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LICENCIATURA EN IDIOMA INGLÉS

THESIS TOPIC:

"The implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia, El Salvador"

SUBMITTED BY:

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TO OBTAIN THE TITLE OF:

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Acta número **2**, en la sala DOS, de la Dirección de Egresados y Graduados, de la Universidad Francisco Gavidia, a las catorce horas quince minutos, del día siete de marzo de dos mil diecinueve; siendo estos el día y la hora señalada para la defensa oral del Proyecto de Investigación **"The implementation of a virtual course to reinforce the syllabi of the Intermediate I, II and Advanced English courses of the English Major at Universidad Francisco Gavidia"**, presentado por los egresados: Llamanto Jeruslen Castillo Cruz, Kevin Arnold Renderos Morales y Cristian Adalberto Elías Ramos, de la carrera de Licenciatura en Idioma Ingles.

Y estando presentes los interesados y el Jurado Evaluador, se procedió a dar cumplimiento a lo estipulado en el Reglamento General de Graduación y el Instructivo de Graduación por Proyecto de Investigación, habiendo llegado el Jurado, después de las exposiciones, el interrogatorio y las deliberaciones correspondientes, a pronunciarse por este fallo:

Llamanto Jeruslen Castillo Cruz

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Cristian Adalberto Elías Ramos

Y no habiendo más que hacer constar, se da por terminada la presente.

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Abstract

The current research project revolves around the implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia. The purpose of it was to research students' needs and expectations towards virtual classes, new technologies and methodologies available to be used in virtual courses; such information was researched in order to address the design and creation of the virtual course and to ultimately implement it to the three subjects involved in the study.

The students of Intermediate English I, Intermediate English II and Advanced English courses of the English Major were on their second semester of 2018, studying the third unit of their academic syllabi, therefore the virtual classroom was based on those topics and the methodology applied was based on the previous research of the accepted ESL (English as a second language) methodologies available.

Throughout all the project's implementation and by the means of surveys and tests it was demonstrated the effectivity of the virtual courses to reinforce the current syllabi of the ESL subjects studied to a greater or lesser degree based on teachers' involvement and students' motivations. Which in turn shed light on its possible generalized application on not only ESL subjects but all other careers on the university or other academic institutions.

Introduction

Teaching is one of the most rewarding professions one can get in life. Teaching is not only a job, of course people get paid for it, however teaching belongs to a selected group of occupations where high-quality human interactions are of utmost importance in order to obtain the desired results.

To be a teacher, knowledge is not enough. Wisdom cannot be transmitted without an excellent set of communicative abilities, empathy and social understanding; giving as a result the need of a very specific profile required to become a teacher; however, a new element has been added to the teaching-learning process in the last years, and that is the access to new communication technologies or as academic researchers have been calling them since the 1980s[1]: "Information and communication technologies (ICT)". These new technologies have the potential to enhance the reach of teachers at the time of addressing classes, and it has been proved effective already in many occasions.[2]

Nowadays Information and communication technologies (ICT) have taken place in our lives, principally websites, they are used now as normal complements of our lives and that is because of their easy accessibility; they are mostly user friendly and they enjoy of great popularity among young people and it doesn't take a research to confirm that, it is of common knowledge now since we are living it and experiencing it daily. That is why we, as students of an English Major, have found the necessity of integrate this tool to our academic field: the teaching of the English language, designing a web-based course where we can offer a sort of academic aids and resources to reinforce

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[1] William Melody, Information and Communication Technologies: Social Sciences Research and Training: A Report by the ESRC Programme on Information and Communication Technologies
[2] Motteram, Gary, "Innovations in learning technologies for English language teaching"

the syllabi of ESL subjects in our alma mater Universidad Francisco Gavidia at the same time that we promote the usage of new technologies for more meaningful purposes and strengthen the communication among the teaching and learning process of the participants.

This virtual course will allow teachers to fill the gaps in the educational process where an extra help is needed and eventually enhance students' performance, which in turn, betters the teaching quality of the institution itself.

This research project aims to exhort students and teachers alike to use the new technologies for not only leisure and entertainment but for significant, and long-term useful matters; for instance, the learning of English as a second language, and ultimately reinforce the teaching and learning process.

Chapter I: Problem Description

1.1 Problem Description

Once someone has begun the process of becoming a teacher, that is to say, after teaching instruction and getting a first job as a teacher, he or she can hone his or her communicative skills to teach. Practice is imperative in this stage.

Now the necessity of knowing how to convey ideas in engaging ways becomes even more apparent when teaching foreign language-based subjects, English for instance; an English teacher must strive to achieve an excellent communicative level according to the level to be taught. Returning to the example mentioned above, when someone begins the process of becoming a proficient and experienced teacher, now an English teacher, he or she will finally become, if doing it correctly, what a teacher must be: a wise and engaging teacher. Those two traits encompass what a good and real teacher must strive to become, of course it is not easy or fast, but it is certainly possible.

Nowadays there are plenty of teachers that understand and internalize both principles, wisdom and engagement, however a new element has been added to the teaching-learning process, and that is the access to new communication technologies or as academic researchers have been calling them since the 1980s: "Information and communication technologies (ICT)". These new technologies have the potential to enhance the reach of teachers at the time of addressing classes, and it has been proved effective already in many occasions.

Now the paradigm of an ideal teacher has changed and in order to keep up with our current times, the use of state-of-the-art technologies is a must.

Teaching has many approaches, we already mentioned how it should be from the teachers end, now let us have a look from the education system. Teaching can be a

daunting task having the right resources and following the right procedures while impossible otherwise.

The teaching process has evolved through time, as everything does, enriching its methods and techniques with all the positive results of researches and studies on the matter that have taken place throughout history, an evolutionary progression that has transformed the traditional teaching process into a modern one that nowadays it's being influenced strongly by the ICTs.

Now through our experience as students and tutors we have found a clear disadvantage in the education system. The disadvantage we have spotted is the lack of compulsory mastery of contents, what do we mean by that? The teaching process, even when a teacher has all the necessary traits to teach in a proper way, has gaps when it comes to the students' mastery of all contents taught in class, for example:

A class is given by an exemplary teacher, we are humans and even under those ideal conditions, teachers are not infallible, there will be some students that will need an extra support to achieve the mastery of the contents taught. An extra support that most likely those students will not have. Then it comes the exams period at the end of the unit, some students get 100% in the test while the others, the ones in need of that extra help, they get 70%, they did not master the contents at a hundred percent, however they barely got the required grade to pass to the next unit, so they did.

The next unit begins, and it begins assuming that all students, since they have all passed the last unit test, know the last content at a hundred percent and it begins building new knowledge upon those bases.

For the students that got a 100% in the test that might be real but what about those who got 70%? They still lack a 30% of knowledge of the previous content and now they are obliged to advance supporting their learning process upon those weak foundations, a process, that clearly, will only worsen through time if it continues the same road.

Good students, smart and responsible ones fail in exams or fail in getting certain concepts despite having capable teachers and it is due to all these gaps disseminated all over the foundations of their knowledge.

It will be difficult for the teacher to teach a certain topic if someone does not know in its entirety the main base of the previous content given in class.

This was an example on how the lack of compulsory mastery of contents, which comes from instance from the traditional ways of teaching, leads to future problems on the learning process of the students. Now in regards of the evaluation process, it is not utterly wrong per se however it is there where we notice the insufficient knowledge of students, something that can be reinforced in advanced, during the course.

Therefore, teachers should evaluate what the student's weaknesses are, that affect the academic performance, and which could be the areas in where they can improve their English language teaching techniques knowledge. Here it is where the ICTs can play a huge role filling those gaps, reinforcing and enhancing the teaching process in new and engaging ways, that will ultimately lead to better professionals, adapted to current times and wise enough to confront their tasks as it must be done.

It is very important to take into consideration that the ICTs, for instance in the way of a virtual course, can potentially give an extra and effective help to teachers at the classroom and to students to reinforce and practice more at home and in class using the software of a virtual course provided by the teacher to all students and specially to those who have difficulties to perform in any specific content.

This virtual course with its inherent technological advantages can allow students to practice as much as necessary, reinforcing their knowledge until they gain mastery in the content, all while emphasizing on experimentation and failure to achieve mastery, since from them is where true knowledge comes from.

1.2 Problem statement

The lack of implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia.

1.3 Justification

To the Francisco Gavidia University community, teachers and students, the development of a virtual platform to host academic aids was of great help, since despite the impact of technology in these recent years, and the institution having a virtual platform available to be used for this purpose, its potential has not been utilized at its maximum in all courses, virtual courses are the exception, however normal face to face classes benefited a great deal from it as well.

It was necessary to guide the teachers and students to give a proper use to this platform, because it was a new tool for the majority of them and that was reached by explaining them all the benefits that this platform was providing, oriented to a better understanding and communication. The development of this investigation allowed the students:

- To know and understand the good use that we can give to the new technologies and the importance and positive benefits that these ones can provide regarding to the learning process.

- To use this new platform to have an immediate updated access to the topics and information that they learn in classes to practice and improve their knowledge regarding those topics.

- To have an interactive communication between their teachers outside the classroom.

- To have a better communication between their classmates through a forum or personal messages where they will be able to interact and share information of the topics that they gather by themselves.

The purpose of this investigation was to provide the university with a reinforcement course using the Moodle platform, that can improve the communication between teachers and students focused in all the topics the latter learn day by day to practice them for a better understanding that can allow them to move on quickly to the next topics and consequently learn more topics and reaching mastery of them. Regarding to the teachers this platform allowed them to know more about the technology and how this can be applied to get positive results improving their abilities and at the same time student's abilities.

With the implementation of this reinforcement course we were benefitting the university but mostly the educational community. The use of this platform allowed students to have a better understanding and knowledge of the topics studied, since in this platform teachers were able to introduce a variety of different definitions of the topics and as well activities that they were able to repeat until they get the right answers in order to internalize the correct use of the topics, in other words until they mastered the contents and at the same time interacting between their classmates to create a comfortable and stimulating environment.

1.4 Temporal-spatial-social delimitation

The research was focused on the implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English

courses of the English Major during the second semester of 2018 at Universidad Francisco Gavidia located in San Salvador, El Salvador.

1.5 Objectives

1.5.1 General Objective

- To create and implement a virtual course using the tool Moodle to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia

1.5.2 Specific Objectives

- To create a virtual course using the tool Moodle that allows students to have a quick access to the topics that they need to improve and review.
- To implement this platform on ESL subjects of the Universidad Francisco Gavidia to improve the learning process of the students by the application of a modern and useful tool.

1.6 Scopes and limitations

1.6.1 Scopes

- This research project implemented an ESL virtual course, for the students of the English Major area at the Universidad Francisco Gavidia.

- This research covered only the students of the subjects Intermediate English I, Intermediate English II and Advance English of the English Major at the Universidad Francisco Gavidia.

1.6.2 Limitations

- Inaccurate answers by the students on the surveys due to lack of interest.

- Lack of participation and usage of the platform by the students.

- Technical limitations of the Moodle Platform, for example not enough users permitted by course.

- Lack of time on the researchers end.

Chapter II: Theoretical Framework

2.1 History of online education

2.1.1 The beginning of the virtual learning

Nowadays, we have different words to define the virtual courses like: e-learning, virtual learning or online learning, but those words came up back in the 1999 when the term E-learning first was applied for a CBT (Computer-Based Training) seminar; however, the virtual learning have been existing long time before the internet was launched, in the 1840s Isaac Pitman used a method which he considered of a real importance in the learning process, he taught his students through correspondences which mean that the students studied at home whenever they received their correspondences[3]; the teacher and the students both were sending mails between them therefore having just a little interaction between them worth the redundancy, that is why he is considered the pioneer of the virtual learning, since that is the basic principle of it.

This process was called distance learning and it was applied in different institutions from different countries to encourage the study at home, "this process attracted a lot of people (mostly women), and teachers who used this method to correspond the students with guided reading and frequent tests"[4].

Later in 1883 academic degrees were authorized by the state of New York including those ones that were got in summer institutes and the correspondence courses.

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[3] History of E-learning [online] Retrieved on 11-06-2018. Available in https://www.talentlms.com/elearning/history-of-elearning
[4] Simonson, Michael; et al. Teaching and Learning at a Distance: Foundations of Distance Education. Pearson. 4th edition, 2008. P. 36.

William Rainey Harper, was effusive with the application of the correspondence courses and thought that it will be the future for the learning process, he said "the students who have prepared a certain number of lessons in the correspondence school know more of the subject treated in the lesson, and know it better, than the students who have covered the same ground in the classroom"[5].

Those words implied that it will be a time when there will be more students studying with the correspondence method than the classroom, because of that in 1886 some important universities started to apply that method in their programs.

2.1.2 The development of the E-learning in the 90s and 2000s.

In the early 90s, one of the most important moments in the history occurred and it was the launch of the internet to all the public, at first it used the telephone line to be able to get the connection; nevertheless, it was a very slow connection.

The release of the internet to the public brought good results to education, because a lot of schools started to deliver online courses, many schools stablished the virtual learning and in some of them, this learning was the only one that they offered, giving with this the possibility to study to all the people who had difficulties to attend a college. "This implementation in the 90s also helped to reduce the cost of the virtual learning and to extend the audience."

Still in the 90s, it was born the term digital native, this term referred to all those students that were born in those years and that were instantly related with the computers and its digital language.

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[5] Simonson, Michael; et al. Op. Cit.

Later in the 90s, the blackboard was been replaced with an interactive whiteboard, at first a lot of people in classroom had difficulties using this innovative board since they didn't have any previous interaction with this; however, most of the schools in the area were adopting this innovation to teach in the classrooms.

At the end of the 90s, it was when the e-learning term was really taking importance, and the first web based learning management system (LMS) was launched, this system allowed students and teachers to: share and exchange information and learning material, do tests, interact between them, and track and share their progress; this system was really good for teachers and students because it was easy to use. the LMS was as well define as "a software application that organizes, documents, records and delivers e-learning courses."[6]

With all these inventions that were made, the CBT (Computer Based Training) programs also improved, the early CBT programs were little more than programmed instruction teaching machines, but with all those innovations at that decade the CBT had all the necessary resources and components to have a full use.

In the 2000s, corporations and business started to apply the E-learning to teach their employees in order to adapt it for their necessities, the E-learning brought some positive changes to the people like the combination of the education and the interaction, and "The learner experience became cohesive with upgraded pedagogy. Affirming, education is more about ideas and not facts."[7]

In the 2000s as well, e-learning was accesible to people to study at home and get degrees, that helped people to expand their knowledge and improve their skills. The Open University located in Britain wanted to take advantage of the e-learning, based

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[6] Bezhovski, Zlatko; Poorani, Subitcha. Op. Cit. P.51

[7] Ibidem

in the e-learning through correspondence by mail, but with the introduction of the internet, the Open University started to use the E-learning through E-mail, creating with this a more interactive and lengthy educational experience for the students with a faster correspondence and reply. The main influence was Distance Learning a technique that the teachers used in the 40s, as we explained before.

Later in the 2000s, the technologies made the term E-learning more important, as well with the upgrading of those technologies, methodologies and software more people felt attracted to use the PowerPoint tools and the LMS. As well the E-learning was taking some other fields that were really useful in order to improve the E-learning like educational games, learning repositories and social media. "The notion of computer-based training emerged, and training became a new experience that provided immediate feedback and virtual learner support."[8]

2.1.3 The E-learning from 2010 to the current times

Early in 2010, was the period when E-learning was really common for the people that were interested in the learning process, everyone could create a tool, web, blog or system that can provide additional or educative information to share with others that allow people to learn more.

The evolution of the technology allowed the E-learning to be more affordable for the people and allowed them to be able to study without any inconvenience of time or location, then the introduction of "methodologies like podcasting, mobile Internet, learning analytics, and augmented reality created a boom for the online learning niche. Other notable achievements for this time span included: Educational Gaming,

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[8] Edmonds, Kelly. The evolution of the E-learning [online] Learnkit. 2015. Retrieved on 11-06-2018. Available in http://learnkit.com/2015/12/15/the-evolution-of-elearning-then-now-whats-changed/

User created content, Library digitization, Virtual worlds, Cloud computing, Online video, Gesture-based computing, eBooks and Mobile learning."[9]

The inclusion of these methodologies and achievements made the E-learning more popular in the way of delivering education to the people among all the world, the benefits of the E-learning were finally understood on those years.

In 2011, the E-learning courses were popular between the students, companies, teachers and trainers. it was because the tools that started to come up were really easy to use, "there is more content, expert advice, virtual classrooms, and a lot of interaction. Students use these technologies to gain expertise in any subject. Professionals use learning courses to enhance their skill set and attain a better position in their career path."[10]

Nowadays, the E-learning is still active and is one of the most important ways of learning, today with all the new technologies that we have, we can say that we have the education just a step away, there are so many courses online for people who is just interested in a specific knowledge, a lot of people is getting good jobs and opportunities because of that, so we can say that the e-learning is really productive and important nowadays , it helps a lot of students to develop their interactions and knowledge with the flexibility that this gives to them.

The actual E-learning gives a big importance to the interaction between teachers and students making it more enjoyable for both sides, and the main goals of the E-learning today are to be used as a support in classes and to make everyone educated

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[9] Arora, Akansha. The Evolution of E-Learning: from Baby Steps to Giant Leaps [online] i-spring Solutions. 2016. Retrieved on 11-06-2018. Available in https://www.ispringsolutions.com/blog/the-evolution-of-e-learning-from-baby-steps-to-giant-leaps/
[10] Arora, Akansha. Op. Cit.

and avoid the illiteracy in the world, as well to help people to reach their professional goals.

Today E-learning has a complete importance in the education, because the majority of schools and universities give the people the opportunity to study partially virtual, meaning that they can have some subjects where they need to be in a classroom and some virtual subjects where they can study from their homes; furthermore, they also have access to complete virtual careers where they can get a degree studying just from home.

We can find right now the E-learning not only in educational institutions, we can find it in any page of the internet, like blogs, YouTube and some other websites, however in this case people are not going to receive a certificate but they will learn any topic that they are interested in.

"Like social media, CSCL (Computer Supported Cooperative Learning) hinges on social interaction, focusing on the shared development of knowledge by integrating chat, blogging, video, Facebook, Second Life, electronic Role-Playing Games (RPGs) and any of the other myriad electronic and online tools to augment communication and learning together. Like many things digital, e-learning has a fluid definition subject to change at any time."[11]

The E-learning nowadays is more interactive than before, and it is due to some special features like: innovation, challenge, and in some cases controversy. Teachers as well have more benefits now with the new technology and the E-learning, some benefits that the teachers have are: "ability to integrate technology with other

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[11] E-learning [online] Our kids. Retrieved on 11-06-2018. Available in http://www.ourkids.net/e-learning.php

curricula, budget, the effects on students' knowledge retention, appeal vs. true value and a wealth of other considerations."[12]

However, some teachers are against the E-learning nowadays, they consider that the students don't learn enough about the topics and that probably they are not going to be well prepared for a job, or that they could be distracted studying at home without a professor, and they suggest that the education is worst with the implementation of the E-learning.

Even though, some teachers are against it, there are some that consider the E-learning as the way of the future of education, they consider that the teachers are always who direct the learning process even in a virtual class and that it depends on how the teachers implement the technologies, as well it depends on the willingness to learn how to use them, as well the counseling for students and potential students.

"We have heard from students themselves who cite the limitations of learning with "no face to face support from my teachers or peers." Teachers need to learn to manage the student experience and technology's integration with learning, no small task and a process not easily summarized. E-learning is still being investigated in private schools and in public schools"[13]

2.1.4 The future of E-learning

The E-learning among the years has shown that is here to stay, Albert Einstein said: "Your imagination is a preview of coming attractions.", and with all the new technologic advances, the facilities that nowadays exist to get a computer, and the

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[12] Ibidem

[13] E-learning. Op. Cit.

changes in the speed of internet are flourishing and besides to that the multimedia training methods are increasing.

The E-learning has been trying for years until now to be a very effective and measurable method for people, the result of all these advances that we have studied in the previous topics, say that now the E-learning has a bunch of tools that make it interactive and that the learning process now is standard, those advances and how the technology is evolving can give us a view of how the E-learning will be in the future.

Easily in the near future we are going to have the E-learning potential developed in the trend technologies that we have right now, we are going to mention some of them and how the E-learning could be applied.

First, we can mention the Moocs (Massive open online courses), these open courses give the possibility to millions of people from anywhere to take an interactive educational class at the same time, so people from different countries can interact like if they were in a real classroom, these courses are available for everyone who has internet connection, with the MOOCS free online education is going to be evolving and improving day by day.

Then, Mlearning (mobile Learning) in a few years the courses will have a rapidly accessible and good development in the mobiles, as we can see nowadays the mobile devices are so small that we can take it everywhere we go, and these devices are considered small computers because we can save and see information, listen audios, watch videos and some other multimedia benefits, in the future with a good E-learning app or web that could be fluent in a mobile device, people will be able to study at any time everywhere even if they are traveling in a bus they can be at the same time in a virtual class they will be able to find additional information, watch videos to understand better or even to make experiments.

Furthermore, students will have an extended access to topics in the web that could be of their interest, Mlearning as well can have a good connection with the social media, if the learners start to use them as a forum where they post what they have learned, the information that they have from one specific topic, or their knowledge, some people immediately could learn from those posts or the same learner can receive more information about those topics.

Then, we find the virtual technology, it refers to the futuristic virtual reality. These technologies can really help the learners, giving them the possibility to discover, experiment, or imagine. The advantages of the virtual reality could be countless because if you can see it or imagine it you can easily create it and interact with it; so, this technology could be helpful in the learning process.

Finally, we have the gamification, nowadays with the popularity that videogames are taken in the adolescents and kids due to the challenges, strategies, and interactive elements of them, the future of the E-learning can be attached with videogames, instead of use lectures the instructors are going to be using videogames that incorporate those features to teach lessons. The future courses as well can include other aspects that people love like, immediate feedback, and different modes of videogames according to the personalities. All these complements can call the attention of the learners; they are going to be really concentrated to overcome the challenges that nothing will distract them, getting with this a more interactive, amazing and fun way of learning.

In 1997, Peter Drucker said, "Universities won't survive. The future is outside the traditional campus, outside the traditional classroom. Distance learning is coming on

fast." [14] Now we have a question if the E-learning is the future of the education what is going to happen with the schools and teachers?

Well the answer to that question is simple, the students probably are going to be studying or taking courses online, so if that happens the role of the teachers will be as a facilitator, instructors, supporters, instead of being just the person who only transmit knowledge or the person who show discipline in a classroom.

Furthermore, the teachers will be the ones who organize the contents that are going to be developed for the students in these courses, take care of the students like if they were really there teaching and giving instructions, and be the ones that answer all the questions that the student are going to have regarding the topics.

2.2 History of ESL education.

2.2.1 Early days

Throughout history the ESL (English as a second language) has been a fundamental subject in our society that has helped to increase the level of learning proficiency in learners during all these years. The ESL started in the XV century with the growth and propagation of the British Empire that allowed the teaching of English in other countries outside England for the main reason of expanding their trade.

The only way to reach this objective was to send many educators to foreign countries to educate and transmit knowledge of the English language to the new generations of

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[14] Rosen, Dana. eLearning industry, eLearning Future: What Will eLearning Look Like in 2075? [online] eLearning Industry. 2014. Retrieved on 19-07-2018. Available in https://elearningindustry.com/elearning-future-what-will-elearning-look-like-2075

that time. The British education system tried to keep the same local language to take the control and grow up socioeconomically.

The English language reached a great influence of people from different cultures, nations and regions. It expanded to reach important countries such as Canada, United States, Australia, and New Zealand as a native language. Thus, it became a worldwide language establishing mainly in the United States of America as a native language and being one of the first multilingual countries in which began by the middle of the XIX century. Later on, many immigrant people adopted English as a second language looking for liberty and a better life in the United States. In fact, they had to learn the language in order to become citizens of this country.[15]

The English language has emerged through time and has played an important role in history now transforming the language into a bilingual education system that involved people from different ages with the purpose to teach refugees, immigrants and international students from different countries the learning process of a second language. For this reason, this program has been created and has come from generation to generation.

2.2.2 Bilingual education in the USA

During the middle of XVIII and XIX centuries, the bilingual education started becoming important in The United States due to the fact that masses of immigrants from different European countries ended up in some major American cities creating large groups with various cultural and linguistic backgrounds where these people had to adopt the American language, English, in order to survive in the new environment,

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[15] The History of ESL [online] Your Dictionary. Retrieved on 19-07-2018. Available in http://esl.yourdictionary.com/about-esl/the-history-of-esl.html

thus using a single language replacing their own, hence replacing their cultural heritage.

Therefore, this was the reason of creating a bilingual education system that can help students and people of different communities to use their native language to learn the structure, grammar and pronunciation of the English language. As a result, non-English speakers started practicing the language in classes with the necessity to communicate to others. Then the learning of this language spread in private and public schools across the nation.

By the period 1950s-1980s there were important people that launched ESL methodologies that have contributed a lot in the history of bilingual education. Also, in the 1966 – 68 the TESOL (Teachers of English to Speakers of Other Languages) was an organization established with the purpose to reinforce the language providing didactic materials and methodologies for all the people of the United States nation.

At the same time, the congress approved the Bilingual Education Act in which it demanded that all the people of the nation had to learn the language in order to become citizen of the United States. Subsequently, this country developed a variety of cultural English language accents evolving through time among all the citizens of the nation.[16]

There were certain programs aimed to help people learn English in an easier and more meaningful manner, and some special terms were created to delimit English learners and their proficiency, such as the Limited English proficiency (LEP) that was created by James Crawford, which was a term used by the United States school system in 1975. It consisted on label people who had, in that time, limited proficiency

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[16] The History of ESL. Op. Cit.

or problems to acquire at least one of the four basic skills such as reading, writing, listening or even speaking.[17]

2.2.3 Precursors

There have been many linguists and educators that have focused on the study of ESL methods. One of the precursors of a Second Language Teaching and Approaches was the professor of the University of Michigan Edward Mason Anthony who in 1963 described three levels such as the approach, method and technique.

According to him approach is "the beliefs and methods about language learning and teaching that learners are involved in real communication, a direct interaction with the teacher and the learner" A method is a set of steps to carry out ideas to implement a system that can be beneficial and a technique "a particular trick, stratagem, or contrivance used to accomplish an immediate objective."[18]

Later in between 1982[19] and 1985[20] Richards & Rogers constituted the same three levels but in different way choosing their own terms such as approach, design and procedure. They intended to implement the individual process of behavior stimulus-response, to gain more knowledge practicing the language through instruction and the correct procedures, in other words, this form was more practical.

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[17] Executive Order 13166. Archived 2009-01-05 at the Wayback Machine. Retrieved on 22-07-2018. Available in https://web.archive.org/web/20090105211509/http://www.usdoj.gov/crt/cor/Pubs/eolep.php
[18] Edward M. Anthony. Approach, Method, and Technique. [online] ELT Journal, Volume XVII, Issue 2, 1963. P. 63–67. Retrieved on 22-07-2018. Available in https://doi.org/10.1093/elt/XVII.2.63
[19] Richards, Jack C.; Rodgers, Theodore S. Method: Approach, design and procedure. TESOL Quarterly. 1st Edition 1982. 16: 153-68
[20] Richards, Jack C.; Rodgers, Theodore S. Method: Approach, design and procedure. 2nd Edition. Chapter 2 in Richards, Jack C. The Context of Language Teaching Cambridge University Press. 1985.

All of them contributed to generate a better understanding on how to take on the ESL learning and mainly teaching procedure, so teachers all over the world could teach in a proper and efficient way. All of their results and concepts have been applied ever since and they have been demonstrated effective in many occasions through time until our days.

2.2.4 Methods

ESL teaching methods have had a huge influence in the bilingual education to improve the ways of teaching because there are different types of learners with different abilities in turn, to learn in different forms, worth the redundancy. Those theories have become useful during all this time and have been put into practice because they have shown positives results at the time of reaching the goals of learning the language.

Now for instance we are going to describe the most common methods used to teach English through time until our days based on the descriptions of some of them made by Diane Larsen, Freeman and Marti Anderson,[21] or others only when stated. The methods explained in this part will be the ones more closely related to the application of the virtual course.

2.2.4.1 The Direct Method

This method has been used by many teachers during all these years, taking into consideration that in this method the fundamental part is to convey an oral interaction

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[21] Larsen-Freeman, Diane; Anderson, Marti. Techniques& Principlesin LanguageTeaching. Oxford University Press. 3rd Edition, 2011.

in the target language directly and use of the source language to help the students in understanding the meaning and the pronunciation of the words.

The purpose of this principle is to achieve skills such as the speaking, listening and evaluate the grammar and pronunciation of the words. Every single day, the learners need to get new vocabulary, asking questions and answering them. At the end this process is heavily based on an inductive approach.

2.2.4.2 The Audio-lingual Method

The audio-lingual method was another principle based on the oral production as well as the direct method. Students learn about the grammatical structure patterns and vocabulary just by repeating and memorizing a set of phrases or dialogues of conversations already taught to learners. Therefore, this learning process let the students develop the habit on how to use the language to communicate as one of the main purposes of this method.

This method can be considered not effective at all due to the fact that is just repetition and memorizing limiting the knowledge of new words. As a result, learners most of the time present lack of new vocabulary and no interest in learning the language.

2.2.4.3 Cognitive Code Learning

Language acquisition is one of the most frequently and important process in bilingual education where people have the capacity to perceive, produce comprehend and use words with the necessity to communicate to others in the target language. The Linguist Noam Chomsky argued that "language acquisition could not probably have come through habit formation since people make and comprehend utterances they have never heard before."

Also, people developed the language learning through the environment using inner resources such as imagination, creativity, awareness, perception etc. They are used to use their own criteria to discover or induce language rules through practice and experience. Confidence is one of the values they need to have in order to promote a huge capacity for the native language.[22]

2.2.4.4 Community Language Learning (CLT)

This principle approach emerged during the 1980s and 1990s and was devised by Charles Arthur Curran, a professional counseling, as a method which considers students as a whole person related with the feelings, emotions, physical reactions, student's intellect, etc.

The learners try to work together with the teacher considering a counselor while the students are guided for the purpose to overcome those weaknesses and improve in the areas they feel are difficult at the time of learning the language.

The teacher takes the responsibility to build encouragement and confidence to the students with the goal to let the learners be independent and secure when they learn something new and comprehend enough about the class. Developing a community in which the students and the teachers are part of it also reduces the level of shyness and embarrassment.

2.2.4.5 Communicative Language Teaching

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[22] Chomsky, Noam. Syntactic Structures [online] The Hague/Paris: Mouton. 1957. Retrieved on 22-07-2018. Available in https://books.google.com.sv/books?id=a6a_b-CXYAkC&redir_esc=y

The communicative approach focuses on learning and practicing the target language with the intention to use it inside and outside the class. Besides, it encourages learners to express their own ideas and opinions. Also, they learn to work in groups, sharing their experiences, knowledge, goals etc.

Nowadays, it is very common to see the communicative language teaching method through the development of classroom activities such as role plays, interviews, dialogues, group activities, debates, oral presentations, etc.

The role of the teacher is to let the learner use the target language to communicate to others.

2.2.4.6 Task- based language teaching

This principle approach goes directly to the students, so they can do meaningful tasks to accomplish an unusual activity that has been design by the teacher, for example, a birthday party where a small group of people work together to develop this activity preparing the appropriate scenario with the goal of using the target language.

There are many tasks that the teacher can provide to the students, so learners would be able to manage and have the capacity to deal with it. Then it comes the feedback from the teacher to let them know what can be improved or avoided.

2.2.4.7 Content and Language Integrated Learning (CLIL)

CLIL is an approach or method which integrates the teaching of content from a curriculum subject with the teaching of a non-native language.

This is a very important approach around the world because the knowledge of another language helps the student to improve skills in their first language and helps students to develop their communicate skills.

In a classroom where the CLIL is applied, the subject and the language skills are taught together or at the same time, integrating the thinking and learning as well. In this method the teachers have different goals or objectives in the class that can be reached in cooperation between them, language teachers must learn more about the subject content and the subject teachers must learn more about the language or the necessary knowledge of the language for the subject.

CLIL has four basic components, commonly called '4Cs'.

Content: it refers to the subject aims. It is related with the next component.

Communication: learners have to produce subject language in both oral and written form. That it is also related with the next component.

Cognition: CLIL promote cognitive or thinking skills which challenge learners. This one is connected to the last one.

Culture: understanding our culture and others' makes the process of communication with foreign people more effective.

The four components are connected between them, so it is like a cycle.

Here are some features of the CLIL:

• 	Multiple focus approach

• 	Safe and enriching learning Environment

• 	Authenticity

• 	Active learning

• 	Scaffolding

•   Cooperation[23]

2.2.4.8 B-Learning Methodology

This term is used to describe the combination of the E-learning with the traditional learning methods to create an innovative, hybrid teaching methodology. It creates a very notable change in classrooms, because it is not just only the addition of computers to the classrooms or classes. What this method makes is a crucial change in how the teachers and students approach the learning experience.

Something that is important in this method is that both teachers and student's physical presence is required, with some necessary aspects like the student control over time and pace.

Features of B-Learning:

•   Face to face driver: It is when the teacher manages a class giving instructions and information and then reinforces that information with tools.

•   Rotation: It is when the students have a schedule assigned, when the face to face classes and the virtual classes happen in a combination cycle.

•   Flex: Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support.

•   Labs: All of the curriculum is delivered via a digital platform but in a consistent physical location. Students usually take traditional classes in this model as well.

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[23] Lesca, Umberto. An introduction to CLIL [online] Oxford. 2012. Retrieved on 06-01-2019. Available in   http://www.itis.biella.it/europa/pdf-europa/CLIL_Report.pdf?fbclid=IwAR1vGvpDvyMc_Ozk5uV8iNNGNHVRQ9QOAVHV3yP6FUvRWso OxYL2BVyTwVw

•   Self-blend: Students choose to augment their traditional learning with online course work.

•   Online driver: Students complete an entire course through an online platform with possible teacher check-ins. All curriculum and teaching are delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary.

B-learning, as well, has redefined the role of the teachers. As an alternative to use the word "teacher" it has been created the term "facilitator". The facilitator places more emphasis in the improvement of the students with the necessary skills and knowledge, to make the online material and independent study time the most usable while at the same time guide the students towards a meaningful experience. The four keys of a facilitators are:

1)   Develop online and offline course content.

2)   Facilitation of communication with and among students, including the pedagogy of communicating content online without the contextual clues, students would get in person.

3)   Guiding the learning experience of individual students and customizing material wherever possible to strengthen the learning experience.

4)   Assessment and grading, not unlike the expectations for teachers within the traditional framework.

Disadvantages of the Blended learning

Since the blended learning depends a lot in technical resources and tools that are used to deliver the information, these tools must be reliable, easy to use and up to date, in order to have a good result in the learning process, and sometimes all those

requirements are not met. Another disadvantage is the group work because it can create a lot of issues with the management of the online features. And one disadvantage for the facilitators is that when they are trying to provide effective feedback it consumes more time than in a traditional classroom.

Final overview of methodologies used on the project

As you could see the last methodology explained in this part of the research project was focused on B-Learning which is the virtual methodology that influenced the most the modus operandi of the project, doing a mix of traditional methodologies at the classroom and enhancing the teaching-learning process using the virtual environment created in the virtual course that was provided.[24]

2.2.5 ESL Education In El Salvador

El Salvador is one of the smallest countries in Central America where it is located between Guatemala and Honduras. Recent studies from 2016 showed that the population of this country had approximately 6.34 million people where the official language is Spanish.

Now in regards of foreign languages specifically about English El Salvador is ranking 70th in the "English Proficiency Index" by the Global English language company Education which in its 2018 report states that according to their research El Salvador

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[24] Blended learning Retrieved on 06-01-2019. Available in: https://www.mindflash.com/elearning/what-is-blended-learning?fbclid=IwAR1U74-ylLFQbwGuClv14TxUamIt2H2etcWaZH7HhRFojY3awRUffmfRcnc

and Nicaragua have a "Very Low" level of English.[25] Something very alarming taking into consideration the importance English language has been having in the recent years with the boom of the call center industry in the country.

El Salvador's response to this industry has been some programs under Corporate Social Responsibility like SUPERATE and USAID assistance in funding job training in English and technology to increase the labor pool. However quality education has always been a concern and the need to modernize curricula and improve quality on teaching and learning scenarios is well known.

While this struggle continues the demand for well-trained professionals keeps growing in the industry not only for contact centers but as well in teaching environments since more and more English academies are opening as time passes.

One of the more notable efforts in the ESL English training in El Salvador is the USAID's Program of Access to Employment, which is part of an alliance with an initial group of three call centers to "prepare people with English fluency good enough for employment in call centers," explains Beto Brunn of CARANA/USAID. "These "advanced" speakers receive training for seven to eight weeks, and most of them are immediately hired." [26]

Yet again, there was another important program funded by USAID that allowed transforming El Salvador's higher education system to help in the economic growth and social development which was called El Salvador Higher Education for Economic Growth Project (2014-2019).

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[25] Do you speak English? [online] Central America Data. 2018 Retrieved on 06-01-2019. Available in https://www.centralamericadata.com/en/article/home/Do_you_speak_English

[26] El Salvador, Efforts to improve English have real impact. [online]The Office Gurus. 2018. Retrieved on 06-01-2019. Available in https://theofficegurus.com/el-salvador-english-improvement/

With the benefits of this project, World Learning has trained 55 English language faculties from private and public universities in the country such as Universidad Francisco Gavidia, Universidad Don Bosco, Universidad de Oriente, Universidad Centroamericana and Universidad Catolica de El Salvador to improve their capacity to teach English for Specific Purposes (ESP), establishing 5 career development centers (CDCs) which can provide university students a wide education of career services along with Internships and job opportunities to strengthen the institutional capacity of universities and higher education systems.[27]

Now if we look towards the public education system of the country, during the post-war period, there were implemented three important reforms in our country which were the Ten-Year Plan (1995-2004), Plan 2021 (2004-2009) and the Social Education Plan (created on 2009 to 2014 and continued until 2019) that were supposed to improve little by little the education quality of the country including but not limiting the English Language teaching.

Being the Plan 2021 the one that focused the most in raising the level of education by setting an objective of 11 years of schooling for all and on enhancing the competitiveness of the education system by creating programs for the introduction of science and technology in schools and English language learning. [28]

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[27] El Salvador Higher Education for Economic Growth Project. [online] World Learning. 2018. Retrieved on 06-01-2019. Available in https://www.worldlearning.org/program/el-salvador-higher-education-for-economic-growth-project/

[28] D. Brent Edwards Jr; et al. Education in El Salvador: Past, present, prospects. [online] Universidad Centroamericana José Simeón Cañas. 2015. P. 3 Retrieved on 06-01-2019. Available in https://www.academia.edu/24476473/Education_in_El_Salvador_Past_present_prospects

The ex-president of the republic of El Salvador, Elias Antonio Saca stated on some occasions to newspapers of the country the necessity of the country to be part of the global tendencies, focused on the information revolution along with technology.

Hence, the creation of a necessary program "Compite" which consisted on the implementation of English as a foreign language and technological resources such as printed materials, video, television, etc. to support the English teaching and learning process.

Therefore, the English language in El Salvador has become essential and a demanded tool to get a job or to develop the capacity each person has. The bilingual system is applied in public and private schools focusing mostly on the grammatical structures and reading part. However, there are some Bilingual schools that have demonstrated a higher quality English instruction using more varied methodologies and new approaches, having reached a level where students in 5th elementary school are practically bilinguals with a proficiency of an 80% of the language. [29]

On the other hand, this subject does not have a high influence at the school because it is most of the times, two hours for the whole week or sometimes just one. Therefore, chances are students will try to overcome and improve the language either in private English academies or at home, if they are interested of course. It is not enough just to keep the information the teacher provides during the class, though.

Teachers who reach a bachelor's degree and specialized in the English language, are required to take the TOEFL certification in order to teach in public schools and private schools and universities.

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[29] Joma, Susana. Este es el colegio privado único con 10 de evaluación en El Salvador. [online] elsalvador.com. 2017. Retrieved on 22-07-2018. Available in https://www.elsalvador.com/noticias/nacional/361974/este-es-el-colegio-privado-unico-con-10-de-evaluacion-en-el-salvador/

Regarding the salary of teachers who specialize in this subject varies depending on the certification level and previous experiences they have. This includes native teachers who come from The United States to teach here and even to earn higher wages than the teachers from El Salvador.

Nowadays, students have noticed that English is more than a subject; it is a way to become a professional managing a second language as a complement on their own professional career. Subsequently, the education system must reinforce this subject in all the academic levels. They have to propose methods or techniques that motivate students from the very beginning to learn the language because it would be certainly helpful in the future.

There are students who study this language as a main career path, and for them there are many professions that fit perfect with this career such as Teachers, Translators, Ambassadors, Interpreters, etc. also, learning the language gives more opportunities to work in popular jobs as in the Call Center industry here in our country. This type of job has a high demand in the country due to its lack of requirements besides knowing the English language, anyway people adopt to learn the language with the necessity to go ahead with their lives and mostly because the salary is higher than the minimum wage, something that they would not get anywhere else with the same qualifications that call centers require.

Even though teaching is one of the most common professions for people who try to get a bachelor's degree in English. Therefore, they are the future to guide students to a better education in the foreign language and in order to achieve it they need to implement the best operative methods that have been proved effective through history.

2.3 The Common European Framework of Reference

The Common European Framework of Reference (commonly abbreviated CEFR) is an important guideline that presents the realization of language syllabi, curriculum guidelines, examinations, textbooks, etc. across Europe and even in other countries. Also, this one provides the description and information of cultural context in which the language is established in order for the learners to use it for communication and improve their skills' performance.

Besides that, it allows measuring the level of proficiency of learner's progress at each stage of their learning process. At the same time, the Framework provides the fundamental means for educational administrators, course designers, teachers, trainers, examining bodies, etc. to comprehend the process of practice that can satisfy real needs of the learners. The Framework tries to evaluate in an easier way the different activities of the four competencies for the language qualifications.

The main objective is to provide a method of learning, teaching and assessing to be used into all languages in Europe. To achieve its parameters and functions, the Common European Framework must be comprehensive, transparent and coherent. It is based on an action-oriented approach which means a meaningful interaction (communication) that focuses primarily on real-life communication acts, on presenting new vocabulary and grammar structures within a given context or theme.

The **CEFR** is divided in the following categories:

- **Competences**, which are the sum of knowledge, skills and characteristics that allow a person to perform actions.
- **General competences**, which are called upon for actions of all kinds, including language activities.
- **Communicative language competences**, that are those which empower a person to act using specifically linguistic means.

- **Context** refers to the constellation of events and situational factors (physical and others).
- **Domain,** that refers to the broad sectors of social life in which social agents operate.
- **Task,** it is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved.

In fact, these categories can be divided into sub-categories in the general competences of an individual such as knowledge, skills and know-how, existential competence, ability to learn etc. and the linguistic, sociolinguistic and pragmatic are for the Communicative language competence.

The Common European Framework is divided into six levels which explain the learner's performance in the four skills areas reading, listening, speaking and writing. The representations of Common Reference Levels are classified in basic user (A1-A2) independent user (B1-B2) proficient user (C1-C2). In global scale, each one of them has different meanings and functions that highlight important aspects of the English language.

A1: This level provides basic information for the learners, who start learning the language such as familiar everyday expressions, how to introduce oneself to others and ask common questions related to oneself: what's your name? Where does she/he live? etc.

A2: In this stage, the learners are able to understand expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Besides, it helps to develop the ability to transmit their routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

B1: The learners have the capacity to comprehend the main points on familiar matters encountered in work, school, leisure, etc. At the same time, they can talk about experiences, events, dreams, hopes, ambitions and give reasons and explanations about different aspects of social life.

B2: In this level, the learners are able to understand complex context about concrete and abstract topics including technical discussions. It helps to improve a learner's fluency and spontaneity to dominate a determinate topic. Learners can generate clear, detailed text on a wide range of subjects and express what they think about in a critical way.

C1: Learners are considered to be proficient and efficient to understand a wide range of demanding, longer texts, and recognize constructive meaning. They can handle fluency and spontaneity without searching for expressions or well-structured phrases.

C2: This is the highest level where the learners are able to comprehend with ease everything they read or hear. In fact, they are going to be able to summarize longer texts from different spoken and written sources, reconstructing arguments in a coherent presentation.

Universidad Francisco Gavidia, being one of the most prestigious universities in the country, abides to most of the common international methodologies used in the world and in the case of English teaching, the syllabi of the subjects studied on this project are based on books following the Common European Framework focused on English. Therefore, English Intermediate I, according with the Common European Framework is based upon the common reference level in global scale A2 where the students study expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

The second syllabus English Intermediate II is based upon the common reference level in global scale B1 where the students are able to understand the main points of

common topics encountered in work, school, leisure, etc. this course helps to increase their English knowledge with more vocabulary in social topics.

