.youtube.com/watch?v=Ei9vtErC-8A>

Appendix: D

Activity 1: Listening and Writing

https://www.youtube.com/watch?v=m27Cck_LGHc



Do you live in the city or in the country side?

Describe your house in simple words?

Instructions:

- Watch the video and make a list about the things you have in your house.
- Then, make a list about things you have never seen or listen before in a house.
- Create a sentences per each new item you found.
- Share the information with your classmates by a comment or orally. (use the vocabulary on the little box)

✓ *House, home, room, balcony, bathroom, bedroom, dining room, living room, sitting room, garage, kitchen, roof, chimney, garden, basement, cellar, attic, stud, pool, toilet, window, staircase, stairs, upstairs, downstairs, door, wall, ceiling, floor, drive, lawn,*

path, hall, fence, doorbell, doormat, letter box, patio, backyard, flat (British E.), apartment (American E.)

Appendix: E

Activity 2: Listening and Writing

<https://www.youtube.com/watch?v=VR84-Aa1JVY>

- Do you consider you have enough space for furniture in your house?

- Do you consider everything is well distributing in your house?

Watch the video and get surprise about the things you can do and have at home to save space...

After seeing the video answer the following questions:

1. What is the article you like the most to save space in the video? (describe the article)

2. Do you have any of those articles at home?

3. Do you have enough space at home for your furniture?

-
4. Do you have any other idea about saving space at home? (talk about an invention you have)

Appendix: F

Activity 3: Writing and Speaking

<https://www.youtube.com/watch?v=xPNjJLARxNo>

Have you ever make a budget in your life?

Instructions:

- Listen the following podcast and learn how to make a simple budget
- Create a budget using the method on the podcast with your own information
- Talk about the experience you have making the budget with a short presentation
- Look at the following sample and the vocabulary for a budget bellow

MONTHLY BUDGET

Month: _____

Starting Checking Balance: _____

Income: _____

Bills:	Extra Spending:
Rent/Mortgage: _____	Expense: _____
Grocery: _____	Expense: _____
Health Insurance: _____	Expense: _____
Car Insurance: _____	
Car Payments: _____	
Electric: _____	
Gas For House: _____	
Gas For Cars: _____	
Phone: _____	
TV: _____	
Internet: _____	
Water: _____	
Credit Card: _____	

Total Checking Balance: _____

Goals For Next Month: _____

Assets: Anything of value owned by a person or business.

Balanced Budget: Money coming in is equal to money going out.

Budget: A spending plan and a list of spendable funds.

Deficit: Spending more than you have from income.

Discretionary Spending: The spender has a choice; they don't have to spend money.

Disposable Income: Amount left after deductions (e.g. taxes) have been taken from your gross pay. Also known as Net Income.

Emergency Funds: Money set aside or budgeted for unanticipated but necessary expenditures.

Fixed Expenses: Expenses that do not generally change from month to month.

Goals: Any future plans or objectives that require specific financing.

Investment: Property or another possession acquired for future financial benefit

Needs: Goods and services an individual must have to survive.

Activity 4: Writing and Reading

Classified ads: is a form of advertising which is particularly common in newspapers, online and other periodicals which may be sold or distributed free of charge. Classified advertisements are much cheaper than larger display advertisements used by businesses.

Northern Illinois & Southern Wisconsin Classifieds

For Classified Advertising Call
(815) 877-4044
 Fax: (815) 654-4857

Business Hours:
 Mon.-Fri. 9:00 am-5 pm
 For your convenience
 Visa & Mastercard
 are accepted

EMPLOYMENT
 To place an ad in our
 Help Wanted Section
 Call Mary Jane at
 (815) 654-4859 Ext. 22

FOR SALE
Announcements
 DISCLAIMER NOTICE This publication does not knowingly accept advertising. Readers are urged to do their own research and investigate all ads, especially those seeking to receive an advance.

Misc. For Sale
SARNELLS FROM ONLY \$2497.00 MAKE & SAVE! MAKE IT YOUR OWN! MAKE IT YOURS! Call Mary Jane at (815) 654-4859 Ext. 22 for more information.

Notice
 CLASSIFIED IN COLUMN AND CANNOT BE CANCELED OR REWARDED after the ad has been placed. Ads canceled before deadline will be reprinted from the paper as a service to our customers, but no credit or refund will be issued to your account.

FOR RENT
Apartment
MEADOW PARK APARTMENTS
 One bedroom, one bath, central air, kitchen, refrigerator, all tile, laundry room, fenced patio, parking you pay 30% of income for rent. Great living opportunity. Call Mary Jane at (815) 654-4859.

Wanted to Buy
FRED'S IS WANTED CERTIFIED BUYERS and TOP UP and DOWN CARs by FRED'S BUYERS. Call Mary Jane at (815) 654-4859 Ext. 22.

TOP CASH PAID! 2003 CADILLAC DEVILLE 2000-1999 CADILLAC ALZAR 2003-1999 CADILLAC

Automobiles
 2007 FORD TAURUS 117K, good tires, radio, power, good clean. Dealer & owner. \$13,999. Call (815) 654-4859.

2004 GMC YUKON 285,000 mi. \$1,899. Call (815) 654-4859.

2004 HONDA CIVIC 100K, new tires, stereo & more. \$9,700. Call (815) 654-4859.

2006 HYUNDAI AZURA 170,000 mi. \$9,999. Call (815) 654-4859.

2010 CHRYSLER 300 200K, new tires, 100,000 mi. \$10,999. Call (815) 654-4859.

2015 NISSAN ALTIMA SV 120,000 mi. \$7,500. \$10,999. Call (815) 654-4859.

2014 COROLLA 100K, 90 MPG. \$5,999. Call (815) 654-4859.

Automobiles Wanted
 GET UP TO \$500 for your car! needed cars: 2000-2007. Call (815) 654-4859.

Boats
1987 LUND DEEP V on 18 ft. Easy-load! Trailer, power trim & bowtie. Convertible top, 100HP. \$4,900. Call (815) 654-4859.

1986 PONTIAC BOAT 18 ft. new, 100HP, 1000 lbs. Bowtie Lake. \$4,900. Call (815) 654-4859.

2012 Yamaha 18 Ft. Personal Boat. Gas, Trailer, etc. Bow Tie. Bow Tie. Call (815) 654-4859.

2003 DODGE DURANGO LIMITED A3 90,000 mi. \$22,000. Call (815) 654-4859.

1990 GMC 1/2 TON 4 wheel drive. AC, power windows. \$18,999. Call (815) 654-4859.

Trucks & Trailers
1990 GMC 1/2 TON 4 wheel drive. AC, power windows. \$18,999. Call (815) 654-4859.

FREE
 Are you selling a single item for LESS THAN \$100? IF SO, WE WILL RUN YOUR AD IN THE CLINTON TOPPER AT No Charge!
 Please bring only good items to be sold. No cash. No returns. No credit. 1112 N. 2nd, Marshfield Park, IL 61115. Make your ad today. Use the ad form for more information.

FIND YOUR NEXT VEHICLE IN THE CLASSIFIEDS

YOUR NAME: _____ PHONE: _____
 ADDRESS: _____

Most important parts in an advertisement:

- Service or article
- Location
- Telephone number
- Promotions
- A photo

INSTRUCTIONS:

- Write an advertisement about an article or service you would like to offer (house, car, shoes, furniture, medical service, etc.)
- Try to do it as the examples
- Compare your advertisement with your classmates

APPENDIX 9

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH APPENDIX 5 – OUR COMMUNITY

OBJECTIVES	GENERAL OBJECTIVE: At the end of the course SWBAT: use the structures and applying them in the real context. SPECIFIC OBJECTIVES: At the end of the course SWBAT: improve their vocabulary using in the real life situations all the structures in this guide, they are going to be able to apply what they learn in the internet and the community.
TARGET CONTENT	Describe your community, Scan an internet search page. Give and follow directions, Read a message or letter, Write and send a letter.
TARGET STRUCTURE	Imperatives, Present continuous, Simple present, Simple past (regular), Simple past (irregular)

METHODOLOGY

You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.

Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.

Week 1: Grammar notes, and Reading Tasks

Week 2: Listening, Writing and Speaking Tasks

SECTION I – LEAD-IN ACTIVITY

Indications:

- Draw and share with your classmates how your country is
- Include everything that is useful in your community and mention what is useful for



GRAMMAR NOTES

Appendix: A

Instructions: Read the Grammar Notes on “**Simple Present, Present Progressive, Imperatives and Simple Past**” and watch the Grammar Videos to reinforce your understanding of the topic.

THE IMPERATIVE

Commands and orders

The **imperative** is used to give commands and orders. The form of the verb used for the imperative is the **base form** of the main verb, which is used without a subject.

- *Walk to the corner, turn right, and cross the road.*
- *Open your mouth and say ‘Aaaah’.*
- Although the main feature of sentences in the imperative is that they have no **grammatical** subject, they do have an **understood** subject, ‘*you*’.

The basic form of the imperative remains the same whether it is addressed to one or more people.

- *Come on, Mary; I’m waiting.*
- *Come on, girls; you’re late.*

There is also a special type of imperative, using *let’s*, that is used when you need to include the speaker. See The imperative. The word order of a sentence in the imperative is: **verb + object** (if needed). The negative imperative is made with *do + not* or *don’t*.

- *Don’t lose that key.*
- *Do not come back without it!*

The uses of the imperative are as follows:

- **to give an order.**
 - *Go away.*
 - *Stop that.*

- *Keep quiet.*
- **to give instructions.**
 - *Don't use this spray near a naked flame.*
 - *Apply the glue thinly and leave it for ten minutes.*
- **to give advice or warnings.**
 - *Don't forget to take your passport with you.*
 - *Be careful!*
 - *Don't go on the ice.*
- **to make an offer or an invitation.**
 - *Have a piece of cake.*
 - *Come round and see me some time.*

Making suggestions

Let's (let + us) + main verb is used in the **1st person plural only**, especially when you are trying to **encourage someone to do something with you**. It includes both the speaker and the hearer, so the subject that is understood is represented by the plural *we*.

- *Let's visit Malcolm this weekend.*
- *Please let's go to the cinema tonight.*
- *Do let's have a look at your new computer, Chris.*
- *Let's pool our resources.*

Suggestions which start with *let's* often end with the sentence tag *shall we?*

- *Let's phone her now, shall we?*
- *Let's go for a walk after supper, shall we?*

In ordinary English the negative is *let's not + main verb* or sometimes *don't let's + main verb*.

- *Let's not worry about that now.*
- *Don't let's worry about that now.*

In formal English, the negative is *let us not* + main verb.

- *Let us not lose sight of our aims.*

The uncontracted form *let us* + main verb is occasionally used in formal and written English.

- *Let us be clear about this.*
- *Let us hope that this will never happen again.*

The answer to a suggestion with *let's* is normally either, *yes, let's* or *no, let's not* or sometimes, *no, don't let's* (...).

- *Let's phone her now, shall we? – Yes, let's.*
- *Let's phone her now, shall we? – No, let's not.*
- *Let's invite Malcolm over this weekend. – No, don't let's do that.*

➤ **Grammar Video – Imperatives**

<https://www.youtube.com/watch?v=zu2M83WgLZA>

Appendix: B

PRESENT PROGRESSIVE

The present continuous is made from the **present tense of the verb *be*** and the ***ing* form** of a verb:

PRESENT PROGRESSIVE

am/is/are + verb-ing

Remember: usually STATIVE VERBS are NOT used in the progressive (-ing) form.

When do we use the present progressive?

Happening Now

It is snowing.
She is eating lunch now.
I'm driving my new car.

Temporary Actions

I'm working in New York this week.
I'm staying here temporarily.

Fixed Plans

(often in the near future)
I'm going out after work today.
We're leaving early today.

Trends

More and more people are using their phones to access Facebook.

Longer Actions in Progress Now

She's studying to be a lawyer.
He's training for the Olympics.

A E American English at State

americanenglish.state.gov

⊗ Present continuous negatives

We make negatives by putting ***not*** (or ***n't***) after ***am, is*** or ***are***:

*I'm **not** doing that.*
*You **aren't** listening. (or *You're **not** listening.)*
*They **aren't** coming to the party. (or *They're **not** coming to the party.)*
*She **isn't** going home until Monday. (or *She's **not** going home until Monday.)****

SPELLING RULES FOR VERBS IN "ING" FORM

BASE FORM	"ING" - FORM
Cook - Eat - Speak	Cooking - Eating - Speaking
Buy - Enjoy - Try	Buying - Enjoying - Trying (Final letter "y" is in the same place)
Go - Do	Going - Doing
Drive - Share - Write	Driving - Sharing - Writing (Final letter "e" is eliminating)
Lay - Lie	Lying - Lying
Skip* - Put* - Swim*	Skipping - Putting - Swimming

*The final three letters are "consonant - vowel - consonant", that's why we have double consonant "pp - tt - mm".

ESL.COM

➤ Grammar Video – Present Progressive/ Continuous

<https://www.youtube.com/watch?v=xFsYrTIndhI&t=23s>

SIMPLE PRESENT

1: We use the present simple when something is generally or always true.

- *People need food.*
- *It snows in winter here.*
- *Two and two make four.*

2: Similarly, we need to use this tense for a situation that we think is more or less permanent. (See the present continuous for temporary situations.)

- *Where do you live?*
- *She works in a bank.*
- *I don't like mushrooms.*

3: The next use is for habits or things that we do regularly. We often use adverbs of frequency (such as 'often', 'always' and 'sometimes') in this case, as well as expressions like 'every Sunday' or 'twice a month'. (See the present continuous for new, temporary or annoying habits).

- *Do you smoke?*
- *I play tennis every Tuesday.*
- *I don't travel very often.*

4: We can also use the present simple for short actions that are happening now. The actions are so short that they are finished almost as soon as you've said the sentence. This is often used with sports commentary.

- *He takes the ball, he runs down the wing, and he scores!*

Future Uses

5: We use the present simple to talk about the future when we are discussing a timetable or a fixed plan. Usually, the timetable is fixed by an organisation, not by us.

- *School begins at nine tomorrow.*
- *What time does the film start?*
- *The plane doesn't arrive at seven. It arrives at seven thirty.*

6: We also use the present simple to talk about the future after words like 'when', 'until', 'after', 'before' and 'as soon as'. These are sometimes called subordinate clauses of time.

- *I will call you when I have time. (Not 'will have'.)*
- *I won't go out until it stops raining.*
- *I'm going to make dinner after I watch the news.*

➤ **Grammar Video – Present Simple – Form and Uses**

<https://www.youtube.com/watch?v=gZTb7lK6eJg>

➤ **Grammar Video – Present Simple – Negative Sentences**

<https://www.youtube.com/watch?v=BriKS4-Jam0>

Appendix: D

SIMPLE PAST

The Past Simple with 'be'

It's similar to the **present simple** because it has different rules for the verb 'be', which becomes 'was' or 'were':

Affirmative	Negative	Interrogative	Short Answer
I was tired.	I was not tired.	Was I tired?	Yes, I was.
You were happy.	You weren't sad.	Were you happy?	Yes, you were.
He was ready.	She wasn't ready.	Was it ready?	No, it wasn't.
We were friends.	We were not enemies.	Were we friends?	Yes, we were.
You were students.	We were not teachers.	Were you teachers?	No, you weren't.
They were classmates.	They weren't siblings.	Were they family?	No, they were not.

SIMPLE PAST

Note: This grammar section is only a supporting material for students and teachers. Feel free to develop it in way that suits your students' learning style and your teaching style.

The simple past tense is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and **action duration is not important**.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions.

CATEGORY	TIME EXPRESSIONS	EXAMPLES
frequency	often, sometimes, always, etc.	≥ I sometimes walked home at lunchtime.

		<ul style="list-style-type: none"> ≥ I often brought my lunch to school.
definite point in time	last week, when I was a child, yesterday, six weeks ago, etc.	<ul style="list-style-type: none"> ≥ We saw a good film last week. ≥ Yesterday, I arrived in Geneva. ≥ She finished her work at seven o'clock
an indefinite point in time	the other day, ages ago, a long time ago, etc.	<ul style="list-style-type: none"> ≥ People lived in caves a long time ago. ≥ She played the piano when she was a child.

Note: The word ago is a useful way of expressing the distance into the past. It is placed **after** the period of time: a week ago, three years ago, a minute ago.

FORMING THE SIMPLE PAST TENSE

STRUCTURE	CONSTRUCTION	EXAMPLES
Affirmative	subject + past form of the verb (regular or irregular) + complement (time expressions, objects, adverbs, places, etc.)	<ul style="list-style-type: none"> ≥ He went to a club last night. ≥ My parents visited me in California last July.

		<p>≥ They saw when the man had the accident.</p>
Negative	<p>subject + auxiliary “did” + not + base form of the verb (regular or irregular) + complement (time expressions, objects, adverbs, places, etc.)</p>	<p>≥ They didn't give John their new address.</p> <p>≥ We didn't have time to visit the Eiffel Tower.</p> <p>≥ The math teacher didn't start the class on time.</p>
Interrogative	<p style="text-align: center;">⇒ YES/NO QUESTIONS</p> <p>auxiliary “did” + subject + base form of the verb (regular or irregular) + complement + “?”</p> <p style="text-align: center;">⇒ INFORMATION QUESTIONS</p> <p>Wh – word + auxiliary “did” + subject + base form of the verb (regular or irregular) + complement + “?”</p>	<p>≥ Did you have a bicycle when you were young?</p> <p>≥ Did Barry give you my passport?</p> <p>≥ What did the boss say about the financial report of this quarter?</p> <p>≥ Where did you stay last Christmas?</p>

How do you form the past simple?

