UNIVERSITY OF EL SALVADDOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

UNDERGRADUATE THESIS WORK:

THE DEVELOPMENT OF RECEPTIVE SKILLS THROUGH AN ONLINE ENGLISH COURSE FOR ELEVENTH YEAR PROSPECTIVE STUDENTS OF LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA AT CENTRO ESCOLAR INSA, 2017

SUBMITTED TO ATTAIN THE DEGREE OF:

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ABSTRACT

In this investigation, the researchers implemented an English syllabus course in order to help eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017, develop their receptive skills. The researchers decided that the best way to apply the developed syllabus course was through an Online English course. The researchers chose the mix method paradigm to carry out this research. By using this paradigm, the researchers gathered information to test their hypothesis that shows if the development of the receptive skills is enhanced with such online course.

With this holistic projective research, the researchers looked not only to help English language prospective students but also future teachers who would try to develop these skills in their students since it consists on a course to be executed online. All this taking into account that the activities developed helped students with their receptive skills - listening and reading.

Through this projective research, the researchers delivered to the English department an English syllabus course to develop in an online English course focused on the development of the receptive skills.

INTRODUCTION

The reason for this projective research was that the researchers realized that first year students of Licenciatura en Idioma Inglés Opción Enseñanza present problems with their receptive skills − listening and reading. So to help eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza was the motivation to carry out this research. The paradigm the researchers chose was the mixed method in order to gather qualitative and quantitative data.

This research contains 6 chapters which are developed as follows:

Chapter I: Description of the problem in which the researchers present the problem they found and the way to solve it. Through the justification of the study, they explain the importance of carrying out this research. It also contains the objectives for this research, research questions and hypothesis.

Chapter II: State of Art state of arts, in this chapter, the researchers present a series of elements found on theoretical bases to make clear the variables of the study.

Chapter III: The methodological design, the researcher present in this chapter an explanation of the methodology they used to gather the data.

Chapter IV: Analysis and interpretation of data, here the research team presents how the investigation was carried out and the most important results of this research study.

Chapter V: Project proposal. This chapter contains the explanation of the course the researcher developed. They expose here the objectives of the course and the content of it.

Chapter VI: Conclusions and recommendations. Finally the researchers present in this chapter a series of conclusions and recommendations based on the results of the data they gathered.

After those 6 chapters, researchers also include a series of appendixes and annexes that support the findings of this investigation and help clarify the conclusions.

CHATER I

STATEMENT OF THE PROBLEM

The English language has become an important tool for most Salvadorian people since it is known that most of the time English is a key language for international relations. This language has been helping people communicate over the world; it also has been opening doors for international marketing. In addition, English has given many job opportunities for Salvadoran people not only in El Salvador but also in foreign countries. English is the language of international business and politics. It is the primary language used for most computers and for the inner workings of the Internet.

In an interview carried out to the teacher in charge of 2nd year students at Centro Escolar INSA, the research team found that students present different learning problems with their receptive skills due to the low quality control of the English class the Salvadorian educational system possesses (appendix B).

1.1 Description of the problem

By means of an interview (appendix C) the researchers realized that first year students of Licenciatura en Idioma Inglés Opción Enseñanza present problems with their receptive skills; therefore, their English level performance is being affected. The words "receptive" and "skills" in language learning refer to the language skills of listening and reading.

The researchers found that there are some factors that lead to this problem. Being one of the main reasons the time dedicated to the English language in their previous studies; reason for the researchers to focus their investigation on eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017.

By means of an interview to the teacher in charge of 2nd year students at Centro Escolar INSA, the researchers found out that these students are expected to have an advanced level of English since they began studying the language in seventh grade. This also showed low quality control of the English class in the Salvadorian educational system process which leaves students to face an educational system that specs them to speak an intermediate level of English. English students just have gotten 30 % according to their teacher (Jimenez, 2017). Thus, in an attempt to solve this problem the researchers formulated the following question, how to develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017?

This study took place at Centro Escolar INSA which is located in Santa Ana, in High School in Arts with eleventh year prospective students of Licenciatura En Idioma Inglés Opción Enseñanza.

1.2 Justification of the study

Modern societies demand high school students to manage the English language properly, so that they can find better job opportunities. But that's not the only

purpose of pushing them to learn this language; the other reason is communication around the world since English is a Lengua Franca.

The researcher's major concern is the percentage of students failing the subject Intensive Basic English at the University of El Salvador since time dedicated to the English learning process is minimal.

The acquisition of any new language requires firstly the development of receptive skills since these provide the perfect examples of how the language must sound and be written; that is why students are meant to listen before speaking and thought to read and after that ask to write. So, all English teachers have responsibility to guide their students in the path to achieve this academic success and also to gather these skills that will enable them to be productive and useful members to the Salvadorian society.

For students in El Salvador it is difficult to use technology for academic purposes because in this country, schools do not have the resources to provide students with tools like computers, high speed internet or well-equipped computer centers.

The problem in the English acquisition process comes from years ago; English teachers complain about the respect and importance that their English subject should have. They say that sometimes teachers from other subjects take their English class' time for activities not related to the English learning process just because they have the support of the principal, and in this way the time studying English is reduced which affects students' performance at the end of the year. This problem should not exist

if every institution could have control over the schedule teachers must follow, and if they promote equality and respect between teachers and the subjects they teach.

The researchers combined technology with English on an online English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza, in order to develop their receptive skills in a more efficient way since they think that the development of receptive skills is linked to an online English course because in this course students received audios and information that helped them understand the language. For this online course the researchers chose Edmodo which is a platform that applies the combination technology-language.

Thus, this research is useful to teachers who want to develop the receptive skills in eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza, and it is beneficial for both teachers and students because it makes the learning process much easier. And, the researchers expected that this research helps specifically eleventh year prospective students of Licenciatura En Idioma Inglés Opción Enseñanza to develop their receptive skills so that when taking Intensive Basic English they would be able to understand and write the English language clearly.

The researchers have chosen a platform named Edmodo because it allows them to study the progress in the development of the receptive skills of the target population by posting, turning in assignments and sharing files.

1.3 Research Objectives

1.3.1 General Objective

To develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017

1.3.2 Specific objectives

To develop an on-line Basic English syllabus that satisfies the necessities of developing the receptive skills for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017

To select receptive skills techniques for an online Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017

To use Edmodo online platform to develop the receptive skills through an online Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017

1.4 Research Questions

- How to develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura En Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017?

- How to develop an on-line Basic English syllabus that satisfies the necessities of developing the receptive skills for eleventh year prospective students of licenciatura en idioma inglés opción enseñanza at centro escolar INSA, 2017?

- Which receptive skills techniques to include in an on-line Basic English course for eleventh year prospective students of Licenciatura En Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017?

- How to use Edmodo online platform to develop the receptive skills through an online Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza At Centro Escolar INSA, 2017?

1.5 Hypothesis

✓ Through the implementation of an on-line Basic English course eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017, will develop their receptive skills.

CHAPTER II

STATE OF ART

At Centro Escolar INSA 2nd year students are expected to have an advanced knowledge of the English language because they have been taking English classes the previous four years. This proves to be a critical stage in the academic life of these sophomore students if they want to study Licenciatura en Idioma Inglés Opción Enseñanza, unless they participate in an online English course to help them develop their English receptive skills.

In the attempt to develop an on-line Basic English syllabus that satisfies the necessities of developing the receptive skills for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017, it is necesary to study how the receptive skills work in a student. This theory clarifies the importance of these receptive skills and the use of online platforms in education.

Online courses are increasing in popularity and attendance among college students, and foreign language e-learning courses are one of the many classes students are enrolling in, due to advances in technology and new learning techniques.

Some of the benefits of learning a foreign language through online courses are the following

1. Multimedia

   Today, multimedia features found in e-learning environments incorporate new ways to learn, including: videos, audio, interactive grammar correction tools, automation, chat boards, telephone, instant messaging, webcams, and much more. Teachers are finding that this technology is helping students learn and stay connected. Plus, multimedia can increase students' retention rates and correct mistakes before they turn into bad and embarrassing habits.

2. Repetition

   Few students pick up new foreign language lessons on the first attempt; thus, repetition will help them truly master another language. However, traditional class environments don't necessarily offer students the chance to repeat lessons on the spot without disrupting the teacher and the lesson, on the other hand, online courses do.

3. New Learning Method

   Online courses offer an "out with the old, in with the new" approach to learning a foreign language. Mastering a new language is not as simple as learning a new vocabulary. In fact, most often it requires a prolonged period of study, patience, and time. The good news is that many online courses offer a variety of lesson plans and multimedia tools to address reading, writing, listening, and speaking a new language. In this environment, a teacher is still present to foster growth and understanding of the language being taught, but several other tools and resources help students learn and grow.

4. Accessibility

Online foreign language courses can be access at any time. This means one can brush up on Spanish during lunch break or practice German late at night without the constraints of a rigorous schedule. Online courses also offer on-the-go mobile solutions, enabling to complete coursework from anywhere, as individual schedule permits, without having to travel.

5. Autonomy

Online language courses help to learn a new language by our own. However, this could cause problems for students that aren't autonomous. If someone isn't great at self-motivating, this could be an interesting way to challenge himself and to grow (Sumner, 2013).

Learning on the internet is a different experience from a traditional classroom, though, it is important for students to understand it. Students are alone. There are usually online forums or other ways to find other people learning alongside them, but in general there's no social aspect to online learning. Some find this to be the hardest part.

2.1 What are the receptive skills?

Receptive, from Medieval Latin receptivus, from Latin recipere 1540s, is defined as having the quality of receiving, taking in or admitting, able or quick to receive knowledge, ideas: a receptive mind. In language learning, relating to the language skills of listening and reading, opposed to productive (dictionary.com). Also

Oxford, 2017 defined receptive as being willing to consider or accept new suggestions and ideas.

The word skill means "power of discernment," from Old Norse skil "distinction, ability to make out, discernment, adjustment," related to skilja (v.) "to separate; discern, understand," from Proto-Germanic skaljo- "divide, separate" .Sense of "ability, cleverness" first recorded early 13century.

In language learning, receptive or passive skills consist of listening and reading, as opposed to the active skills of speaking and writing. It's, basically, those skills where people do not need to form sentences themselves. Instead, their work consists of trying to make sense of what is said or written down (Sumerset, n.d).

Why to start with passive?

According to some theories of language development, passive skills are the first ones people develop in their own language. While children were not expected to read at one year old, they did take a lot of auditory input. All those baby talk all the adults did when communicating with their actually formed language abilities. Before children even spoke their first word, they likely can already make sense of several things because they heard it used multiple times in their household. As such, when they began to speak, they were not learning a new word today and saying it later. Instead, those are words they have absorbed passively over months of listening and watching the people around them (Sumerset, n.d).

2.2 What is listening?

Listening is often confusing for an English learner. There are many reasons for this because of the various parts which go to make up listening:

o **Layers of Sound**

Unlike reading in which the learner is given a single text to follow, in real-life situations we speak over each other at different volumes and speeds and often with frequent interruptions. The written equivalent is having two or three texts mixed up with some writing bigger and some smaller and sentences interrupted by comments.

o **Accents**

While written English is pretty much the same, there are a variety of accents in spoken English which can make the language more difficult for the learner to understand a conversation.

o **Intonation**

Intonation is the way in which a sentence sounds. We don't speak in monotone but raise or lower the pitch of an utterance as we speak. The most common example is when we make a simple question.

With falling intonation it is a simple statement.

It's time to go ↓

But with a rising intonation it becomes a question.

It's time to go ↑

- o **Stress**

Stress in an utterance gives prominence to certain words and changes the whole meaning. As an example saying these sentences with the bold word stressed shows the different meanings.

He speaks Mandarin.

That is, not his sister or his friend, but him.

He **speaks** Mandarin.

That is he speaks the language but maybe he can't read or write it.

He speaks **Mandarin**.

That is he speaks Mandarin but not perhaps Japanese or Korean.

- o **Mechanics**

There is the mechanical process of speaking itself. The mouth forms different shapes to produce different sounds. When someone speaks fast it is common to find the mouth taking shortcuts so rather than pronounce every single syllable or word as it would be if it was spoken on its own, he or she links words together, fade out sounds or miss them completely (ICALTELF,n.d).

The technical names here are liaison (linking sounds), assimilation (mixing sounds), elision (losing sounds), ellipsis (losing syllables) and intrusion (adding new sounds to help link words).

> ➢ **Teaching Listening**

Listening ability comes with practice and exercise, but there are many points which can help students understand how to listen and what to listen out for.

There is no one-stop solution however in the classroom there are some strategies a teacher can use to help students listen well.

Once we have an idea about the problems learners face, we can better find solutions and effective methods of teaching. Thus it is important to explain to your class how the written sentence can differ from the spoken sentence because of the reasons above.

When doing a listening exercise, have all books closed so students only listen rather than try to match the sounds to words on the page.

Introduce accents into the class. Keep this simple but have students listen to a "neutral" text and then the same in an accent. Then have them point out and analyze the differences in pronunciation.

Listening activities – Why to listen?

Native speakers listen, in general, for two main reasons.

•   Specific information.

-       Gist

An example of listening for specific information would be to find out the departure time of a delayed plane over an airport PA system. An example of gist listening would be listening to a friend telling you a story about something which happened during their lesson.

Listening activities in a class should use the same motivation. There must be a good reason for students to listen and the teacher need to give it to them. There is, for example, no point in just asking them to listen to a story for no reason. They need to know why they are listening.

For example, prepare a lesson where the class needs to listen to a spoken timetable and collect some information; or play bingo where the class needs to listen explicitly for certain numbers. In other words, set a task and then run the tape. With beginners the teacher needs to make sure the speaker is very clear and slow. As his students get more practice he can increase the speed of delivery to a more normal rate.

In a listening activity if the teacher is using a CD or iPod in the classroom, he or she has to set the volume to be loud enough for everyone in the class to hear properly and clearly. The teacher should check with the person farthest away from the source to see if they can hear it before starting the exercise.

Finally, listening is also hard for native speakers so have patience with the class because whilst native speakers occasionally come across a word they do not understand while they are reading, they are more likely to mishear something (known as

a Mondegreen) or ask for something to be repeated so they can understand it fully (ICALTELF, 2012).

Listening challenges for English language learners

There are many difficulties students may face in understanding a talk, lecture or conversation in a second language. Those difficulties can be the speaker, the situation or the listener. Some factors include the speaker talking quickly, background noise, a lack of visual clues (such as on the telephone), the listener's limited vocabulary, and a lack of knowledge of the topic.

Here are some strategies that English learners can use to help them along in a listening activity.

1. Predicting content

Imagine you have just turned on your TV. You see a man in a suit standing in front of a large map with the symbols of a sun, clouds and thunder. What do you imagine he is about to tell you? Most likely, this is going to be a weather forecast. You can expect to hear words like 'sunny', 'windy' and 'overcast'. You will probably hear the use of the future tense: 'It'll be a cold start to the day'; 'there'll be showers in the afternoon', etc. Depending on the context – a news report, a university lecture, an exchange in a supermarket – you can often predict the kind of words and style of language the speaker will use. The knowledge of the world helps anticipate the kind of information is likely to be heard. Moreover, when predicting the topic of a talk or a

conversation, all the related vocabulary stored in the brain is 'activated' to help understand better what it is listened to (Ahmed, VOICES, 2015).

2. Listening for gist

When listening, it is possible to get the 'whole picture' but information comes in a sequence. And in that sequence of information, there are content words (the nouns, adjectives and verbs) that can help students get the general content. It is often call this listening for gist.

For example, the words 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when students hear the words in sequence, they help form the context of a picnic.

3. Detecting signposts

Just like the traffic lights on roads, there are signposts in language that help people follow what they are listening to. These words, which link ideas, help them to understand what the speaker is talking about.

For example, if in an speech someone says: 'I am going to talk about three factors affecting global warming…' then later on you might hear the phrases 'first of all', 'moving on to' and 'in summary' to indicate the next part of the talk. Other words and phrases can function in a similar way.

4. Listening for details

When listening for details, people are interested in a specific kind of information – perhaps a number, name or object. They can ignore anything that does not sound relevant. In this way, they can narrow down our search.

In a listening test, if students are asked to write down the age of a person, listen for the words related to age ('old', 'young', 'years', 'date of birth', etc.) or a number that could represent that person's age. If it is a conversation, they might wait to hear someone beginning a question with 'How old…?'

5. Inferring meaning

Using clues and prior knowledge about a situation to work out the meaning of what is heard.

Similarly, anyone can infer the relationship between people from the words they use, without having to find out directly. Here is an example

A: Tom, did you do your homework?

B: I did, sir, but the dog ate it.

A: That's a terrible excuse. You'll never pass your exams if you don't work harder.

They can infer from the use of the words 'homework' and 'exams' that this is a conversation between a student and his teacher. By using contextual clues and knowledge of the world, they can work out what's being said, who is speaking and what's taking place (Ahmed, VOICES, 2015).

Activities to practice and improve the listening skill

Radio

There is possibly no better source for listening practice than radio. There are many of different radio stations where students can listen online, so they should try listening to as many different artist as they can from a different country as well. It helps to listen to different dialects and accents, e.g. British English – BBC Radio, American English – Voice of America, Canadian English – CBC Radio, Australian English – ABC Radio Australia.

Audio books

There are advantages and disadvantages to listening to audio books. The lexis can be learned quite easily, however not everybody likes listening to books. It is a matter of preference. A plus is that Audio books can be downloaded for free.

Films

This is an ideal way to master listening skills, as all three VAK styles are used: visual, auditory and kinesthetic. If something is unclear, it is easy to rewind back and re-watch that section of the film until it becomes clear. Reading the script before watching, or watching the film in students' native language first, also helps. Repeat words and phrases, imitating the actors' intonation, helps to get students' kinesthetic memory working (Oxford University Press ELT, 2013).

Podcasts

Short audio lessons or stories recorded by native speakers are what really help students. The teacher should choose podcasts at the right language level for students and with themes that are interesting and relevant to them.

Conversations

Thanks to social networks such as Facebook, Skype, Google+, it's very easy now for students to connect with either a native speaker or someone with a good level of English, to talk with them in English and thus, improve their English effectively.

Music

Listening to music is a great way to develop English skills. When students are listening, and singing their kinesthetic memory is working. Even if it is difficult to understand the lyrics, music is poetry and is often very idiomatic. Students pick up key phrases and words to add to their vocabulary (Oxford University Press ELT, 2013).

Repeating

Repetition is defined as a literary device that repeats the same words or phrases a few times to make an idea clearer. There are several types of repetitions commonly used in both prose and poetry (unknown, 2017).

Repetition allows emergent readers to remember things second language learners require repetition to acquire and retain new vocabulary , meaning and sentence structures. Also, this technique allows students to produce more language and provide them time to think of what comes next.

As Hyte, 2012 stated, teachers can use six tips in order to use repetition in our English lessons:

1- Use the last ten minutes of class as an opportunity to review what you did earlier in the lesson. See how much your students remember.

2- Don't be afraid that repetition is "too boring." Get creative and have your student build up to using new vocabulary.

3- When teaching a dialogue, write the whole dialogue on the board, erase a few words and have the students repeat with a partner.

4- Keep a stack of flashcards with you and pull them out every once in a while in order to keep the vocabulary fresh in their minds.

5- Use different interaction patterns to make repetition more interesting.

6- Do a review lesson about every four lessons repeating activities from your previous lessons (Hyte, 2012).

In addition teachers have to know that are many types of repetition which are:

- Anadiplosis: Repetition of the last word in a line or clause.

- Anaphora: Repetition of words at the start of clauses or verses.

- Antistasis: Repetition of word s or phrases in opposite sense.

- Diacope: Repetition of words broken by some other words.

- Epanalepsis: Repetition of same words at the end and start of a sentence.

- Epimone: Repetition of a phrase (usually a question) to stress a point.

- Epiphora: Repetition of the same word at the end of each clause.

- Gradatio: A construction in poetry where the last word of one clause becomes the first of the next and so on.

- Negative-Positive Restatement: Repetition of an idea first in negative terms and then in positive terms.

- Polyptoton: Repetition of words of the same root with different endings.

- Symploce: It is a combination of anaphora and epiphora in which repetition is both at the end and at the beginning (Devices, 2017).

As a conclusion, repetition is a great technique to develop the receptive skill of reading in English students of all ages.

Listening Comprehension

Listening comprehension is more than just hearing what is said; rather, it is the ability to understand the meaning of the words one hears and to relate to them in some way (All About Learning Press, Inc., 2017). So according to this, listening comprehension is a multiple processes task that encompasses understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented. Listening comprehension can also involve the prosody with which utterances are, and making relevant inferences. (Nadig, 2013)

In listening comprehension tasks students are asked to comprehend the major ideas and to recognize the main information. This kind if tasks help students when learning a second language. And while it helps them with their pronunciation and vocabulary acquisition, it may also encourage them to speak English since they hear a native speaker. (Abbas Pourhosein Gilakjani, 2016)

2.3 What is reading?

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear) (English Club).

- o **Techniques to develop reading**

Fiction literature

This is the best option for those who love reading. The choice of books is huge, from historical adventures to mainstream and children books. It's possible to relax and learn new vocabulary and grammar constructions simultaneously.

Professional literature

If students are learning English for a specific purpose (e.g. Marketing), reading professional literature is a great way of improving students' knowledge in that professional area, and in English at the same time. The teacher could try reading the

lectures of world-renowned academics, which are now uploaded to the websites of many universities.

Bilingual parallel texts

On one side the teacher is given English text, on the other there is a translation in the native language. This option is convenient for those who like to read original texts of any complexity, without having to stop to look up unknown words. This resource is very helpful, as the structure and ability to look at the translation immediately allow students become more confident in reading and lessen their fear of long texts.

Newspapers, magazines, online news

Nowadays there are plenty of news websites and online, by reading online news, students kill two birds with one stone – they read articles that are interesting and relevant to them, and learn a lot of new words that are common in press reporting. Reading daily and writing down any unknown words will help students develop their vocabulary.

Blogs

There are thousands of blogs on the Internet dedicated to different themes – travelling, fashion, gardening, children, psychology, etc. Several times per week bloggers update their pages with new stories. Like with online news sites, students are interested in keeping up with new posts and learn at the same time.

Skimming and scanning

When reading, students do not have to read everything with the same amount of care and attention. Sometimes they need to be able to read a text very quickly; scanning and skimming are techniques of fast reading. They use skimming to look through a text quickly to get the general idea. They do not have much detail but they find out the main points.

Students might use skimming to:

• see what's in the news in a paper or on a website

• browse through a book to see if you want to read it

• look through the television guide to see what's on one evening

• flick through a catalogue to see what's on offer

• look through the options given on a Google search to see what sites it suggests

On the other hand, we use scanning to look for specific information or details. For example:

• look up a word in a dictionary or index

• find an address or a phone number in a directory

• look up details or prices in a catalogue

• pick out the website you want from options on a Google search

The goal of fluency instruction is for students to develop the ability to read text quickly with accuracy and expression. Fluency requires automaticity - accurate,

speedy word recognition. Automaticity is important because it frees cognitive resources to process meaning.

Research has indicated that the best way to increase oral reading fluency is by repeated and monitored oral reading. Repeated reading not only improves fluency, but word recognition and comprehension as well. This is true for students throughout the elementary school years and for struggling readers at higher grade levels (University of Virginia, 2010).

According to the University of Virginia, there are some instructional activities that help students improve their pace of reading:

Timed Repeated Reading

In this activity students read a short section of text several times while being timed with a stopwatch. Because they practice rereading the same text, their reading speed usually improves each time. Almost any text work with this procedure, although leveled passages with word counts for each line, such as those included in the Read Naturally and Quick Reads supplemental programs, work particularly well. In the case of poetry, it should not be used for timed repeated reading because it is not meant to be read fast and is better used for building expression. Generally, texts used for timed repeated reading are at a student's independent level or are instructional level texts with which the students are familiar. Additionally, timed repeated readings should not be used with beginning readers (preprimer to primer level) since much of their effort is taken up with decoding. Beginning readers should, however, participate in untimed repeated reading activities.

Tape-Assisted Reading

Students read along in their books as they hear a fluent reader on audiotape (at a rate of about 80-100 words per minute). Because this procedure gives struggling students access to text that might otherwise be too difficult, it can work especially well with content area material. The book selected should be at the student's instructional level, or slightly more difficult. The tape should not have sound effects or music.

For the first reading, the student follows along with the tape, pointing to each word in his or her book as the reader reads it. Next, the student tries to read aloud along with the tape. This should continue until the student is able to read the book fluently, without the support of the tape.

Partner Reading

In this activity students are working in pairs. They take turns reading aloud to each other. Pairing a strong reader with a less fluent reader is one form of partner reading. Using a text at the less fluent reader's instructional reading level, the stronger reader reads a section first, providing a model of fluent reading. Next, the less fluent reader reads the same text aloud, and the stronger reader gives help with word recognition and provides feedback and encouragement. The less fluent partner rereads the passage until he or she can read it independently.

In another form of partner reading, two students at the same level are paired to reread a text previously introduced during a teacher-directed part of the lesson. In this case, students would alternate pages

When teaching, teachers ask questions with many purposes in mind; Benjamin Bloom's Taxonomy of Educational Objectives (1956) provides a useful way to think about when and how to use questions in teaching. Bloom identified six types of cognitive processes and ordered them per the level of complexity involved. Ideally, teachers should combine questions that require "lower-order thinking" (often "closed" questions) to assess students' knowledge and comprehension with questions that require "higher-order thinking" (often "open" questions) to assess students' abilities to apply, analyze, synthesize, and evaluate.

Asking Questions Based on Bloom's Taxonomy

Category	Definition	Question words	Example
Evaluation	Judgment, making value decisions about issues	Judge, appraise, evaluate, assess	How successful will President Bush's ownership society be in addressing the concerns of the lower-income elderly?
Synthesis	Combining ideas, Creating an original product	Compose, construct, design, predict	Design an experiment that will allow you to separate the components in this solution.
Analysis	Subdividing into component parts, determining motives	Compare, contrast, examine, analyze	Analyze the Supreme Court actions of the late nineteenth century in terms of Social Darwinism.
Application	Problem solving, applying information	Interpret, apply, use, demonstrate	Apply the law of supply and demand to explain the current increase in fruit prices.
Comprehension	Interpreting, paraphrasing	Restate, discuss, describe, explain	Describe the major differences between modern and postmodern art.
Knowledge	Memorizing, recalling information	Who, what, when? Define, recall, list	What are the main theories used in discussing different learning styles?