Finally, the last syllabus Advanced English in accordance with the information from the Common European Framework is based upon the common reference level in global scale B1+ where is situated over the B1 but not quite yet the B2 level. It provides concrete information required in an interview/consultation and learners can transmit and exchange quantities of any type of information.[30]

2.4 Virtual learning

2.4.1 Background

The virtual learning is a process that involves normally a web browser where the teachers and students have access to share information, definitions or different activities about the classes they are enrolled in, and where teachers and students can interact between them. The main feature of this type of learning that makes a big difference in comparison with the traditional learning process is that all the characters of the teaching and learning process can be in different physical places.

Online curses: in this feature is where the tutors or educators post assignments, dates or evaluation, lectures, videos and other information that can be relevant to the students.

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[30] Common European Framework of Reference for Languages. (2009). Cambridge: Cambridge Univ. Press. Retrieved on 06-01-2019. Available in https://rm.coe.int/16802fc1bf

Nowadays, the virtual learning is used for the majority of institutions. Some of them apply the virtual learning as an on-line distance learning platform where the students can take some classes from wherever they are located, benefiting with this all those students that want or need to learn a certain subject, but they don't have enough time or the means to go to a physical institution.

Therefore, the virtual learning gives the opportunity to the students to learn from wherever they are located, and it has more benefits like the sharing of information with others that improve communication, increasing the collaborative work and reuse of the sources because all the materials shared on the web courses are going to be there and they can download them or review them whenever they need them.

The increase of the media, most evident the internet, has brought changes in to the language education right now it is common to introduce the second language after the primary education and in some cases online education is also taken into practice. For instance, in our days most students have access to the internet even in small countries as ours, El Salvador, and this gives as a result a widespread reach of academic institutions to all of their students and in some cases even if the students do not have access to internet teachers have and with that they can better the classes or improve supporting materials.

Thus, now our challenge is to use virtual environments in our favor to teach exploiting its advantages as much as it is possible, and in order to do that we need to review the main theories of people knowledgeable in the field to have a meaningful insight on the matter.

For instance, we have Stephen Krashen a professor emeritus at the University of Southern California, linguist, educational researcher, and political activist. [31] Krashen argued that input would be enough if we are to teach a certain subject in any field however his counterpart came from Merrill Swain a professor emerita of second-language education at the Ontario Institute for Studies in Education, University of Toronto.[32] Who based on a research made with Canadian bilingual learners, showed that *"without engagement with language and feedback, learners do not develop productive skills"[33]*

A Research by Swain in 1985 on what has been called 'the output hypothesis' suggests that "collaborative tasks may be the best way to get students to produce comprehensible output, because when working together students need to negotiate meaning, and as a result are supported in producing comprehensible output beyond their own individual level of competence." meaning that the active and creative interaction could improve the understanding of the students.[34]

Based on all these theories and investigations, we consider of an important relevance the use of technology in the learning process most of it because this kind of platform creates a very interactive environment between the students and the teachers improving in that way the learning process and the communicative skills. Nowadays

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[31] Stephen Krashen. Biography [online] USC Rossier School of Education. Retrieved on 22-07-2018. Available in http://rossier.usc.edu/faculty-and-research/directories/a-z/profile/?id=115
[32] Merrill Swain. Biography [online] University of Toronto Ontario Institute for Studies in Education. Retrieved on 22-07-2018. Available in
https://www.oise.utoronto.ca/ctl/Faculty_Profiles/1438/Merrill_Swain.html
[33] Swain, M. Communicative Competence: Some roles of Comprehensible Input and Comprehensible Output in its Development. [online] In S. Gass & C. Madden (Eds.), Input in second language acquisition. P. 235–253), Rowley, MA: Newbury House. 1985. Retrieved on 22-07-2018. Available in https://es.scribd.com/doc/179356182/Swain-1985-communicative-competence-role-of-input-and-output-pdf
[34] Ibidem

we can easily see the big impact of the technology in our lives, so if we use the technology for educational purposes we can take advantage of it in a more meaningful way.

2.4.2 History of Virtual education in the Universidad Francisco Gavidia

Now it is time to address the history of the virtual courses at The Universidad Francisco Gavidia, and to begin with, a little bit of a background will be needed to put everything in context. The university was founded on March 7th, 1981. At that time there was no way to have advanced telecommunication systems to be implemented yet.

In 1990, the University took a transcendental turn due to the administrative changes that took place on March 27th of the same year. The new authorities decided to choose the engineer Mario Antonio Ruiz Ramirez, a professional and academic with a long trajectory at the university, who transformed it into a modern institution of high level both locally and regionally.

In the same year, the university evolved in the technological field, with the purpose of supporting teaching learning process. In 1997, it was created an important resource called computer node. This feature was considered to be a pedagogical educational advance in university education throughout Central America. Besides, the first computer centers connected to the internet in broadband are created in the university, to be used as laboratories in different subjects.

Then on 2003, in the EBLE building, eight laboratories are installed in the areas of: Networks, Antennas, Analog and Digital Telecommunications, Microwaves, Telephony, Language Laboratory, the Digital Architecture Classroom, the FACET laboratories and 9 computer centers. During that year, the UVirtual platform was launched at the university to offer courses in virtual modality, to which enrolled

teachers and students have access.[35] This resource allows teachers to create and manage the content, activities, tasks, objective tests of the subjects and interact with students through forums and chat.

In the present time, the University offers 100% online mode that allows the opportunity to study without being in the classroom. The online careers available at the moment are: Engineering in computer science, Master's degree in business administration, Bachelor's degree in marketing and advertising, Degree in administrative computer systems and restaurant administration technician.[36]

2.4.3 Environment

All type of organizations that use virtual environments, like for example companies, academic institutions and ONGs, establish rules, policies, procedures and levels of authority. Andrea Ciffolilli calls "phantom authority" at the almost invisible organizational hierarchy and authority in virtual learning spaces.

In this virtual environment students can move as they wish to any topic available at the platform, at their own speed, at their own rate of learning, without time limitations like schedules. It is possible to "cross racial, cultural, time-zone, organizational, and national barriers with the click of a mouse.[37]

2.4.4 Components

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[35] Universidad Francisco Gavidia Website (online) retrieved on 01/14/2019 available on http://www.ufg.edu.sv/evolydes.html#.XDz5U1xKiM8
[36] Universidad Francisco Gavidia Website (online) retrieved on 01/14/2019 available on http://www.ufg.edu.sv/serelin.html#.XDz6gFxKiM8
[37] Ciffolilli, A. Phantom authority, self-selective recruitment and retention of members in virtual communities. [online] Uncommon Culture org. 2003. Retrieved on 22-07-2018 from: http://uncommonculture.org/ojs/index.php/fm/article/view/1108/1028

According to Wenger, (2000) members of virtual environments like learning communities enjoy learning while building a strong social structure, and as we mentioned before they stablish social norms, values, and expectations, and the main principles of this process are:

- Learning by doing,
- Learning as experience,
- Learning as becoming, and
- Learning as belonging [38]

The elements of this kind of virtual learning environment are the following according to Wenger (2002):

- **Domain** is the area, discipline, issue, or topic of practice that creates the passion for shared inquiry.
- **Community** refers to the form of social relationships among members resulting in belonging, identity, trust, and engagement over time.
- **Practice** refers to the actions the community implements over time to address and build upon a body of knowledge. Practice is learning through co-creation that generates content, theory, science, cases, methods, application, and new questions or issues needing attention (Wenger, 2002).[39]

2.4.5 Motivational Factor

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[38] Wenger E. Communities of practice and social learning systems. Organization, 2000. P. 225-246.
[39] Wenger, E. Cultivating communities of practice. Harvard Business School Press. 2002. P. 352

It is important to take into consideration that the student's motivation is of utmost importance at the time of studying in any environment and even more necessary in virtual ones.

There exists a lot of different models regarding the acceptance and use of technology from the students. The most important of them are: The Theory of Reasoned Action, the Theory of Planned Behavior, the Innovation Diffusion Theory, and the Unified Theory of Acceptance and Use of Technology.

The first model created to take on the acceptance of technology was the Theory of Reasoned Action (TRA). Developed in 1980, it has been updated many times since then, eventually becoming the UTAUT (the Unified Theory of Acceptance and Use of Technology.) its current and most comprehensive version in 2003.

The main principle of this model is to create a theoretical base to explain the processes involved in the acceptance of virtual environments by students.

"According to Davis et al. (1989), p. 985, the purpose of the model is to provide a general model for predicting and explaining the use of communication technologies. TAM explains the beliefs, behaviors, and intentions of users with regards to communication technologies based on a theoretical construct.
TAM assumes that the acceptance of technologies by individuals is primarily dictated by two factors, which are the perceived usefulness and perceived ease of use (Davis, 1989, p. 320; Lee, Kozar, & Larsen, 2003, p. 752)."[40]

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[40] EBSCO Publishing. EBSCOhost. [online database]. International Journal of Educational Technology in Higher Education. EBSCO Publishing. [1989, 2003]. With limited access to subscribed institutions   Retrieved   from: http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=23ceeb7f-1c99-4e21-b090-e3de53d890b2%40sessionmgr103

2.4.6 Choosing the technology

At the moment of starting the process to create a virtual course it is necessary to delimit the type of software that is going to be used in order to provide the contents of the course, aiming for the tools that provide the best learning experience to the students.

"When the community decides on electronic methods for communication, each member should be responsible for acquiring and maintaining the resources needed. They also need to have proper computer hardware, software, operational skills, and time for online collaboration.

If periodic virtual PC video meetings will link the entire team for a synchronous meeting, every team member needs a web cam of video connection, headset, high-speed access, and the skills to operate the software program. They also need to make a commitment to schedule time in order to actively engage with the group. Commitment should include time offline to work on community contributions.

If these criteria are met, the new community of practice will have addressed the technology issues, and the community can function across time zones, organizations, and disciplines. The technologies chosen must support the sociability needs of the community, the accomplishment of tasks, the expected development of tools for their practice, and creation of new knowledge (Reil & Polin, 2004)."[41]

Based on those simple principles, a research was made over the web to look for the most appropriate options that met them and could be used in a project like this, many

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[41] Sobrero, Patricia M. Essential Components for Successful Virtual Learning Communities. [online] volume 46, number 4, 2008. Retrieved from: https://www.joe.org/joe/2008august/a1.php

options were considered at first like: WizIQ, Udemy and Velpic but their monetary cost was almost all of the time out of our budget; and the few free options that were available did not meet all the requirements but one Moodle. Moodle meets most of the necessary principles of a successful virtual platform and it counted with the support and confidence of several academic institutions, Universidad Francisco Gavidia included; moreover, it has a free option available with all the basic features needed available.

That is why we have delimited our software to Moodle, a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. Which is going to be explained in depth in the next sections of this chapter.

2.5 Syllabi composition

2.5.1 Background

The syllabus is an academic document created by the teacher that communicates the topics that are going to be developed in class, the time that those topics are going to take during a year or semester, and the objectives that the teachers has in order to create learning process with quality.

The syllabus allows students to be motivated and to create expectations of the course based on the topics and objectives included in it. That is why the syllabus is an essential part of the learning process.

The syllabus always follows the schedule that was delimited at the beginning of the teaching scheduling, but as well it requires the good development of these topics to

be understood by the students in order to give the possibility to the tutor to move on with the next topic or topics satisfying all the expectations of the students and as well reaching their own objectives.

The RP01s, as they are called in the Universidad Francisco Gavidia, for instance are the main source of contents for the three subjects studied in this research, that is to say: Intermediate English I, Intermediate English II and Advanced English. Hence, in order to proceed with the project a new syllabus for three subjects Intermediate English I, Intermediate English II and Advanced English of the English Major at the Universidad Francisco Gavidia needed to be created based on the three original syllabi.

These new syllabi contain the main topics of all three syllabi of those subjects, and it emphasizes the practice by repetition in order to achieve mastery of the contents. Therefore, a platform that allows all that was required, and Moodle is by far the best option.

This means that the virtual course is a kind of summary, to put it in simple words, of all three subjects, and the reason for this decision was that the three subjects share a common grammatical core, teaching and practicing the same topics in different contexts. Therefore, this situation allows to save resources and optimize the procedure of creating the virtual courses for the three.

Now the next step on the research project was the actual reviewing of the syllabi and the delimitation of the main topics, synthesizing at the end the final syllabus for Intermediate English I, Intermediate English II and Advanced English. A process that is described in the following sections of this chapter.

2.5.2 Current Syllabus of Intermediate English I

The first syllabus to be reviewed was the Intermediate English I Syllabus being used as of July 2018 during the second semester of the year.

Now an actual look of the document:

RP-01

PROGRAMA DE ESTUDIO DE: INGLÉS INTERMEDIO INTENSIVO 1

Ciclo: II   Año: 2018

I.   GENERALIDADES

Código	TER1	*Horas teóricas semanales*	4
Prerrequisito	ING2	*Horas prácticas semanales*	2
Unidades Valorativas	6	**Horas totales en el ciclo**	120 horas

II.- DESCRIPCIÓN DE LA ASIGNATURA

La asignatura de Ingles intermedio I está dirigido a desarrollar y potenciar las habilidades del idioma Ingles y a la vez permite a los estudiantes activar competencias adquiridas en el nivel precedente, enfocando su atención en el desarrollo de destrezas verbales que permitan la comunicación efectiva en el segundo idioma. Es por eso que las aplicaciones de diferentes estrategias de enseñanza serán aplicadas en este curso con el fin de exponer lo más posible a los alumnos a la práctica constante del mismo. Además, se enfocarán las 3 habilidades restantes del idioma: Listening, Reading and Writing a fin de que la preparación del estudiante sea integral.

III.- OBJETIVOS:

- Aplicar las funciones y estructuras gramaticales del idioma Ingles contempladas en el programa de estudios en un contexto real.

IV.- UNIDADES DE ESTUDIO

1. All about me

    1.1 –The people in my life/My memories

    1.2 – Foods we like

    1.3 – Eating out

    1.4- A detective is on the case

2. **Today's trends**

    2.1-Modern family trends/In style

    2.2-Running errands

    2.3-This is my neighbourhood

    2.4-Starting out

    2.5-After graduation

3. **Let's celebrate**

    3.1-Party time

    3.2-Festivals and holidays

    3.3-Animal tales/Colourful characters

    3.4-Work history

    3.5-Dream jobs

4. Technology today

    4.1 Telephoning

    4.2-Crazy for cell phones

    4.3-Computers are everywhere/New ideas

4.4-Before you go

4.5-Adventures in travelling.

V.- ESTRATEGIAS DE EVALUACIÓN

Se realizarán pruebas orales, escritas, trabajos individuales, en parejas y grupales con sus respectivas exposiciones, investigaciones bibliográficas que incluyan los temas de las unidades didácticas, controles de lectura, exposiciones, discusiones, revisiones de libros de trabajo. Se desarrollarán cuatro laboratorios con un valor del 10% cada uno y cuatro pruebas objetivas con una ponderación del 15 para cada una de las evaluaciones.

IV. BIBLIOGRAFIA

Mitchel, H.Q and J Scout. American Channel Elementary Student Text book.   MM Publications London, Great Britain, 2004.

Mitchell, H.Q. and J Scott. American Channel Elementary Workbook. MM   Publications London, Great Britain, 2004.

Susan Banman Sileci and Ana Maria Cuder. Text Book SKYLINE RESOURCE PACK. 2005

Susan Stempleski - Nancy Douglas - James R. Morgan World Link 2   Student Text book Copyright 2005 by Thompson Heinly

Elaborado por: Licda. Edelmira de Chávez   Aprobado por: Firma y sello de Decano

Fecha: JULIO 2018

Now as it can be noticed there are not actual English grammar topics or structures in the names of the units and their subtopics, and this obeys the reason that English is taught in the university based on functions of the language. There is no need of explicating which contents are going to be taught if they are going to be taught naturally using the functions of the language in different natural scenarios. However there exists the RP02 document were those contents are implied among didactical guidelines and methodologies.

Now there is something important to be mentioned in this section, as it was explained in the previous paragraph the RP01 is mainly designed as a guide and of course it can be subject to modifications or adaptations in function of the academic needs of the students during class and the resources available, and in this occasion the latter was one of the factors influencing the teaching procedure during this semester.

The book series that was used to support the three classes in the university was Pioneer by Marileni Malkogianni and H.Q. Mitchell, the American Edition.[42] The books of the series used were Pioneer Pre-intermediate, Pioneer Intermediate B1 and Pioneer Intermediate B1+ for each subject Intermediate English I, Intermediate English II and Advanced English respectively.

Now returning to the dissection of the syllabus of Intermediate English I, the Syllabus is also based on the Pioneer Pre-intermediate book own syllabus which is[43]:

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[42] Marileni Malkogianni; H.Q. Mitchell. Pioneer Series, American Edition [online] Retrieved on 24-07-2018 from: http://www.mmpublications.com/Secondary-Adult/Pioneer-American
[43] Marileni Malkogianni; H.Q. Mitchell. Op. Cit.

Table 1 Contents Pioneer Pre-Intermediate A2

CONTENTS PIONEER PRE-INTERMEDIATE

Vocabulary	Grammar
Module 1 Trending	
Greetings Conversational English Words easily confused Materials Phrases expressing like/dislike	Present Simple vs. Present Progressive / Stative verbs / Past Simple Prepositions of time / The verb *used to*
Module 2 Face-to-face	
Words/Phrases related to photography Words/Phrases describing relationships Conversational English Words/Phrases related to communication Personality adjectives	Present Perfect Simple Present Perfect Simple vs. Past Simple for, since, yet, already
Module 3 Something new	

Adjectives describing food /
Conversational English /
Phrasal verbs / Word building: nouns
  ending in *-ion, -ation* /
Hobbies
	Quantifiers: some, any, no,
	  much, many, a lot of, lots of,
	  (a) few, (a) little / Relative
	  pronouns: who, which, that /
	Relative adverb: where

Module 4 What happened?	

Words/Phrases related to accidents
  and injuries
Words/Phrases related to cars
Conversational English
Words/Phrases related to natural
  disasters
Adjectives ending in *–ed* and *–ing*
	Past Progressive
	Past Simple vs. Past
	  Progressive
	Time Clauses: when, while, as,
	  as soon as

Module 5 Destinations	

Words easily confused / Language
  required when traveling by plane /
Conversational English / Compound
  nouns / Adjectives describing places
	Past Perfect Simple
	can, could, may, will, would
	should, had better

Module 6 A modern world	

Conversational English / Expressions
  with *make* / Prepositional phrases
  with *at* / Word building: adjectives
  ending in *-ful, -less*
	Future *will*
	Time clauses
	be able to

Module 6 A modern world

Conversational English / Expressions with *make* / Prepositional phrases with *at* / Word building: adjectives ending in *-ful, -less*	Future *will* Time clauses be able to

Module 7 Choices

Conversational English Words/Phrases related to signs Word building: opposites with *un-, dis-*	may, might, could / Conditional Sentences Type 1 if vs. when / Comparisons

Module 8 All the action

Words/Phrases related to sports Conversational English Phrasal verbs Words/Phrases related to movies	Exclamatory sentences Clauses of result have to, don't have to, must, mustn't, need to, don't need to, needn't Passive Voice (Present Simple – Past Simple)

Module 9 Career paths

Occupations / Academic subjects / Conversational English /Words easily confused / Words/Phrases related to employment and qualifications	So, neither, too, either Reflexive pronouns Present Perfect Progressive Present Perfect Simple vs. Present Perfect Progressive

Module 10 Facts and figures

Words/Phrases related to banks and money / Conversational English / Words with more than one meaning / Units of measurement	too / enough Infinitives -ing form

Module 11 Different cultures

British English vocabulary / Conversational English / Words related to traveling / Adjectives + prepositions / Words/Phrases related to celebrations / Prepositional phrases with *in*	Indirect questions Conditional Sentences Type 2 Wishes

Module 12 That's life

Words/Phrases related to different medical situations Conversational English Phrasal verbs Idioms describing feelings "Strong" adjectives	Negative questions Tag questions Reported Speech: Statements, Questions, Commands, Requests

2.5.3 Current Syllabus of Intermediate English II

The second syllabus that was studied was that of Intermediate English II being the following:

RP-01

PROGRAMA DE ESTUDIO DE: INGLÉS INTERMEDIO INTENSIVO II

Ciclo: II   Año: 2018

I.   GENERALIDADES

Código	TER2	**Horas teóricas semanales**	4
Prerrequisito	TER1	**Horas prácticas semanales**	2
Unidades Valorativas	6	**Horas totales en el ciclo**	120 horas

II.- DESCRIPCIÓN DE LA ASIGNATURA

En esta asignatura, los estudiantes practicarán el idioma inglés expresando sus opiniones sobre temas comunes del vivir diario, tales como: clima, prendas de vestir, conversaciones telefónicas, fenómenos naturales, desastres, planes para el futuro, grupos alimenticios (pedir alimentos), sugerencias, hablar sobre actividades pasadas o futuras sobre: aspectos culturales, eventos históricos, aceptar o rechazar invitaciones, narrar eventos en tiempo pasado, estudios realizados, dar consejos, describir objetos, problemas de salud, pedir disculpas, proyectos o planes para el futuro etc.

Todo lo anterior permitirá que el estudiante asimile, adquiera y practique los conocimientos necesarios para poder desenvolverse en una reunión de amigos, de

trabajo o leer material escrito en inglés. Además, la práctica del idioma inglés lo capacitará para poder interactuar con diferentes aspectos de la vida diaria en cualquier país de habla inglesa o en lugares donde se utilice este idioma como lengua franca, tales como aeropuertos, oficinas. etc.

Durante el desarrollo de esta asignatura se realizarán actividades orales y escritas tendientes a desarrollar las habilidades de hablar, escribir, leer, escuchar y comprender el idioma en un ambiente agradable y de autoaprendizaje.

III.- OBJETIVOS:

Desarrollar las cuatro habilidades de aprendizaje (hablar, leer, escuchar, escribir), y desarrollar destrezas lingüísticas, de promoción y práctica de valores, de cooperación y participación, en un ambiente bilingüe y agradable.

IV.- UNIDADES DE ESTUDIO

1. Indoors and outdoors

1.1 – At home

1.2 – Life is all about change

1.3 – Newspapers and the news

1.4 – The people behind the news

2. **Men and women**

2.1-How do I look?

2.2- Being different

2.3- How to behave

2.4-Big businesses

3. **Sports and hobbies**

3.1-Health

3.2-How do you feel?

3.3-Sports and hobbies

3.4-Social issues

4. Honestly speaking

4.1-Wealth

4.2-Honestly speaking

4.3-To tell the truth

4.4-Our Erath

V.- ESTRATEGIAS DE EVALUACIÓN

Para cada unidad se realizarán dramatizaciones, conversaciones, lecturas, participación activa y efectiva en clases, vocabulario, preguntas orales, dictados de palabras y/o párrafos, composiciones, presentaciones orales individuales y en grupo, gramática, laboratorio y examen escrito. Además, se ponderará la asistencia y participación activa en clase. Los cuatro laboratorios tendrán una ponderación del 40% y las cuatro parciales pruebas objetivas el 60%.

VI. BIBLIOGRAFIA

1. Mitchel, H.Q and J Scout. (2004) Great Britain. American Channel Elementary Text workbook. MM Publications, (Ejemplares 3)

2. Raymond, M. (2005) Great Britain. Basic Grammar in use. Cambridge University Press (Ejemplares 3)

3. H.Q. Mitchell-Marileni Malkogianni (2014) Pioneer- Intermediate B1, American Edition Text Book (Ejemplares 4)

Elaborado por: Licda, Edelmira Rosa de Chávez   Aprobado por:

                                                      Firma y sello de Decano

Fecha: Julio 2018

Which counterpart in textbook was Pioneer Intermediate B1, with the following syllabus[44]:

Table 2 Contents Pioneer Intermediate B1

CONTENTS PIONEER INTERMEDIATE B1

Vocabulary	Grammar
Module 1 Feels like home	
Phrases related to homes Adjectives describing homes and houses Different ways to say where you live Phrasal verbs Phrases and expressions with *get*	Present Simple vs. Present Progressive Stative verbs Question words Subject–Object questions Indirect questions
Module 2 Endurance	
Words/Phrases related to survival Words easily confused Words describing the weather Word building: nouns ending in -er, -or, -ist, -ant referring to people	Past Simple *used to* Past Progressive Past Simple vs. Past Progressive
Module 3 Globetrotting	
Words/Phrases related to traveling Words easily confused Word building: nouns ending in -ion, -ation, -ment Colorful adjectives	Present Perfect Simple vs. Past Simple / Present Perfect Simple – Present Perfect Progressive / Adjectives – Adverbs of manner / Comparisons
Module 4 Job seeking	
Words/Phrases related to jobs and employment Collocations with *make* and *do* Words easily confused Personality adjectives	must / have to / need should / ought to / had better may / might / could must / can't Modal verbs + have + past participle
Module 5 Get the message	
Words/Phrases related to communication Collocations with *say* and *tell* Verbs easily confused Verbs related to computers, devices and the Internet Words/Phrases used in signs Directions	Relative pronouns: who, which, that, whose Relative adverb: where Relative Clauses: defining, non-defining
Module 6 Success	
Word building: opposites with un-, in-, il-, ir-, im- Word building: nouns ending in -ness,-ity Nouns with an irregular formation	Future *will* Future *going to* Future Perfect Simple Conditional Sentences Types Zero, 1 and 2

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[44] Marileni Malkogianni; H.Q. Mitchell. Op. Cit.

Module 7 H_2O	
Geographical features / Animals / Verbs + prepositions	Past Perfect Simple - Past Perfect Progressive / Articles
Module 8 Green living	
Words/Phrases related to the environment Verbs easily confused Phrasal verbs Lexical set: food and food substances	Passive Voice I Passive Voice II
Module 9 Preferences	
Words/Phrases related to shopping Word building: negative words beginning with *dis-*, *mis-*, ending in *-less* Words/Phrases related to books	Full/Bare Infinitive -ing form prefer, would prefer, would rather
Module 10 Let's go!	
Idiomatic expressions Words related to sports and fitness Prepositional phrases with *in* and *out of* Collocations with *lose* and *miss*	Reported Speech: Statements, Questions, Commands, Requests
Module 11 Night	
Words related to medical issues Words easily confused Phrasal verbs with *up* Word building: adjectives ending in -ous, -al, -ful, -able, -ive, -ing	Clauses of concession and purpose all / both / neither / none / either both... and... / neither... nor... / either... or...
Module 12 By chance	
Expressions with *chance* / Words used both as verbs and as nouns / Expressions with *time* / Idiomatic expressions	Conditional Sentences Type 3 Wishes and Unreal Past

2.5.4 Current Syllabus of Advanced English

Finally, we got to the last subject studied with the following syllabus:

PROGRAMA DE ESTUDIO DE: INGLÉS AVANZADO INTENSIVO I

Ciclo: II   Año: 2018

I. GENERALIDADES

Código	IAI0	*Horas teóricas semanales*	4
Prerrequisito	TER2	*Horas prácticas semanales*	2
Unidades Valorativas	6	**Horas totales en el ciclo**	120 horas

II.- DESCRIPCIÓN DE LA MATERIA

Mediante el quinto curso de inglés, los estudiantes pondrán en práctica en una forma sistemática las cuatro habilidades que se necesitan para expresar dominio del idioma inglés: leer, escribir, hablar, escuchar y además, tendrán la oportunidad de practicar todos los conocimientos adquiridos, partiendo de situaciones reales y de su vida cotidiana. Se realizarán trabajos grupales, en parejas y en forma individual con el fin de que los educandos adquieran y desarrollen aún más las cuatro macro habilidades del idioma inglés. Los contenidos estarán determinados por funciones, más que por estructuras gramaticales.

III.- OBJETIVO GENERAL

Desarrollar las cuatro habilidades: hablar, leer, escuchar, escribir y Desarrollar destrezas de cooperación - participación en un ambiente bilingüe para su desarrollo profesional.

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V.- UNIDADES DE ESTUDIO

1) **What's the story?**

    1.1 The story of my life

    1.2 Techno-stress

    1.3 Are you a morning person?

    1.4 First unit general review

2) **Make an impact**

    2.1 Change your world

    2.2 Mysterious disappearances

    2.3 Work issues

    2.4 Second unit general review

3) Does crime pay?

    3.1 Victimless crimes

    3.2 Are you a savvy saver?

    3.3 Different types of families

    3.4 Third unit general review

4) Travel and vacation

    4.1 Trips and travel plans

4.2 An ideal date

4.3 Do you know what to do?

4.4 Fourth unit general review

V. ESTRATEGIAS DE EVALUACIÓN.

Con las evaluaciones, el docente cumplirá la misión de registrar en forma acumulativa, cuantitativa y cualitativa, el nivel de rendimiento de los alumnos. Cada profesor deberá dar a conocer al inicio de ciclo la forma como se evaluarán las distintas unidades y actividades, la ponderación, los criterios y la metodología.

Laboratorios 40% y Pruebas Objetivas 60%

VI.- BIBLIOGRAFÍA

1) Jack R. (2004) PASSAGES 1. UK English for International Communication. Cambridge University Press. (Ejemplares 3)

2) Redman, S. (2005) Vocabulary in Use, Intermediate with Answers. UK. Cambridge University Press. (Ejemplares 3)

3) Stempleski, S. (2006) World Pass, USA Thomson ELT, (Ejemplares 4)

Revisado por: Lic. Flor de Minero   Aprobado por:

Fecha: JULIO 2018.   Firma y sello de Decano

Which in turn was backed up by the book Pioneer Intermediate B1+ with the following contents[45]:

Table 3 Contents Pioneer B1+

CONTENTS PIONEER B1+

Vocabulary	Grammar
Module 1 A job worth doing	
Words, phrases, idioms and collocations related to employment and careers	Present Simple vs. Present Progressive Stative verbs
Module 2 Chillax!	
Words easily confused Words/Phrases related to time Word building: negative prefixes *non-, in-, un-* Collocations with *play, go, do, belong, join, collect*	Present Perfect Simple vs. Present Perfect Progressive Comparisons
Module 3 Experience the world	
Prepositional phrases with *in* and *on* Phrasal verbs with *take* and *get* Words easily confused	Past Simple vs. Past Progressive *used to, would, was/were going to*
Module 4 Nature watch	
Words/Phrases related to nature and the environment Nouns with prepositions Compound words with the prefixes *under* and *over*	Past Perfect Simple vs. Past Perfect Progressive Clauses of reason and concession
Module 5 Looking ahead	
Words easily confused -ing / -ed adjectives Word building: noun suffixes *-ion, -ation, -ment* Word building: Adjective suffixes *-al, ive, -y, -ous/-ious, -able/-ible*	Future tenses Other future forms Time clauses Modal verbs I
Module 6 Private lives	
Adjectives describing personality Idioms with *break* Words easily confused Phrases relating to personality	Defining and non-defining relative clauses Countable / Uncountable nouns Quantifiers

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[45] Marileni Malkogianni; H.Q. Mitchell. Op. Cit.

Module 7 Information age

Words related to the Internet Words/phrases related to the topic of being informed Idioms with *touch* Prepositional phrases with *in*	Passive Voice I Passive Voice II

Module 8 Against the law

Collocations related to crime Word building: crimes and criminals Words easily confused Phrasal verbs related to crime	Full Infinitive, Bare Infinitive, -ing form Modal verbs II (past reference + deduction)

Module 9 Better safe than sorry

Parts of the body Words related to nutrition and health Word building: verbs with prefixes *dis-, mis-* Phrasal verbs with *come* and *go*	Conditional Sentences Type Zero, 1, 2 and 3

Module 10 At your service

Words related to hotels, the hospitality industry and the service sector Prepositional phrases with *at* and *by* Words easily confused Words related to banking and finance	Clauses of result and purpose Causative Form

Module 11 Where on earth...?

Architectural features Word building: nouns ending in *-ity, -ence, -ance, -ness* Descriptive adjectives	Reported Speech: Statements, Questions, Commands, Requests Special introductory verbs

Module 12 A penny saved is a penny earned

Words easily confused Prepositions used in expressions related to money Idiomatic expressions Places to shop Word building: nouns denoting occupations ending in *–er, -or, -ian, -ist* Collocations related to shopping	Wishes and Unreal Past Tag questions Subject - Object Questions and question words

2.5.5 Comparison and Analysis

It was found that in the three syllabi there was a consistent iteration of certain grammar topics, being repeated over and over again throughout the three subjects, however it was not the case with the vocabulary section which changed widely from one subject to another.

Meaning that the main objective of these syllabi was to teach vocabulary and grammar in context based on competencies, the four main skills, taught through functions of the language. Now taking into consideration this fact, it was decided to focus on the grammatical aspect of the language to structure it and provide a final syllabus with the main grammar structures touched by the three subjects including of course the lexicon in context that supports the grammar structures, but not all of them for practical reasons. All of this by the means of the functions of the language, that are going to be specified in next chapters, for each unit and basing everything on the European Framework levels to match the necessary competencies for each level.
The vocabulary sections plus the competencies that are not practical for the virtual classroom were taught in classes. That is the reason why the core of the virtual syllabi is grammar structures.

That being said, in order to compare and delimit the main grammar topics for the three subjects we made use of the following comparative table:

Table 4 Topics Delimitation

	Pioneer Pre-Intermediate A2	Pioneer Intermediate B1	Pioneer Intermediate B1+
Module 1	Present Simple vs. Present Progressive / Stative verbs / Past Simple Prepositions of time / The verb used to	Present Simple vs. Present Progressive Stative Verbs Question Words Subject–Object questions Indirect	Present Simple vs. Present Progressive Stative verbs

		questions	
Module 2	Present Perfect Simple Present Perfect Simple vs. Past Simple for, since, yet, already	Past Simple used to Past Progressive Past Simple vs. Past Progressive	Present Perfect Simple vs. Present Perfect Progressive Comparisons
Module 3	Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little / Relative pronouns: who, which, that / Relative adverb: where	Present Perfect Simple vs. Past Simple / Present Perfect Simple – Present Perfect Progressive / Adjectives – Adverbs of manner / Comparisons	Past Simple vs. Past Progressive used to, would, was/were going to
Module 4	Past Progressive Past Simple vs. Past Progressive Time Clauses: when, while, as, as soon as	must / have to / need should / ought to / had better may / might / could must / can't Modal verbs + have + past participle	Past Perfect Simple vs. Past Perfect Progressive Clauses of reason and concession
Module 5	Past Perfect Simple can, could, may, will, would should, had better	Relative pronouns: who, which, that, whose Relative adverb: where Relative Clauses: defining, non-defining	Future tenses Other future forms Time clauses Modal verbs I
Module 6	Future will Time clauses be able to	Future will Future going to Future Perfect Simple Conditional Sentences Types Zero, 1 and 2	Defining and non-defining relative clauses Countable / Uncountable nouns Quantifiers
Module 7	may, might, could / Conditional Sentences Type 1 if vs. when / Comparisons	Past Perfect Simple - Past Perfect Progressive / Articles	Passive Voice I Passive Voice II

Module 8	Exclamatory sentences Clauses of result have to, don't have to, must, mustn't, need to, don't need to, needn't Passive Voice (Present Simple – Past Simple)	Passive Voice I Passive Voice II	Full Infinitive, Bare Infinitive, -ing form Modal verbs II (past reference + deduction)
Module 9	So, neither, too, either Reflexive pronouns Present Perfect Progressive Present Perfect Simple vs. Present Perfect Progressive	Full/Bare Infinitive -ing form prefer, would prefer, would rather	Conditional Sentences Type Zero, 1, 2 and 3
Module 10	too / enough Infinitives -ing form	Reported Speech: Statements, Questions, Commands, Requests	Clauses of result and purpose Causative Form
Module 11	Indirect questions Conditional Sentences Type 2 Wishes	Clauses of concession and purpose all / both / neither / none / either both… and… / neither… nor… / either… or…	Reported Speech: Statements, Questions, Commands, Requests Special introductory verbs
Module 12	Negative questions Tag questions Reported Speech: Statements, Questions, Commands, Requests	Conditional Sentences Type 3 Wishes and Unreal Past	Wishes and Unreal Past Tag Questions Subject - Object Questions and question words

In the previous chart we can see every book syllabus side by side gaining a better understanding of the contents taught in the three subjects, evidently most of the contents taught are the same, only approached in different ways each time with different lexicon choices to back them up, except for the highlighted contents that are minor grammar entries found once throughout all the subjects.

2.5.6 Syllabi adaptation to the online course

Now it's come the time to delimit the contents of which the virtual course was composed, based on the previous three syllabi.

The emphasized contents are:

- Present Simple
- Present Progressive
- Stative Verbs
- Past Simple
- Past Progressive
- Present Perfect Simple
- Present Perfect Progressive
- Past Perfect
- Past Perfect Progressive
- Will – Future
- Going to – Future
- Conditional Simple
- Passive Voice I
- Passive Voice II
- Reported Speech

These are the contents the three subjects Intermediate English I, Intermediate English II and Advanced English are making emphases on teaching throughout three different semesters in the university. Plus, some of the contents that are particularly found just on one or two books.

These topics were the cornerstone of the virtual syllabus making use of functions of the language that contain those topics in order to teach them, in other words an inductive approach was used using examples to teach the students the right

structures and then ask them to answer based on the rules they have gathered from the examples.

2.5.7 Functions and Competencies

In this section the main aim is to describe the functions of the language and competencies used throughout the whole course, while contrasting them with the vocabulary options and grammar sequences that match them.

The main source of didactical features continues being the books used on the three subjects and as stated before, for practical reasons, most of the vocabulary features supposed to be taught on the course plus some competencies are only taught or practiced in classes, following the blended learning methodology studied before the "B-Learning". Therefore, some of the features on the following description by unit are not entirely on the virtual course but they are on the course as a whole: Physical classes and virtual classes.

Finally, since this is a description of the project implemented as a pilot, it focused on the Unit 3 of the 3 subjects studied.

Intermediate English I

Unit 3

Vocabulary (In classes mainly)

• Conversational English • Words/Phrases related to signs • Word building: opposites with un-, dis-

• Words/Phrases related to sports • Conversational English • Phrasal verbs • Words/Phrases related to movies.

• Occupations • Academic subjects • Conversational English • Words easily confused • Words/Phrases related to employment and qualifications.

Grammar (In the virtual course mainly)

• may, might, could • Conditional Sentences Type 1 • if vs. when • Comparisons

• Exclamatory sentences • Clauses of result • have to, don't have to, must, mustn't, need to, don't need to, needn't • Passive Voice (Present Simple - Past Simple)

• So, neither, too, either • Reflexive pronouns • Present Perfect Progressive • Present Perfect Simple vs. Present Perfect Progressive.

Functions (In classes mainly and some suitable ones at the virtual course)

• Expressing possibility and certainty in the present and future • Expressing preference • Guessing the meaning of unknown words • Understanding signs and messages • Talking about conditions and their results • Comparing and contrasting people and situations • Talking about lifestyle changes and intentions • Taking notes • Inviting and accepting or refusing an invitation • Making suggestions and arrangements.

• Expressing enthusiasm, surprise, admiration. disappointment, anger, annoyance, etc. • Expressing result • Guessing the meaning of unknown words • Understanding information on flyers and signs • Expressing obligation, lack of obligation, and prohibition • Talking about movies and expressing opinion.

• Talking about one's studies and one's job • Expressing agreement and disagreement • Distinguishing between words easily confused • Linking the past with the present • Talking about language learning experiences • Guessing the meaning of unknown words • Understanding information in Job advertisements • Describing one's qualifications.

Competencies (In the virtual course)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Intermediate English II

Unit 3

Vocabulary (In classes mainly)

• Geographical features • Animals • Verbs + prepositions.

• Words/Phrases related to the environment • Verbs easily confused • Phrasal verbs • Lexical set: food and food substances.

• Words/Phrases related to shopping • Word building: negative words beginning with dis-, mis-, ending in -less • Words/Phrases related to books.

Grammar (In the virtual course mainly)

• Past Perfect Simple - Past Perfect Progressive • Articles.

• Passive Voice I • Passive Voice II.

• Full/Bare Infinitive • -ing form • prefer, would prefer, would rather.

Functions (In classes mainly and some suitable ones at the virtual course)

• Sequencing past actions and events • Narrating • Discussing facts • Guessing the meaning of unknown words/phrases • Expressing doubt and confidence • Commenting on something someone has said • Paraphrasing what someone has said.

• Talking about environmental issues • Emphasizing an action rather than the doer of the action • Guessing the meaning of unknown words/phrases • Stating accepted facts • Talking about healthy eating habits • Expressing and supporting an opinion • Comparing two pictures.

• Expressing preference • Talking about shopping habits • Guessing the meaning of unknown words/phrases • Understanding online advertisements and reviews • Changing the meaning of a sentence through word stress • Talking about books.

Competencies (In the virtual course)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Advanced English
Unit 3

Vocabulary (In classes mainly)

• Words related to the Internet • Words/phrases related to the topic of being informed • Idioms with touch • Prepositional phrases with in.

• Collocations related to crime • Word building: crimes and criminals • Words easily confused • Phrasal verbs related to crime.

• Parts of the body • Words related to nutrition and health • Word building: verbs with

prefixes dis-, mis- • Phrasal verbs with come and go.

Grammar (In the virtual course mainly)

• Passive Voice I • Passive Voice II

• Full Infinitive, Bare Infinitive, -ing form • Modal verbs II (past reference + deduction)

• Conditional Sentences Type Zero, 1, 2 and 3.

Functions (In classes mainly and some suitable ones at the virtual course)

• Emphasizing an action using the Passive Voice • Placing emphasis on the direct/indirect object using the Passive Voice • Emphasizing • Structuring discourse by interrupting / asking to speak • Indicating a wish to continue speaking • Indicating that you are coming to an end

• Expressing possibility and making deductions • Expressing regret and criticism • Exploring options • Supporting one's opinion by giving examples.

• Expressing likelihood, referring to present or past imaginary/unreal situations and heir results • Enumerating and prioritizing • Speculating and making a decision • Giving advice.

Competencies (In the virtual course)

- Reading

  • General theory, examples and quiz for each topic.

- Listening

  • Three videos per topic with explanations by different teachers.

- Speaking

  • Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

  • One writing activity per topic, emphasizing one or more functions of the language studied.

2.6 Moodle

2.6.1 Background

Moodle is a learning platform that allows teachers and students to improve the communication and the learning process creating a creative environment. It is a free application or platform in its basic modality, created to give a possibility to the

professors, teachers and as well students or learners, to access an easy and simple system in which they can have a better learning environment.

It is easy to get; you can just enter to the website, download it into your computer or smart device, or you can ask help to a partner as well in the website to receive some steps or to answer some doubts that you might have regarding the platform, or just as easy as getting to the website and work in there, in a web based platform, which is the model we chose to work with for its practicality.

The main purpose of this platform was to assist pedagogical environments as well as distance learning, it has many features and nowadays "it is being used to create private websites with online courses for educators and trainers to achieve learning goals."[46]

More technically, "Moodle (acronym for modular object-oriented dynamic learning environment) allows for extending and tailoring learning environments using community sourced plugins."[47]

This platform was built with the idea of global learning, so everyone can use it. This platform is characterized for being very trustful because it provides a user name and password for all the participants so in that way not all the people will have access to the information that is going to be shared in the platform.

Besides being a secure program, it is also very easy to use or "User Friendly". It has a simple interface that most people will be able to use for learning purposes, as well

[46] Gavin W. Porter. Free choice of learning management systems: Do student habits override inherent system quality?", Interactive Technology and Smart Education. 2013. Vol. 10 Issue: 2, P. 84-94. Retrieved on 22-07-2018 from: https://www.emeraldinsight.com/doi/abs/10.1108/ITSE-07-2012-0019
[47] Moodle. [Online] Retrieved on 22-07-2018 from: https://en.wikipedia.org/wiki/Moodle

this platform is free so you don't need to pay to use it to improve the learning process, and it's developed in many languages in order to be used in all the world by all tutors who see in the online education a way of providing a better teaching for their students.

Since this is a virtual platform one of the best benefits is that people is able to use it at anyplace, anytime and in any device, giving them the possibility to review all those topics and information, the Moodle platform as well is all in one, it can be used as and complete virtual course or as a partial virtual course when the students assist to the traditional classes but having information and exercises in the platform, following the B-Learning methodology. It presents updates regularly as well, to create a better communicative learning environment.[48]

2.6.2 A brief history of Moodle

Back in the 70s in Australia, Martin Dougiamas Moodle's founder took some lessons at School of the Air a type of distance learning at that time. He later studied at Curtin University, where all his experience moved him to create a new way of distance learning. Later in 1999 he created some prototypes of a new LMS, "the experiences of which formed the basis for his paper Improving the Effectiveness of online Learning. He registered the word 'Moodle' as a trademark of Moodle Pty Ltd and explained his choice of name in a forum post some years later."[49]

The research continued, and the first Moodle site was the one of Peter Taylor at Curtain University, with Martin who made the first post at the platform on November of

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[48] About Moodle [online] Retrieved on 22-07-2018 from: https://docs.moodle.org/34/en/About_Moodle
[49] Moodle history [online] Retrieved on 22-07-2018 from: https://docs.moodle.org/35/en/History

2001, by the end of that year, the application was able to be downloaded as well as installed.