- ⊛ Regular past simple forms are formed by adding *-ed* to the infinitive of the verb.

start → *started*

kill → *killed*

jump → *jumped*

- ⊛ There are some spelling rules. If a verb ends in *-e*, you add *-d*.

agree → *agreed*

like → *liked*

escape → *escaped*

- ⊛ If a verb ends in a vowel and a consonant, the consonant is usually doubled before *-ed*.

stop → *stopped*

plan → *planned*

- ⊛ If a verb ends in consonant and *-y*, you take off the *y* and add *-ied*.

try → *tried*

carry → *carried*

- ⊛ But if the word ends in a vowel and *-y*, you add *-ed*.

play → *played*

enjoy → *enjoyed*

The past simple form doesn't change at all for *I*, *you*, *he*, *she*, *we* and *they*, does it?

No, the form doesn't change. See, it is easy!

What about the pronunciation of the *-ed* ending?

- ⊛ There are three kinds of pronunciation: /d/, /t/ and /ɪd/. Look at the table below.

/d/	/t/	/ɪd/
<i>arrived</i>	<i>asked</i>	<i>wanted</i>
<i>failed</i>	<i>crossed</i>	<i>decided</i>

/d/	/t/	/ɪd/
<i>agreed</i>	<i>stopped</i>	<i>started</i>

🔗 **List of Irregular Verbs**

<https://www.englishpage.com/irregularverbs/irregularverbs.html>

➤ **Grammar Video – Simple Past**

https://www.youtube.com/watch?v=RZbVp_79Tps

Appendix: E

Activity 1: Listening and Writing

<https://www.youtube.com/watch?v=UdDXIL9u0vI>

Instructions:

- Watch the video and answer the following sentences
- Then, describe your community base on the information you watch on the video (use **there is** and **there are**)

Questions:

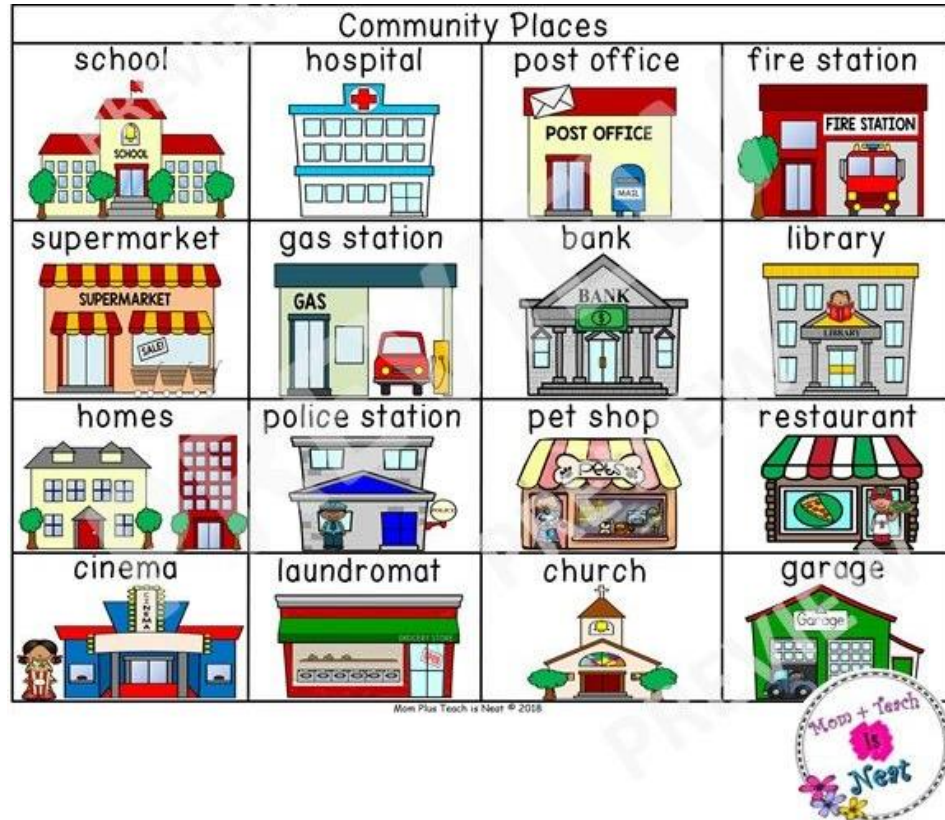
- Where do you live?

- What are the most important buildings in your country?

- What services you don't have in your country?

- What services would you like to have in your county? Why?

- If you were a mayor in your country, what would you like to do to improve your country?



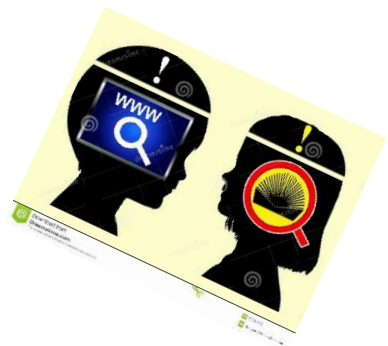
Appendix: F

Activity 2: Listening and Speaking

https://www.youtube.com/watch?v=LVV_93mBfsU

How often do you surf the web?

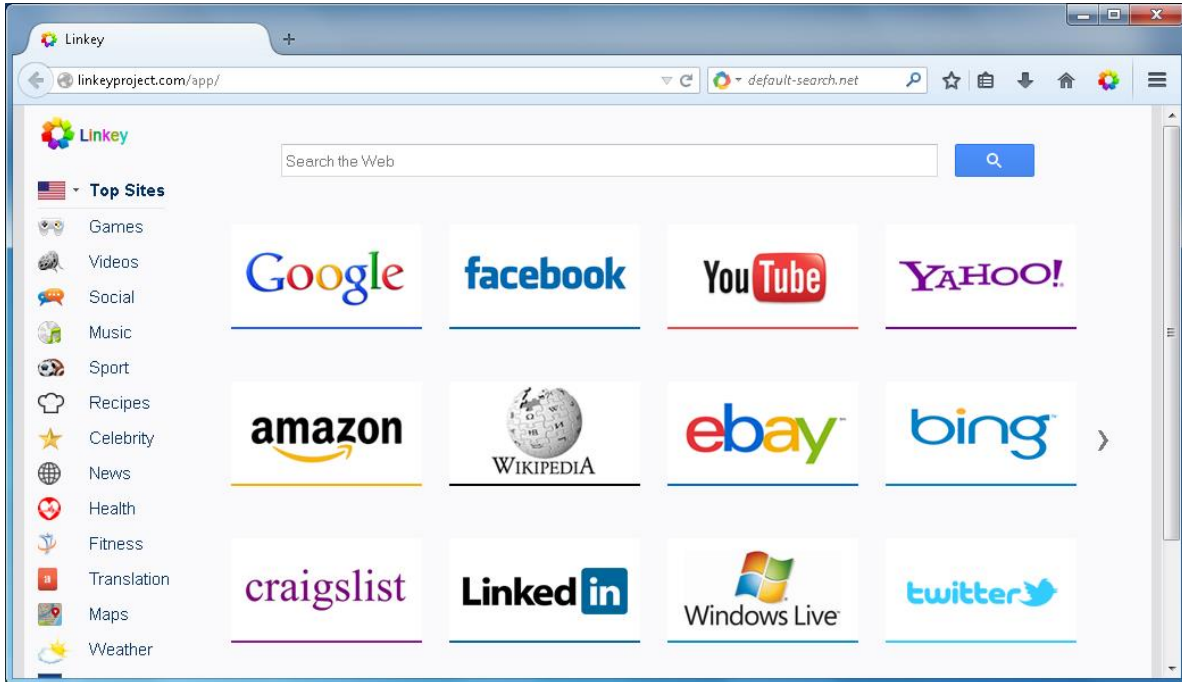
Do you consider web page are more useful than books nowadays?



How many of those icons do you know?

Have many of those websites you use the most?

How often do you use them?



Instructions:

- Write a short description about each web side you know (include in the description of how you use the website, use the vocabulary on the box)
- Then, share the information orally with your classmates

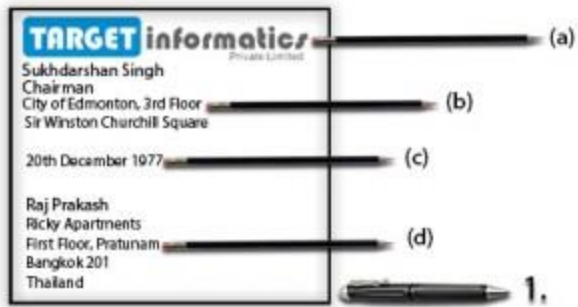
click (on) - delete - upload - download - scroll up and down - type - save - drag - copy/cut and paste

Appendix: G

Activity 3: writing

PARTS OF LETTER

A letter is made up of different parts and when they combine a letter becomes whole or complete. These parts can be called the “layout of letter” or “elements of letter” and you will find them common amongst all letters. Without these elements a letter wouldn’t be called a letter. These elements can also be called the basic structures of a letter. Generally, it is considered that there are 5 main parts of a letter but all letters are not same and all letters follow one or the other format of letter writing. To conclude we can come up to a common ground of agreement as to which can be considered as the basic or main parts of a letter. This is based on the fact that without these parts it wouldn’t be called a letter in proper terms.



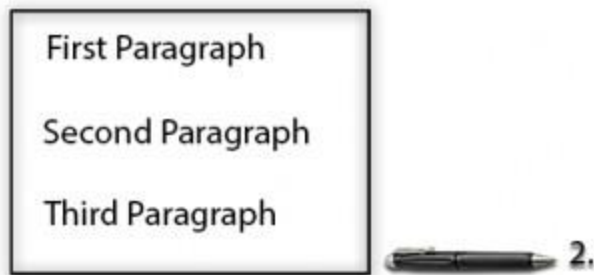
a) Letter Head

(b) Sender's Name and Address

(c) Date



(d) Receiver's Name and Address



1. HEADER



(e) Sub or Re



(f) Salutation

Instructions: Base in the example, write a formal letter, the letter must have the following information:

- You are the president of an important technological factory and you request the service of a person expert in technology and social media. You received many resumes but you accept only one, write a letter answer that person is welcome to work with you in your company.
- Include schedules and days off.
- Payments
- And deadline for an answer

APPENDIX 10

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

APPENDIX 6 – HEALTH

OBJECTIVES	GENERAL OBJECTIVE: At the end of the course SWBAT: use the structures and applying them in the real context. SPECIFIC OBJECTIVES: At the end of the course SWBAT: know more about emergencies vocabulary and everything related with health, students are going to apply in real situations all the context in this guide.
TARGET CONTENT	Describe healthy practices, Identify illnesses, Make a doctor's appointment, Read medicine labels, Identify and describe emergencies
TARGET STRUCTURE	Infinitives, Simple present, Comparative and Superlative Adjectives, Simple past (regular), Simple past (irregular), Simple past: BE, Modal: should

METHODOLOGY	<p>You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.</p> <p>Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.</p> <p>Week 1: Grammar notes, and Reading Tasks</p> <p>Week 2: Listening, Writing and Speaking Tasks</p>
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SECTION I – LEAD-IN ACTIVITY

Indications:

- Write three sentences about yourself on a piece of paper, but make sure you only two of them are true and one is false. Have students talk in the class to guess which sentence is the lie.

For example:

1. I had study a third language since 2018
2. I have never had a pet in my life
3. I dislike rock music

For the 3 sentences only number 1 is a lie



GRAMMAR NOTES

Appendix: A

Instructions: Read the Grammar Notes on “**Infinitives, Modal “Should, Simple Past, and Comparative and Superlative Adjectives”** and watch the **Grammar Videos** to reinforce your understanding of the topic.

Infinitive

Forming the infinitive

The infinitive is the base form of a verb. In English, when we talk about the infinitive, we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinitive: **the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, & the passive infinitive**. In this lesson, we’ll study the present infinitive.

The present infinitive has two forms:

- **the to-infinitive** = to + base
- **the zero infinitive** = base

The present infinitive base is the verb form you will find in a dictionary.

To-infinitive	Zero infinitive
to sit	sit
to eat	eat
to have	have
to remember	remember

The negative infinitive is formed by putting *not* in front of any form of the infinitive.

Examples

- I decided **not to go** to London.
- He asked me **not to be** late.
- I'd like you **not to sing** so loudly.
- I'd rather **not eat** meat.

Functions of the to-infinitive

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well. See this page about **verbs followed by infinitives**.

The to-infinitive to indicate the purpose or intention of an action

In this case *to* has the same meaning as *in order to* or *so as to*.

Examples

- She **came to collect** her pay cheque.
- The three bears **went to find** firewood.
- I am **calling to ask** you about dad.
- Your sister has **gone to finish** her homework.

The to-infinitive as the subject of the sentence

This is a formal usage and is far more common in written English than spoken

Examples

- **To be** or not to be, that is the question.

- **To know** her is to love her.
- **To visit** the Grand Canyon is my life-long dream.
- **To understand** statistics, that is our aim.

The to-infinitive to indicate what something can or will be used for

In this pattern, the to-infinitive follows a noun or pronoun.

Examples

- The children need a garden **to play** in.
- I would like a sandwich **to eat**.
- I don't have anything **to wear**.
- Would you like something **to drink**?

➤ **Grammar Video – The Infinitive**

<https://www.youtube.com/watch?v=lnnejNArWH8>

Appendix: B

The comparative and the superlative

Comparative adjectives

Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + *than* + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

Examples

- My house is **larger** than hers.
- This box is **smaller** than the one I lost.
- Your dog runs **faster** than Jim's dog.
- The rock flew **higher** than the roof.
- Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)

Superlative adjectives

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + the + superlative adjective + noun (object).

The group that is being compared with can be omitted if it is clear from the context (final example below).

Examples

- My house is the **largest** one in our neighborhood.
- This is the **smallest** box I've ever seen.
- Your dog ran the **fastest** of any dog in the race.
- We all threw our rocks at the same time. My rock flew the **highest**. ("of all the rocks" is understood)

Forming regular comparatives and superlatives

Forming comparatives and superlatives is easy. The form depends on the number of syllables in the original adjective.

One-syllable adjectives

Add *-er* for the comparative and *-est* for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adjective	Comparative	Superlative
tall	taller	tallest
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

Two syllables

Adjectives with two syllables can form the comparative either by adding *-er* or by preceding the adjective with *more*. These adjectives form the superlative either by adding *-est* or by preceding the adjective with *most*. In many cases, both forms are used, although one usage will be more common than the other. If you are not sure whether a two-syllable adjective can take a comparative or superlative ending, play it safe and use *more* and *most* instead. For adjectives ending in *y*, change the *y* to an *i* before adding the ending.

Adjective	Comparative	Superlative
happy	happier	happiest
simple	simpler	simplest

Adjective	Comparative	Superlative
busy	busier	busiest
tilted	more tilted	most tilted
tangled	more tangled	most tangled

Three or more syllables

Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.

Adjective	Comparative	Superlative
important	more important	most important
expensive	more expensive	most expensive

Irregular comparatives and superlatives

These very common adjectives have completely irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	best

Adjective	Comparative	Superlative
bad	worse	worst
little	less	least
much	more	most
far	further / farther	furthest / farthest

Examples

- Today is the **worst** day I've had in a long time.
- You play tennis **better** than I do.
- This is the **least** expensive sweater in the store.
- This sweater is **less** expensive than that one.
- I ran pretty far yesterday, but I ran even **farther** today.

➤ **Grammar Video – Comparative and Superlative Adjectives**

<https://www.youtube.com/watch?v=TG9Sg7bPRSU>

Modal “Should”

Modal
Verbs

Should



Uses of **Should**:

Advice or Suggestion

- Your hair is too long. You **should** get a haircut.

Situation likely in the present

- Mary **should** be at home now. Give her a call.

Likely in the future (prediction)

- They **should** win tonight, they're a better team.

Should + have + past participle

Meaning: The subject did not fulfill their obligation in the past or did not act responsibly.

- You **should have given** your boss the report yesterday when he asked for it.

Should + be + verb-ing

Meaning: The subject is not fulfilling their obligation now or is not acting sensibly.

- You **should be wearing** your seatbelt.
- We **should be studying** for the test right now.

SHOULD vs. OUGHT TO

Should can be replaced by **ought to** without a change in meaning.

- You **ought to** study more. =
- You **should** study more.

Note: **ought to** sounds more formal than **should** and is used less frequently.

We use **SHOULDN'T** to advise **not** to do something, usually because it is bad or wrong.

- You **shouldn't** throw your litter onto the street.
- He **shouldn't** play with those wires if he doesn't know what he is doing.
- You **shouldn't** work so much.

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

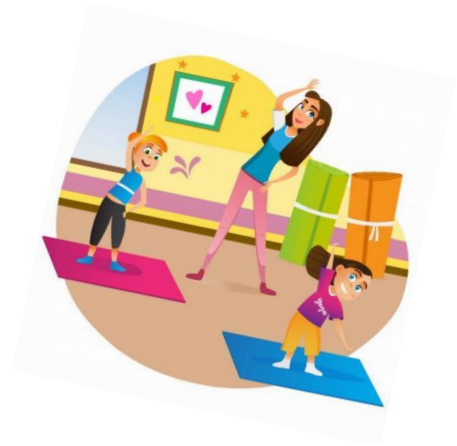
Appendix: C

Activity 1: Listening and Writing

<https://www.youtube.com/watch?v=VPHGa09cFuE>

What kind of exercise you made in your free time?

You have a routine to be healthy?



Instructions:

- Watch the video and write in a paragraph the healthy practices you think you have in your daily routine
- In the paragraph, include the unhealthy practices you have, and what are you going to do in order to improve your bad habits.