Level of Complexity (axis label)

Productive tasks

The definition of the word "productive" in language learning is related to the ability to produce language, rather than just understand it which combined with the word "task" meaning a piece of work to be done (Cambridge University, 2017) , make reference to the tasks in which students must answer questions, choose something in response to what they are given or take notes of it.

2.4 What is a Syllabus?

A syllabus is a guide to a course. It explains what is expected from students in the course. Generally, it includes the course policies, rules and regulations, required texts, and a schedule of assignments. A syllabus can tell nearly everything we need to know about how a course can run and what is expected.

2.4.1 Syllabus Elements

- Course description

In this section the teacher must write what it is going to be developed during the course; to whom is it directed and also must state what will be achieved through the course.

- Course learning outcomes or objectives

Specific course information that tells students exactly what is required from them throughout the course, when in the term they are required to do what and how their work in the course is evaluated. This section includes:

- Required and recommended texts.

- Required assignments and assignment descriptions

- Required examinations

- Grading overview and criteria

- Course calendar

Course and university policy information that tells students any rules by which they must abide and provides information about support systems on campus. This section includes:

- Course policies on cell phone and laptop usage in class

- Course policies on tardiness, as well as on participation and absences if those are not part of the grading system for the course

- University policies on academic integrity, appeals, and on support for students with disabilities

- Course evaluation protocol: there are three types of evaluation that MINED applies which are diagnostic assessment, formative assessment and summative assessment. Through these students are graded in order to be promoted. Students must reach 5.5 so that in the system it is approximated to 6 which is the minimal grade to be promoted (MINED, 2015). But in this course researchers will only make use of formative assessment since this is the only that will help researcher evaluate student´s progress and improve what is not working well in the syllabus.

- Protocol for Edmodo: this will be the way in which the students will have to behave to properly use the platform. In order to access the room created for this online course, the participants need to possess a personal email address; such email address is necessary to create a user in the Edmodo platform.

To create an account in Edmodo the students have to enter to the website: www.edmodo.com. There they must follow the steps to sing up and create their accounts. Each student should use his or her complete name and add other general information as age, gender, and email address.

Once the students had created their account, they had to join the classroom created for the development of their receptive skills. The research provided the ID number necessary to access the correct classroom.

The participants could also access the platform by downloading the Edmodo application for android or iPhone. In order to see and listen to the classes the students had to visit Edmodo on Tuesday, Thursday, and Saturday for the period the English course lasts (12 weeks).

- Protocol for Homework: Using the Edmodo platform the researchers assigned tasks and homework which was delivered on a specific date. Different activities were tracked and a recorded using the platform. Small pop quizzes can be recorded and the results are presented to the teachers.

However the researcher also assigned homework to do in a diary and, they collected such diaries to check the students' development of their receptive skills. The

Edmodo platform allows teachers to set specific due dates for uploading homework, so the students are not allow to upload homework after the due time.

The Edmodo platform allows uploading different text documents such as .doc. docx. and .pdf. also sound files such .mp3, .war, and .wma. The researchers have up to 5 business days to deliver the solution of any assignment requested through the Edmodo platform.

Specifics directions can be given in a certain class for a specific task or homework. If a student cannot access the document to the following email address seven.zim@gmail.com in such email the must include the reason why they could not access Edmodo, and also the homework on the due time. Any change in the protocol to the delivery of homework should be noticed to the students at least 5 days in advance.

- Protocol of behavior: the teachers expect from the students that want to participate in the online English course to develop their receptive skills to follow the same behavior rules they have in their normal classroom at Centro Escolar INSA.

Students should always address their teacher and other participants with respect. By participating in the online English course the students accept to follow the directions and instructions from their teachers in charge of given the guidance during the online English course.

Any form of disrespect cannot be tolerated and it may cause, depending of the severity of the incident, the inability to continue participating in the online English course.

- Protocol for activities (Edmodo): the teachers assign different activities to the students, in order to develop their receptive skills. Such tasks and activities are completed using the Edmodo platform.

- The Edmodo platform allows different types of questions to assess the development of the receptive skills of the eleventh year prospective students of Licenciatura en Idioma Inglés Opción Ensenanza. Both open and closed questions can be performed using the online platform.

- The results obtained from all the participants are recorded and they were presented to the teacher's with a summary of the students' grades. The focus of all activities carry out during the online course is to develop the listening and reading skills (receptive skills).

- The activities assigned during the online English course should be done and presented individually unless otherwise specified. All students must respect the due dates for each assignment.

2.4.2 Designing a Syllabus

The researchers looked at how previous instructors have described their version of the course they propose; the texts they have assigned, and the writing assignments they have designed. They have to examine how they have organized

grading. Not every choice a previous instructor has made is the right one, but looking at how others have approached teaching a course as well as differences between approaches helped them gain clarity about what we wanted to do and why.

Teachers drafted a course description that reflected the course they were designing. They chose to come back to this and revised after we had done more work on the syllabus, but it was necessary to get our first ideas out on paper before we go further. They used accessible language for our students. They were describing the course they were meant to teach and not concepts with which they were already familiar or texts they had already read. They have to take into account what they wanted students to have learned by the end of the term and write learning outcomes for our course. These should be active, concise, and clear.

Once they had learning outcomes for our course that seem to be responsible and accomplishable, they used them to guide them as they chose texts, prepared lesson plans, designed formative assignments for learning as well as forms of evaluation. They planned to test or evaluate students on material they have taught to them (not material with which one assume they are or should be familiar with).

When designing assignments, teachers had in mind that those assignments had to help students achieve the learning outcomes for the course. They developed learning goals for each assignment so that each assignment builds toward the course learning outcomes. In an ideal world, anyone could ask why the teacher was asking students to read, or write, or discuss, or do anything in the course and at the time someone asks, the teacher could have an answer immediately at hand and that answer

could pertain to the learning outcomes for the course. Teachers can scaffold assignments by designing each in a sequence such that each new assignment builds on learning required and supported by the previous assignments.

Considering how students are evaluated, the teachers works on each assignment and think of the value he or she assigns to each piece of work students complete. Some basic principles for grading include:

The greater the weight attached to any single assignment, generally speaking, the more time and attention students pay to its successful completion. If you assign too much weight to any assignment or examination, however, students may well experience high degrees of stress or perceive your grading scheme to be unfair.

Design assignments that require smaller and greater amounts of labor and, accordingly, have smaller weights, medium weights, as well as one or, at most, two that are more highly weighted. These varying weights work well with scaffolded assignments. For example, you might assign a short written response to a scholarly essay, then a written summary of that essay, then an annotated bibliography entry while, in class, you discuss the essay itself, the practice of annotation, of citation, and principles for writing from research or the production of scholarly writing.

Writing assignments is one of the most powerful opportunities for learning that students encounter. Recognize the value of writing to the quality and depth of learning and avoid using writing assignments merely for the purposes of evaluation. Design writing assignments so that students have opportunities to draft, receive

feedback, and revise their work prior to grading. Remember to grade student writing using your course learning objectives as your guide.

Develop a course calendar. you might want to build in some flexibility so that you have not programmed every class period in advance. Generally speaking, you wanted to avoid changing up the calendar once you have distributed the syllabus. If you much change your course calendar, you never move up due dates or examination dates. Similarly, you should not add significant assignments to the course calendar. You assign a short writing, for example, in order for students to prepare for an upcoming class discussion or activity, but nothing should be added to your syllabus after the start of term that carries significant grading weight.

Reread and revise your syllabus draft to ensure that you have represented as fully and fairly as possible what the course is about; what students are expected to have learned and accomplished by the course completion date; what students are asked to read, write, and do for the course during the term and by what dates, how students are be graded, any policies or rules by which students must abide in order to succeed in the course, and support systems available for students as they proceed through the course (University of Waterloo).

According to the department of education the English curriculum is designed based on these curricular components:

1- Description of competencies, proficiency levels and approach that orients the English subject development.

2- Presentation of content sets which are aligned with the subject objectives and allow the structuring of didactical units.

3- The Methodological guidelines provide specific recommendations for sequencing the didactical units. They describe, in logical order, the phases or steps to develop language competencies by means of delivering and practicing language functions; moreover, they provide general recommendations and it is up to teachers to enrich and improve them. The English syllabus presents general methodological guidelines for teaching at High School.

4- Evaluation is developed through suggestions and criteria applicable to diagnostic, formative and summative evaluation functions.

At last, objectives, contents, and achievement indicators are clearly presented in each didactical unit (MINED, 2008) .

The curriculum that MINED presents describes the sets of contents by each grade providing an insightful view on how they are structured from the simple to the complex, from the immediate students' world to the farthest and most abstract world, properly integrating and taking into account the balance between the three types of contents or knowledge: conceptual, procedural and attitudinal.

2.5 What is an online platform for?

The origins of the word platform are in 1550, from Middle French plate-forme, literally "flat form. Nowadays the word platform in technology is any hardware

or software used to host an application or service (Rouse, 2016). An application platform, for example, consists of hardware, an operating system and coordinating platform that use the instruction set for a particular processor or microprocessor.

Nowadays using an online platform for educational purposes is something very common but the type of online learning system chosen depends on what the online program is wanted to be and also what the user wants to learn from it. Choosing a platform for learning depends on a number of factors that can be: what students should know and be able to do, some technical considerations and the skills that online instructors may have.

In order to choose an online system for learning the researcher, as educators, had to make two important questions which are: what do they want learners to know and be able to do? And what platform can best help them attain these learning goals?

Also they had to take in considerations some aspects in order to choose a good online learning system.

Option 1: Learning Management Systems

The most common option/format for teaching online is a Learning Management System (LMS). Learning Management Systems function as an online classroom where instructors can hold discussions, upload readings, show videos and play audio, carry out learning activities, make announcements and assess and grade student work (Burns, 2014). They support synchronous and asynchronous interactions between teachers and students and students and students. Online learning management

systems can be hosted locally (i.e., kept on a server physically located at an educational institution) or remotely, "in the cloud" wherein the LMS company (Moodle Rooms or a Moodle partner, Desire to Learn, or Blackboard) manages all server-related issues. Wherever they reside, LMSs demand high-speed connectivity and strong bandwidth.

Option 2: Online Meeting/Conferencing Applications

As Burns, 2014 says, one alternative to the standard online course (via an LMS) or a social networking site is an online conferencing system that allows for webinars and online meetings (Obviously web-conferencing applications can also be used together with an LMS). Web conferences mimic the traditional lecture one finds in university or classroom--the instructor can lecture, share notes or a presentation and students can even virtually raise their hands and ask questions/communicate through voice or chat. The danger here is that, unless university faculty are highly creative and determined to be different, this can really promote very instructor-lead, didactic, lecture-based instruction.

2.5.1 What is Edmodo?

Edmodo is an online networking application for teachers and students; it is primarily a tool for within-class communication, but it also provides several ways for teachers to connect with other teachers. Edmodo is where education meets innovation. How students learn is just as important as what. Edmodo takes learning beyond the classroom by providing a free, safe place for teachers and students to connect and collaborate, anytime, anywhere (Edmodo, Inc, 2016).

Founded in Chicago, Illinois, when two school district employees set out to bridge the gap between how students live their lives and how they learn in school, Edmodo was created to bring education into a 21st century environment.

Today, Edmodo is based in San Mateo, California. Thanks to those who guided and supported them in the beginning, they're now the number one K-12 social learning network in the world. With more than 77,000,000 members around the world, Edmodo is a global education platform that helps to connect all learners with the people and resources needed to reach their full potential.

With Edmodo teachers can see how easy it is to:

• To develop the listening and reading skills.

• Create secure groups that take learning beyond the classroom.

• Connect and collaborate with students and fellow teachers.

• Foster and continue discussions outside of school hours.

• Post and turn in assignments, polls, and more.

• Track progress and performance with a built-in gradebook.

• Upload and share files, photos, and videos.

Multiplatform App

While multiplatform may be a new them for some people, this term has traditionally been considered a computing term. But in the current technical, media and

social environments, it has a much broader definition and specifically addresses different forms of video and media entertainment on different devices (Cable & Telecommunications Association for Marketing, 2017). This is a term describes an advantage of Edmodo since it can be opened in any electronic device.

2.5.2 The Use of technology in education and teaching process

The effective Use of Technology in Education has changed the face of education and it has created more educational opportunities. Both teachers and students have benefited from various educational technologies, teachers have learned how to integrate technology in their classrooms and students are getting more interested in learning with technology. The use of technology in education has removed educational boundaries, both students and teachers can collaborate in real time using advanced educational technologies.

Technology has helped in the growth of mobile learning and long distance learning. The use of internet technology has enabled teachers to reach students across borders and also students from developing countries have used internet technology to subscribe for advanced educational courses. Many universities and colleges have embraced online education by creating virtual classrooms. Online education is flexible and affordable, students can attend classrooms during their free time, and they can also have a chance to interact with other students virtually.

Recent advancements in educational technologies have yielded positive results in our education sector. This new educational technology is supporting both teaching and learning processes, technology has digitized classrooms through digital

learning tools like, computers, iPads, smartphones, smart digital white boards; it has expanded course offerings, it has increased student's engagement and motivation towards learning.

Some Advantages of Technology in Education:

- Technology Unlocks Educational Boundaries: Technology supports Virtual or Online Learning. Unlike physical classrooms, online learning is flexible and students from different geographical locations can attend the same class with no need of traveling from those locations. Advancement in virtual technology has supported face-to-face communication between students and teachers in the virtual world. In this case, students can easily ask their remote based educators' questions using virtual communication tools like SKYPE. Online education is a new wave in our education environment and it has made many educational courses and material accessible to anyone in the world. Many colleges and universities are blending their educational systems with online learning tools, this helps students of these institutions learn from anywhere.

- Technology Simplifies Access to Educational Resources: Technology helps students gain access to open educational resources. These resources are kept under the public domain and are freely available to anyone over the world-Wide-Web. These educational resources include electronic books (e-books), pod-casts, digital libraries, educational games, educational videos and instructions, tutorials and much more. Teachers have embraced video hosting platforms like Youtube, to upload recorded lectures, so that students who missed lectures can access them from anywhere.

Teachers are also using lesson videos and clips online to learn how other educators are using technology in classroom and education, these techniques and approaches uploaded by other educators promote self-training and they help many teachers when it comes to integrating technology in their own classrooms. Website like TeacherTube, Youtube, 02 Learn, are providing free online lessons and videos to students, these videos have been created and uploaded by teachers and experienced educators.

- Technology Motivates Students: The use of computer based instructions makes students feel in control of what they learn. Students find it easy to learn with technology because computers are patient compared to humans. Teachers publish educational instructions on classroom blogs or they assign research work via email, and this gives a student time to study on their own and have no fear of making mistakes during the process of learning. Also the use of Gamification educational technologies has increased students interest in learning, teachers use educational puzzles and video games to teach students how to solve different academic challenges, this all process makes students love to learn.

- Technology Improves Students Writing and Learning Skills: The use of computers in the classroom has helped many students learn how to write well composed sentences and paragraphs. Computers have word processing applications which students use to take notes in the classroom, these word processing applications have built-in dictionaries which help students auto-correct spelling errors and also correct their grammar in a sentence. Some teachers encourage their students to create personal

blogs using free blog publishing services like BLOGGER & WORDPRESS, students use these blogs to express themselves and share with friends, this process helps students learn how to write creative blog posts.

- Promotes Individual Learning: Technological tools like cell phones and internet give students an opportunity to learn by themselves. Many students prefer teaching themselves and discovering content by themselves; this process allows them to test various options to solve a given task at school. Students use interactive educational games and software to develop different academic skills. For example; Art and design students can use Photoshop software to learn different design and editing skills, the process of learning how to use Photoshop is tricky, but the more mistakes and trials a student makes, the better they become at using Photoshop. Also the use of cell phones as educational tools encourages students to download educational podcasts which they can listen to while at home.

- Supports Differentiated Instructions: Teachers can use technology to cater for each and every student's needs in the classroom or outside of the classroom. The use of classroom assessment software and performance tracking programs helps teachers plan for each student basing on their performance and learning capabilities. Teachers can be in position to classify students and know their weakness and strength as far as education is concerned. Teachers can use collaboration tools like Edmodo.com can help teachers create virtual classroom and assign research work or answer student's questions from anywhere.

- Prepares Students for Tomorrows Technological Jobs: As the world develops, every job in the future will require applicants to have some technical skills. So the use of technology in education prepares our children for tomorrows advanced working conditions. Students use computers in the classroom to develop creative applications which can be used on cell phones or tablets for educational purposes. The advantages of knowing how to use a computer are limitless, so the more time a student spends using various technological tools at school, the more experienced and creative they become. According to research, the most popular jobs today will be of no value in the next 5-10 years, because technology will automate most of these tasks, so it is better to equip our children with technical skills so that they create their own jobs.

- Increases Students Innovation and Creativity: Many teachers have discovered that integrating technology in their classroom increases student's engagement in the classroom. So now they put up technological competitions where students can make small educational technologies like robots, smart-pens, mobile applications and much more. These technological competitions in schools have increased the level of creativity and innovation among students. Technology teaches students how to solve challenges and get ready for more difficult tasks in life. (Ramey, 2013)

According to the information stated in this chapter the research team concludes that eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza At Centro Escolar INSA, 2017, would develop their receptive skills

through an online English course that includes the activities and tips to teach properly the listening and reading skills.

CHAPTER III

METHODOLOGICAL DESIGN

3.1 Paradigm and type of study

To carry out the research project "The development of receptive skills through an online English course for eleventh year prospective students Of Licenciatura en Idioma Ingles Opcion Enseñanza at Centro Escolar INSA, 2017" the researchers used the mixed method paradigm in order to gather data through qualitative and quantitative measurement instruments such as, productive task tests, diaries, checklists and surveys. By using this paradigm, the researchers gathered information to test their hypothesis that shows if the development of the receptive skills is enhanced with such online course.

In order to have eleventh grade students develop their receptive skills through the participation of an online English course at Centro Escolar INSA, 2017, a holistic projective study was conducted. The researchers used this type of study to show the students' development of their receptive skills through the enrollment and participation of an online English course.

The researchers used practical and adequate research techniques as productive task tests, check lists and surveys to monitor and assess for 12 weeks the development of the receptive skills of prospective students of Licenciatura en Idioma Inglés Opción enseñanza at Centro Escolar INSA, 2017. Then, and when they gathered

sufficient data on the factors that affect students' receptive skills development at Centro Escolar INSA, 2017, they profoundly analyzed it.

3.2 Description of the environment

This study took place at Centro Escolar INSA, Santa Ana, Santa Ana, with eleventh year prospective students of Licenciatura en Idioma Inglés Opcion Enseñanza. In addition, this study took place online.

3.3 Units of observation

The units of observation taken into account to carry out this study were: students´ receptive skills, listening and reading. All eleventh year prospective students of Licenciatura en Idioma Inglés Opcion Enseñanza at Centro Escolar INSA, 2017 who have an electronic device with internet access in which reproduce the online class could participate in this research without any exclusion in age, gender or religion.

3.3.1 Sampling procedure

The target population to be studied in this research project was eleventh year prospective students of Licenciatura en Idioma Inglés Opcion Enseñanza at Centro Escolar INSA, 2017. The sampling procedure needed for this study was purposive sampling because the population has been chosen with a purpose in mind which is to study only the eleventh year students of Centro Escolar INSA who want to study Licenciatura en Idioma Inglés Opcion Enseñanza. The approximate total amount of students participating in this study is 30.

3.4 Operationalization of the variables

General Objective	Specific objectives	Hypothesis	Units of Observation	Variables	Definition of the variable	Indicators	Instruments	Time (number of hours)
- To develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura En Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017		- Through the implementation of an on-line Basic English course eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017, will develop their receptive skills.	- students´ receptive skill, listening - students´ receptive skill, reading	- The development of receptive skills	- Work trying to make sense of what is said or written down.	- Repetition -Answer questions -Do what is said -Vocabulary knowledge -Transferring information -Imitation of pronunciation patrons - Memorization - Word recognition - Generation of opinions -Skimming -Scanning Transferring -information -Pace of reading -Reading for details	Check lists Questionnaires Production tasks	1 hour 3 hours 3 hour

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						-Answer questions -Getting meaning in context		
	- To develop an on-line Basic English syllabus that satisfies the necessities of developing the receptive skills for eleventh year prospective students of Licenciatura en Idioma Inglés			- The on-line Basic English syllabus	- In language learning, it tells everything teachers need to know about how the course will be run and what will be expected	- Generalities - Course description -Objectives - Content - Methodology -Schedule -Protocol of evaluation -Protocol of behavior - Protocol of homework - Activities -Bibliography		

	Opción Enseñanza at Centro Escolar INSA, 2017						
	- To select receptive skills techniques for an online Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017			-The receptive skills techniques		Skimming Scanning Listening for gist	

	- To use Edmodo online platform to develop the receptive skills through an online Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017			- The online platform (Edmodo)	- It is an online networking application for teachers and students.	- Secure groups - Chatrooms -Freeware -Multiplatform -Ease to share files		

3.5 Research techniques

To gather information about the development of the receptive skills from prospective students of Licenciatura en Idioma Ingles Opción Enseñanza, the researchers designed a set of instruments that measure the indicators involved in such process. These instruments consisted on productive task tests (listening and reading), a questionnaire and a survey. The information gathered was merged to give a holistic view of the development of the receptive skills.

A survey research (Appendix D1) is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything from a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview. Questionnaires are usually paper-and-pencil instruments that the respondent completes. Interviews are completed by the interviewer based on the respondent says. Sometimes, it's hard to tell the difference between a questionnaire and an interview. For instance, some people think that questionnaires always ask short closed-ended questions while interviews always ask broad open-ended ones. But you will see questionnaires with open-ended questions (although they do tend to be shorter than in interviews) and there will often be a series of closed-ended questions asked in an interview (Trochim, 2006).

Productive task measurement (Appendixes E1, E2) : It is a form of test in which a researcher can reproduce certain aspects of a given language skill to check how well a person understands a language. Such test includes different indicators that will

show the actual understanding the targeted population has about a macro skill -listening and reading.

A **checklist** (Appendix L1) is a type of informational research tool used to reduce failure by compensating for potential limits of human memory and attention. It helps to ensure consistency and completeness in carrying out a task. A basic example is the "to do list." A more advanced checklist would be a schedule, which lays out tasks to be done according to time of day or other factors. A primary task in checklist is documentation of the task and auditing against the documentation.

3.6 Approaching the field of study

The researcher asked the authorities of Centro Escolar INSA for permission to work on an online English Course for eleventh year prospective students of Licenciatura En Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017. After being allowed to stay there, the researchers met the students and explained the project to them; also, the prospective students of Licenciatura En Idioma Inglés Opción Enseñanza were asked to participate in the online English course to develop their receptive skills, and were giving a page in which they had to write down their e-mails. After that process, researchers sent an e-mail with the information about the course and a Power Point Presentation in which it was explained how to create an Edmodo account to participate of the activities of the course, and a link in which they could find the first class of the starting course.

3.7 Methods to Analyze the and Interpret the Information

The researchers used different software to analyze and organized the information collected. The researchers used Microsoft Word which allowed the researchers to record the progress of the project. Also, they used Microsoft Excel to organize and present with charts the information gathered during the whole investigation.

To carry out the online course the research team used the free platform EDMODO which helped them to provide the content and keep track of each eleven year prospective students of Licenciatura en Idioma Inglés receptive skills development; in addition, the platform enabled to asses student performance in all the activities carried out in the online English course.

Finally, the research team used a platform named GOOGLE FORMS in order to create and analyze the surveys to use during the investigation.

3.8 Validity and Reliability

After designing the different instruments taking all the indicators which are in the operationalization of the variables, the research tools were validated by three experts in research in the Foreign Language Department, Western Multidisciplinary Campus of the University of El Salvador.

Also, researchers provided a validation sheet composed of the criteria helpful to facilitate the assessment of the tools. The evaluation sheet also had some lines

so that the facilitator could write down comments and the pieces of advice he or she considered appropriate for improving the tools

To make the instruments valid, and to elaborate the tools, the researchers used "content validity," the purpose of this characteristic is to see if the tools really measure the objective intended with the instrument. After, researchers used "baseline validity" it deals with describing the event before any intervention and after the intervention took place to see if any change has occurred in the research topic. "Descriptive validity" this is when researchers are observing the phenomenon all of them should be describing similar facts. Besides, "Interpretative validity" that values the level of subjectivity researchers might have. Finally, researchers used triangulation to understand the interpreted data.

3.9 Ethical Aspects

Researchers are aware of the importance of ethical principles when conducting any research project. Therefore, they respected, throughout the whole study "sensibility" because they did not damage anybody's integrity during the process. They respected the "expectations of confidentiality" to keep participants' personal information anonymous and did not reveal information that the participants did not want to be revealed. They also respected the participants' free willing to make choices at any time of the process even if they did not agree with any of the steps of the experiment, which was included the chance to quit the experiment if he or she considered it necessary.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Being the general objective of this research to develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017, in this chapter, researchers expos and explain the data gathered by qualitative and quantitative instruments.

4.1 Preference between Online Courses and Traditional Courses

Based on the gathered data, researchers found that the majority of students showed preference for online courses. And they expressed some of the advantages of the online course such as repletion of the class, freedom when practicing without being laugh at, available classes at any time and the ease in which they can learn English at home as they said "Yes. Because I do not always have the time to sign up in courses out of high school" (Table A1: Preference between Online Courses and Traditional Courses, page 100, answer 1); in addition, the free characteristic of the online course makes it more appealing for people with no money to pay an English academy. So, it seems all students recognized the positive value an online English course has for people with the desire to learn English. Also the majority of them expressed that the Online English course, INSA, 2017, had a positive impact in their perception of the English language. And after their participation in this course, some of them said "Yes because in this way one learn before getting to the real classes" "Yes I would like to participate in another

course like this one" (Table B2: UES online English courses , pages 101, answers 2 and 5). These answers show that they agreed that this kind of curses help them with their learning English process. Overall the students showed that they felt that the time spent participating in the course left great value on them.