Moodle 1.0 was released on August 2002, in this version there were some changes like the inclusion of a forum for the learner, the application of different themes and as well the inclusion of different languages; after these changes, Moodle started to grow up until the first Moodle moot was applied in oxford in 2004 some companies created connection with Moodle to became partners after this.

In November 2010 the Moodle 2.0 was stablished, in this new version new features where included every six months, and from 2013 until now the main goal of Moodle is to be usable in mobiles and it is being developed to fit every screen size, from different devices.

"By 2017, statistics on Moodle.net indicated there were over 100 million registered users for Moodle. During 2017, a number of projects were developed, including: Working on and integrating an open source solution to learning analytics - Project Inspire, Spreading Moodle Moot events into many more countries around the world, Establishing the first Education team, Re-affirming Moodle's mission of empowering educators to improve our world, Releasing Moodle Desktop. In late 2017, Moodle received a significant 'angel' investment, fueling growth and innovation."[50]

2.6.3 Moodle Features

Moodle allows the teachers to create a private website filled with different information and activities which is very dynamic, as well it provides some of these features:

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[50] Moodle history [online] Op. Cit.

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- Modern and easy to use interface: This allows teachers and students to navigate in the platform without any difficulties even on mobile devices making the platform very accessible.

- Personalized dashboard: teachers can organize the activities, information, messages and tasks in the way that they want.

- Collaborative tools and activities: the students have a very dynamic and interactive way to communicate with the other participants and with the teachers in forums, messages or chat.

- All-in-one calendar: allows the teacher to program activities, exams, labs, or meetings, and as well it helps the students to be aware of these days that are scheduled in their calendar inside of the platform.

- Convenient files management: students and teachers will have the possibility to upload files from desktop or even if they have them in OneDrive or cloud.

- Simply and intuitive text editor: a convenient text editor with different types of fonts and with the inclusion of images.

- Notifications: whenever you have active this option, or you access to the platform you automatically will receive notifications about new assignments, chats, forums, activities meetings or deadlines.

- Track progress: this allows students and teachers to see the tasks that are already complete, in that way the teacher can have a control of the students' progress.

2.6.3.1 Moodle tools used on the project

The main layout of Moodle is based on two main tools to present information and elicit answers from students. Those tools are: Activities and Resources which in turn have plenty of sub-tools available for its usage.

Inside the Activities tool there is a plethora of options including but not limiting to: Assignment, Chat, Choice, Database, Feedback, Forum, Glossary, Lesson, Quiz, SCORM package, Survey, Wiki, and Workshop. Now, in the actual usage of the Moodle project, due to its nature of a reinforcement course the activities used the most to enhance the reinforcement of the classes were: Lessons and Quizzes.

A Lesson, in the Moodle context, is a tool that enables a teacher to deliver content and/or practice activities in interesting and flexible ways. Within the Lesson tool many sub-tools were used to prepare and present the content and all the theory and images supporting them. The sub-tools used were: Content Pages and minor editing tools as paragraph styles, bold, italic, unordered and ordered lists, insert or edit image or video, underline; left, center and right align, and finale tables.

A Quiz, in the Moodle context, is a tool that enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical. Within the Quiz tool the main sub-tool used was the Question Bank that allowed us to create multiple choice exams choosing questions from that question bank previously created and uploaded by the teacher.

Under the Resources tool we can find the following options: Book, File, Folder, IMS content package, Label, Page and URL. From which the main ones used throughout the virtual course were: Label and Page.

A Label, within the Moodle context, is a tool that enables text and multimedia to be inserted into the course page in between links to other resources and activities. Labels are very versatile and can help to improve the appearance of a course and the sub-tools used were minor editing tools as paragraph styles, bold, italic, unordered and ordered lists, insert or edit image or video, underline; left, center and right align.

A Page, in the Moodle context, is a tool that enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code.

A combination of the usage of all of these main and minor tools creates the final result of the platform implemented during the semester and also the end result of the proposed platform.

2.6.4 How to use Moodle

We can infer now that there are many institutions that are using Moodle nowadays, like universities (just like our Alma Mater Universidad Francisco Gavidia), schools, companies, independent educators and some others; however, we cannot know how many Moodle sites we have since this is an open source, but in order to create a Moodle we need to follow these steps:

-The first step is the registration, this one is only followed by the administrator of the Moodle, it is just for security and privacy reasons, where a simple form with information is filled, and of course after the completion of this step, the administrator is able to change that information according to their goals.

-The second step is maintenance, as well as all the websites this one needs to be checked in order to avoid any deficiency in its work, like clean the data base, see if all the information is accurate, and see how it is working overall. See Annex 1 Virtual course tutorial.

2.6.5 Moodle advantages

As a web page, it also has some advantages for the teachers, students, and institutions, that make this platform better, and we can mention some of them:

- Powered and trusted worldwide

There are many small and large institutions and companies that are applying this platform, "Moodle's worldwide numbers of more than 90 million users across both

academic and enterprise level usage makes it the World's most widely used learning platform."[51]; so, it means that institutions are trusting in this application.

- Design to support both teaching and learning

It has around 10 years of development instructed by social pedagogy, "Moodle delivers a powerful set of learner-centric tools and collaborative learning environments that empower both teaching and learning."[52]

- Easy to use

This platform has a simple interface, all the information is well organized making this platform easy to learn and use.

- Free with no license fee

The best advantages of this platform are that we don't need to pay for it, we can just download it or going online and use it, making it a perfect additional tool to apply in the virtual learning and teaching process.

- Always up to date

It means that Moodle is in constant update to provide the users with a bunch of benefits and modes that will help them in their needs.

- Moodle in your language

Moodle is a multilingual platform, this one ensures that there are not going to be limitations for the learners, and people around the world can use it, all the tools as well are in the language that the administrator decides.

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[51] About Moodle [online] Op. Cit.
[52] Ibidem.

- Scalable to any size

Moodle is a platform that can be used in small and large classes and organizations because of its flexibility and scalability.

- Use anytime, anywhere, on any device

This platform as well of a simply use it has accessibility from anywhere in the world and it is due to the compatibility that It has with several devices, so you can use it even from your phone, with this compatibility you can use it as well at any time.

- Backed by a strong community

"The Moodle project is well-supported by an active international community, a team of dedicated full-time developers and a network of certified Moodle Partners. Driven by open collaboration and great community support, the project continues to achieve rapid bug fixes and improvements, with major new releases every six months. Come Moodle with us in our community forums!" [53]

2.6.6 The future of Moodle

Moodle, as any other virtual platform, is constantly updating the information and options in its platform, in the way of software updates; bug fixes and the like whenever is needed. Consequently, its creators are listening and reading the users ideas to further improve the platform, so they are constantly adding new features, new modes, and new tools to give the best environment to both students and teachers, so in the future we can have a better environment, with a bunch of tools

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[53] About Moodle [online] Op. Cit.

available that will improve the usage a lot. As well the mobile app is going to be improved in order to work as well as in the browser.

The creators are doing constantly updates because they are aware of new platforms that people are creating that try to compete with Moodle, so they want to give the best experience possible with no comparison.

2.6.7 Creation and design of online course

2.6.7.1 Generalities and courses arrangement

Moodle allows us, in its free option, to create a course that can host 50 people, this is addressed in our project in the following manner: We created one virtual class for two subjects Intermediate English I, Intermediate English II and another virtual class to host the Advanced English group. For a total of two Moodle virtual classrooms managed by the members of the team, all research team members being the administrators of the virtual courses and allowed the enrollment of up to 45 students in each virtual classroom plus the teacher of the subject and the English coordinator of the social sciences faculty of the university.

Along with the surveys of the first stage of this research, valuable data was gathered to identify the most urgent needs of the students and of the teachers at the time of attending or addressing classes respectively. Taking into consideration that insight the virtual course syllabi were created based also on the syllabi of the three subjects.

The main objective of this research is to reinforce the syllabi of all three subjects, therefore an amalgamation of all the contents will provide a sense of cohesion with following topics to be taught in next units or in next subjects. It is sought a coherent

and flawless teaching process that does not allow gaps in the knowledge while in the middle of the process.

The two virtual classrooms were divided in three courses due to the limitations of the Moodle Platform, we can get to enroll just 50 people in one class for free, more than that required an additional fee and that would have taken us out of our budget. Nevertheless, regardless of that limitation the research process worked just fine even divided into different virtual classrooms since they all offered the same interactive approach to all students.

2.6.7.2 Virtual course design

Two virtual classes were created the first one containing two courses Intermediate English I, Intermediate English II and another virtual class to host Advanced English group. All three courses were based on the topics delimited by the syllabi created based on the books syllabi and were design in the same fashion. See Annex 1 Tutorial.

An important clarification is that this is a description of all the general layout of the platform used on the project that was implemented. The appearance and usage of the platform proposed might vary.

- Log in Page, where each student and teacher access the platform with their individual credentials**.**
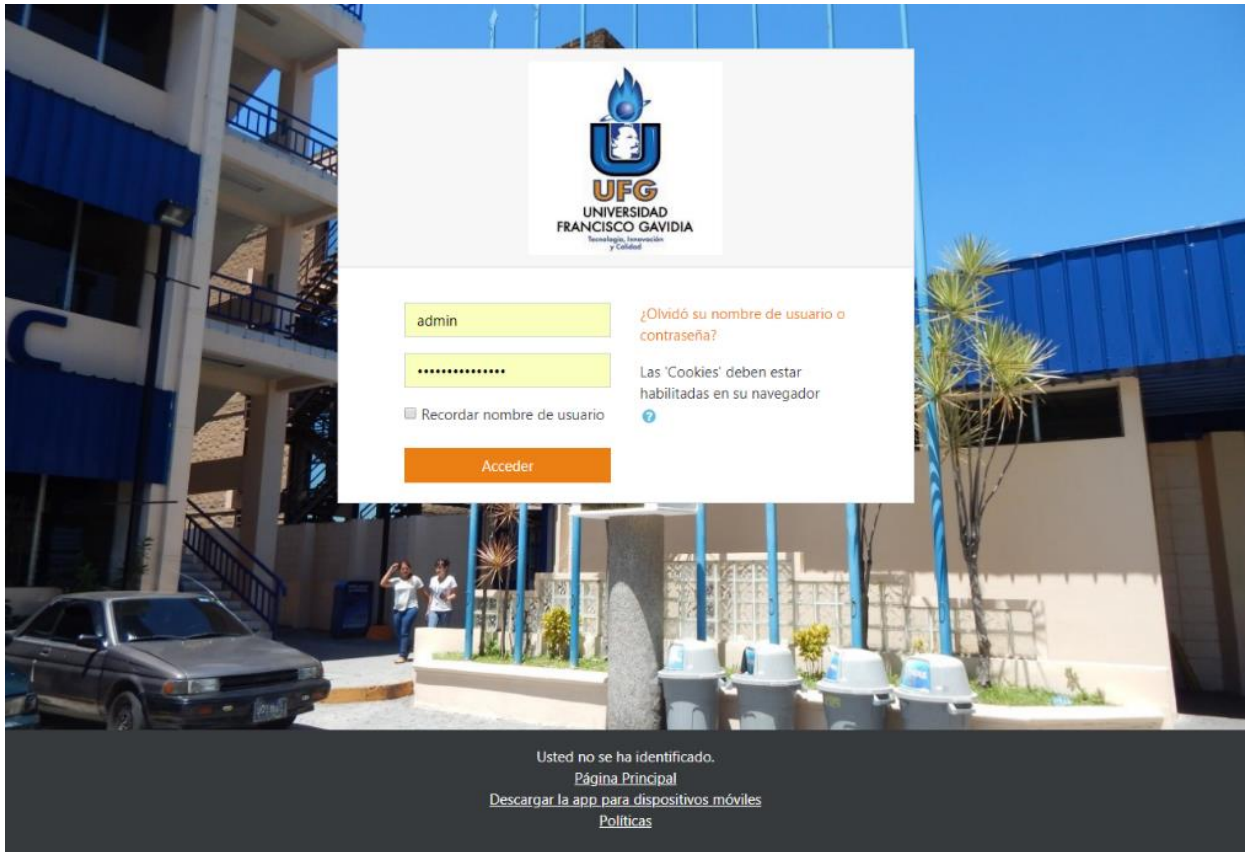
- Then it comes the main page with the available courses.

- By clicking on one, the user gets to the general page of the course.

Intermediate English I

Dashboard / My courses / Intermediate English I

Ask the teacher!

- If you have any doubt about the contents or how to use the platform, feel free to send us a message and we'll get back to you soon.

- Unit 3
- Present Simple
- Present Progressive
- Stative Verbs
- Past Simple
- Past Progressive
- Present Perfect Simple
- Present Perfect Progressive
- Past Perfect
- Past Perfect Progressive
- Future: will and going to
- Conditional Simple

- Now the first section was a forum used by the students to send feedback or to ask questions.

- Now for example, let's click on the topic Present Simple to get to the class about that content. All of the contents followed the same structure, so the following arrangement apply for all of the topics on the platform.

- In the class page you will see several sections; an introductory image and main definition of the topic, followed by sections explaining the form, spelling, uses (Functions of the language), a videos section, and finally a quizzes section.

Some verbs have present simple spelling changes with 'he', 'she' or 'it'

Present simple: uses

- General truths and facts
- Regular and habitual events
- Instructions and directions
- Stories and commentaries
- Immediate reactions
- *I promise, I swear, I agree* (speech act verbs)
- Timetables and plans
- Present simple after *when, before,* etc.
- Newspaper headlines

More Simple Present explanations for you to get it clear!

A couple of useful videos with different explanations so if you don't get one try the next one until you fully understand the contents.

Present Simple Quiz

📄 More Simple Present explanations for you to get it clear!

A couple of useful videos with different explanations so if you don't get one try the next one until you fully understand the contents.

✅ Present Simple Quiz

Quick test that you must do until you get a 10!

- No matter how many attempts you make, constancy is the key.

- Master each topic then you will be able to advance.

- If you are having troubles you can always go back to check the contents, watch the videos or ask the teacher.

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- Form section.

Intermediate English I

Present simple: form

Present simple: form

We use the base form of the verb, and add -s for the third person singular.

+	I, you, we, they she, he, it	work. works.		
–	I, you, we, they she, he, it	(full form) do not does not	work.	
I, you, we, they she, he, it	(short form) don't doesn't			
? +	Do Does	I, you, we, they she, he, it	work?	
? –	(full form) Do Does	I, you, we, they she, he, it	not	work?
(short form) Don't Doesn't	I, you, we, they she, he, it			

Present simple: form

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- Spelling section.

Present Simple

The **simple present**, **present simple** or **present indefinite** is one of the verb forms associated with the present tense in modern English. It is commonly referred to as a tense, although it also encodes certain information about aspect in addition to present time. The simple present is the most commonly used verb form in English, accounting for more than half of verbs in spoken English.

Present simple: form

The basic form of the simple present is the same as the base form of the verb, unless the subject is third person singular, in which case a form with the addition of -*(e)s* is used.

Present simple: spelling

Some verbs have present simple spelling changes with 'he', 'she' or 'it'

Present simple: uses

- General truths and facts
- Regular and habitual events
- Instructions and directions
- Stories and commentaries
- Immediate reactions
- *I promise, I swear, I agree* (speech act verbs)

Intermediate English I

Present simple: spelling

Present simple: spelling

For most verbs we add *-s* to the base form to make the *she, he, it* (third person singular) form:

come → comes	order → orders	travel → travels
eat → eats	record → records	walk → walks
move → moves		

For other verbs, the spelling changes are:

	verb	she, he, it
When the verb ends in -*ch*, -*ss*, -*sh*, -*x* or -*zz*, we add -*es*.	watch	watches
miss	misses	
wash	washes	
mix	mixes	
buzz	buzzes	
When the verb ends in a consonant + -*y* we change *y* to *i* and add -*es*.	hurry	hurries
study	studies	

- Uses section (Functions of the language)

Intermediate English I

Dashboard / My courses / Intermediate English I / Present Simple / Present simple: uses

Present simple: uses
Present simple: Uses

General truths and facts

We use the present simple to talk about general facts that are always true and permanent about the world:

Ten times ten **makes** one hundred. (10 x 10 = 100)

There **is** always a holiday on the last Monday in August in the UK.

Time **passes** very quickly when you get older.

We use the present simple to talk about general facts that we think are true and permanent at the present time:

I really **love** my job.

Mrs Clare **doesn't teach** me but she **teaches** my sister.

Do you **live** in Glasgow? My cousin **lives** there too.

Spiders **don't frighten** me.

Martha **does** what she **wants**. No one **tells** her what to do.

Regular and habitual events

We use the present simple to talk about regular or habitual events. We often use *always, often, usually, sometimes, never* and other frequency adverbs for regular and habitual events:

- The videos section contained 3 videos of the topic from different sources, so students can learn with different explanations.

- Quizzes section.

Present Simple Quiz

Quick test that you must do until you get a 10!
- No matter how many attempts you make, constancy is the key.
- Master each topic then you will be able to advance.
- If you are having troubles you can always go back to check the contents, watch the videos or ask the teacher.

Grading method: Highest grade

Summary of your previous attempts

Attempt	State	Marks / 12.00	Grade / 10.00	Review
1	Finished Submitted Tuesday, 11 September 2018, 8:24 PM	10.00	8.33	Review
2	Finished Submitted Sunday, 16 September 2018, 8:58 PM	12.00	10.00	Review
3	In progress			

Continue the last attempt

- Inside the quiz you can select the correct answer and then click on next page to go to the next question and you can control your progress in the lateral bar at the right side of the screen. The type of question varies from quiz to quiz, from topic to topic.

Chapter III: Hypotheses System

3.1 General Hypothesis

- The creation and implementation of a virtual course using the tool Moodle reinforces the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia.

3.2 Specific Hypotheses

- The creation of a virtual course using the tool Moodle allows students to have a quick access to the topics that they need to improve and review.

- The implementation of this platform on ESL subjects of the Universidad Francisco Gavidia improves the learning process of the students by the application of a modern and useful tool.

3.3 Operationalization of hypotheses in variables and indicators

3.3.1 General Hypothesis

The creation and implementation of a virtual course using the tool Moodle reinforces the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia.

Independent variable

- The creation and implementation of a virtual course using the tool Moodle.

Dependent variable

- The syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia.

Indicators

- Increased student's language performance.
- Better results at the end of the units.
- Better language acquisition.
- Increased ease to address most of the students' needs.

3.3.2 Specific Hypotheses

Specific Hypothesis 1: The creation of a virtual course using the tool Moodle allows students to have a quick access to the topics that they need to improve and review.

Independent variable

- The creation of a virtual course using the tool Moodle.

Dependent variable

- Quick access, for the students, to the topics that they need to improve and review.

Indicators

- Increased performance.
- Increased practice time.

Specific Hypothesis 2: The implementation of this platform on ESL subjects of the Universidad Francisco Gavidia improves the learning process of the students by the application of a modern and useful tool.

Independent variable

- The implementation of this platform on ESL subjects of the Universidad Francisco Gavidia**.**

Dependent variable

- The learning process of the students by the application of a modern and useful tool.

Indicators

- Betterment of learning strategies.
- Usage of modern academic tools.

3.4 Congruence Matrix

Congruence Matrix			
General Objective	**General Hypothesis**	**Variables**	**Indicators**
To create and implement a virtual course using the tool Moodle to reinforce the syllabi of the Intermediate I, II and Advanced English courses of the English Major at Universidad Francisco Gavidia	The creation and implementation of a virtual course using the tool Moodle reinforces the syllabi of the Intermediate I, II and Advanced English courses of the English Major at Universidad Francisco Gavidia.	**Independent Variable:** The creation and implementation of a virtual course using the tool Moodle. **Dependent Variable:** The syllabi of the Intermediate I, II and Advanced English courses of the English Major at Universidad Francisco Gavidia.	• Increased student's language performance. • Better results at the end of the units. • Better language acquisition. • Increased ease to address most of the students' needs.
Specific Objectives	**Specific Hypotheses**	**Variables**	**Indicators**
1. To create a virtual course using the tool Moodle that allows students to have a quick access to the topics that they need to improve and review.	1. The creation of a virtual course using the tool Moodle allows students to have a quick access to the topics that they need to improve and review.	**Independent Variable:** The creation of a virtual course using the tool Moodle. **Dependent Variable:** Quick access, for the students, to the topics that they need to improve and review.	• Increased performance. • Increased practice time.
2. To implement this platform on ESL subjects of the Universidad Francisco Gavidia to improve the learning process of the students by the application of a modern and useful tool.	2. The implementation of this platform on ESL subjects of the Universidad Francisco Gavidia improves the learning process of the students by the application of a modern and useful tool.	**Independent Variable:** The implementation of this platform on ESL subjects of the Universidad Francisco Gavidia. **Dependent Variable:** The learning process of the students by the application of a modern and useful tool.	• Betterment of learning strategies. • Usage of modern academic tools.

Chapter IV: Methodology

4.1 Type of research

The methodology of this project suffered some variations during its execution, for instance at the beginning of the research it was stated that it would follow a mixed approach quantitative and qualitative since it was supposed to make use of surveys and some interviews to gather enough data, with the purpose of providing the research with varied nuances and points of view that would shed light on the subject matter and ultimately enrich the results even more. Nevertheless, while working on the project it became necessary to narrow the approach of the research to only a quantitative one since time limitations on researchers' schedules became more critical in the development of the project, giving as a result the omission of interviews.

With the clarification about the research approach out of the way we shall continue with the type of research which was experimental since, as Fleiss, O'Brien and Green stated: "Experimental research is a study in which one or more independent variables are intentionally manipulated (supposed causes-antecedents), to analyze the consequences that the manipulation has on one or more dependent variables (supposed consequential effects), within a situation of control for the researcher."[54]

This definition matches exactly what we did on this project. The virtual course was applied as a stimulus to the dependent variable, aiming to the reinforcement of the syllabi of the three subjects studied. So, after that first approach and with the scores of a posttest of all of the subjects studied in hand they were compared with their counterparts, the control groups, to verify the validity of our hypotheses.

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[54] Sampieri, Collado; et al. Metodología de la investigación. McGraw Hill. 6th edition, 2017. P 129.

4.2 Research design

According to the typology of Campbell and Stanley, the most cited experimental designs in research literature, experimental research designs are divided in three classes as follows: a) pre-experiments, b) "pure" experiments and c) quasi-experiments.[55] Based on that classification it was stated the current design of this research as quasi-experimental, since the quasi-experimental design deliberately manipulate at least one independent variable to observe their effect on one or more dependent variables, and they differ from the "pure" experiments only in the degree of security that can be obtained about the initial equivalence of the groups.

In quasi-experimental designs, subjects are not randomly assigned to groups or matched, but these groups are already conformed before the experiment: they are intact groups.[56] This was exactly the case returning to the subjects of Intermediate English I, Intermediate English II and Advanced English since as researchers we did not have complete control over the arrangement of the groups. We could only, in that sense, control one stimulus in 3 groups already performing their duties.

The experiment was performed following this structure: surveys, virtual course implementation, post-test (English test), scores gathering and comparison with control group. As you may infer this fits the "pure" experiment design with only post-test and control group however since the moment the groups were already arranged and the fact that the control group was not surveyed, it was taken as a control group just using their scores on the English test online; this became a quasi-experimental design as stated previously.

4.3 Population and sample

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[55] Sampieri, Collado; et al. P 140. Op. Cit.
[56] Sampieri, Collado; et al. P 151. Op. Cit.

The total population in the research was of 131 individuals that were divided in two groups: control group 55 students and experimental group 76 students, each of them divided in turn in three subjects Intermediate English I, Intermediate English II and Advanced English. The sample consisted of 131 individuals, as you can see the population and the sample was the same number of students. Due to the nature of the research, only the experimental group was surveyed.

4.4 Population description

The population of the research consisted of two very defined groups which were:

1. The students of control groups from Intermediate English I, Intermediate English II and Advanced English of the English Major during the second semester of 2018 which was a population of 55 individuals.

Details of the subjects studied as control groups:

- Subject: **Intermediate English I**

Schedule: Tuesday, Thursday and Friday, from 4:50 am to 6:30 pm

Classroom: E30

Teacher in charge: Licda. Pineda de Oviedo Zoila Claribel

- Subject: **Intermediate English II**

Schedule: Monday, Wednesday and Friday, from 6:20 am to 8:00 am

Classroom: E19

Teacher in charge: Licda. María José Grande Henríquez.

- Subject: **Advanced English**

Schedule: Tuesday, Thursday and Friday, from 6:20 am to 8:00 am

Classroom: E-29

Teacher in charge: Lic. Manuel de Jesus Henriquez.

2. The students of experimental groups from Intermediate English I, Intermediate English II and Advanced English of the English Major during the second semester of 2018, which was a population of 76 individuals.

Details of the subjects studied as experimental group:

- Subject: **Intermediate English I**

Schedule: Tuesday, Thursday and Friday, from 8:10 am to 9:50 am.

Classroom: E-15

Teacher in charge: Licda. Reyna de los Angeles Montes.

- Subject: **Intermediate English II**

Schedule: Monday, Wednesday and Friday, from 8:10 am to 9:50 am

Classroom: E-12

Teacher in charge: Lic. Elvis Emerson Jiménez Iraheta.

- Subject: **Advanced English**

Schedule: Tuesday, Thursday and Friday, from 8:10 am to 9:50 am

Classroom: E-14

Teacher in charge: Lic. Manuel de Jesus Henriquez.

4.5 Sample design

The sample design was non-probabilistic in nature, the choice of the elements does not depend on probability, but of causes related to the characteristics of the research

or the researcher's purposes. Here the procedure is not mechanical nor based on probability formulas but depends on the decision-making process of a researcher or a group of researchers and, of course, the selected samples obey other research criteria.[57]

4.6 Sample length calculation

Due to the nature of the research, the sample was the whole population of all 6 classes studied. Surveyed and tested students and registered students varied during the first approach to gather the first set of data due to absence, transference to other groups and dropouts, so at the end the population/sample of the survey was:

Table 5 Survey Sample

Survey to Experimental groups	Population/Sample
Intermediate English I	19
Intermediate English II	19
Advanced English	26
Total	64

The population/sample of the experimental groups towards the Post-test was the following:

Table 6 Experimental Group Population/Sample

Experimental groups	Population/Sample
Intermediate English I	27
Intermediate English II	26

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[57] Sampieri, Collado; et al. P 175. Op. Cit.

Advanced English	23
Total	76

While the population of the control groups was:

Table 7 Control Group Population/Sample

Control groups	Population/Sample
Intermediate English I	19
Intermediate English II	19
Advanced English	17
Total	55

And finally, the total population/sample of both groups for the Post-test was:

Table 8 Total Population/Sample of Post-test

Exp/Con groups	Population/Sample
Intermediate English I	46
Intermediate English II	45
Advanced English	40
Total	131

4.7 Project's implementation

The whole research was performed in close contact with the English coordination of the Social Sciences faculty, to ensure the project was abiding to the university policies and standards at all times.

Thus, a written letter was presented first to Lic. Rafael Ahuath, English coordinator of the Social Sciences faculty of Universidad Francisco Gavidia, requesting his permission to approach the subjects to be studied, getting the permission approved.

After having the permission approved, the research team approached the experimental groups, three subjects that were imparted on the second semester of 2018.

The project's development was executed according to the academic cycle scheduling, and it was set to be done on the third unit of the semester, since that was the most appropriate moment taking into consideration the scheduled time for the development of the thesis project; so implementing the virtual course on the third unit of the semester allowed us to have plenty of time to research and prepare the virtual course prior its implementation and plenty of time to gather and to analyze the results afterwards.

As stated before at the beginnings of this chapter, the type of this research is experimental, and its design quasi-experimental, facts that led us to narrow the project to the following steps:

1. Initial surveys prior Unit 3.
2. Project implementation during Unit 3. Starting on October 1st with the presentation of the project to the students in order to set expectations and initial motivation with an explanation of the project and a tutorial on how to use the platform accordingly. See Annex 2 Project Implementation.
3. Post-test: English test of Unit 3 topics.
4. Scores contrast with control group ones and hypotheses validation.
5. Data recollection steps 1, 3 and 4's nature and objectives will be further explained and analyzed on next chapter.

Chapter V: Data Recollection

5.1 Research Techniques and Instruments.

For this research the instruments of data collection were the survey and an English test based on unit 3 on each subject. One set of surveys was created and applied in one stage following the quasi-experimental design: Before implementing the virtual course. Afterwards at the end of Unit 3, 3 different English tests based on the unit's topics and specific vocabulary selection that varied in each class, were developed by the researchers and applied, functioning as a post-test after the implementation of the virtual course.

5.2 Preparation of research instruments.

The structure of the set of surveys consisted of seven multiple choice questions and two opened questions that were created with the objective of eliciting a reliable insight about students' experience, knowledge, and expectations in regards of virtual courses, in order to properly address the implementation of the project's virtual course. See Annex 3 Survey.

While the structure of the Post-tests consisted of X multiple choice questions and X opened questions that were created with the objective of eliciting a reliable insight on the impact of the virtual course on the students' learning process, to ultimately demonstrate if a virtual course is effective as a means of reinforcing the current syllabi of the three subjects studied. See Annex 4 Post-tests.

5.3 Application of the Research Instruments.

The application of the set of surveys, took place during the last week of August, beginning the approach on Monday, August 27th, 2018, around a month before the start of Unit 3 according to the academic cycle scheduling. The researchers separated to cover the different classes, always beginning with the presentation of the project to the teachers in charge, to proceed afterwards surveying the students.

The English tests, the post-tests, took place on the antepenultimate week of October, on October 22, 2018 right after the end of Unit 3, followed by the final words from the researchers closing the project and thanking them for their participation.

Chapter VI: Results analysis and interpretation

6.1 Survey results

Results of the set of surveys passed to students of Intermediate English I, Intermediate English II and Advanced English before creating and implementing the virtual course.

The survey objective was: To elicit a reliable insight about students' experience, knowledge, and expectations in regards of virtual courses, in order to properly address the implementation of the project's virtual course.

1. What is your experience with virtual courses?

Answer	Absolute frequency	Relative frequency
a. This is my first virtual course.	21	33%
b. I've taken one course previously with Universidad Francisco Gavidia.	15	23%
c. I've taken two or more courses previously with Universidad Francisco Gavidia.	23	36%
d. I've taken virtual courses from another program but never with Universidad Francisco Gavidia.	5	8%
Total	64	100%

■ a. This is my first virtual course.

■ b. I've taken one course previously with Universidad Francisco Gavidia.

■ c. I've taken two or more courses previously with Universidad Francisco Gavidia.

■ d. I've taken virtual courses from another program but never with Universidad Francisco Gavidia.
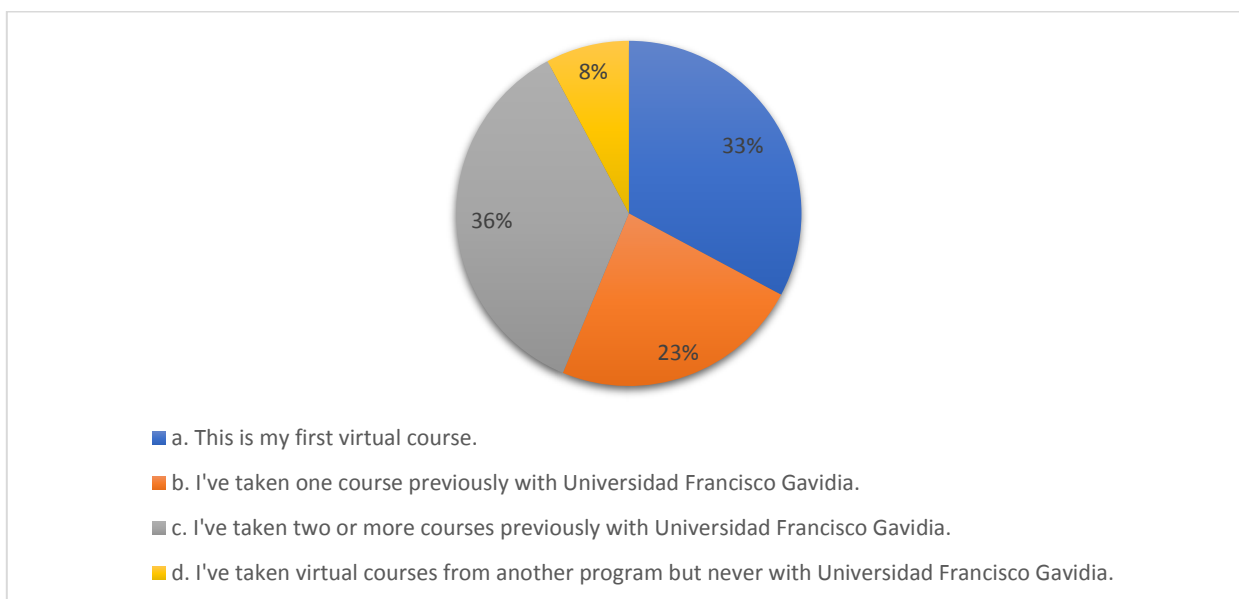
On the first question we found out that the majority of students have already taken virtual courses previously either with Universidad Francisco Gavidia or from another institution. The majority of surveyed students have taken one or two virtual courses with the university, meaning that this virtual platform will be easy to use for them, since they have experience already. The counterpart, the 33% of students surveyed said that this will be their first virtual course, evidencing that still there is a huge portion of students that are to be introduced to this new way of teaching, which implies there is a lack of exposition to these virtual resources.

2. How would you describe your online learning experience compared to your learning experiences in a traditional classroom or home school setting?

Answer	Absolute frequency	Relative frequency
a. I learned more than in my typical class.	10	16%
b. I learned about the same as in my typical class.	34	53%
c. I learned less than in a traditional classroom.	20	31%
Total	64	100%
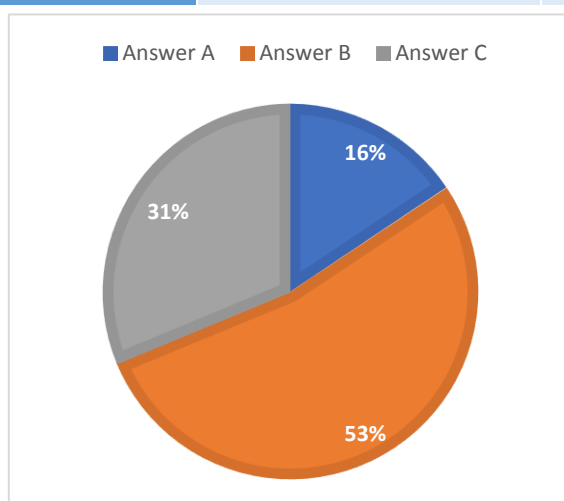
In the question number two, we asked to the 64 students among Intermediate English I, Intermediate English II and Advanced English the following: how would you describe your online learning experience compared to your learning experiences in a traditional classroom or home school setting? The 53% of the students consider that they learn about the same that in their typical class, then the students with 31% say

that they learn less than in traditional classroom and finally we have the 16% of students that say that they learn more than in their typical class.

After gathering the information, we concluded that the students compare the typical classes with the virtual classes, so they are motivated by the application of the virtual course since is going to be an additional way for they to learn the topics that they have in the typical classroom with at least the same or better results.

3. Which of the following options do you consider an advantage of a virtual course?

Answer	Absolute frequency	Relative frequency
a. Immediate feedback	2	3%
b. Flexible schedules	43	67%
c. Collaborative learning	5	8%
d. Class reinforcement	3	5%
e. All of the above	11	17%
Total	64	100%
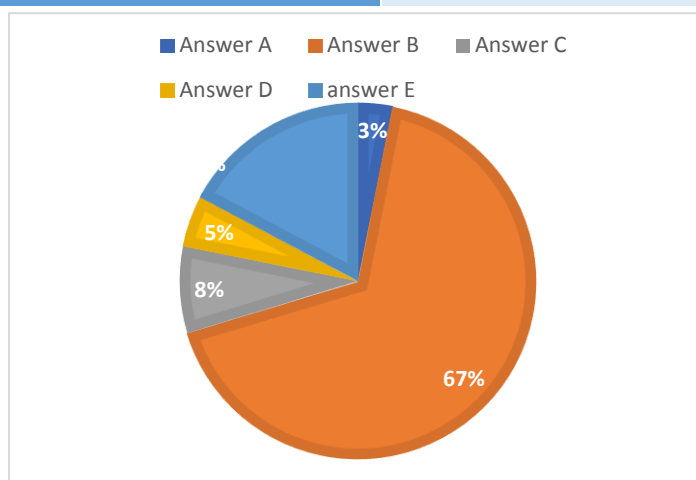
In the question number three, we asked to 64 students among Intermediate English I, Intermediate English II and Advanced English the following: which of the following options do you consider an advantage of a virtual course? In which the 67% of the students say that the advantage of the virtual courses is the flexible schedule. Then the 17% of students consider the advantage is a mix of all of the answer.

After gathered the information we have concluded that the students consider the flexible schedules as the best advantage and benefits of the virtual classes. Meaning with these that they really want an everyday class reinforcement that adapts to their schedules to have better grades, the reinforcement as well is going to help them to learn more the topics that they have been learning during the classes.

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4. I know how to use the Universidad Francisco Gavidia virtual classroom.

Answer	Absolute frequency	Relative frequency
a. Strongly Disagree	0	0%
b. Disagree	2	3%
c. Agree	44	69%
d. Strongly Agree	14	22%
e. N/A	4	6%
Total	64	100%
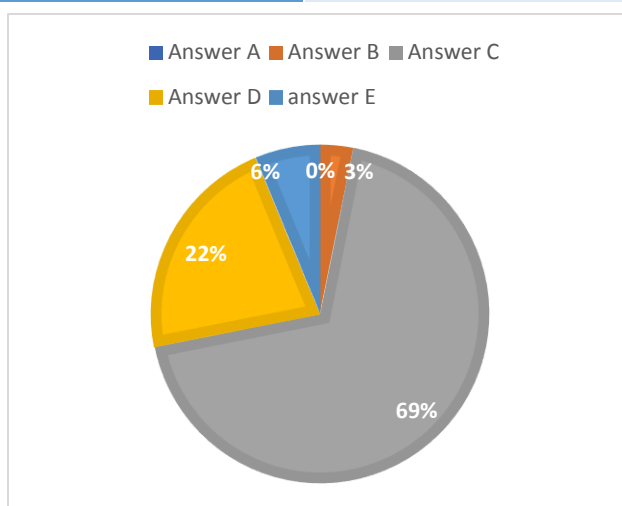
In the item number four, we asked to 64 students among Intermediate English I, Intermediate English II and Advanced English the following: With you experience in virtual courses in mind, please indicate your level of agreement with each statement: I know how to use the Universidad Francisco Gavidia virtual classroom. In where the students with a 69% indicate that they agree of knowing how to use the virtual platform of the university. Then the students with a 22% indicate that they strongly agree of knowing how to use the virtual platform of the university. Against a 6 % of

the students that indicate that, they strongly disagree of knowing how to use the virtual course of the University and a 3% of the student at that indicate that they disagree of knowing how to use the virtual platform of the university.

After gathering the information, we have concluded that the majority of the students indicate that they really know how to use the virtual course of the university, therefor the students are familiar with the virtual courses. Meaning with that, that they are going to understand easily the use of this virtual platform and as well that they are going to have a better experience with it.

5. The online learning environment is a convenient way to learn.

Answer	Absolute frequency	Relative frequency
a. Strongly Disagree	2	3%
b. Disagree	4	6%
c. Agree	46	72%
d. Strongly Agree	8	13%
e. N/A	4	6%
Total	64	100%
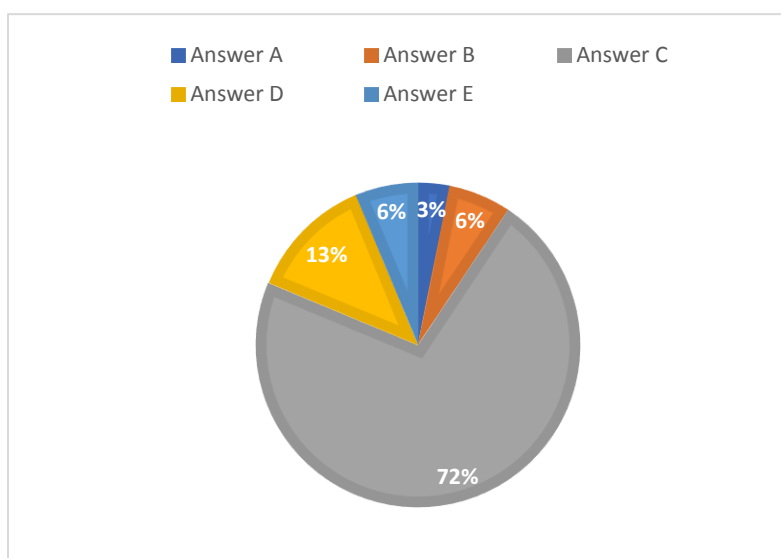
In the item number five, we asked to 64 students among Intermediate English I, Intermediate English II and Advanced English the following: With your experience with virtual courses in mind, please indicate your level of agreement with each statement: The online learning environment is a convenient way to learn. We have different answers, getting the highest percentage: the 72% of the student say that they agree that there is a convenient environment in the online learning, the 13% say

that they strongly agree, the 6 % in the answer B say that they disagree and answer E they consider that are none of them. Finally, in the answer A there is a percentage of 3%, which they strongly disagree about the online learning with a convenient way to learn the language.

After collecting all the information, we have concluded that the students recognize the online learning environment as a convenient way to learn the language because they see how well-designed websites and online course are on internet with feasible ways to see the activities, videos, grammatical structures etc. making them have motivation and interest to surf on the platform.

6. Overall, I'm satisfied with my online learning experience.

Answer	Absolute frequency	Relative frequency
a. Strongly Disagree	0	0%
b. Disagree	11	17%
c. Agree	40	63%
d. Strongly Agree	8	12%
e. N/A	5	8%
Total	64	100%
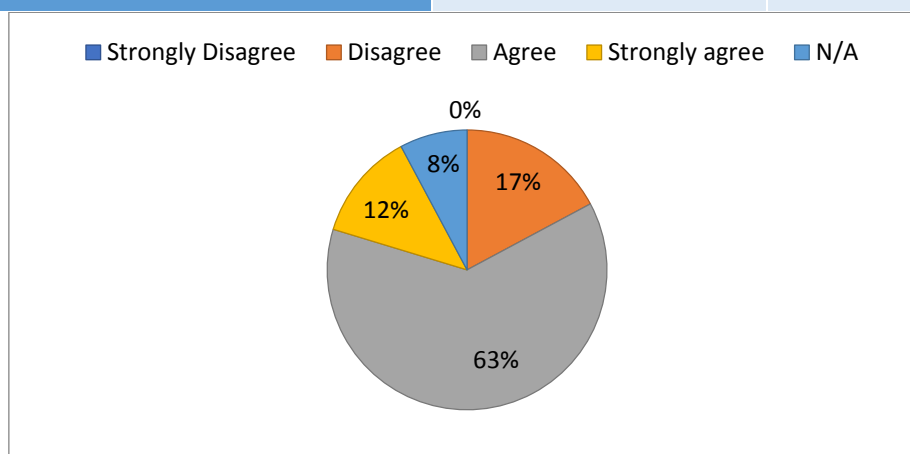
In the item number six, we asked to 64 students among Intermediate English I, Intermediate English II and Advanced English the following: With your experience with virtual courses in mind, please indicate your level of agreement with each statement: Overall, I'm satisfied with my online learning experience. We have different answers, taking into consideration that the 63% of the student say that they agree with the experience they have had in different courses, the 17% say that they disagree with the online learning, the 12% strongly agree using a virtual course, the

8% do not have any idea about the question and the appropriate answer to choose and 0% for the ones who strongly disagree with the virtual tool for the online learning.

After collecting all the information, we have concluded that the majority of students are satisfied with the online learning experience maybe because they have had virtual courses in previous sessions which can facilitate their experience with our platform. After all, this useful platform will reinforce their knowledge and make it easier for them to learn the language.