Appendix: D

Activity 2: Listening and Speaking

<https://www.youtube.com/watch?v=Zm1AWmfW2fQ>

What types of illness you know?

Have you face any illness so far?

What kind of treatment you take for it?



Instructions:

- Listen the podcast and answer the questions bellow using your own words, be specific in your answers.
- Then, make a short five-minutes presentation about an experience you had have with some illnesses or injuries in your life or someone you know had have. (use the vocabulary on the box to create the presentations)

1. Which are some of the ways that a disease can be classified?

2. Explain with your own words what an infectious disease is.

3. Explain with pour own words what an injury is.

4. Explain with your own words what a lifestyle disease is.

5. Explain with your own words what a congenital disease is.

Presentation time....

Toothache, backache, headache, sore shoulder, sinus pressure, seasonal allergies, dizziness/feeling dizzy, heartburn, stomachache/upset stomach (nauseous), diarrhea, broken bones, bruise

Appendix: E

Activity 3: Speaking

Hospital	Symptoms	Treatments
Accident	Sick	Pills
Emergency	Fever	Medicine
Accident and Emergency	Cold	Tablets
Hospital	Flu	Bandage
Ambulance	Ill	Surgery
Doctor	Cut	
Nurse	Injury	
First Aid	Hurt	
	Pain	
	Injured	
	Blood	
	Faint	
	Light-headed	
	Shock	
	Broken	
	Breathing	

Instructions:

- You are a doctor in a famous hospital and you have to tell your patient that he/she has a serious illness.
- Make a short three-minutes video as if the spectator is the patient
- Look for the best words to tell the notice
- Provide information such as illness, symptoms and treatments.

APPENDIX 11

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ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

APPENDIX 7 – WORK, WORK, WORK

OBJECTIVES	GENERAL OBJECTIVE: At the end of the course SWBAT: use the structures and applying them in the real context. SPECIFIC OBJECTIVES: At the end of the course SWBAT: create a resumé and fell motivated to apply for a job. They are going to discover the different skills they have.
TARGET CONTENT	Evaluate learning and work skills, Identify jobs and job skills, Apply for a job, Interview for a job, Follow instructions in an office
TARGET STRUCTURE	Future will (affirmative), Can/Can't, Future: will (negative), Simple past, Negative simple past, simple past: BE, Negatives simple past: BE, Imperatives

METHODOLOGY	<p>You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.</p> <p>Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.</p> <p>Week 1: Grammar notes, and Reading Tasks</p> <p>Week 2: Listening, Writing and Speaking Tasks</p>
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SECTION I – LEAD-IN ACTIVITY

<https://www.youtube.com/watch?v=jpgV3dzYOgk>

Try Everything

(Shakira)

Oh, oh, oh, oh, oh

Oh, oh, oh, oh, oh

Oh, oh, oh, oh, oh

Oh, oh, oh, oh, oh

I messed up tonight

I lost another fight

I still mess up but I'll just start again

I keep falling down

I keep on hitting the ground

I always get up now to see what's next

Birds don't just fly

They fall down and get up

Nobody learns without getting it wrong

I won't give up, no, I won't give in

'Til I reach the end

And then I'll start again

No, I won't leave

I wanna try everything
I wanna try even though I could fail
I won't give up, no, I won't give in
Til I reach the end
And then I'll start again
No, I won't leave
I wanna try everything
I wanna try even though I could fail
Oh, oh, oh, oh, oh, try everything
Oh, oh, oh, oh, oh, try everything
Oh, oh, oh, oh, oh, try everything
Oh, oh, oh, oh,...

Indications:

- Listen the song and takes notes about the words you can take as motivation everyday life.
- Share the words and tell something you have that don't let you give up.

GRAMMAR NOTES

Appendix: A

Instructions: Read the Grammar Notes on “**Future Will, Imperatives, Can/ Can't**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

FUTURE WILL

We use **will**:

- when we express beliefs about the future:

*It **will be** a nice day tomorrow.*

*I think Brazil **will win** the World Cup.*

*I'm sure you **will enjoy** the film.*

- to mean **want to** or **be willing to**:

*I hope you **will come** to my party.*

*George says he **will help** us.*

- to **make offers and promises**:

I'll see you tomorrow.

We'll send you an email.

- to **talk about offers and promises**:

Tim will be at the meeting.

Mary will help with the cooking.

Questions

To form a question using **WILL**, we reverse the order of the subject and **WILL**:

Affirmative	He	will	be	here tomorrow.
	<i>Subject</i>	WILL	<i>Verb</i>	
Question	Will	he	be	here tomorrow?
	WILL	<i>Subject</i>	<i>Verb</i>	

Examples:

Will they win the cup?

- Yes, they will.
- No, they won't.


Will you tell him the truth?

- Yes, I will.
- No, I won't.

Will she get angry?

- Yes, she will.
- No, she won't.


Contractions



Use **contractions** of *will* with **pronouns** in speaking and informal writing.

Contractions	
I will	→ I'll
you will	→ you'll
he will	→ he'll
she will	→ she'll
it will	→ it'll
we will	→ we'll
they will	→ they'll

Practice your pronunciation of the contractions.



➤ **Grammar Video – Future Will**

- 1) <https://www.youtube.com/watch?v=m4TxnbuFV1M>
- 2) <https://www.youtube.com/watch?v=xYqtsmgK3Z8>

Appendix: B

Using “CAN “

1. It is used to express that someone is able to do something. (Present **Ability**)

Examples:

- I **can** speak four languages.
- She **can** drive a car.
- He **can** speak English fast.
- Fishes **can** swim.

2. It is used to express that something is possible. (General **Possibility**)

Examples:

- Alcohol **can** cause cancer.
- They **can** stay with us when they come.
- You **can** buy tickets from the dealers.

3. It is used in a question, which is not a real question, to ask somebody to do something.

We want somebody to do our request (in an informal way, especially between friends or family).

(Informal **Request**)

Examples:

- **Can** you make me coffee?
- **Can** you hand me the pen?
- **Can** I have some tea, please?

4. It is also used to ask or give permission for something. (Informal **Permission**)

Examples:

- **Can** I use your book, please? (ask for permission)
- If you want, you **can** go to the park. (give permission)
- **Can** I ask you some questions? (ask for permission)
- You **can** drive my bike. (give permission)

5. It is used in offers to help someone or to do something for someone. (Informal **Offer**)

Examples:

- **Can** I help you?
- If they like, I **can** carry some bags for you.
- There is nothing left in the fridge. **Can** I do some shopping for you?

Attention:

For” CAN NOT”;

1. It is used in **negative saying** (**when we are sure that something is not true or something is surprising**)

Examples:

- That **can’t** be John. He is in America.
- It **can’t** be raining. The sun is shining and there are no rain clouds.
- You **can’t** be 50! You look young.

2. It is also used in **negative saying** (**when something is forbidden or not allowed**)

Examples:

- You **can’t** park the car there.
- They **can’t** wear jeans at work.
- You **can’t** go on without us.

➤ **Grammar Video – Modal Can**

<https://www.youtube.com/watch?v=bIEBBVhNGkE>

Appendix: C

THE IMPERATIVE

We use imperative clauses when we want to tell someone to do something (most commonly for advice, suggestions, requests, commands, orders or instructions).

We can use them to tell people to do or not to do things. They usually don't have a subject – they are addressed to the listener or listeners, who the speaker understands to be the subject. We use the base form of the verb:

- *Have fun.*
- *Enjoy your meal.*
- *Stop talking and open your books.*
- *Don't be late.*

Warning

We use the imperative carefully. It is a very direct form and we don't generally use it to make requests or commands or to give instructions.

We can use *just, please or if you wouldn't mind* to make an imperative sound less direct:

Open the window a little more, please, if you wouldn't mind.

A: *Ann, are you ready?*

B: *Just give me a minute, please.*

Imperatives with subject pronouns

For emphasis, we can use *you* in an imperative clause:

[a student and a teacher]

A: *Can I leave the room?*

B: *No. **You stay here.***

In negative imperatives of this type, **you** comes after *don't*:

- *Maria, **don't you try** to pay for this. I invited you for lunch and I insist on paying.*

Warning
Be careful when using subject pronouns in imperative clauses, as they can sound very direct.

We can also use words like *someone, somebody, no one, nobody, everyone, everybody*, especially in speaking:

- ***Somebody call** a doctor. Quick!*
- ***Everybody sit** down, please.*

Imperatives with do

Warning
When we use the emphatic <i>do</i> auxiliary, it makes an imperative sound more polite and more formal:

[at the beginning of a meal]

Do start. (formal)

***Do sit** down and make yourself comfortable.*

We can use emphatic *do* in short answers without a main verb:

A: *Can I use your phone to call a taxi?*

B: *Do, of course, by all means. It's there on the desk.*

Imperatives with *let (let's)*

We use *let* to form first person and third person imperatives.

First person

- *Let me see. What should I do?*
- *Let's start at nine-thirty tomorrow, please. Okay?*
- *Let us begin by welcoming our new members.*

We can use emphatic *do* with *let's* in formal contexts:

- *Do let's try to be more environmentally friendly.*

Very often we use *let's (let us)* when we are referring to the first person singular (*me*):

- *I can't find my keys. Let's see, where did I last have them? (or Let me see, ...)*

We can use *let's* on its own in short responses, meaning 'yes', when we respond to a suggestion:

Negative imperatives

To make negative imperatives, we use the auxiliary *do + not + the infinitive without to*.

The full form *do not*, is rather formal. In speaking, we usually use *don't*:

[a public notice]

- *Do not use the lift in the event of fire.*
- *Don't tell anyone that I was here.*

Negative imperatives with subject pronoun

We can use emphatic pronoun ***you or anyone/anybody*** after ***don't*** in negative imperatives, especially in informal speaking:

- *Don't you worry. Everything will be okay.*
- *It's a surprise party so don't anybody mention it to Jim.*

Negative imperative of *let's*

We often use the phrase *let's not*:

- *Let's not forget to lock the door!*

Imperatives as offers and invitations

We can use imperatives to make offers and invitations:

- *Have another piece of melon.*
- *Please stay another night. You know you'll be most welcome.*
- *Go on! Come to the match with us tonight.*
- *Don't be afraid to ask if you want anything.*

➤ **Grammar Video – Imperatives**

<https://www.youtube.com/watch?v=zu2M83WgLZA>

Appendix: D

Activity 1: Writing

<https://www.youtube.com/watch?v=0FFLfcB9xfQ>

Instructions:

- Watch the video and make a list about your **hard skills** and your **soft skills**

HARD SKILLS	SOFT SKILLS

--	--

- Once you have the list about your hard and soft skills write about which ones you need to include there and what are you going to do to improve the ones you have.
- Think and write about the jobs you consider you can apply for
- There you have a list of skills you should have, take them into account.

8 job skills you should have
• Communication
• Teamwork
• Problem solving
• Initiative and enterprise
• Planning and organizing
• Self-management.
• Learning.



- Technology

Appendix: E

Activity 2: Listening and Speaking

Indications: write your own resume include your abilities and some experience, include the information bellow.

What to put on a resume? Here are the key items to include:

- Contact Information
- Opening Statement: Summary or Objective
- Work History
- Education
- Soft Skills and Technical Skills
- Certifications and Professional Memberships
- Achievements and Awards
- Additional Sections (Community Involvement, Volunteering, etc.)

<https://www.youtube.com/watch?v=enD8mK9Zvwo>

- Watch the video and make the following role plays

Student A:

You are a person that really need to work, you see an advertisement that an important company is hiring people in a position you fill in with your experience and abilities. You get ready, make a resume and go for the interview.



Student B:

You are the boss in a company and you need to hire a person capable to fill the position you request. You interview several people and at the end you interview a person you consider good for the position (ask questions about skills, work experience, abilities, etc.)

Appendix: F

Activity 3: Writing

<https://www.learnenglishfeelgood.com/vocabulary/job-interview-vocabulary-esl3.html>

Indications:

- To make the test and check the answers click on the link
- Answer the question by yourself and check the answers at the end of the test.

1. Talking about your experience and _____ is the most important part of any job interview.

• qualifications

- qualifiers
- qualms

2. When you talk about your education, remember to use the past tense(s), for example: "I _____ the University of Warsaw from 1992 to 1996."

- attend
- attended
- went

3. If you are currently studying, you can say something like: "I am _____ studying at the University of Southern California."

- presently
- present
- current

4. P1: Do you have any special _____ in your field? P2: Yes, I took a one-year course on Advanced Web Design in 1998.

- trade
- trains
- training

5. Did you _____ the fact that you speak five languages?

- speak
- say
- mention

6. Most jobs require relevant experience. That's why it is important to explain what experience you have in _____.

- detail
- details
- exact

7. My supervisor was always very pleased with my _____.

- performers
- performance
- pro-forma

8. The development of a new database structure was one of my greatest _____ in my last position.

- refreshments
- accomplishments
- accomplices

9. I have a lot of experience _____ with customers.

- toying
- satisfying
- working/dealing

10. I feel very _____ doing this type of work.

- comfort
- comfortable
- scared

1-a, 2-b, 3-a, 4-c, 5-c, 6-a, 7-b, 8-b, 9-c, 10-b

<https://www.youtube.com/watch?v=yBtMwyQFXwA>

The video bellow is going to help you to get more vocabulary and to experience how to be ready for a job interview.

APPENDIX 12

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ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

APPENDIX 8 – GOALS AND LIFELONG LEARNING

OBJECTIVES	GENERAL OBJECTIVE: At the end of the course SWBAT: use the structures and applying them in the real context. SPECIFIC OBJECTIVES: At the end of the course SWBAT: have a clear idea about what they want in the future, how to achieve their goals and get ready for adversity.
TARGET CONTENT	Identify goals, Set academic goals, Set work goals, Find ways to learn, Record goals
TARGET STRUCTURE	Future plans: want to, hope to, plan to, Future Be going to, Because, Future will, Past with So.

METHODOLOGY	<p>You are required to work individually. Besides, this is a self-paced guide, which means that you will organize your time to complete the proposed exercises. However, it is highly recommended that you start working as soon as possible so as to avoid being overloaded at the last minute; remember that you have two weeks to work in the self-study guide. Bear in mind this is graded, so please, try to work and keep pace so that you get the expected results.</p> <p>Note: You will have two weeks to work on this guide, so the way you can work will be suggested below.</p> <p>Week 1: Grammar notes, and Reading Tasks</p> <p>Week 2: Listening, Writing and Speaking Tasks</p>
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SECTION I – LEAD-IN ACTIVITY

Indications:

- Show students a picture and ask them to make predictions or observations about it. For example, I could show students this picture.



..... and say, “This is Kayla. How do you think she feels right now? What do you think he is doing at home seating in the sofa? Why do you think that?” Let students throw out some guesses and avoid confirming them until you’re ready to move to the next stage. The great thing about using a random stock photo (like Kayla) is that the answers can be whatever you want it to be. Now introduce the structures in the grammar notes and target contents.

GRAMMAR NOTES

Appendix: A

Instructions: Read the Grammar Notes on “**Future Tenses and Expressions of Future, Be + Going To and Past with So**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

“HOPE TO”

We use 'hope' to talk about things in the present or future that we think have a good chance of happening. On the other hand, we use 'wish' to talk about things that are impossible or unlikely.

We usually need to use '(that) + clause' after 'hope' or 'to + infinitive'. It's very common to drop 'that'.

- I hope that you have a great time.
- I hope that she passed the exam.
- I hope to pass the exam.
- I hope to get there early.

We can also use two short answers: **'I hope so' and 'I hope not'.**

Hope for the present

We can use the present simple (mostly for stative verbs) or the present continuous.

- I hope (that) it's sunny where you are.
- I hope (that) she's having a wonderful time.

Hope for the future

We can use either the present simple (more common) or the future simple (less common). It usually doesn't change the meaning.

- I hope that she comes to the party tomorrow.
- I hope that she'll come to the party tomorrow.

We often use 'can' with 'hope' for the future.

- I hope you can come to the party tomorrow.

We can use 'to + infinitive' with 'hope' for the future. When we use 'to + infinitive', the subject is the same as the subject of 'hope'.

- I hope to come to the party tomorrow. (=I hope I can come to the party tomorrow.)

- I hope to run a marathon this year.

Hope for the past

We can also use 'hope' to talk about the past when we think it was possible for the thing to really happen.

1: We can use 'hope' for the past when something happened and is finished, but we don't know what the result was. For example,

- I hope she passed the exam.
- I hope John hasn't got lost.
- I hope Amanda found her keys.

➤ **Grammar Video – Hope To**

<https://www.youtube.com/watch?v=Azx3kbTAI4M>

“WANT TO”

After **want**, we normally use an **infinitive with to**.

- I want to go. (NOT I want go.) (NOT I want going.)
- I want to come back here again.
- She wants to be a pilot.

Want cannot be followed by **that-clauses**, but we can use an **object + infinitive** structure.

- I want him to go now.
- Do you want me to make you some tea? (NOT Do you want that I make you some coffee?)

- I don't want him to come here again.
- I want you to be my queen.

Want can be followed by an object + complement.

- We want him dead or alive.
- I want him back.
- I want the job finished by Tuesday.

When the object complement is a noun, we use **to be** or **as** before it.

- I want you **to be my girlfriend**.
- OR I want you **as my girlfriend**.

➤ **Grammar Video – Want To**

<https://www.youtube.com/watch?v=B87wvyMeV3o>

Appendix: B

BE GOING TO VS. FUTURE WILL

When to use GOING TO

The structure **BE GOING TO** is normally used to indicate the future but with some type of connection to the present. We use it in the following situations:

**1. When we have already decided or we INTEND to do something in the future.
(Prior Plan)**

The decision has been made before the moment of speaking.