4.2 Suitable content

The researcher selected some topics to teach in order to develop the receptive skills of the students, and according to the results, students found the topics suitable for this purpose. They expressed that this have helped them when trying to make sense of what's said or written down. Some of them said "I liked them because I learnt how to express a lot of things in English," "I liked them because I could talk about things I like to do" (Table C1: Suitable content, page 102, answers 3 and 9); on the other hand, some of the students also expressed that some topics were repetitive since they have already studied them in high school "I felt boring the ones we had studied many times in high school but the others were interesting" (Table C1: Suitable content, page 102, answer 8).

4.3 Meaningful activities

All the students agreed that the activities have helped them in their learning process. Researchers found out that what helped the most ware attractive activities to grasp their attention as some of them said "Yes, because the activities were excellent and we understand because they do not speak fast," "Yes, because the activities were good and understandable" (Table D1: Meaninful listening activities, Page 103, answers 7 and 8). Some expressed that now they are able to get the main idea of the reading by saying

"Yes, the activities helped me a lot to understand the main topic" (Table E1: Meaningful reading activities, page 104 answer 9). However, some mentioned to still have troubles understanding conversations from native speakers or when people speak too fast. To sum up, the students recognized the progress made with their listening and reading skills thanks to the online English course.

Graphic E 1: Word Recognition 1
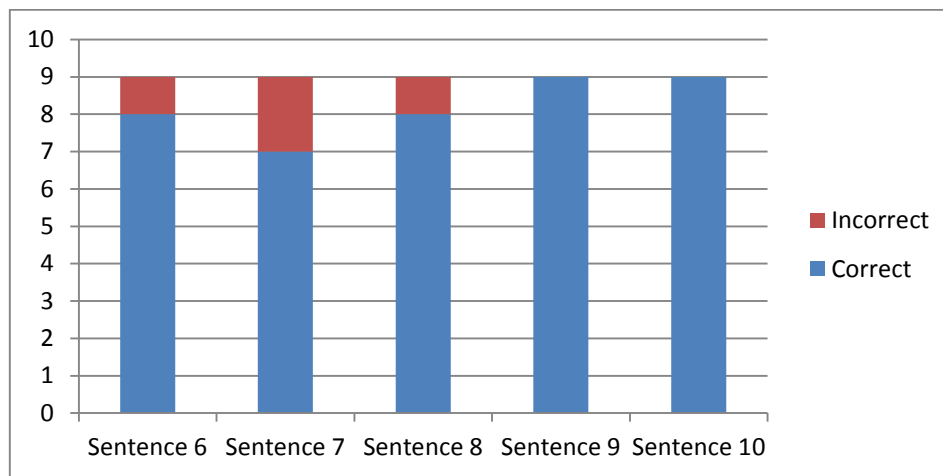
Source: Researchers own elaboration

Graphic E 2: comprehending the listening
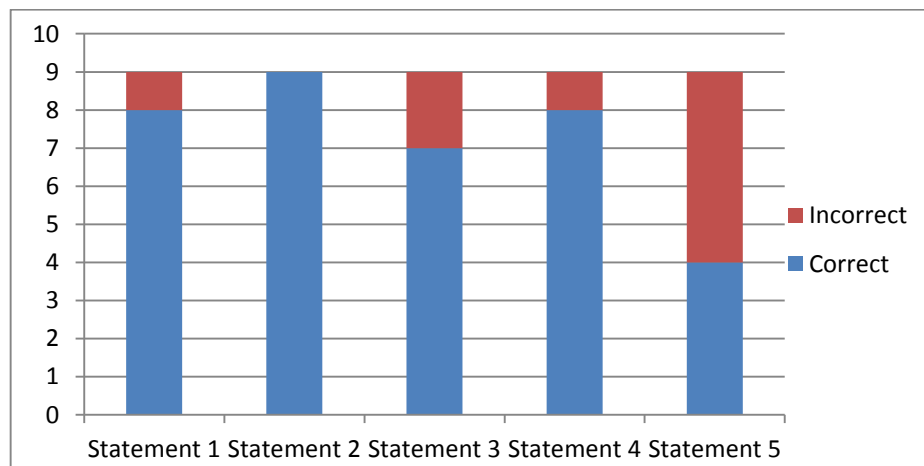
Source: Researchers own elaboration

A Reading productive task helped researchers measure students reading skill. Students were able to go through the paragraphs and identify the main idea of it, and they could accomplish the expected results as shown in graphic E1: Word Recognition 1. This clearly shows that with the online course students developed enough their knowledge of basic structures such as the verb to be.

In the listening productive task students demonstrate a good level of development of the listening skill as shown in Graphic E2: comprehending the listening, students have shown a good level of understanding of the spoken language. Students also were able to listen for gist; in that sequence of information they got, there were content words that helped them get the general content as shown in graphic E6: Listening for gist (Graphic E6: Listening for gist, page 108).

4.4 Appreciation of Edmodo Platform

The majority of students have a positive opinion about the use of this platform for the online course activities. The application proved to be easy to use as they manifested "Good because when I had to send the homework It was not difficult for me" (Table F1: Appreciation of Edmodo, page 105, answer 4). They expressed it was easy for them to find the activities assigned "Good because it was not difficult to find the homework" (Table F1: Appreciation of Edmodo, page 105, answer 8). However, the majority of students showed disliking on participating in chatroom. Some of them said "I never use it," "I did not write because I ask the teacher in high school (Table G1: Chatroom, page 106, answers 1 and 9). Though they like technology, they prefer to ask the teacher personally instead of using the chatroom.

CHAPTER V

PROJECT PROPOSAL

5.1 Project Proposal

The online English course provides the fundamentals of the English language to reach strong basis on the language. This course comprises basic structures so as freshmen can hold day-to-day conversations. Students learn to communicate, pronounce and read on different topics. For the listening activities, students have monologues and interactive speakers. They are asked to understand the main point, the gist, and look for detail information. Moreover, in the witting activities students also study grammatical structures, functions, and vocabulary. Students are expected to develop the receptive skills (listening and reading) progressively through activities design specifically for an online course.

This course is addressed to students from 16 to 18 years old who want to develop their English receptive skills. And to those students who has accesses to internet.

5.1.1 Justification

Online courses are increasing in popularity and attendance among college students, and foreign language e-learning courses are one of the many classes students are enrolling in, due to advances in technology and new learning techniques.

What makes teachers come up with the project of an online English course is the experience they had when attending basic English at the university where they realized that students were not prepare enough to take the subject as it demands basic knowledge about the language; knowledge that was supposed to be provided in high school.

By means of an interview teachers determined that the time assign to English classes by MINED is not enough to provide students with the knowledge demanded at the university as a result most students, when taking basic English, fail or have difficulties going through the subject.

This online course is planned to help all students as the course provides them with activities meant to start developing their receptive skills and the knowledge needed to take an Intensive Basic English. Additionally, teachers will be benefited because they can implement the same course to review what is studied in classes.

5.1.2 Objectives

General objective

To develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura En Idioma Inglés Opción Enseñanza

Specific objectives

To develop the students' reading skill through online activities appropriate for their English level.

To develop the students' listening skill through online activities appropriate for their English level.

5.1.3 Content

Syllabus Content

The syllabus that is used by the teachers to develop the Online English Course UES 2017 is based on the topics stablished by the Council of Europe as the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR or CEFRL).
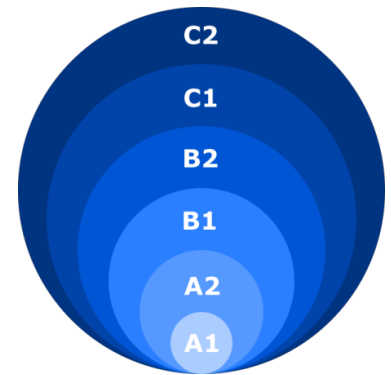
CEFR is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries especially in America and Asia. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2 (Council of Europe, 2017).

The Online English Course UES 2017 is based in the curricula aimed at the A1 level which is the entry level. However, the order of the topics (target structures) had been arranged by the teachers to enhance the learning process of the receptive skills. The topics are divided in 3 Units (Appendix J1), and each Unit of topics is scheduled to be developed in a period of one month or less depending of the videos given by week.

The Syllabus (Appendix K1) contains a macro lesson plan formed by four lesson plans (Appendix F1, G2, H3, & I4) which help to establish learning and teaching

objectives easily and more accurately and also, the assessment of foreign language proficiency.

The lesson plans use a variety of free activities to do online and video content recorded by all the teachers to work on the target content using the target structures. In the same way, each unit has specific objectives that the participants had to achieve at the end of the Online English Course UES 2017.

UNIT 1

TARGET STRUCTURE: verb "to be", there is/are, common and demonstrative adjectives, adverbs of frequency, comparatives, and superlatives, how much, how many, countable and uncountable nouns.

TARGET CONTENT: to introduce themselves using the verb "to be", to understand how to ask and answer yes/no questions with the verb to be, to mention things absent or present in a room, to describe the attributes of common objects, to express about frequency and spare-time activities, to compare the attributes of two objects, to recognize a superior category with adjectives, buying in a supermarket, to ask for quantities.

UNIT 2

TARGET STRUCTURE: intensifiers, simple present, present continuous, verb + ing (like, hate, love), possessive adjectives, prepositions of place, prepositions of time.

TARGET CONTENT: to express the depth of emotions, daily routine, describing present events, different meanings of verbs followed by '-ing' or infinitive, to show possession or ownership of something, describing people, getting to know me, at home, hobbies, going to places.

UNIT 3

TARGET STRUCTURE: imperatives, indefinite and definite article, was/were, simple past (regular & irregular verbs), can & cannot, could & couldn't, and verb "to be" + going to.

TARGET CONTENT: To tell the exact location of something, to give commands, to talk about past experiences using "was/were", to talk about past events using the simple past, to express abilities or lack of abilities using "can and cannot", to use "could" to mean that you were able to do something in the past, to talk about future plans or intentions using "be + going to".

5.1.4 Activities to develop

Researchers must use the most appropriate activities to develop the course taking into consideration that learning in the internet is quite different than doing it in a traditional classroom. So, it is important for students to be clear on what they have to do as they are working by themselves.

The activities researchers choose to develop the classes are the following

LISTENING	READING
Listening for gist	Fiction literature
Listening for details	Magazines
Inferring meaning	News
Podcasts	Tape assisted readings
Conversations	
Music	
Repeating	

Time line

Activity	Apr	May	Jun	Jul	Aug	Sep	Oct
Preliminary phase							
Classes observation	▨						
Interview with the teacher	▨						
Planning phase							
Syllabus creation		▨					
Testing Edmodo		▨					
Meeting with students			▨	▨			
Getting in contact with students virtually			▨	▨			

Record videos			■	■	■	■	
Execution phase							
Lesson 1					■		
Lesson 2					■	■	
Lesson 3						■	■
Lesson 4							■

5.1.5. Place

The classes for the English course can take place at a normal classroom, so the teacher has a whiteboard to write the most important things in the class. Also, it must be a quiet place for students not to get distracted by any unfamiliar sounds. The place must be well illuminated so that the camera records well. On the other hand, when recording conversations or role plays the teacher is free to vary the place according to the conversation. For example, talking about countable and uncountable nouns, a conversation can take place at a market or when talking about clothes, a role play can take place at a fashion shop.

5.1.6 Budget

Supplies

ITEM	NUMBER OF ITEM	COST PER ITEM	TOTAL
SD Card	1	$8.00	$8.00
Camera	1	$200.00	$200.00
Selfie stick	1	$5.00	$5.00
TOTAL			$213.00

Services

SERVICE	COST MONTHLY	TOTAL
Internet	$25.00	$175.00
Cyber Cafe	$20.00	$140.00
Photocopies	$10.00	$70.00
Other expenses (food, transportation, and electricity)	$10.00 each day	$280.00
Teachers	$200.00	$800.00
TOTAL		$1,465.00

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

1- To develop the receptive skills through an online English course is possible when choosing appropriate techniques such as fiction literature, skimming, scanning, listening for gist, detecting signposts, inferring meaning. These techniques fill different purposes fiction literature, for example, motivates students to complete reading activities; students applied the skimming and scanning in those activities which helped them to look for key words in the reading, and it improved their pace in reading. Similarly, in listening for gist, students hear a series of content words which give them a hint of the topic conversation, and also recognizing the words that serve as signposts help them create a better idea of the whole audio. In the majority of cases, the content words help students infer the meaning of the conversation. To develop the receptive skills through an online English course is also a modern way to develop classes since technology gives the students the advantage of watching the class in the available time and also watching the class more than once if necessary

2- To develop an online Basic English syllabus it is necessary to use the available online free resources such as podcast, music, audiobooks, fiction literature or even videos made by any other person in order to include the more relevant content for students learning process which facilitates reaching the learning objectives.

3- Students are able to develop their receptive skills using the Edmodo platform. Students are able to access the Edmodo platform using their computer, smartphone,

tablet or laptop, which gives them more options to participate and complete the online activities. Students are able to keep track of their progress and to review past activities results. And they recognized the positive impact that working with an online platform adds to their learning process. Students easily welcome new technologies to participate in courses outside their normal classroom. The innovating nature of an online English course motives them to participate more than in a traditional classroom course.

4- Based on the results, we conclude that the hypothesis "through the implementation of an on-line Basic English course eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017, will develop their receptive skill" is approved since students find online courses more appealing and funny to learn. Not only students recognized their improvement but also the outstanding results of the listening and reading productive tasks showed that they had clearly developed their receptive skills.

5.2. Recommendations

Teachers should:

1 - Have an appropriate video camera (SONY Omega Series) to record the videos of the course with full HD quality (1080p @30fps).

2- Adequate a room to record the classes, this place should have good illumination, a board, a desk, and it should be soundproof.

3- Record their own video classes so that the students subscribed to the course can get to know and acknowledge them as their teachers. In this way students have the confidence of asking when they have doubts.

4- Use the proposed syllabus for the course in order to develop the student's listening skills.

5- Use a professional video editor program such as VEGAS Pro 15 in order to add visuals and recordings to the video.

6- Acquired knowledge about the functioning of the Edmodo platform in their website, in the help center section for teachers so that they can publish any activity related to the course.

7- Keep track of the activities assigned to monitor the student's progress

Students Should:

1- Have Internet access to participate in the course.

2- Look for to a suitable place to watch the class, without interruptions.

3- Use every resource the teachers provide such as podcasts, audios, worksheets, and images, for them to practice the language and develop the activities.

ANEXES AND APPENDIXES

Appendix A1:Validation Sheet for the Tools to be Evaluated

Name of Validator:

_____

Degree:

_____

Position:

_____

Number of years in teaching: _____

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

Scale: **1**- Poor   **2-** Needs Improvement   **3-** Good   **4-**Very Good   **5**-Excellent

ASPECTS TO VALIDATE \ SCALE	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.					
2. Presentation and Organization of items The items are presented and organized in a logical manner.					
3. Suitability of items The items appropriately presented the substance of the research.					
4. Adequateness of the Content The number of the items per area is a representative enough of all the items needed for the research.					
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.					

Remarks:

_____

_____

_____**Signature:**_____

Appendix B1: Survey INSA´s English Teacher

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Instruction: This interview is meant for English teachers.

Objective: To identify the level of importance given to the English language in high school.

1- Do you consider it is important for sophomore students to speak English nowadays?

> Yes, absolutely necessary

2- What is the level of English sophomore students should have?

> They should have an advanced level because they have been studying it since seventh grade.

3- Do you consider INSA´s sophomore students are able to face a society which requires them to speak English?

> No, they are no able because the educational system in high schools do not possess a quality control, and respect for the subjects. Students don´t come well prepared. They (high schools) don´t follow an adequate process because of negligence.

4- Have you seen interest in your students of studying English at the university?

Little interest around the 30% to 40%, there are a few of them who like English and that is because of lack of motivation.

5- Do you consider that an English course to develop the receptive skills could help INSA´s sophomore students?

Yes, online classes although not all of them have internet access.

Appendix C1: Basic English Estudents´ interview

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

Instruction: This interview is meant for Basic English students.

Objective: To identify the understanding and management of the English language in Basic Intensive English at the University of Salvador.

1- What do you think about English Languaje?

2- Have you ever studied English before coming to the University?

3- If yes, how much time did study it?

4- Do you think it is easy to Study English?

5- How much time do you spend studying English?

6- What is the main difficulty you face studying English?

7- Form 1 to 10 how do you score your performance in the Basic Intensive English

Appendix D1: Students´ Survey, Online and Traditional Courses

University of El Salvador
Western Multidisciplinary Campus
Foreign language department
Licenciatura en Idioma Inglés
Questionnary

Objective: to check the students development in the English Edmodo

Date: _____

1- Do you think that learning English through an online course can be easier than in

a regular classroom? Yes/No

why?_____

_____

_____

2- Do you think the University of El Salvador should carry out this type of online

English course before the beginning of the first semester? Yes/No why?

_____

_____

_____

3- What do you think about the contents taught in the online English course?

_____

_____

_____

4- Do you consider that the activities carried out in the online English course had

helped you to understand better conversations spoken in English? Yes/No why?

_____

_____

_____

5- Do you consider that the activities carried out in the online English course had helped you to understand better the main idea from written texts? Yes/No why?

_____

_____

_____

6- How do you consider the use of Edmodo platform for the developed activities?

_____

_____

_____

7- Was it of help for you the Edmodo chatroom to share doubts or comments about the activities?

_____

_____

_____

Appendix E1: Reading Productive Task
My Family

Read the passages and choose the correct options according to the readings

My name is Roger. I (1) ---- sixteen years old. I don't (2) ---- a large family. I live with my parents and (3) ---- brother. I also have a puppy dog. (4) ---- name is King. My mom is a teacher. She (5) ---- at a high school. She teaches Spanish. My dad is an engineer. He works for a big company. He can drive or (6) ---- his bike to work. I have a brother. (7) ---- name is Ryan. He is ten years old. He (8) ---- to elementary school. He (9)   ----   basketball   and   tennis.   (10)   ----   love   my   family!

1. ○ is ○ are ○ am ○ do

2. ○ have ○ work ○ has ○ live

3. ○ her ○ my ○ I ○ he

4. ○ It's ○ It ○ His ○ He

5. ○ work ○ works ○ go ○ is

6. ○ jump ○ read ○ run ○ ride

7. ○ her ○ they ○ his ○ he

8. ○ lives ○ speaks ○ buys ○ goes

9. ○ works ○ drinks ○ eats ○ plays

10. ○ me ○ my ○ I ○ your

.

One of my favorite vacation places is Mexico. I really like the weather there because it never gets cold. The people are very nice too. They never laugh at my bad

Spanish. The food is really good. Mexico City is a very interesting place to visit. It has some great museums and lots of fascinating old buildings. The hotels are too expensive to stay but there are more affordable options. For example, you can stay at one of the beach resorts like Acapulco. If you are planning to visit Mexico, you should definitely see the Mayan temples near Merida.

11.
- ⦿ Sam likes warm weather
- ○ Sam doesn't like warm weather at all
- ○ Sam hates warm water
- ○ Sam likes cold weather

12. ○ His Spanish is very good
- ○ He speaks Spanish very well
- ○ He is Spanish
- ⦿ He doesn't speak Spanish very well

13. ○ There's a lot to see and do in Mexico
- ○ There aren't a lof of beautiful places in Mexico
- ○ Mexico is a dirty place
- ○ Tourists never come to Mexico

14. ○ Hotels are very cheap in Mexico
- ○ The hotels aren't comfortable there
- ○ Hotels are all poor in Mexico
- ○ The hotels in Mexico are pretty expensive

Last summer, we decided to spend our vacation at the beach because the weather was very hot in the mountains. The travel agent said that traveling by bus was the cheapest way, but we went by plane because it was faster. We wanted to have more time to spend at the beach. The weather was beautiful and we had a great time.

15. We decided to go to the beach because ----.
- ⦿ it was cheaper than going to the mountains

○ the travel agent said that it was the cheapest

○ of the hot weather in the mountains

○ we wanted to spend time at the beach

16. The bus was the ---- way to travel.
◉ best

○ easiest

○ cheapest

○ slowest

17. Traveling by plane was ---- than by bus.
○ more fun

○ cheaper

○ expensive

○ faster

18. We ---- our vacation.
○ hated

○ didn't like

○ enjoyed

○ regretted

19. We had very ---- weather during our vacation.
○ good

○ freezing

○ terrible

○ cold

Appendix E2: Listening Productive Task Script

Elephants, Bananas and Aunty Ethel

By Chris Rose

So, I was walking along the street, on my way to work, as usual, but for some reason I was in a hurry. I wasn't really sure why I was in a hurry. And then I realized that I was holding a banana in my hand. I didn't know why I was holding a banana in my hand, but I knew that the banana was really important for some reason. The banana had something to do with the reason that I was late, and in a hurry. It was a really important banana, only I didn't know why the banana was so important. Then I met my Aunty Ethel on the street corner. It was strange, because I hadn't seen Aunty Ethel for about twenty years.

"Hello! I said to her. "I haven't seen you for about twenty years!"

I was really surprised to see her, but she didn't seem surprised to see me.

"Be careful with that banana!" she said. And I laughed, because I knew that it was a really important banana, and yes, I had to be careful with it. Aunty Ethel decided to walk to work with me, which was a problem because I was late and in a hurry, and she walked really, really slowly. Then, when we went round the corner, there was an elephant blocking the street. It depends where you live, I guess, but in Manchester it's pretty strange to see an elephant blocking the street. The strange thing was, though, that I wasn't really that surprised. "Oh no!" I was thinking, "Another elephant blocking the street…what a pain! Especially this morning when I'm late and in a hurry, and with

Aunty Ethel, and this really important banana…" Then I started to get really worried, and then…I woke up.

I breathed a sigh of relief. "Thank goodness for that" I thought. How strange dreams are…I wonder why I was dreaming about elephants and bananas and Aunty Ethel. The radio was already on. The radio comes on automatically at 7 o'clock, to wake me up. I looked at the clock. It was already ten past seven. I had to get up quickly. I went into the shower, and I could hear the news on the radio. I couldn't hear it very well, but there was a story on the news about an elephant who had escaped from a local circus. The elephant was causing a lot of trouble walking around the town. I thought this was an incredible coincidence, but then I realized that I had probably heard the news story on the radio when I was half-asleep. That was why I was dreaming about an elephant. I quickly got dressed and went into the kitchen to get some coffee before I went to work. I work for a film company. We get ideas for films and film scripts, and then we try to produce the films. I thought a film about an elephant in Manchester would be great.

There was a note on the kitchen table. It was from my wife. "Don't forget to buy bananas on your way home from work today!!!" it said. It was a good job she had written the note, because I had completely forgotten about the fact that she has to eat a lot of bananas because of the crazy diet she's on at the moment. I tried to remember to buy bananas on my way home from work, and rushed out of the house. As I was walking down the road my mobile rang. It was my mum.

"Hello mum!" I said. "What are you ringing at this time for?"

"I've got some sad news, I'm afraid, love" she said. "Do you remember your Aunty Ethel?"

"Just about" I said, "But I haven't seen Aunty Ethel for about twenty years"

"Yes, well she was very old…and I'm afraid she died last night. She'd been very ill…I told you a couple of weeks ago…"

"That's sad" I said.

So there I was, walking down the street, late for work, thinking about Aunty Ethel and bananas and elephants, and of course I realised that it was all exactly the same as my dream. And as I started to think more about this, I realised I was walking more and more slowly, and I looked down and saw that the street was turning into hot, wet, sticky toffee, and it was sticking to my shoes, and the quicker I tried to walk, the slower I went. I looked at my watch and saw that my watch was going backwards. "That's ok" I was thinking. "If my watch is going backwards, then it means that it's early, and not late, so I'm not late for work at all…" and then I woke up. Again.

Now this was strange. This was very, very strange. I got up and pinched myself to make sure I was really awake this time. "Ouch!" The pinch hurt. This meant I really was awake, and not dreaming this time. It was early. I wasn't late. The radio alarm clock hadn't come on yet. It was only half past six. My wife was still at home.

"Have you got enough bananas?" I asked her. She looked at me as if I was crazy.

"What do you mean 'bananas'"? she asked.

"I thought you had to eat lots of bananas for your special diet…"

"I have no idea what you're on about!" she said. "Why, do you think I need to go on a diet? Do you mean that I'm fat?"

"No, no, no…not at all…by the way…have you heard anything about an elephant?"

"An elephant?"

"Yes, an elephant which has escaped from a circus…"

"We live in Manchester. There aren't any circuses in Manchester. And there certainly aren't any elephants. Listen, are you suffering from stress or something? You're working too hard on that new film you're trying to produce, aren't you? Perhaps you should just stay at home today, take it easy…"

"Perhaps you're right" I said. "I'll just phone my mum.."

"Why do you need to phone your mum at half past six in the morning?"

"Oh…nothing important…" I said.

"Well, I'm off to work. See you later, and take it easy today, ok?"

"OK!"

I phoned my mum.

"Hello mum!"

"Hello love. What are you calling this early for?"

"Do you remember Aunty Ethel?"

"Of course I do…but I haven't seen her for about twenty years or so…"

"How is she?"

"I've got no idea. Why on earth are you worried about your Aunty Ethel who you haven't seen for twenty years?"

"Oh nothing…bye!"

I made a cup of tea and went back to bed. Perhaps my wife was right. Perhaps I should just relax and take it easy today. I phoned up my boss.

"Listen" I said. "I'm not feeling too good today…perhaps too much stress with the production schedule of the new film project…"

"That's a shame" said my boss. "We've just got a really exciting new idea for a film…I wanted to talk to you about it today. It's a kind of action movie. It's a great story. You have to hear this – an elephant escapes from a circus in a big city, and it has eaten some strange, radioactive bananas, so it's going completely crazy. They eventually manage to stop the elephant by covering all the streets with sticky toffee, so that it can't walk!"

"I see" I said. "And where does my Aunty Ethel come into it?"

"Aunty who?"

I hung up the phone, and hoped that I would wake up. Soon.

Listening comprehension

Objective: to assess students understanding of the target language orally.

Instructions: Listen to the story, after listening complete the activities with the information you heard. Then, listen to the story a second time and check your answers

Part 1

Instruction: identify which of the following statements are true and which ones are false.

1- The man was walking along the street, on his way to work.