7. I would use a virtual classroom to support my learning process even if it is not a graded task.

Answer	Absolute frequency	Relative frequency
a. Strongly Disagree	1	1%
b. Disagree	3	5%
c. Agree	49	77%
d. Strongly Agree	9	14%
e. N/A	2	3%
Total	64	100%
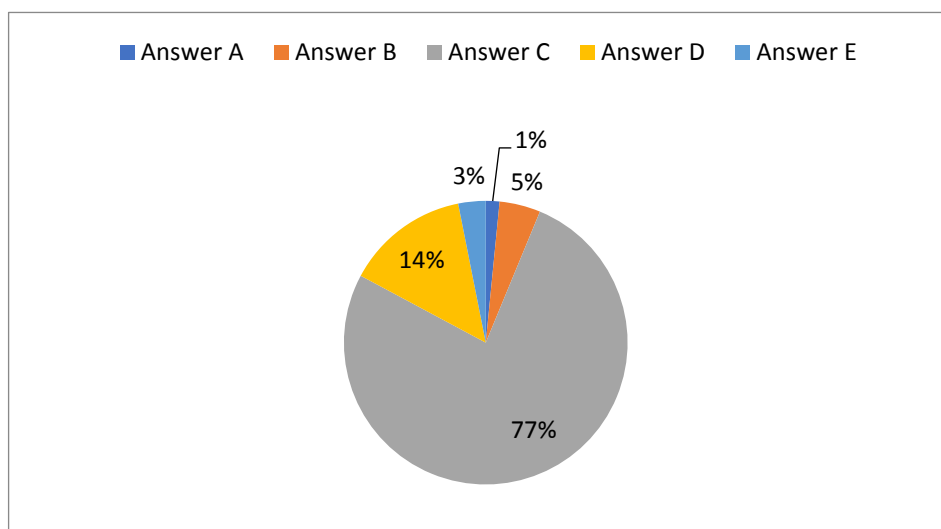
In the item number seven, we asked to 64 students among Intermediate English I, Intermediate English II and Advanced English the following: With your experience with virtual courses in mind, please indicate your level of agreement with each statement: I would use a virtual classroom to support my learning process even if it is not a graded task. We have gathered different answers, being the highest one the

77% of the students agree to use a virtual course and be aware to not receive any kind of grade, the 14% strongly agree with the idea to enhance their knowledge using a virtual course to the learning process, the 5% disagree with the concept of using it, the 3% do not have any idea about the question and the appropriate answer to choose and the 1% strongly disagree to use a virtual course to support their learning process.

After gathering all the information, we have concluded that most of the students consider that it is useful to use a virtual classroom to enhance their learning knowledge meaning that they will use whenever they need it for their own learning, for homework and exams. In fact, that is the purpose of the research, to create a virtual tool to ease the learning process through using the technology.

8. If you've had a virtual course before, what did you like the most about virtual courses?

English Intermediate I

- The environment and the learning experience.
- The teacher was an influence in the learning process.
- The ease of reading instead of class.
- The flexibles schedules and it is more comfortable.
- The flexibles schedules and videos about the topics.
- I had never taken a virtual course before.
- I can study whenever I have time, at night because it is flexible.
- To watch the class whenever I have time.
- I learned more watching videos.
- Flexibles schedules and dynamic class.
- Flexibles schedules and nice environment.
- Dynamic environment in online courses.
- We can have an interaction with teacher even online.
- To watch the class whenever I have time.
- More learning in virtual classes.
- Repeated answers.

English Intermediate II

- Flexible schedules
- Classes are dynamic
- No answer
- First time to use it
- Several ways to find information
- Repeated answers.

English Advanced

- Easy to cheat on test
- Never used a virtual course
- Videogames and human rights
- An interactive tool system
- No answer
- Flexible schedule
- Immediate feedback/class reinforcement
- The flexible schedules
- Immediate feedback
- Nothing
- An interactive tool system
- Never used a virtual course
- Repeated answers.

9. If you've had a virtual course before, what did you like the least about virtual courses?

English Intermediate I

- Time is not enough for activities.
- More information.
- More information to read.
- No answer.
- Few information on virtual courses.
- Sometimes it gets frozen.
- I do not learn anything on virtual courses.
- There is too much information.
- No communication with the teacher.
- Nothing.

- Technical problems using the system.
- Activities and the systems.
- Repeated answers.

English Intermediate II

- No communication with the teacher.
- Internet fails and read more than usual.
- More information to read.
- No answer.
- Too many tasks.
- I learned less.
- No communication with the teacher.
- First time to use it.
- The subject/courses I had.
- Internet fails.
- Classes are not dynamic.
- I have access to internet to do everything.
- Repeated answers.

English Advanced

- I did not learn anything.
- Never used a virtual course.
- No communication with the teacher
- No answer.
- I don't like it.
- Virtual courses are confused.
- No communication with the teacher.
- Virtual courses are confusing.
- Work in groups online.

- Too much information that is not graded.
- Nothing.
- No communication with the teacher.
- The learning process is boring.
- Repeated answers.

In the questions 8 and 9 we have seen different answers where most of the students express their opinions about their experience using a virtual course. According to the information we have gathered from the survey, we have noticed that the technology plays an important role in student's life, focusing in the question number 8: if you've had a virtual course before, what did you like the most about virtual courses? The main answer is that they can have flexible schedules because is one of the advantages the platform has because they can get access to it at any time in any place. Another benefit is the interactive dynamic system the virtual course has to show something different in the learning process.

In the question number 9: if you've had a virtual course before, what did you like the least about virtual courses? We got different answers as well, where the students expressed what they like the least in a virtual course. So, we have answers like: - too much information that is not graded, - No communication with the teacher, Internet failures etc.

All this positive and negative feedback was taken into consideration in order to create a virtual course avoiding those negative aspects and reinforcing the positive ones.

6.2 Post-test results

Results of the set of Post-tests (English tests) passed to students of Intermediate English I, Intermediate English II and Advanced English after the implementation of the virtual course.

The Post-test objective was: To elicit a reliable insight on the impact of the virtual course on the learning process of the students, to ultimately demonstrate if a virtual course is effective as a means of reinforcing the current syllabi of the three subjects studied.

6.2.1 Intermediate English I

Students	Post-test Grades	
	Control Group	Experimental Group
Student 1	9	10
Student 2	7.5	5.5
Student 3	7.5	8.5
Student 4	7	6
Student 5	7	9
Student 6	8	8.5
Student 7	5	9
Student 8	8	6.5
Student 9	6	7.5
Student 10	8.5	8.5
Student 11	6	8
Student 12	6	8
Student 13	5.5	9.5
Student 14	7.5	8.5

Student 15	8	6.5
Student 16	7.5	5
Student 17	7.5	7.5
Student 18	5.5	7.5
Student 19	7	7
Student 20	-	8.5
Student 21	-	5
Student 22	-	3.5
Student 23	-	8
Student 24	-	9
Student 25	-	8
Student 26	-	9
Student 27	-	10
Average	**7.05**	**7.68**

Now, analyzing the results of the first pair of subjects of Intermediate English I it can be seen the experimental average grade of 7.68 against 7.05 of the control group, which is a moderate increase on the performance, a betterment of the 8.93% The groups were approached with the methodology stated in previous chapters and no other stimuli were applied, implying a direct relation in between the implementation of the virtual course and the improvement on the final results.

6.2.2 Intermediate English II

Students	Post-test Grades	
	Control Group	**Experimental Group**
Student 1	6.5	9.5

Student 2	4.5	6
Student 3	3.5	7.5
Student 4	8	7.5
Student 5	7.5	8
Student 6	7.5	10
Student 7	5.5	9.5
Student 8	7	10
Student 9	5.5	8
Student 10	7	9.5
Student 11	7.5	7.5
Student 12	7	7
Student 13	5.5	7.5
Student 14	5	7
Student 15	9.5	9.5
Student 16	8	9.5
Student 17	9.5	9.5
Student 18	10	9.5
Student 19	10	9
Student 20	-	9.5
Student 21	-	8
Student 22	-	7
Student 23	-	10
Student 24	-	9.5
Student 25	-	10
Student 26	-	10
Average	7.07	8.67

Analyzing the results of the second pair of subjects of Intermediate English II, the tendency is clear, the experimental group has a huge advantage over the control group with an average grade of 8.67 against 7.07 of the control group which is in turn an increase of the 22.63% in the performance of the experimental group. Since the groups where exposed to the same research methodology as the previous pair of groups, it can be attributed again to the implementation of the virtual course. However, it is worth noting that this experimental group in particular received a boost in the practice time and participation of the students who were more motivated due to the encouragement provided by the teacher who agreed to allow the research to take more time to develop the virtual course on his subject.

6.2.3 English Advanced

Students	Post-test Grades	
	Control Group	Experimental Group
Student 1	3	8.5
Student 2	9	9.5
Student 3	8.5	6.5
Student 4	8.5	7.5
Student 5	10	8
Student 6	10	9.5
Student 7	10	8.5
Student 8	9.5	7.5
Student 9	10	9
Student 10	10	10
Student 11	10	9.5
Student 12	10	10
Student 13	8	10

Student 14	9.5	10
Student 15	9.5	10
Student 16	9.5	10
Student 17	10	10
Student 18	-	10
Student 19	-	10
Student 20	-	6.5
Student 21	-	10
Student 22	-	10
Student 23	-	9.5
Average	9.11	9.13

Finally, upon analyzing the results of the third pair of subjects of Advanced English, the tendency can be seen slightly again, not as clear as in the others. The experimental group has barely an advantage over the control group with an average grade of 9.13 against 9.11 of the control group which is in turn an increase of the 0.21% in the performance of the experimental group. An improvement attributed again to the implementation of the virtual course, and in this case the situation of the time allowed by the teacher influenced the time the students were exposed to the virtual course on classes, reducing the time of explanation and guidance, a situation that was reflected in the results which even under low participation and time the results were higher in the experimental group but significantly lower than in other groups with more participation on the virtual class.

Chapter VII: Conclusions and recommendations

7.1 Conclusions

In order to conclude our research, it is necessary to provide an overview of the key findings of the project, and the most important one is that the project was able to prove that the implementation of a virtual platform can reinforce the syllabus of the students, making them more academically active and eager to use new technologies to support their learning process.

It was observed also that students don't use the platform unless they have a motivation, in this case their motivation was better results in the upcoming midterm, something that was implied since the beginning of our approach. They were coerced by us, the researchers, and in some cases by the teacher in a greater or lesser degree, which gave as a result positive feedback on how the students behave towards the learning process.

The content that was posted day by day was based on the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses, specifically the unit 3 contents that they were studying during the project implementation. The topics were explained in different ways, one of them being the videos section, where different explanatory videos were posted, so the students could decide which one was the best explanation for their personal way of learning, all of this made this section one of the most popular in the virtual course as we could corroborate during the lab practices we were allowed to visit.

Another way was the definitions and examples section, where the students were able to read the uses of the topics and at the same time, that topic applied in a real sentence, and finally the quizzes section for all the topics in order for them to get an idea of how much they had learned from the classes and from the platform, they could make the quizzes as many times as they wanted, trying with these to gain

mastery of the topics, something that was later demonstrated by the results of the experimental groups compared to the control ones.

The results were clear, there was a visible advantage in scores from the experimental groups over the control ones, this improvement was noticed even more on the group that had an extended support by the teacher giving as a result the highest betterment on the students learning, as was the case of Intermediate English II. In contrast the group that had the least support by the teacher due to limited time to expose the virtual class and guide the students to use the platform had the lowest increase on scores results, but it is worth noting that even under those unfavorable conditions the project helped improve the results of the experimental group in a smaller degree.

Besides that, the technology is the future, everyday people are creating new technology that is making all sort of things easier for the people, in this case the students. Every year there are more institutions that are applying new technologies to teach so we need to take advantage of this fact.

We passed a survey before the implementation of this platform and as well we passed a final test after the implementation, proving with this our hypotheses, the first one that was to create the platform to reinforce the syllabi of the subjects studied and due to the results that we got after applying the platform it was proved, the next one was to create a personalized platform, we have some pictures, records and other proofs that the students liked the platform and all the contents since they were using it at different times, and finally as well with the results that we got before and after the implementation it can be proved that students improved their performance due to the implementation of our platform.

Finally, at the same time it was demonstrated that the implementation of new technology or the good use of the technology can really make a difference in a class, and this platform can be applied in any subject having the same effect in the student's results, not only on ESL classes.

7.2 Recommendations

Since the results of the surveys and tests have been more than conclusive and self-explanatory, betting for the implementation of well managed and promoted virtual courses is the way to go, a methodology to be taken as a consideration all of the time, if the training of competent, innovative, entrepreneurial and ethical professionals, through the application of an academic quality process is the mission of the academic institution as it is in the case of Universidad Francisco Gavidia.

There is still a long distance in between what is and what should be in terms of quality education in order to provide a comprehensive and flexible teaching and learning process necessary to meet all the needs of the students, it has been taken for granted to provide a few recommendations that in turn follow the objectives of the project proposed at the beginning of it.

For practical and organizational reasons, we will divide the recommendations in three, the methodological recommendations for the teachers, students and the recommendations for the institution in this case the Universidad Francisco Gavidia which are all of the subjects involved in the teaching-learning process.

7.2.1 Recommendations for teachers

1. If possible always create a virtual space in which an extended interaction with students can improve and better the learning process, since the students learning is the final objective of teaching and if there is already a virtual space provided by the academic institution, the proper usage and promotion of it must be a rule and a tool to be taken into consideration always, do not miss the opportunity to improve the students' results which are in turn the teachers' results.

2. Teachers are recommended to study and continue training in educational matters even after formal instruction, emphasizing new methodologies adapted to the social

and technological context of today. This can be done individually with a self-taught approach when researching on the internet and through novel literature and supported by scientific studies in the field of education.

3. It is recommended that they take the time to get to know their students and to diagnose them using psychological tests of multiple intelligences or emotional intelligence, with the objective of personalizing education as much as possible during their classes, since this is one of the biggest problems, the lack of homogeneity of the students and the bad approach towards such fact on the part of the professors, hence the personalized teaching can be applied on the classroom and on virtual spaces where the teacher has the availability to address the students.

4. Finally, teachers are encouraged to adopt a critical mindset open to change in order to promote the use of new technological methodologies and strategies that may seem strange or impractical at first but that can ultimately contribute greatly to the development of the students. This recommendation goes hand in hand with the first of this section for the teacher since this seeks a union with research and fair practice of good methodologies that in the end prioritize the learning process.

7.2.2 Recommendations for students

1. The main recommendations for all the students that get to read this thesis is, invest time on your learning process. The usage of a virtual course is one of many options to improve the academic performance of the students, so whenever there is the opportunity of taking advantage of a virtual course in the ways of imposed courses at an academic institution or when there is a free course available online, take advantage of it because it is a proven way to improve academic performance.

7.2.3 Recommendations for the university

1. As a first recommendation for the university, the need to adopt new methods of quality control focused on virtual methodologies has been identified, since large gaps have been found in the methodologies currently used by the universities teachers, since most of the times the virtual university spaced is forgotten and destined only to upload documents, hence the need of using the platform and request a fully usage of its capabilities by all teachers.

2. It is recommended that the university institution adopt a mechanism of constant training to their teachers in order to keep teachers aware of the progress in new technologies applicable in education and support them in their effort to maintain a high-quality teaching and academic quality of an institution of this level.

Chapter VIII: Proposal

8.1 Introduction

As part of the research project a proposal aimed to be a solution to the problem statement is necessary. The proposal will be focused on providing an action plan for the university, since it is the main entity in charge of all the academic process, to do so. Due to the nature of our project the best way to address it is with direct assistance of the English faculty of the university.

Since the project was based on the implementation of a virtual course to reinforce ESL subjects, plus it was proven successful on the reinforcement and improvement observable on final evaluations, the proposal will be the adaptation of the same Moodle platform used on the project with some modifications aimed to improve the quality of teaching reinforcing the students' academic needs based on competencies (the four main skills), and functions of the language matching the syllabi of the subjects and also abiding to the guidelines for each level of the Common European Framework of References for languages: Learning, Teaching, and Assessment; commonly known by its acronym CEFR.

The administration of this platform will be in charge of teachers mainly and/or students, who will receive the proper training to take on to the duty of administer and deliver a good teaching-learning experience to students.

In our opinion as researchers and students, we think there is no need to limit to one teacher per student, so as far as we can see the best way to address the implementation of a reinforcement course using Moodle will be by the means of a special department in the Social Sciences Faculty in charge of the platform.

The new department we propose to be created is "The Performance Department" as we call it since its main objective will be to reinforce the students learning process to deliver results in the students' performance at the end of each academic cycle,

providing pertinent information and support to all of the English courses, by the means of a virtual platform.

Following the same blended methodology used on the project this will be a virtual reinforcement supported by the standard classes at the university and its labs.

8.2 Proposal Description

In order to describe the general idea of the functioning of this special department we are going to use a brief example to delimit its way of work and scope: We have a student that is taking a class, English Intermediate I, this student is going to all of his classes every day, he is having his lectures with his teacher as normal and afterwards at home he will be able to get access to a virtual platform which is what we have created, a virtual course that has all the contents he is seeing in class, a platform that has the theory, the examples, the necessary quizzes to practice and videos of all those contents. Theory that students can read, quizzes they can do and videos they can watch over and over again until the students get the concepts of what they are studying.

This Performance Department will be in charge of providing pertinent information at the needed time, if this class is covering X topic in the morning at evening the virtual course will have the topic to check on them, of course in order to achieve this level of synchronicity the standard teacher and the Performance Department teacher (From now on abbreviated PD Teacher for practical purposes) must be following the academic program as scheduled and also have close communication in any case a modification or addition is needed to the syllabi and if students have questions they can make them in the virtual course and the teachers or the teacher at the virtual platform will answer to those questions; that will be the Performance Department teacher's only job, he will not be teaching the classes personally he will be in charge only of the virtual reinforcement course of the Performance Department.

By doing that the teaching procedure will increase the academic performance because the students are going to get an enhanced set of teaching techniques applied to them. The main indicator of this will be the final grades of each unit and ultimately of the whole semester, since as it was proven on the research the virtual platform increases the average scores of students following the reinforcement course.

The Performance Department teachers are going to make sure that each student gets what he or she needs, in the way of personalized tutoring. The scope of this does not only apply to English subjects it applies to any other subject, and according the results obtained on this research there is no doubt that implementing a performance specialized department would have a huge impact on how we address classes nowadays.

The Performance Department will provide a virtual reinforcement course since the beginning of the semester. Standard teachers and PD Teachers will have close communication through the virtual platform or social media, to fulfill the needs of the students.

Of course, since this is a proposal, it will depend on the university's authorities to apply it or not. The people in charge can decide whether to assign someone to be operating the platform from home or from a computer center at the university, these teachers will of course receive a payment, for which a budget and certain special measures and modifications on the academic structure of the faculty must be taken; or it could be managed from some student doing their social hours or practices. All of this will create a new community and ways of interaction, for some it might create a source of employment and for others a way to fulfill certain academic obligations as social hours or professional practices.

Therefore, here it is the full proposal with most of the aspects covering from administration to course content explained in detail, so it can be easily implemented if academic authorities decide to do so.

8.3 Administration of The Performance Department

The Social Sciences faculty would be in charge of creating a new department under its wing, the budget is something left at the authorities' discretion, however it will be needing to supply standard wages for some new teachers in charge of the virtual courses.

The first development of the course on the Moodle platform can be done by a standard English teacher, there is no need of specialized personnel to prepare it since its creation maintenance and usage is really basic and since the platform's interface is very user-friendly teacher will quickly find the way just following the tutorial included on the platform. Nevertheless, when it comes to the configuration of the servers to host the platform or more technical aspects of the functioning of it, assistance of the TICs department will be needed, something the faculty can handle and organize at the more administrative levels.

Each subject will have at least one reinforcement teacher and one assistant that can be another teacher or a student doing their social hours or professional practices, so in that way the reinforcement teacher can have more time to develop the course while the assistance deals with the feedback necessary for all the students participating.

The Reinforcement teacher will need a physical space at any of the TIC labs to be operating and managing the platform on a part time basis. Also due to the nature of his job, part of it can be done from home.

Assistants, as stated before, can be students and they won't need to have a physical space assigned at the university to perform their duties. They can perfectly do it from home.

The university will be required to implement the course managed by the Performance Department since the very beginning of the semester of the subjects involved. In that

way it will be reinforcing the syllabi of the subjects since the very beginning, something we believe is of utmost importance.

8.4 Evaluations

Now when it comes to evaluations and assessment, the virtual course won't actually be used to evaluate students to get their final grades of the units. The reinforcement course will be used to guide students into a more integral way of studying. The assessment of the classes will continue as normal on the physical classes and just in some particular cases virtual assignments or quizzes will be taken into consideration, something left to the teachers' discretion. The standard teacher that will be on site in classes with students will continue the evaluation process approved by the Faculty.

8.5 Implementation of The Performance Department

Thus, the structure of the implementation of the virtual reinforcement course will be as follows:

Stage	Person or entity in charge	Description
1. Designation of Standard teacher for the subjects and PD teacher.	Social Sciences Faculty, English Coordination.	Designation of one standard teacher per class and one PD Teacher per
2. Preparation of the Syllabi of the subjects.	Social Sciences Faculty, English Coordination.	Based on the Syllabi proposed on this project.
3. Preparation of the virtual	PD teacher and TICs	Using the paid version

platform with the contents of the syllabi already prepared and creation of activities and resources.	department.	Moodle platform, since it will provide unlimited users, something to be contemplated on the project's budget approved by the university.
4. Selection of the assistants	Social Sciences Faculty, English Coordination.	From the social hours or professional practice students available.
5. Implementation of the virtual course	PD teacher and assistants.	- Since the first unit of the semester. - PD teachers create, and upload content and assistants provide feedback when PD teacher is not available.
6. Evaluation	Standard teacher.	On physical classes as always.

8.6 Virtual Reinforcement Course Syllabi

Now in this chapter it will be described every syllabus of the three subjects specifying the vocabulary, grammar, functions of the language and competencies based on the four main skills that the reinforcement course and the actual classed will have.

As a clarification some of the vocabulary and grammar options and competencies are only studied on physical classes therefore they won't be included on the virtual course but will be stated here since we are providing a holistic review of all the course based on a blended learning methodology.

The following will be a description arranged in courses, CEFR levels, vocabulary, grammar, functions, and competencies.

8.6.1 Intermediate English I, CEFR: A2

Unit 1

Vocabulary (In classes mainly)

• Greetings • Conversational English • Words easily confused • Materials • Phrases expressing like/ dislike.

• Words/Phrases related to photography • Words/Phrases describing relationships • Conversational English • Words/Phrases related to communication • Personality adjectives.

• Adjectives describing food • Conversational English • Phrasal verbs • Word building: nouns ending in -Ion, -ation • Hobbies.

Grammar (In the virtual course mainly)

• Present Simple vs. Present Progressive • Stative verbs • Past Simple • Prepositions of time • The verb used to.

• Present Perfect Simple • Present Perfect Simple vs. Past Simple • for, since, yet, already.

• Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little • Relative pronouns: who, which, that • Relative adverb: where.

Functions (In classes mainly and some suitable ones at the virtual course)

• Greeting and saying goodbye • Distinguishing between permanent and temporary situations • Making plans and future arrangements • Talking about the present and past • Guessing the meaning of unknown words • Talking about past habits and events • Describing clothes and talking about fashion • Expressing likes and dislikes • Using a mind map to come up with and organize ideas /

• Talking about experiences • Using appropriate tenses to link the past with the present • Guessing the meaning of unknown words • Starting, maintaining and ending a conversation • Talking about communication • Describing the positive and negative qualities in people • Emphasizing adjectives.

• Describing what food tastes and looks like • Asking about dishes at a restaurant • • Making recommendations • Persuading someone to do something • Making a reservation at a restaurant • Reading and understanding dictionary entries • Guessing the meaning of unknown words • Defining people, things and places • Talking about different forms of art • Giving news • Responding to news by showing surprise and enthusiasm and asking for details.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 2

Vocabulary (In classes mainly)

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• Words/Phrases related to accidents and injuries • Words/Phrases related to cars • Conversational English • Words/Phrases related to natural disasters • Adjectives ending in -ed and -ing.

• Words easily confused • Language required when traveling by plane • Conversational English • Compound nouns • Adjectives describing places.

• Conversational English • Expressions with make • Prepositional phrases with at • Word building: adjectives ending in -ful, -less.

Grammar (In the virtual course mainly)

• Past Progressive • Past Simple vs. Past Progressive • Time Clauses: when, while, as, as soon as.

• Past Perfect Simple • can, could, may, will, would • should, had better.

• Future will • Time clauses • be able to.

Functions (In classes mainly and some suitable ones at the virtual course)

• Narrating events and experiences • Referring to time • Sequencing events • Responding to bad news and showing concern • Expressing criticism • Guessing the meaning of unknown words • Understanding headlines • Describing feelings.

• Talking about events in history • Sequencing past actions and events • Guessing the meaning of unknown words • Making offers and requests and asking for favors • Asking for, giving and refusing permission • Asking for and giving advice • Expressing opinion and making suggestions • Agreeing and disagreeing with an opinion • Describing places.

• Making predictions • Finding synonyms and antonyms • Making offers, promises, on-the-spot decisions and requests • Understanding language used in advertisements • Expressing ability • Guessing the meaning of unknown words • Discussing the positive and negative aspects of an issue • Expressing opinion.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quizzes for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 3

Vocabulary (In classes mainly)

• Conversational English • Words/Phrases related to signs • Word building: opposites with un-, dis-

• Words/Phrases related to sports • Conversational English • Phrasal verbs • Words/Phrases related to movies.

• Occupations • Academic subjects • Conversational English • Words easily confused • Words/Phrases related to employment and qualifications.

Grammar (In the virtual course mainly)

• may, might, could • Conditional Sentences Type 1 • if vs. when • Comparisons

• Exclamatory sentences • Clauses of result • have to, don't have to, must, mustn't, need to, don't need to, needn't • Passive Voice (Present Simple - Past Simple)

• So, neither, too, either • Reflexive pronouns • Present Perfect Progressive • Present Perfect Simple vs. Present Perfect Progressive.

Functions (In classes mainly and some suitable ones at the virtual course)

• Expressing possibility and certainty in the present and future • Expressing preference • Guessing the meaning of unknown words • Understanding signs and messages • Talking about conditions and their results • Comparing and contrasting people and situations • Talking about lifestyle changes and intentions • Taking notes • Inviting and accepting or refusing an invitation • Making suggestions and arrangements.

• Expressing enthusiasm, surprise, admiration. disappointment, anger, annoyance, etc. • Expressing result • Guessing the meaning of unknown words • Understanding information on flyers and signs • Expressing obligation, lack of obligation, and prohibition • Talking about movies and expressing opinion.

• Talking about one's studies and one's job • Expressing agreement and disagreement • Distinguishing between words easily confused • Linking the past with the present • Talking about language learning experiences • Guessing the meaning of unknown words • Understanding information in Job advertisements • Describing one's qualifications.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 4

Vocabulary (In classes mainly)

• Words/Phrases related to banks and money • Conversational English • Words with more than one meaning • Units of measurement

• British English vocabulary • Conversational English • Words related to traveling • Adjectives + prepositions • Words/Phrases related to celebrations • Prepositional phrases with *in*.

• Words/Phrases related to different medical situations • Conversational English • Phrasal verbs • Idioms describing feelings • "Strong" adjectives.

Grammar (In the virtual course mainly)

• too / enough • Infinitives • -ing form.

• Indirect questions • Conditional Sentences Type 2 • Wishes.

• Negative questions • Tag questions • Reported Speech: Statements, Questions, Commands, Requests.

Functions (In classes mainly and some suitable ones at the virtual course)

• Carrying out money transactions • Indicating degree and extent • Giving and understanding different kinds of instructions • Guessing the meaning of unknown words • Expressing opinion and giving information.

• Asking for information informally and formally • Asking for clarification and repetition • Giving information • Understanding differences between American and British English • Talking about imaginary situations • Making wishes and expressing regret • Talking about celebrations/festivals/events • Guessing the meaning of unknown words • Distinguishing between formal and informal language.

• Expressing uncertainty and asking for confirmation • Expressing emotions like surprise, anger and annoyance • Guessing the meaning of unknown words • Describing feelings • Narrating events • Reporting • Asking for and giving advice • Describing problems • Taking time to think when talking.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

8.6.2 Intermediate English II, CEFR: B1

Unit 1

Vocabulary (In classes mainly)

• Phrases related to homes • Adjectives describing homes and houses • Different ways to say where you live • Phrasal verbs • Phrases and expressions with get.

• Words/Phrases related to survival • Words easily confused • Words describing the weather • Word building: nouns ending in -er, -or, -ist, -ant referring to people.

• Words/Phrases related to traveling • Words easily confused • Word building: nouns ending in -ion, -ation, -ment • Colorful adjectives.

Grammar (In the virtual course mainly)

• Present Simple vs.Present Progressive • Stative verbs • Question words • Subject-Object questions • Indirect questions.

• Past Simple • used to • Past Progressive • Past Simple vs. Past Progressive.

• Present Perfect Simple vs. Past Simple • Present Perfect Simple - Present Perfect Progressive • Adjectives - Adverbs of manner • Comparisons.

Functions (In classes mainly and some suitable ones at the virtual course)

• Distinguishing between permanent and temporary situations • Making plans and future arrangements • Guessing the meaning of unknown words/phrases • Forming different types of questions • Asking for and giving information formally and informally • Asking for and giving opinion • Expressing agreement and disagreement • Giving news • Responding to news by showing enthusiasm.

• Locating important facts in newspaper clippings • Distinguishing between words easily confused • Guessing the meaning of unknown words • Talking about past habits • Narrating past events and experiences • Reporting incidents • Responding to bad news and showing concern • Sequencing events.

• Linking past and present time • Guessing the meaning of unknown words/phrases • Distinguishing between words easily confused • Comparing and contrasting people and situations • Talking about vacation preferences and traveling experiences • Making recommendations and suggestions • Agreeing or disagreeing with a suggestion • Expressing preference • Using descriptive language.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 2

Vocabulary (In classes mainly)

• Words/Phrases related to jobs and employment • Collocations with make and do • Words easily confused • Personality adjectives.

• Words/Phrases related to communication • Collocations with say and tell • Verbs easily confused • Verbs related to computers, devices and the Internet • Words/Phrases used in signs • Directions.

• Word building: opposites with un-, in-, it-, it-. im- • Word building: nouns ending in -ness, -ity • Nouns with an irregular formation.

Grammar (In the virtual course mainly)

• must / have to / need • should / ought to / had better • may / might / could • must /can't • Modal verbs + have + past participle.

• Relative pronouns: who, which, that, whose • Relative adverb: where • Relative Clauses: defining, non-defining.

• Future will • Future going to • Future Perfect Simple • Conditional Sentences Types Zero, 1 and 2.

Functions (In classes mainly and some suitable ones at the virtual course)

• Talking about employment and volunteering • Expressing obligation, lack of obligation, and prohibition • Expressing opinion and giving advice • Expressing threat or warning • Expressing regret, disapproval and criticism • Distinguishing between words easily confused • Expressing possibility, certainty and making deductions.

• Defining people, places, things and ideas and giving additional information about them • Guessing the meaning of unknown words/phrases • Taking time to think when talking • Interrupting politely • Getting back to the topic of discussion • Understanding warning signs • Saying whether something is permitted or not • Asking for and giving directions • Asking for clarification and repetition • Asking if you have been understood • Making suggestions and arrangements.

• Talking about various aspects of success • Talking about future plans • Making predictions • Making offers, promises, on-the-spot decisions and requests • Expressing hypotheses about what is likely or unlikely to happen in the future • Expressing wants, desires and intentions • Guessing the meaning of unknown words/phrases • Opening a discussion • Expressing and supporting an opinion • expressing contrast • Discussing the positive and negative aspects of an issue.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 3

Vocabulary (In classes mainly)

• Geographical features • Animals • Verbs + prepositions.

• Words/Phrases related to the environment • Verbs easily confused • Phrasal verbs • Lexical set: food and food substances.

• Words/Phrases related to shopping • Word building: negative words beginning with dis-, mis-, ending in -less • Words/Phrases related to books.

Grammar (In the virtual course mainly)

• Past Perfect Simple - Past Perfect Progressive • Articles.

• Passive Voice I • Passive Voice II.

• Full/Bare Infinitive • -ing form • prefer, would prefer, would rather.

Functions (In classes mainly and some suitable ones at the virtual course)

• Sequencing past actions and events • Narrating • Discussing facts • Guessing the meaning of unknown words/phrases • Expressing doubt and confidence • Commenting on something someone has said • Paraphrasing what someone has said.

• Talking about environmental issues • Emphasizing an action rather than the doer of the action • Guessing the meaning of unknown words/phrases • Stating accepted facts • Talking about healthy eating habits • Expressing and supporting an opinion • Comparing two pictures.

• Expressing preference • Talking about shopping habits • Guessing the meaning of unknown words/phrases • Understanding online advertisements and reviews • Changing the meaning of a sentence through word stress • Talking about books.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 4

Vocabulary (In classes mainly)

• Idiomatic expressions • Words related to sports and fitness • Prepositional phrases with in and out of • Collocations with lose and miss.

• Words related to medical issues • Words easily confused • Phrasal verbs with up • Word building: adjectives ending in -ous, -al, -ful, -able, -ive, -ing.

• Expressions with chance • Words used both as verbs and as nouns • Expressions with time • Idiomatic expressions.

Grammar (In the virtual course mainly)

• Reported Speech: Statements, Questions, Commands, Requests.

• Clauses of concession and purpose • all / both / neither / none / either • both… and… / neither… nor... / either... or...

• Conditional Sentences Type 3 • Wishes and Unreal Past.

Functions (In classes mainly and some suitable ones at the virtual course)

• Talking about various forms of entertainment and spare-time activities

• Guessing the meaning of unknown phrases • Talking about staying in shape • Reporting • Describing events.

• Talking about sleeping habits and problems • Guessing the meaning of unknown words/phrases • Distinguishing between words easily confused • Expressing contrast, purpose, reason and result • Emphasizing what you are saying • Indicating that you are following what someone is saying • Analyzing problems and proposing solutions.

• Guessing the meaning of unknown words/phrases • Talking about imaginary and hypothetical situations in the past • Expressing wishes and regret about something in the past • Showing sympathy and being encouraging • Discussing problems • Asking for and giving advice • Editing your own work.

Competencies (Mainly In the virtual course and some in classes)

- Reading

  • General theory, examples and quiz for each topic.

- Listening

  • Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

8.6.3 Advanced English, CEFR: B1+

Unit 1

Vocabulary (In classes mainly)

• Words, phrases, idioms and collocations related to employment and careers.

• Words easily confused • Words/Phrases related to time • Word building: negative prefixes non-, in-, un- • Collocations with play, go, do, belong, join, collect.

• Prepositional phrases with in and on • Phrasal verbs with take and get • Words easily confused.

Grammar (In the virtual course mainly)

• Present Simple vs. Present Progressive • Stative verbs

• Present Perfect Simple vs. Present Perfect Progressive • Comparisons.

• Past Simple vs. Past Progressive • used to, would, was/were going to.

Functions (In classes mainly and some suitable ones at the virtual course)

• Distinguishing between permanent and temporary situations • Expressing states and dynamic actions • Expressing degrees of probability.

• Linking past and present time • Asking someone's opinion • Expressing an opinion • Expressing comparison • Signaling non-understanding • Asking for repetition • Asking for definition or clarification.

• Talking about past events and situations • Expressing past habits and typical behavior in the past • Checking availability at a hotel • Stating what you want • Discussing terms • Making a hotel reservation • Asking for information/details • Providing information • Expressing dissatisfaction / Complaining • Expressing regret / Apologizing.

Competencies (Mainly In the virtual course and some in classes)

- Reading

  • General theory, examples and quiz for each topic.

- Listening

  • Three videos per topic with explanations by different teachers.

- Speaking

  • Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

  • One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 2

Vocabulary (In classes mainly)

• Words/Phrases related to nature and the environment • Nouns with prepositions • Compound words with the prefixes under and over.

• Words easily confused • -ing / -ed adjectives • Word building: noun suffixes -ion, -ation, -ment • Word building: Adjective suffixes -al, ive, -y, -ous/-ious -able/-ible.

• Adjectives describing personality • Idioms with break • Words easily confused • Phrases relating to personality.

Grammar (In the virtual course mainly)

• Past Perfect Simple vs. Past Perfect Progressive • Clauses of reason and concession.

• Future tenses • Other future forms • Time clauses • Modal verbs I.

• Defining and non-defining relative clauses • Countable / Uncountable nouns • Quantifiers.

Functions (In classes mainly and some suitable ones at the virtual course)

• Referring to past events and situations • Expressing reason and contrast • Inquiring about and expressing preference • Structuring discourse and introducing a theme • Using persuasive language • Comparing and contrasting • Interpreting graphs and line charts.

• Distinguishing between the uses of the future forms • Expressing ability, asking for permission and making requests • Expressing possibility, obligation, prohibition, absence of obligation, and opinion • Asking for and giving advice • Making predictions.

• Defining people, places, things and ideas, and giving additional information about them • Expressing number and quantity • Speculating • Expressing agreement and disagreement • Giving advice • Rejecting ideas.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 3

Vocabulary (In classes mainly)

• Words related to the Internet • Words/phrases related to the topic of being informed • Idioms with touch • Prepositional phrases with in.

• Collocations related to crime • Word building: crimes and criminals • Words easily confused • Phrasal verbs related to crime.

• Parts of the body • Words related to nutrition and health • Word building: verbs with prefixes dis-, mis- • Phrasal verbs with come and go.

Grammar (In the virtual course mainly)

• Passive Voice I • Passive Voice II

• Full Infinitive, Bare Infinitive, -ing form • Modal verbs II (past reference + deduction)

• Conditional Sentences Type Zero, 1, 2 and 3.

Functions (In classes mainly and some suitable ones at the virtual course)

• Emphasizing an action using the Passive Voice • Placing emphasis on the direct/indirect object using the Passive Voice • Emphasizing • Structuring discourse by interrupting / asking to speak • Indicating a wish to continue speaking • Indicating that you are coming to an end

• Expressing possibility and making deductions • Expressing regret and criticism • Exploring options • Supporting one's opinion by giving examples.

• Expressing likelihood, referring to present or past imaginary/unreal situations and heir results • Enumerating and prioritizing • Speculating and making a decision • Giving advice.

Competencies (Mainly In the virtual course and some in classes)

- Reading

  • General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

Unit 4

Vocabulary (In classes mainly)

• Words related to hotels, the hospitality industry and the service sector • Prepositional phrases with at and by • Words easily confused • Words related to banking and finance.

• Architectural features • Word building: nouns ending in -ity, -ence, -ance, -ness • Descriptive adjectives.

• Words easily confused • Prepositions used in expressions related to money • Idiomatic expressions • Places to shop • Word building: nouns denoting occupations ending in -er, -or, -ian, -ist • Collocations related to shopping.

Grammar (In the virtual course mainly)

• Clauses of result and purpose • Causative Form.

• Reported Speech: Statements, Questions, Commands, Requests • Special introductory verbs.

• Wishes and Unreal Past • Tag questions • Subject – Object Questions and question words.

Functions (In classes mainly and some suitable ones at the virtual course)

• Expressing purpose and result • Offering assistance • Requesting • Agreeing willingly • Refusing politely • Describing a graph • Expressing agreement with reservations • Reaching a decision through negotiating.

• Reporting • Describing places.

• Expressing wishes and regret about present / past events • Expressing preference • Expressing uncertainty and asking for confirmation • Making assumptions.

Competencies (Mainly In the virtual course and some in classes)

- Reading

- General theory, examples and quiz for each topic.

- Listening

- Three videos per topic with explanations by different teachers.

- Speaking

- Practice during labs, reading assignments and group work with different tasks for each topic.

- Writing

- One writing activity per topic, emphasizing one or more functions of the language studied.

8.7 Proposal Conclusion

As a conclusion for this proposal we wanted to emphasize the importance of the implementation of a virtual course like this, since although it is true the university has a virtual platform it has not been given the maximum use of its potential as it should be, therefore our project is an attempt to bring this matter into the academic authorities to ultimately improve the students learning process.

We wish you take this as a help to assist students and as a basis to improve even more a possible performance department.

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Annexes
Annex 1 Tutorial

1. Enter:

- English Intermediate I and English Intermediate II

https://englishproject.moodlecloud.com/

- Advanced English

https://englishproject1.moodlecloud.com/
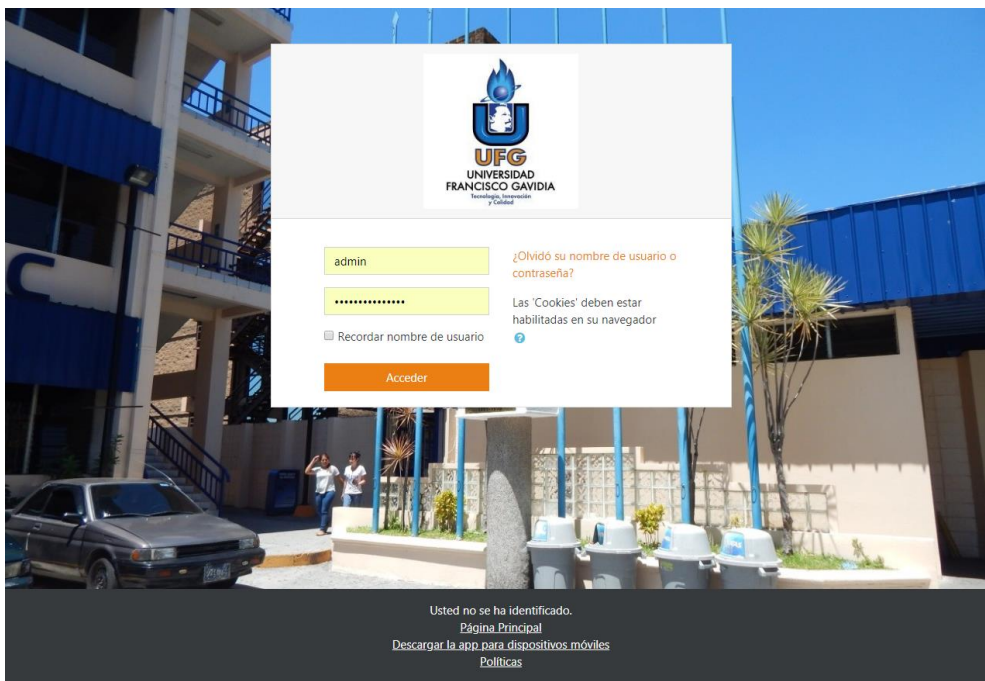
Annex 2 Project Implementation.