- They're **going to** retire to the beach - in fact they have already bought a little beach house.
- I'm **going to** accept the job offer.

2. When there are definite signs that something is going to happen. (Evidence)

Something is likely to happen based on the evidence or experience you have.

- I think it **is going to** rain - I just felt a drop.
- I don't feel well. I think I'm **going to** throw up. (throw up = vomit)

3. When something is about to happen:

- Get back! The bomb **is going to** explode.

When to use WILL

In other cases, where there is no implicit or explicit connection to the present, use **WILL**:

1. For things that we decide to do now. (Rapid Decisions)

This is when you make a decision at that moment, in a spontaneous way.

- I'll buy one for you too.
- I think I'll try one of those. (I just decided this right now)

2. When we think or believe something about the future. (Prediction)

- My team will not win the league this season.
- I think it will rain later so take an umbrella with you.

Note: You can use both **Will** and **Going to** for making future predictions.

3. To make an offer, a promise or a threat.

- I'll give you a discount if you buy it right now.
- I promise I will behave next time.
- I'll take you to the movies if you'd like.

4. You use WON'T when someone refuses to do something.

- I told him to take out the trash but he **won't** do it.
- My kids **won't** listen to anything I say.
- My car **won't** start.

Future Predictions

As you can see, both **Will** and **Going to** can be used for making future predictions without having a real difference in meaning.

- The weather report says it **will** rain tomorrow. (Correct)
- The weather report says it **is going to** rain tomorrow. (Correct)

Compare Will vs. Going To

If someone asks: "Are you busy this evening?"

If I respond: "Yes, I'm going to the movies." I use **going to** because it is a plan I made earlier (before I was asked the question). - In this case we cannot use **Will**.

If I haven't made plans, then you can say either: "I **will** probably watch TV." OR "I'm probably **going to** watch TV."

Both **will** and **going to** are possible in this situation because we are predicting what will happen (since we haven't made any plans).

➤ **Grammar Videos – Be Going To vs Will**

- 1) <https://www.youtube.com/watch?v=gT6fqzJL6mM>
- 2) <https://www.youtube.com/watch?v=VX95vEL-OdU>

Appendix: C

Activity 1: Listening and Speaking

<https://www.youtube.com/watch?v=jCMACJq3XJY>



What are your goals in the near future?

What things are you making to achieve your goals?

Indications:

- Watch the video and write the most important thing you have to do to achieve your goals.
- Write your goals and what are you going to do immediately to achieve them as soon as possible.
- Use the vocabulary in the box

Goals

What are you going to do to achieve them?

accomplishment, achievement, attainment, establishment, goal, image, objective, target, decide, hope, intend, resolve, constraints, limitations, objectives, restrictions, before, eventually, previous, prior, definite, precise, general, specific, benefits, criteria,
requirements, specifications

Appendix: D

Activity 2:

[https://www.youtube.com/watch?v=LKaXY4IdZ40&list=PLZA496930--
C3H6xU1osVHtSOB9SCRsyj&index=1](https://www.youtube.com/watch?v=LKaXY4IdZ40&list=PLZA496930--C3H6xU1osVHtSOB9SCRsyj&index=1)

When You Believe

(Mariah Carey, Whitney Houston)

Many nights we prayed
With no proof anyone could hear
In our hearts a hope for a song
We barely understood
Now we are not afraid
Although we know there's much to fear
We were moving mountains
Long before we knew we could, whoa, yes
There can be miracles
When you believe
Though hope is frail
It's hard to kill
Who knows what miracles
You can achieve
When you believe somehow you will
You will when you believe
(Mmm) yeah
In this time of fear
When prayer so often proves in vain
Hope seems like the summer birds

Too swiftly flown away
Yet now I'm standing here
My hearts so full, I can't explain
Seeking faith and speakin' words
I never thought I'd say
There can be miracles
When you believe (when you believe)
Though hope is frail
It's hard to kill (mmm)

Who knows what miracles

You...

Indications:

- Sing the song and express what is request to achieve goals in your own words

Appendix: E

Activity 3: Writing and Speaking

1. Take notes with pen and paper
2. Have effective note-taking skills
3. Distributed practice
4. Study, sleep, more study
5. Modify your practice
6. Try a mnemonic device
7. Use brain breaks to restore focus
8. Stay hydrated
9. Learn information in multiple ways
10. Connect what you learn with something you know



Indications:

- With the list of ways to learns choose two you consider in the best way to learn for you
- Express your ideas about the two items you choose by a short conversation

<https://www.youtube.com/watch?v= IopcOwfsoU>

Indications:

- Listen the audio and write the different ways you have to learn
- Once you make the list, express orally what you understood about each of them

Ways to learn:

1. _____

2. _____

3. _____

4. _____

SELF-STUDY GUIDE 1

UNIVERSITY OF EL SALVADOR

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ENGLISH LANGUAGE DEPARTMENT

SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

SELF-STUDY GUIDE 1 – EVERYDAY LIFE

Appendix: A

GRAMMAR NOTES

Instructions: Read the Grammar Notes about “**Simple Present –Verb Be, Yes/No Questions and Short Answers**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

SIMPLE PRESENT – VERB “BE”

The verb '**be**' is different from the other verbs in this tense. Let's look at '**be**' first:

- ☛ Here's the **positive** form (positive means a normal sentence, not a negative or a question. This is sometimes called '**affirmative**')

Positive	Positive Short Form
I am a student.	I' m a student.
You are French.	You' re French.
He is my grandfather.	He' s my grandfather.
She is in my class.	She' s in my class.
It is Sara's dog.	It' s Sara's dog.

We are lost.	We' re lost.
They are in the garden.	They' re in the garden.

⊛ Now let's talk about the **question** form of the present simple with '**be**'. Here's the '**yes / no**' **question** form:

Yes / No Questions	Short Answers
Am I in your class?	Yes, you are. / No, you aren't.
Are you from Spain?	Yes, I am. / No, I'm not.
Is he 17 years old?	Yes, he is. / No, he isn't.
Is she in the school?	Yes, she is. / No, she isn't.
Is it her cat?	Yes, it is. / No, it isn't.
Are we friends?	Yes, we are. / No, we aren't.
Are they happy?	Yes, they are. / No, they aren't.

Verb "Be" Uses

The verb "**be**" is used to talk about:

Name:	Country:	Age:	Emotions:
I'm Joanna.	I'm from the U.S. I'm American.	I'm 27 years old.	I'm sad.
He's Paulo.		How old are you?	She's excited.
They're Aki and Yuta.	My husband is from Italy. He's Italian.	She's 15.	You're angry.

	She's not Korean, she's Vietnamese. Are they from Australia?	My mother is 65 years old.	
--	--	-------------------------------	--

✪ Now, watch the following Grammar Video.

GRAMMAR VIDEO 1 – VERB “BE” FORM AND USES
https://www.youtube.com/watch?v=5JDSXihIHil

Appendix: B

ADVEBS OF FREQUENCY

Adverbs of Frequency tell us how often something happens. Look at the table below and pay attention to the Frequency column.

Frequency	Adverb of Frequency	Example Sentence
100%	always	I always go to bed before 11 p.m.
90%	usually	I usually have cereal for breakfast.
80%	normally / generally	I normally go to the gym.
70%	often* / frequently	I often surf the internet.
50%	Sometimes	I sometimes forget my wife's birthday.

GRAMMAR VIDEO 2 – FREQUENCY ADVERBS 1

<https://www.youtube.com/watch?v=VAWo65QwP2c>

30%	occasionally	I occasionally eat junk food.
10%	Seldom	I seldom read the newspaper.
5%	hardly ever / rarely	I hardly ever drink alcohol.
0%	Never	I never swim in the sea.

✪ Now, watch the following Grammar Video.

The Position of the Adverb in a Sentence

An adverb of frequency goes **before** a main verb (except with verb “**be**”).

Subject + adverb + *main verb*

I **always** *remember* to do my homework.

He **normally** *gets* good marks in exams.

An adverb of frequency goes **after** the verb “**be**”.

Subject + <i>to be</i> + adverb
They <i>are</i> never pleased to see me.

An adverb of frequency goes **after** the verb “**be**”.

Appendix: C

Activity 1: Listening and Writing

<https://www.youtube.com/watch?v=L8URoNO2CnE>

Instructions:

- Watch the video and take notes about the important details about every person (example: names, age, nationality, address, etc.)

Person 1 _____

Person 2 _____

Person 3 _____

Person 4 _____

Person 5 _____

Person 6 _____

Person 7 _____

Person 8 _____

Person 9 _____

Person 10 _____

- Answer the following questions about the video

6. What is Christina's telephone number?

7. What is Sasha's Nationality?

8. Who lives in 7421 Daph St Sta.Barbara CA?

9. Who has 12 grandchildren?

10. Where does Max live?

Appendix: D

Activity 2: Listening and Speaking

Instructions:

- Listen the following song

<https://www.youtube.com/watch?v=LjhCEhWiKXk>

JUST THE WAY YOU ARE

Oh, her eyes, her eyes

Make the stars look like they're not shinin'

Her hair, her hair
Falls perfectly without her trying
She's so beautiful and I tell her everyday
Yeah, I know, I know
When I compliment her she won't believe me
And it's so, it's so
Sad to think that she don't see what I see
But every time she asks me, "Do I look okay?"
I say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause girl you're amazing
Just the way you are
Yeah

Her lips, her lips,
I could kiss them all day if she'd let me
Her laugh, her laugh
She hates but I think it's so sexy
She's so beautiful, and I tell her everyday
Oh, you know, you know
You know I'd never ask you to change
If perfect's what you're searching for then just stay the same
So don't even bother asking if you look okay
You know I'll say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are

The way you are
The way you are
Girl, you're amazing
Just the way you are

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause, girl, you're amazing
Just the way you are
Yeah

- Underline the sentences in simple present that you found
- Sing the song and look for new words

Appendix: E

Listening and speaking Activity

<https://www.youtube.com/watch?v=gzPA-YKJmVk>



How is the weather outside?

Instructions:

- Listen the podcast and make a short presentation about the weather, using the simple present tense, adverbs of frequently and use the vocabulary on the table.
- share the short video with your classmates.



Sunny



Partly Sunny



Partly Cloudy



Sun & Rain



Raining



Thunderstorms



Snowing



Cloudy



Windy



Rainbow



Tornados / Hurricanes



Clear

Activity 3: FAMILY ACTIVITY

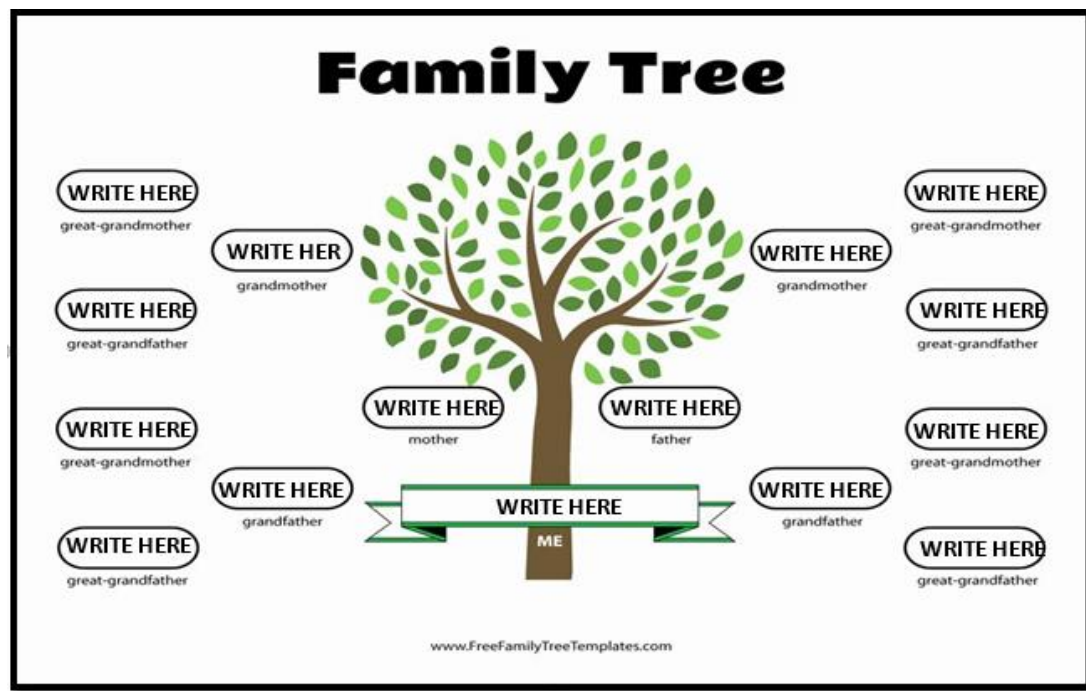
Instructions: Follow the specific instructions for each of the practices below and put into practice the content studied in the Grammar Notes to complete them.

Writing Activity – Family Members

Stage 1 – Watch the Video

Instructions: Watch the video about family members and fill in the family tree below with the names of the people in your family.

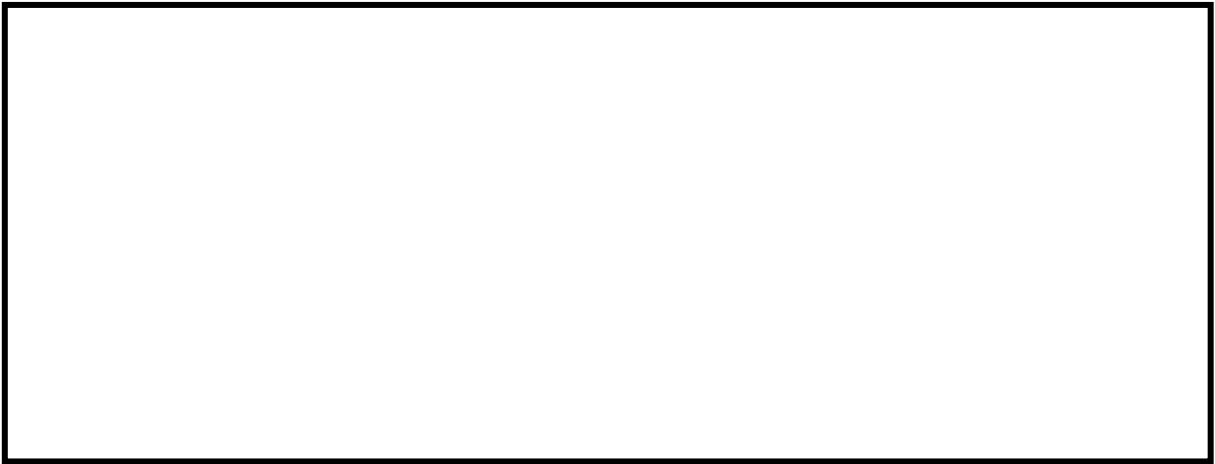
Video Family Members: <https://www.youtube.com/watch?v=uqNzV213Wc8>



Stage 2 – Writing

Instructions: Write a 100-word paragraph describing your family tree (just the most important members). In your paragraph, you have to mention the name, age, profession or occupation, and the family relationship of each member.

Example: *My father is Alejandro. He is 49 years old and he is a plumber...*



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SEMESTER I – 2021



INTENSIVE BASIC ENGLISH SELF-STUDY GUIDE 2 – LET'S GO SHOPPING

Appendix: A

GRAMMAR NOTES

Instructions: Read the Grammar Notes on “**Simple Present, Present Progressive, Superlative Adjectives and Demonstrative Pronouns**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

Simple Present- Uses and Affirmative Sentences

The simple present tense is used:

- ✪ To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:

I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)

- ✪ To give instructions or directions:

You walk for two hundred meters, then you turn left.

- ✪ To express fixed arrangements, present or future:

Your exam starts at 09.00

Examples:

For habits -He drinks tea at breakfast. -She only eats fish. -They watch television regularly.	For repeated actions or events -We catch the bus every morning. -It rains every afternoon in the hot season. -They drive to Monaco every summer.	For repeated actions or events -We catch the bus every morning. -It rains every afternoon in the hot season. -They drive to Monaco every summer.
For general truths -Water freezes at zero degrees. -The Earth revolves around the Sun. -Her mother is Peruvian.	For instructions or directions Open the packet and pour the contents into hot water. You take the No.6 bus to Watney and then the No.10 to Bedford.	For fixed arrangements -His mother arrives tomorrow. -Our holiday starts on the 26th March

Notes on the simple present, third person singular

- ⊛ In the third person singular **the verb always ends in -s**:
he wants, she needs, he gives, she thinks.
- ⊛ Negative and question forms **use DOES** (= the third person of the auxiliary 'DO') + **the infinitive of the verb.**
He wants ice cream. Does he want strawberry? He does not want vanilla.
- ⊛ Verbs ending in **-y**: the third person **changes the -y to -ies**:
fly --> flies, cry --> cries
- ⊛ Exception: if there is **a vowel** before the **-y**:

play --> plays, pray --> prays

- ⊛ Add -es to verbs ending in: **-ss, -x, -sh, -ch:**
he passes, she catches, he fixes, it pushes

➤ **Grammar Video 1 – Present Simple – Form and Uses**

<https://www.youtube.com/watch?v=gZTb7lK6eJg>

Appendix: B

Simple Present – Negative Sentences/ Don't and Doesn't

You speak English. → This is an affirmative (or positive) sentence.

How can we make this affirmative sentence (+) **a negative sentence (-)**?

You speak English. (+)

You don't speak English. (-)

We do not say: I no speak English. (NOT correct)
We say: I don't speak English. (Correct)
We normally use Don't or Doesn't to make a negative sentence in the simple present tense.