_____

2-He met his wife Giselle on the street corner.

_____

3-He hadn't seen Aunty Ethel for about twenty years.

_____

4-When they went round the corner, there was an elephant blocking the street.   _____

5-The man woke up two times, one in his dream and one in reality.   _____

Part 2

Instruction: Complete the following statements with the information you heard.

1. I realized that I was holding a _____ in my hand.

2. I wonder why I was _____ about elephants and bananas and _____ Ethel.

3. I went into the shower, and I could _____ the news on the radio.

4. As I was _____ down the road, my mobile rang.

Part 3

Instruction: Answer the following questions.

1- Where does the man live?

_____

2- Where does the man work?

_____

3- What was the man dreaming about?

_____

4- Who did the man call?

_____

Online and Traditional Courses

Table a1: Preference between Online

Question	Answers	indicators	objective	interpretation
¿Piensas que aprender inglés mediante un curso en línea puede ser más fácil que en un salón de clases normal? ¿Si o No? ¿Por qué?	1. -Si. Porque no siempre tengo el tiempo para inscribirme en cursos fuera del instituto. 2. -Si, a mi me gusta mas porque puedo aprender desde mi casa. 3. -Si porque si uno se equivoca no se ríen de uno 4. -Si, pero creo que los dos son importantes 5. -Si porque uno puede repetir la clase si uno no entiende 6. -Si porque la tecnología es mas nueva y ya no tiene que ir a la escuela para aprender. 7. -si porque cuando no entendes podes regresar el video y verlo otra vez. 8. -a veces no porque si uno no tiene Internet no puede ver la clase. 9. -No, los dos son igual de fáciles o difíciles lo que importa es si uno quiere aprender o no.	Accessibility to the class -Available schedule - repetition -Imitation of pronunciation patrons	- To develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017	The majority of students showed preference for online courses. they mentioned repletion of the class, freedom when practicing without being laugh at, available classes at anytime as some of the advantages of online courses.

Table b2: UES online English courses

Question	Answers	indicators	objective	interpretation
¿Piensas que la Universidad de El Salvador debería realizar este tipo de cursos de inglés en línea antes del comienzo del primer semestre? ¿Si o No? ¿Por qué?	1. Si. Porque nos ayudaría mucho 2. Si porque asi aprende uno antes de llegar a las clases de verdad 3. No, yo quisiera que fuera así en bachilllerato 4. Si aunque también en bachillerato fuera chivo aprender asi 5. Si a mi me gustaria participar en otro curso asi 6. -si porque asi apriende uno mucho mas y es mejor para uno 7. no estaría mal ya que uno puede aprender desde la casa y asi saber mas 8. Yo digo que si porque así sino le gusta el ingles de primero se puede cambiar de carrera después. 9. - No porque tendría que ir en vacaciones	Vocabulary knowledge Word recognition	- To develop the receptive skills through an online English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017	Some of the students manifest that these kinds of courses can help them to set their English bases before starting real classes at the University. On the other hand, some other students said that they would like these courses when in high shool.

Syllabus Content

Table c1: Suitable content

Question	Answers	indicators	objective	interpretation
¿Qué te parecieron los contenidos impartidos durante el curso de inglés en línea?	1. Estan bien, algunos no nos los habian explicado asi 2. Algunos me parecieron aburridos porque ya me los habían enseñado 3. Me gustaron porque aprendi como expresar muchas cosas en ingles 4. Muy buenos aprendi mucho de eso 5. -Ya conocia algunos y por eso se me hacia larga la explicación 6. -Bien, me gusto como explicaron con los ejemplos y todo 7. -Aunque me gusta el ingles varios temas me parecieron aburridos 8. -Aburrido sentí los que hemos visto un monton de veces en el instituto pero los otros fueron interesantes 9. -me gustaron por que pude hablar de las cosas que me gusta hacer	Contents - receptive skills techniques	- To develop an on-line Basic English syllabus that satisfies the necessities of developing the receptive skills for eleventh year prospective students of licenciatura en idioma inglés opción enseñanza at centro escolar INSA, 2017	The researchers selected some topics to teach in order to develop the receptive skills of the students, and according to the results, students found the topics suitable for this purpose. They expressed that this have help them when trying to make sense of what's said or written down

Receptive Skills Techniques

Table d1: Meaningful listening activities

Question	Answers	indicators	objective	interpretation
¿Consideras que las actividades realizadas en el curso de Inglés en línea te han ayudado a entender mejor las conversiones habladas en inglés? ¿Si o No? ¿Por que?	1. Si un poco. Aún me cuesta pero ya entiendo más que antes. 2. Si, un poquito, la verdad es que me cuesta entender cuando hablan muy rapido 3. Si pero no todas, algunas no las entendi 4. si y mucho porque antes me costaba mas 5. Si porque las teachers hablan mas calmado, los gringos hablan muy rapido 6. Si porque los teachers hablan muy bien y se les entiende todo 7. si porque las actividades eran chivas y se entendían 8. Si porque las actividades fueron excelentes y se entiende porque no hablan tan rápido. 9. si por que los diálogos eran muy entretenidos y no usaban palabras difíciles.	-Listening for gist - Repetition -Answer questions -Do what is said	- To select receptive skills techniques for an on-line Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro escolar INSA, 2017	All the students agreed that the activities have helped them in their learning process. According to this the majority of students now have a good level of understanding when listening.

Table e2: Meaningful reading activities

Question	Answers	indicators	objective	interpretation
¿Consideras que las actividades desarrolladas durante el curso de Inglés en línea te han ayudado a ti a entender mejor la idea principal de los textos escritos? ¿Si o No? ¿Por qué?	1. Si. En el instituto no nos dan textos en inglés. Así que estos me han ayudado 2. Si, leer no cuesta tanto. 3. no tanto casi no me gusta leer ni en español tampoco 4. Si, ahora entiendo mas los párrafos largos y entiendo mas palabras 5. Si porque la idea principal es lo mas fácil de entender 6. un poco porque a veces tengo que usar el diccionario para buscar unas palabras 7. Si porque las palabras que usan no eran difíciles, solo a veces usaba el diccionario 8. Un poco, a veces no se una palabra y sino tengo diccionario no entiendo. 9. Si las actividades me ayudaron mucho para entender el mensaje principal.	Skimming Scanning Word recognition Getting meaning in context	- To select receptive skills techniques for an on-line Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro escolar INSA, 2017	Almost all the students consider that the activities have helped them understand more when reading a story or dialogue, and now they are able to get the main idea of the reading; however, some expressed they had doubts when they don't know some words in the tex

Use of Edmodo

Table f1: Appreciation of Edmodo platform

Question	Answers	indicators	objective	interpretation
¿Cómo consideras el uso de la plataforma Edmodo para las actividades desarrolladas?	1. dificil, por que a veces el internet estaba malo y me sacaba de la pagina 2. facil, porque entendi como usarlo por la diapositiva 3. -es bueno porque nos ayudo bastante 4. bueno porque cuando me tocaba enviar la tarea no me costo 5. -dificil, porque yo casi no uso estas cosas y me costo bastante 6. -mas o menos yo no conocía esta aplicación pero al final aprendi a usarla 7. un poco dificil porque se cambio el codigo 8. -Bueno porque no era difícil encontrar la tarea 9. ah yo no pude descargarla mi amigo me daba copia	- Freeware - Multiplat-form - Ease to share files	-To use Edmodo online platform to develop the receptive skills through an online Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017	The majority of students have a positive opinion about the use of this platform for the online course activities. They expressed it was easy for them to find the activities assigned.

Table g2: Chatroom

| Question	Answers	indicators	objective	interpretation
¿Te fue de ayuda el chatroom de Edmodo para compartir tus tudas o comentarios acerca de las actividades?	1. -no nunca lo uso 2. -si no entedi algunas cosas y le escribi a la teacher 3. -No porque podía comentar en el video 4. -si para pedir el link cuando no lo encontre 5. -no entendi como usarlo 6. -yo entendí todo asi que no escribi 7. -no porque me da pena con la teacher 8. -si una vez escribi nada mas 9. -no escribi porque le pregunte a la teacher en el instituto	-Secure groups - Chatrooms	-To use Edmodo online platform to develop the receptive skills through an online Basic English course for eleventh year prospective students of Licenciatura en Idioma Inglés Opción Enseñanza at Centro Escolar INSA, 2017	The majority of students seemed to have a disliking on participating in chatroom. Just a few students said they wrote to the teachers when they have a doubt or problem.

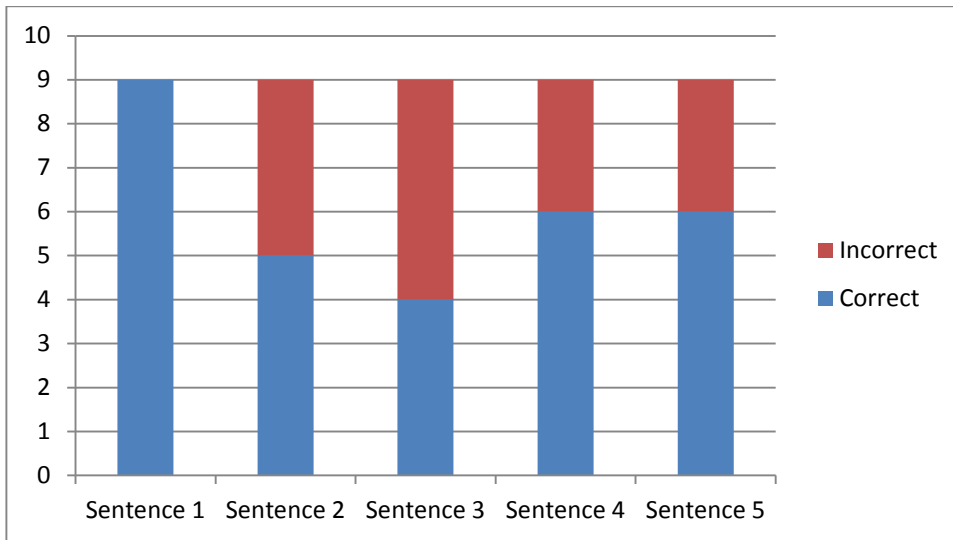# Receptive skills

Graphic E 3: Word Recognition
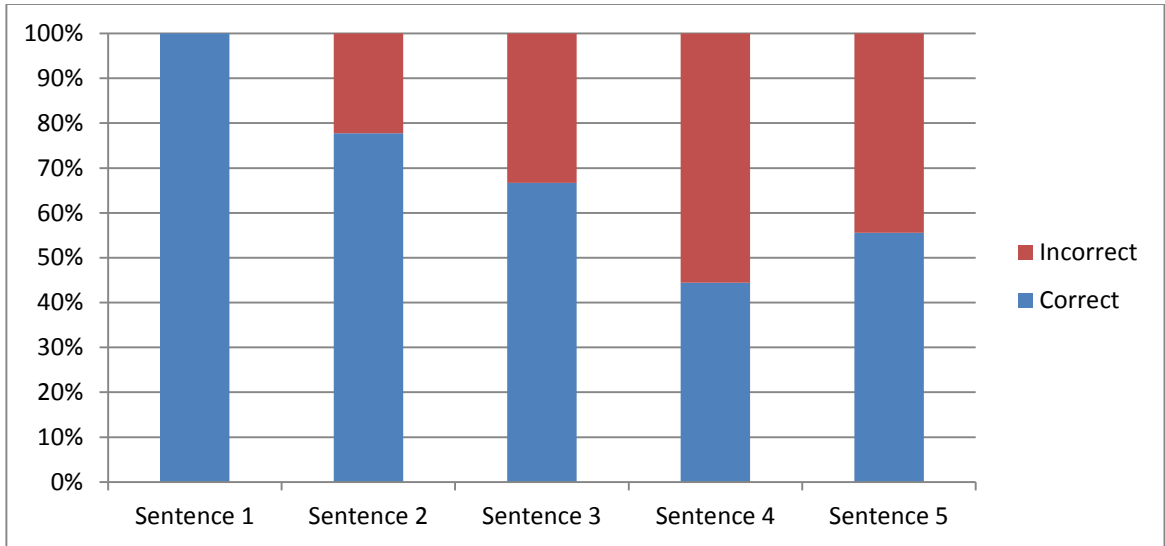
Source: Researchers own elaboration
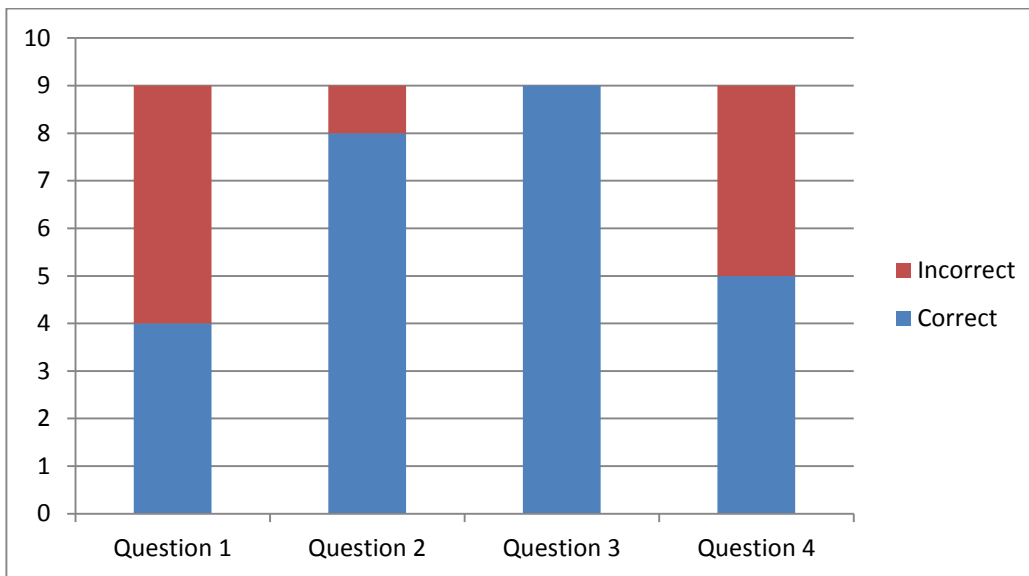
Graphic E 4: Skimming
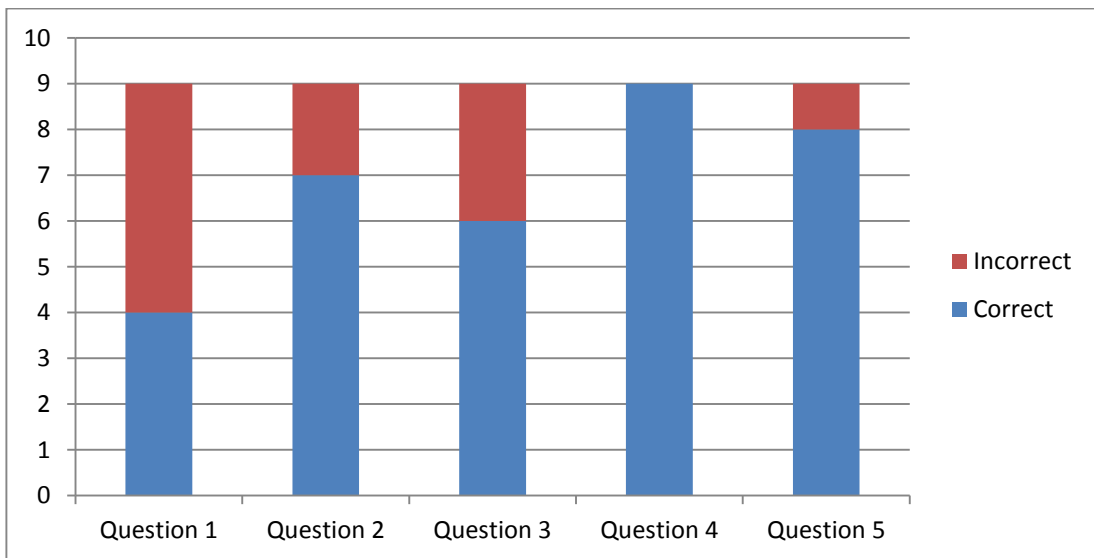
Source: Researchers own elaboration

Graphic E 5: Assimilating vocabulary

Graphic E 6: Listening for gist

Appendix F1: Macrolesson 1

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

ONLINE ENGLISH COURSE 2017

TARGET CONTENT: TO INTRODUCE THEMSELVES USING THE VERB "TO BE", TO UNDERSTAND HOW TO ASK AND ANSWER YES/NO QUESTIONS WITH THE VERB TO BE, TO MENTION THINGS ABSENT OR PRESENT IN A ROOM, TO DESCRIBE THE ATRIBUTES OF COMMON OBJECTS, TO EXPRESS ABOUT FREQUENCY AND SPARE-TIME ACTIVITIES, TO COMPARE THE ATRIBUTES OF TWO OBJECTS, TO RECOGNIZE A SUPERIOR CATHEGORY WITH ADJECTIVES.

TARGET STRUCTURES: VERB "TO BE", THERES IS/ARE, COMMON AND DESMOSTRATIVE ADJECTIVES, ADVERBS OF FRECUENCY, COMPARATIVES, AND SUPERLATIVES.

By: OSCAR SAMAYOA

Objectives: By going through online activities that integrate the receptive skills SWBAT:

- To manage the verb "To be" in the affirmative, negative and interrogative forms

- To understand the correct usage of "there is/are" to mention objects in a given room.

- To use correctly demonstrative adjectives and common adjectives to describe objects.

- To know how to properly use adverbs of frequency in their daily routines.

- To compare two different objects using common adjectives.

- To use properly the superlative of a given adjective.

Materials: Computer, cellphone, internet service, whiteboard, markers, paper, photocopies, eraser, handouts, notebook.

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Topic: Verb to Be

1. Warm-up :

The teachers will present a mini video presenting themselves to the students and explaining the objective and the course.

2. Topic presentation:

The teachers will present a dialogue using the verb "**to be**" to introduce themselves and to talk about their age, profession, family, places or to describe things. The students might rewind the video to see it twice.

Dialogue:

Person A: Hi there, my name is Steven, and I am a new student.

Person B & C: Nice to meet you Steven!

Person B: My name is Linda, and she is my cousin Iveth.

Person C: How old are you, Steven?

Person A: I'm 25 years old. What about you two?

Person C: I'm 23 years old but Linda is 25 years old.

Person B: This school is very nice; the teachers are great.

Person A: Is our teacher that woman?

Person B: Yes, she is our favorite teacher.

Person C: The class is about to start; let's go inside.

3. Grammar notes:

To explain when we can use the verb to be to talk about:

Example:	Class:
I **am** Iveth. He **is** Steven.	Our Names
I**'m** 19 years old. She **is** 25 years old.	Our Age
I **am** a teacher. My brother **is** a policeman. Brenda **is** my cousin.	Our Family or Profession
This school **is** great. My mother **is** beautiful. I**'m** happy.	With Adjectives
El Salvador **is** in Central America. Santa Ana **is** a touristic city.	With Places
Titanic **is** a good movie. Beethoven **is** the name of my cat.	With Nouns

Explain the Affirmative form:

Sujeto	Presente Simple	Forma corta
I	am	I'm *yo soy/estoy*
you	are	you're *tú eres/estás*
he	is	he's *él es/está*
she	is	she's *ella es/está*
it	is	it's *es/está*
we	are	we're *nosotros somos/estamos*
they	are	they're *ellos son/están*

Explain the Negative form:

Sujeto	Presente Simple	Forma corta
I	am not	I'm not *yo no soy/estoy*
you	are not	you're not/you aren't *tú no eres/estás*
he	is not	he's not/he isn't *él no es/está*
she	is not	she's not/she isn't *ella no es/está*
it	is not	it's not/it isn't *no es/está*
we	are not	we're not/we aren't *nosotros no somos/estamos*
they	are not	they're not/they aren't *ellos no son/están*

Link: http://www.curso-ingles.com/aprender/cursos/nivel-basico/verbs/to-be

4. Reading activity, semi-controlled

Pre-reading activity: To ask if the participants go to the doctor regularly or just when they feel a terrible pain. The Teacher then will answer such question with his response.

Then, the teacher will ask the students to open the dialogue in this link: **https://image.slidesharecdn.com/verbtobebassicdialogue-140809010449-phpapp02/95/verb-to-be-bassic-dialogue-1-638.jpg?cb=1407546323**

During the reading activity: The Students will identify, mark or highlight the sentences that use the verb "to be".

After reading activity: On their notebooks, the students will write the affirmative sentences found in the dialogue into the negative form.

5. Homework:

The students will visit the following link to practice when to use the verb to be. Link: http://www.examenglish.com/grammar/be.htm

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Topic: There is/are

1. Warm-up:

The teacher will ask what people can find inside a normal classroom. The teacher will mention the objects found in the classroom using the "There is/are".

2. Topic presentation:

The teacher will show a picture of a bedroom and will describe the items, using the target structure: There is, there are.

Picture to describe taken from: https://image.slidesharecdn.com/thereis-thereare-a-an-some-any-howmuch-many-120629000311-phpapp02/95/there-is-there-areaansomeanyhow-muchmany-2-728.jpg?cb=1340928256

3. Grammar notes: To explain the usage of There is/are.

Usage of There is/are: it is use to say something exists or does not exist.		
Form:	Examples:	
There is + singular noun + C.	There is a pen on the table.	Affirmati
There are + plural noun + C.	There are five pens on the table.	
There is + uncountable noun + C.	There is some juice in the refrigerator.	
There is + not + singular noun + C.	There is not a notebook on the desk.	Negative
There are + not + plural noun + C.	There are not pencils on the desk.	
There is + not + uncountable noun + C.	There is not any milk on the shelf.	
There is a dog on the yard.	There are dogs on the street.	Interro
Is there a dog on the yard ?	Are there dogs on the street ?	

4. Writing activity, semi controlled

Pre-writing activity: The teacher will ask the students in which room of their house they spent more time at, then the teacher will give his response to such question.

Writing activity: On their notebooks, the students will see the following image and write 3 sentences with the singular form "There is", and then will write 3 sentences more use the plural form "There are".

Free to use picture taken from: http://www.englishexercises.org/makeagame/my_documents/my_pictures/2010/oct/there_is1.jpg

Post-writing activity: After writing the six sentences the students will change those sentences to the question form.

5. **Homework:** On their notebooks, the students will write 9 sentences about the room on their house in which they spent more time at. 3 will be using the singular form "there is", another 3 will be using the plural form "there are", and the other 3 will be using the Interrogative form. Then, the students will take a picture of the sentences, and on Friday upload the photo to the Online English course group at Edmodo.

Topic: Review verb To Be

1. **Warm-up :** The teacher will ask how many countries they know where English is spoken. The teacher will mention the 6 six countries with more English native speakers. US, Australia, South Africa, UK, Canada, Ireland.

2. **Topic presentation:** Review of the verb "To be". How to form Y/N questions with the verb "To be".

Presente Simple

▶ Am I?
¿Yo soy/estoy?

▶ Are you?
¿Tu eres/estás?

▶ Is he?
¿El es/está?

▶ Is she?
¿Ella es/está?

▶ Is it?
¿Es/está?

▶ Are we?
¿Nosotros somos/estamos?

▶ Are they?
¿Ellos son/están?

3. Listening activity

Pre-listening activity: The teacher will ask which country they (Ss) think has more tourists, and then the teacher will give his opinion. Now, the teacher will ask if

they have visited another country, and tell that they will listen to a tourist that has come to El Salvador.

During listening activity: The Ss will listen to any new word and look for it in the dictionary.

The audio script:

"Hi, my name is Rebeca Suarez and I am from Belice. I am 22 years old and I'm happy to be here in El Salvador. El Salvador is a very beautiful country. My family and I come once every year. My siblings and I were born in Belice, but my father is Salvadorian that's why we come here and we visit our grandmother. I like the weather very much. The beaches in El Salvador are fantastic. The lakes and mountains are very relaxing, and the food is very delicious too. I like pupusas a lot. Cheese pupusas are my favorite, especially if they have Loroco. I wish I could eat pupusas more often. I hope next year, we'll be able to come again."

Post-listening activity: The teacher will tell the students to visit the group in Edmodo before Monday to answer the following questions:

Bold answers are correct.

a. Which country is Rebeca from?

1) El Salvador 2) **Belice** 3) other country

b. How old is Rebeca?

1) **22**   2) 12   3) 20

c. Is this the first time Rebeca visits El Salvador?

1) **No**   2) Yes   3) It

doesn't say

d. Is Rebeca happy to be in El Salvador?

1) No   2) **Yes**   3) It

doesn't say

e. Is Rebeca an only child?

1) **No**   2) Yes   3) It

doesn't say

f. Is Rebeca's grandmother from El Salvador?

1) No   2) **Yes**   3) It

doesn't say

g. Which is Rebeca's favorite place to visit?

1) The beach   2) Lakes & mountains 3) **It doesn't say**

h. Which is Rebeca's favorite pupusa flavor?

1) Loroco   2) **Cheese**   3) Beans

i. Are pupusas sold on Belice?

1) No   2) Yes   3) **It doesn't say**

j. Is Rebeca coming next year?

1) No   3) **Yes**   3) It doesn't say

4. Listening activity

Pre-listening activity: Now, the Teacher will ask the students how good they are with guessing games. The teacher will say a guessing game where the answer is Watermelon.

During listening activity: The Ss will listen to any new word and look for it in the dictionary. The students will listen to three different audios and try to guess which place the person is describing is.

Person # 1 Stadium	Person # 2 supermarket
There are many people.	There are kids with their mothers.
There is a lot of noise.	There are products on sale.
There are people screaming.	There are security officers.
There is a	There is a lot of

referee with a whistle.
 	
        There   are people kicking a ball.
	food.
	
	        There are some cashiers.

Person # 3 Movie Theater
 	
        There is a room very quiet.
 	
        There   are   not phones.
 	
        There is a smell of popcorn.
 	
        There is a big screen.
 	
        There are many seats in rows.
	Person#4 Library
	
	        There are many shelves.
	
	        There are many books.
	
	        There are audio books.
	
	        There are many desks and chairs.
	
	        There are some computers.

Post-listening activity: The Ss will write a comment with their answers, if necessary they can listen to the audio one more time.

5. **Homework:**

The Students will write on their journal what they learned on this week.