On this section we show some pictures taken while we were guiding the students through the usage of the platform on the lab classes.
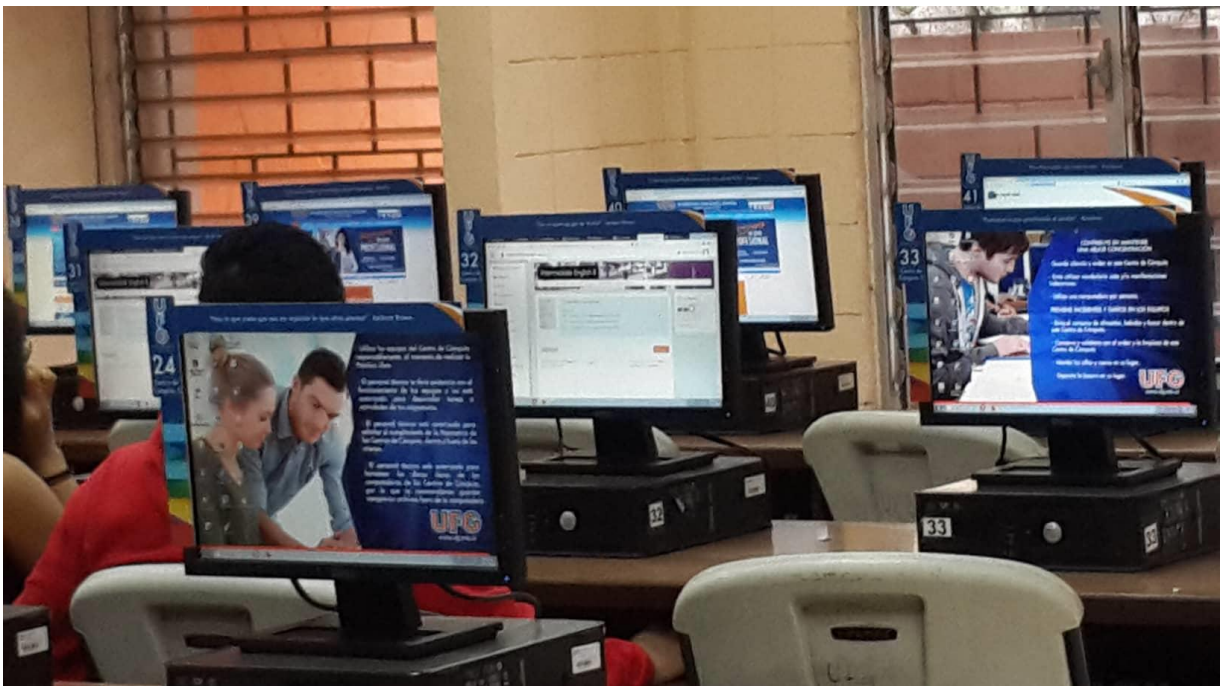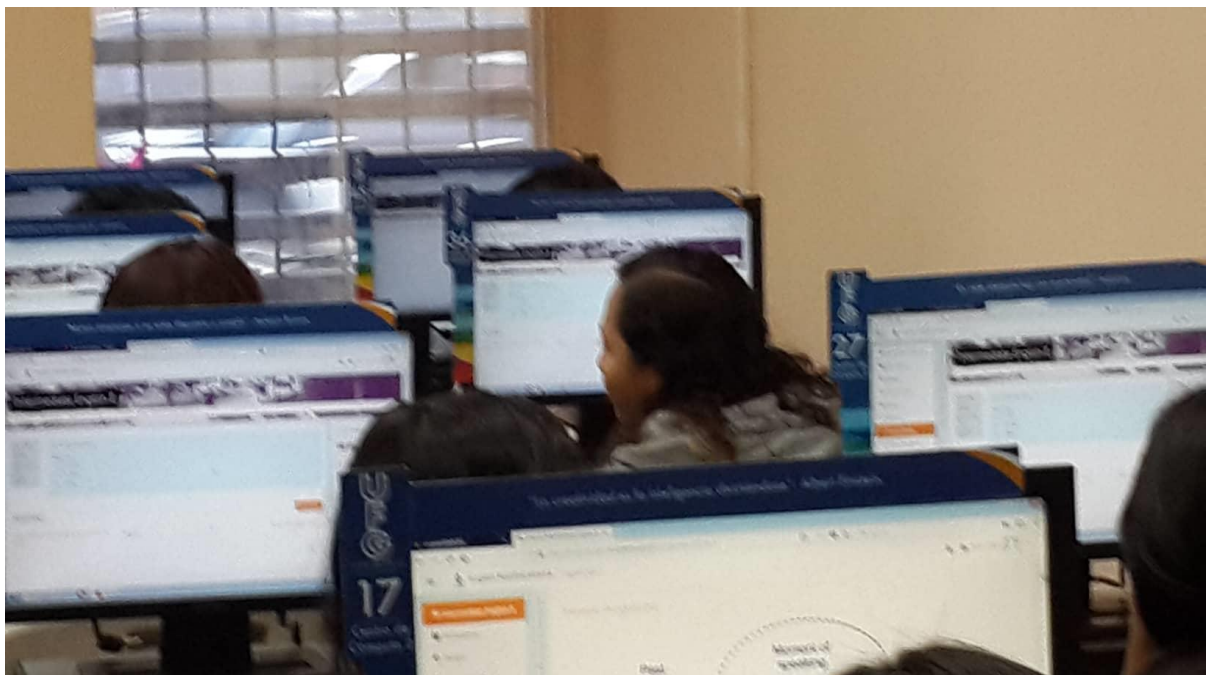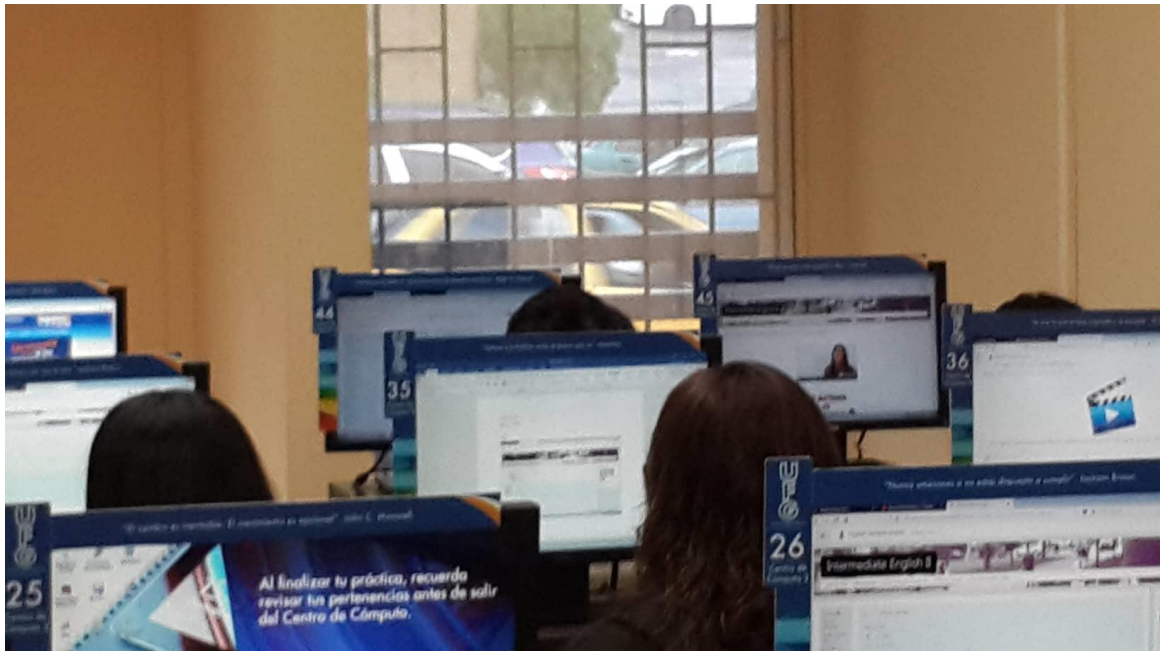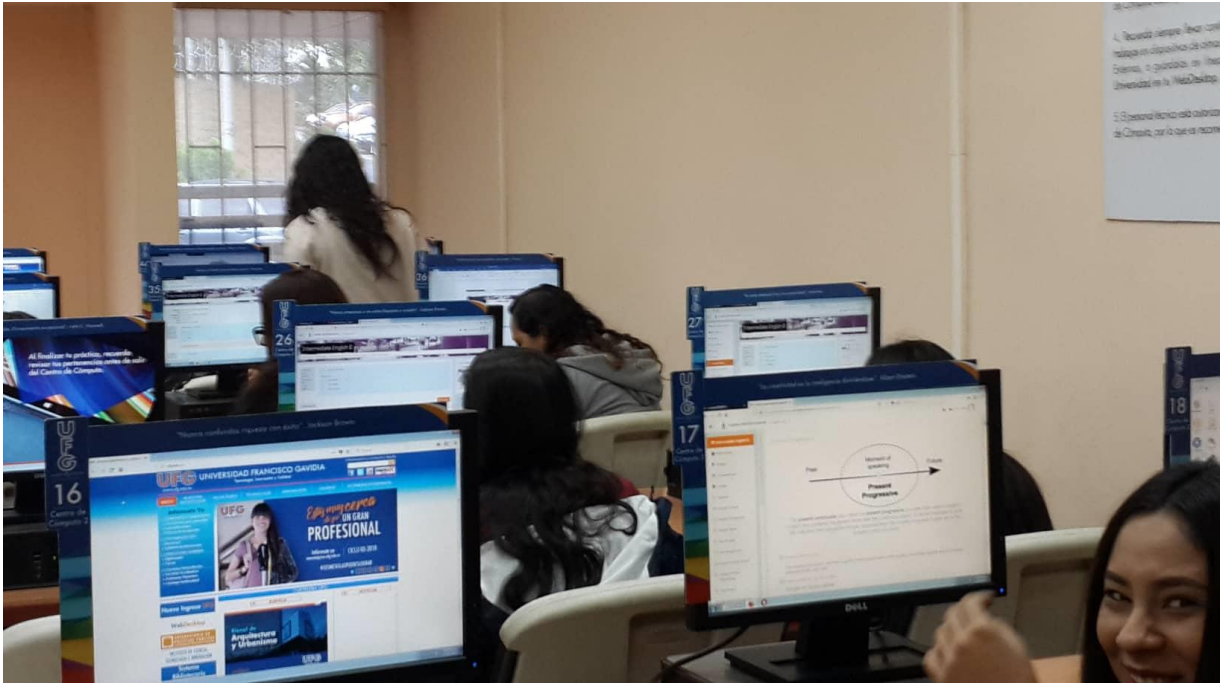
Logged in students' example during a single class.

Feedback Example.

Annex 3 Survey

Universidad Francisco Gavidia

Social Science Faculty
English Major

Thesis Topic: *"The implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia".*

Survey Objective: To elicit a reliable insight about students' experience, knowledge, and expectations in regards of virtual courses, in order to properly address the implementation of the project's virtual course.

<u>**Students' Survey**</u>

Name: _____

e-mail: _____

Subject and group: _____

Instructions: Circle the letter of your preferred answer or write it down when needed.

1. What is your experience with virtual courses?
    a. This is my first virtual course.
    b. I've taken one course previously with Universidad Francisco Gavidia.
    c. I've taken two or more courses previously with Universidad Francisco Gavidia.
    d. I've taken virtual courses from another program but never with Universidad Francisco Gavidia.

2. How would you describe your online learning experience compared to your learning experiences in a traditional classroom or home school setting?
    a. I learned more than in my typical class.
    b. I learned about the same as in my typical class.
    c. I learned less than in a traditional classroom

3. Which of the following options do you consider an advantage of a virtual course?
    a. Immediate feedback

b. Flexible schedules
c. Collaborative learning
d. Class reinforcement
e. All of the above

With your experience with virtual courses in mind, please indicate your level of agreement with each statement.

4. I know how to use the Universidad Francisco Gavidia virtual classroom
   a) Strongly Disagree
   b) Disagree
   c) Agree
   d) Strongly Agree
   e) N/A

5. The online learning environment is a convenient way to learn.
   a) Strongly Disagree
   b) Disagree
   c) Agree
   d) Strongly Agree
   e) N/A

6. Overall, I'm satisfied with my online learning experience.
   a) Strongly Disagree
   b) Disagree
   c) Agree
   d) Strongly Agree
   e) N/A

7. I would use a virtual classroom to support my learning process even if it is not a graded task.
   a) Strongly Disagree
   b) Disagree
   c) Agree
   d) Strongly Agree
   e) N/A

8. If you've had a virtual course before, what did you like the most about virtual courses?

9. If you've had a virtual course before, what did you like the least about virtual courses?

Annex 4 Post-test

Intermediate English I

Universidad Francisco Gavidia

Social Science Faculty
English Major
Intermediate English I

Thesis Topic: *"The implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia".*

Post-test objective: To elicit a reliable insight on the impact of the virtual course on the students' learning process, to ultimately demonstrate if a virtual course is effective as a means of reinforcing the current syllabi of the three subjects studied.

Post-test of Unit 3 contents

Instructions part I: Underline the right answer, based on the following sentences.

Example: Lebron James _____ play basketball. He is the star of the Laker´s team.
   a. <u>can</u>   b. could not   c. may

1. _____ you lend me some money? I need to buy some food for tomorrow.
a.   could   b. are you able to   c. might not

2. We probably _____ find Aliens on Mars.
a.   can   b. cannot   c. might

3. My grandfather _____ walk without any help last night.
a.   was able to   b. were able to   c. was able

4.   My sister _____ play tennis very well. She is a professional in this sport.
a.   can   b. could not   c. cannot

5. I would like to _____ play the piano.
a. could   b. can   c. be able to

6. Maybe I _____ win the lottery this weekend.
a. might   b. am able   c. are able to

7. Can you help me? I _____ never understand this.
a. can   b. cannot   c. might not to

8. _____ you tell me what time is it, please?
a. could   b. can´t   c. might not

9. I am sorry, I did not hear you well _____ you repeat the question again?
a. may not   b. might not   c. could

10. I _____ go to the party but I'm not sure yet.
a. might   b. am able   c. am able to

Instructions part II: Arrange the following sentences in the proper order.

Example: For this fever/take/some pills/must/I
<u>I must take some pills for this fever</u>

1. You/smoking/stop/must

   _____

2. Has to/work/nine hours/he/a day

   _____

3. At the end of the year/the students/take/must/

   _____

4. I/finish/my homework/have to/for tomorrow

   _____

5. Needn't/ early/Magdalena/go to bed

_____

Instructions part III: Circle the right answer according to the future time clauses rules.

Example: I'll do my homework before I (watch/'ll watch) TV.

1. We'll go to the cinema as soon as we ('ll finish/finish) work.

2. He'll have to behave better when he ('ll go/goes) to school.

3. Before dad arrives home, I ('ll finish/finish) this essay.

4. I'll have a shower when I (meets/'ll meet) breakfast.

5. (I'll take/take) a shower before I go to work today.

ANSWER SHEET (INTERMEDIATE ENGLISH I)

PART 1:

QUESTIONS	ANSWERS
QUESTION 1	A
QUESTION 2	C
QUESTION 3	A
QUESTION 4	A
QUESTION 5	C
QUESTION 6	A
QUESTION 7	A
QUESTION 8	A
QUESTION 9	C
QUESTION 10	A

PART 2:

ITEM	ANSWERS
ITEM 1	YOU MUST STOP SMOKING.
ITEM 2	HE HAS TO WORK NINE HOURS A DAY.
ITEM 3	THE STUDENTS MUST GET GOOD GRADES AT THE END OF THE YEAR.
ITEM 4	I HAVE TO FINISH MY HOMEWORK FOR TOMORROW.
ITEM 5	MAGDALENA NEEDN'T GO TO BED EARLY.

PART 3:

ITEM	ANSWERS
ITEM 1	FINISH
ITEM 2	GOES
ITEM 3	'LL FINISH
ITEM 4	MEET
ITEM 5	I'LL TAKE

Intermediate English II

Universidad Francisco Gavidia

Social Science Faculty
English Major
Intermediate English II

Thesis Topic: *"The implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia"*.

Post-test objective: To elicit a reliable insight on the impact of the virtual course on the students' learning process, to ultimately demonstrate if a virtual course is effective as a means of reinforcing the current syllabi of the three subjects studied.

Post-test of Unit 3 contents

Instructions part I: Underline the right answer, based on the correct verb tense.

Example: I'm sorry, but I _____ my homework yet.
   b. Has finished   b. haven't finished   c. have finished

1. I've cleaned the kitchen, but I _____ the living room yet.
   b. haven't cleaned   b. haven't clean   c. have cleaned

2. He _____ a teacher since 2000.
   b. Was   b. has been   c. have been

3. She has a car, so she _____ there many times.
   a. Has drove   b. have driven   c. has driven

4. Did you know he _____ teaching German _____ fifteen years?
   b. Has been/for   b. has been/since   c. have been/for

5. I have never _____ to Paris.

b. went   b. was   c. been

6. My friend _____ my new dress yet.
b. Haven't seen   b. didn't see   c. hasn't seen

7. My family and I _____ to many different countries around the world.
b. Have flown   b. flown   c. has flown

8. My brother has been travelling _____ two months.
b. By   b. since   c. for

9. Julie _____ in Italy since May.
a. Is been   b. has been   c. has being

10. It has _____ snowing a lot this week.
a. Be   b. been   c. being

Instructions part II: Transform the next active voice sentences into passive voice ones.

Example: The band played that song yesterday.
Passive voice: <u>That song was played yesterday by the band.</u>

1. The Beatles wrote "A Hard Day's Night".
Passive voice: _____

2. Spielberg directed the movie ET.
Passive voice: _____

3. My father built this house.
Passive voice: _____

4. Leonardo Da Vinci painted the Mona Lisa.
Passive voice: _____

Instructions part III: Complete the right comparative or superlative adjective of the following sentences.

Example: My sister thinks she's (more/ the most) intelligent than me, but I don't agree!

1. Avatar is probably the (worst/worse) film I've seen!

2. Is Angelina Jolie (oldest/older) than Sandra Bullock?

3. I feel (better/the best) now than yesterday.

4. What is the (less/least) expensive restaurant downtown?

5. The (hotter/hottest) desert of all is the Sahara and it's in Africa.

ANSWER SHEET (INTERMEDIATE ENGLISH II)

PART 1:

QUESTIONS	ANSWERS
QUESTION 1	A
QUESTION 2	B
QUESTION 3	C
QUESTION 4	A
QUESTION 5	C
QUESTION 6	C
QUESTION 7	A
QUESTION 8	C
QUESTION 9	B
QUESTION 10	B

PART 2:

ITEMS	ANSWERS
ITEM 1	A HARD DAY'S NIGHT WAS WRITTEN BY THE BEATLES
ITEM 2	THE MOVIE ET WAS DIRECTED BY SPIELBERG.
ITEM 3	THIS HOUSE WAS BUILT BY MY FATHER
ITEM 4	THE MONA LISA WAS PAINTED BY LEONARDO DA VINCI

PART: 3

ITEMS	ANSWERS
ITEMS 1	WORST
ITEMS 2	OLDER
ITEMS 3	BETTER
ITEMS 4	THE LEAST
ITEMS 5	THE HOTTEST

Advanced English

Thesis Topic: *"The implementation of a virtual course to reinforce the syllabi of the Intermediate English I, Intermediate English II and Advanced English courses of the English Major at Universidad Francisco Gavidia"*.

Post-test objective: To elicit a reliable insight on the impact of the virtual course on the students' learning process, to ultimately demonstrate if a virtual course is effective as a means of reinforcing the current syllabi of the three subjects studied.

Post-test of Unit 3 contents

Instructions part I: Underline the right answer, based on the correct adjective in the sentences.

Example: Claire is very _____, she does not speak much in class
   c. shy   b. attentive   c. friendly

1. Rebecca is a _____ woman, she always tells me the truth
   c. honest   b. ambitious   c. aggressive

2. Albert Einstein presented the theory of relativity. He was a _____ man.
   c. selfish   b. genius   c. anxious

3. Don't worry about her. She will be on time. She is very _____.
   b. punctual   b. helpless   c. ambitious

4. My son is an _____ person because he likes doing sports.
   c. aggressive   b. active   c. embarrassed

5. Ela is very _____. She never helps us with the homework.

c. friendly   b. selfish   c. attentive

6. Mark is a _____ person. He always buys his own things.
c. independent   b. aggressive   c. impatient

7. Someone who thinks good things will happen is a _____ person.
c. optimistic   b. reliable   c. appreciable

8. The _____ person is the one who does what it is told of the appropriate way.
c. useless   b. insecure   c. obedient

9. My dad is very _____ because he is always telling jokes and laughing.
a. funny   b. serious   c. jealous

10. My neighbor has a dog. It is _____. There is a sign which say "Be careful with the dog.
a. interesting   b. aggressive   c. dependable

Instructions part II: Write the number from the left to the parenthesis in the right

1. Website   ( ) To make something more modern by adding new information

2. YouTube   ( ) They are symbols that represent how you're feeling.

3. Malware   ( ) We can send messages electronically from one computer to another.

4. Update   ( ) A set of pages of information on the internet about a particular subject.

5. E-mail   ( ) A website that allows people to watch videos.

6. Emoticon   ( ) Computer software that damages the way a computer works

Instructions part III: Circle the right answer according to the Defining and Non-defining relative clauses of the following sentences.

Example: They are the people (who/which) want to buy this house.

1. Clare, (who/which) I work with, is going to travel to Spain the next week.

2. Dublin, (who/which) is the capital of Ireland, is my favorite city.

3. The man (who/which) George is talking to is my brother.

4. Ferraris, (who/which) are made in Italy, are very expensive.

ANSWER SHEET (ENGLISH ADVANCED)

PART 1:

QUESTIONS	ANSWERS
QUESTION 1	A
QUESTION 2	B
QUESTION 3	A
QUESTION 4	B
QUESTION 5	B
QUESTION 6	A
QUESTION 7	A
QUESTION 8	C
QUESTION 9	A
QUESTION 10	B

PART 2:

OPTIONS	ANSWERS
WEBSITE	(4)
YOUTUBE	(6)
MALWARE	(5)
UPDATE	(1)
E-MAIL	(2)
EMOTICON	(3)

PART: 3

ITEM	ANSWERS
ITEM 1	WHO
ITEM 2	WHICH
ITEM 3	WHO
ITEM 4	WHICH

Annex 5 Platform Content

Intermediate English 1

Description of the course:

This course is designed for students that have little or no knowledge and vocabulary about socialization with others. It provides four different units where students are going to be able to learn how to use and apply information and topics about: all about me, today´s trends, let's celebrate and technology today.

General objective:

- To provide necessary information for the students to use and socialize with others.

Specific objectives:

- To practice with the information and vocabulary to socialize with the whole class.

- To understand the importance of the communication with others.

Unit 1

Description of the unit:

In this unit the students are going to learn how to express information about the people in their life's and what is trending applying the following topics; present simple versus present progressive, stative verbs, simple past, prepositions of time and the verb used to. Then, they are going to learn how to express face to face conversations based on celebrations they have or talking about technology applying the following topics: present perfect simple, simple past and the use of for, since, yet and already. Finally, in this unit they are going to convey the new technology and what is on trend applying the following topics: quantifiers, relative pronouns, and relative adverbs. This course is focus in the four skills speaking, listening, reading and writing to create a very competent student.

General objective:

- To state some new technologies, some likes or dislikes and personal information and memories applying the different topics.

Specific objectives:

- To understand the use and application of the topics

- To apply the topics in real situation with others.

TOPICS:

Simple present

The simple present, present simple or present indefinite is one of the verb forms associated with the present tense in modern English. It is commonly referred to as a tense, although it also encodes certain information about aspect in addition to present time. The simple present is the most commonly used verb form in English, accounting for more than half of verbs in spoken English.

Present simple form:

We use the base form of the verb and add -s for the third person singular.

Simple present spelling

For most verbs we add -s to the base form to make the she, he, it (third person singular) form:

Simple present uses

General truths and facts

We use the present simple to talk about general facts that are always true and permanent about the world:

*Ten times ten **makes** one hundred.* (10 x 10 = 100)

*There **is** always a holiday on the last Monday in August in the UK.*

*Time **passes** very quickly when you get older.*

We use the present simple to talk about general facts that we think are true and permanent at the present time:

*I really **love** my job.*

*Mrs Clare **doesn't teach** me but she **teaches** my sister.*

***Do** you **live** in Glasgow? My cousin **lives** there too.*

*Spiders **don't frighten** me.*

*Martha **does** what she **wants**. No one **tells** her what to do.*

Regular and habitual events

We use the present simple to talk about regular or habitual events. We often use *always, often, usually, sometimes, never* and other frequency adverbs for regular and habitual events:

*How **do** you **get** to work? **Do** you **get** the bus?*

*I **read** every night before I **go** to sleep.*

*We always **have** a holiday in the summer. We never **work** in August.*

*We usually **fly** to France when we go. Lorea **doesn't like** the ferry. It **makes** her feel sick.*

Instructions and directions

We use the present simple when we are giving instructions or directions. We often use ordering words, such as *and*, *first* and *then* with this use of the present simple:

[giving directions]

*You **take** the train into the city centre **and then** you **take** a number five bus. You **don't get** off at the museum. You **get** off at the stop after the museum.*

[giving instructions before a test]

*So what you do is … you **read** the questions **first and then** you **write** down your answers in the box. You **don't write** on the question paper.*

Stories and commentaries

We often use the present simple to describe a series of actions – one action after another. We see this especially in stories, summaries of stories or reviews:

[talking about the series of events in a novel]

*Alex **doesn't ring** back at midnight … she **waits** till the morning to ring, and they **get** annoyed with Liz when she **goes** on … they **know** she**'s got** plenty of money by their standards …*

The present simple is often used by sports commentators to give commentaries or report actions as they are happening:

*Mwaruwauri Benjani **fouls** Cahill. Habsi **takes** the free kick, Caicedo **shoots** and **volleys**. O'Brien **blocks**.*

Immediate reactions

We use the present simple, often with verbs of senses and perception, to talk about feelings and reactions at the moment of speaking:

***Do** you **think** that meat is ok to eat? It **doesn't smell** very good.*

*Where **does** it **hurt**?*

[talking about the colour of a dress]

*I **don't like** the colour. I **think** I **look** terrible.*

*It **seems** a bit quiet in here. Where is everyone?*

***Don't** you **believe** me? It's true, honestly….)*

Timetables and plans

We use the present simple to talk about events that are part of a future plan or timetable:

*The lesson **starts** at 9.30 tomorrow instead of 10.30.*

*Lunch **is** at 12.30. Don't be late.*

*What time **do** you **land**? (talking about a flight at some time in the future)*

*They **don't start** back to school until next Monday.*

We can also often use *will* in these sentences, with no change in meaning:

*The lesson **will** start at 9.30 tomorrow instead of 10.30.*

Present simple after *when, before*, etc.

We use the present simple for future reference in subordinate clauses after words like *when*, *before*, *as soon as*, *if* and *whether*.[58]

*I'll call you when I **get** there.*

Not: I'll call you when I'll get there.

*Don't forget to ring before you **go**.*

Video´s description:

Three different videos that include the explanation of the simple present, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Writing activity

Based on the picture, write in your notebook the daily routines, applying the simple present and deliver it to the teacher the next class.

Quiz

1. …. Andres feed the cat after the shower? Yes, he does.
   a. Do
   b. Does

2. On Monday and Friday, my mom .... shopping. She does the shopping in a local super market.
   a. Do
   b. Does
   c. Goes

3. On Sunday my sister ……… the homework.
   a. Usually do
   b. Usually make

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[58]   Cambridge   dictionary,   (online)   retrieved   on   01/09/2019   available   in https://dictionary.cambridge.org/de/grammatik/britisch-grammatik/present/present-simple-i-work

c. Usually does

4. Adriana ...... glass, paper and cans into different bags.
   a. Puts
   b. Throw
   c. Makes

5. The chef......... lunch on Saturday or Thursday, but she makes dinner on Monday, Friday and Sunday.
   a. Doesn't make
   b. Don't make
   c. Makes

6. Does she cook dinner in the morning?
   a. No, he doesn't, he watches TV in the morning.
   b. No, she doesn't, she does the homework in the morning.
   c. No, she don't , she play soccer in the morning.

7. My grandmother loves her flowers. She .... them when they are thirsty.
   a. Always waters
   b. Often water
   c. Always water

8. Andrea .... like mopping the floor. She has a housekeeper who does the cleaning.
   a. Always
   b. Doesn't
   c. Don't

9. The house keeper …. the carpets every Saturday.
   a. Vacuums
   b. Cuts
   c. Orders

10. The teacher …… the class to the students.
    a. Don't Teaches
    b. Doesn't teaches
    c. Teaches

Present Progressive

The present continuous, also called the present progressive, is a verb form used in modern English that combines the present tense with the continuous aspect. It can be employed in both the indicative and subjunctive moods. Approximately 5% of verbs in spoken English are in the present continuous form

Present progressive form

We use am, are, is + the -ing form of the verb. We use the short form more often than the full form, especially when speaking.

Present continuous: -ing form spelling

For most verbs we add -ing to the base form to make the -ing form:

For other verbs the spelling changes are (note the underlined syllables are stressed):

Present continuous: uses

Events at the time of speaking

We use the present continuous to talk about events which are in progress at the moment of speaking:

> A:
> What time's dinner?
>
> B:
> I'm cooking now so it'll be ready in about half an hour.
>
> She's pressing the button but nothing is happening.

Temporary states

We use the present continuous to talk about temporary states which are true around the moment of speaking:

Her mother's living with her at the moment. She's just come out of hospital.

Who's looking after the children while you're here?

Repeated temporary events

We use the present continuous to describe actions which are repeated or regular, but which we believe to be temporary:

I'm not drinking much coffee these days. I'm trying to cut down.

She's working a lot in London at the moment. (She doesn't usually work in London.)

Change

We use the present continuous to talk about a gradual change:

They're building a new stand at the football ground.

Maria, 37, is getting better and doctors are optimistic she will make a full recovery.

Recent evidence suggests that the economic situation is improving.

Regular unplanned events

We often use the present continuous with words like always, constantly, continually and forever (adverbs of indefinite frequency) to describe events which are regular but not planned, and often not wanted:

My wife, she's always throwing things out. I like to keep everything.

I'm constantly spilling things.

Plans and arrangements

We use the present continuous to refer to the future when we talk about plans and arrangements that have already been made:[59]

We're moving to Cambridge in July.

Sarah isn't taking Rory to football training later. She hasn't got the car tonight.

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[59] Cambridge dictionary (online) retrieved on 01/09/2019 available in https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/present/present-continuous-i-am-working

Aren't you playing tennis on Saturday?

Video description:

Three different videos that include the explanation of the present progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Reading exercise

Read the following text carefully.

It is a sunny day. Mike and his family are spending their summer vacation at the beach. When they arrive at the Hotel, everyone decides what to do here at the beach. Mike's parents are making lunch for the family while they are listening old classic music. His sister is taking some pictures and at the same time chatting with her friends by messenger. Mike's grandparents are taking a nap because they feel tired for this long trip. Mike's aunt and uncle are buying some bottles of water and soda for lunch and Mike is playing football with his cousins near the beach. At the moment, Mike is watching only a few people at the beach, but it is better in that way. A beautiful day to be together as a family.

Answer the following questions based on the text in your notebook.

1. What are Mike's parents doing?

2. What are Mike's grandparents doing?

3. Besides taking some pictures What other activity is Mike's sister doing?

4. What are Mike and his cousins doing?

5. What is Mike's family planning to do in summer?

Present progressive quiz

1. Which word CANNOT go in the space?
   ____ are talking very loudly!

a) They
b) You
c) She

2. Complete the sentence.
   The girl ___ cycling to school.

a) am
b) are
c) is

3. Complete the sentence.
   My husband and I ____ staying here for a long time.

a) don't
b) aren't
c) isn't

4. Which question is correct?

a) What you doing?
b) Where is she working?
c) Where you are staying?

5. Which is the correct answer?
   Where's Pedro?

a) He's working in his office.
b) He works in his office.
c) He is work in his office

6. Study
a) Juan …………. politics at university.

7. Have
 a) We………. lunch at the moment.

8. not / feel
  a) I ……………… well today.

9. Live

  a) Where are George and Lucy………. at the moment?

10. sit
  a) I'm afraid someone…………. here.

Stative verbs

Some verbs are not usually used in the continuous form, even when we are talking about temporary situations or states. These are called stative verbs.

Stative verbs explanation

Stative verbs are often verbs connected with thinking and opinions

She doesn't know what to do NOT She isn't knowing what to do

Do you agree with me?

I don't recognise it, do you?

Other verbs in this group include: believe, doubt, guess, imagine, mean, remember, think

Other stative verbs are connected with feelings and emotions

I like this song. Who sings it? NOT I'm liking this song

What do you want to do now?

I hate my new boss!

Other stative verbs in this group include: dislike, love, prefer. want, wish

NB – although 'enjoy' is a verb of emotion, it is used in the continuous tense

I'm enjoying the party.

'see', 'hear', 'taste', 'smell', 'feel' are verbs that describe senses.

These verbs aren't usually used in continuous forms. They are often used with 'can'.

It smells of smoke in here. NOT It's smelling of smoke in here

I can't see anything. It's too dark.

Stative verbs describe things that are not actions.

Look carefully at these 2 sentences.[60]

He smells of fish.

He's smelling the fish.

The second sentence is an action – not a state. The man wants to know if the fish is OK to eat.

I think we should go to Croatia for our holiday this year.

Sorry, what did you say? I was thinking about my holiday.

The first sentence is an opinion but the second sentence is an action.

Explanation video

Three different videos that include the explanation of the present progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Stative verb quiz

Put the verb into the correct form. Use either the present simple or the present continuous.

1. Please don't make so much noise. I _____ (study).

2. How many languages _____ (Juan speak).

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[60] British council (online) learn English retrieved on 01/09/2019 available in https://learnenglish.britishcouncil.org/intermediate-grammar/stative-verbs

3. I _____ (not/belong) to a political party.

4. Hurry! The bus _____ (come). I _____ (not/want) to miss it.

5. The Lempa river _____ (flow) into the Pacific Ocean

 6. The river _____ (flow) very fast today — much faster than usual.

7. _____ (it/ever/snow) in El Salvador?

8. We usually _____ (grow) tomatoes in our garden, but this year we _____ (not/grow) any.

9. A: Can you drive?

B: No, but I _____ (learn). My father Jose _____ (teach) me.

10. You can borrow my umbrella. I _____ (not/need) it at the moment.

Past simple

The simple past, past simple or past indefinite, sometimes called the preterite, is the basic form of the past tense in Modern English. It is used principally to describe events in the past, although it also has some other uses. Regular English verbs form the simple past in -ed; however, there are a few hundred irregular verbs with different forms.

Past simple form

For regular verbs, we add -ed to the base form of the verb (work–worked) or -d if the verb already ends in e (move–moved).

In regular one-syllable verbs with a single vowel followed by a consonant, we double the final consonant when adding -ed to make the past simple:

stop: The bus stopped suddenly.

plan: Who planned this trip?

Past simple: pronunciation of -ed

For regular verbs, there are three possible pronunciations of -ed endings.

Past simple: irregular verbs

Many verbs are irregular. Here are some common ones. Each one has to be learnt.

The verb form is the same for all persons (I, you, she, he, it, we, they), and we make questions and negatives with irregular verbs in the same ways as for regular verbs.

Past simple: uses

Definite time in the past

We use the past simple to talk about definite time in the past (often we specify when something happened, e.g. yesterday, three weeks ago, last year, when I was young):

Did you watch that film yesterday?

He left at the end of November.

When they were young, they hated meat.

Single or habitual events or states

We use the past simple to talk about single or regular (habitual) events or states in the past.

When we use the past simple to refer to habitual events, the meaning is similar to used to:

I did a lot of travelling when I was younger. (or I used to do a lot of travelling when I was younger.)

The past simple with no time reference

Sometimes there is no time expression when the past simple is used. This happens especially when we know the time:

Leonardo Da Vinci painted the Mona Lisa. (From our general knowledge, we know that Leonardo Da Vinci painted the Mona Lisa a few hundred years ago.)

Past simple and the order of events

When one past event happens after another, the first one mentioned in the past simple happened first and the second one happened next, and so on. If we change the order of the verbs, this changes the meaning.[61]

Simple past quiz:

1. Which word is a correct past simple verb?
a. studyed
b. taked
c. made

2. Where can you write the word **went**?
a. We _____ Juayua last month.
b. We _____ to Juayua every year.
c. We _____ to Juayua next week.

3. Which word goes in the space?
What time did you _____ lunch?
a. haved
b. had
c. have

4. Which sentence is correct?
a. Julio didn't met Ana.
b. We didn't go out last night.
c. Mario didn't got my email.

5. Which question is NOT correct?
a. Where did your parents meet?
b. Did you like the gift?
c. What time you did arrive?

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[61] Cambridge dictionary (online) retrieved on 01/09/2019 available in https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/past/past-simple-i-worked

6. have
a. We _____ a lovely meal at a restaurant in Los Planes last night.

7. not / know
a. Sorry I'm late. I_____ the time of the meeting.

8. go
a. Jose and Eugenia _____ to America for their holiday.

9. Feel
a. Maria _____sick so she decided to go home.

10. See
a. Did you_____ the castle in England?

Preposition of time

Form:

Uses:

PREPOSITIONS OF TIME – AT / ON /IN

AT = an EXACT or PRECISE time

IN = PERIOD (months, years, seasons)

AT	EXACT TIME
ON	DAY & DATES
IN	PERIOD OF TIME

WHEN TO USE AT FOR TIME

AT	EXACT TIME

AT	EXACT TIME
at	9 o'clock
at	11 p.m.
at	midday / midnight

Examples:
- I went to the doctor at 8 o'clock this morning.
- The shops open at 9 a.m.
- I go to bed at midnight.
  Although we use AT for an exact or precise time, some phrases do not follow the rule so we also say:

AT NIGHT	AT THE WEEKEND
at Christmas	at Easter
at the beginning of (the lesson)	at the end of (the month)

Examples:
- I play tennis at the weekend.
- He doesn't work at night.   (Note!!! We say in the morning / in the afternoon / in the evening)
- At Christmas, we spend a lot of time with our family. (At is used here to the mean the time of the Christmas holidays not Christmas Day. For the day itself, we must say, "on Christmas Day".
- I'm not working a lot at the moment.
- At the end of the lesson, the teacher gives homework to the students.

WHEN TO USE ON FOR TIME

ON	DAYS / DATES
on Monday / Tuesday / on my birthday	DAYS
on Christmas Day / New Year's Day / on Valentine's Day	DAYS
on the 25th of December	DATES
on the first of July	DATES

Examples:

- The children are going to the cinema on Monday.
- On Fridays, I go to the gym. (This means, I go to the gym every Friday.)
- I always have a party on my birthday.
- Valentine's day is on the 14th of February.
- REMEMBER to put THE before date. I went there on THE 5th of July.

WHEN TO USE IN FOR TIME

IN	PERIODS OF TIME
in (the) summer, spring	SEASONS
in December, January	MONTHS

IN	PERIODS OF TIME
in 1975, 2017, 2025	YEARS
in the morning / the afternoon / the evening	PERIOD DURING THE DAY
in 10 minutes / 5 years / 4 weeks	FUTURE (10 minutes from now)

Examples:
- I like to go on holiday in winter.
- My birthday is in April.
- I was born in 1995.
- I don't work in the evening.
- I'm going to start my new job in 5 weeks.
- The lesson starts in 5 minutes. (It is now 8.55 a.m. and the lesson will start at 9 a.m.)
  REMEMBER! I go to the gym *in* the afternoon. BUT – *On* Mon**day** afternoon, I'm going to the gym. (We use on here because the first time is the DAY).

DO NOT USE AT / ON / IN WITH THE FOLLOWING WORDS:

every	last
this	next

tomorrow	

Examples:

- Every week, I have an English lesson on Monday.
- I had an English lesson last Monday.
- Next Monday, I'm going to have an English lesson.
- I don't have an English lesson today.
- Tomorrow, I'm going to have an extra English lesson.
- Yesterday, I had an English lesson.[62]

Explanation video

Three different videos that include the explanation of the prepositions of time, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them**.**

Preposition of time quiz:

1. I have a dentist appointment ___ the 10th of April.
   a. On
   b. At
   c. In
2. I am going on vacation_____ March.
   a. At
   b. In
   c. On
3. I have a meeting ____ 12 o´clock.
   a. In

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[62] English Course Malta (online) grammar retrieved on 01/09/2019 available on http://www.englishcoursemalta.com/learn/english-prepositions-of-time-at-on-in/

b. At
c. On
4. I like going to the beach_____ summer.
   a. At
   b. In
   c. On
5. I play soccer _____ Saturdays.
   a. On
   b. In
   c. At
6. The moon comes out _____ night.
   a. At
   b. In
   c. On
7. I always have a party_____ my birthday.
   a. At
   b. On
   c. In
8. Priscila´s birthday is _____ two weeks.
   a. In
   b. At
   c. On
9. Antonio´s birthday is _____ the 5th of February.
   a. In
   b. At
   c. On

Used to:

Used to: meaning and form

We use used to, to express habitual or accustomed actions, states, etc., taking place in the past but not continuing into the present. when we refer to things in the past which are no longer true. It can refer to repeated actions or to a state or situation:

- He used to play football for the local team, but he's too old now.

- That white house over there used to belong to my family. (It belonged to my family in the past, but not anymore.)

Negative: didn't use to

The negative of used to is most commonly didn't use(d) to. Sometimes we write it with a final -d, sometimes not. Both forms are common, but many people consider the form with the final -d to be incorrect, and you should not use it in exams:

- It didn't use to be so crowded in the shops as it is nowadays.

- I didn't used to like broccoli when I was younger, but I love it now. (Don't use this form in exams.)

Questions:

The most common form of question is auxiliary did + use(d) to. Many people consider the form with a final -d to be incorrect, and you should not use it in exams:[63]

- I think we met once, a couple of years ago. Did you use to work with Kevin Renderos?

- Didn't she used to live in the same street as us? (Don't use this form in written exams.)

Explanation video

Three different videos that include the explanation of the modal verb; used to, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Used to quiz

1. What music_____ to like when you were a child?
a. Did you use
b. Used you
c. Did you used
2. I _____ listen to music when I was a child.

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[63] Cambridge dictionary (online) retrieved on 01/09/2019 available in https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/past/used-to

a. Didn't used to
b. Didn't use to
c. Usedn´t to
3. We_____ to the cinema at weekends.
a. Use to go
b. Don't use to go
c. Usually go
4. They_____ in the country, but now they live in the city.
a. Used to live
b. Used to living
c. Use to live
5. I_____ the cake you made me last week.
a. Used to love
b. Didn't use to love
c. Loved
6. _____have long hair when you were younger?
a. Did you used to
b. Used you to
c. Did you use to
7. Marta_____ very tall when she was in school.
a. Used not to be
b. Didn't use to be
c. Didn't used to be
8. I _____ to bed very late on Fridays and Saturdays.
a. Don't use to go
b. Normally go
c. Use to go
9. Roberto _____ in a band.
a. Used to play
b. Use to play
c. Used to playing
10.I _____ my right arm in a skiing accident when I was 21.
11.Broke
12.Used to break

Present perfect simple

The present perfect is a grammatical combination of the present tense and perfect aspect that is used to express a past event that has present consequences. The term

is used particularly in the context of English grammar to refer to forms like "I have left".

Present perfect form:

We use have/has + the -ed form of the verb.

Present perfect simple: uses

We use the present perfect simple to refer to events in the past, but which connect to the present.

Experiences

We use the present perfect simple to talk about our experiences up to now. The time of the experiences is not important:

[talking about musical theatre productions]

- And I've seen 'Buddy' and I've seen 'Starlight Express' in London. And I want to see 'Phantom of the Opera' next.
- We're going to Pupuseria Paty for dinner tonight. I've been there a couple of times before.

Although we do not give a specific time, we often use general time expressions like ever, never, before, in my life, so far, up until now with this use of the present perfect simple:

- We haven't met before, have we?
- They've sold 110 so far. (so far = from a point in the past up until now)
- We often use ever, not … ever and never when we talk about experiences:
- It was the worst performance we have ever seen.
- Have you ever tried to write your name and address with your left hand?
- She's never said sorry for what she did.
- We often use the present perfect simple for a unique experience when we are using a superlative:
- I felt the happiest I have ever felt. My first Olympic final; the bronze medal; European record of 9.97 seconds.
- The cathedral at San Salvador is the most beautiful building I have ever seen.
- It was the best decision I have ever made in my life.
- It's the worst sports programme I have ever seen and the first I have ever turned off.

- We usually use the present perfect simple with the first time when we're talking about an immediate, continuing or recent event:
- That's the first time I've seen you get angry.

Recent completed events

We use the present perfect simple to talk about a finished event or state in the very recent past. We do not give a specific time. We often use words like just or recently for events taking place a very short time before now:

- What's this? What's just happened?
- The company employs around 400 staff and has recently opened an office in the UK.
- Niki and John have just come back from a week in Spain.

Past events, present results

We use the present perfect simple when a single past action has a connection with the present:

- She's broken her arm in two places. (Her arm is still broken now.)
- Why haven't you dressed in something warmer? (You got dressed in the past but the clothes are not warm enough for now.)
- A fire has broken out at a disused hotel on the seafront. (The fire is burning now; it's a recent event too.)
- Your flowers haven't arrived. (Your flowers are not here; they were supposed to arrive in the past.)

Time + for and since

We use the present perfect simple with for and since to talk about a present situation that began at a specific point in the past and is still going on in the present. We are looking back from the present to a point in the past.

Introducing past time events

The present perfect simple is often used in newspaper headlines or TV news programmes to report a recent past event. It is then followed by a series of verbs in the past simple (underlined):[64]

- Charlton Heston has died aged 84, a spokesman for his family has said. Heston died on Saturday at his home in Beverly Hills. His wife Lydia, whom he married in 1944, was at his side. Heston won a best actor Oscar for his starring role in the epic 'Ben Hur'.
- We can also use the present perfect simple to introduce an 'open' general point about something. We can then use the past simple (underlined) to give more detailed specific information:
- Have you seen any Arthur Miller plays? I saw a fantastic production of 'The Crucible'.

Explanation video

Three different videos that include the explanation of the present perfect simple, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Reading exercise:

Read the following text carefully.

Rainy day

Recently, it has rained in George's town. In the last weeks, it has rained several times. George has always loved the rain. He has played football with his friends on the streets many times before.

George's brother, Ronald, has never enjoyed playing in the street while raining. He has gotten sick every time he plays with this type of weather. In fact, he has not felt the adrenaline and passion of playing this sport in an environment like this.

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[64] Cambridge dictionary (online) retrieved on 01/09/2019 available in https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/present/present-perfect-simple-i-have-worked

George has a lot of anecdotes to tell like: he has broken his leg last week and it was horrible, he has fought with his friends because they invented rules that have not existed in the game. Etc. Also they have rarely ridden bicycles while raining. Anyways, my parents have told me about their experiences they had as children. They have never done things like these. They have just stayed at home studying a book or taking a nap. In conclusion, George has learned crazy things can be good once in life but not always.

Answer the following questions based on the text above in a piece of paper. Write the answer using the Present Perfect Simple Structure.

1. Recently, where has it rained?
2. In the last weeks, what has George done while raining?
3. Has Ronald loved playing football while raining?
4. Which other activity has George played while raining?
5. Have George's parents done the same activities George did while raining?