Let's look at the difference between **DON'T** and **DOESN'T**.

⊛ **DON'T – Negative Sentences with DON'T in English**

We use **Don't** when the subject is **I, you, we or they**. We add “**don't**” between the subject and the verb.

- *I **don't** usually **wake up** at 8 o'clock.*
- *We **don't** go to the cinema too much.*
- *I **don't** live in Russia.*

⊗ **DOESN'T – Negative Sentences with DOESN'T in English**

Now let's look at third person sentences using **he, she and it**. Again, we add “**doesn't**” between the subject and the verb to make a negative sentence.

- *She **doesn't** work in a police station.*
- *My boss **doesn't** go to the gym twice a week.*
- *The exam period **doesn't** end on 24th December.*

Notice how the letter **S** at the end of the verb in the affirmative sentence (**because it is in third person**) disappears in the negative sentence.

Why does this happen?

The verb after the negative **don't** or **doesn't** is the base form of the infinitive.

➤ **Grammar Video 2 – Present Simple – Negative Sentences**

<https://www.youtube.com/watch?v=BriKS4-Jam0>

Appendix: C

Comparatives and Superlatives

Table 1

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Tall	Taller	The tallest
Small	Smaller	The smallest
Large	Larger	The largest
Slow	Slower	The slowest
Fast	Faster	The fastest
Old	Older	The oldest
Cheap	Cheaper	The cheapest
Long	Longer	The longest
Short	Shorter	The shortest
Safe	Safer	The safest
High	Higher	The highest
Big	Bigger	The biggest
Hot	Hotter	The hottest
Wet	Wetter	The wettest
Sad	Sadder	The saddest
Thin	Thinner	The thinnest

➤ **Grammar Video 3 – Comparative and Superlative Adjectives**

<https://www.youtube.com/watch?v=TG9Sg7bPRSU>

Table 2

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Pretty Easy Early Healthy Friendly Busy Sunny Dirty Dry Hungry	Prettier Easier Earlier Healthier Friendlier Busier Sunnier Dirtier Drier Hungrier	The prettiest The easiest The earliest The healthiest The friendliest The busiest The sunniest The dirtiest The driest The hungriest
Comfortable Boring Interesting Expensive Dangerous Popular Common Generous Difficult	More comfortable More boring More interesting More expensive More dangerous More popular More common More generous More difficult	The most comfortable The most boring The most interesting The most expensive The most dangerous The most popular The most common The most generous The most difficult

Appendix: C

PRESENT PROGRESSIVE

The present continuous is made from the **present tense of the verb be** and the **ing form** of a verb:

PRESENT PROGRESSIVE

am/is/are + verb-ing Remember: usually STATIVE VERBS are NOT used in the progressive (-ing) form.

When do we use the present progressive?

Happening Now

It is snowing.
She is eating lunch now.
I'm driving my new car.

Temporary Actions

I'm working in New York this week.
I'm staying here temporarily.

Fixed Plans

(often in the near future)
I'm going out after work today.
We're leaving early today.

Trends

More and more people are using their phones to access Facebook.

Longer Actions in Progress Now

She's studying to be a lawyer.
He's training for the Olympics.

A E American English at State

americanenglish.state.gov

⊗ Present continuous negatives

We make negatives by putting **not** (or **n't**) after ***am, is*** or ***are***:

*I'm **not** doing that.*
*You **aren't** listening. (or You're **not** listening.)*
*They **aren't** coming to the party. (or They're **not** coming to the party.)*
*She **isn't** going home until Monday. (or She's **not** going home until Monday.)*

SPELLING RULES FOR VERBS IN "ING" FORM

BASE FORM	"ING" - FORM
Cook - Eat - Speak	Cooking - Eating - Speaking
Buy - Enjoy - Try	Buying - Enjoying - Trying (Final letter "y" is in the same place)
Go - Do	Going - Doing
Drive - Share - Write	Driving - Sharing - Writing (Final letter "e" is eliminating)
Lay - Lie	Lying - Lying
Skip* - Put* - Swim*	Skipping - Putting - Swimming

*The final three letters are "consonant - vowel - consonant", that's why we have double consonant "pp - tt - mm".


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➤ Grammar Video 4 – Present Progressive/ Continuous


<https://www.youtube.com/watch?v=xFsYrTIndhI&t=23s>

Appendix: D


Demonstrative Pronouns: this, that, these and those



DEMONSTRATIVE PRONOUNS



Demonstrative Pronouns are used to show or identify one or a number of nouns that may be far or near in distance or time. They are only four in number: **This, That, These and Those.**



THIS and **THAT** are singular demonstrative pronouns.

THESE and **THOSE** are plural demonstrative pronouns.

They can also be used to show an unspecified quantity in a sentence.

That is a demonstrative pronoun that is referring to a specific noun (house). This is a singular pronoun as it is referring to only one house.

That is a beautiful house. →

➤ Grammar Video 5 – Demonstrative Pronouns

<https://www.youtube.com/watch?v=No44YiCZwdY>

Appendix: E

Activity-1 Listening and Writing

<https://www.youtube.com/watch?v=QWBwCoecvkM>



- How many ways to ask for information you know? Write at least 3 ways

Instructions:

- Watch the video and write a short conversation asking for assistance could be in the bus station, restaurant, airport, supermarket, etc. using the grammar previously share

Appendix: F

Activity-2 Reading Activity

<https://www.youtube.com/watch?v=JiI1UmfgrM>



Instructions:

- Watch the video and write at least 10 comparatives and superlatives adjectives that you find there and then write the base form from the adjectives.

ORIGINAL ADJECTIVES

SUPERLATIVES AND COMPARATIVES VERBS

- | | |
|-----------|-------|
| 11. _____ | _____ |
| 12. _____ | _____ |
| 13. _____ | _____ |
| 14. _____ | _____ |
| 15. _____ | _____ |
| 16. _____ | _____ |
| 17. _____ | _____ |
| 18. _____ | _____ |
| 19. _____ | _____ |
| 20. _____ | _____ |

- Create a sentence with each of the one that you find.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix: G

Activity-3 Speaking Activity

<https://www.youtube.com/watch?v=GINbzAGZC2M>

Instructions:

- Watch the following video about “Go Shopping” and make a short five-minutes presentation about the things you buy in the supermarket, stores, restaurant, etc.
- Present the video with your classmates and do comments about the others presentations
- Use the vocabulary below to describe clothes



Professional, casual, smart, clingy, trendy, close-fitting, scruffy, unfashionable, elegant, sophisticated, loose-fitting, baggy, dressy, ill-fitting, brief, oversized.

LET'S DO IT!!

Appendix: H

Activity 4: Writing

Instructions:

- Read the following advertisement and underline the new word you find there.
- Create a similar one with the same product or similar one, using the vocabulary already study (Comparative and Superlative Adjectives, This, these, that, those)

HOUSE FOR SALE



3 Bedroom, 2 Bath, Newly Updated
Throughout, Beautiful Hardwood Floors,
Private Backyard and New Windows.
Located in Greenwood Heights

\$90,000.00

Shown by Appointment Only.

Call (270) 994-3143 For More Information

SELF-STUDY GUIDE 3

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SELF-STUDY GUIDE 3 – FOOD AND NUTRITION

Appendix: A

GRAMMAR NOTES

Instructions: Read the Grammar Notes on “**Simple Present, Present Progressive, Superlative Adjectives and Demonstrative Pronouns**” and watch the Grammar Videos to reinforce your understanding of the topic.

Can and Can't – Ability

✪ Grammar - Can/Cannot - Affirmation and Negation

Can/Cannot in affirmative and negative sentences.

We use **Can** when we have the ability, time or will to do something. For example:

- *I can play the guitar.* (This means that I have the ability to play the instrument)
 - *I can go to the store later* (I have the time to go soon)
 - *I can help you* (I want to help you).

We use **Cannot (or Can't)** when we don't have the ability, the time or the will to do something. For example:

- *I cannot sing.* (I do not have the ability or the skill).
- *I can't go with you.* (I don't have the will to accompany you).

- *I can't travel until December.* (I don't have the time to travel because I am busy working).

Can and Can't are modal verbs. This means that they are an auxiliary to the verb. Notice that they come **BEFORE** the verb. The verb will **ALWAYS** be in the infinitive form.

For example:

<ul style="list-style-type: none"> • I can travel in December. • I cannot (can't) travel now. 	<ul style="list-style-type: none"> • You can see the stars! • You cannot (can't) hear the teacher.
<ul style="list-style-type: none"> • He can be rude sometimes. * • He cannot (can't) play the drums well. 	<ul style="list-style-type: none"> • She can play the guitar. • She cannot (can't) understand what you're saying.
<ul style="list-style-type: none"> • It can wait for an hour. • It cannot (can't) be helped* 	<ul style="list-style-type: none"> • We can try again later. • We cannot (can't) go until 10.
<ul style="list-style-type: none"> • They can study after lunch. • They cannot see the concert. 	

Notice:

* The verb **To Be** is **NOT** conjugated. It is simply be. This is because after Can and Can't we use the **infinitive of the verb**.

⊛ Also, the word **Can** and **Can't** do **NOT** change because of **He, She** or **It**. It is simply Can or Can't.

For example,

- He cans go. → **This is incorrect.**
- He can goes. → **This is incorrect.**

- He cans goes. → **This is incorrect.**
- He can go. → **This is correct.**

⊛ A common mistake for students **is to put the word to between can and the verb.**

This is incorrect.

For example,

- I can to travel on Monday. → **This is incorrect.**
- I can travel on Tuesday. → **This is correct.**

➤ **Grammar Video 1 – Can and Can't for Abilities**

https://www.youtube.com/watch?v=ZbZyZQO_3n8

➤ **Grammar Video 2– Can and Can't for Abilities**

<https://www.youtube.com/watch?v=JZkZhNqxo44>

Appendix: B

Imperatives

Definition: Imperatives are verbs used to give **orders, commands, warning or instructions, and (if you use "please") to make a request.** It is one of the three moods of an English verb (indicative, imperative and subjunctive).

For example:

- Give me that tape, please.

To make the imperative, **use the infinitive of the verb without "to"**

For example:

- Come here!
- Sit down!

To make a negative imperative, put **"do not"** or **"don't"** before the verb:

For example:

- Don't go!
- Do not walk on the grass.

You can also use **"let's"** before the verb **if you are including yourself in the imperative**. The negative of **"let's"** is **"let's not"**.

For example:

- Let's stop now.
- Let's have some lunch.
- Let's not argue
- Let's not tell her about it.

➤ **Grammar Video 3– Imperatives**

<https://www.youtube.com/watch?v=jLqps9yljhc>

Appendix: C

Count and Non-count nouns/ Quantifiers

COUNT AND NONCOUNT NOUNS

COUNT NOUNS

- Can be used in plural form, usually with an "s"
- Can be used with definite articles (the)
- Can be used with indefinite articles (a, an)



two bugs

Examples:

Paul bought a **key** at the store.

The **students** went to class.



keys

NONCOUNT NOUNS

- Usually **cannot** be expressed in plural form
- **Cannot** be used with indefinite articles (a, an)
- Can be used with definite articles (the)
- Can be used without an article



money

Examples:

I listened to **music**.

We listened to the **rain** during the storm.



music

A E AMERICAN ENGLISH

americanenglish.state.gov

Quantifiers



Quantifier	Meaning	Countable Noun	Uncountable Noun
Little	Small, minor	✗	✓
Few	Small, slight	✓	✗
A lot of	a large number or amount	✓	✓
Many	Very, numerous	✓	✗
Much	Very, too, a lot	✗	✓
Any	Never, at all	✓	✓
Lots of	A lot of	✓	✓
Some	an unspecified amount or number of	✓	✓

www.englishgrammarhere.com

➤ Grammar Video 3– Imperatives

<https://www.youtube.com/watch?v=2rH3zGr0u1g&pbjreload=101>

Appendix: D

Activity-1 Listening



<https://www.youtube.com/watch?v=bgfdqVmVjfk>

- Who loves food?

- Have you ever go to a sophisticated restaurant?

Instructions:

- Watch the video and take notes about the request per each of the family member.
 - Includes details about the dishes they ask for, and write as a sentence
(example: The little boy asks for a milkshake drink.)



- What of the food or drinks they order you consider healthy?

- What of the food or drinks they order you consider unhealthy?

- Make a list about the things you buy in a supermarket to cook



Appendix: E

Activity-2 Writing and Speaking

Let's cook!



Make a 5 min presentation about your favorite recipe step by step include every ingredient and the process to achieve your delicious dish! Make sure to use count and non-count nouns. Then share with your classmates the recipe

https://www.youtube.com/watch?v=Gmh_xMMJ2Pw

- Listen the podcast and compare your eating habits with the advices the podcast provided you.

Appendix: F

Activity 3: Speaking

<https://www.youtube.com/watch?v=OWjygbQbOY>

THE FOOD SONG

Hey, I had a bad day,
And I wondered how it tastes,
So I ate...
And then I served myself a second plate.

Hey, I had a bad week,
And I wonder if it's sweet,
So I'll eat...
'Cause I deserve to give myself a treat...
Sadness tastes like French fries
And anger tastes like wine...
They're only grapes but give them time.

Hey, I had a bad night,
So I wrapped it up in pie
And let it bake...
So all my feelings taste like Tenderflake.
Oh joy, my mum just called.
And she's appalled because my dad don't want to spoon,
I'll take that spoon, and put some ice-cream on my afternoon.
But guilty tastes like noodles.
Lonely tastes like bread.
But toast can make a royal friend,
Hmmm!

Yup!
Everything is wonderful... Yeah!
So walk it off, walk it off,
Circle the block,
The cookies and cream are starting to talk to me...
I'm ust crazy...
But crazy tastes so good,
Crazy tastes so nice.
Crazy tastes like never-have-to-go outside.
Here we go now!
Hey, I had a bad day so I ate it all.(repeat 3 times
Hey, I had a bad day and I'm stuffed.

Instructions:

- Sing the song and try to memorize it.
- Underline names of food
- Create a short song with the same characteristics saying what you probably eat according to the situations you are living, use all the structures already learn.
- Memorize the letter and make a short video singing it.
- Share the video with your classmates.

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INTENSIVE BASIC ENGLISH SELF-STUDY GUIDE 4 – HOUSING

Appendix: A









GRAMMAR NOTES

Instructions: Read the Grammar Notes on “**Information Questions, Prepositions of Place and Modals: May and Might**” and watch the Grammar Videos to reinforce your understanding of the topic.

INFORMATION QUESTIONS

WH QUESTION WORDS ENGLISH GRAMMAR

There are a number of words in the English language that are used primarily to make questions; these words are 'question words', sometimes known as 'WH question words'.

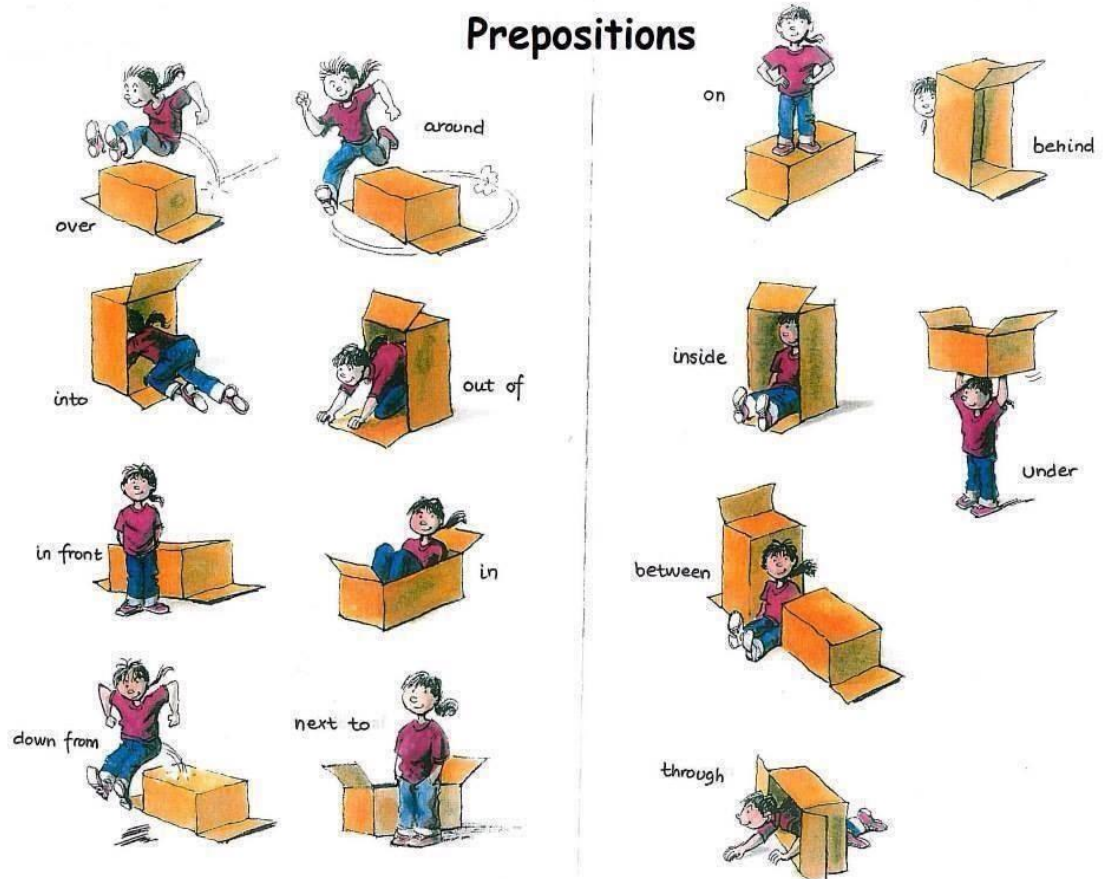
WHAT	'What' is used when asking for information about something: What did you do last evening?	
WHEN	'When' is used when asking for the time: When do you arrive?	
WHERE	'Where' is used when asking for the place: Where do you go for your tuitions?	
WHO	'Who' is used when asking for identity of person or persons: Who called earlier?	
WHOSE	'Whose' is used when asking about possession Whose place are you staying at?	
WHICH	'Which' is used to ask about choice: Which flavour of ice cream would you like?	
WHY	'Why' is used when asking for reasons: Why would you say something like that?	
HOW	'How' is used when asking about the manner or quality or condition: How did you do that?	

www.eslgrammar.org

➤ Grammar Video 1 – Information Questions

https://www.youtube.com/watch?v=j9b1CNN_rFU

PREPOSITIONS OF PLACE



Preposition of place	Explanation	Example
in	<ul style="list-style-type: none"> ▪ inside 	<ul style="list-style-type: none"> ▪ I watch TV in the living-room ▪ I live in New York ▪ Look at the picture in the book ▪ She looks at herself in the mirror.