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Topic: Demonstrative Adjective

1. **Warm-up:**

The teacher will ask if they know what languages are most spoken in the world. Answer: Chinese 1.2 billion native speakers, Spanish 400 million native speakers and the 3rd place is English 360 million native speakers.

2. Topic presentation:

The teacher will present a conversation between a mother who couldn't find her baby and a nurse who is in charge of newborns at the hospital.

3. Grammar notes :

Demonstrative adjectives

<u>Usage:</u>

This: Use **this** to   talk   about   something   which   is <u>near</u> you.

                              How   much   is <u>this</u> bag?

These: Use **these** to talk about <u>two or more</u> things which are <u>near</u> you.

Are <u>these</u> your keys?

That: Use **that** to talk about <u>one</u> thing which is far from you.

Is <u>that</u> your house?

Those: Use **those** to talk about <u>two or more</u> things which are <u>far</u> from you.

Who are <u>those</u> children over there?

Use **This, That, These** and **Those**:

- Before the verb be.

<u>This is</u> my sister / <u>Those are</u> my children.

- Before a noun:

<u>That cake</u> looks delicious! <u>These bags</u> are expensive!

Make questions this way:

<u>Is this / that</u> your sister?

<u>Are these / those</u> your children?

You can contract **is** after **that**.

| *That is my dad.* | => | *That's my dad.* |

But do not contract **is** after **this**.

| ~~*This's my dad.*~~ | => | *This is my dad.* |

Do not contract **are** after These / Those.

Always   use   a   verb   in   sentences   with **this,   that,   these** and **those**.

~~This lovely bag.~~   =>   *This is a lovely bag / This bag is lovely.*

4. **Reading activity**

   Pre-reading activity: The teacher will ask the students what kinds of objects are used in a classroom. (Rulers, pen pencils, markers, crayons, scissors, glue, color pages and so on)

   Reading activity: The teacher will ask the students to see the pictures showing school items and they will have to read the following sentences and complete them by using the corresponding demonstrative adjective.

This ➡ ✏️   These ➡ 📚
That ➡ ✏️   Those ➡ 📚

➡ 📏   _____ ruler is blue.

➡ ✏️   _____ pencils are new.

➡ 📎   _____ clip is red.

➡ 👐   _____ hands are clean.

Post-reading activity: The students will turn such sentences into yes/no questions. Example: Is this pencil new?

5. Writing, semi-controlled

Pre-writing activity: To ask if the participants who they live with. The Teacher then will answer such question with his response.

Then, the teacher will ask the students to open the dialogue in this link: https://en.islcollective.com/resources/printables/worksheets_doc_docx/demonstrative_adjectives/demonstratives-describing-people/39156

During the reading activity: On their notebooks, the students will write the incomplete sentences and fill them with the corresponding correct demonstrative adjective.

After reading activity: The SS will write 5 sentences using the demonstrative adjectives.

6. **Homework:**

The students will visit the following link to practice how to use the demonstratives adjectives.

http://www.examenglish.com/grammar/demonstrative_adjectives.htm-

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Topic: Adverbs of frequency

1. Warm-up:

      The teacher will ask the students what they do in a normal day. Then the teacher will give her daily routine using adverbs of frequency.

2. Topic presentation:

The teacher will present the Kathy's routine for the weekend.

3. **Grammar notes**:

Adverbs of frequency tell us how often something is done. They include: always, constantly, continually, frequently, infrequently, intermittently, normally, occasionally, often, periodically, rarely, regularly, seldom, sometimes, etc.

For example:

*I **always** do my homework on time.* - In this sentence *always* shows us the frequency (how often) I do my homework on time. *She goes out **occasionally**.* - In this sentence *occasionally* shows us the frequency (how often) she goes out.

MOST FREQUENT	ALWAYS
	Constantly
	nearly always
	almost always
	Usually
	Generally
	Normally
	Regularly
	Often
	Frequently
	Sometimes
	Periodically
	Occasionally
	now and then
	once in a while
	Rarely
	Seldom
	Infrequently
	hardly ever
	scarcely ever
	almost never

LEAST FREQUENT	Never

Adverbs of frequency appear between the subject and the verb in a sentence:-

For example:

*I **always** update* the calendar at the beginning of the month. *Pamela **often** takes* notes during the Skype sessions.

Adverbs of frequency appear after a form of the verb to be - am, are, is (was, were) in a sentence:-

For example:

I *am **never*** late*.*

Skype *is **occasionally*** frustrating.

They *were **always*** noisy.

Adverbs of frequency go between an auxiliary verb and the main verb:-

For example:

Anne *doesn't **usually** smoke*.

If there are two auxiliary verbs, the adverb of frequency goes between them:-

For example:

I *have **never** been* to Asia.

The adverbs of frequency often, usually, sometimes and occasionally can go at the beginning of a sentence:-

For example:

Usually I don't give personal advice. = I don't ***usually*** give personal advice. ***Occasionally*** we go for a drive on a Sunday. = We ***occasionally*** go for a drive on a Sunday.

Adverbs of frequency go before the verbs used to or have to:-

For example:

*I **always** used to* celebrate bonfire night. *I **usually** have to* get up early to walk Laika.

When something happens regularly at a fixed time we can use the following as adverbs:-

Ever   Daily

y day	
Ever y week	Weekly
Ever fortnight (two weeks)	Fortnightly
Ever y month	Monthly
Ever y year	Yearly/An nually

For example:

I get a newspaper every day. = *I get the newspaper **daily**.*

I pay my rent every month. = *I pay my rent **monthly**.*

%	Adverb of Frequency	Example
100%	**Always**	I always study after class
90%	**Usually**	I usually walk to work
80%	**Normally / Generally**	I normally get good marks
70%	**Often / Frequently**	I often read in bed at night
50%	**Sometimes**	I sometimes sing in the shower
30%	**Occasionally**	I occasionally go to bed late
10%	**Seldom**	I seldom put salt on my food
5%	**Hardly ever / Rarely**	I hardly ever get angry
0%	**Never**	Vegetarians never eat meat

Subject + Adverb + Main Verb
Daniel always passes his exams.

Subject + BE + Adverb
He is always happy.

4. Writing activity

Pre-writing activity: The teacher will compare his weekday routine to his weekend routine. (please use only BUT y AND to compare)

During writing activity: The students might use a dictionary to complete the activity. Then, they will write one paragraph with their routine on weekdays and another paragraph with the weekends' routine. (5 lines at least per paragraph)

Post-writing activity: Then, the students will record themselves reading aloud the two paragraphs and upload the recording to Edmodo.

5. Listening activity

Pre-listening activity: The teacher will SS ask if they ever thought about being a doctor. Then the teacher will comment that she wanted to be a doctor but she couldn't because she doesn't like to see blood.

During listening activity: The SS will listen to the next audio and look up any new word at the dictionary.

Doctor Mario

Hi there, my name is Mario and I am a doctor. I always treat my patients with love. I often have kids crying, so I have candies to give them. I sometimes have to make surgery on people really sick. Patients rarely call me Doctor Mario because I tell them to call me just Mario. I never have killed a patient, and I hope that never happen. If you want to meet me, come to the hospital San Juan de Dios in Santa Ana. I'm normally there on weekdays.

Post-listening activity: after listening to the audio the ss will visit Edmodo and answer the following questions:

What is Mario?

A) Doctor

B) Lawyer

C) Policemen

What does Mario give to his patients?

a) Love

b) Candies

c) Nothing

How Mario likes to be called?

A) Doctor Mario

B) Mister Mario

C) Mario

Where does Mario works?

A) Restaurant

B) Hospital

C) Museum

6. Homework:

The ss will visit the following link to practice: **http://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adverbs_of_frequency.htm**

.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-..-.

Topic: Comparative Adjectives

1. Warm-up:

The teacher will say: El Salvador is a small country is the smallest in the continent. Did you know that some islands are bigger than El Salvador? For instance, El Salvador (21,041km2) is smaller than Taiwan (36,193 km2), and also El Salvador is smaller than Haiti (27,750km2). Even Cuba (109,884km2) is 5 times bigger than El Salvador. However, the people from El Salvador are very smart and very handsome too.

2. Topic presentation :

The teacher will compare her two friends, Brenda and Kathy. Kathy says she is prettier than Brenda. And Brenda says she is taller than Kathy. I say both of them are crazier than me, but I love them anyway. Physically, Brenda has darker skin than Kathy, and also Brenda has longer hair than Kathy. They always argue about who is my best friend, but I tell that I love them equally
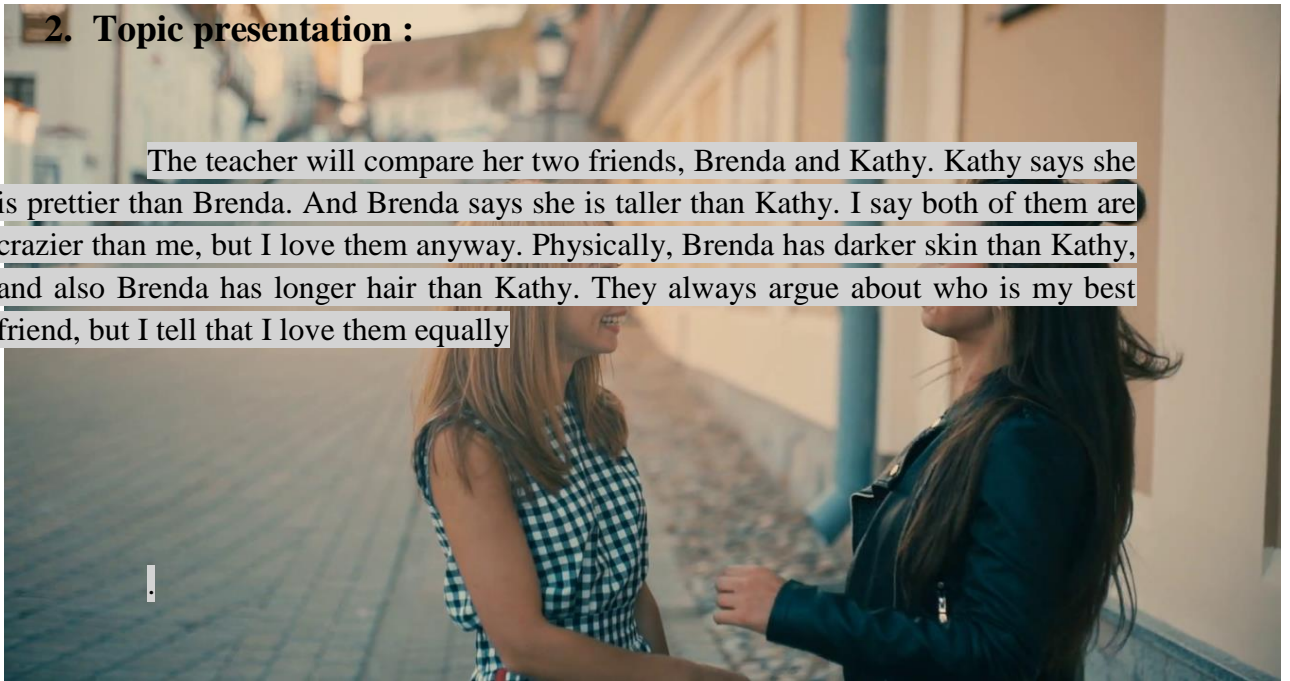
3. Grammar Notes :

COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, and 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)

FORMING REGULAR COMPARATIVES: Forming comparatives is easy. The form depends on the number of syllables in the original adjective.

ONE SYLLABLE ADJECTIVES: Add *-er* for the comparative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adjective	Comparative
tall	taller
fat	fatter
big	bigger
sad	sadder

TWO SYLLABLES

Adjectives with two syllables can form the comparative either by adding -er or by preceding the adjective with *more*. 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 ending, play it safe and use *more* instead. For adjectives ending in "*y*", change the y to an "I" before adding the ending.

Adjective	Comparative
happy	happier
simple	simpler
busy	busier
tilted	more tilted
tangled	more tangled

THREE OR MORE SYLLABLES: Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective.

Adjective	Comparative
important	more important
expensive	more expensive

IRREGULAR COMPARATIVES AND SUPERLATIVES: These very common adjectives have completely irregular comparative forms.

Adjective	Comparative
good	better
bad	worse
little	less
much	more
far	further / farther

4. **Writing activity:**

Pre-writing activity: The teacher will ask them click and the link of the description of the video and read the following image which has 20 incomplete sentences.

Writing activity: Use a dictionary if needed. After reading the sentences, the SS will write down the sentences using the correct comparative form of the adjective between parentheses. For Example, the first sentence would be:

"Apples are <u>healthier</u> than chips."

1. Apples are _____ than chips. (healthy)

2. Elephants are _____ (big) than bears.

3. Gold is _____- than silver. (expensive)

4. Bikes are _____ than cars. (slow)

5. I am _____ at English than my brother. (good)

6. My friend is _____ than me. (tall)

7. Sandy is _____ than Tamara. (thin)

8. My father is _____ than Tom's father. (strong)

9. "Harry Potter "books are _____ than "The Book of the Jungle". (interesting)

10. The tiger is _____ than a fox. (heavy)

11. The weather is _____ than yesterday. (hot)

12. The girls are _____ than the boys. (happy)

13. Berta is _____ than Debby. (beautiful)

14. French is _____ than English. (difficult)

15. Tina is 5 years old. Sandra is 10 years old. Sandra is _____ than Tina. (old)

16. Russia is _____ than France. (large)

17. I am _____ at maths than my best friend. (bad)

18. Love is _____ than money. (important)

19. His car is _____ than mine. (cheap)

20. The first movie is _____ than the second. I don't recommend it. (boring)

After writing: The SS will visit Edmodo to see the right answers and correct any mistakes.

5. Listening activity:

Pre-Listening activity: The teacher will ask to the students if their family is big or small, and how many siblings they have? Then, the teacher will say than she often hears people saying than they don't like their brothers or sisters. I am only child and always have wanted a sister to tell her all my secrets.

Listening activity: The teacher will explain that they (SS) will see a picture with two persons and they will hear a description for both of them, so they will have to identify the correct name for each person. If necessary, they can rewind the video and listen to the information again.

Hi my name is Bob and I am 1.75 meters high, and my brother Trevor is 1.80 meters high.

Hi there my name is Lindsay and I am 12 years old; this is my sister Emily she's 10 yo.

Hello Everyone, My name is Kelly and like running every day, but my sister Sara rarely goes out of her house. I think she needs to exercise more, she was always behind me.

Hi my name is Amy and today is my wedding; my sister Becky is my best friend. She helped to do my hair, and it looks beautiful with my new white dress.

Post-listening activity: After listen the audios, the students will visit Edmodo and answers some questions about the siblings.

6. **Homework (2 minutes):** The students will check the following link to practice more the comparative adjectives.

https://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adjectives/exercises

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Topic: Superlative Adjectives

1. **Warm-up:**

   The teacher will ask which your favorite sport is.

2. **Topic presentation:**

   The students will read the following chart:

Lesson 8	Mercury is a **small** planet and it is very **close** to the Sun. Mercury is **smaller** and **closer** to the Sun **than** Earth. Mercury is **the smallest** planet in the Solar System and **the closest** to the Sun.
	Venus is very **hot**; the temperature there is over 400°C. Venus is **hotter than** Earth. Venus is **the hottest** planet of our Solar System.
	Earth is our planet and it is very **beautiful.** Earth is **more beautiful than** any other planet. Earth is **the most beautiful** planet in the Solar System.
	Mars has **high** mountains and volcanoes and **deep** valleys. Mars has **higher** mountains and **deeper** valleys **than** Earth. Mars has **the highest** mountain (Olympus Mons volcano) and **the deepest** valley (Valles Marineris) in the Solar System.

3. **Grammar notes:**

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, and 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 SUPERLATIVES

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

ONE SYLLABLE ADJECTIVES

Add -*est* for the superlative. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending. But never write a **w** twice.

Adjective	Superlative
tall	tallest
fat	fattest
big	biggest
sad	saddest

TWO SYLLABLES

Adjectives with two syllables can 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 superlative ending, play it safe and use ***the most*** instead. For adjectives ending in *y*, change the y

to and i before adding the ending.

Adjective	Superlative
happy	happiest
simple	simplest
busy	busiest
tilted	most tilted
tangled	most tangled

THREE OR MORE SYLLABLES

Adjectives with three or more syllables form the superlative by putting *most* in front.

Adjective	Superlative
important	most important
expensive	most expensive

IRREGULAR SUPERLATIVES

These very common adjectives have completely irregular superlative forms.

Adjective	Superlative
good	best
bad	worst
little	least
much	most
far	furthest / farthest

4. **Reading activity**

Pre-reading activity: The teacher will ask the students to think 3 things about their school they like the most. Then, the teacher will say 3 things she likes the most about UES. (Parking lot, big football field, and forest area to run)

Reading activity: The students will read the following paragraph and identify the adjectives in the superlative form. Use the dictionary if needed.

> ○ Kyle recently moved to a new school. He likes it better than his old school. In fact it's the best school he's ever been to. The teachers are the nicest and most helpful he's ever had. The classrooms are the biggest and cleanest he's ever seen. Every classroom has at least three computers in it. The library is also really amazing! There are tons of great books, magazines and movies. The library has the most comfortable couches that students can sit in while they read. The cafeteria food is the most delicious he's ever eaten anywhere. Their spaghetti is Kyle's favorite dish. The students as his new school are the friendliest he's ever met. Kyle has already made many new friends.
>
> Kyle is so happy he moved to this school.

https://image.slidesharecdn.com/readingandusingthesuperlatives-141111113207-conversion-gate02/95/reading-and-using-the-superlatives-5-638.jpg?cb=1415705553

Post-reading activity: The students will write on their notebook a similar paragraph describing their school (INSA) using superlative adjectives.

5. **Listening activity**

Pre-listening activity: The teacher will ask if the SS have participated in any race. If so were they the fastest? The teacher will say he or she was the slowest.

Listening activity: the SS will hear the following dialog.

Parent #1: Hi there, has the race started?

P2: Hi there, the race hasn't started yet.

P1: gr8 My daughter Mackenzy is running today.

P2: Really, so is my daughter Caroline; she is the fastest in her group.

P1: Are you sure, my daughter is really fast and she also does the highest jumps.

P2: My Caroline runs every day; she is the strongest girl I know.

P1: You might be new in this school, Mackenzy was the best runner last year, and she won a big prize.

P2: So let's see who wins the race.

Post-listening activity:

The SS will check if the following statements are true or false.

The race already finished.   false

Caroline is the fastest runner in her group.   true

Caroline does the highest jumps in her group.   false

Mackenzy is the strongest girl in the world.   false

Mackenzy won a big price last year.   true

6. Homework

The SS will check the following link to practice more the superlative adjectives:

https://www.examenglish.com/grammar/A2_superlative.htm

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

ONLINE ENGLISH COURSE 2017

TARGET CONTENT: TO GO TO THE SUPERMARKET, TO ASK FOR QUANTITIES, TO EXPRESS THE DETH OF EMOTIONS, DAILY ROUTINE, DESCRIBEING PRESENT EVENTS, DIFERENT MENINGS OF VERBS FOLLOWED BY '-ING' OR INFINITIVE

TARGET STRUCTURES: HOW MUCH, HOW MANY, COUNTABLE AND UNCOUNTABLE NOUNS, INTENSIFIERS, SIMPLE PRESENT, PRESENT CONTINUOUS

By: Eva Pineda

I. **GENERAL OBJECTIVE:** At the end of the lesson, **SWBAT** use the target structures effectively in the oral form.

II. **SPECIFIC OBJECTIVES:** At the end of this lesson, **SWBAT**

   ❖ Properly use quantifiers

   ❖ Identify intensifiers

   ❖ Use the simple present both in the written and oral form

❖ Form sentences using the present continuous

❖ To differentiate the meaning of verbs followed by –ing or infinitive

❖ To use the –ing or infinitive appropriately after a verb

MATERIALS
Computer, cellphone, internet service, whiteboard, markers, paper, photocopies, eraser, handouts, notebook.

_____

TOPIC: COUNTABLE AND UNCOUNTABLE NOUNS

1- **Warm- up: the teacher will ask the students if they have a pet; then she will ask how many of them do they have.**

Topic presentation: students will listen to a conversation.
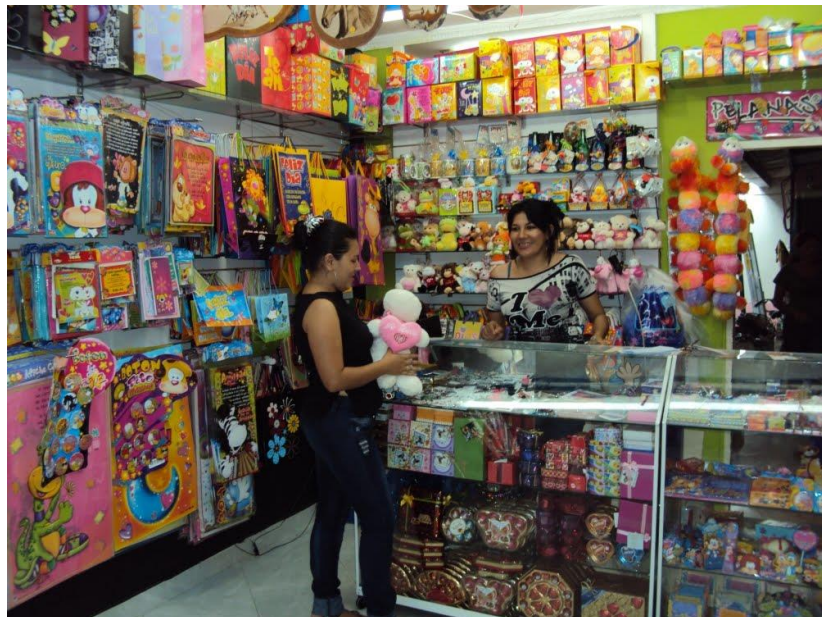
SCRIPT FOR THE LISTENING

A: Hi, how can I help you?

B: Well, my daughter's birthday is this coming Saturday, so I need a big chocolate cake.

A: And how many guests will you have?

B: I think around 25 people.

A: Ok. The cake includes the candles, so how many years will your daughter be?

B: My daughter will be nine years old. Can you add her name to the cake?

A: Yes, sure! What´s your daughter´s name?

B: Her name is Heather. I will write it for you. And also, how much time do you need to prepare the cake?

A: Don´t worry I will only take three hours.

B: In that case I will pick it up tomorrow morning.

A: Ok, bye

Countable Nouns son aquellas cosas que puedes contar:

- a dog: one dog, two dogs, three dogs, etc. (un perro: un perro, dos perros, tres perros, etc.)

- an apple: two apples, eight apples, etc. (una manzana: dos manzana, ocho manzanas, etc.)

- a tree: one tree, twenty trees, one hundred eleven trees, etc. (un árbol: un árbol, veinte árboles, ciento once árboles, etc.)

- a cup: one cup, four cups, etc. (una taza, una taza, cuatro tazas, etc.)

- an ant: two ants, three ants, one million ants, etc. (una hormiga: dos hormigas, tres hormigas, un millon de hormigas, etc.)

OJO: People (gente) es contable, ya que es el plural de person (persona): one person, two people, three people, etc.

Ahora bien…

Uncountable nouns son los sustantivos que no puedes contar como: material, información, conceptos, etc. Se les considera como sustantivos en "masa". Por ejemplo:

Time (tiempo), sugar (azúcar), sand (arena), water (agua), oxigen (oxígeno), music (música), wine (vino), cheese (queso), chocolate, wood (madera), etc.

Ten en cuenta que:

- No podemos contar el vino, pero sí una botella de vino, dos botellas de vino, etc. One bottle of wine, two bottles of wine, etc.
- No podemos contar el azúcar, pero sí un kilo de azúcar, cien gramos de de azúcar, etc. One kilo of sugar, 100 g of sugar, etc.
- No podemos contar la electricidad, pero sí medirla en Watts. 200 Watts, 500 Watts, etc.

Como puedes observar, en inglés los líquidos, materias y substancias se consideran como incontables.

Here are some more common uncountable food types with their container / quantity expressions:

liquids (water, beer, wine, etc.) - a glass, a bottle, a jug of water, etc.

cheese - a slice, a chunk, a piece of cheese

meat - a piece, a slice, a pound of meat

butter - a bar of butter

ketchup, mayonnaise, mustard - a bottle of, a tube of ketchup, etc.

Cómo utilizar" How much" y "How many"

How much y How many únicamente se utilizan en la forma interrogativa, y las reglas son:

1.- **How many…?** lo empleas para preguntar acerca de sustantivos <u>contables</u>.

- How many cups of coffee do you drink a day? (¿Cuántas tazas de café tomas al día?)
- How many pants did you buy in the last sale? (¿Cuántos pantalones compraste en la última venta especial?)
- How many apples are there in the fruit bowl? (¿Cuántas manzanas hay en el frutero?)
- How many pictures did you take last summer? (¿Cuántas fotos tomaste el verano pasado?)

Si observas bien, el sustantivo contable está siempre en plural: cups, pants, apples, pictures.

2.- **How much…?** lo empleas para preguntar acerca de sustantivos <u>incontables</u>.

- How much coffee do you drink in the morning? (¿Cuánto café tomas por la mañana?)
- How much wine did France produce last year? (¿Cuánto vino produjo Francia el año pasado?)

- How much electricity do they consume every month? (¿Cuánta electricidad consumen cada mes?)

- How much work do you have? (¿Cuánto trabajo tienes?)

Si observas bien, el sustantivo incontable siempre está en singular: coffee, wine, electricity, work.

Ahora que ya sabes cómo formular la pregunta, veremos como responder:

1.- **How many…?**

Puedes responder con una cantidad precisa: one, two, three, one hundred, million, etc.; de forma relativa: few (pocos), some (algunos), many (muchos), none (ninguno), a lot (muchos), etc.

- How many candies do you have in your pocket? (¿Cuántos dulces tienes en tu bolsillo?)

- Just a few! (¡Solo unos cuantos!)

- How many suitcases are you going to take in your next trip to Europe? (¿Cuántas maletas vas a llevar en tu próximo viaje a Europa?)

- I am going to take only one. (Voy a llevar solo una.)

- How many bars of chocolate did you eat? (¿Cuántas barras de chocolate comiste?)