Present perfect simple:

1. Which sentence is correct?
    a. I've saw that film before.
    b. I've see that film before.
    c. I've seen that film before.

2. Which word completes this sentence?
   Tomas _____ worked here for long.

a. 's not
b. haven't
c. Not

3. Which question is correct?
a. Where has Julio put my bag?
b. What you have done with my dictionary?
c. Who they've written to?

4. Which sentence does NOT use the present perfect in the correct way?
a. Maria has worked here for many years.
b. William has gone to the doctor last week.
c. My children have been to France twice.

5. How can you complete this question correctly?
   Have you seen Karen _____?

   a. today
   b. last week
   c. yesterday

6. not / finish
a. I_____ my homework yet.

7. Be
a. Have you ever _____ to Paris?

8. Take
a. Alberto _____your bag.

9. not / speak
a. Ivan_____ to his brother for seven years.

10. Pablo/ do
a. What _____ with my dictionary?

for, since, yet, already

"For" uses:

We use "For" when we measure the duration – when we say how long something lasts: For + a period of time

To measure a period of time up to the present, we use the present perfect tense

and not the present tense.

- I have known her for a long time. (Correct)

- I know her for a long time. (Incorrect)

- I have lived here for ten years. (Correct)

- I live here for ten years. (Incorrect)

The present tense with "For" refers to a period of time that extends into the future.

- How long are you here for? (Until when)

- How long have you been here for? (Since when)

Uses of For	
Example sentence	**Verb Tense**
They exercise **for** two hours every day.	Present tense
They are exercising **for** three hours today.	Present continuous
He has lived in Moscow **for** a long time.	Present perfect
He has been living in Turin **for** three months.	Present perfect continuous
I worked at the service station **for** five years.	Past tense
He will be in hospital **for** at least a week.	Future tense

However, we don't use For with expressions such as all day or all the time.

- I was there all day. (Correct)

- I was there for all day. (Incorrect)

"Since" uses:

Since gives the starting point of actions, events or states. It refers to when

things began: Since + a point in time (in the past), until now.

- I've been waiting since 7 o'clock.

- I have known him since January.

With since we use the present perfect tense or the past perfect tense.

- I have been here since 5 o'clock and I am getting tired.

- I had been working since 5 o'clock and I was getting tired.

Since can also be used in the structure It has been + period of time + since.

- It has been two months since I last saw her.

- It has been three years since the last earthquake.

Yet use:

We use yet in interrogative and negative sentences. In interrogative sentences, it means the same as already, and is used to talk about something which is expected to happen. In negative sentences, it is the same as still, and it suggests a time later than expected.

- Have you finished your homework yet? No, I haven't done it yet.

- Has your father seen your report? No, he hasn't seen it yet.

- Have the visitors arrived? No, they haven't arrived yet.

Already use:

We use already to express that something has happened sooner than expected. 'Already' usually comes in mid-position.[65]

- Don't forget to bring your book! Oh, I have already brought it.

- The boys are going to pack, aren't they? No. They have already packed.

- Is Adam going to buy a new car? No, he isn't. He has already bought it.

Explanation video

Three different videos that include the explanation of the for, since, yet and already, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

For, since, yet and already quiz.

1. Benjamin has _____ made his bed.
a. Since
b. Already
c. For
d. Yet

2. Eduardo hasn't called his girlfriend_____.
a. Yet
b. Already

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[65] Woodward English (online) retrieved on 01/09/2019 available in https://www.grammar.cl/Notes/For_Since.htm

c. Since

d. For

3. Gabriela has lived in Nicaragua_____ she was five years old.

a. Already

b. For

c. Since

d. Yet

4. Have they visited Guatemala_____?

a. Already

b. Yet

c. Since

d. For

5. Has the girl lived in San Miguel_____ three years?

a. Yet

b. Since

c. Already

d. For

6. The airplane has flown_____ two hours.

a. For

b. Since

c. Yet

d. Already

7. Jose has worked in the same office _____ he was twenty-one years old.

a. For

b. Yet

c. Since

d. Already

8. Wilfredo hasn't sold his car_____

a. Already

b. Yet

c. Since

d. For

9. Juan has performed the same dance _____ a long time.

a. Since
b. For
c. Yet
d. Already

10. I have known my girlfriend_____ we were in high school.
a. For
b. Yet
c. Already
d. Since

Quantifiers

(some, any, no, much, many, a lot of, lots of, (a) few, (a) little)

Quantifiers form:

Quantifiers uses:

Some for (+); Any for (?) (-)

We use some in affirmative sentences and any in negative sentences and questions.

- Is there any sugar in the cupboard?
- Have you got any new friends?

- I have some questions to ask you.

With both countable (plural) and uncountable

Both some and any can be used before countable and uncountable nouns. But if we use them before a countable noun, the noun must be in plural form.

- Are there any students in the classroom? (NOT Is there any student in the classroom?)

Some for offers and requests

We use some (NOT any) in interrogative sentences when we are offering or requesting (=asking for) something.

- Would you like some help?
- Can I have some tea, please?

many/much

Many for countable, Much for uncountable in (?) (-)

We use many before plural (countable) nouns and much before uncountable nouns. We use them in negative sentences and questions. We don't normally use them in affirmative sentences.

- There isn't much coffee in the jar.
- Were there many people in the party?

too much/too many

Note that we don't normally use much/many in affirmative sentences, but we can use too much and too many in affirmative sentences.

- There's too much salt in the soup.
- You eat too many biscuits.

how much/how many

We use how many and how much to ask about quantity.

- How many concerts have you ever been to?
- How much coffee have you had today?

a lot of/lots of

Before both countable and uncountable

We use a lot of or lots of (more informal) before both plural (countable) and uncountable nouns. We normally use them in positive sentences.

- She spends a lot of time watching TV.
- We had lots of good moments together.

of before noun; no of at the end of sentence

We must always use a lot of or lots of including of. However, we can use the expressions a lot or lots (without of) at the end of a sentence.

- 'How many can of soda did you have?' 'I don't know; I had lots/a lot.'
- I like her a lot.

(a) few/(a) little/a bit of

few for countable; little for uncountable

We use (a) few before plural (countable) nouns and (a) little or a bit of (more informal) before uncountable nouns in affirmative, negative and interrogative sentences.

- I have to do a few things this afternoon.
- He always gets good results with very little effort.
- Can you put a bit of sugar in the coffee?

few or a few? little or a little?

A few means 'some but not many; enough', and a little means 'some but not much; enough'.

Few/little mean 'almost none; not enough'.

Normally, the difference between a few/little (WITH a) and few/little (WITHOUT a) is that a few/little is positive in meaning, and few/little is negative. Compare:[66]

- There's little milk in the fridge; we have to buy more. (Not enough; we need more)

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[66] Test-English (online) retrieved on 01/09/2019 available in https://www.test-english.com/explanation/b1/much-many-lot-little-no-quantifiers/

- 'Shall I buy some sodas?' 'No, it's OK, there are a few in the fridge.' (=Enough; we don't need more)
- 'Do you speak English?' 'No, I speak very little English.' (=Negative)
- 'Do you speak English?' 'Yes, I speak a little English.' (=Positive)

Explanation video:

Three different videos that include the explanation of the quantifiers, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Quantifiers quiz:

1. We spent too _____ money on our last vacations.
   a. Many
   b. Much
   c. A lot of
2. Don't worry, we have _____time.
   a. Many
   b. Much
   c. A lot of
3. Did _____ people come to your party?
   a. Much
   b. Many
   c. Some
4. I don't usually drink _____ soda.
   a. Much
   b. Many
   c. Few
5. It didn't take _____ effort to repaint the house.
   a. Many
   b. Much
   c. Few
6. I only speak _____ English.
   a. A little
   b. A few
   c. A lot of
7. There were only _____ people at the party.
   a. Many
   b. A few

c. A little
8. I need _____ of sugar for the cake.
        a. A bit
        b. Much
        c. A little
9. I hope it will rain. There isn't _____ water to water the flowers.
        a. Much
        b. Some
        c. Many
10. How _____ soap do you need?
        a. Few
        b. Much
        c. Many

Relative pronouns and adverbs

Relative Pronoun

A relative pronoun is used to introduce a dependent, or a relative, clause. The dependent or the relative clause describes a noun or pronoun.

Who

Who is used to give information about people? In the dependent clause, who can be replaced by a subject pronoun (he, she, or they).

- Example: This is the lady who saved our little brother.

Whom

Whom is used to give information about people. In the dependent clause, whom can be replaced by an object pronoun (him, her, or them).

- Example: This is the lady whom we need to thank.

Whose

Whose is used to show possession. Whose is used to show possession.

- Example: This is the lady whose arms were scratched when she climbed up the tree.

Which

Which adds extra information about an object. It is always set off by commas.

- Example: The tree, which has no leaves, is hard to climb.

That

That gives necessary information about an object. It is not set off by commas.

- Example: The lady carried a stick that was long and pointy.

Relative Adverb

A relative adverb comes before a dependent or a relative clause that describes a noun.

Where

The relative adverb where describes a place.

- Example: Marcos goes to the store where they sell ice cream cupcakes.

When

The relative adverb when describes a time.

- Example: It was cold when I left the house.

Why

The relative adverb why gives a reason.[67]

- Example: Juanita does not know why Luisa left town.

Explanation video:

Three different videos that include the explanation of the relative pronouns and adverbs, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Relative pronouns and adverbs quiz

1. This is the school _____ I used to study.

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[67] Learning Farm (online) Common Core Standards retrieved on 01/09/2019 available in https://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1690

a. Where
b. Which
c. That
d. There

2. This test is for students_____ native language is not English.
a. That
b. Whose
c. Which
d. Of whom

3. The students_____ lost his bag is waiting in the office.
a. What
b. Whose
c. Who
d. Which

4. Children _____ eat a lot of candy often get bad teeth.
a. Which
b. What
c. Who
d. Whom

5. The girl _____ pen you borrowed neds it not.
a. What
b. Whose
c. Who
d. Which

6. I ate all the cake_____ you gave me.
a. What
b. That
c. When
d. Whom

7. Do you know the reason   so many people in the world learn English?
a. Why
b. When
c. Where
d. What

8. August and December are the months _____ most people go on holiday.
a. Where
b. When
c. What
d. Why

9. December 24, is the day_____ children in El Salvador get their Christmas presents.
   a. When
   b. Where
   c. Why
   d. What
10. A horror film was the reason_____ I couldn't sleep last night.
   a. What
   b. Where
   c. Why
   d. When

Unit 2

Description of the unit:

In this unit the students are going to learn how to express information about what happened? Applying the following topics: past progressive and time clauses. Then, they are going to learn how to express about the destinations applying the following topics: past perfect simple and modal verbs. Finally, in this unit they are going to convey the modern world applying the following topics: future will, time clauses and be able to. This course is focus in the four skill speaking, listening, reading and writing to create a very competent student.

General objective:

-To state some what happened, destinations and modern world applying the different topics.

Specific objectives:

-To understand the use and application of the topics

-To apply the topics in real situation with others.

Topics:

<u>Past progressive</u>

Form:

	Positive	Negative	Question	**Exceptions in Spelling**
I / he / she / it	I was speaking.	I was not speaking.	Was I speaking?	
you / we / they	You were speaking.	You were not speaking.	Were	

Exceptions in spelling when adding *ing*	Example
final *e* is dropped (but: *ee* is not changed)	come – coming (but: agree – agreeing)
after a short, stressed vowel, the final consonant is doubled	sit – sitting
l as final consonant after a vowel is doubled (in British English)	travel – travelling
final *ie* becomes *y*	lie – lying

Use of Past Progressive

Puts emphasis on the course of an action in the past

Example: He was playing football.

Two actions happening at the same time (in the past)

Example: While she was preparing dinner, he was washing the dishes.

Action going on at a certain time in the past [68]

Example: When I was having breakfast, the phone suddenly rang.

Description video:

Three different videos that include the explanation of the past progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Past progressive quiz

1. When I phoned my friends, they **(play)** _____ hide and seek.
2. Yesterday at six, I **(prepare)** _____ dinner.
3. The kids **(play)** _____ in the garden when it suddenly began to rain.
4. I **(practise)** _____ the guitar when he came home.
5. We **(not / cycle)** _____ all day.
6. While Aaron **(work)** _____ in his room.
7. Marcos and his friends **(swim)** _____ in the pool.
8. I tried to tell them the truth but they **(listen / not)** _____
9. What **(you / do)** _____ yesterday?
10. Most of the time we **(sit)** _____ in the Cuscatlan park.

Time clauses

What is a time clause?

Time clauses are preceded by adverbs or adverb phrases, which show that they represent a time.

Examples of these adverbs or adverb phrases are when, before, after, as soon as, until.

A time clause shows that an event will happen at a certain time. Although they have a subject, verb and object, these clauses simply point to a time, similar to saying "at 7 o'clock".

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[68] English Gramar online (online) the fun way to learn english retrieved on 01/10/2019 available on https://www.ego4u.com/en/cram-up/grammar/past-progressive

We use the present tense to talk about future times.

The future tense is used in the main clause.

The present simple tense is used in the time clause.

When two clauses are joined by adverbs of time or adverb phrases, the future form should not be repeated.

- Guillermo will turn off the lights **when** he leaves the office. (Not when he will leave).
- I will clean the living-room **before** I go to bed. (Not before I will go).
- She will go running **after** it stops raining. (Not after it will stop raining.)
- I will not go home **until** I finish the report. (NOT until I will finish).
- Juana will call her mother **as soon as** she arrives at the airport. (Not as soon as she will arrive).

Description video:

Three different videos that include the explanation of the time clauses, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Time clauses quiz:

1. We will stay here . . . you come.
   a. Until
   b. Before
   c. As

2. Jorge will come to El Salvador and see you . . . I have time.
   a. As soon as
   b. Before
   c. After

3. Your friends shall be ready . . . you are.
   a. As
   b. Until
   c. Before

4. ….you come tomorrow, I will give you some chocolate.
   a. As

b. When
c. Before

5. … they show me their homework, I will correct it.
   a. As soon as
   b. As
   c. Before

6. We shall go . . . Gabriel is ready.
   a. After
   b. As
   c. Before

7. Magdalena will speak to you . . . you come in.
   a. As
   b. Before
   c. While

8. I will lock the door… I go to bed.
   a. After
   b. Before
   c. As soon as

9. I will call you … I land in El Salvador.
   a. When
   b. As
   c. Unless

10. Miriam will take a shower … she finishes breakfast.
    a. While
    b. As soon as
    c. As

Past perfect simple

The past perfect simple expresses an action taking place before a certain time in the past.

Form of Past Perfect Simple

	Positive	Negative	Question
no differences	I had spoken.	I had not spoken.	Had I spoken?

For irregular verbs, use the past participle form. For regular verbs, just add *ed*.

Exceptions in Spelling when Adding *ed*

Exceptions in Spelling when Adding *ed*	Example
after final *e*, only add *d*	love – loved
final consonant after a short, stressed vowel or *l* as final consonant after a vowel is doubled	admit – admitted travel – travelled
final *y* after a consonant becomes *i*	hurry – hurried

Use of Past Perfect

Action taking place before a certain time in the past[69]

(Putting emphasis only on the fact, not the duration)

> **Example**:
> - Before I came here, I had spoken to Julio.
> - After Sofia had finished her work, she went to lunch.
> - I washed the floor when the painter had gone.
> - Pablo had known about it for a while.
> - I had not eaten at that restaurant before today.
> - Gabriela had not had time to explain her side of the story.

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[69] English grammar online (online) the fun way to learn English retrieved on 01/10/2019 available on https://www.ego4u.com/en/cram-up/grammar/past-perfect-simple

- Had you cleaned up the mess by the time they came home?
- What had they said that made him so angry?

Description of the video videos:

Three different videos that include the explanation of the past perfect, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Past Perfect Quiz

1. When I got home, the children had already ___ to bed.
   a. went
   b. Gone
   c. Going

2. When I turned on the television, my favourite program _____.
   a. had nearly finished
   b. has nearly finished
   c. had finished nearly

3. We ___ been out long when it started to rain.
   a. had
   b. hadn't
   c. weren't

4. The film started. Then we arrived at the cinema.
   a. When we arrived at the cinema, the film had already started.
   b. When we had arrived at the cinema, the film started.
   c. When we had arrived at the cinema, the film had started.

5. Which sentence has a similar meaning?
   Someone stole my phone. Then I found my bag and the phone was not there.
   a. When I found my bag, I had noticed that someone had stolen my phone.
   b. When I found my bag, I had noticed that someone stole my phone.
   c. When I found my bag, I noticed that someone had stolen my phone.

6. **BE**
   a. We finally arrived at the hotel. It _____ a long journey and we were very tired.

7. **Survive**
a. Emergency workers pulled three people from the wreckage.
   They_____ under the wreckage for four days.

8. **Live**
a. Camila was sad when she moved house, because she _____ there for over fifteen years.

9. **(not/do)**
a. The children _____ their homework, so they were in trouble.

10. **(not/eat)**
a. They _____so we went to a restaurant.

Modal verbs

They are Auxiliary verbs that provide additional and specific meaning to the main verb of the sentences.

Here is a list of the modal verbs in English:

can	could	may
would	should	will

Modals are different from normal verbs:
1. They don't use an 's' for the third person singular
2. They make questions by inversion ('she can go' becomes 'can she go?').
3. They are followed directly by the infinitive of another verb (without 'to').

Probability:

First, they can be used when we want to say how sure we are that something happened / is happening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'. For example:

- I do not know where John is. He **could have missed** the train.

- This bill **cannot be** right. £200 for two cups of coffee!

Ability

We use 'can' and 'could' to talk about a skill or ability.

For example:

- She **can speak** six languages.
- My grandfather **could play** golf very well.
- I **cannot drive.**

Obligation and Advice

We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

For example:

- Children **must do** their homework.
- We **have to wear** a uniform at work.
- You **should stop** smoking.

Permission

We can use verbs such as 'can', 'could' and 'may' to ask for and give permission. We also use modal verbs to say something is not allowed.

For example:

- **Could I leave** early today, please?
- You **may not use** the car tonight.
- **Can we swim** in the lake?

Habits

We can use 'will' and 'would' to talk about habits or things we usually do, or did in the past. [70]

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[70] Perfect English Grammar (online) modal verbs retrieved on 01/10/2019 available on https://www.perfect-english-grammar.com/modal-verbs.html

For example:

- When I lived in Italy, we **would** often **eat** in the restaurant next to my flat.
- Juan will always **be** late!

Description of the videos:

Three different videos that include the explanation of the different modals verbs, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Modal verbs quiz:

1. I did not feel very well yesterday. I _____ eat anything.
    a. cannot
    b. couldn't
    c. mustn't

2. You_____ look at me when I am talking to you.
a. could
b. should
c. would

3. I was using my pencil a minute ago. It _____ be here somewhere!
a. can
b. could
c. must

4. You really _____ be late again.
a. must not
b. don't have to be
5. If you do not start working harder, you _____repeat the course next year.
a. have to
b. must
c. will have to

6. His parents spoil him. He is always _____ to do whatever he wants.
a. been able
b. been allowed

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7. Phone her now. She _____ home by now.
a. has to be
b. must be
c. would be

8. You _____ forget your sun cream. It is going to be very hot!
a. don't have to
b. mustn't
c. needn't

9. _____I go to the restroom, please?
a. May
b. Must
c. Would

10. If you continue to practise so hard, you _____ beat me before too long!
a. can
b. could
c. will be able to

Future will

"Will" expresses a spontaneous decision, an assumption regarding the future or an action in the future that cannot be influenced.

Future will form:

	positive	negative	question
no differences	I will speak.	I will not speak.	Will I speak?

Future will use:

a spontaneous decision

- example: Wait, I will help you.

an opinion, hope, uncertainty or assumption regarding the future

- example: He will probably come back tomorrow.

a promise

- example: I will not watch TV tonight.

an action in the future that cannot be influenced

- example: It will rain tomorrow.

conditional clauses type I[71]

- example: If I arrive late, I will call you**.**

Description of the videos:

Three different videos that include the explanation of the future will, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Future will quiz:

1. You **(earn)** _____a lot of money working as a teacher.
2. You **(travel)** _____around El Salvador.
3. You (**meet**)_____lots of interesting people at UFG.
4. Everybody **(adore)** _____ you in the English class.
5. You **(not / have)** _____any problems.
6. Many people **(serve)** _____you.
7. They **(anticipate)** _____your wishes in your birthday.
8. There **(not / be)** _____anything left to wish for.
9. Everything **(be)** _____ perfect with my new girlfriend.

Be able to

Be able to has a similar meaning to can (or could in the past):

- I'm not able to move my leg. = I can't move my leg.

However, can is mainly used to express capabilities or aptitudes acquired with time, while be able to refers to temporary or precise abilities or inabilities:

[71] English grammar online (online) the fun way to learn English retrieved on 01/11/2019 available on https://www.ego4u.com/en/cram-up/grammar/future-1-will

- He can't swim, he has never learned how.
- He's not able to swim, the swimming pool is closed today.

Be able to also allows us to express can in different tenses in the past and the future:[72]

- I was able to get to the meeting on time, despite the fact that the metro was late.
- You'll be able to use your arm by the end of the month.

Description of the videos:

Three different videos that include the explanation of the verb: be able to, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Be able to quiz:

1. I haven't _____ concentrate recently at work. I don't know what it is.
2. Kevin lived in USA for six years, so he must _____ speak English quite well.
3. It's good for Salvadorans _____ to listen.
4. In the future, all people _____ follow their passions without any inconvenience.
5. If someone is hurt, the nurse might_____ help.
6. This was not the first time she_____ assist.
7. Now _____ adjust my method in my own English classes.
8. Finally, Isaac _____ connect with girl in Cojutepeque.
9. I _____ to change the colour of my house the coming month.
10. That is all Cristian has _____ find out about his favorite writer.

Unit 3

Description of the unit:

In this unit the students are going to learn how to express information about some choices Applying the following topics: conditional sentences type 1 and comparisons. Then, they are going to learn how to express about the different actions applying the following topics: exclamatory sentences, clause of result and the passive voice. Finally, in this unit they are going to convey the career paths applying the following topics: reflexive pronouns and the present perfect continuous. This course is focus in the four skill speaking, listening, reading and writing to create a very competent student.

General objective:

-To state some choices, different actions and career paths applying the different topics.

Specific objectives:

-To understand the use and application of the topics

-To apply the topics in real situation with their classmates.

Topics

Modals

Present and future

May and might + infinitive are used to express present or future possibility. May expresses a greater degree of certainty:[73]

Examples:

- You should ask him. He may/might know Susan's telephone number. (Perhaps he knows her number.)
- I may/might see you later. (Perhaps I will see you later.)
- You should introduce yourself; he may/might not remember you. (Perhaps she doesn't/won't remember you.)

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[73] Grammaring (online) retrieved on 01/14/2019 available on https://www.grammaring.com/modals-to-express-possibility-may-might-can-could

Could can be used instead of may and might with the verb be:

- You could be right.
- They could still be waiting for us.

Negative form:

- The food is delicious, and the staff **couldn't** be more polite. (they are very polite)
- She **might not** go to the party tonight.
- I **might not** join you if I finish late.
- Carol **may not** see a movie tonight.

Description of the videos:

Two different videos that include the explanation of the modals to express possibility, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Modals to express possibility quiz:

1. Which sentence is correct?
a. We may going to a concert next week.
b. We may go to a concert next week   Correct! Correct
c. We may to go to a concert next week.

2. What is the correct negative sentence?
a. We do not might have time to see James.
b. We might not have time to see James.
c. We might have not time to see James.

3.   Which word goes in the space?
    Mario might _____ in his office at the moment.
a. to be
b. be
c. Being

4.   Which sentence is NOT possible?
a. We may have a party next weekend.
b. He may go to his friend's house last night.
c. She might be in her bedroom at the moment.

5. Which question is correct?
a. When will the package might arrive?
b. When might the package arrive?
c. When the package might arrive?

6. Which sentence is correct?
a. I might not be able to come to the party.   Correct! Correct
b. I maybe not be able to come to the party.
c. I maybe won't be able to come to the party.

7. _____you please pass me that book over there?
a. Might
b. May
c. Could

8. Nowadays, people_____ travel very easily all over Europe.
a. May
b. Could
c. Can

9. I don't know yet, but I_____ come with you after all
a. Can
b. Might
c. Must

10. Children_____ bring their teddy bears to school.
a. May
b. Can
c. Could

TYPE 1 CONDITIONAL

FORM

In a Type 1 conditional sentence, the tense in the 'if' clause is the simple present, and the tense in the main clause is the simple future.

If clause (condition)	Main clause (result)

If clause (condition)	Main clause (result)
If + simple present	simple future
If this thing happens	That thing will happen.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

EXAMPLES

- If it rains, you will get wet.
- You will get wet if it rains.
- If Maria is late again I will be mad.
- I will be mad if Sally is late again.
- If you don't hurry, you will miss the bus.
- You will miss the bus if you don't hurry.

FUNCTION

The type 1 conditional refers to a possible condition and its probable result. These sentences are based on facts, and they are used to make statements about the real world, and about particular situations. We often use such sentences to give warnings. In type 1 conditional sentences, the time is the present or future and the situation is real.

EXAMPLES

- If I have time, I'll finish that letter.
- What will you do if you miss the plane?
- Nobody will notice if you make a mistake.
- If you drop that glass, it will break.
- If you don't leave, I'll call the police.

In type 1 conditional sentences, you can also use modals in the main clause instead of the future tense to express the degree of certainty, permission, or a recommendation about the outcome.[74]

EXAMPLES

- If you drop that glass, it might break.
- I may finish that letter if I have time.
- If he calls you, you should go.
- If you buy my school supplies for me, I will be able to go to the park.

Description of the videos:

Three different videos that include the explanation of the type 1 conditional, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Type 1 conditional quiz:

1. If you _____ (get) back late, I _____ (be) angry.
2. If we _____ (not/see) each other tomorrow, we _____ (see) each other next weekend.
3. If he _____ (come), I _____ (be) surprised.
4. If we _____ (wait) here, we _____ (be) late.
5. If we _____ (go) on holiday this summer, we _____ (go) to Guatemala.
6. I _____ (come) early, if you _____ (want).
7. They _____ (go) to the party if they _____ (be) invited.
8. She _____ (stay) in Santa Ana if she _____ (get) a job.
9. He _____ (not/get) a better job if he _____ (not/pass) that exam.

10. I _____ (buy) a new jacket if I _____ (have) enough money.

<u>Comparisons</u>

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[74] Education first (online) EF retrieved on 14/01/19 available on https://www.ef.com/wwen/english-resources/english-grammar/type-1-conditional/

Using as... as

In English when we want to compare two things, we tend to use the "as … as" structure or to simplify it more "as + adjective + as" in order to say that two things are the same.

Examples:

- Are you as fast as your brother?
- In El Pital, I felt as free as a bird.
- When I saw him he was as tall as his brother.
- This structure as well as being used in the affirmative can also be used in the negative to express that two things are not the same.
- The weather in San Miguel is not as good as it is in San Salvador.

Comparatives with "the … the" structure

This structure in theory is similar to the "as…as" in terms of the way the words are put together but in this case we use the definite article "the" instead of "as". This is used to express that things change or vary together.

Examples with "the more" and "the less"

- The more I know you, the more I like you.
- The more I water the flowers, the less beautiful they are.
- The more you study English, the more you learn.

Comparatives ending in "-er"

As is mentioned in unit 80 of the course, we form the comparative of one-syllable adjectives by adding "-er". In other words, shorts changes to shorter.[75]

Examples:

- Jose is shorter than his father.
- The Atlantic is warmer than the Arctic.
- Antiguo Custatlan is safer than San Salvador.

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[75] The ABA journal (online) first learn English retrieved on 14/01/19 available in https://blog.abaenglish.com/the-comparative-of-equality-in-english/

- The bicycle is slower than the motorcycle.
- The Building E at UFG is lower than Building C.

Description of the videos:

Three different videos that include the explanation of the Comparisons, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Comparisons quiz:

1. Which word completes the sentence?

The car went as fast ___ a bullet.

    a. like
    b. than
    c. as

2. What is the best way to complete the sentence?
    I am not _____ my brother.

    a. hard-working as
    b. more hard-working as
    c. as hard-working as

3. My arm still hurts, but it has not... bad... it was before.

a. So/that
b. As/as
c. Too/to

4. Camila is _____ than my cousin Pamela.
a. Younger
b. As young as
c. As younger

5. _____ Money you spend, _____ you can save.
    a. As/as
    b. The more/the less
    c. Too/to

6. _____I see my girlfriend ___ I like her.
   a. Too/to
   b. As/as
   c. The less/the more

7. Tonight is Miguel's party and you can eat __ much ___ want.
   a. As/as
   b. Too/to
   c. More/less

8. A painting is _____ than a photo.
   a. Better
   b. As better as
   c. As better

9. Mercedes is _____than gracile.
   a. As clever as
   b. Too claver
   c. Clever

10. My cousin Carlos is ___ taller ___ as I am.

   a. Too/to
   b. More/less
   c. As/as

Exclamatory sentences:

Exclamatory sentences are used to express strong feelings (anger, surprise, pain, pleasure…).

We use exclamatory sentences to show strong emotions, show extremes or give emphasis to something.

Exclamatory sentences form:

Exclamatory sentences are usually introduced by how, what, so, such, and they end with the exclamation mark (!).

Every exclamatory word fills a different place within the sentence, that's why exclamatory sentences change their structures depending on the exclamatory word.[76]

How

Both singular and plural:

How + adjective + …!

How + adjective/adverb + subject + verb + …!

How + subject + verb + …!

What

Singular: What + a/an + adjective + singular countable noun + …!

Plural: What + adjective + uncountable/plural noun + …!

So

Both singular and plural:

Subject + verb + so + adjective + …!

Such

Singular: Subject + verb + such + a/an + adjective + singular countable noun + …!

Plural: Subject + verb + such + adjective + uncountable/plural noun + …!

Examples:

How
- Both singular and plural:
- How nice!
- How hot it is!
- How you've grown!

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[76] Book for languages (online) retrieved on 14/01/2019 available in https://open.books4languages.com/english-b1-grammar/chapter/exclamatory-sentences/

What
Singular nouns
- What a nice hotel!
- What an ugly suitcase!
- What an amazing show!

Plural nouns
- What elegant glasses!
- What amazing children they are!
- What delicious oranges!

So
Both singular and plural nouns
- She is so clever!
- He is so polite!
- They are so tall!

Such
Singular nouns
- You're such a kind girl!
- This is such an enormous country!
- He is such a nice nurse!

Plural nouns
- They are such kind people!
- These are such cute glasses!
- These are such good seats!

Description of the video:

Three different videos that include the explanation of the exclamatory sentences, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Exclamatory sentences quiz.

1. ………………….. cold it is!

   a. How
   b. What

2. …………………. beautifully you sing!

    a. How
    b. What

3. ………………… rude guy!

    a. What a
    b. How

4. ………………….. pleasant surprise!

    a. What a
    b. How

5. …………………. lovely weather!

    a. What
    b. How

6. Julia is ………………….. nice girl!

    a. such
    b. such a

7. ……………….. a pretty girl you are!

    a. What
    b. How

8. ……………… smart she is!

    a. How
    b. What

9. What a lovely smile …..…!

    a. have you
    b. you have

10. They are …………………. kind people.

    a. such
    b. such a

Clauses of result:

An adverb clause of result or consequence is used to say what happens or what may happen as a result of the action mentioned in the main clause. Result clauses are introduced by conjunctions such as so, so... that, or such … that.

So that and in order that

Both so that and in order that are used to talk about purpose. In order that is more formal.

Examples:

- Speak clearly **so that** we can all hear you.
- He spoke loudly **in order that** everybody would hear him.
- He remained still **so that** people thought he had died.
- We started in the morning **so that** we would reach our destination in time.

So…that

So can be followed directly by that-clauses.

- It was **so** hot **that** we didn't go out.
- She was **so** weak **that** she couldn't walk.
- It was **so** cold **that** we stopped playing.

Such…that

Such can be followed by a that-clause.[77]

- She spoke in **such** a low voice **that** nobody could hear her.
- It was **such** a hot afternoon **that** we stopped playing.
- **Such** were his words and gestures **that** the audiences were mesmerized.

Description of the video:

Three different videos that include the explanation of the clauses of result, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Clauses of result quiz:

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[77] English practice (online) free English leaning resources retrieved on 01/17/2019 available in https://www.englishpractice.com/improve/adverb-clauses-result/

1. He has recovered his strength, _____ he can now work.
   a. So that
   b. Such

2. The town under the of the Chaparrastique volcano, _____ every building was destroyed.
   1. So that
   2. such

3. Juana studied how to cook for8 month, _____ she can cook now.

   a. So that
   b. So such

4. His disagreement against the Ernesto was _____ apparent _____ one saw it in the first half hour's conversation.
   a. So/much
   b. So/that

5. The day was ___ cold___ my family cancelled the vacation trip.
   a. That/ so
   b. So/that

6. You make _____ a noise _____ I cannot hear the music.
   a. So/that
   b. Such / that

7. Carolina intelligence were _____ her parents were stunned.
   a. Such that
   b. So that

Must/mustn't, have to/ have not to and need to

Uses

Obligation

Have to and must are both used to express obligation. There is a slight difference between the way they are used.

Have to shows us that the obligation comes from somebody else. It is a law or a rule and the speaker cannot change it.

- Do you have to wear a uniform at your school?
- Juan cannot come because he has to work tomorrow.
- In El Salvador, you have to renew your licence a certain day.

Must shows us that the obligation comes from the speaker. It isn't a law or a rule.

- I must call my dad tonight.
- You must hand in your homework on Tuesday or your mark will be zero.
- You must come and visit us the next time you come to London.

No obligation

We use do not have to and must not to, to show that there is no obligation. You can do something if you want to but it is not compulsory.[78]

- You don't have to wear a tie in our office. You can wear a tie if you want to but it's OK if you don't.
- It'll be nice if you do but you don't have to come with me if you don't want to.
- You don't have to dress up for the party. Wear whatever you feel comfortable in.

The modal must can be used in the Simple Present only, so use the substitute have to with other tenses. The form "have to" has the same form regardless the subject.

If you want to say the something is unnecessary, use need not, not must not.

Description of the video:

Three different videos that include the explanation of the modals 1 , have to, must to and need to, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Modals Quiz

1. You ---- bring your tracksuits for your Physical Education classes.
a. Must
b. Need to

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[78] British council (online) modals 1 retrieved on 01/17/2019 available in https://learnenglish.britishcouncil.org/intermediate-grammar/modals-1

2. The monitors ---- to be cleaned before leaving every night. That's number 1 rule.
a. Have
b. Must

3. Those who finish their exam ---- start making noise.
a. Needn't
b. Mustn't

4. The workbooks ---- be brought to the class unless I tell you to bring them.
a. Needn't
b. Have to

5. Students ---- to pay for the transportation as the university has its own bus system.
a. Don't have
b. Need

6. If a student breaks a college rule, she ---- to stay at college after hours to meet with the principle.
a. Must
b. Has

7. Students ---- come to class late.
a. Needn't
b. Mustn't

8. You ---- bring your assignment before the deadline.
a. Must
b. Have to

9. Garcia Flamenco is a private school, so the students ---- to wear their uniforms at all times.
a. Have
b. Must

10. Students ---- stay at school during lunch break, they can go out.
a. Needn't
b. Must

Passive voice

Form:

The passive voice in English is composed of two elements:

Affirmative	Negative	Interrogative	Negative Interrogative
The house was built in 1899.	The house wasn't built in 1899.	Was the house built in 1899?	Wasn't the house built in 1899?
These houses were built in 1899.	These houses weren't built in 1899.	Were these houses built in 1899?	Weren't these houses built in 1899?

the appropriate form of the verb 'to be' + past participle

To clean, passive voice

Subject	+ to be (conjugated)	+ past participle	+ rest of sentence
Simple present			
The house	is	cleaned	every day.
Present continuous			
The house	is being	cleaned	at the moment.
Simple past			
The house	was	cleaned	yesterday.
Past continuous			
The house	was being	cleaned	last week.
Present perfect			

The house	has been	cleaned	since you left.
Past perfect			
The house	had been	cleaned	before they arrived.
Future			
The house	will be	cleaned	next week.
Future continuous			
The house	will be being	cleaned	tomorrow.
Present conditional			
The house	would be	cleaned	if they had visitors.
Past conditional			
The house	would have been	cleaned	if it had been dirty.
Inifinitive			
The house	must be	cleaned	before we arrive.

FUNCTIONS OF THE PASSIVE VOICE

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

EXAMPLES

- The passive voice is used frequently. (= we are interested in the passive voice, not in who uses it.)
- The house was built in 1654. (= we are interested in the house, not in who built it.)

- The road is being repaired. (= we are interested in the road, not in the people who are doing the repairs.)

Sometimes we use the passive voice because we don't know or do not want to express who performed the action.

EXAMPLES

- I noticed that a window had been left open.
- Every year thousands of people are killed on our roads.
- All the cookies have been eaten.
- My car has been stolen!

The passive voice is often used in formal texts. Switching to the active voice will make your writing clearer and easier to read.

Passive	Active
A great deal of meaning is conveyed by a few well-chosen words.	A few well-chosen words convey a great deal of meaning.
Our planet is wrapped in a mass of gases.	A mass of gases wrap around our planet.
Waste materials are disposed of in a variety of ways.	The city disposes of waste materials in a variety of ways.

If we want to say who or what performs the action while using the passive voice, we use the preposition *by*. When we know who performed the action and are interested in him, it is always better to switch to the active voice instead.[79]

Passive	Active
"A Hard Day's Night" was written by the Beatles.	The Beatles wrote "A Hard Day's Night".
The movie ET was directed by Spielberg.	Spielberg directed the movie ET.

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[79] Education first (online) EF retrieved on 17/01/2019 available in https://www.ef.com/wwen/english-resources/english-grammar/passive-voice/

This house was built by my father.	My father built this house.

Explanation video

Three different videos that include the explanation of the passive voice, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Passive voice quiz:

1. "Cuentos de barro" _____ by Salazar Arrue
   a. was written
   b. written
   c. wrote

2. Samuel _____ to five years in prison for robbery.
   a. was sentenced
   b. sentenced

3. The gold _____ in a cave near the top of the mountain.
   a. was discovered
   b. discovered

4. They were interviewing her for the job.
   She _____ for the job.
      a. was being interviewed
      b. was interviewed
      c. has been interviewed

5. Tomas is writing the letter.
   The letter _____ by Tom.
      a. was written
      b. is being written
      c. has been written

6. Everyone understands English.
   English _____ by everyone.
      a. is understood
      b. has been understood
      c. was understood

7. The employees brought up this issue during the meeting.
   This issue _____ by the employees during the meeting.
   a. has been brought up
   b. is brought up
   c. was brought up

8. The professor told him not to talk in class.
   He _____ by the professor not to talk in class.
   a. has been told
   b. was told
   c. was being told

9. They say that women are smarter than men.
   Women _____ to be smarter than men.
   a. were being said
   b. were said
   c. are said

10. The fire has destroyed the house.
    The house _____ by the fire.
    a. has been destroyed
    b. was being destroyed
    c. is destroyed

So do I and neither I do

we use 'so do I' to say that a positive sentence is also true for me, and I use 'neither do I' to say that a negative sentence is also true for me:

- Julio: I hate mushrooms.

- Me: So do I (=I also hate mushrooms).

- Lucia: I don't live in London.

- Me: Neither do I (=I also don't live in London. For example, maybe Lucy and I both live in Paris).

This is often used as a reply to someone else in a conversation, but both sentences can also be said by the same person, and even joined together:

- Me: Mercedes loves coffee. So do I.

- Me: Jose doesn't play the piano and neither do I.

In my examples above, I use 'do' because the first sentence is in the present simple tense. The verb after 'so' or 'neither' changes depending on the tense of the verb in the first sentence. (This is very similar to tag questions).

Present simple: use 'do / does'	Lucy likes coffee. So do I. Lucy doesn't like coffee. Neither do I.
Present simple with 'be': use 'am / is / are'	John's at the office. So am I. John isn't at the office. Neither am I.
Present continuous: use 'am / is / are'	Luke's going out tonight. So am I. Luke isn't going out tonight. Neither am I.
Past Simple: use 'did'	Jill went to the cinema yesterday. So did I. Jill didn't go to the cinema yesterday. Neither did I.
Past simple with 'be': use 'was / were'	She was at the library. So was I. She wasn't at the library. Neither was I.
Present perfect: use 'have / has'	They've been to Colombia. So have I. They haven't been to Colombia. Neither have I.
Future simple: use 'will'	Edward will be at the cafe later. So will I. Edward won't be at the cafe later. Neither will I.
Modal verbs: repeat the modal verb	He would like a cup of tea. So would I. He wouldn't like a cup of tea. Neither would I. Emma can speak Russian. So can I. Emma can't speak Russian. Neither can I.

What about 'too' and 'either'?

We can also use 'I do too' and 'I don't either', which mean the same as 'so do I' and 'neither do I':

Juan: I hate mushrooms.

Me: I do too (=I also hate mushrooms).

Lucia: I do not live in Nejapa.

Me: I do not either (=I also do not live in Nejapa).

The verb changes in the same way as with 'so do I' and 'neither do I' (remember you need a negative verb with 'either'):

Present simple: Juan is at the office. I am too.

Present continuous: Lorenzo is not going out tonight. I am not either.

Present perfect: They have been to Sonsonate. I have too.

Modal verbs: Gloria cannot speak English. I cannot either.

Explanation video

Three different videos that include the explanation of the So, neither, too, either, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

So, neither, too, either quiz

1. I really miss Diana.

  _____do I.

   a. Too
   b. So

2. I was so tired after the game.

_____ was I.

   a. So
   b. Neither

3. I have not tried Mexican food before.

_____I have not.

   a. So
   b. Either

4. We reunite with my high school friends once a year.

We do _____.

    a. Too
    b. So

5. I do not want to lose my job.

  _____do I.

    a. Neither
    b. So

6. I have never witnessed anything like this before.

_____ has my sister.

    a. So
    b. Neither

7. My cousins went to the movie theatre yesterday.

  _____did my uncle.

    a. Neither
    b. So

8. I could not talk to the director yesterday.

My colleague could not _____.

    a. Either
    b. Too

9. I got a 10 in English class.

Me _____.

    a. So
    b. Too

10. I am not going to work tomorrow.

_____ am I.

    a. Too
    b. Neither

Reflexive pronouns

Reflexive pronouns

The reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

Same subject and object

The reflexive pronouns are normally used when the subject and the object are the same person.

- She cut herself chopping the onions.
- We really enjoyed ourselves at the party.
- Talking to oneself is not necessarily a sign of madness.

After preposition

We can use reflexive pronouns after most prepositions if they refer back to the subject.

- He should be really proud of himself.
- With the 3-D printer and this scanner you can print a small version of yourself.

To emphasise who did the action

We also use a reflexive pronoun to emphasise that the subject does the action, and nobody else. In this sense, we can use the reflexive at the end of the sentence or after the subject.

- I will talk to Blanca myself.
- I think you should do it yourself, instead of having it done.
- Pedro himself designed the everything.

by myself

We can say by myself, by yourself, etc. to mean 'alone, without anybody else', or also to mean 'without anybody's help'.[80]

- My son doesn't like to be by himself, he always wants us around.
- She raised her four children by herself.

Explanation video

Some videos that include the explanation of the reflexive pronouns, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Reflexive pronouns quiz

1. Roberto made this T-shirt _____.
a. Himself
b. Myself
c. Herself

2. Daniela did her homework _____.
a. Himself
b. Myself
c. Herself

3. We helped _____ to some Coke at the party.
a. Ourself
b. Ourselves
c. Themselves

4. Emilia, did you take the photo by _____?
a. Herself
b. Yourself
c. Himself

5. I wrote this poem _____.

_____

[80] Test-English (online9 reflexive pronouns retrieved on 17/01/2019 available in https://www.test-english.com/explanation/b1/reflexive-pronouns-myself-yourself/

a. Herself
b. Myself
c. Themselves

6. He cut _____ with the knife while he was doing the dishes.
a. Himself
b. Herself
c. Ourselves

7. The cat can defend _____.
a. Himself
b. Herself
c. Itself

8. My mother often talks to_____.
a. Himself
b. Herself
c. Myself

9. Gustavo and Gerardo, if you want more milk, help _____.
a. Yourselves
b. Themselves
c. Ourselves

10. Alicia and Doris collected the sticker's _____.
a. Ourselves
b. Yourself
c. Themselves

Present perfect progressive

The present perfect progressive expresses an action that recently stopped or is still going on. It puts emphasis on the duration or course of the action.