		<ul style="list-style-type: none"> ▪ She is in the car. ▪ Look at the girl in the picture ▪ This is the best team in the world
At	<ul style="list-style-type: none"> ▪ used to show an exact position or particular place ▪ table ▪ events ▪ place where you are to do something typical (watch a film, study, work) 	<ul style="list-style-type: none"> ▪ I met her at the entrance, at the bus stop ▪ She sat at the table ▪ at a concert, at the party ▪ at the movies, at university, at work
on	<ul style="list-style-type: none"> ▪ attached ▪ next to or along the side of (river) ▪ used to show that something is in a position above something else and touching it. ▪ left, right ▪ a floor in a house 	<ul style="list-style-type: none"> ▪ Look at the picture on the wall ▪ Cambridge is on the River Cam. ▪ The book is on the desk ▪ A smile on his face ▪ The shop is on the left ▪ My apartment is on the first floor ▪ I love traveling on trains /on the bus / on a plane

	<ul style="list-style-type: none"> ▪ used for showing some methods of traveling ▪ television, radio 	<ul style="list-style-type: none"> ▪ My favorite program on TV, on the radio
by, next to, beside, near	<ul style="list-style-type: none"> ▪ not far away in distance 	<ul style="list-style-type: none"> ▪ The girl who is by / next to / beside the house.
between	<ul style="list-style-type: none"> ▪ in or into the space which separates two places, people or objects 	<ul style="list-style-type: none"> ▪ The town lies halfway between Rome and Florence.
behind	<ul style="list-style-type: none"> ▪ at the back (of) 	<ul style="list-style-type: none"> ▪ I hung my coat behind the door.
in front of	<ul style="list-style-type: none"> ▪ further forward than someone or something else 	<ul style="list-style-type: none"> ▪ She started talking to the man in front of her
Under	<ul style="list-style-type: none"> ▪ lower than (or covered by) something else 	<ul style="list-style-type: none"> ▪ the cat is under the chair.
Below	<ul style="list-style-type: none"> ▪ lower than something else. 	<ul style="list-style-type: none"> ▪ the plane is just below the the cloud
over	<ul style="list-style-type: none"> ▪ above or higher than something else, sometimes so that 	<ul style="list-style-type: none"> ▪ She held the umbrella over both of us.

	<p>one thing covers the other.</p> <ul style="list-style-type: none"> ▪ more than. ▪ across from one side to the other. ▪ overcoming an obstacle 	<ul style="list-style-type: none"> ▪ Most of the carpets are over \$100. ▪ I walked over the bridge ▪ She jumped over the gate
Above	<ul style="list-style-type: none"> ▪ higher than something else, but not directly over it 	<ul style="list-style-type: none"> ▪ a path above the lake
across	<ul style="list-style-type: none"> ▪ from one side to the other of something with clear limits / getting to the other side ▪ 	<ul style="list-style-type: none"> ▪ She walked across the field/road. ▪ He sailed across the Atlantic
through	<ul style="list-style-type: none"> ▪ from one end or side of something to the other 	<ul style="list-style-type: none"> ▪ They walked slowly through the woods.
To	<ul style="list-style-type: none"> ▪ in the direction of ▪ bed 	<ul style="list-style-type: none"> ▪ We went to Prague last year. ▪ I go to bed at ten.
into	<ul style="list-style-type: none"> ▪ towards the inside or middle of something 	<ul style="list-style-type: none"> ▪ Shall we go into the garden?

	and about to be contained, surrounded or enclosed by it	
towards	<ul style="list-style-type: none"> in the direction of, or closer to someone or something 	<ul style="list-style-type: none"> She stood up and walked towards him.
Onto	<ul style="list-style-type: none"> used to show movement into or on a particular place 	<ul style="list-style-type: none"> I slipped as I stepped onto the platform.
From	<ul style="list-style-type: none"> used to show the place where someone or something starts: 	<ul style="list-style-type: none"> What time does the flight from Amsterdam arrive?

➤ **Grammar Video 2 – Prepositions of Place**

<https://www.youtube.com/watch?v=cgtzGRBTzTE>

Appendix: C

MODALS: MAY AND MIGHT

What is a modal verb?

A modal verb is a verb that is used in combination with a normal verb. While auxiliary verbs help make questions and negatives and put a verb in a particular tense, [modal verbs](#) add a special meaning.

May and Might

May and *might* are modal verbs that can have a similar meaning. They can be used to describe two ideas:

- Possibility
- Permission

Possibility in the Present

We can use both *may* and *might* to express a possibility or make a prediction. For example,

- *Tom might win this game. He's been playing very well recently.*
- *We may go out later. I'm not sure.*
- *Do you think the company might hire more people next year?*

There is a small difference in the level of probability. ***May* usually expresses a 50% possibility, while an action with *might* normally means a slightly lower possibility, e.g. 40%.** For example,

- *It may rain later on. We'd better take an umbrella. (50% probable)*
- *It might rain later on, but I don't think it will. (40% probable)*
- *Might* is also a bit more informal than *may* and is more common in spoken English.

Permission

When we ask and give permission we often use *may* as an alternative to *can*. For example,

- *May I come in?*
- *May we sit here? – Yes, you may.*

- *May I leave early Sir? – No, you may not.*

➤ **Grammar Video 3 – Modals: May and Might**

<https://www.youtube.com/watch?v=Ei9vtErC-8A>

Appendix: D

Activity 1: Listening and Writing

https://www.youtube.com/watch?v=m27Cck_LGHc

Do you live in the city or in the country side?



Describe your house in simple words?

Instructions:

- Watch the video and make a list about the things you have in your house.
- Then, make a list about things you have never seen or listen before in a house.
- Create a sentences per each new item you found.

- Share the information with your classmates by a comment or orally. (use the vocabulary on the little box)

House, home, room, balcony, bathroom, bedroom, dining room, living room, sitting room, garage, kitchen, roof, chimney, garden, basement, cellar, attic, stud, pool, toilet, window, staircase, stairs, upstairs, downstairs, door, wall, ceiling, floor, drive, lawn, path, hall, fence, doorbell, doormat, letter box, patio, backyard, flat (British E.), apartment (American E.)

Appendix: E

Activity 2: Listening and Writing

<https://www.youtube.com/watch?v=VR84-Aa1JVY>

- Do you consider you have enough space for furniture in your house?
- Do you consider everything is well distributing in your house?

Watch the video and get surprise about the things you can do and have at home to save space...

After seeing the video answer the following questions:

5. What is the article you like the most to save space in the video? (describe the article)

6. Do you have any of those articles at home?

7. Do you have enough space at home for your furniture?

8. Do you have any other idea about saving space at home? (talk about an invention you have)

Appendix: F

Activity 3: Writing and Speaking

<https://www.youtube.com/watch?v=xPNjJLARxNo>

Have you ever make a budget in your life?

Instructions:

- Listen the following podcast and learn how to make a simple budget
- Create a budget using the method on the podcast with your own information
- Talk about the experience you have making the budget with a short presentation
- Look at the following sample and the vocabulary for a budget bellow

MONTHLY BUDGET

Month: _____

Starting Checking Balance: _____

Income: _____

Bills:
Rent/Mortgage: _____
Grocery: _____
Health Insurance: _____
Car Insurance: _____
Car Payments: _____
Electric: _____
Gas For House: _____
Gas For Cars: _____
Phone: _____
TV: _____
Internet: _____
Water: _____
Credit Card: _____

Extra Spending:
Expense: _____
Expense: _____
Expense: _____

Savings:
Starting Balance: _____
Deposit: _____
Deposit: _____
Extra Income: _____

Total Checking Balance: _____

Goals For Next Month: _____

Assets: Anything of value owned by a person or business.

Balanced Budget: Money coming in is equal to money going out.

Budget: A spending plan and a list of spendable funds.

Deficit: Spending more than you have from income.

Discretionary Spending: The spender has a choice; they don't have to spend money.

Disposable Income: Amount left after deductions (e.g. taxes) have been taken from your gross pay. Also known as Net Income.

Emergency Funds: Money set aside or budgeted for unanticipated but necessary expenditures.

Fixed Expenses: Expenses that do not generally change from month to month.

Goals: Any future plans or objectives that require specific financing.

Investment: Property or another possession acquired for future financial benefit

Needs: Goods and services an individual must have to survive.

Appendix: G

Activity 4: Writing and Reading

Classified ads: is a form of advertising which is particularly common in newspapers, online and other periodicals which may be sold or distributed free of charge. Classified advertisements are much cheaper than larger display advertisements used by businesses.

The image shows a newspaper classifieds page with the following sections and content:

- Header:** Northern Illinois & Southern Wisconsin Classifieds
- Left Column:**
 - For Classified Advertising Call: (815) 877-4044, Fax: (815) 654-4857
 - EMPLOYMENT: To place an ad in our Help Wanted Section Call Mary Jane at (815) 654-4850 Ext. 22
 - BUSINESS & SERVICE: Computers / Internet
 - FOR RENT: Apartments, Sporting Goods
 - Wanted to Buy: FRESH B12 WANTED, TOP CASH PAID
 - Real Estate Section: Call Mary Jane at (815) 654-4850 Ext. 22
- Center Column:**
 - Announcements: DISCLAIMER NOTICE
 - Misc. For Sale: SKANILLE, FRESH
 - Notice: CLASSIFIED IN-COLLIER AD
 - Automobiles: 93 FORD EDWARD 177K, 1998 GMC YUKON, 2001 HONDA CIVIC
 - Automobiles Wanted: GET UP TO \$500 for your car
 - Boats: 1997 LUND DEEP V
 - Sport Utilities: 2002 DODGE DURANGO
 - Trucks & Trailers: 1990 GMC TOYOTA
 - Motorcycles: 1992 HONDA CR125R
 - Camper and RVs: 2001 HONDA 2TH WHEEL
 - Vans, Mini Vans: 1996 FORD F150 EXTEND
- Right Column:**
 - Business Hours: Mon.-Fri. 9:00 am-5 pm
 - FREE: Are you selling a single item for LESS THAN \$100? IF SO, WE WILL RUN YOUR AD IN THE CLINTON TOPPER AT No Charge!
 - Form: FIND YOUR NEXT VEHICLE IN THE CLASSIFIEDS

Most important parts in an advertisement:

- Service or article
- Location
- Telephone number
- Promotions
- A photo

INSTRUCTIONS:

- Write an advertisement about an article or service you would like to offer (house, car, shoes, furniture, medical service, etc.)
- Try to do it as the examples
- Compare your advertisement with your classmates

SELF-STUDY GUIDE 5

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SEMESTER I – 2021



INTENSIVE BASIC ENGLISH SELF-STUDY GUIDE 5 – OUR COMMUNITY

Appendix: A

GRAMMAR NOTES

Instructions: Read the Grammar Notes on “**Simple Present, Present Progressive, Imperatives and Simple Past**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

THE IMPERATIVE

Commands and orders

The **imperative** is used to give commands and orders. The form of the verb used for the imperative is the **base form** of the main verb, which is used without a subject.

- *Walk to the corner, turn right, and cross the road.*
- *Open your mouth and say ‘Aaaah’.*
- Although the main feature of sentences in the imperative is that they have no **grammatical** subject, they do have an **understood** subject, ‘you’.

The basic form of the imperative remains the same whether it is addressed to one or more people.

- *Come on, Mary; I’m waiting.*

- *Come on, girls; you're late.*

There is also a special type of imperative, using *let's*, that is used when you need to include the speaker. See The imperative. The word order of a sentence in the imperative is: **verb + object** (if needed). The negative imperative is made with *do + not* or *don't*.

- *Don't lose that key.*
- *Do not come back without it!*

The uses of the imperative are as follows:

- **to give an order.**
 - *Go away.*
 - *Stop that.*
 - *Keep quiet.*
- **to give instructions.**
 - *Don't use this spray near a naked flame.*
 - *Apply the glue thinly and leave it for ten minutes.*
- **to give advice or warnings.**
 - *Don't forget to take your passport with you.*
 - *Be careful!*
 - *Don't go on the ice.*
- **to make an offer or an invitation.**
 - *Have a piece of cake.*
 - *Come round and see me some time.*

Making suggestions

Let's (let + us) + main verb is used in the **1st person plural only**, especially when you are trying to **encourage someone to do something with you**. It includes both the speaker and the hearer, so the subject that is understood is represented by the plural *we*.

- *Let's visit Malcolm this weekend.*
- *Please let's go to the cinema tonight.*
- *Do let's have a look at your new computer, Chris.*
- *Let's pool our resources.*

Suggestions which start with *let's* often end with the sentence tag *shall we?*

- *Let's phone her now, shall we?*
- *Let's go for a walk after supper, shall we?*

In ordinary English the negative is *let's not + main verb* or sometimes *don't let's + main verb*.

- *Let's not worry about that now.*
- *Don't let's worry about that now.*

In formal English, the negative is *let us not + main verb*.

- *Let us not lose sight of our aims.*

The uncontracted form *let us + main verb* is occasionally used in formal and written English.

- *Let us be clear about this.*
- *Let us hope that this will never happen again.*

The answer to a suggestion with *let's* is normally either, *yes, let's* or *no, let's not* or sometimes, *no, don't let's (...)*.

- *Let's phone her now, shall we? – Yes, let's.*

- *Let's phone her now, shall we? – No, let's not.*
- *Let's invite Malcolm over this weekend. – No, don't let's do that.*

➤ **Grammar Video – Imperatives**

<https://www.youtube.com/watch?v=zu2M83WgLZA>

Appendix: B

PRESENT PROGRESSIVE

The present continuous is made from the present tense of the verb **be** and the **ing form** of a verb:

PRESENT PROGRESSIVE

am/is/are + verb-ing

Remember: usually STATIVE VERBS are NOT used in the progressive (-ing) form.

When do we use the present progressive?

Happening Now

It is snowing.
She is eating lunch now.
I'm driving my new car.

Temporary Actions

I'm working in New York this week.
I'm staying here temporarily.

Fixed Plans

(often in the near future)
I'm going out after work today.
We're leaving early today.

Trends

More and more people are using their phones to access Facebook.

Longer Actions in Progress Now

She's studying to be a lawyer.
He's training for the Olympics.

⊛ **Present continuous negatives**

We make negatives by putting **not** (or **n't**) after **am**, **is** or **are**:

*I'm **not** doing that.*

*You **aren't** listening. (or You're **not** listening.)*

*They **aren't** coming to the party. (or They're **not** coming to the party.)*

*She **isn't** going home until*

*Monday. (or She's **not** going home until Monday.)*

SPELLING RULES FOR VERBS IN "ING" FORM	
BASE FORM	"ING" - FORM
Cook - Eat - Speak	Cooking - Eating - Speaking
Buy - Enjoy - Try	Buying - Enjoying - Trying (Final letter "y" is in the same place)
Go - Do	Going - Doing
Drive - Share - Write	Driving - Sharing - Writing (Final letter "e" is eliminating)
Lay - Lie	Lying - Lying
Skip* - Put* - Swim*	Skipping - Putting - Swimming

*The final three letters are "consonant - vowel - consonant", that's why we have double consonant "pp - tt - mm".

ESL.COM

➤ **Grammar Video – Present Progressive/ Continuous**

<https://www.youtube.com/watch?v=xFsYrTIndhI&t=23s>

Appendix: C

SIMPLE PRESENT

1: We use the present simple when something is generally or always true.

- *People need food.*
- *It snows in winter here.*
- *Two and two make four.*

2: Similarly, we need to use this tense for a situation that we think is more or less permanent. (See the present continuous for temporary situations.)

- *Where do you live?*
- *She works in a bank.*
- *I don't like mushrooms.*

3: The next use is for habits or things that we do regularly. We often use adverbs of frequency (such as 'often', 'always' and 'sometimes') in this case, as well as expressions

like 'every Sunday' or 'twice a month'. (See the present continuous for new, temporary or annoying habits).

- *Do you smoke?*
- *I play tennis every Tuesday.*
- *I don't travel very often.*

4: We can also use the present simple for short actions that are happening now. The actions are so short that they are finished almost as soon as you've said the sentence. This is often used with sports commentary.

- *He takes the ball, he runs down the wing, and he scores!*

Future

Uses

5: We use the present simple to talk about the future when we are discussing a timetable or a fixed plan. Usually, the timetable is fixed by an organisation, not by us.