- Two of them. (Dos.)

- How many songs did Pink Floyd play in his last concert? (¿Cuántas canciones tocó Pink Floye en su último concierto?)

- Many of them, and the concert was awesome! (¡Muchas, y el concierto estuvo increíble!)

2.- **How much…?**

Las respuestas son relativas: some (algo), a lot (mucho), a little (un poco), none (nada), much (mucho), etc. También podemos responder con unidades de medida, peso, volumen, etc. para especificar la cantidad cuando se requiera.

- How much flour is there in the bowl? (¿Cuánta harina hay en el tazón?)
- There is some flour in the bowl. (Hay un poco de harina en el tazón.)

- How much time do you need to finish your work? (Cuánto tiempo necesitas para terminar tu trabajo?)
- Just a few more hours. (Solo unas pocas horas más.)

- How much money do you have? (¿Cuánto dinero tienes?)
- Not too much. (No mucho.)

- How much milk is there in the fridge? (¿Cuánta leche hay en el refrigerador?)
- There is a bottle/there is a litre… (Hay una botella/hay un litro…)

- How much electricity do you need to make it work? (Cuánta electricidad necesitas para hacerlo funcionar?)

- I need 2,800 Watts. (Necesito 2,800 Watts.

RESOURCES

http://blog.englishcom.com.mx/gramatica/how-many-how-much/

Listening activity: Ask the students if they go shopping to the supermarket and if they forgot buying anything they needed. Tell them about when you go shopping.

During listening: listen to the uncountable nouns and if there is any word that you do not know look for it on the dictionary.

Shopping

George: I'm going out. Do you want anything?

Sally: Could you buy some stuff from the shop?

George: All right. What do you want?

Sally: Well, we haven't got much milk.

George: How much milk do you want?

Sally: We need two bottles of milk.

George: How about strawberry jam? Have we got any jam?

Sally: Oh yes, there isn't any jam left. We need a jar of strawberry jam. And also we've finished the butter. We need some butter.

George: OK. I think I've finished the last beer. I'll buy 5 or 6 bottles of beer.

Sally: OK. There is a little oil left. Please, buy a bottle of oil.

George: No problem. Do you want to eat fish at dinner?

Sally: Ah, yes. I want you to buy four tins of fish, and also some bread. There isn't much bread left.

George: How many loaves of bread do you want?

Sally: A loaf of brown bread is enough. Would you like some coffee after dinner?

George: Of course.

Sally: Then, buy us a bag of coffee. At last, we only have few packets of pasta. Could you buy some more pasta? You know we eat pasta almost every day.

George: Ok, no problem.

Sally: One more thing. Don't buy any almonds. We have got a lot of almonds.

George: All right!

Are they *true* or *false*?

1. There isn't any butter. _____

2. Sally and George have got a little beer. _____

3. George is going to buy a lot of fish. _____

4. There is some bread. _____

5. They don't need any coffee. _____

6. There is little pasta for them. _____

Post listening: Answer the questions you heard at the end of the audio.

………………………………………………………………………………………

Reading Activity: Tell the students if they like cooking their food, ask them what they like the most.

Instruccions: Read the following recipe to prepare a fish burger. Check the dictionary in case of unknown words.

Fish Burgers

1 pt. bottled fish or 2 cans tuna	Topping for Buns:
1 egg	2 c. cabbage or lettuce,
1/4 c. mayonnaise	shredded
1/2 c. seasoned bread crumbs	1 T. fresh cilantro or parsley
2 t. dried cilantro or 2 T. fresh	2 T. minced cucumber
1/4 c. green onion, minced	1 T. lime juice
1-2 pickled or fresh Jalapeños,	1 green onion, sliced
chopped	1/4 c. sour cream
4 buns, lightly toasted	Salt & Pepper

Mix topping ingredients first and set aside. Mix drained fish and remaining ingredients using only 1/4 c. of the bread crumbs. Shape into 4 patties and coat on all sides with remaining bread crumbs. Cook on oiled grill or in buttered fry pan until well browned. Place patties on toasted buns and top with cabbage mix. Serves 4.

H

Homework: Know you have to practice for that I want you to write 5 sentences using countable and uncountable nouns.

Warm- up: Ask the students which is their favorite subject or hobby and tell to grade how much they like that.

TOPIC: INTENSIFIERS

Listen to the following short story:

Every time that hear something <mark>really</mark> strange at night, I do not know how but even if I am very sleepy I <mark>somewha</mark>t manage to get up of my bed. It is e<mark>xtremely</mark> quiet at night but when I get to the living room I am <mark>certainly</mark> relieved to see my dogs are the ones making the noise. And after that I return to my bed and sleep <mark>quite</mark> well.

> Some adverbs are used with adjectives and other adverbs; they are called "intensifiers." Intensifiers provide greater depth of meaning for the words they describe.

> Some common intensifiers are *somewhat, surely, highly, certainly, very, really, extremely, quite, such, extraordinarily,* and *tremendously*. There are others, but these are a good start if you are new to using them.

Examples:

This is an **extremely** unusual bike.

The word "extremely" is an intensifier for the adjective "unusual."

I **highly** recommend the bakery we used for Heidi's birthday cake. They did a great job.

That's **quite** an unusual color for a house.

We **surely** got a lot of snow last night.

or....

We **sure** got a lot of snow last night.

(A lot of people in the U.S. use "sure" instead of "surely.")

Setting a mousetrap with cheese is an **extraordinarily** good way to catch a mouse.

Ted's girlfriend, Linda, **certainly** is beautiful.

In each of the examples above, the intensifier can be taken out of the sentence without changing the meaning very much:

> Ted's girlfriend, Linda, is beautiful.

http://www.learnamericanenglishonline.com/Yellow%20Level/Y24_Intensifiers.html

Listening activity: Listen the following story and identify the intensifiers

When I went to see Italy play in the World Cup, I had an **extremely** fantastic time. The weather was great; it had been **quite** wonderful for a few days and on the day of the match it was **absolutely** boiling. The match was t**otally** brilliant; I have never enjoyed myself so much. I got **really** exiting as it was a draw at full time so they played extra time. Each team scored a goal in the extra time so the match then went to penalties; I was biting my lip because the atmosphere was **unbelievably** tense. Every time they took a shot, I had to close my eyes because it was **a very** scary. Suddenly I heard a roar from the crowd; I looked up and was **wholly** surprised to realize that Italy had won. I was **utterly** ecstatic! I was **completely** pleased to see that my favorite player, the captain of the team, had scored the winning goal!

…………………………………………………………………………………

Reading Activity: Read the following uncomplete sentences and complete them using the correct intensifier. Remember to look any knew word on the dictionary.

1. I was _____ disappointed with my exam result.
   bitterly - perfectly - purely

2. They've just bought a _____ new car.
   purely - thoroughly – brand

3. She's _____ gifted for her age.
   bitterly - extraordinarily - thoroughly

4. Her wedding dress was _____ expensive.
   purely - brand – ridiculously

5. It's a _____ hypothetical question.
   ridiculously - purely - thoroughly

6. It's _____ cold outside.
   purely - utterly - bitterly

7. You should be _____ ashamed of yourself. You're an utter prat!
   bitterly - purely - thoroughly

8. I'm really sorry. It was _____ accidental.
   thoroughly - extraordinarily - purely

9. She wears _____ high heels.
   ridiculously - perfectly - thoroughly

10. I'd never been so _____ happy in all my life.
    blissfully - purely - thoroughly

11. He couldn't be more _____ wrong.
    utterly - ridiculously - bitterly

12. It was a(n) _____ enjoyable trip.
    thoroughly - utterly - perfectly

Correct choises

1. I was bitterly_____ disappointed with my exam result.
   bitterly - perfectly - purely

2. They've just bought a brand_____ new car.
   purely - thoroughly - brand

3. She's extraordinarily_____ gifted for her age.
   bitterly - extraordinarily - thoroughly

4. Her wedding dress was ridiculously_____ expensive.
   purely - brand - ridiculously

5. It's a purely_____ hypothetical question.
   ridiculously - purely - thoroughly

6. It's bitterly_____ cold outside.
   purely - utterly - bitterly

7. You should be thoroughly_____ ashamed of yourself. You're an utter prat!
   bitterly - purely - thoroughly

8. I'm really sorry. It was purely_____ accidental.
   thoroughly - extraordinarily - purely

9. She wears ridiculously_____ high heels.
   ridiculously - perfectly - thoroughly

10. I'd never been so blissfully_____ happy in all my life.
    blissfully - purely - thoroughly

11. He couldn't be more utterly_____ wrong.
    utterly - ridiculously - bitterly

12. It was a(n) thoroughly_____ enjoyable trip.
    thoroughly - utterly - perfectly

http://random-idea-english.blogspot.com/2011/03/lesson-on-intensifiers.html

> idiotic · excited · obvious · loud · clear · long · surprised · cheap ·
> grateful · expensive · absent · confident ·

1. It was patently **obvious** to everyone that he wouldn't get the job.
2. She was conspicuously **absent** from the meeting. I wonder why?
3. He made it abundantly **clear** that he was not satisfied.
4. We are supremely **confident** of winning this contract.
5. It was totally **idiotic** of him to do that. Whatever got into him?
6. She seemed genuinely **surprised** when they announced her award.
7. The music from next door was excruciatingly **loud** last night.
8. Their new hi-fi system was staggeringly **expensive**. I hope it's worth it.
9. The train journey was unbearably **long**. My legs were agony.
10. I'm immensely **grateful** for all you've done for us.
11. We're tremendously **excited** about our trip to India next month.
12. This last-minute deal is ludicrously **cheap**. What's the catch?

Homework: Complete the following sentences by using the intensifiers of

the box.

> idiotic · excited · obvious · loud · clear · long · surprised · cheap ·
> grateful · expensive · absent · confident ·

1. It was patently _____ to everyone that he wouldn't get the job.
2. She was conspicuously _____ from the meeting. I wonder why?
3. He made it abundantly _____ that he was not satisfied.
4. We are supremely _____ of winning this contract.
5. It was totally _____ of him to do that. Whatever got into him?
6. She seemed genuinely _____ when they announced her award.
7. The music from next door was excruciatingly _____ last night.
8. Their new hi-fi system was staggeringly _____. I hope it's worth it.
9. The train journey was unbearably _____. My legs were agony.
10. I'm immensely _____ for all you've done for us.
11. We're tremendously _____ about our trip to India next month.
12. This last-minute deal is ludicrously _____. What's the catch?

Check the answers

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TOPIC: SIMPLE PRESENT TENSE

2- Warm- up: the teacher will ask the students about their favorite fruit or animal.

Topic presentation:

1. What is your teacher´s name?

   2. What do you do?

   3. Where do you live?

   4. What do you do in your free time?

We use the simple present tense to talk about things in general. We use it to say something that happens all the time or repeatedly, or to say something that is true in general.

Examples:

- The Earth goes around the Sun.
- Nurses take care of patients in hospitals.
- In Canada, most stores close at 6:00 p.m.

Remember to add the **"-s"** to the verbs conjugated in the 3rd person singular of the Simple Present Tense.

Example:

- Barry Work**s** in a department store.

- Alex read**s** the news paper.

1- Positive sentences

Subject	Main verb
noun or pronoun	Simple present

Examples: George goes to the movies very often.

I work in a bank.

He drives a bus.

2- Negative sentences

Subject	Auxiliary do + not	Main verb
noun or pronoun	Conjugated in simple present	base
	Do, does	

Examples: George does not go to the movies very often.

I do not work in a bank.

He does not drive a bus.

3- Interrogative sentences

Auxiliary do		Subject		Main verb
Conjugated in simple present		noun or pronoun		base
Do, does				

Examples: Does George go to the movies very often?

Do I work in a Bank?

Does he drive a bus?

…………………………………………………………………………………

Listening activity: Listen to the following description. Write down the verbs that you recognize in simple present. Draw a picture of the thing that was described.

He sees the spider. It is brown. It has long legs. It crawls along the wall. He watches it. It goes higher. It is near the ceiling. It stops crawling. It sits there for a while. Then it crawls back down the wall. It crawls on the floor. He steps on it. It is dead.

http://eslyes.com/nnse/snse/snse033.htm

Readnig activity:

Read the following story. Write down the verbs that you recognize in simple present.

Answer the 3 questions you´ll find about the story.

Robert Hughes lives in Atlanta, Georgia. He lives with his wife, Patricia. They live with their two children, Sam and Lana. Robert loves his family. Robert works as a police officer in Atlanta. He likes his job. He is a good police officer. Robert is a police officer because he likes to help people. Robert protects the citizens of Atlanta. He solves crimes and catches criminals. He keeps the citizens safe. Sometimes he visits the schools. He talks to students. The students like Robert. Officer Robert Hughes is a hero in Atlanta.

Who is he? Where does he live? What does he do

http://www.really-learn-english.com/english-grammar-tenses.html

Homework: Conjugate the following verbs in the simple present tense.

-Answer   - Arrive   - Buy   -Enjoy   - fall

TOPIC: PRESENT CONTINUOUS TENSE

Present Continuous

(am / is / are) + (present participle)

Past   Present   Future
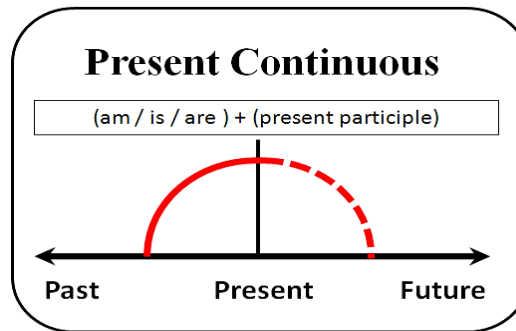
THE PRESENT CONTINUOUS IS USED:

➢ to describe an action that is going on at this moment:

> You are using the Internet. You are studying English grammar.

➢ to describe an action that is going on during this period of time or a trend:

- o Are you still working for the same company? More and more people are becoming vegetarian.

➢ to describe an action or event in the future, which has already been planned or prepared:

- o We're going on holiday tomorrow. I'm meeting my boyfriend tonight. Are they visiting you next winter?

➢ to describe a temporary event or situation:

- o He usually plays the drums, but he's playing bass guitar tonight. The weather forecast was good, but it's raining at the moment

The present continuous of any verb is composed of two parts: The present of the verb "be" + the present participle of the main verb.

Affirmative form

Subject		To be	Main verb-ing
Noun	**o**	am , is, are	Talk**ing**
pronoun			Try**ing**

Examples:

- He <u>is eating </u>a dinner.

- Mary <u>is talking</u> with her friends.

- They <u>are swimming</u> in the pool.

Negative form

Subject				Main verb-ing
	To be		**ot**	
Noun	**o**	am	r	Talk**ing**
pronoun		, is, are	ot	Try**ing**

Examples:

- He <u>is not eating </u>a dinner.

- Mary <u>is not talking</u> with her friends.

- They <u>are not swimming</u> in the pool.

Interrogative form

To be	Subject		Main verb-ing
am , is, are	Noun o		Talk**ing**
	pronoun		try**ing**

Examples:

- <u>Is</u> he <u>eating</u> a dinner.

- <u>Is</u> Mary <u>talking</u> with her friends.

- <u>Are</u> they <u>swimming</u> in the pool.

http://www.ef.com.es/recursos-aprender-ingles/gramatica-inglesa/present-continuous/

Some verbs are used only in simple tenses. For example, you cannot say "I am knowing." Here is a list of verbs that are not normally used in continuous tenses (but there are exceptions):

✓ Want	like	belong	know	suppose
✓ Need	love	see	realize	mean
✓ Prefer	hate	hear	believe	seem
✓ understand		remember		forget

Reading activity: Read the following story and mark the continuous tense. When you finish reading, answer the questions about the story.

Mike and Tina

Right now, it is Monday morning. Mike and Tina are at home. They are sitting at a table. They are eating breakfast.
At this moment, Tina is drinking coffee. She is eating a pastry. She is sitting across the table from Mike. She is talking to Mike.

Mike is Tina's husband. He is sitting at the table with Tina. He is also drinking coffee. Mike is listening to Tina.
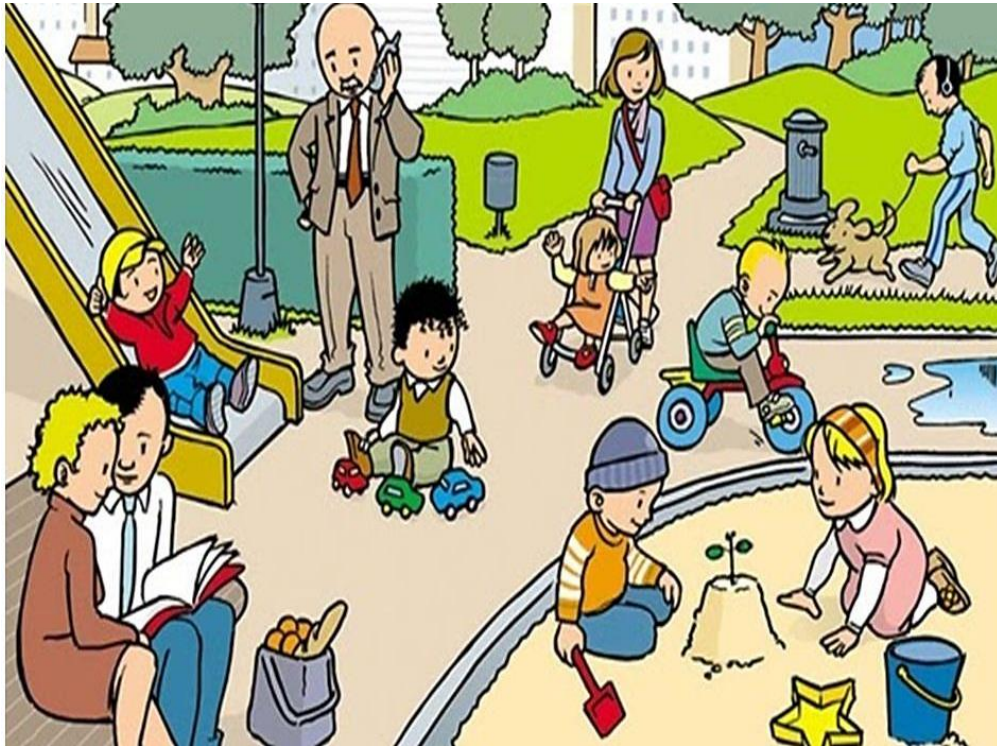
After breakfast, Mike and Tina are leaving for work. They work in the city. They are riding the bus to work.

Who are they? Where are they? What are they doing?

http://www.really-learn-english.com/english-grammar-tenses.html

………………………………………………………………………………………

Listening Activity: Listen to the audio and mark on the picture the actions described. Try writing the sentences you heard.

■ Marks is walking the dog. Ben in riding a bike. Sally and Billy are playing on the sand. Adam and Mary are reading a book. Grand pa is talking by pone. Mike is slipping on the slide.

_____

Homework:

➢ Rewrite the given affirmative sentences using the negative forms.

1- We are playing a game.

2- I'm drawing a picture.

3- He is making pizza right now.

4- Susan and her brother are taking photos.

5- Dad is working in the kitchen.

➢ Write questions in present progressive.

Robin / to ride / his bike

_____

where / she / to go

_____

what / your mother / to do / now

_____

Topic presentation:

A- Hey do you know what happen to Lucy? She looks like having a hard time.

B- Oh, it is just that she hopes to go to the university, but It began to rain.

A- I thought she enjoys walking in the rain.

B- Yes, but today she prefers watching through the window since she has a test today and she can´t risk t getting a cold.

TOPIC: VERBS FOLLOWED BY A TO-INFINITIVE OR –ING (LIKE, LOVE, HATE AND PREFER)

In English it is very common to use a verb after another verb and for this we have the following patterns:

Verb	infinitive
Expe cted	**to be**

Example: We **expected to be** late

Verb	gerund
Enjo y	**going**

Example: We **enjoy going** to the movies.

VERBS FOLLOWED BY -ING

avoid	dislike	give up	miss
(can't) help	enjoy	imagine	practise
(can't) stand	fancy	involve	put off
consider	feel like	keep (on)	risk
remember	stop	suggest	finish
deny	admit	mind	delay
discuss	involves	mention	resume

➢ But there are some verbs that can be followed by both infinitive and gerund and of these today we are going to talk about **HATE, LIKE, LOVE, PREFER**

These verbs can be followed either by -ing or a to-infinitive. The difference in meaning is often small. The -ing form emphasises the verb itself. The to-infinitive puts the emphasis more on the preference for, or the results of, the action.

➢ **Compare**

-*ing* form	*to*-infinitive
I **love cooking** Indian food. (emphasis on the process itself and enjoyment of it)	I **like to drink** juice in the morning and tea at lunchtime. (emphasis more on the preference or habit)
She **hates cleaning** her room. (emphasis on the process itself and no enjoyment of it)	I **hate to be** the only person to disagree. (Emphasis more on the result: I would prefer not to be in that situation.)
Most people **prefer watching** a film at the cinema rather than on TV. (emphasis on the process itself and enjoyment of it)	We **prefer to drive** during the day whenever we can. (Emphasis more on the result and on the habit or preference. The speaker doesn't necessarily enjoy the process of driving at any time of day.)

Reading Activity:

Pre reading: complete the following sentences using these verbs.

Try	**steal**	~~**play**~~	**meet**	**write**
		make		

Example: Do you **miss playing** tennis every afternoon**?**

1- Could you please stop _____ so much noise?

2- I don´t enjoy _____ letters?

3- Does your job involve _____ a lot of people?

4- Jack gave up _____ to be an actor.

5- She admitted _____ the car.

6- Tom refused _____ any money.

7- Jill has decided not _____ a new car.

8- The thief got into the house because I forgot _____ the window.

9- The teacher was very strict so nobody dared _____ during his class.

During: Read the following story and complete it by using the infitive or gerund of the given verbs.

One month ago, my friend Bernardo decided _____ (lose) some weight. He stopped _____ (eat) chocolate, gave up _____ (drink) beer, and he refused _____ (eat) anything high in fat. This was difficult for him because he enjoyed _____ (eat) chocolate and he preferred _____ (drink) beer to Diet Coke! Luckily, his girlfriend agreed _____ (help) him. She promised _____ (make) him a lot of healthy food, and she did. But after two months, he only managed _____ (lose) 3 pounds. Now, his girlfriend has suggested _____ (join) a gym. Bernardo hates _____ (exercise), but he will try it.

One month ago, my friend Bernardo decided **to lose** some weight. He stopped **eating** chocolate, gave up **drinking** beer, and he refused <u>to eat</u> anything high in fat. This was difficult for him because he enjoyed **eating** chocolate and he preferred **to drink/drinking** beer to Diet Coke! Luckily, his girlfriend agreed **to help** him. She promised **to make** him a lot of healthy food, and she did. But after two months, he only managed **to lose** 3 pounds. Now, his girlfriend has suggested **joining** a gym. Bernardo hates **exercising**, but he will try it.

Post Reading: After completing the story, check the correct verbs in Edmodo.

Listening activity:

Pre-listening activity: Read the following sentences.

1. I hate to see food being thrown away.

2. I prefer listening to the news on radio than watching it on TV.

3. He likes telling jokes.

4. I love going to the cinema.

5. They don't like sitting for too long.

6. I prefer tea to coffee.

7. I love dancing.

8. I hate mushrooms.

9. Do you love watching TV?

10. They like going out in the rain.

During listening: Listen to the audio and repeat each sentence when you hear it.

Post-listening: Write a sentence using each verb (like, hate, love); record yourself

Homework: Practice these verbs by writing a short story about you.

Appendix H3 : Macrolesson 3

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

ONLINE ENGLISH COURSE 2017

TARGET STRUCTURE: Possessive adjectives, prepositions of place, prepositions of time, imperatives, indefinite and definite article

TARGET CONTENT: Show possession or ownership of something, describing people, getting to know me, at home, hobbies, going places, tell the exact location of something.

By IVETH ROJAS

Objectives: By going through online activities that integrate the receptive skills SWBAT:

- Use correctly possessive adjectives

- Talk about possession or ownership

- Students should be able to recognize the most basic prepositions of place, and use them properly.

- Use correctly prepositions of time

- Indicate correctly the place where they are

Materials: Computer, cellphone, internet service, whiteboard, markers, paper, photocopies, eraser, handouts, notebook

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TOPIC: POSSESSIVE ADJECTIVES

Warm up

The teacher is going to have pictures of her family members, she is going to tell students the names of each persons and something that person owns using the possessive adjectives

Grammar notes

POSESSIVE ADJECTIVES

Possessive adjectives are used to show possession or ownership of something. While we use them when we refer to people, it is more in the sense of relationship than ownership

Possessive Adjectives

SUBJECT PRONOUN		POSSESSIVE ADJECTIVE	
I	I have a shirt.	MY	My shirt is green.
YOU	You have a book.	YOUR	Your book is new.
HE	He has a pillow.	HIS	His pillow is soft.
SHE	She has a dog.	HER	Her dog is small.
IT	It has a bone.	ITS	Its bone is old.
WE	We have a bird.	OUR	Our bird is noisy.
YOU	You have a house.	YOUR	Your house is big.
THEY	They have a car.	THEIR	Their car is slow.

YOUR = Possessive Adjective
- You need to bring your dictionary.

YOU'RE = You are (contraction)
- You're an excellent student.

ITS = Possessive Adjective
- The dog played with its ball.

IT'S = It is (contraction)
- It's very hot right now.

www.grammar.cl   www.woodwardenglish.com   www.vocabulary.cl

The possessive adjective needs to agree with the possessor and not with the thing that is possessed. Examples:

My car is very old.

Her boyfriend is very friendly.

Our dog is black.

Their homework is on the table.

Like all adjectives in English, they are always located directly in front of the noun they refer to. (Possessive Adjective + Noun)

We do not include an S to the adjective when the noun is plural like in many other languages. Examples:

Our cars are expensive. (Correct)

Ours cars are expensive. (Incorrect)

However, the verb that is used needs to be in agreement with the noun - if the noun is singular then the verb is singular; if the noun is plural then the verb is plural. Examples:

My pen is black. (Singular)

My pens are black. (Plural)

Our child is intelligent. (Singular)

Our children are intelligent. (Plural)

Its vs. It's

Be careful not to confuse its and it's.

Its = The possessive adjective for It.