Form:

	Positive	Negative	Question
I / you / we / they	I have been speaking.	I have not been speaking.	Have I been speaking?

| he / she / it | He has been speaking. | He has not been speaking. | Has he been speaking? |

Exceptions in Spelling

Exceptions in spelling when adding *ing*	Example
final *e* is dropped (but: *ee* is not changed)	come – coming (but: agree – agreeing)
after a short, stressed vowel, the final consonant is doubled	sit – si**tt**ing
l as final consonant after a vowel is doubled (in British English)	travel – trave**ll**ing
final *ie* becomes *y*	lie – l**y**ing

Uses:

Puts emphasis on the duration or course of an action (not the result)

Example: He has been writing a novel for three hours.

Action that recently stopped or is still going on

Example: I have been living here in San Salvador since 1993.

Finished action that influenced the present[81]

Example: I have been working all afternoon.

Explanation of the video

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[81] English grammar online (online) the fun way to learn English retrieved on 17/01/2019 available in https://www.ego4u.com/en/cram-up/grammar/present-perfect-progressive

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Three different videos that include the explanation of the present perfect progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Present perfect progressive quiz:

1. He **(work)** _____in Diana´s company since 1985.
2. I **(wait)** _____ for you since two o'clock.
3. Veronica **(live)** _____in La Libertad since 1992.
4. Why is Mauricio so tired? He **(play)** _____soccer for two hours.
5. How long **(learn / you)** _____English?
6. We **(look for)** _____the remote control for more than an hour.
7. I **(live)** _____without water for two weeks.
8. The film **(run / not)** _____for ten minutes yet, but there is a commercial break already.
9. How long **(work / she)** _____in the garden?
10. Alejandra **(not / be)** _____in the garden for more than an hour.

Unit 4

Description of the unit:

In this unit the students are going to learn how to express information about Facts and figures Applying the following topics: too/enough, infinitives and ING form. Then, they are going to learn how to express about different cultures applying the following topics: indirect question, conditional sentences type 2 and wishes Finally, in this unit they are going to convey that's life applying the following topics: negative questions, tag questions and reported speech. This course is focus in the four skill speaking, listening, reading and writing to create a very competent student.

General objective:

To state some facts and figures, different cultures and that's life applying the different topics.

Specific objectives:

-To understand the use and application of the topics

-To apply the topics in real situation with the whole class.

Topics

<u>Too/ enough</u>

Form

Too

too + adjective/adverb

too much/many + noun

too much/many + of + pronoun/determiner

Enough

adjective/adverb + enough

enough + noun

enough + of + pronoun/determiner

Uses

1. Too is used to mean more than sufficient or more/less than necessary.

- It's too late to stop him.
- Jose was too young to watch the movie.
- There are too many people on this bus, there's nowhere to sit.
- You have too much money, give some to me.
- You've eaten too many of those cakes.

2. Enough is used to mean sufficient

- Your clothes are big enough to fit me.
- You've done enough work. You can stop now.
- Have you got enough money to buy me a soda?

3. Enough is used in negative sentences to mean less than sufficient or less than necessary.

- You're not working fast enough; you won't finish on time.
- Sorry, I haven't got enough food for everyone.
- Not enough of my friends are coming to the party.

Additional points

1. Enough can be used without a noun if the meaning is clear.

- There's a lot of food but not enough for everyone.

2. Enough can be replaced with the before a noun.

- I don't have the money to go on holiday.
- His company doesn't have the resources to do the job.

3. Time or room can be used alone to mean enough time or enough room.[82]

- Is there room in your car for one more person?
- Do we have time for a coffee?

Explanation of the video

Three different videos that include the explanation of the too/ enough, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Too/enough quiz

1. I left the coffee for a minute to cool because it was_____ hot to drink.
a. Too
b. enough
2. He wasn't strong _____ to lift that heavy box.
a. Too
b. enough
3. There aren't _____policemen in San Salvador.
a. Too
b. enough
4. Do you have _____ information to help me with this English problem?
a. Too
b. Enough
5. It is_____ difficult to do this English exercise for a little child.
a. Too
b. Enough
6. I do not have _____ much time to prepare the Pupusas for the dinner.
a. Too

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[82] ESL base (online) retrieved on 01/18/2019 available in https://www.eslbase.com/grammar/too-enough

b. Enough
7. I didn't buy the car because it was _____ expensive.
a. Too
b. Enough
8. He didn't work hard _____ to pass the reading and writing exam.
a. Too
b. Enough
9. My mother can't sleep because she drinks _____ much coffee.
a. Too
b. Enough
10. She isn't old _____ to start studying.
a. Too
b. Enough

Infinitives and gerunds

Form:

FORMING THE INFINITIVE

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

The form of the infinitive:

the to-infinitive = to + base

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

To-infinitive
to sit
to eat
to have
to remember

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

EXAMPLES

I decided not to go to El boqueron.

He asked me not to be late for the English class.

I'd like you not to sing so loudly in the library.

I'd rather not eat Tamales.

I might not come to the high school party.

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

FUNCTIONS OF THE TO-INFINITIVE

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

THE TO-INFINITIVE TO INDICATE THE PURPOSE OR INTENTION OF AN ACTION

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

EXAMPLES

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

THE TO-INFINITIVE AS THE SUBJECT OF THE SENTENCE

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

EXAMPLES

- To be or not to be, that is the question.
- To know her is to love her.
- To visit the Puerta del Diablo is my life-long dream.
- To understand English grammar, that is our aim.

THE TO-INFINITIVE WITH ADVERBS

The to-infinitive is used frequently with the adverbs too and enough to express the reasoning behind our satisfaction or insatisfaction. The pattern is that too and enough are placed before or after the adjective, adverb, or noun that they modify in the same way they would be without the to-infinitive. We then follow them by the to-infinitive to explain the reason why the quantity is excessive, sufficient, or insufficient. Normally

the to-infinitive and everything that follows can be removed, leaving a sentence that still functions grammatically.

EXAMPLES

- There's too much sugar to put in this bowl.
- I had too many books of Claudia Lars to carry.
- This Chicken soup is too hot to eat.
- She was too tired to work.
- He arrived too late to see the sellers.
- I've had enough food to eat.
- Maria is old enough to make up her own mind.
- There aren't enough waves to surf.
- You're not old enough to have grand-children!

THE TO-INFINITIVE WITH QUESTION WORDS

The verbs ask, decide, explain, forget, know, show, tell, & understand can be followed by a question word such as where, how, what, who, & when + the to-infinitive.[83]

EXAMPLES

- She asked me how to use the washing machine.
- Do you understand what to do?
- Tell me when to press the button in the videogame.
- I've forgotten where to put this little nail.
- I'm not sure I know who to call in an emergency.

Gerunds:

The gerund looks exactly the same as a present participle, but it is useful to understand the difference between the two. The gerund always has the same function as a noun (although it looks like a verb). Some uses of the gerund are covered on this page. A separate page deals with verbs that are followed by the gerund.

THE GERUND AS THE SUBJECT OF THE SENTENCE

EXAMPLES

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[83] Education First (online) retrieved on 01/21/2019 available in https://www.ef.com/wwen/english-resources/english-grammar/infinitive/

- Eating poison mushrooms is wrong.
- Hunting Animals is dangerous.
- Flying makes me nervous.
- Brushing your teeth is important.
- Smoking causes lung cancer.

THE GERUND AS THE COMPLEMENT OF THE VERB 'TO BE'

EXAMPLES

- One of his duties is attending classes.
- The hardest thing about learning English is understanding the gerund.
- One of life's pleasures is having breakfast in bed.

THE GERUND AFTER PREPOSITIONS

The gerund must be used when a verb comes after a preposition. This is also true of certain expressions ending in a preposition, for example the expressions in spite of & there's no point in.

EXAMPLES

- Can you sneeze without opening your mouth?
- She is good at writing.
- She avoided him by walking on the opposite side of the road.
- We arrived in San Salvador after driving all night.
- My father decided against postponing his trip to Ruta de las Flores.
- There's no point in waiting.
- In spite of missing the bus, we arrived on time.

Explanation of the video

Three different videos that include the explanation of the infinitives and gerunds, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Infinitives and gerunds quiz:

1. She's going to be angry. I forgot _____(call) her.
a. To call
b. Calling
c. Call

2. I'll never forget_____(kiss) my girlfriend for the first time.
   a. To kiss
   b. Kissing
   c. Kiss

3. I'd love_____(have) a conversation with you.
   a. To have
   b. Having
   c. Have

4. I recommend_____ (read) carefully the instructions before_____

(do) anything.
   a. Reading/doing
   b. To read/to do
   c. To read/doing

5. I think Julia is avoiding_____(talk) to me.
   a. To talk
   b. Talking
   c. Talk

6. Do you feel like_____(go) to the cinema?
   a. To go
   b. Going
   c. Go

7. When I finish_____(prepare) the Pupusas, I'll set the table.
   a. To prepare
   b. Preparing
   c. Prepare
   d.

8. We can't afford _____(go) on vacation this year.
   a. To go
   b. Going
   c. Go

9. I suggest _____(visit) the Catedral very early in the morning.
   a. To visit
   b. Visiting

    c. Visit

10. Do you know how _____(fix) the screen of my phone?
    a. To fix
    b. Fixing
    c. Fix

Indirect questions

We normally use indirect questions, when we want to be more polite. We begin the question with expressions such as Can you tell me …? Could you tell me …? Do you know …? Would you mind telling me … ?

- What time is it? (direct question)
- Could you tell me what time it is? (indirect question)

In indirect questions the order is subject + verb.

- Do you know where I can find a bank? (NOT … where can I find)
- Can you tell me what time the shops close? (NOT … what time do the shops close)

There are other expressions that follow the same rule:

- I don't know what he is doing here.
- I wonder when he will find the truth.
- I'm not sure when I can come.
- I'd like to know where you left the documents.

For yes-no questions (when there is NO question word), we can use both if or whether:[84]

- Do you know if/whether he'll be here soon?

Explanation of the video

Three different videos that include the explanation of the indirect questions, as well some examples and uses for a better understanding of this topic, the students will be

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[84] Test English (online) retrieved on 01/18/2019 available in https://www.test-english.com/grammar-points/b1-b2/indirect-questions/

able to watch the three different videos that can help them to have a better explanation for them.

Indirect question quiz:

1. I don't know the answer. How many times _____ to tell you?
a. Do I have
b. I Have
c. I do have

2. I don't know _____ so angry.
a. Why Pamela is always
b. Why is Pamela always
c. Whether Pamela is always

3. Do you have any idea when_____?
a. Will be the grades published
b. The grades will be published
c. Will the grades be published

4. How many people _____ for the graduation party?
a. Did you call
b. You called
c. Called you

5. I wonder_____.
a. How this hot weather will last
b. How long will this hot weather last
c. How long this hot weather will last

6. Did the doctor tell you how often _____?
a. Should you take the vitamins
b. You should take the vitamins
c. Do you take the vitamins

7. I'd like to know _____ for the college party.
a. whether can I use the new dress
b. If I can use the new dress
c. whether I can use the new dress

8. Could you tell me why_____?

a. Are you leaving the class
b. You are leaving the class
c. Do you leave the class

9. Can I ask you how long _____ here in El Salvador?
a. You have been living
b. You have lived
c. Have you been living

10. Why _____?
a. Shouldn't I call my teacher
b. I wouldn't call my teacher
c. I shouldn't call my teacher

Conditional sentences type 2

FORM

In a Type 2 conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is the present conditional or the present continuous conditional.

If clause (condition)	Main clause (result)
If + simple past	present conditional or present continuous conditional
If this thing happened	that thing would happen.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

EXAMPLES

- If it rained, you would get wet.
- You would get wet if it rained.
- If you went to bed earlier, you wouldn't be so tired.
- You wouldn't be so tired if you went to bed earlier.
- If she fells, she would hurt herself.
- She would hurt herself if she fell.

FUNCTION

The type 2 conditional refers to an unlikely or hypothetical condition and its probable result. These sentences are not based on the actual situation. In type 2 conditional sentences, the time is now or any time and the situation is hypothetical.

EXAMPLES

- If the weather wasn't so bad, we would go to the park. (But the weather is bad so we can't go.)
- If I was the President of El Salvador, I would give everyone a chicken. (But I am not the President.)
- If you really loved me, you would buy me a wedding ring.
- If I knew where she lived, I would go and see her.

It is correct, and very common, to say "if I were" instead of "if I was" (subjunctive mood).

EXAMPLES

- If I were taller, I would buy this long chair.
- If I were 20, I would travel the world without any permission.
- If I were you, I would give up smoking.
- If I were a plant, I would love the rain.

THE PRESENT CONDITIONAL TENSE

The present conditional of any verb is composed of two elements:[85]

would + the infinitive of the main verb, without "to"

Subject	+ would	+ infinitive
He	would	go
They	would	stay

TO GO: PRESENT CONDITIONAL

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[85] Education first (online) retrieved on 01/21/2019 available in https://www.ef.com/wwen/english-resources/english-grammar/type-2-conditional/

Affirmative	Negative	Interrogative	Interrogative Negative
I would go	I wouldn't go	Would I go?	Wouldn't I go?
You would go	You wouldn't go	Would you go?	Wouldn't you go?
He would go	He wouldn't go	Would he go?	Wouldn't he go?
She would go	She wouldn't go	Would she go?	Wouldn't she go?
We would go	We wouldn't go	Would we go?	Wouldn't we go?
They would go	They wouldn't go	Would they go?	Wouldn't they go?

Explanation of the video

Three different videos that include the explanation of the conditional sentences type 2, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Conditional sentences type 2 quiz

1) If I _____(**be**) you, I _____(**get**) a new job.

2) If he _____(**be**) younger, he_____ (**travel**) more to El Boqueron.

3) If we _____(**not/be**) friends, I _____(**be)** angry with you.

4) If I _____(**have**) enough money, I _____(**buy**) a big house.

5) If she _____(**not/be**) always so late, she _____(**be**) promoted.

6)She_____(**be**) happier if _____ she (**have**) more friends at the University.

7) We _____(**buy**) a house if we _____(**decide**) to stay here in San Miguel.

8) Girls _____(**have**) more money if they _____(**not/buy**) so many clothes.

9) We_____(**come**) to dinner if we _____(**have**) time.

10) She _____(**call**) him if she _____(**have**) his telephone number.

Tag question:

Function

Question tags are used at the end of statements to turn the statements into questions. We normally use question tags to check something you think you know or you think is true.

Form

Use the same auxiliary verb as in the main sentence. If there is no auxiliary verb, use do for present and did for past. And always use a comma before the question tag and a subject pronoun at the end (I, you, he, she, it, we, you they)

- You are his brother, aren't you?
- He will be there, won't he?
- You work here at UFG, don't you?
- Samuel used to live in Chalatenango, didn't he?

If the main sentence is negative, use a positive auxiliary. If the main sentence is positive, use a negative auxiliary.

- You like it, don't you?
- You don't like it, do you?

Aren't I?

Note: when we have an affirmative sentence with I am, the question tag is aren't I?[86]

- I'm totally wrong, aren't I?

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[86] Test- English (online) retrieved on 01/21/2019 available in https://www.test-english.com/explanation/b1/question-tags/

Tag questions

Verb tense	+ sentence → - tag	- sentence → + tag
present *be*	Your name is Pedro, **isn't it**?	She's never late, **is she**?
present simple	You live downstairs, **don't you**?	You don't live here, **do you**?
past simple	She studied biology, **didn't she**?	They didn't know, **did they**?
past continuous	You were joking, **weren't you**?	You weren't joking, **were you**?
present perfect	You've done this before, **haven't you**?	You haven't finished yet, **have you**?
past perfect	He had been in the war, **hadn't he**?	They had never been there, **had they**?
will	You'll be OK, **won't you**?	We won't arrive on time, **will we**?
modal verb	She can speak English, **can't she**?	You shouldn't be here, **should you**?

Explanation of the video

Three different videos that include the explanation of the tag question, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Tag questions quiz:

1. You are a Salvadoran student, _____?

    a. Are you
    b. Don't you
    c. Aren't you

2. It isn't too cold today, _____?

    a. It is
    b. Isn't it
    c. Is it

3. He was at the Aniceto Molina concert, _____?

    a. Didn't he
    b. Wasn't he

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c. Wasn't it

4.You like chocolate, _____?

    a. Do you
    b. Don't you
    c. Don't it

5. She arrived too late to the class, _____?

    a. Did she
    b. Wasn't she
    c. Didn't she

6.Juan couldn't find the place, _____?

    a. Could Juan
    b. Didn't he
    c. Could he

7.Carlos and Juana have just arrived, _____?

    a. Have they
    b. Haven't they
    c. They have

8.Your little Angelica can't walk yet, _____?

    a. Can´t she
    b. She can
    c. She can

9.When you arrived, she had already left, _____?

    a. Hadn't she
    b. She didn't
    c. Didn't she

10.You would never tell him, _____?

    a. Would he
    b. Wouldn't you
    c. Would you

Reported speech

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

Statements

When transforming statements, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
- tenses (backshift)

Type	Example
direct speech	"I speak English."
reported speech (no backshift)	He says that he speaks English.
reported speech (backshift)	He said that he spoke English.

Questions

When transforming questions, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
- tenses (backshift)

Also note that you have to:

- transform the question into an indirect question
- use the interrogative or *if / whether*

Type		Example
with interrogative	**direct speech**	"Why don't you speak English?"

Type		Example
	reported speech	He asked me why I didn't speak English.
without interrogative	**direct speech**	"Do you speak English?"
	reported speech	He asked me whether / if I spoke English.

Requests

When transforming questions, check whether you have to change:[87]

- pronouns
- place and time expressions

Type	Example
direct speech	"Carolina, speak English."
reported speech	He told Carolina to speak English.

Explanation of the video

Three different videos that include the explanation of the reported speech, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Reported speech quiz:

1. 'I work in an Agricola bank.' ⇒ He said that he _____ in an Agricola bank.
   a. has worked
   b. had worked
   c. worked

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[87] English grammar online (online) the fun way to learn English retrieved on 01/21/2019 available in https://www.ego4u.com/en/cram-up/grammar/reported-speech

2. 'I am working today.' ⇒ She told us she _____ that day.
a. Was working
b. Worked
c. Is working

3. 'I've been ill for a couple of weeks.' ⇒ He told me he _____ for a couple of weeks.
a. Was ill
b. Have been ill
c. Is ill

4. 'I was at the doctor all morning.' ⇒ She told me that she _____ at the doctor all morning.
a. Has been
b. Would be
c. Had been

5. 'I'll lend you the money.' ⇒ He told me he _____ me the money.
a. Was lending
b. Lent
c. Would lend

6. 'I can't do the exercises without your help.' ⇒ She said she _____ the exercises without my help.
a. Didn't do
b. Hadn't done
c. Could do

7. 'The teachers meeting may start early.' ⇒ He told us that the teachers meeting _____ early.
a. Can start
b. would start
c. Might start

8. 'I must leave early the class today.' ⇒ He said that he _____ early the class that day.
a. Had to leave
b. Must leave
c. Left

9. 'You should talk to Chepito.' ⇒ She said that I _____ to Chepito.
   a. Talked
   b. Should talk
   c. Would talked

10. 'Get out!' ⇒ She told me _____.
    a. I got out
    b. I get out
    c. To get out

ENGLISH INTERMEDIATE II

Description of the course:

This English course is created for the students with the purpose of improving their abilities to understand the main ideas of common topics at work, school and travelling. Therefore, the practice of the English language is going to have four important units to develop and interact with different aspects of real life such as: Indoors and outdoors, men and women, sports and hobbies, honestly speaking.

General Objective:

To enlarge the student's English Knowledge with the capacity to express themselves fluently on a wide range of topics.

Specific Objectives:

To comprehend the main ideas of complex contexts related to diverse topics, both concrete and abstract.

To develop the four students skills with the purpose to enrich their previous English knowledge.

Unit 1

Description of the unit:

In this unit, the students are going to be able to express information about different aspects in real life such as being at home applying the following grammatical topics: present simple versus present progressive, stative verbs, questions words, subject-object questions and indirect questions. Then, the students are going to learn vocabulary related of indoors and outdoors activities, travelling, survival etc. using the grammatical structures: past simple, used to, past progressive, present perfect simple vs past simple, adjectives – adverbs of manners/comparisons.

General objective:

To develop the topics related to indoors and outdoors activities and globetrotting.

Specific objectives:

To understand the use and functions of the grammatical structures in the topics presented in this unit.

To apply this information in real situations.

TOPICS

Simple present

The simple present, present simple or present indefinite is one of the verb forms associated with the present tense in modern English. It is commonly referred to as a tense, although it also encodes certain information about aspect in addition to present time. The simple present is the most commonly used verb form in English, accounting for more than half of verbs in spoken English.

The present tense is the **base form** of the verb:

I **work** in London.

But with the third person singular (he / she / it), we add an –s:

She **works** in London.

Present simple questions

Look at these questions:

Do you **play** the piano?

Where **do** you **live**?

Does Jack **play** football?

Where **does** he **come** from?

Do Rita and Angela **live** in Santa Ana?

Where **do** they **work**?

We use **do** and **does** to make questions with the present simple. We use **does** for the third person singular (she / he / it) and **do** for the others.

We use **do** and **does** with question words like where, what and when:

Where **do** Angela and Rita **live**?

What **does** Angela **do**?

When **does** Rita usually **get up**?

But questions with who often don't use **do** or **does**:

Who lives in London?

Who plays football at the weekend?

Who works at Liverpool City Hospital?

Here are some useful questions. Try to remember them:

Where **do** you **come** from?

Do you **come** from …?

Where do you **live**?

Do you **live** in ...?   What work **do** you **do**?

Do you **like** …?

Do you **know** …?[88]

Video´s description:

Three different videos that include the explanation of the simple present, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Writing activity

Based on the picture, write in your notebook the daily routines, applying the simple present and deliver it to the teacher the next class.

Answer section:

- **I wake up early/late in the morning**
- **I take a shower**
- **I have/eat breakfast at 7:30 am**
- **I go to study to the library**
- **I leave the school**
- **I have/eat lunch at noon**
- **I study/read a book**
- **I practice martial arts in my free time**
- **I have/eat dinner**
- **I go to bed early/late**

Quiz

11….. Mateo and Juan go to study in one of the academies near Metrocentro? Yes, they do.
   c. Do
   d. Does

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[88] British Council (online) retrieved on 01/10/2019 available on https://learnenglish.britishcouncil.org/english-grammar/present-simple

12. Every Saturday, Carlos …………. Football with his friend in national league of his neighborhood.
    d. Plays
    e. Does
    f. Makes

13. Alejandra……………. to the market to buy different type of vegetable and fruits for the week.
    d. Usually goes
    e. Usually makes
    f. Usually does

14. Carmen dreams to ……. in one of the most prestigious and important universities around the world Harvard.
    d. Analyse
    e. Study
    f. Make

15. Most people ………. that Soyapango is considered one of the dangerous places in El Salvador.
    d. Make
    e. Tell
    f. Say

16. Does Kevin take a shower before he goes to work?
    d. No, he doesn't, he wakes up late every morning.
    e. No, she doesn't, she does not know how to cook.
    f. No, he don't , he make his bed in the morning.

17. My grandmother loves cooking. She .... delicious sandwiches when we celebrate birthdays with the family
    d. Always made
    e. Often does
    f. Always makes

18. Silvia .... like sweeping the yard. She has a housekeeper who does the cleaning.
    d. Always

e. Doesn't
f. Don't

19. Marcela :……… to open a big store near Universidad Francisco Gavidia this year
    d. Does
    e. Makes
    f. Plans

20. My father …………. me with my homework of mathematics. He teaches me this subject every day.
    a. don't help
    b. help
    c. helps

Answers section:

- Question # 1: A
- Sentence #2: A
- Sentence #3: A
- Sentence #4: B
- Sentence #5: C
- Question #6: A
- Sentence #7: C
- Sentence #8: B
- Sentence #9: C
- Sentence #10: C

Present Progressive

The present continuous, also called the present progressive, is a verb form used in modern English that combines the present tense with the continuous aspect. It can be employed in both the indicative and subjunctive moods. Approximately 5% of verbs in spoken English are in the present continuous form.

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

*I **am***	*work**ing***
*You **are***	*play**ing***
*He **is***	*talk**ing***
*She **is***	*liv**ing***
*It **is***	*eat**ing***
*We **are***	*stay**ing***
*They **are***	*sleep**ing***

We use the present continuous to talk about:

activities at the moment of speaking:

I**'m** just **leaving** work. I'll be home in an hour.

Please be quiet. The children **are sleeping.**

Foe future plans or arrangements:

Mary **is going** to a new school next term.

What **are** you **doing** next week?

Present continuous questions

We make questions by putting am, is or are in front of the subject:

Are you **listening**?

Are they **coming** to your party?

When **is** she **going** home?

What **am** I **doing** here?

Present continuous negatives

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

I**'m not** doing that.

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

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

She **isn't** going home until Monday. (or She**'s not** going home until Monday.)[89]

Video description:

Three different videos that include the explanation of the present progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Reading exercise:

Read the following text carefully.

This is my first day at school. My friend Kevin is talking with some friends in the classroom. My classmate, Ana is uploading some photos to Facebook and sending messages to her closer group of friends. Another classmate, Ernesto is playing cards with other friends while the teacher does not arrive in the classroom yet. Suddenly, David approached to the window and see what is happening outside. The birds are flying to the south. People are walking faster to their work and he is listening to

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[89] British Council (online) retrieved on 01/10/2019 available on https://learnenglish.britishcouncil.org/english-grammar/present-continuous

different type of music. However, this is just the beginning of a new David's adventure at school.

Answer the following questions based on the text in your notebook.

1. What is Kevin doing?

2. What are the things that David is watching through the window?

3. Besides uploading some pictures what other activity is Ana doing?

4. What is David doing?

5. Is Ernesto playing marbles in the classroom with his friend?

Answers section:

Reading exercise:

1. Kevin is talking with some friends in the classroom.
2. The birds are flying to the south and people are walking faster to their work.
3. She is sending messages to her closer group of friends.
4. He is listening to different type of music.
5. No, he isn't. Ernesto is playing cards in the classroom with his friend.

Present progressive quiz

1. Which word CANNOT go in the space?
   What are _____ doing right tonight? Would you like to go out to Los Planes de Renderos?
   d) I
   e) You

f) She

2. Complete the sentence.

Victor ___ talking on the phone with his boss. Could you please keep quiet for a while?

d) am
e) are
f) is

3. Complete the sentence.

Carolina ____ learning English at Europe Academy to find a call center job.

d) isn´t
e) are
f) is

4. Which question form is the correct one?

d) What you doing tomorrow night?
e) Where is she working?
f) Where you are staying at this moment?

5. Which is the correct answer?

What´s Alex doing in his free time on Saturday in the morning?

d) He's working at Nike store from Monday to Friday.
e) He's going to bed early when he feels tired.
f) He's going to visit his parents to San Miguel.

Use the following verbs to transform them into progressive sentences.

6. Make
b) Marta …………. tamales for celebrating her birthday.

7. Eat
b) It is 11:00 pm now and I………… some snacks and popcorn as dinner.

8. Not / feel
b) Angela ………………. well today. She must go to see a doctor as soon as possible.

9. Teach

      b) Miss Barrera has a professional trajectory at UTEC. She………….two languages English and French

10. Explain
b) The legislative assembly opens a new discussion. The different parties………… the new educational reform of 2019.

Quiz part:

- Question #1: B
- Question #2: C
- Question #3: C
- Question #4: B
- Question #5: C
- Sentence #6: Marta is making
- Sentence #7: I am eating
- Sentence #8: Angela is not feeling
- Sentence #9: she is teaching
- Sentence #10: the different parties are explaining

Stative verbs

Some verbs are not usually used in the continuous form, even when we are talking about temporary situations or states. These are called **stative** verbs. These verbs are not usually used with ing in progressive (continuous) tenses even though they may take on time expressions such as now and at the moment. We use the simple tenses for them. For example:

Juan **feels** tired today. He **has** a bad day at work.

Do you **recognize** him? He **is** a famous rock star.

Our client **appreciated** all the work we did for him.

However, there are some verbs that look like they should be **stative**, but may appear in the ing form. These verbs differ in meaning to the **stative** verbs.

Stative Verb Examples:

see

I see Carlos, but he can't see me. I'm too far away. (I see him with my eyes.)

Daniel is seeing Ana. They've been together for a month. (He's dating her.)

hear

I hear music coming from the Castillo's apartment. Someone must be home now. (To experience sound)

I'm hearing voices. (I'm imagining it)

have

Jorge has a Mercedes. (He owns it.)

Sara is having lunch with her editor. (She's eating lunch)[90]

Explanation video

Three different videos that include the explanation of the stative verbs, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Stative verb quiz

Put the verb into the correct form. Complete each sentence using the stative verb from the parenthesis:

1. Gabriela is really hungry. She _____ (wants/possesses/) to eat lunch Pollo Campestre at the restaurant.

2. Monkeys hate to eat meat. What they really _____ (love/feel) are the fruits.

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[90] Ginger (online) retrieved on 01/10/2019 available on https://www.gingersoftware.com/content/grammar-rules/verbs/stative-verbs/

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3. What type of perfume are you using? Because it _____(looks/smells) really nice .

4. Hurry! You are late to work. I _____ (think/promise) you should take Uber to arrive on time.

5. Do you like Pupusas with cheese? Yes, it _____(knows/tastes) delicious.

6. The students _____ (need/ think) to know more about English and technology

7. I have grown up as a business man in El Salvador. Now I _____(imagine/have) my own company.

8. We really _____(appreciate/dislike) your help . We could haven´t done without you.

9. A: Can you drive?

B: No, but I _____ (possess/want) to learn. My father Jose _____(has/feels) an ultimate car model.

10. You can use my pencils. I _____ (not,need/not disagree) them at the moment.

Answers section:

- Sentence #1: wants
- Sentence #2: love
- Sentence #3: smells
- Sentence #4: think
- Question#5: tastes
- Sentence #6: need
- Sentence #7: imagine
- Sentence #8: appreciate
- Question #9: want
- Sentence #10: I do not need

Questions words

Questions words are commonly known as WH questions because each type of question starts with the letters WH such as what, when, where, who, which, whom, why and how

We use the question words who (for people), what/which (for things), when (for time), where (for places), why (for reasons) and how (for more details).

We can add question words to get more or different information.

Where did you go swimming? > In the swimming pool in town.

Why did you go there? > Because it's a nice, big pool.

Who did you go swimming with? > With Amy.

What time did you meet Amy? > At 10 o'clock.

Which pool did you go in? > The serious one, without the slides!

How did you get there? > On the bus.

Who were you out with?

What have you got that bag for?

What's all that about?

Where are you calling from?

Whose car is this? It is my mother's car.

If **who**, **what** or **which** is the subject of the question, it comes before the verb and we don't use do as an auxiliary.

Who went out for curry? (subject – who)

What happened? (subject – what)

Which looks better, this or that one? (subject – which)

Object questions follow the structure we looked at before.

Who did **you** go out for curry with? (subject – you; object – who)

Which restaurant does **Oliver** like most? (subject – Oliver; object – which)

What did **they** do after the restaurant? (Subject – they; object – what)[91]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic: Questions words for the student can get a better understanding and put it into practice in real situations.

Questions words quiz

1. _____ are you studying Enrique? I'm studying at Universidad Francisco Gavidia
   a. Who
   b. Which
   c. Where
   d. What

2. _____ do you like to eat? I love eating Pupusas.
   a. Where
   b. What
   c. Who
   d. Which

3. _____ laptop is this? It is my teacher's laptop.
   a. Which
   b. What
   c. Whose
   d. Who

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[91] British Council (online) retrieved on 01/10/2019 available on http://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/question-words

4. _____ football team do you like better, Real Madrid or Barcelona ?
a. Whose
b. Which
c. What
d. Who

5. _____ is talking to your mother? It is my classmate, Sonia.
a. Who
b. What
c. Where
d. Which

6. _____ do you like coffee, black or creamy?
a. What
b. Where
c. How
d. Why

7. _____ don´t you like apple juice? Is it delicious, isn't?
   a. Which
   b. Whose
   c. Why
   d. When
8. _____ is Samuel's birthday? I will buy something for him.
   a. Who
   b. When
   c. What
   d. How

9. It is a beautiful day. _____ about a walk for the Cuscatlan Park?
   a. What
   b. Why
   c. Whose
   d. Which

10. _____ is the official language of El Salvador?
a. What
b. Which
c. Who
d. Where

Answer section:

- Question #1: C
- Question #2: B
- Question #3: C
- Question #4: B
- Question #5: A
- Question #6: C
- Question #7: C
- Question #8: B
- Question #9: A
- Question #10: A

SUBJECT-OBJECT QUESTIONS

Object questions

Most questions in English are object questions – we want to know about the receiver of the action. These questions follow the formula: **Q**uestion word – **A**uxiliary verb – **S**ubject – **M**ain verb.

For questions in the simple present, the auxiliary verbs are: do and does

- What **do** you want to drink?

We want some grape juice.

- Who **does** Karen like?

Karen likes Beto.

- What **does** smoking cause?

Smoking causes heart diseases.

For questions in the simple past, the auxiliary verb is **did:**

- What **did** Omar prepare?

Daniel made an apple cake.

- What **did** the tsunami damage?

The tsunami damaged the neighborhood.

SUBJECT QUESTIONS

Now, we want to ask about the **subject.** We don't know the person or thing who performed the action, and we want to find out.

This type of question is called a **subject question**, and subject questions do NOT use the auxiliary verbs **do, does,** and **did.**

How to form subject questions:

Who / What + verb in simple present or simple past + object?

Examples of subject questions in the simple present:

Who wants some grape juice?

We want some grape juice.

Who likes Fred?

Karen likes Beto.

What causes heart diseases?

Smoking causes heart diseases

Examples of subject questions in the simple past:

Who made a cake?

Omar made a cake.

What damaged your house?

The tsunami damaged the neighborhood.[92]

Video description:

Three different videos that include the explanation of subject-object questions, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Subject-Object questions quiz:

Choose the correct Subject or Object question based on the following sentences.

1. Karla visits Morazan every weekend.

   a. Which department Karla visits every weekend?
   b. Which department does Karla visit every weekend?

2. Carmen hired Armando for the call center job.

   a. Who Camen hire for the call center job?
   b. Who hired Carmen for the call center job?

3. Ricardo broke his right arm yesterday.

   a. Who broke his right arm?
   b. Who did broke his right arm?

4. The mechanic repaired my car

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a. Who repaired your car?
b. Who did repair your car?

5. Someone told me to calm down

a. Who told you to calm down?
b. Who tell you to calm down?

6. Something smells so good here

a. What does smells so good here?
b. What smells so well here?

Answer section:

- Question #1: B
- Question #2: B
- Question #3: A
- Question #4: A
- Question #5: A
- Question #6: B

Indirect questions

Meaning & Form

Why do we use this question form?

To be polite – Could you tell me where the post office is?

When we ask about sensitive information – Could you tell me what your age is?

We may wish to be polite because we are speaking to a stranger to ask for directions in the street, speaking to a client, asking for someone's personal or sensitive information (weight or age), or we just want to be polite.

How do we form indirect questions?

We use Polite Phrase

Wh- question word OR if/whether and a positive phrase

Examples of polite phrases:

Could you tell me…

Would you mind telling me….

Do you mind if I ask…

Can you tell me…

Wh- question words include; what, where, when, etc

These are used for open questions. Open questions have more than two possible answers.

If or whether are used for closed questions.

Closed questions are yes or no questions.

Positive phrases include; the time is, the station is, he did, she said etc.

Changing Direct (normal) questions into Indirect (polite) questions

Direct Question: What time is it?

Indirect Question: 1. Could you tell me… 2. what 3. time it is?

Direct: What is your age?

Indirect: Could you tell me what your age is?

Direct: Where is Trinity College?

Indirect: Could you tell me where Trinity College is?

Direct: Are you married?

Indirect: Would you mind telling me if you are married?

Notice in these examples that the final part of the indirect question is not in interrogative form. This is where students make most mistakes. Example:

Could you tell me what is the time? **(Incorrect)**

Could you tell me what time it is? **(Correct)**[93]

Video description:

Three different videos that include the explanation of indirect questions, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Indirect questions quiz

Choose the correct indirect question in the following sentences.

1. What time is it?
   a. Could you tell me what time it is?
   b. Could you tell me what time is it?

2. How long have you been living here?
   a. Would you mind telling me how long have you been living here?
   b. Would you mind telling me how long you have been living here?

3. What is your name?
   a. Do you mind if I ask you what your name is?
   b. Do you mind if I ask you what is your name?

[93] Horner School of English (online) retrieved on 01/13/2019 available on https://www.hornerschool.com/indirect-questions/

4. Where is the gas station?
   a. Can you tell me where is the gas station?
   b. Can you tell me where the gas station is?

5. Can he speak Nahuatl?
   a. Do you know if he can speak Nahuatl?
   b. Do you know if can he speak Nahuatl?

Answers section:

- Question #1: A
- Question #2: B
- Question #3: A
- Question #4: B
- Question #5: A

PAST SIMPLE

The simple past, past simple or past indefinite, sometimes called the preterite, is the basic form of the past tense in Modern English. It is used principally to describe events in the past, although it also has some other uses. Regular English verbs form the simple past in **-ed;** however, there are a few hundred irregular verbs with different forms.

Past Tense Regular Verbs

To change a regular verb into its past tense form, we normally add –ED to the end of the verb.

- play – played
- cook – cooked
- rain – rained
- wait – waited

Here we have some examples:

- Last night I **played** soccer with my friends in El Magico Gonzales Stadium.

- Karina **cooked** me an apple pie.

- It **rained** yesterday in San Salvador.
- Angela **waited** to her daughter at Metrocentro.

Negative sentences in the Past Tense

We use didn't (did not) to make a negative sentence in the past tense.

This is for regular AND irregular verbs in English.

(Exception is To Be and Modal Verbs such as Can)

Here we have some examples:

- I **didn't** want to go to the dentist.
- She **didn't** take notes of the class.
- You **didn't** close the door.
- He **didn't** come to my XV birthday celebration.

Questions in the Past Tense

We use did to make a question in the past tense.

This is for regular AND irregular verbs in English.

(Exception is To Be and Modal Verbs such as Can)

Examples of Questions in the Past Tense

- **Did** you go to work yesterday?
- **Did** they arrive on time?
- **Did** she like the surprise?
- Where **did** she go?

Irregular Verbs in the Past Tense

Irregular verbs are ONLY irregular in affirmative/positive sentences.

(An exception to this is with the verb TO BE in the Past Tense).

The word went is used for all subjects – I, you, we, they, he, she, it.

- I went to the Tunco Beach yesterday
- He went to the Bolivar Park to take a break.
- She went to the national zoo with her friends

In the negative form, all the verbs keeps the main base form and we just add the did not in the irregulars verbs.

Video description:

Three different videos that include the explanation of past simple, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Past simple quiz

Complete the following sentences in the affirmative, negative or interrogative form.

1. My cousin Roberto………(phone) me from Santa Ana yesterday evening.
2. Two years ago my parents……….. (buy) a beautiful house in Santa Tecla.
3. (she/speak)…………… with the teacher about the exam you did not do yesterday.
4. We…………(not fininsh) his science homework last night.
5. What …………..(you/do) yesterday? I called you three times and you………. (not answer) the phone.
6. Susan and her sister…………(visit) Panama Religious trip the last month.
7. Llamanto………. (get) a nice job in a full German account at Blackhawk.
8. Tiffany………… (not go) to the nephews party because nobody………(tell)her about it.

9. Cristian………(participate) in the central America Olympics games in 2005. He……….(enjoy) it a lot.

10. ………(jose/understand) the mathematics exercises? Yes, he did.

Answers section:

- Sentence #1: phoned
- Sentence #2: bought
- Sentence #3: she spoke
- Sentence #4: did not finish
- Question #5: did you do
- Sentence #6: visited
- Sentence#7: got
- Sentence #8: didn't go
- Sentence: #9: participated
- Question #10: : Did Jose understand

USED TO

We use "Used to describe an activity or a state that happened many times in the past.

- Pedro always used to buy things at Siman when he worked at Teleperformance.
- Manuel didn't use to say lies to his parents for a long time.

We use it to refer to an activity or state that was true in the past but is no longer true.

- Manuel did not use to say bad words when he was a child.
- Arnold used to get good grades while he was at the college.

The form *used to* is used with all subjects e.g. *I, we, you, he, she, it, they*.

I used to	*We used to*
You used to	*You used to*
She used to	*They used to*

There are two forms for a negative:

Did not/didn't use to.

We didn't use to have central heating when I was a child.

- Cristina didn't use to like cats, but it's different now she has her own.

Used not/usedn't to.

- I used not to be able to speak English myself at all.

We used not to worry much about money.

- Things usedn't to be so bad.

There are two forms for a question:

Did + subject + use to + base form:

Did he use to…?

Did they use to visit you often? – Well, Cecilia used to.

Used + subject + to + base form:

Used he to…?

Used he to play the piano?[94]

Video description:

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[94] Collins (online) retrieved on 01/17/2019 available on https://grammar.collinsdictionary.com/easy-learning/used-to

Three different videos that include the explanation of used to, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Used to quiz

Complete the following sentences using one of the answer choices given below each question.

1. Rafael……… smoke, but he has stopped smoking recently.
   a. is used to
   b. use to
   c. used to

2. I ……….. play basketball when I was 11 years old.
   a. used to
   b. am used to
   c. use to

3. Who…….. be angry and aggressive in classes? I guess Rocio was.
   a. use to
   b. was use to
   c. used to

4. I …….. like watching horror movies when I was alone in the darkness
   a. didn't use to
   b. didn't used to
   c. not used to

5. Arnold…………get a girlfriend while he was at the college.
   a. is used to
   b. used to
   c. use to

6. …………visit his grandparents Ahuachapán constantly?
   a. Did Isaac used to
   b. Did Isaac use to
   c. Isaac used to

7. ………..go jogging in the mornings when Selena had time.
   a. Selena used to
   b. Did Selena use to
   c. Selena uses to

8. Shaka & Dres …………… in Belgium many years ago.
   a. use to live
   b. used to live
   c. used to living

9. Melanie, Maria and Genesis………. my classmates when we were studying at college.
   a. used to be
   b. used to being
   c. use to be

10. I must stop playing too much videogames. I………..this addiction before.
    a. Didn't use to have
    b. Didn't used to have
    c. Didn't use to had

Answers section:

- Sentence #1: C
- Sentence #2: A
- Question #3: C
- Sentence #4: A
- Sentence #5: B

- Question #6: B
- Sentence #7: A
- Sentence #8: B
- Sentence #9: A
- Sentence #10: A

Past progressive

The past continuous, also called past progressive, is used to refer to an action that that was going on at a particular time in the past.

The form of the past continuous:

To be in the simple past + verb + ing

The affirmative form:

| I, he, she, it | was | Eating. |
| you, we, they | were | |

Examples:

- Yesterday evening I was watching the new Dragon ball super movie.
- This morning I was revising my messenger when you sent me one.
- Juan and Lisa were playing yo-yo yesterday at 11:00 am.

The interrogative form:

| Was | I, he, she, it | Eating? |
| were | you, we, they | |

Examples:

- What were you watching yesterday evening?
- Where were you doing this morning at 7:30?
- What were Juan and Lisa playing yesterday?

The negative form:

I, he, she, it	was not / wasn't	Eating.
you, we, they	were not / weren't	

Examples:

- I wasn't chatting yesterday evening; I was washing the dishes.
- My mother wasn't preparing dinner; she was working on the computer.
- We weren't playing UNO cards, we were playing poker cards.

Keep on mind that "**Wasn't playing**" and "**weren't playing**" are the short forms of "**was not Eating**" and "**were not Eating**"[95]

Video description:

Three different videos that include the explanation of the past progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Past progressive quiz

1. Angel and Angela saw a lion when they ……….. the national zoo.
   a. are visiting
   b. were visiting
   c. was visiting

2. Berta ………….. her homework when the lights went out.
   a. is doing

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[95] My english pages (online) Learn English Grammar Online retrieved on 01/17/2019 available on https://www.myenglishpages.com/site_php_files/grammar-lesson-past-progressive.php

b. were doing

c. was doing

3. Karen…………dinner when someone knocked the door.

a. was making

b. were making

c. is making

4. I'm sorry I lied to you, I……… you the true about my car accident.

a. were telling

b. was not telling

c. were not telling

5. What ……you……..last night at 09:00 pm?

a. was , doing

b. were, done

c. were, doing

6. Roberto's girlfriend……………… at home. She was at the party with her friends.

a. was not resting

b. was resting

c. were not resting

7. Brandon watched outside but it…………… strongly than before.

a. is raining

b. was raining

c. were raining

8. …………… some photos about their honey moon? Yes, they were.

a. Were not Omar and Maria taking

b. Were Omar and Maria taking

c. Was Omar and Maria taking

Answer section:

- Sentence #1: B
- Sentence #2: C
- Sentence #3: A
- Sentence #4: B
- Question #5: C
- Sentence #6: A
- Sentence #7: B
- Question #8: B

Present perfect simple

The present perfect is a grammatical combination of the present tense and perfect aspect that express a past event that has present consequences.