- *School begins at nine tomorrow.*
- *What time does the film start?*
- *The plane doesn't arrive at seven. It arrives at seven thirty.*

6: We also use the present simple to talk about the future after words like 'when', 'until', 'after', 'before' and 'as soon as'. These are sometimes called subordinate clauses of time.

- *I will call you when I have time. (Not 'will have'.)*
- *I won't go out until it stops raining.*
- *I'm going to make dinner after I watch the news.*

➤ **Grammar Video – Present Simple – Form and Uses**

<https://www.youtube.com/watch?v=gZTb7lK6eJg>

➤ Grammar Video – Present Simple – Negative Sentences

<https://www.youtube.com/watch?v=BriKS4-Jam0>

Appendix: D

SIMPLE PAST

The Past Simple with 'be'

It's similar to the **present simple** because it has different rules for the verb 'be', which becomes 'was' or 'were':

Affirmative	Negative	Interrogative	Short Answer
I was tired.	I was not tired.	Was I tired?	Yes, I was.
You were happy.	You weren't sad.	Were you happy?	Yes, you were.
He was ready.	She wasn't ready.	Was it ready?	No, it wasn't.
We were friends.	We were not enemies.	Were we friends?	Yes, we were.
You were students.	We were not teachers.	Were you teachers?	No, you weren't.
They were classmates.	They weren't siblings.	Were they family?	No, they were not.

SIMPLE PAST

Note: This grammar section is only a supporting material for students and teachers. Feel free to develop it in way that suits your students' learning style and your teaching style.

The simple past tense is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and **action duration is not important**.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions.

CATEGORY	TIME EXPRESSIONS	EXAMPLES
frequency	often, sometimes, always, etc.	≥ I sometimes walked home at lunchtime. ≥ I often brought my lunch to school.
definite point in time	last week, when I was a child, yesterday, six weeks ago, etc.	≥ We saw a good film last week. ≥ Yesterday, I arrived in Geneva. ≥ She finished her work at seven o'clock
an indefinite point in time	the other day, ages ago, a long time ago, etc.	≥ People lived in caves a long time ago. ≥ She played the piano when she was a child.

Note: The word ago is a useful way of expressing the distance into the past. It is placed **after** the period of time: a week ago, three years ago, a minute ago.

FORMING THE SIMPLE PAST TENSE

STRUCTURE	CONSTRUCTION	EXAMPLES
Affirmative	subject + past form of the verb (regular or irregular) + complement (time expressions, objects, adverbs, places, etc.)	<ul style="list-style-type: none"> ≥ He went to a club last night. ≥ My parents visited me in California last July. ≥ They saw when the man had the accident.
Negative	subject + auxiliary “did” + not + base form of the verb (regular or irregular) + complement (time expressions, objects, adverbs, places, etc.)	<ul style="list-style-type: none"> ≥ They didn't give John their new address. ≥ We didn't have time to visit the Eiffel Tower. ≥ The math teacher didn't start the class on time.
Interrogative	<p style="text-align: center;">☞ YES/NO QUESTIONS</p> auxiliary “did” + subject + base form of the verb (regular or irregular) + complement + “?”	<ul style="list-style-type: none"> ≥ Did you have a bicycle when you were young? ≥ Did Barry give you my passport?

	<p style="text-align: center;">⇒ INFORMATION QUESTIONS</p> <p>Wh – word + auxiliary “did” + subject + base form of the verb (regular or irregular) + complement + “?”</p>	<p>≥ What did the boss say about the financial report of this quarter?</p> <p>≥ Where did you stay last Christmas?</p>
--	---	--

How do you form the past simple?

- ⊛ Regular past simple forms are formed by adding *-ed* to the infinitive of the verb.

start → *started*

kill → *killed*

jump → *jumped*

- ⊛ There are some spelling rules. If a verb ends in *-e*, you add *-d*.

agree → *agreed*

like → *liked*

escape → *escaped*

- ⊛ If a verb ends in a vowel and a consonant, the consonant is usually doubled before *-ed*.

stop → *stopped*

plan → *planned*

- ⊛ If a verb ends in consonant and *-y*, you take off the *y* and add *-ied*.

try → *tried*

carry → *carried*

- ⊛ But if the word ends in a vowel and *-y*, you add *-ed*.

play → *played*

enjoy → *enjoyed*

The past simple form doesn't change at all for *I, you, he, she, we* and *they*, does it?

No, the form doesn't change. See, it is easy!

What about the pronunciation of the *-ed* ending?

- ⊛ There are three kinds of pronunciation: /d/, /t/ and /ɪd/. Look at the table below.

/d/	/t/	/ɪd/
<i>arrived</i>	<i>asked</i>	<i>wanted</i>
<i>failed</i>	<i>crossed</i>	<i>decided</i>
<i>agreed</i>	<i>stopped</i>	<i>started</i>

- ⊛ **List of Irregular Verbs**

<https://www.englishpage.com/irregularverbs/irregularverbs.html>

- **Grammar Video – Simple Past**

https://www.youtube.com/watch?v=RZbVp_79Tps

Appendix: E

Activity 1: Listening and Writing

<https://www.youtube.com/watch?v=UdDXIL9u0vI>

Instructions:

- Watch the video and answer the following sentences
- Then, describe your community base on the information you watch on the video (use **there is** and **there are**)

Questions:

- Where do you live?

- What are the most important buildings in your country?

- What services you don't have in your country?

- What services would you like to have in your county? Why?

- If you were a mayor in your country, what would you like to do to improve your country?



Mom Plus Teach is Neet © 2018

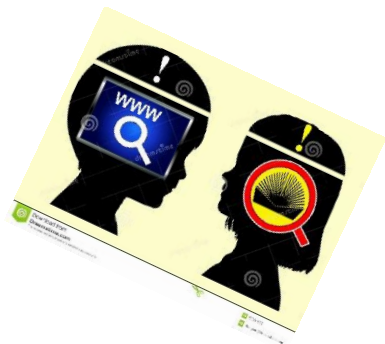


Appendix: F

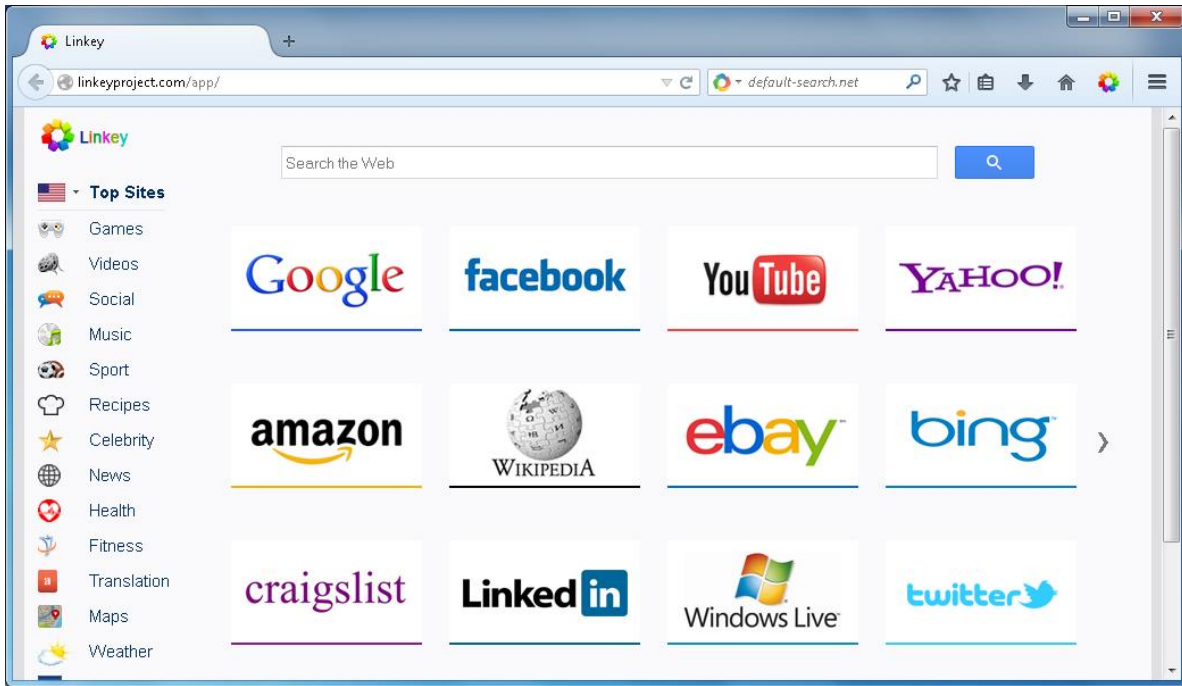
Activity 2: Listening and Speaking

https://www.youtube.com/watch?v=LVV_93mBfSU

1. How often do you surf the web?
2. Do you consider web page are more useful than books nowadays?



3. How many of those icons do you know?
4. Have many of those websites you use the most?
5. How often do you use them?



Instructions:

- Write a short description about each web side you know (include in the description of how you use the website, use the vocabulary on the box)
- Then, share the information orally with your classmates

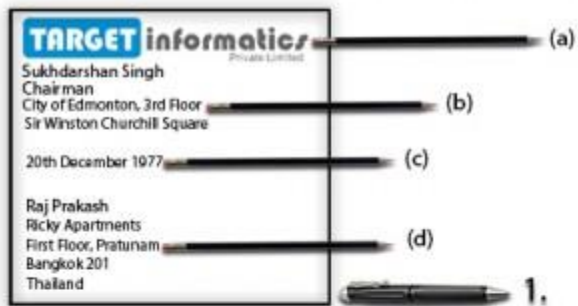
click (on) - delete - upload - download - scroll up and down - type - save - drag - copy/cut and paste

Appendix: G

Activity 3: writing

PARTS OF LETTER

A letter is made up of different parts and when they combine a letter becomes whole or complete. These parts can be called the “layout of letter” or “elements of letter” and you will find them common amongst all letters. Without these elements a letter wouldn’t be called a letter. These elements can also be called the basic structures of a letter. Generally, it is considered that there are 5 main parts of a letter but all letters are not same and all letters follow one or the other format of letter writing. To conclude we can come up to a common ground of agreement as to which can be considered as the basic or main parts of a letter. This is based on the fact that without these parts it wouldn’t be called a letter in proper terms.



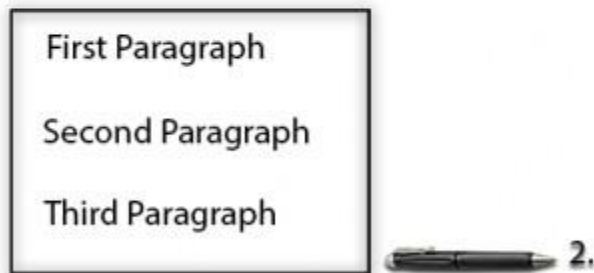
a) Letter Head

(b) Sender's Name and Address

(c) Date



(d) Receiver's Name and Address



1. HEADER



(e) Sub or Re



(f) Salutation

Instructions: Base in the example, write a formal letter, the letter must have the following information:

- You are the president of an important technological factory and you request the service of a person expert in technology and social media. You received many resumes but you accept only one, write a letter answer that person is welcome to work with you in your company.
- Include schedules and days off.
- Payments
- And deadline for an answer

SELF-STUDY GUIDE 6

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INTENSIVE BASIC ENGLISH SELF-STUDY GUIDE 6 – HEALTH

Appendix: A

GRAMMAR NOTES

Instructions: Read the Grammar Notes on “**Infinitives, Modal “Should, Simple Past, and Comparative and Superlative Adjectives”**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

Infinitive

Forming the infinitive

The infinitive is the base form of a verb. In English, when we talk about the infinitive, we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinitive: **the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, & the passive infinitive**. In this lesson, we’ll study the present infinitive.

The present infinitive has two forms:

- **the to-infinitive** = to + base
- **the zero infinitive** = base

The present infinitive base is the verb form you will find in a dictionary.

To-infinitive	Zero infinitive
to sit	sit
to eat	eat
to have	have
to remember	remember

The negative infinitive is formed by putting *not* in front of any form of the infinitive.

Examples

- I decided **not to go** to London.
- He asked me **not to be** late.
- I'd like you **not to sing** so loudly.
- I'd rather **not eat** meat.

Functions of the to-infinitive

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well. See this page about **verbs followed by infinitives**.

The to-infinitive to indicate the purpose or intention of an action

In this case *to* has the same meaning as *in order to* or *so as to*.

Examples

- She **came to collect** her pay check.
- The three bears **went to find** firewood.
- I am **calling to ask** you about dad.
- Your sister has **gone to finish** her homework.

The to-infinitive as the subject of the sentence

This is a formal usage and is far more common in written English than spoken

Examples

- **To be** or not to be, that is the question.
- **To know** her is to love her.
- **To visit** the Grand Canyon is my life-long dream.
- **To understand** statistics, that is our aim.

The to-infinitive to indicate what something can or will be used for

In this pattern, the to-infinitive follows a noun or pronoun.

Examples

- The children need a garden **to play** in.
- I would like a sandwich **to eat**.
- I don't have anything **to wear**.
- Would you like something **to drink**?

➤ **Grammar Video – The Infinitive**

<https://www.youtube.com/watch?v=lnnejNArWH8>

Appendix: B

The comparative and the superlative

- **Comparative adjectives**

Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + *than* + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

Examples

- My house is **larger** than hers.
- This box is **smaller** than the one I lost.
- Your dog runs **faster** than Jim's dog.
- The rock flew **higher** than the roof.
- Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)

- **Superlative adjectives**

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + *the* + superlative adjective + noun (object).

The group that is being compared with can be omitted if it is clear from the context (final example below).

Examples

- My house is the **largest** one in our neighborhood.

- This is the **smallest** box I've ever seen.
- Your dog ran the **fastest** of any dog in the race.
- We all threw our rocks at the same time. My rock flew the **highest**. ("of all the rocks" is understood)

Forming regular comparatives and superlatives

Forming comparatives and superlatives is easy. The form depends on the number of syllables in the original adjective.

One-syllable adjectives

Add *-er* for the comparative and *-est* for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adjective	Comparative	Superlative
tall	taller	tallest
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

Two syllables

Adjectives with two syllables can form the comparative either by adding *-er* or by preceding the adjective with *more*. These adjectives form the superlative either by adding *-est* or by preceding the adjective with *most*. In many cases, both forms are used, although one usage will be more common than the other. If you are not sure whether a two-syllable adjective can take a comparative or superlative ending, play it safe and use *more* and *most* instead. For adjectives ending in *y*, change the *y* to an *i* before adding the ending.

Adjective	Comparative	Superlative
happy	happier	happiest
simple	simpler	simplest
busy	busier	busiest
tilted	more tilted	most tilted
tangled	more tangled	most tangled

Three or more syllables

Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.

Adjective	Comparative	Superlative
important	more important	most important
expensive	more expensive	most expensive

Irregular comparatives and superlatives

These very common adjectives have completely irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
much	more	most
far	further / farther	furthest / farthest

Examples

- Today is the **worst** day I've had in a long time.
- You play tennis **better** than I do.
- This is the **least** expensive sweater in the store.

- This sweater is **less** expensive than that one.
- I ran pretty far yesterday, but I ran even **farther** today.


➤ **Grammar Video – Comparative and Superlative Adjectives**

<https://www.youtube.com/watch?v=TG9Sg7bPRSU>

Modal
Verbs

Should

Uses of **Should**:



Advice or Suggestion

- Your hair is too long. You **should** get a haircut.

Situation likely in the present

- Mary **should** be at home now. Give her a call.

Likely in the future (prediction)

- They **should** win tonight, they're a better team.

Should + have + past participle

Meaning: The subject did not fulfill their obligation in the past or did not act responsibly.

- You **should have given** your boss the report yesterday when he asked for it.

Should + be + verb-ing

Meaning: The subject is not fulfilling their obligation now or is not acting sensibly.

- You **should be wearing** your seatbelt.
- We **should be studying** for the test right now.

SHOULD vs. OUGHT TO
Should can be replaced by **ought to** without a change in meaning.

- You **ought to** study more. =
- You **should** study more.

Note: **ought to** sounds more formal than **should** and is used less frequently.

We use **SHOULDN'T** to advise **not** to do something, usually because it is bad or wrong.

- You **shouldn't** throw your litter onto the street.
- He **shouldn't** play with those wires if he doesn't know what he is doing.
- You **shouldn't** work so much.

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

Modal “Should”

Appendix: D

Activity 2: Listening and Speaking

<https://www.youtube.com/watch?v=Zm1AWmfW2fQ>

1. What types of illness you know?
2. Have you face any illness so far?
3. What kind of treatment you take for it?



Instructions:

- Listen the podcast and answer the questions bellow using your own words, be specific in your answers.
- Then, make a short five-minutes presentation about an experience you had have with some illnesses or injuries in your life or someone you know had have. (use the vocabulary on the box to create the presentations)

1. Which are some of the ways that a disease can be classified?

2. Explain with your own words what an infectious disease is.

3. Explain with your own words what an injury is.

4. Explain with your own words what a lifestyle disease is.

5. Explain with your own words what a congenital disease is.

Presentation time....

Toothache, backache, headache, sore shoulder, sinus pressure, seasonal allergies, dizziness/feeling dizzy, heartburn, stomachache/upset stomach (nauseous), diarrhea, broken bones, bruise

Appendix: E

Activity 3: Speaking

Instructions:

- You are a doctor in a famous hospital and you have to tell your patient that he/she has a serious illness.
- Make a short three-minutes video as if the spectator is the patient

Hospital	Symptoms	Treatments
Accident	Sick	Pills
Emergency	Fever	Medicine
Accident and Emergency	Cold	Tablets
Hospital	Flu	Bandage
Ambulance	Ill	Surgery
Doctor	Cut	
Nurse	Injury	
First Aid	Hurt	
	Pain	
	Injured	
	Blood	
	Faint	
	Light-headed	
	Shock	
	Broken	
	Breathing	

- Look for the best words to tell the notice
- Provide information such as illness, symptoms and treatments.