It's = a contraction of it is.

Listening activity

Before listening

Ask students to write down the following sentence and select the correct option

- Is this (your, yours) coat?

- You can't have (my, mine) cookie.

- It is (our, ours) turn.

- Look at (her, hers) funny hat.

- That ring has lost (its, it's) shine.

- This car is (my, mine).

- Dogs love to play so it is a favorite activity of (their, theirs).

- Are you sure this is (your, yours)?

During listening

Have students watch the video https://www.youtube.com/watch?v=oVXJcnUweJA the first time they have to listen carefully but the second time they must repeat each sentence

After listening

Have students write 5 sentences like the ones in the video using possessive adjectives

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Reading activity

Before reading

Have students complete the following chart

During reading

Have students reading the following paragraph and while reading ask them to underline the possessive adjectives
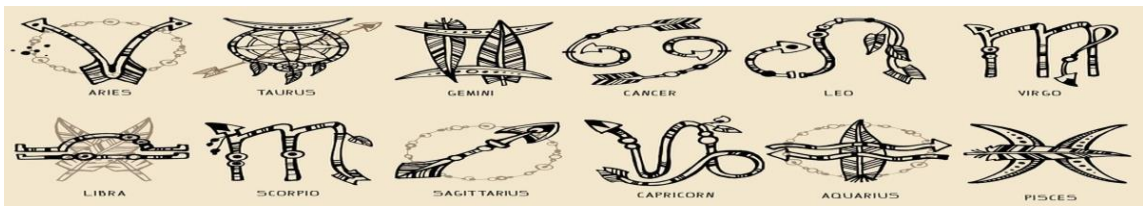
There are five people in my family.

My birthday I in September and I am a virgo.

My mom's name is Janet; her birthday is in july. She is a cancer.

My dad is a scorpio. His birthday is in October.

I have two brothers, they are twins. Their birthday is January 15th.

Their zodiac sing is Capricorn.

My family also has a dog. Our dog is just two years old. But we don't know when his birthday is.

How about you? When is your birthday?

After reading

Ask students to write a paragraph similar to the one they read telling the birthday of each family member and his or her zodiac sing

Homework

Ask students to click on the link and take the quiz on possessive adjectives

http://www.softschools.com/quizzes/grammar/possessive_pronouns/quiz436.html

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TOPIC: PREPOSITIONS

Ice breaker

Where is it?

The teacher takes an object and asks someone where that is, so he or she uses prepositions of place

Grammar notes

A preposition of place is a preposition which is used to refer to a place where something or someone is located.

A preposition is followed by a noun. A preposition is never followed by a verb

Preposition of place	Explanation	Example
in	• inside	• 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 • This is the best team **in** the world

at	• used to show an exact position or particular place • table • events • place where you are to do something typical (watch a film, study, work)	• 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	• attached • next to or along the side of (river) • used to show that something is in a position above something else and	• 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

	touching it.	• My apartment is **on** the first floor
	• left, right	• I love traveling **on** trains /**on** the bus / **on** a plane
	• a floor in a house	
	• used for showing some methods of traveling	• My favorite program **on** TV, **on** the radio
	• television, radio	
by, next to, beside, near	• not far away in distance	• The girl who is **by** / **next to** / **beside**the house.
between	• in or into the space which separates two places, people or objects	• The town lies halfway **between** Rome and Florence.
behind	• at the back (of)	• I hung my coat **behind** the door.
in front of	• further forward than someone or something else	• She started talking to the man **in front of** her
under	• lower than (or covered by) something else	• the cat is **under** the chair.

below	• lower than something else.	• the plane is just **below** the the cloud
over	• above or higher than something else, sometimes so that one thing covers the other. • more than. • across from one side to the other. • overcoming an obstacle	• 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
above	• higher than something else, but not directly over it	• a path **above** the lake
across	• from one side to the other of something with clear limits / getting to the other side •	• She walked **across** the field/road. • He sailed **across** the Atlantic

through	• from one end or side of something to the other	• They walked slowly **through** the woods.
to	• in the direction of • bed	• We went **to** Prague last year. • I go **to** bed at ten.
into	• towards the inside or middle of something and about to be contained, surrounded or enclosed by it	• Shall we go **into** the garden?
towards	• in the direction of, or closer to someone or something	• She stood up and walked **towards** him.
onto	• used to show movement into or on a particular place	• I slipped as I stepped **onto** the platform.
from	• used to show the place where someone or something starts:	• What time does the flight **from** Amsterdam arrive?

Listening

Before listening

Ask students to see the image and write down where the ball is
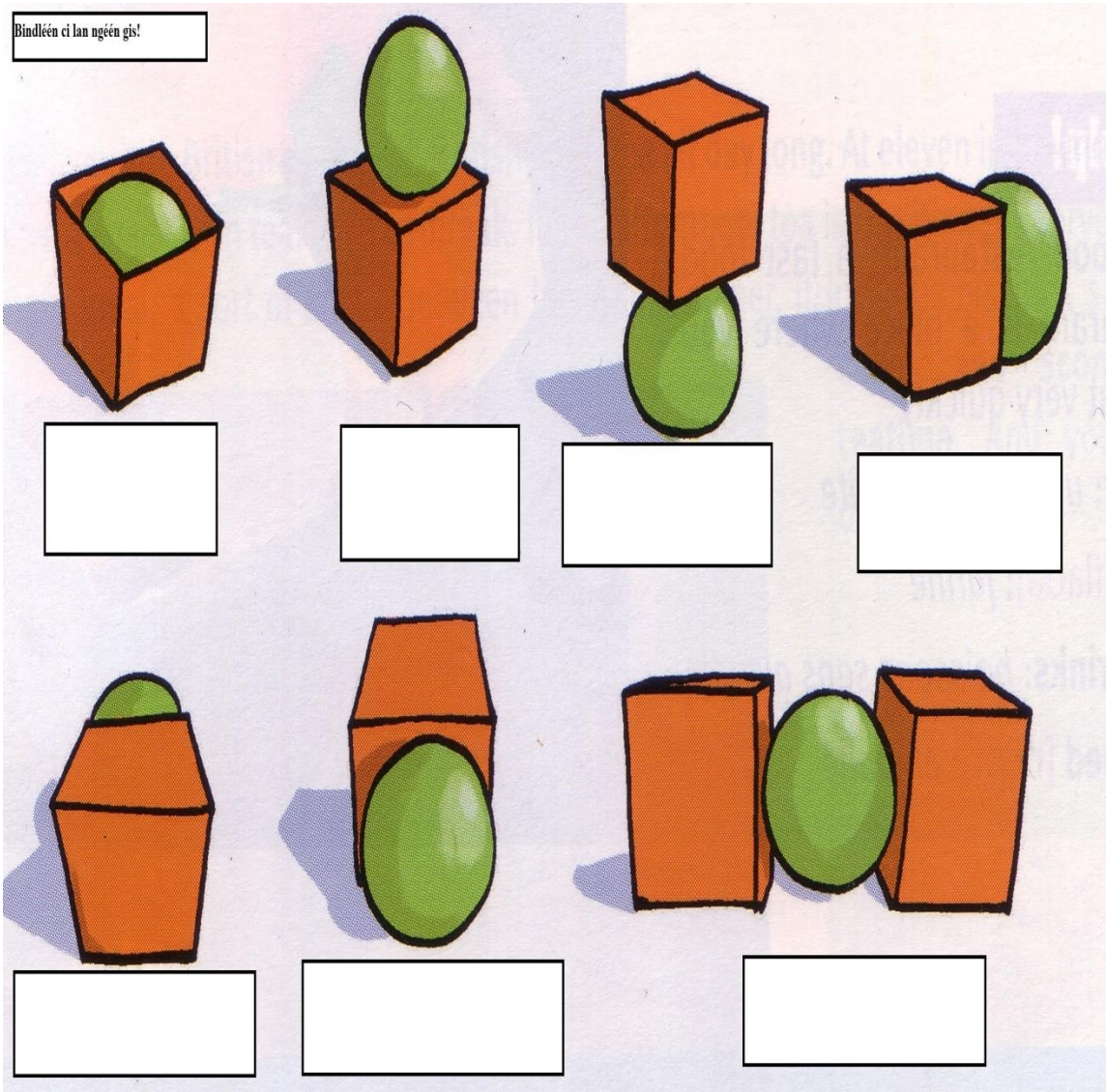
During listening

Ask students to click on the link and listen to the song about prepositions and while listening they have to write down each preposition mention in the song

https://www.youtube.com/watch?v=byszemY8Pl8

After listening

Ask students to write on their notebook one sentence per each preposition they wrote down.

Reading activity

Before reading

Ask students to look at the picture and complete the sentences below it.
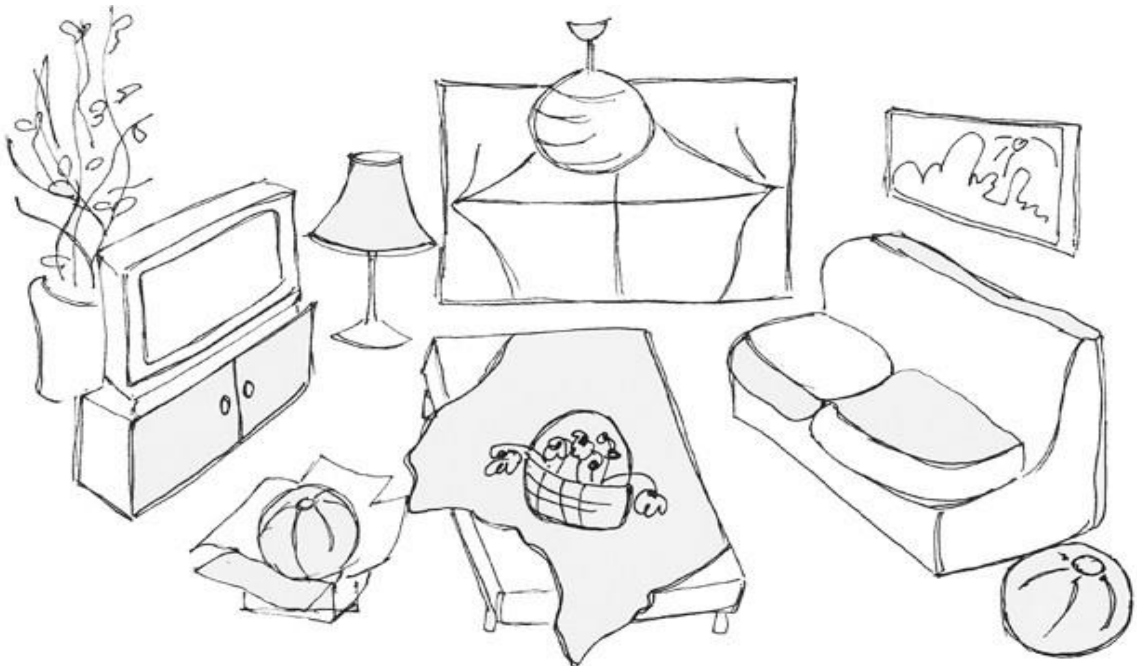
1. A ball is _____ the box.

2. There are flowers _____ the TV.

3. There is a picture _____ the wall.

4. There are flowers _____ the table.

5. The sofa is _____ the ball.

6. The table is _____ the window.

7. The TV is _____ the lamp

During reading

Ask students to read and copy the following paragraph

After reading

Ask students to record themselves reading the paragraph above and upload it to Edmodo

Homework

Ask students to click on the link to see a video for reviewing prepositions

https://www.youtube.com/watch?v=xyMrLQ4ZI-4

<div align="center">

TOPIC: PREPOSITIONS OF TIME

</div>

Warm up

Read the following story

Cinderella entered the ballroom **at** eight

And danced with the prince until late

The clock **on** the wall struck midnight

This turned her face pale and white

Cinders fled and jumped over the gate

The prince told the king that day

He must find her before May

But the next day **at** 2:00

Cinders put her foot **in** the shoe

And they wed **in** the church **on** Sunday

Grammar notes

PREPOSITIONS OF TIME

What is a preposition of time?

A preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place, however they are used in a different way. You can easily distinguish these prepositions, as they always discuss times rather than places.

- At – This preposition of time is used to discuss clock times, holidays and festivals, and other very specific time frames including exceptions, such as "at night."

- In – This preposition of time is used to discuss months, seasons, years, centuries, general times of day, and longer periods of time such as "in the past."

- On – This preposition of time is used to discuss certain days of the week or portions of days of the week, specific dates, and special days such as "on New Year's Day."

Here's a list of the time words that need 'on', 'in', 'at' and some that don't need any preposition. Be careful - many use 'on' with months (it should be 'in'), or put a preposition before 'next' when we don't need one.

at
- times: **at** 8pm, **at** midnight, **at** 6:30
- holiday periods: **at** Christmas, **at** Easter
- **at** night
- **at** the weekend
- **at** lunchtime, **at** dinnertime, **at** breakfast time

on
- days: **on** Monday, **on** my birthday, **on** Christmas Day
- days + morning / afternoon / evening / night: **on** Tuesday morning
- dates: **on** the 20th of June

in
- years: **in** 1992, **in** 2006
- months: **in** December, **in** June
- decades: **in** the sixties, **in** the 1790s
- centuries: **in** the 19th century
- seasons: **in** winter, **in** summer

- **in** the morning, **in** the afternoon, **in** the evening

Listening activity

Before listening

Ask students to see each image and write a sentence using a preposition of place
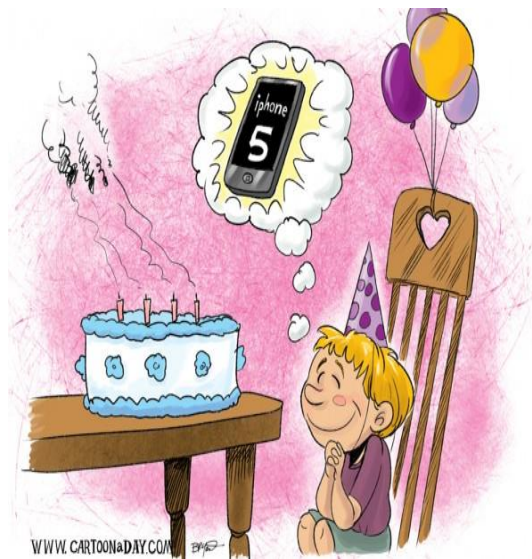
During listening

Tell students to watch the whole video and take note of the preposition mentioned

After listening

Ask students to white a paragraph telling what the video is about

Reading activity

Before reading

Ask students to complete the sentences with the right preposition

1. I'll see you [____] next week.

2. He was born [____] 1991.

3. Did you see her [____] today.

4. It starts [____] tomorrow.

5. It was sunny [____] my birthday.

6. It will be ready [____] eight months.

7. What's on the TV [____] midnight.

8. The factory closed [ ] June.

9. [ ] the winter, it usually snows.

10. [ ] Friday, she spoke to me.

During reading and after reading

Tell students to read the following paragraph, ask them to look in the dictionary for any

unknown word, after read in it they have to answer the questions in the right side.

CHRISTMAS IN AUSTRALIA

Christmas is an important holiday in Australia. It takes place on December 25.

At Christmas, Australians do a lot of different things. Cities and houses are decorated. People buy presents for their families, and send cards to their friends. There are special Christmas parties leading up to Christmas Day.

On Christmas Day itself, children usually wake up early to open presents from Santa Claus and family members. Then families get together with other relatives to exchange gifts and eat special Christmas food, like turkey, ham and pudding.

1. What is Christmas?

2. When does it happen?

3. What do Australians do?

4. What about on Christmas Day itself?

5. What do children do in the morning?

6. What do families do?

7. What do they eat?

Homework

Ask students to click I the link and take the quiz

https://www.ecenglish.com/learnenglish/lessons/prepositions-time-quiz/

Appendix I3 : Macrolesson 4

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

ONLINE ENGLISH COURSE 2017

TARGET CONTENT: TO TALK ABOUT PAST EXPERIENCES USING "WAS/WERE", TO TALK ABOUT PAST EVENTS USING THE SIMPLE PAST, TO EXPRESS ABILITIES OR LACK OF ABILITIES USING "CAN AND CANNOT", TO USE "COULD" TO MEAN THAT YOU WERE ABLE TO DO SOMETHING IN THE PAST, TO TALK ABOUT FUTURE PLANS OR INTENTIONS USING "BE + GOING TO".

TARGET STRUCTURES: WAS/WERE, SIMPLE PAST (REGULAR & IRREGULAR VERBS), CAN & CANNOT, COULD & COULDN'T, AND BE GOING TO.

By: LINDA GOMEZ

Objectives: By going through online activities that integrate receptive skills SWBAT:

- To use the past form of verb "to be" in the affirmative, negative and interrogative way.

- To use correctly regular and irregular verbs to talk about the past.

- To describe current abilities using the verb can and cannot.

- To know how to use could and couldn't to express past abilities.

- To talk about future plans using the verb "be + going to".

Materials: Computer, cellphone, internet service, whiteboard, markers, paper, photocopies, eraser, handouts, notebook.

.-.-.-..-.-.-.-.-.-.-..-.---.-

Topic: past to be was/were

1. **Warm-up**

Funny fact

Did you know that English is said to be one of the happiest languages in the world? Why? It seems the word 'happy' is used 3 times more often than the word 'sad'!

2. **Topic presentation**

The Beatles were an English rock band, formed in Liverpool in 1960. The band was formed by John Lennon, Paul McCartney, George Harrison and Ringo Starr. John Lennon was the guitarist and the lead Singer together with Paul McCartney. George Harrison was the third guitar and Ringo Starr was the drummer. In the early 1960s, their enormous popularity first emerged as "Beatlemania", the Beatles started a very successful career and soon were very popular and famous. They played rock and roll music but they later experimented with several musical styles such as, pop ballads, Indian music hard rock etc. Some of their most famous songs are: "Penny Lane", "Love Me Do", "All You Need Is Love" and "Yellow Submarine". Nowadays, they are also regarded as the most influential rock band and the best-selling band in history, with estimated sales of over 600 million records worldwide.

Taken from:

https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_beatles/adjectives/97280

3. **Grammar notes**

The Simple Past of the Verb "to be"

Usage:

The simple past of the verb to be is used principally to describe events in the past.

Forms:

The affirmative form:

Examples:

I, he, she, it	as.
yo u, we, they	ere.

- I **was** in London in 1999.
- Pam **was** in London in 1999, too.
- We **were** together.
- She **was** my girlfriend.

The negative form:

Examples:

I, he, she, it	as not.
	asn't.
Y ou, we, they	ere not.
	eren't.

- I **wasn't** in Paris in 1999.
- Pam **wasn't** in Paris in 1999.
- We **weren't** in Paris.

The interrogative form:

as	I, he, she, it?
	yo

ere	u, we, they?

Examples:

- **Were** you in London last year?

- **Was** Pam with you?
- **Were** you together?

Remember:

1. *wasn't* is the short form of *was not*. You can say either:

- I *was not* in Paris, or

- I *wasn't* in Paris.

2. *weren't* is the short form of *were not*. You can say either:

- we *were not* in Paris, or

- we *weren't* in Paris.

4. Reading Activity

Pre-reading:

The teacher will ask the SS how often they skip school. The teacher will say she/he only missed school when she/he was really sick or when it was raining a lot.

Reading:

The SS will read the following paragraph about a vacation of the beach.

Last week, there was one really, really bad day. It was Monday. Usually, there are about 25 students in my class, but that day, there were only 5 people! It wasn't warm. In fact, it was really cold. It was raining a lot. It was dark and gray outside. There wasn't any sunshine. I think the students weren't at school because they were sick. They were at home. Maybe they were in bed.

Mr. Jibbit is our teacher. He is always at school. He is never at home on a Monday. Last Monday was no different. He was not in bed. He was in the classroom, and he was cold! Why was he so cold? That's a very good question. He was cold because the heater in the school was broken. It was freezing. The school was like a refrigerator. Our room was like a freezer! And poor Mr. Jibbit was like ice! The small class was cold, cold, cold!

The next days were much warmer. The heater was fixed on Tuesday, so everything was ok. There were 25 students, not only 5. But where was Mr. Jibbit? He wasn't there. He was at home, sick in bed!

Taken from: http://tx.english-ch.com/teacher/jun/level-a/reading-comprehension-waswere-story/

Post-reading:

The students will visit the following link and complete the exercises.

http://tx.english-ch.com/teacher/jun/level-a/reading-comprehension-waswere-story/

Exercises:

1. The weather_____cold and rainy. a.was b.wasn't c.were d.weren't	2. Many students_____in class. a.was b.wasn't c.were d.weren't
3. A lot of students_____sick at home. a.was b.wasn't c.were d.weren't	4. The teacher_____at home. a.was b.wasn't c.were d.weren't
5. The classrooms_____very cold! a.was b.wasn't c.were d.weren't	6. Our classroom_____freezing! a.was b.wasn't c.were d.weren't
7. There_____any heat! a.was b.wasn't c.were d.weren't	8. That day_____really horrible! a.was b.wasn't c.were d.weren't
9. The next days_____better. a.was	10. The heat_____ok the next day. a.was

b.wasn't c.were d.weren't	b.wasn't c.were d.weren't

True or False?

1. There were 25 students in the class that Monday.

2. It was warm that day.

3. Mr. Jibbit was present that Monday.

4. The heater in the school was working that day.

5. Mr. Jibbit and the students felt cold that day.

6. The heater was broken on Tuesday.

7. The next days were warmer.

8. Mr. Jibbit had to stay at home because he got sick.

5. Listening Activity

Pre-listening:

The teacher will ask if the ss what do they do when they are alone at home. The teacher will say his/her own answers.

Listening:

The students will listen to the following audio and pay attention completely.

Script:

It was 12:30 on Friday night and Mitch was in his bed. He was very tired, but he wasn't asleep yet. His parents weren't at home. They were away for the weekend, and Mitch was alone in the house for the first time. It was very dark and quiet, but Mitch wasn't afraid. After all, he wasn't a kid any more, he was seventeen years old. Was there something to be afraid of? No, it wasn`t. And, anyway there was a telephone downstairs if he needed to make an emergency call. What was

1	What day of the week was it ?		It was half past twelve
2	Was it night or day ?		They were away for the weekend .
3	Where was Mitch ?		It was a girl .
4	What was the night like ?		They were downstairs.
5	Where were the noises ?		It was downstairs .
6	Where were his parents ?		It was night
7	Was Mitch alone ?		There was a telephone
8	How old was Mitch ?		It was dark and quite
9	Where was the telephone ?		He was in bed.
10	What time was it ?		Yes, he was..
11	Is Mitch a boy or a girl ?		Mitch was seventeen
			It was Friday .
			It was a boy.

that noise? (A door was opened) Were they real noises? Or was it just his imagination? No, there were definitely noises coming from the first floor. It seems Garfield, Mitch's pet, had pushed the kitchen's door looking for food. Garfield was hungry. Mitch was happy to see the cat had made the noise. After giving the pet some Whiskas, he went to sleep.

Post-listening:

The students will match the question with the correct answer:

Adapted from: https://es.scribd.com/doc/29073048/was-were-text-exercise

6. **Homework:**

The students will visit the following link to practice the simple past.

http://www.grammar.cl/english-games/was-were.htm

.-.-.-.-.-.-.-.-.-.-.-.-.-.-.-……..-

Topic: past simple

1. **Warm-up**

Did you know that English is the language of the air? This means that all pilots have to identify themselves and speak in English while flying, regardless of their origin.

2. **Topic presentation**

My last vacations

Hello. I'd like to share with everybody the wonderful time that I spent in my last vacations. It was on the beach, in Miami to be exact.

I went with my friends. We were two women and two men so that was kind of romantic too. We stayed at a small hotel. The person who received us when we just arrived there was an old man. He was nice and really kind.

The first day we were there, we went to visit a little beach that was like 20 minutes away from town. There was a little swamp with a few crocodiles.

I was really surprised. After that, we took a walk around the beach and watched the beautiful sunset. I'll never forget that moment, it was one of the most special times I've had in my life.

To make the story short, we spent three days at the place, going to the beach, visiting new places as lakes and places to have fun. We also got a nice tan. I think that's one of the things that I enjoyed the most. Unfortunately now I am white again. I hope someday I can repeat some vacations like those. They were unforgettable.

3. Grammar notes

Past simple

Usage:

Use the past simple to talk about finished events in the past. Use it to tell stories, jokes and anecdotes.

Form:

1)   Many past tense verbs are formed by adding -**ed** to the end of the verb.

want   =>   *wanted*

start   =>   *started*

If   a   verb   ends   in **e**,   just   add **d** (**liked,   hoped**). If a verb ends in **y**, delete **y** and add ied (studied, carried). But don't do this if the verb ends in a **vowel + y** (played, NOT plaied. **stayed,** NOT staied)

But a lot of past tense verbs are irregular. You need to learn each one separately. Here are some examples.

have => had make => made

take => took sit => sat

get => got feel => felt

Past simple verbs are the same for all persons.
I went; you went; he went; she went; they went; we went...

2) Form negatives this way:

I, you, he , she, we, they...	didn't	infinitive verb know, see, go

Don't use the past verb in negative sentences.

I didn't had dinner. => I didn't have dinner.

3) Form questions this way:

Did	I, you, he , she, we, they...	infinitive verb know, see, go

Common   mistakes:

Some students use the past verb in questions.

~~Did you saw the film?~~ => Did you see the film?

4. **Reading Activity**

Pre-reading:

The teacher will ask the SS how often they go to the beach. The last time the teacher went to beach was for the holy week.

Reading:

The SS will read the following paragraph about a vacation of the beach.

Going to the Beach
by Yaxuan

It was the school holidays. It was hot and sunny too. Jane's family was bored so they decided to go to the beach. They packed goggles, swimming costumes, suntan lotion, sun-glasses and a beach ball. After packing their things, Jane suggested that they have a picnic on the beach and her family agreed. So they packed chicken, sandwiches, satay, fishballs, canned drinks, fruit juice and a radio.

When they arrived at Changi Beach, it was crowded with people. Soon, they found a spot where they could put their things. Jane and her brother were so excited that in a flash, they had already changed into their swimming costumes! Then, they headed for the water while their parents unpacked the food and things. While Jane and her brother were swimming, they also saw some people building sandcastles and sun-tanning.

After three periods of swimming and finding shells, tye felt hungry. So they came out of the water and ran towards their parents and started tucking ravenously into the entire spread of food on the mat. Their mother said, "Both of you are indeed hungry!" It was an enjoyable day at the beach!

Image taken from: https://image.slidesharecdn.com/2astarwriters-110312074519-phpapp01/95/star-compositions-a-beach-outing-read-your-friends-compositions-and-learn-from-them-3-728.jpg?cb=1299916912

Post-reading:

The students will read the following statements and mark which one is true or false.

Jane's family was bored so they decided to go to the beach.

TRUE OR FALSE

Janes's family was in disagreement to have a picnic on the beach.   TRUE

OR **FALSE**

In Changi Beach, there were few people.

TRUE OR **FALSE**

Jane and her brother were very excited to be on the beach.

TRUE OR FALSE

Nobody saw people building sand castles.

TRUE OR **FALSE**

After swimming they ate a lot of food.

TRUE OR FALSE

5. **Listening Activity**

Pre-listening:

The teacher will ask if the ss have visited another country or travelled by plane for holidays. The teacher will say his/her own answers.

Listening:

The students will listen to the following audio and pay attention completely.

Script:

Post-listening:

The students will visit Edmodo and answer the following questions:

My Holiday in Vancouver

My summer holidays are often a little boring, but my summer holiday last year was great – my family and I got onto an airplane and flew to Vancouver! It was our first time to visit Canada. We got up very early almost every day and did lots of really fun and interesting things. On our first day, we visited Stanley Park and the Vancouver Art Gallery. Later in the week, we visited some museums and then got on a special boat to watch whales. It was fantastic! I took lots of photos. Of course, we also visited our cousins who live in Vancouver. One evening, they had a barbeque and we ate at **their** home. After we finished our food, we invited them to come to our home one day. Unfortunately, we didn't swim in the ocean because the water was too cold, but we did do many other fun things. Finally, after two weeks, before we left Vancouver, my family and I went shopping and bought lots of **souvenirs** to help us remember our time in Canada. Maybe we can travel again during my next summer holiday. Maybe we can make plans to visit Japan or Brazil!

1. What is the article about?
(a) Vancouver
(b) A person's holiday
(c) Things to do in Canada

2. Who did the person travel with?
(a) his friends
(b) his cousins
(c) his family

3. On his first day in Vancouver, he visited a park and some museums.
(a) TRUE
(b) FALSE
(c) It doesn't say.

4. What did he probably take with him on a boat?
(a) a camera
(b) a sandwich to eat
(c) a book

5. What does the word 'their' refer to?
(a) food
(b) the barbeque
(c) his cousins

6. How does he describe the barbeque?
(a) It was cold.
(b) It was delicious.
(c) He doesn't say.

7. Which of these things is most probably a 'souvenir'?
(a) fruits and vegetables
(b) a T-shirt with the word 'Vancouver' on it
(c) a special boat to watch whales

8. He wants to go to another country next year.
(a) TRUE
(b) FALSE
(c) He doesn't say.

Adapted from:

http://www.allthingstopics.com/uploads/2/3/2/9/23290220/lesson-travel-

vancouver.pdf

6. Homework:

The students will visit the following link to practice the simple past.

https://www.examenglish.com/grammar/A2_past_simple.htm

.-.-.-.-.-…-.-

Can / Could

Use:

1) Use can / can't to talk about your abilities now.

I can speak English.   I can't speak German.

Use could / couldn't to talk about abilities in the past.

I could speak French when I was a child, but I can't now.

I couldn't speak English when I was a child, but I can now.

2) Use can and could to make requests. Could is more polite.

Can you cook this evening please?

Could you pass me the salt?

Use can to reply to requests.

Can I sit here?   =>   Yes, you can.   Sorry, you can't.

Can you cook this evening please?   =>   Yes, I can.

Sorry, I can't.

DON'T use could in replies to requests.

Could you lend me some money?

Yes, I could.   =>   Yes, sure! Sorry, I can't.

Form:

1) Can and could are the same for all persons.

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I   can/could   speak English

you can/could   speak English

he / she / it   can/could   speak English

we   can/could   speak English

they   can/could   speak English.

2) The negative form of can is cannot, or can't. The negative form of could is couldn't.

3) There is always a verb after can and could, and the verb is always in the infinitive form (without to).

Sally can help you.   NOT Sally can helps you. / Sally can to help you.

4) Make questions by inverting can and the subject.

I can see you this afternoon.   =>   Can I see you this afternoon?

You could help me.   =>   Could you help me?

5) Use can/can't and could/couldn't in short answers.

Can your brother swim?   =>   Yes, he can. No, he can't.

Could you do the test?   =>   Yes, I could. No, I couldn't.

Common mistakes:

1) Some students make questions incorrectly.

You can speak English?   =>   Can you speak English?

I could sit here?   =>   Could I sit here?

be going to

Use:

Use **be going to** to talk about your personal plans for the future.

I'm going to see my sister at the weekend.

Are you going to marry Paul?

Form:

1) The form of the positive and negative sentences and questions is shown below.

Positive

I	am / 'm	going to	verb (infinitive form)
You	are / 're		
he / she / it	is / 's		
We	are / 're		
They	are / 're		

Negative

I	'm not	going to	verb (infinitive form)
You	aren't OR 're not		
he / she / it	isn't OR 's not		
We	aren't OR 're not		
They	aren't OR 're not		

Questions

Am	I	going to	verb (infinitive form) ?
Are	you		
Is	he / she / it		
Are	we		
Are	they		

2) The short reply to a 'be going to' question is 'Yes, I am', 'Yes, she is' etc. You cannot contract these short sentences.

Yes, ~~he's.~~ => Yes, he is.

The short negative replies are:

No, I'm not.

No, you're not / No, you aren't.

No, he's not / No he isn't. No, she's not / No she isn't. No, it's not / no it isn't.

No, we're not / No, we aren't.

No, they're not / No, they aren't.

Common mistakes:

1) Some students forget to add the verb 'be' before 'going to'.

~~I going to see my friends tonight.~~ => **I'm** going to see my friends tonight.

2) Some students forget to invert the subject and **be** in questions.

~~What time you are going to leave?~~ => What time **are you** going to leave?

Appendix J1: contents´ table

1st Unit, Target Structures

- Verb To Be
- There is/are
- Demostrative Adjective
- Common Adejectives
- Adverbs of frequency
- Comparatives
- Superlatives
- How much /how many and uncountable countable nouns

2nd Unit, Target Structures

- Intensifiers
- Simple Present
- Present continuous
- Verb + ing (like hate love)
- Possessive adjetives
- Prepositions of place
- Prepositions of time

3rd Unit, Target Structures

- Imperatives
- Definite & undefinite article
- Past simple of "to Be"
- Simple Past
- Modals can/can't
- Modals could /coudldn't
- be + Going to

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

ONLINE ENGLISH COURSE 2017 SYLLABUS

Course description:

This Online English Course is an easy and simple way to teach English to develop the receptive skills for true beginners or with an A1 level according to the Common European Framework of reference for languages.

Learning objectives:

General objective:

- To develop the English receptive skills in participants.

Specific objectives:

- To develop the students' reading skill through online activities appropriate for their English level.

- To develop the students' listening skill through online activities appropriate for their English level.

Materials:

Computer, smartphone, internet service, whiteboard, markers, paper, photocopies, eraser, handouts, tablet, energy bank, notebook, glue, scissors, and video camera

Class Settings:

Two or three online video classes per week (The classes can be given in 2 or 3 months depending of the student's preference or time available)

It is recommended one face to face meeting per week to gather feedback.

Point of Contact:

The teacher should add his or her contact information such as phone number or email.

Course design:

Who are the students?

The Online English course is addressed to students willing to start learning English as a second language. For people with little or non-knowledge of the language that wants to learn English in a systematic way and do it preferable from their houses or on the go using a smartphone to watch the classes and practice.

What do I want students to be able to do after completing the course?

After completing the online English course the students should be able to understand written information and spoken dialogs. Also, the students should want to continue learning more English and should be able to start a higher level of English such as A2 (CEFR).

How will I measure students' abilities?

The students will be able to assess their knowledge and progress with each activity carry out during the course, this means all activities should be checked and showed the correct solution. However, due to the nature of the online course in some occasions the answers will be provided during the video for the students to self asses their performance. Also, at the end of the course the students will take an online evaluation to test their reading and listening skills.

Course content:

This Online English Course uses topics adapted for the Salvadorian people, and such topics were selected by the Council of Europe. And, it is the result of over twenty years of research, the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is exactly what its title says it is: a framework of reference.

It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of

teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents especially in America.

The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. This course is developed to address the receptive skill (Listening and reading) of the first level (A1) in this category. We have ordered the topics in three units, but teachers are welcome to adapt them as necessary, adding or removing topics. The following chart 1.1 shows the target Structures for the *Online English Course UES 2017*:

1.1: Online English Course UES 2017, Target Structures.

1st Unit, Target Structures
- Verb To Be
- There is/are
- Demostrative Adjective
- Common Adejectives
- Adverbs of frequency
- Comparatives
- Superlatives
- How much /how many and uncountable countable nouns

2nd Unit, Target Structures
- Intensifiers
- Simple Present
- Present continuous
- Verb + ing (like hate love)
- Possessive adjetives
- Prepositions of place
- Prepositions of time

3rd Unit, Target Structures
- Imperatives
- Definite & undefinite article
- Past simple of "to Be"
- Simple Past
- Modals can/can't
- Modals could /coudldn't
- be + Going to

Source: own elaboration

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Target Content:

This syllabus contains target content for each target structure and these are shown in the chart 1.2 Online English Course UES 2017, Target content.

1.2 Online English Course UES 2017, Target content.

Unit 1	Unit 2	Unit 3
to introduce themselves using the verb "to be", to understand how to ask and answer yes/no questions with the verb to be, to mention things absent or present in a room, to describe the attributes of common objects, to express about frequency and spare-time activities, to compare the attributes of two objects, to recognize a superior category with adjectives. To buy in a supermarket, to ask for quantities.	To express the depth of emotions, To talk about our daily routine, to describe present events, To know the different meanings of verbs followed by '-ing' or infinitive, to show possession or ownership of something, to describe people, getting to know me, at home, hobbies, going places.	To tell the exact location of something, to talk about past experiences using "was/were", to talk about past events using the simple past, to express abilities or lack of abilities using "can and cannot", to use "could" to mean that you were able to do something in the past, to talk about future plans or intentions using "be + going to".

Source: own elaboration

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This Syllabus also includes a macro lesson plan formed by four lesson plans (Appendix F1, G1, H1, & I1) which help to establish learning and teaching objectives easily and more accurately and also, the assessment of foreign language proficiency.

All lesson plans use a variety of free activities to do online and video content recorded to work on the target content using the target structures. In the same way, the lessons plans have specific objectives that the participants will achieve after each class.

Lesson Plans Structure

Each of the lesson plans follows a specific pattern for the class which helps teachers to develop the content in a methodic way and with clear steps to follow in order to achieve their learning goals. There are six parts for each class which might vary in time but should be developed in a video of fifteen minutes or less. However, the video can be designed for a forty five minutes class.

First part: Warm Up.

Here, the teacher presents a rhetoric question related to the topic but without telling the actual topic. Also, in this part to tell an interesting fact or fun anecdote helps to break the ice.

Second part: Topic presentation.

Here the teacher presents the topic as students will find it in the real world, without any explanation of how to use the new structure. The purpose here is to learn the topic in context.

Third part: Grammar notes.

Here the teacher presents the target structures and its usage. The teacher provides useful examples to use the new topic properly, including tips and how to avoid common mistakes.

Forth part: Reading Activity.

In this part, the teacher presents a reading activity using a text according to the level. The text must include the topic given. The teacher might use authentic reading material, but adding a glossary with uncommon words. Writing activities are also accepted here as the students instantaneously read what they're writing. Also, the activity should be divided in pre-reading, during reading, and post reading.

Fifth part: Listening Activity.

In this section, the teacher delivers a listening activity using audios, dialogs or spoken conversations according to the level. The teacher might use audios spoken with different accents but taking care to tell the students they are listening to a different accent. Teachers should use preferable the American accent for these activities. Also, the activity should be divided in pre-listening, during listening, and post listening.

Sixth part: Homework.

In the last part, the teacher always thanks the students for watching the video. Also, the teacher should assigned homework, preferably an activity to do online.

Course Planning

Unit 1

Week	Topic:	Reading Activity	Listening Activity
First week	Verb "To Be"	✓	✓
	There is/are	✓	✓
Second week	Demonstrative adjectives	✓	✓
	Common adjectives	✓	✓
Third week	Adverbs of frequency	✓	✓
	Comparatives	✓	✓
Fourth week	Superlatives	✓	✓
	How much/many	✓	✓

Unit 2

Week	Topic:	Reading Activity	Listening Activity
Fifth week	Intensifiers	✓	✓
	Simple Past	✓	✓
Sixth week	Present Continuous	✓	✓
	Verb + ing (like hate love)	✓	✓
Seventh week	Possessive adjective	✓	✓
	Preposition of time	✓	✓
Eighth week	Preposition of place	✓	✓

Unit 3

Week	Topic:	Reading Activity	Listening Activity
Eighth week	Imperatives	✓	✓
Ninth week	Definite & indefinite article	✓	✓
	Past "To Be" (was/were)	✓	✓
Tenth week	Simple Past	✓	✓
	Can & Cannot	✓	✓
Eleventh week	Could & Couldn't	✓	✓
	Be + going to	✓	✓

		Reading	Listening
Twelfth week	Evaluation	comprehension test	comprehension test

Virtual Class Creation

In order to give an online course, different alternatives are available to create a group or room online. This Online English course UES 2017 uses Edmodo. Edmodo is an online networking application for teachers and students; Edmodo is a global education platform that helps to connect all learners with the people and resources needed to reach their full potential.

To check step by step guidelines for how to create a room in Edmodo, please visit the following link: http: //miblogUES2017edmodo.com. In this blog you will find

the necessary information to start your own group and learn how to invite your students to join.

Course Policies and Values

Policies or protocols

Protocol for Edmodo:

This will be the way in which the students will have to behave to properly use the platform. In order to access the room created for the online course, the participants need to possess a personal email address; such email address is necessary to create a user in the Edmodo platform.

To create an account in Edmodo the students will have to enter the website: www.edmodo.com there they must follow the steps to sing up and create their accounts. Each student should use his or her complete name and add other general information as age, gender, and email address.

Once the students have created their account, they will have to join the classroom created for the development of their receptive skills. The teacher will provide the ID number necessary to access the correct classroom. The participants could also access the platform by downloading the Edmodo application for android or iPhone.

Protocol for Homework:

Using the Edmodo platform the teachers can assign tasks and homework which will be delivered on a specific date. Different activities will be tracked and a recorded using the platform. Small pop quizzes can be recorded and track the results.

The Edmodo platform allows teachers to set specific due dates for uploading homework so, the students won't be allow to upload homework after the due time. The Edmodo platform allows uploading different text documents such as .doc .docx and .pdf. also sound files such .mp3, .war, and .wma. Homework should be graded on a scale from 0.1 to 10.0 in which the 0.1 is the lowest score possible and the 10.0 is best result available. Teachers will have up to 5 business days to deliver the result of any assignment requested through the Edmodo platform.

Specifics directions can be given in a certain class for a specific task or homework. If a student cannot access the platform, he or she should contact the following email address *teacher_mail@example.com* in such email the must include the reason why they couldn't access Edmodo, and also the homework on the due time. Any change in the protocol to the delivery of homework should be noticed to the students at least 5 days in advance.

Protocol of behavior:

The teacher expect from the students that want to participate in the online English course to develop their receptive skills to follow the same behavior rules they have in any normal classroom. Students should always address their teacher and other participants with respect. By participating in the online English course the students accept to follow the directions and instructions from the teacher(s) in charge. Any form of disrespect will not be tolerated and it may cause, depending of the severity of the incident, the inability to continue participating in the online English course.

Protocol for activities (Edmodo):

Teachers can assign different activities to the students, in order to develop their receptive skills. Such tasks and activities will be completed using the Edmodo platform. The focus of all activities carry out during the online course is to develop the listening and reading skills (receptive skills).

The activities assigned during the online English course should be done and presented individually unless otherwise specified. All students must respect the due dates for each assignment. Homework delivered after the time limit, will not be taken into consideration.

Our Values

Inclusiveness - Integrity – Responsibility – Commitment

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Appendix L1: Checklist for Syllabus
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

Objective: To evaluate the content of the developed syllabus for the online English course

Instruction: Mark the criteria accomplished in the syllabus

Criteria	NA	accomplished
Course description		
Course learning outcomes or objectives		
Required and recommended texts.		
Required assignments and assignment descriptions		
Required examinations		
Grading overview and criteria		
Course calendar		
Course policies on cell phone and laptop usage in class		
Course policies on tardiness, as well as on participation and absences if those are not part of the grading system for the course		
University policies on academic integrity, appeals, and on support for students with disabilities		
Course evaluation protocol		

ANEX 1: PARTICIPANTS E-MAILS

#	Nombre	Correo electrónico	¿posee PC o cel con acceso a internet?
1	Kathya Jeammilette Rosales Oliva	cathiarosales2000@hotmail.com	si
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8	Daniel Alberto Figueroa García	datg1299@gmail.com	Si
9	Rebeca Esmeralda Escobar		Si
10	Katherine Gisela Cortez		Si
11	Ericka Yajaira Escobar		Si
12	Katherinne Julissa Díaz		Si
13	Kimberly Margarita Espinosa		Si
14	Kevin Stanley Cortez		Si
15			
16			

ANEX 2

TIMELINE

Activity	Responsible	Jan	Feb	Marc	Apr	May	Jun	Jul	Aug	Sept.	Oct.	Nov.
Research Team Formation	Research Team	█										
Choosing of the Topic	Research Team	█										
Preliminary Phase												
Approaching the Field of Study	Research Team		█									
Diagnostic Study	Research Team		█									
Definition of the Problem	Research Team			█								
Planning Phase												
Literature Review	Research Team			█	█							
Operationalization of Variables	Research Team				█	█						
Execution phase												
Data collection	Research Team						█	█	█			
Data processing	Research Team								█			
Data analysis and	Research									█		

interpretation	Team									▓		
Error correction	Teacher									▓		
Writing the final report	Research Team										▓	
Oral presentation	Research Team											▓
Final work												▓

BUDGET

Supplies

ITEM	NUMBER OF ITEM		COST PER ITEM	TOTAL
Printer Ink	ink ink	Black Color	$6.00 $8.00	$14.00
Printer paper	1		$5.00	$5.00
Pencils	5		$0.25	$1.25
Sharpeners	2		$0.35	$0.70
Erasers	4		$0.25	$1.00
Pens	20		$0.40	$8.00
Liquid paper	4		$2.00	$8.00
Notebooks	4		$1.50	$6.00
SD Card	1		$8.00	$8.00
Camera	1		$200.00	$200.00
TOTAL				$251.95

Services

SERVICE	COST MONTHLY	TOTAL
Internet	$27.00	$270.00
Cyber Café	$22.00	$220.00
Photocopies	$10.00	$100.00
Other expenses (food, transportation, and electricity)	$10.00 per each day	$500.00
Validators (3)	$120.00 for all	$120.00
Researchers (4)	$200.00 per each	$800.00
TOTAL		$2,010.00

Glossary

Accent /ˈæk.s ə nt/ *noun* [C] PRONUNCIATION: the way in which people in a particular area, country or social group pronounce words.

She's French but she speaks with an impeccable English accent.

Acquisition /ˌæk.wɪˈzɪʃ. ə n/ *noun* [U]: the process of getting something

The acquisition of huge amounts of data has helped our research enormously.

Assignment /əˈsaɪn.mənt/ *noun* [C]: a piece of work given to someone, typically as part of their studies or job

Attain /əˈteɪn/ *verb* [T] FORMAL: to reach or succeed in getting something; to achieve

He has attained the highest grade in his music exams.

Chatroom *noun* [C]: a part of the Internet where you can use email to discuss a subject with other people

Device /dɪˈvaɪs/ *noun* [C] OBJECT : an object or machine which has been invented for a particular purpose

a contraceptive/electronic device

Discernment /dɪˈsɜːn.mənt/ /-ˈsɝːn-/ *noun* [U] FORMAL APPROVING: the ability to judge people and things well.

It's clear that you are a person of discernment.

Forecast /ˈfɔː.kɑːst/ /ˈfɔːr.kæst/ *noun* [C]: a statement of what is judged likely to happen in the future, especially in connection with a particular situation, or the expected weather conditions

***economic** forecasts*

Freeware /ˈfriː.weə r / /ˈfriː.wer/ *noun* [U]: computer programs that you can often copy from the Internet and do not have to pay for

Gist /ðəˈdʒɪst/ *noun* [S]: the most important pieces of information about something, or general information without details

That was the gist of what he said.

Household /ˈhaʊs.həʊld/ /-hoʊld/ *noun* [C + sing/pl verb]: a group of people, often a family, who live together

By the 1960s, most households had a TV.

Idiomatic /ˌɪd.i.əˈmæt.ɪk/ /-ˈmæt-/ *adjective:* containing or consisting of an idiom

"Bite the bullet" is an idiomatic expression that means to accept something unpleasant without complaining.

Improvement /ɪmˈpruːv.mənt/ *noun* [C or U]: when something gets better or when you make it better

a slight improvement in the economy

Infer /ɪnˈfɜː r / /-ˈfɝː/ *verb* [T] -rr- FORMAL: to form an opinion or guess that something is true because of the information that you have

What do you infer from her refusal?

Input /ˈɪn.pʊt/ *noun:* [C or U] something such as energy, money or information that is put into a system, organization or machine so that it can operate.

I didn't have much input into the project (= the help I gave or work I did on it was small).

Intonation /ˌɪn.təˈneɪ.ʃ ə n/ *noun:* [C or U]: the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said

The end of a sentence that is not a question is usually marked by falling intonation.

Kinetics /kɪˈnet.ɪks/ /-ˈnet̬-/ *noun* [U] SPECIALIZED: the scientific study of forces on things that are moving

Language /ˈlæŋ.gwɪdʒ/ *noun* [C or U]: a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession.

She does research into how children acquire language.

Do you speak any foreign languages?"

Lexis /ˈlek.sɪs/ *noun* [U] SPECIALIZED: all the words of a language

Listen /ˈlɪs. ə n/ *verb* [I]: to give attention to someone or something in order to hear them

What kind of music do you listen to?

Motivation /ˌməʊ.tɪˈveɪʃ ə n/ /ˌmoʊ.tɪ-/ *noun* ENTHUSIASM [U]:enthusiasm for doing something

He's a bright enough student - he just lacks motivation.

Native /ˈneɪ.tɪv/ /-tɪv/ *adjective* [before noun]: relating to or describing someone's country or place of birth or someone who was born in a particular country or place

She returned to live and work in her native Japan.

Network /ˈnet.wɜːk/ /-wɝːk/ *verb* COMPUTERS [T]: to connect computers together so that they can share information

Platform /ˈplæt.fɔːm/ /-fɔːrm/ *noun* COMPUTING[C]: the type of computer system you are using, in connection with the type of software (= computer programs) you can use on it

This new personal banking software can be used with any Windows platform.

Processor /ˈprəʊ.ses.ə r / /ˈprɑː.ses.ɚ/ *noun* [C]: the part of a computer that performs operations on the information that is put into it

Protocol /ˈprəʊ.tə.kɒl/ /ˈproʊ.t̬ə.kɑːl/ *noun* RULES [U]: the system of rules and acceptable behaviour used at official ceremonies and occasions

a breach of Royal protocol

Receptive /rɪˈsep.tɪv/ *adjective :* willing to listen to and accept new ideas and suggestions.

The government is not receptive to the idea of a Freedom of Information Act.

Scan /skæn/ *verb* **-nn-** LOOK [T]: to look at something carefully, with the eyes or with a machine, in order to get information

She anxiously scanned the faces of the men leaving the train.

Signpost /ˈsaɪn.pəʊst/ /-poʊst/ *noun* [C] SHOW FUTURE**:** something which shows what is going to happen, or what should happen, in the future

This upturn in the country's economy is a splendid signpost to the future.

Skill /skɪl/ *noun* [C or U]: an ability to do an activity or job well, especially because you have practised it.

Ruth had/possessed great writing skills.

Skim /skɪm/ *verb* **-mm-** MOVE ABOVE [I or T]: to move quickly just above a surface without touching it

The birds skimmed (across/along/over) the tops of the waves.

Sound /saʊnd/ *noun* NOISE [C or U]: something that you can hear or that can be heard.

They could hear the sound of a bell tolling in the distance.

Source /sɔːs/ /sɔːrs/ *noun* [C]: the place something comes from or starts at, or the cause of something

a source of heat/energy/light

Stack /stæk/ *noun* [C] PILE**:** a pile of things arranged one on top of another

He chose a cartoon from the stack of videos on the shelf.

Strategy /ˈstræt.ə.dʒi/ /ˈstræ-/ *noun* [C or U]: a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations

The president held an emergency meeting to discuss military strategy with his defence commanders yesterday.

Stress /stres/ *noun* PRONUNCIATION [C or U]: when a word or syllable is pronounced with greater force than other words in the same sentence or other syllables in the same word, or a musical note is played with greater force than others in a group

The meaning of a sentence often depends on stress and intonation.

Syntax /ˈsɪn.tæks/ *noun* [U] SPECIALIZED: the grammatical arrangement of words in a sentence

The, World Wide ˈ Web *noun* [S] (ABBREVIATION WWW , ALSO the Web)
: the system of connected documents on the Internet, which often contain colour pictures, video and sound, and can be searched for information about a particular subject

Our computer system consists of about twenty personal computers networked to a powerful file-server.

Utterance /ˈʌt. ə r. ə n *t* s/ /ˈʌ.tɚ-/ *noun* [C]: FORMAL something that someone says

The senator's weekend utterances were promptly rebutted by three of his colleagues on Monday.

Vocabulary /vəˈkæb.jʊ.l ə r.i/ /voʊˈkæb.jə.ler-/ *noun* [C] :all the words known and used by a particular person

a wide/limited vocabulary

Web **browser**, **browser** *noun* [C]: a computer program that makes it possible for you to read information on the Internet

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