SELF-STUDY GUIDE 7

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WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT
SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

SELF-STUDY GUIDE 7 – WORK, WORK, WORK

Appendix: A

GRAMMAR NOTES

Instructions: Read the Grammar Notes on “Future Will, Imperatives, Can/ Can’t” and watch the **Grammar Videos** to reinforce your understanding of the topic.

FUTURE WILL

We use **will**:

- when we express beliefs about the future:

*It **will be** a nice day tomorrow.*

*I think Brazil **will win** the World Cup.*

*I'm sure you **will enjoy** the film.*

- to mean **want to** or **be willing to**:

*I hope you **will come** to my party.*

*George says he **will help** us.*

- to **make offers and promises**:

I'll see you tomorrow.

We'll send you an email.

- to talk about offers and promises:

Tim will be at the meeting.

Mary will help with the cooking.

Questions

To form a question using **WILL**, we reverse the order of the subject and **WILL**:

Affirmative	He	will	be	here tomorrow.
	<i>Subject</i>	WILL	<i>Verb</i>	
Question	Will	he	be	here tomorrow?
	WILL	<i>Subject</i>	<i>Verb</i>	

Examples:

Will they win the cup?

- Yes, they will.
- No, they won't.

Will you tell him the truth?


- Yes, I will.
- No, I won't.

Contractions

Use **contractions** of *will* with **pronouns** in speaking and informal writing.

Contractions	
I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
we will	we'll
they will	they'll

Practice your pronunciation of the contractions.



Will she get angry?

- Yes, she will.

- No, she won't.

➤ **Grammar Video – Future Will**

3) <https://www.youtube.com/watch?v=m4TxnbuFV1M>

4) <https://www.youtube.com/watch?v=xYqtsmgK3Z8>

Appendix: B

Using “CAN “

1. It is used to express that someone is able to do something. (Present **Ability**)

Examples:

- I **can** speak four languages.
- She **can** drive a car.
- He **can** speak English fast.
- Fishes **can** swim.

2. It is used to express that something is possible. (General **Possibility**)

Examples:

- Alcohol **can** cause cancer.
- They **can** stay with us when they come.
- You **can** buy tickets from the dealers.

3. It is used in a question, which is not a real question, to ask somebody to do something.

We want somebody to do our request (in an informal way, especially between friends or family).
(Informal **Request**)

Examples:

- **Can** you make me coffee?

- **Can** you hand me the pen?
- **Can** I have some tea, please?

4. It is also used to ask or give permission for something. (Informal **Permission**)

Examples:

- **Can** I use your book, please? (ask for permission)
- If you want, you **can** go to the park. (give permission)
- **Can** I ask you some questions? (ask for permission)
- You **can** drive my bike. (give permission)

5. It is used in offers to help someone or to do something for someone. (Informal **Offer**)

Examples:

- **Can** I help you?
- If they like, I **can** carry some bags for you.
- There is nothing left in the fridge. **Can** I do some shopping for you?

Attention:

For” CAN NOT”;

1. It is used in **negative saying** (**when we are sure that something is not true or something is surprising**)

Examples:

- That **can’t** be John. He is in America.
- It **can’t** be raining. The sun is shining and there are no rain clouds.
- You **can’t** be 50! You look young.

2. It is also used in **negative saying** (**when something is forbidden or not allowed**)

Examples:

- You **can't** park the car there.
- They **can't** wear jeans at work.
- You **can't** go on without us.

➤ **Grammar Video – Modal Can**

<https://www.youtube.com/watch?v=bIEBBVhNGkE>

Appendix: C

THE IMPERATIVE

We use imperative clauses when we want to tell someone to do something (most commonly for advice, suggestions, requests, commands, orders or instructions).

We can use them to tell people to do or not to do things. They usually don't have a subject – they are addressed to the listener or listeners, who the speaker understands to be the subject. We use the base form of the verb:

- *Have fun.*
- *Enjoy your meal.*
- *Stop talking and open your books.*
- *Don't be late.*

Warning

We use the imperative carefully. It is a very direct form and we don't generally use it to make requests or commands or to give instructions.

We can use *just, please or if you wouldn't mind* to make an imperative sound less direct:

Open the window a little more, please, if you wouldn't mind.

A: *Ann, are you ready?*

B: *Just give me a minute, please.*

Imperatives with subject pronouns

For emphasis, we can use *you* in an imperative clause:

[a student and a teacher]

A: *Can I leave the room?*

B: *No. You stay here.*

In negative imperatives of this type, *you* comes after *don't*:

- *Maria, don't you try to pay for this. I invited you for lunch and I insist on paying.*

Warning

Be careful when using subject pronouns in imperative clauses, as they can sound very direct.

We can also use words like *someone, somebody, no one, nobody, everyone, everybody*, especially in speaking:

- *Somebody call a doctor. Quick!*
- *Everybody sit down, please.*

Imperatives with do

Warning

When we use the emphatic *do* auxiliary, it makes an imperative sound more polite and more formal:

[at the beginning of a meal]

Do start. (formal)

Do sit down and make yourself comfortable.

We can use emphatic *do* in short answers without a main verb:

A: *Can I use your phone to call a taxi?*

B: ***Do,*** *of course, by all means. It's there on the desk.*

Imperatives with *let* (*let's*)

We use *let* to form first person and third person imperatives.

First person

- ***Let me see.*** *What should I do?*
- ***Let's start at nine-thirty tomorrow, please.*** *Okay?*
- ***Let us begin by welcoming our new members.***

We can use emphatic *do* with *let's* in formal contexts:

- ***Do let's try to be more environmentally friendly.***

Very often we use *let's* (*let us*) when we are referring to the first person singular (*me*):

- *I can't find my keys. **Let's see,** where did I last have them?* (or ***Let me see,*** ...)

We can use *let's* on its own in short responses, meaning 'yes', when we respond to a suggestion:

Negative imperatives

To make negative imperatives, we use the auxiliary *do* + *not* + the infinitive without *to*.

The full form *do not*, is rather formal. In speaking, we usually use *don't*:

[a public notice]

- ***Do not use the lift in the event of fire.***
- ***Don't tell anyone that I was here.***

Negative imperatives with subject pronoun

We can use emphatic pronoun *you* or *anyone/anybody* after *don't* in negative imperatives, especially in informal speaking:

- *Don't you* worry. *Everything will be okay.*
- *It's a surprise party so don't anybody* mention it to Jim.

Negative imperative of *let's*

We often use the phrase *let's not*:

- *Let's not* forget to lock the door!

Imperatives as offers and invitations

We can use imperatives to make offers and invitations:

- *Have* another piece of melon.
- Please *stay* another night. *You know you'll be most welcome.*
- *Go on! Come* to the match with us tonight.
- *Don't be* afraid to ask if you want anything.

➤ Grammar Video – Imperatives

<https://www.youtube.com/watch?v=zu2M83WgLZA>

Appendix: D

Activity 1: Writing

<https://www.youtube.com/watch?v=0FFLFcB9xfQ>

Instructions:

- Watch the video and make a list about your **hard skills** and your **soft skills**

HARD SKILLS	SOFT SKILLS

- Once you have the list about your hard and soft skills write about which ones you need to include there and what are you going to do to improve the ones you have.
- Think and write about the jobs you consider you can apply for
- There you have a list of skills you should have, take them into account.

8 job skills you should have
Communication
Teamwork
Problem solving
Initiative and enterprise
Planning and organizing
Self-management.
Learning.
Technology



Appendix: E

Activity 2: Listening and Speaking

Indications: write your own resume include your abilities and some experience, include the information bellow.

What to put on a resume? Here are the key items to include:

- Contact Information
- Opening Statement: Summary or Objective
- Work History
- Education
- Soft Skills and Technical Skills
- Certifications and Professional Memberships
- Achievements and Awards

- Additional Sections (Community Involvement, Volunteering, etc.)

<https://www.youtube.com/watch?v=enD8mK9Zvwo>

- **Watch the video and make the following role plays**

Student A:

You are a person that really need to work, you see an advertisement that an important company is hiring people in a position you fill in with your experience and abilities. You get ready, make a resume and go for the interview.



Student B:

You are the boss in a company and you need to hire a person capable to fill the position you request. You interview several people and at the end you interview a person you consider good for the position (ask questions about skills, work experience, abilities, etc.)

Appendix: F

Activity 3: Writing

<https://www.learnenglishfeelgood.com/vocabulary/job-interview-vocabulary-esl3.html>

Indications:

- To make the test and check the answers click on the link
- Answer the question by yourself and check the answers at the end of the test.

1. Talking about your experience and _____ is the most important part of any job interview.

- qualifications
- qualifiers
- qualms

2. When you talk about your education, remember to use the past tense(s), for example: "I _____ the University of Warsaw from 1992 to 1996."

- attend
- attended
- went

3. If you are currently studying, you can say something like: "I am _____ studying at the University of Southern California."

- presently
- present
- current

4. P1: Do you have any special _____ in your field? P2: Yes, I took a one-year course on Advanced Web Design in 1998.

- trade
- trains
- training

5. Did you _____ the fact that you speak five languages?

- speak
- say
- mention

6. Most jobs require relevant experience. That's why it is important to explain what experience you have in _____.

- detail
- details
- exact

7. My supervisor was always very pleased with my _____.

- performers
- performance
- pro-forma

8. The development of a new database structure was one of my greatest _____ in my last position.

- refreshments
- accomplishments
- accomplices

9. I have a lot of experience _____ with customers.

- toying
- satisfying
- working/dealing

10. I feel very _____ doing this type of work.

- comfort
- comfortable
- scared

<https://www.youtube.com/watch?v=yBtMwyQFXwA>

The video bellow is going to help you to get more vocabulary and to experience how to be ready for a job interview.

SELF-STUDY GUIDE 8

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SEMESTER I – 2021



INTENSIVE BASIC ENGLISH

SELF-STUDY GUIDE 8 – GOALS AND LIFELONG LEARNING

Appendix: A

GRAMMAR NOTES

Instructions: Read the Grammar Notes on “**Future Tenses and Expressions of Future, Be + Going To and Past with So**” and watch the **Grammar Videos** to reinforce your understanding of the topic.

“HOPE TO”

We use 'hope' to talk about things in the present or future that we think have a good chance of happening. On the other hand, we use 'wish' to talk about things that are impossible or unlikely.

We usually need to use '(that) + clause' after 'hope' or 'to + infinitive'. It's very common to drop 'that'.

- I hope that you have a great time.
- I hope that she passed the exam.
- I hope to pass the exam.
- I hope to get there early.

We can also use two short answers: **'I hope so' and 'I hope not'**.

Hope for the present

We can use the present simple (mostly for stative verbs) or the present continuous.

- I hope (that) it's sunny where you are.
- I hope (that) she's having a wonderful time.

Hope for the future

We can use either the present simple (more common) or the future simple (less common). It usually doesn't change the meaning.

- I hope that she comes to the party tomorrow.
- I hope that she'll come to the party tomorrow.

We often use 'can' with 'hope' for the future.

- I hope you can come to the party tomorrow.

We can use 'to + infinitive' with 'hope' for the future. When we use 'to + infinitive', the subject is the same as the subject of 'hope'.

- I hope to come to the party tomorrow. (=I hope I can come to the party tomorrow.)
- I hope to run a marathon this year.

Hope for the past

We can also use 'hope' to talk about the past when we think it was possible for the thing to really happen.

1: We can use 'hope' for the past when something happened and is finished, but we don't know what the result was. For example,

- I hope she passed the exam.
- I hope John hasn't got lost.
- I hope Amanda found her keys.

➤ **Grammar Video – Hope To**

<https://www.youtube.com/watch?v=Azx3kbTAI4M>

“WANT TO”

After **want**, we normally use an **infinitive with to**.

- I want to go. (NOT I want go.) (NOT I want going.)
- I want to come back here again.
- She wants to be a pilot.

Want cannot be followed by **that-clauses**, but we can use an **object + infinitive** structure.

- I want him to go now.
- Do you want me to make you some tea? (NOT Do you want that I make you some coffee?)
- I don't want him to come here again.
- I want you to be my queen.

Want can be followed by an object + complement.

- We want him dead or alive.
- I want him back.
- I want the job finished by Tuesday.

When the object complement is a noun, we use **to be** or **as** before it.

- I want you **to be my girlfriend**.
- OR I want you **as my girlfriend**.

➤ **Grammar Video – Want To**

<https://www.youtube.com/watch?v=B87wvyMeV3o>

Appendix: B

BE GOING TO VS. FUTURE WILL

When to use GOING TO

The structure **BE GOING TO** is normally used to indicate the future but with some type of connection to the present. We use it in the following situations:

1. When we have already decided or we INTEND to do something in the future. (Prior Plan)

The decision has been made before the moment of speaking.

- They're **going to** retire to the beach - in fact they have already bought a little beach house.
- I'm **going to** accept the job offer.

2. When there are definite signs that something is going to happen. (Evidence)

Something is likely to happen based on the evidence or experience you have.

- I think it **is going to** rain - I just felt a drop.
- I don't feel well. I think I'm **going to** throw up. (throw up = vomit)

3. When something is about to happen:

- Get back! The bomb **is going to** explode.

When to use WILL

In other cases, where there is no implicit or explicit connection to the present, use **WILL**:

1. For things that we decide to do now. (Rapid Decisions)

This is when you make a decision at that moment, in a spontaneous way.

- I'll buy one for you too.
- I think I'll try one of those. (I just decided this right now)

2. When we think or believe something about the future. (Prediction)

- My team will not win the league this season.
- I think it will rain later so take an umbrella with you.

Note: You can use both **Will** and **Going to** for making future predictions.

3. To make an offer, a promise or a threat.

- I'll give you a discount if you buy it right now.
- I promise I will behave next time.
- I'll take you to the movies if you'd like.

4. You use WON'T when someone refuses to do something.

- I told him to take out the trash but he **won't** do it.
- My kids **won't** listen to anything I say.
- My car **won't** start.

Future Predictions

As you can see, both **Will** and **Going to** can be used for making future predictions without having a real difference in meaning.

- The weather report says it **will** rain tomorrow. (Correct)
- The weather report says it **is going to** rain tomorrow. (Correct)

Compare Will vs. Going To

If someone asks: "Are you busy this evening?"

If I respond: "Yes, I'm going to the movies." I use **going to** because it is a plan I made earlier (before I was asked the question). - In this case we cannot use **Will**.

If I haven't made plans, then you can say either: "I **will** probably watch TV." OR "I'm probably **going to** watch TV."

Both **will** and **going to** are possible in this situation because we are predicting what will happen (since we haven't made any plans).

➤ **Grammar Videos – Be Going To vs Will**

3) <https://www.youtube.com/watch?v=gT6fqzJL6mM>

4) <https://www.youtube.com/watch?v=VX95vEL-OdU>

Appendix: C

Activity 1: Listening and Speaking

<https://www.youtube.com/watch?v=jCMACJq3XJY>



- What are your goals in the near future?
- What things are you making to achieve your goals?

Indications:

- Watch the video and write the most important thing you have to do to achieve your goals.
- Write your goals and what are you going to do immediately to achieve them as soon as possible.
- Use the vocabulary in the box

Goals

What are you going to do to achieve them?

accomplishment, achievement, attainment, establishment, goal, image, objective, target, decide, hope, intend, resolve, constraints, limitations, objectives, restrictions, before, eventually, previous, prior, definite, precise, general, specific, benefits, criteria,
requirements, specifications

Appendix: D

Activity 2:

[https://www.youtube.com/watch?v=LKaXY4IdZ40&list=PLZA496930--
C3H6xU1osVHtSOB9SCRsyj&index=1](https://www.youtube.com/watch?v=LKaXY4IdZ40&list=PLZA496930--C3H6xU1osVHtSOB9SCRsyj&index=1)

When You Believe

Too swiftly flown away

(Mariah Carey, Whitney Houston)

Many nights we prayed
With no proof anyone could hear
In our hearts a hope for a song
We barely understood
Now we are not afraid
Although we know there's much to fear
We were moving mountains
Long before we knew we could, whoa, yes
There can be miracles
When you believe
Though hope is frail
It's hard to kill
Who knows what miracles
You can achieve
When you believe somehow you will
You will when you believe
(Mmm) yeah
In this time of fear
When prayer so often proves in vain
Hope seems like the summer birds

Yet now I'm standing here
My hearts so full, I can't explain
Seeking faith and speakin' words
I never thought I'd say
There can be miracles
When you believe (when you believe)
Though hope is frail
It's hard to kill (mmm)
Who knows what miracles
You...

Indications:

- Sing the song and express what is request to achieve goals in your own words

Appendix: E

Activity 3: Writing and Speaking

1. Take notes with pen and paper
2. Have effective note-taking skills
3. Distributed practice
4. Study, sleep, more study
5. Modify your practice
6. Try a mnemonic device
7. Use brain breaks to restore focus
8. Stay hydrated
9. Learn information in multiple ways
10. Connect what you learn with something you know



Indications:

- With the list of ways to learn choose two you consider in the best way to learn for you
- Express your ideas about the two items you choose by a short conversation

https://www.youtube.com/watch?v=_IopcOwfsoU

Indications:

- Listen the audio and write the different ways you have to learn
- Once you make the list, express orally what you understood about each of them

Ways to learn:

1. _____

2. _____

3. _____

4. _____