To talk about an action which happened in the past but the exact time is not mentioned.

- I have already fixed that. Is there anything else to repair?

To talk about a state that started in the past and continues up to the present.

- Jenny has had her car since November

Positive	Negative	Interrogative
I have studied.	I have not studied.	Have you studied?

This is the contraction form of present perfect simple.

Here we have some Examples:

- Have you finished the thesis?
- No, we haven't finished yet.
- Yes, I have already finished.
- She's just finished her specialization

The grammatical structures of the regular verbs in the past participle form are:

Rule	Examples
Verb + ed	work - worked watch - watched finish -finished

Now the grammatical structures of the irregular verbs in the past participle form are:

Infinitive	Simple past	Past participle
be come go do meet	was/were came went did met	been come gone done met

Present perfect vs past simple tense:

We use the past simple for actions that were completed in the past and time is mentioned. On the other hand, we use the present perfect simple for actions started in the past and continue up to the present.

Present perfect	Simple past
I have met that girl before	I **met** that girl at the beach last Saturday.
Have you seen Veronica recently?	**Did** you **see** Nancy yesterday?
We have discussed this issue a few times.	We **discussed** this issue last month.

I have had some tests this week.	I **had** some tests last week.[96]

Video description:

Three different videos that include the explanation of the present perfect simple, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Present perfect simple quiz

Complete the following sentences in the correct Present perfect simple form.

1. Brayan ………………(kill) the boy. He was a bad guy in the neighborhood.
2. Why ……..Julio………..(spend) so much money on chocobananos?
3. Look. Samuel…………..(find) a five dollar bill on the street.
4. Honey we…………(eat) too much in your cousin's birthday .
5. How often…………….(you/listen) Luis Miguel albums?
6. ……..Melvin………(be) At La Gran Via Mall?
7. Wilmer………..(lose) his car keys. He doesn't remember where they are.
8. Priscila…………(buy) new headsets for her Job.
9. ……..you……..(call) Sebastian for the call Center interview?
10. Jessica…….never…….(visit) the capital of San Salvador. She's from La Union.

Answers section:

- Sentence #1: has killed

- Question #2: Why has Julio spent

- Sentence #3: has found

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[96] My English pages (online) Learn English grammar online retrieved on 01/18/2019 available on https://www.myenglishpages.com/site_php_files/grammar-lesson-present-perfect.php

- Sentence #4: have eaten
- Question #5: how often have you listened
- Question #6: has Melvin been
- Sentence #7: has lost
- Sentence #8: has bought
- Question #9: have you called
- Sentence #10: Jessica has never visited

Present perfect progressive

We use the present perfect progressive to emphasize the duration of a state or action that started in the past and continues up to the present.

- I have been learning English for 5 years at Universidad Francisco Gavidia.

To talk about an action that happened over a period of time in the past and may have finished, but the results are obvious in the present.

- We've been walking around all day. That's why we're so tired.

How do we make the Present Perfect Continuous tense?

The structure of the Present Perfect Continuous tense is:

subject	+	auxiliary *have*	+	auxiliary *be*	+	main verb
		conjugated in Present Simple		past participle		
		have, has		**been**		**present**

					participle

In negative sentences, we insert not after the first auxiliary verb. Also, we may contract the first auxiliary verb and "not":

- I have not been playing marbles.
- It hasn't been raining since November.[97]

Video description:

Three different videos that include the explanation of the present perfect progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Present perfect progressive quiz

1. Which sentences is Not the correct one?
a. I haven't been drinking soda lately.
b. Aida have been lying us the last three months
c. Emerson's not eaten empanadas and Enchiladas.

2. Which question is not the correct?
a. How long have you been waiting for her?

[97] English club (online) retrieved on 01/18/2019 available on https://www.englishclub.com/grammar/verb-tenses_present-perfect-continuous.htm

b. What Guadalupe has been watching all day?

c. Who have Karen been working for?

3. Which words complete the following sentence?
   Alonso………..working in Aeroman for two years
   a. have been
   b. has been
   c. have

4. David…………...looking for his cellphone all the weekend and nothing.
   a. have been
   b. has been
   c. been

5. Which words complete the following sentence?
   ……Remberto……learning the English language?
   a. have, been
   b. has,been
   c. has, being

6. Rafael………….visiting a doctor these days. He is really sick.
   a. has been
   b. have been
   c. have being

7. Glenda and Hector…………. watching all the festivities of the village.
   a. Have been
   b. Has been
   c. Been

8. Marcela……..working during all this time in the Thesis.
   a. hasn't being
   b. haven't been

c. has not been

Answers section:

- Question #1: A
- Question #2: A
- Question #3: B
- Sentence #4: B
- Question #5: B
- Sentence #6: A
- Sentence #7: A
- Sentence #8: C

<u>Adjectives</u>

use adjectives to describe or modify nouns, pronouns, animals, things. They may name qualities of all kinds: huge, red, angry, tremendous, unique, rare, etc.

An adjective usually comes before a noun: "a red dress," "angry people." When an adjective follows a linking verb such as be or seem, it is called a predicate adjective: "That building is beautiful," "The workers seem tired." Most adjectives can be used as predicate adjectives, although some are always used before a noun.

Here we have some examples of adjectives:

- She is wearing a **beautiful** dress
- Franklin has **expensive antique** car in his garage.

Demonstrative adjectives: **this, that, these, and those**. They are used to distinguish the person or thing that is going to be described from others of the same category or class. **This and these** describe people or things that are closer, or in the present. **That and those** are used to describe people or things that are far away from you, or in the past or future.

Here we have some examples:

- **These** people need your help

- **This** laptop does not belong to you.

An indefinite adjective describes a whole group or class of people or things, or a person or thing that is not identified or familiar. The most common indefinite adjectives are: **all, another, any, both, each, either, enough, every, few, half, least, less, little, many, more, most, much, neither, one (and two, three, etc.), other, several, some, such, whole.**

The interrogative adjectives are **which, what, and whose**. They are used to begin questions. They can also be used as interrogative pronouns.

- **Which** horse did you bet on? = **Which** did you bet on?
- **What** topic did they study? = **What** did they study?
- **Whose** cell phone is this? = **Whose** is this?

The possessive adjectives {**my, your, his, her, its, our, their**} tell you who has, owns, or has experienced something, as in "I admired her candor, "Our son is 14 years old," and "They said their trip in Chalatenango was wonderful."[98]

Video description:

Three different videos that include the explanation of adjectives, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

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[98] Merriam Webster (online) since 1828 retrieved on 1/18/2019 available on https://www.merriam-webster.com/dictionary/adjective

Written exercise

Describe the following image using the appropriate adjectives

<u>Adverbs of manner</u>

Adverbs of manner are usually formed from adjectives by adding –**ly**. Also we use them to attach to a verb to modify its meaning.

Here we have some examples:

Bad: **badly**; quiet: quietly; sudden: **suddenly**

But there are sometimes changes in spelling:

Easy: **easily**; gentle: **gently**

If an adjective ends in –**ly** we use the phrase **in a …. way** to express manner:

Silly: Marvin behaved **in a silly way**.

Friendly: She punished them **in a friendly way.**

A few adverbs of manner have the same form as the adjective:

They all study **hard.**

Kenia usually goes to be **late**.

I hate eating **fast.**

Note: **hardly** and **lately** have different meanings:

He could **hardly** speak to his father = It was difficult for him to speak to his father.

I haven't seen Mario **lately** = I haven't seen Mario recently.

We often use phrases with like as adverbials of manner:

She cried **like** a baby.

He ran **like** a cheetah.

Adverbs of manner and link verbs

We very often use adverbials with like after link verbs:

Her forehead <u>felt like burned potatoes.</u>

It smells <u>like fresh meat.</u>

But we do not use other adverbials of manner after link verbs. We use adjectives instead:

They looked ~~happily~~ happy.

That bread smells ~~deliciously~~ delicious.[99]

Video description:

Three different videos that include the explanation of adverbs of manners, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

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[99] British Council (online) Learn English retrieved on 01/18/2019 available on https://learnenglish.britishcouncil.org/english-grammar/adverbials-manner

Adverbs of manner quiz

1. I recommend you to behave _____with my parents. They hate rude people
   a. Badly
   b. Good
   c. Gently

2. Mr. Castillo needs to speak more ———— . Students do not hear very well during the class.
   a. Slowly
   b. Quickly
   c. Normally

3. Choose the correct sentence related to adverbs of manners
   I don't like the to be near Acelhuate River because it smells _____
   a. As rotten eggs
   b. Such as rotten eggs
   c. Like rotten eggs

4. Mariana plays the drummer ————. She has her own religious band.
   a. Beautifully
   b. Slowly
   c. Suddenly

5. Choose the correct sentence related to adverbs of manners
   My mother cooks delicious dishes. She looks like _____

a. Such chef Olga while cooking

b. Like chef Olga while cooking

c. as chef Olga while cooking

6. Diana is very impatient. She is waiting for Carlos _____ at the bust station.

a. Angrily

b. Suddenly

c. Friendly

7. The mechanic changed the flat tire _____. He did not have problem at all.

a. Angrily

b. Easily

c. Hugely

8. It is _____ hot at the zunzal beach this vacation. You should use sunscreen

a. Carefully

b. Extremely

c. Hugely

9. Mario answered the teacher _____, so he was punished.

a. Suddenly

b. Rudely

c. Quietly

10. Please read the text _____ before answering the following sentences.

a. Carefully

b. Angrily

c. Seriously

Answer section:

- Sentence #1: C
- Sentence #2: A
- Sentence #3: C
- Sentence #4: A
- Sentence #5: B
- Sentence #6: A
- Sentence #7: B
- Sentence #8: B
- Sentence #9: B
- Sentence #10: A

COMPARISONS

COMPARATIVE ADJECTIVES

Comparative adjectives are used to compare two objects they modify (larger, smaller, faster, and higher). They are used in sentences where two nouns are compared.

Here we have the structure:

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

Here we have some examples:

- My brother is **taller** than hers.
- This chair is **older** than the one I lost.
- Your dog Firulais runs **faster** than Nayib's dog.
- The eagle flew **higher** than the airplane.

Jose and Juana are both my friends, but I like Jack better. ("than Juana" is understood)

SUPERLATIVE ADJECTIVES

Superlative adjectives describe an object that is at the upper or lower limit of a quality (the tallest, the smallest, the fastest, and the highest). When we are comparing one-person, animal, thing, and idea with several of the same kind.

Here we have the structure:

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

Here we have some examples

- Acelhuate River is **the oldest** one in our neighborhood.
- This is **the smallest** dog I've ever seen.
- Your dog ran **the fastest** of any dog in the race.
- They all study for the English test at the same time. Marco got **the highest** score in the class.

Different forms or exceptions:

THREE OR MORE SYLLABLES

Adjectives with three or more syllables in the comparative form are added: **more**. And in the superlative are added: **most**

Adjective	Comparative	Superlative
Important	**more** important	**most** important

Expensive   **more** expensive   **most** expensive

IRREGULAR COMPARATIVES AND SUPERLATIVES

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

As … as …

If two things are equal in some way, we can use a comparison with as … as …. The comparisons may involve adjectives (adj) or adverbs (adv) after the first as, and noun phrases (np) or clauses after the second as:

- He's grown so much. Victor is **as** tall **as** his father now. (adj + noun phrase)
- Alianza team is still **as** good **as** it was two years ago. (adj + clause)
- The second Algodon concert didn't go **as** well **as** the first one. (adv + noun phrase)[100]

Video description:

Three different videos that include the explanation of comparisons, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

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[100] Education First (online) retrieved on 01/18/2019 available on https://www.ef.com/wwen/english-resources/english-grammar/comparative-and-superlative/

Comparisons quiz

1. Which word completes the sentence?

This coaster 45AB always goes as fast……..a bullet.

a. than
b. as
c. like

2. What is the best way to complete the sentence?

I'm not ……….. my younger brorher

a. More hard-working
b. hard-working as
c. as hard-working as

3. El Salvador is one of the ………… countries in Central America.
a. Smallest
b. Smaller
c. Than

4. Fernanda is more intelligent in mathematics …….. her sister.
a. Than
b. As
c. Like

5. My arm still hurts, but it's not ……. bad ..... it was before.

a. Enough/as

b. As/as

c. Such/as

6. The………. something is, the .... its quality is.

a. More cheaply/worse

b. Cheaper/worse

c. Cheapest/worse

7. The classroom was ……… for forty students to sit ....

a. Small than /comfortable

b. Smallest/ comfortably

c. Small/comfortably

8. My friends don't agree with me, but I find Avengers..... the horror movies.

a. More interesting

b. Interesting than

c. So interesting

Answer section:

- Question #1: B
- Question #2: C
- Sentence #3: A
- Sentence #4: A

- Sentence #5: B
- Sentence #6: B
- Sentence #7: C
- Sentence #8: A

UNIT 2

Description of the unit

In this unit, the students are going to be able to learn the topics such as must, have to, need, should, ought to, had better, may, might, could, must, can't, Modal verbs +have+ past participle, relative pronouns, relative adverb, relative clauses defining and non-defining, future simple, future going to, future perfect simple, conditional sentences types zero, 1 and 2. These topics will help to increase the students 'knowledge and understand in a better way.

General objective:

To develop all the topics presented in the virtual with the purpose of having a better understanding

Specific objectives:

To practice each topic with the commitment of learning the main idea of each topic

To understand the importance of the topics based on the virtual bilingual environment

Topics

Have to, must and need to

'Have to', must' and 'need to' in the positive or question form are used to speak about responsibilities, obligations and important actions.

Have to

We use 'have to' in the past, present, and future to express responsibility or necessity.

- Milena **has to** get up early to work.
- She **had to** do the laundry yesterday because she did not have clean clothing
- They will **have to** go early to the college tomorrow.

In the negative form, don't have to expresses something that is not required.

- Berta **doesn't have to** arrive before 8. The clinic opens at 8.15
- They **didn't have to** buy a new another tv.
- Kevin doesn't **have** to work overtime on Sundays.

Must

We use to express something that a person feels is necessary. It is considered an obligation to do something as soon as possible and sometimes a prohibition. It is only used in present and futures actions. Examples:

- I **must** finish this thesis before January 31st
- Iglesias **must** explain this part of the topic if he wants to avoid questions from the teacher
- He **must** stop smoking because it produces cancer

Prohibition: the negative form of must.

- Tomas. You **mustn't** play with knifes. You can cut your fingers
- You **mustn't** drive this car because you don't have a license.

Need to Do—Important for Someone

We use 'need to' to express that something is important to do.

- She **needs to** go to San Salvador next week.
- Gerardo **needs to** take a rest because he feels so tired.

In the negative form we use don't/doesn't need to for unnecessary things.

- You **don't need to** come to the meeting next week.
- Marlene doesn't **need to** worry about her grades. She studies every single day.[101]

Video description:

Three different videos that include the explanation of have to, need to and must, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Have to, must and need to quiz

1. Monica is allergic to sea products so she ... eat anything made from milk.
a. Doesn't have to
b. Needs to
c. Must not to

2. Smoking causes many diseases. The doctor prohibited you that.
a. You must stop smoking
b. You don't need to stop smoking

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[101] THOUGHCo. (online) retrieved on 01/21/2019 available on https://www.thoughtco.com/must-have-to-and-need-to-in-english-4177288

c. You should stop smoking

3. Motorcycles are not allowed to use the left side of the road. It is just an option
a. Motorcycles must to use the right side.
b. Motorcycles need to use the right side
c. Motorcycles can be used the right side

4. When we were at kinder garden we …… carry our own food.
a. Has to
b. had to
c. Should

5. We………… speak to each other while the teaching is explaining the class.
a. Don't have to
b. Does need to
c. Doesn't have to

6. I …… study for the English exam because it is the last chance to pass the subject.
a. Need to
b. Should
c. Must

7. Miriam's car doesn't start up. She………look for a mechanic as soon as possible.

a. Has to

b. Should

c. Need to

8. Fidel has worked a lot sowing coffee all day. He…….. take a nap after all.

a. Needs to

b. Must not

c. Has

Answers section:

- Sentence #1: A
- Sentence #2: A
- Sentence #3: B
- Sentence #4: B
- Sentence #5: A
- Sentence #6: C
- Sentence #7: A
- Sentence #8: A

MODAL VERBS

Modal verbs are called also auxiliary verbs which are verbs that cannot be used on their own. They are accompanied by another (main) verb.

The following words are modal verbs: Can, Could, May, Might, Must, Should, Will, Would.

Modal verbs are used to express ability, obligation, permission, assumptions, probability and possibility, requests and offers, and advice. Each modal verb can have more than meaning. It will depends on the context of the statement (or question).

You can go to the bathroom. (= permission)

I can play the piano. (= ability)

Structure with Modal Verbs

A Modal verb is followed by another verb in the base form (the infinitive without the 'To') and they are not conjugated (we don't add an 'S' in third person). This is the following structure:

Subject + Modal Verb + Verb (base form of the infinitive)

I can play the piano (NOT: ~~I can to play the piano~~)

He can play the piano (NOT: ~~He can plays the piano~~)

She can play the piano (NOT: ~~She cans plays the piano~~)

Modal Verbs in Negative Sentences

Subject + Modal Verb + not + Verb (base form of the infinitive)

You must not swim in the deepest side of the sea. (= You mustn't swim in the deepest side of the sea.)

Justin cannot speak Spanish. (= He can't speak Spanish.)

We should not be late. (= We shouldn't be late.)

Modal Verbs in Questions

Modal Verb + Subject + Verb (base form of the infinitive)

May I help you?

Can I have another piece of cake please?

Would you like to come with us?[102]

Modal+ have/has + past participle

We use a modal verb with have and the past participle:

Subject	Modal	Have	Past Participle	
They	will	have	arrived	by now
You	might	have	seen	the movie
Linda and Pablo	would	have	been	late

We use a modal verb with have to describe an action from a point of time in the past:

- We were so tired. The boss might have told us to come back tomorrow.

To describe actions from the present

- It is nearly eight o'clock. They will have arrived by now.

To describe actions from the future:

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[102]Woodward English (online) retrieved on 01/21/2019 available on https://www.grammar.cl/english/modal-verbs.htm

- We won't leave the party until they arrive. They might not have had a car to leave the place

To describe actions to refer to past time:

- You should have helped her when Estela asked.
- They might have got lost money. Nobody knows where place they lost.[103]

Video description:

Three different videos that include the explanation of modal verbs, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Modal verbs quiz

1. Alberto…….. speak 4 languages. He learned that ability since he was a child.
a. May
b. Should
c. Would
d. Can

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[103] British Council (online) retrieved on 01/21/2019 available on https://learnenglish.britishcouncil.org/english-grammar/modals-have

2. What are your plans for tonight? ………. you like to go to Los Planes de Renderos and eat Pupusas?
a. Can
b. Might
c. Would
d. Will

3. Marisol …….. go to the el Pital tomorrow . She really feels sick today.
a. Cannot to
b. Might not
c. Couldn't to
d. Should

4. .You ....touch my dog because he looks aggressive; he........be sick.
a. needn't / has to
b. didn't have to / can't
c. mustn't/must
d. could/must

5. While Brenda is on grandparent's house, I ...... water her plants and flowers, or they will die.
a. Can
b. Will have to
c. Should
d. Won't have to

6. Diana's wedding ring is very precious. It.............be really expensive.

a. Could

b. Must

c. Should

d. Will

7. Do you know where my cell phone is? I ……. find it anywhere.

a. Can not

b. Will not

c. Should not

d. Might not

8. Did you bring your umbrella? I guess It …… rain today.

a. Should

b. Might

c. Must

d. Will

9. Which sentence is the correct?

a. You should have helped her when she asked you.
b. You should had help her when she asked you.
c. You should has helped her when she ask you.

10. Which sentence is the correct?

a. Would you have seen the Avengers Movie?

b. Would you has seen the Avengers movie?

c. Would you have saw the avengers movie?

Answers section:

- Sentence #1: C
- Question #2: C
- Sentence #3: B
- Sentence #4: C
- Sentence #5: B
- Sentence #6: B
- Question #7: A
- Sentence #8: B
- Question #9: A
- Question #10: A

Relative pronouns, adverbs and Relative Clauses: Defining and non-defining

subject	Object	possessive
Who	Who(m)	Whose
Which	Which	Whose
That	That	

We use **who** and **whom** for people and **which** for things. Also, we can use **that** for people or things.

We use relative pronouns after a noun, to clarify which person or thing we are talking about: here we have some examples:

- The girls **that** I talked yesterday were my friends.

- There are different countries **which** I would like to visit one day.
- The teacher **who** knows three languages has mastery in business.

We use to describe relative pronouns to tell us more about a person or thing:

- My mother, **who** works in the bank, travels to United States every weekend.
- Julian, **who** is 50, has just retired.

But we do not use that as a subject in this kind of relative clause.

We use **whose** as the possessive form of who:

- This is Fernando, **whose** brother went to college with me.

We sometimes use **whom** as the object of a verb or preposition:

- This is Gabriel, **whom** you met at our house last year.
- This is Israel's brother, with **whom** I went to school.

But nowadays we normally use who:

This is Gabriel, **who** you met at our house last year.

This is Israel's brother, **who** I went to school with.[104]

Relative adverbs

The relative adverb **where** is used after nouns that refer to places:

[104] British   Council   (online)   retrieved   on   01/21/2019   available   on https://learnenglish.britishcouncil.org/english-grammar/relative-pronouns-and-relative-clauses

- The school **where** Joad was born is now workshop. (defining relative clause)
- I flew to Guatemala, **where** I had to catch another plane to honduras. (non-defining relative clause)

The relative adverb **when** is used after nouns that refer to times and dates:

- I used to drink a lot alcohol **when** I was younger. (defining relative clause)
- The happiest day of the week is Friday, **when** we have fun with the co-workers

The relative adverb is used after a reason:

The reason **why** I didn't call you is that I've lost your phone number. (Only in defining relative clauses)[105]

Relative clauses: defining relative clauses and non-defining

Relative clauses add extra information to a sentence by defining a noun. They are two types – defining relative clauses and non-defining relative clauses.

Defining relative clauses: we use to add important information as the following

Look at this sentence.

- Bella going to wear the skirt that I bought in Shopping center.

In this sentence with a defining relative clause tells us which skirt Bella bought.

Non-defining relative clauses: can use most relative pronouns (which, whose etc,) but they CAN'T use 'that' and the relative pronoun can never be omitted.

Look at this sentence:

[105] Grammaring (online) retrieved on 01/22/2019 available on https://www.grammaring.com/relative-adverbs-where-when-why

- The skirt, which is a dark blue colour, only cost $5

Non-defining relative clauses can be used in written English than in spoken English.

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics: Relative pronouns, adverbs and Relative Clauses: Defining and non-defining for the student can get a better understanding and put it into practice in real situations.

Relative pronouns, adverbs and Relative Clauses: Defining and non-defining quiz

1. My sister, ……(that/who) is now living in Santa Tecla, has just had twins.
2. I would like to go to the beach…….. (where/which) we met for the first time.
3. The land……(that/who) cost more than 10,000 dollars, was a present for mi wife.
4. Karina used to do housework……..(when/that) she was a little girl.
5. Rodolfo, …….(that/who) is the soccer player of Alianza team, will play in MLS League.
6. The skirt, …….(who/which) is a dark blue colour, only cost $5
7. The Clinic ……….. (where/when) Jaimito was born is now mall.
8. We broke the television………(that/ who) belonged to my father
9. Selena hates books……..((where/that) have happy endings.
10. The reason …..(where/why) Luis didn't go to the party is because he had a lot homework.

Answers section:

- Sentence #1: who
- Sentence #2: where
- Sentence #3: that

- Sentence #4: when
- Sentence #5: who
- Sentence #6: which
- Sentence #7: where
- Sentence #8: that
- Sentence #9: that
- Sentence #10: why

Future – Will

We normally use WILL to speak about the future. It goes with another verb.

- We use or things that we decide to do now. (Rapid Decisions)
- To make an offer, a promise or a threat.
- We think facts or action in the future(predictions)

Here we have some examples:

- I **will** call Uber for you. You are late.
- I **will** do my best to help you.
- Carol **will** buy some jeans for black Friday

In negative sentences, we add **NOT** to the end of **WILL** and not to the main verb. (= will not). Here we have some examples:

- I **will not** be at home tomorrow.
- Javier **will not** dance unless you invite him.

Questions form.

Examples:

Will they play videogames?

- Yes, they will.

- No, they will not.

Will Marlon buy the ps4?

- Yes, he will.

- No, he won't.

Will Vanessa get angry?

- Yes, she will.

- No, she will not.[106]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

Future will quiz

1. Don't go to bed too late, you….. (not/get) up on time to work tomorrow.

2. When…..you……. in Apopa City? You're parents are asking me that. (arrive)
3. The wet clothing……..(get) dry if you leave them in the sun.

4. If Mariana goes to the gym every day, she……… (have) a great thin body.

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[106] Woodward English (online) retrieved on 01/22/2019 available on https://www.grammar.cl/Notes/Future_Will.htm

5. Ovidio……….(tell) you how far Costa del Sol is from Decameron as soon as I hear anything.

6. Wait! I ………(drive) you to the gas station and find a pharmacy for you.

7. There's someone at the door. ……. You……the door for me? (Open)

8. …….Jonathan……at home this evening? (be)

9. If you eat Pollo campestre twice, you…….(get) sick.

10. The meeting……….(take) place at Cuscatlan Park.

Answers section:

- Sentence #1: will not get
- Question #2: when will you arrive
- Sentence #3: will get
- Sentence #4: will have
- Sentence #5: will tell
- Sentence #6: will drive
- Question #7: will you open
- Question #8: will Jonathan be
- Sentence #9: will get
- Sentence #10: will take

Future going to

When we use going in a phrase to talk about the future, the form is composed of three elements:

The grammatical structure is the following:

The subject + going + the infinitive of the main verb

- *She is going to have lunch*
- *I am going to visit my parents next weekend.*

In the negative form, we just add:

The subject + Not + going + the infinitive of the main verb

- *Camila is not going to meet Eduardo.*
- *Cecilia is not going to study for tomorrow*

In the interrogative form, the structure is the following:

- *Is Camila going to meet Eduardo?*
- *Is Cecilia going to study for tomorrow?*

The use of "going to" refers to future events suggests a very strong association with the present. "Going to" refers to our plans and intentions or to make predictions based on present evidence.[107]

Future perfect simple

We use future perfect simple to describe an event that will be finished by a particular time in the future.

Structure of the future perfect simple is the following:

will have + past participle

Affirmative	Negative	Interrogative
I will / 'll have finished.	I will not / won't have finished.	will you have finished?

Here we have some examples:

- He **will have** sold his new magic's shoes by the time they arrive at the Galaxy store

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[107] Education first (online) retrieved on 01/22/2019 available on https://www.ef.com/wwen/english-resources/english-grammar/future-going/

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- I **will not have** bought my new magic's shoes by the time they arrive at the Galaxy store
- **Will** you **have** sold your new magic's shoes by the time they arrive at the Galaxy store?[108]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics: future going to and future present simple for the student can get a better understanding and put it into practice in real situations.

Going to and future perfect simple quiz

1. Complete with the correct form of the verb: Esmeralda is going to _____ you while you're away."
   a. Miss to
   b. Miss
   c. Missing

2. Pamela _____visit her parents next weekend. She has to take care of her baby
   a. Is not going to
   b. Is going to
   c. Going to

3. Which is the correct question form?
   a. Maribel is going to celebrate her birthday this Friday?
   b. Is Maribel going to celebrate her birthday this Friday?
   c. Is going Maribel to celebrate her birthday this Friday?

4. Which is the correct question form?

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[108] My English pages (online) learn English grammar online retrieved on 01/22/2019 available on https://www.myenglishpages.com/site_php_files/grammar-lesson-future-perfect.php

a. Will you have sold your new Bracos shoes by the time they arrive at the Galaxy store?
b. Will you has sold your new Bracos shoes by the time they arrive at the Galaxy store?
c. You will have sold your new Bracos shoes by the time they arrive at the Galaxy store?

5. They _____ the mathematic exercises by this weekend.
a. Will have completed
b. Will has complete
c. Will have complete
6. Maria _____ the admission exam to enter to UES.
a. Will has taken
b. Will have taken
c. Will have took

7. Mercedes _____ work in one of the important University of El Salvador UFG.
a. Is going to
b. Going to
c. Are going to

8. Jessica _____ study for the test because she already knows everything
a. Are going to
b. Going to
c. Is going to

Answers section:

- Sentence #1: B
- Sentence #2: A
- Question #3: B
- Question #4: A
- Sentence #5: A
- Sentence #6: B
- Sentence #7: A
- Sentence #8: C

CONDITIONALS

THE ZERO CONDITIONAL

We use the zero conditional when the time refers to **now or always** and the situation is **real and possible.** This conditional refers to general truths. Here it is the structure:

If clause	Main clause
If + simple present	**simple present**
If this thing happens	that thing happens.
If you heat ice	it melts.
If it rains	the grass gets wet.

TYPE 1 CONDITIONAL

We use the type 1 conditional in real situations in the present or the future. It refers to a possible condition and its probable result.

If clause	Main clause
If + simple present	**simple future**
If this thing happens	that thing will happen.
If you don't eat well	you will get sick
If you don't work	you will be useful for your family

TYPE 2 CONDITIONAL

We use the type 2 conditional in unreal situations where the time is can be now or any time. These situations refer to a hypothetical condition and its probable result.

If clause	Main clause
If + simple past	**present conditional or present continuous conditional**
If this thing happened	That thing would happen. (but I'm not sure this thing will happen) OR That thing would be happening.
If I spoke ten languages	I would work at the Europe union
If I had a lot money	I would buy a England soccer team

if it snowed in El Salvador	Everybody would be surprised about that

TYPE 3 CONDITIONAL

We use the type 3 conditional in situation that is contrary to reality related to the past. The facts they are based on are the opposite of what they express.

If clause	Main clause
If + past perfect	perfect conditional or perfect continuous conditional
If this thing happened	That thing would have happened. (but neither of those things really happened) OR That thing would have been happening.
If you had learned French	You would have understood the French movie we saw yesterday.
If you had driven a car	You would have arrived on time
If I had accepted that job	I would have earned my own money.[109]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

CONDITIONAL QUIZ

1. What would you if there……… an tsunami near Puerto La Libertad?
a. Would be

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[109] Education First (online) retrieved on 01/23/2019 available on https://www.ef.com/wwen/english-resources/english-grammar/conditional

b. Were

c. Could be

2. If Katherine earns a lof money, she………… a new laptop for her studies.

a. Will buy

b. Would buy

c. Would have bought

3. You………water if you mix hydrogen and oxygen.

a. Would get

b. Get

c. Would have gotten

4. Which replay is correct?

Could you help me to fix the roof of my car?

a. I would if I'd know how to do it.

b. I would if I knew how.

c. I would if I'd know how to do it.

5. If you………..shorts in the beach, you will feel more comfortable.

a. Wear

b. Wore

c. Wearing

6. If Patricio…………. More careful, he wouldn't keep breaking things.

a. Would be

b. Could be

c. Were

7. I……….. to the Alexandra's house if I wasn't too busy with my homework.

a. Would go

b. Will go

   c. Go

8. Which sentence is the correct?
a. Misael would have being happier if he had won the lottery.
b. Misael would has been happier if he had won the lottery.
c. Misael would have been happier if he had won the lottery.

9. Which sentence is the correct?
a. Rosibel would have called you if she hadn't forgotten her cell phone at home.
b. Rosibel would has called you if she hadn't forgotten her cell phone at home.
c. Rosibel would have call you if she hadn't forgotten her cell phone at home.

10. If babies………hungry, they cry.
a. Would be
b. Are
c. Will be

Answer section:

- Question #1: B
- Sentence #2: A
- Sentence #3: B
- Question #4: B
- Sentence #5: A
- Sentence #6: C
- Sentence #7 A
- Question #8: C
- Question #9: A
- Sentence #10: B

UNIT 3

Description of the unit:

In this unit, the students are going to be able to study the following topics: Past perfect simple, past perfect progressive, articles, passive voice I, passive voice II, full/bare Infinitive, -ing form, would prefer and would rather. These topics will help to increase the students 'knowledge and understand them in a better way.

General objective:

To apply the topics that you will see in this virtual course with the purpose to use them in real situations.

Specific objective:

To practice each topic with the commitment of learning the main idea of each topic

To study this information with the responsibility of looking at every interactive section the virtual course has.

Topics

<u>ARTICLES</u>

Articles are words that define a noun as specific or unspecific. They classify definite article and indefinite article.

The most common articles are the, a, an.

We use the definite article to limit the meaning of a noun to one particular thing. The definite article can be used with singular, plural, or uncountable nouns. Here we have some examples:

- Please give me **the** black pen
- Please give me **the** black pen; **the** blue one doesn't have enough ink.

We use the indefinite article to indicate that a noun refers to a general idea rather than a particular thing. We can use either **a** or **an.** The indefinite article only appears with singular nouns. Here we have some examples:

- There is **a** cat in the neighbourhood.
- Veronica has **a** backpack
- Mauricio buys a watch at Metrocentro

Exceptions: Choosing A or An

We are going to use **A** before words that start with consonants and **AN** before words that begin with vowels.

Article Before an Adjective

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is **article + adjective + noun.** If the article is indefinite, choose **a or an** following the rule explained before.

Indefinite Articles with Uncountable Nouns

Uncountable nouns refers to intangible things that we cannot count (information, liquids, things that are too large or numerous to count, equipment etc.)

- Could you please give me **some** water?
- We need to buy **some** ice cream for the kids
- Karen is waiting for **some** information about the concert.

However, we describe the water in terms of countable units (like bottles, in these case containers); you can use the indefinite article.[110]

- A carton of orange juice
- A slide of pizza
- A package of cookies etc.

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

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[110] Grammarly blog (online) retrieved on 01/23/2019 available on https://www.grammarly.com/blog/articles/

Articles quiz

Complete the following sentences using the appropriate article.

1. I want ……apple from …… supermarket.
   a. a/the
   b. an/the
   c. some/an
2. She must learn how to use………laptop from…….office.
   a. An/a
   b. The/the
   c. Some/the

3. I need a favor from you. Can you borrow me…….money?
   a. The
   b. Some
   c. A

4. Tomas is reading…….. fiction book at…….. moment.
   a. a/an
   b. an/the
   c. a/the

5. A: How many times do you go to…….gym? B: at least……..week.
   a. The/an
   b. a/the
   c. the/a

6. Elena is………student from……..Universidad Francisco Gavidia.
   a. a/the
   b. an/the
   c. some/the

7. Have you ever been to…….city of El Salvador?
   a. A

b. An
c. The

8. We need to buy………water for the trip to El Boqueron.
a. The
b. An
c. Some

Answers section:

- Sentence #1: B
- Sentence #2: B
- Question #3: B
- Sentence #4: C
- Question #5: C
- Sentence #6: A
- Question #7: C
- Sentence #8: C

ACTIVE AND PASSIVE VOICE

We need to know the differences between active and passive voice where they expressed the main idea of the sentences but only the structure changes.

We use the active voice when the subject acts upon the object. And for the passive voice when is acted upon by the subject.

Active voice: Subject + verb + object

Passive voice: Object + verb + subject

Look at the following chart for you to get a better understanding of the topic.

Active voice	Passive voice
Valery eats some fruit	Some fruit are eaten by Valery
Andres sings some Algodon songs	Some algodon songs are sung by Andres

Here we have the example:

- Miss Maria makes tortillas (active)
- The tortillas are made by Miss Maria (passive)
- Emerson buys a car (active)
- The car is bought by him (passive)

Remember: the word (By) will be used before the subject in the passive voice.

- The cell phone is sold **by** his father

Also, other words like: with or to can be replaced for (by) depending upon the subject of the sentence. They are not very common in some cases.

- I know Brandon (active)
- Brandon is known **to** me (passive)
- Water fills the black container (active)
- The black container is filled **with** water (passive)[111]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

Passive voice quiz

1. Complete the following sentence using the passive voice form.
   The money………(send) to Manuel more than one week ago.

2. Karen paints the walls of a house
a. The walls of a house is pain by Karen
b. The walls of a house is pain for Karen

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[111] Studyandexam.com (online) retrieved on 01/23/2019 available on https://www.studyandexam.com/active-passive-voice.html

c. The walls of a house is painted by Karen

3. My father checks the motorcycle every weekend
a. The motorcycle is checked every weekend by my father
b. The motorcycle is checks every weekend by my father
c. The motorcycle checked every weekend by my father

4. The "Minimum vital" ……………. By Alberto Masferrer.
a. Was written
b. Written
c. Wrote
5. Many tourists visit El Salvador
a. El Salvador is visited by many tourists
b. El Salvador visited by many tourists
c. El Salvador is visit by many tourists

6. Two cops…………..(kill) by criminal groups.

7. Wine ………..(make) from grapes.

8. The email……..(not/send) until tomorrow morning.

9. Fatima wears a new elegant pair of heels.
a. a new elegant pair of heels are worn by Fatima
b. a new elegant pair of heels are wore by Fatima
c. a new elegant pair of heels are wear by Fatima

Answers section:

- sentence #1: is sent
- sentence #2: C
- sentence #3: A
- sentence #4: A
- sentence #5: A
- sentence #6: are killed

- sentence #7: is made
- sentence #8: won't be sent
- sentence #9: A

Gerunds and Infinitives

We are going to use gerunds after certain verbs, prepositions and as the subject or object of a sentence. Here we have some verbs where we can use gerunds.

- Enjoy, fancy, discuss, dislike, finish, mind suggest, recommend, keep and avoid.

Examples:

- I enjoy watching movies on the weekend
- I finished doing the science homework.
- Lisa avoids asking too much about her parents

Also, we use infinitive after certain verbs and many adjectives. For example:

- Agree, decide, plan, hope, learn, promise.
  - I decided to choose the best option available
  - Rebeca promises to love him for the rest of her life
  - I learn to speak the English language.

We can use an object before the infinitive with these verbs:

- Ask, help, want, would like.
  - The teacher asked Johana

At the same time, we use the bare infinitive the infinitive without "to after modal verbs, some verbs of perception and expression such as "why". Here we have some examples:

- I can **give** you some money for your trip.
- I watched her **walk** away
- why **go** out the night before an exam?[112]

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[112] Perfect English Grammar (online) retreived on 23/01/2019 available on https://www.perfect-english-grammar.com/gerunds-and-infinitives.html

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

Gerunds and Infinitives quiz

1. Carlos enjoys………..(have) a bath in the evening.
2. Bella helped me………(do) with my homework.
3. Nancy discussed………(not/go) to the central park but at the end she went.
4. They plan……..(start) their own business of selling tortillas
5. Claudia suggested……….(work) in important companies
6. She wants …….. (come) with us.
7. Do you mind………taking the bus or Uber?
8. Mr Franco, I regret………. (inform) that your father has passed away.

Answers section:

- Sentence #1: having
- Sentence #2: to do
- Sentence #3: not going
- Sentence #4: to start
- Sentence #5: working
- Sentence #6: to come
- Question #7: taking
- Sentence #8: informing

WOULD RATHER AND PREFER.

We can use either would rather or would prefer when we're talking about general preferences. Prefer is followed by verb-ing. However, when we are talking about specifics, would rather is used as an alternative to would prefer to followed by an infinitive. **Would rather** is very common in spoken English and is often abbreviated to **'d rather**. Here we have the following contractions I'd / you'd / he'd / she'd / we'd / they'd rather…

Now we can see the difference between them in the following example:

I'd rather do x than do y

I prefer doing x to doing y

- I prefer listening to cumbia music to playing football.
- I'd rather listen to cumbia music than play football.
- They'd rather have the strawberries by themselves, but I'd prefer to have them with cream.
- My mother would rather we caught Uber, rather than walk home after the weeding.

However, **rather than** means instead of and can be used in combination with would prefer to and would rather.

- Amilcar's mother would prefer us to email me once a week, rather than spend half an hour on the phone every night.

Remember that **'d better** is similar to **'d rather**, is used to suggest necessary action. **'d** is the abbreviated form of had, not would. Like 'd rather, 'd better is followed by the bare infinitive without to.

- We**'d better** not be late for my first day at work. It would be unforgivable to arrive late.
- You**'d better** phone him and tell him that you're going be late.[113]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

Would rather and prefer quiz

1. I prefer football……basketball
a. To
b. Than
c. That

[113] BBC world service (online) retrieved on 01/23/2019 available on http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv107.shtml

2. Miriam……….stay at the Intercontinental Hotel …….San Diego Hotel.
a. Would rather/to
b. Would rather/than
c. Would prefer/than

3. I don't want to go out. …………..stay Correct home.
a. I'd rather
b. I'd prefer

4. Llamanto prefer playing Fifa ….. Call of Duty
a. Than
b. That
c. To

5. Marcia………..eat Italian food……Mexican food.
a. I'd rather
b. I'd prefer

6. …………you stayed with me and the cousins.
a. I'd rather
b. I'd prefer

7. Gabriela's team ………. to accept a low score to nothing
a. Would prefer
b. Would rather

8. Vanessa………to celebrate her 15th anniversaries of being married.
a. Would prefer
b. Would rather

Answers section:

- Sentence #1: A
- Sentence #2: B
- Sentence #3: A
- Sentence #4: C
- Sentence #5: A
- Sentence #6: A
- Sentence #7: A
- Sentence #8: A

UNIT 4

Description of the unit

In this unit, the students are going to be able to use and put in to practice the following topics: Reported Speech, Statements, Questions, Commands, Requests, Clauses of concession and purpose, all / both / neither / none / either both / neither nor / either or. These topics will help to increase the students 'knowledge and understand in a better way

General objective

To provide the appropriate information of each topic such as the uses, the grammatical structure and the functions.

Specific objective

To study all the topics with the objective of reaching a great proficiency level of the language

To practice every single quiz with the purpose of having better understanding in each topic

Topics

REPORTED SPEECH (Statements)

We report the meaning of what someone said without using the exact words. In other words, to paraphrase what we heard from someone else. We usually use the words **say** or **tell**, followed by that (which can be omitted). While we are reporting something, we have to use quotation marks.

Here we have the following examples:

We use **say** when there is no indirect object

- "Mario can play the drummer", he said.
- **He said** that he could play the drummer.

We use tell when there is indirect object in the sentence.

- **Sandra told Freddy** she would be out of the city some days.

When we switch a sentence from Direct to reported speech, pronouns and possessive adjectives change according to the meaning of the statement. Here we have some examples:

Present simple ⟶ Past simple

- Ana said, "I want to graduate this year"
- Ana said (that) she wanted to graduate this year.

Present progressive ⟶ Past progressive

- Boris said " I am watching a movie with my girlfriend"
- Boris said he was watching a movie with my girlfriend

Past simple ⟶ Past perfect simple

- Tobias said " I went to the party with my friends yesterday"
- Tobias said he has gone to the party with my friends yesterday

Present perfect simple ⟶ Past perfect simple

- Andrea said " I've seen Cars movie plenty of time"
- Andrea said she had seen Cars movie plenty of time

Will ⟶ Would

- Kricia said " I will help you later with that"
- Kricia said she would help you later with that.

Can ⟶ could

- Evelyn said " I can teach you English"
- Evelyn said she could teach you English.

May ⟶ Might

- Paula said "I may go to Panama"
- Paul said she might go to Panama

Must ⟶ Had to

- Arnold said " you must stop smoking"
- Arnold said I had to stop smoking

REPORTED SPEECH (Question)

We use questions with the reporting verbs **ask, wonder** and the expression **want to know.**

Note: the reported questions are in the affirmative form.

- "Why didn't you study for the test?" The teacher asked.
  The teacher asked me **why** I hadn't studied for the test

If the direct question starts with a question word, it would start with the same question word in the sentence.

- Where are you going tonight? Milton asked.
  Milton asked me **where** I was going.

If the direct question does not start with a question word, this one will start with if or whether.

- Did you enjoy Miss Carranza class? She asked.
  She asked me **if/whether** I had enjoyed Miss Carranza class.

REPORTED SPEECH (Commands and Requests)

We normally use **tell, beg, command, advise, warn** or **order** when we are talking about commands and **ask** when we are requesting something. Here we have some examples:

- "Brush your teeth, Daniel" said Fatima
  Fatima told Daniel to brush his teeth
- "Keep our secret, ok" said Wendy
  Wendy asked me to keep our secret.

When the request is in the question form, it is going to be presented like the following example:

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- Can you borrow me that book, please? Dennis asked me.
  Dennis asked me if/whether I could borrow him that book.
  Dennis asked me to borrow him that book.[114]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

Reported speech quiz

1. Report this sentence correctly.
a. Ricardo said that he could learn to dance really fast
b. Ricardo told that he could learn to dance really fast
c. Ricardo said me that he could learn to dance really fast

2. There was a car accident outside La Gran via
a. Miguel said there were an accident outside the supermarket.
b. Miguel said there has been an accident outside the supermarket.
c. Miguel said there had been an accident outside the supermarket.

3. Can you lend me some money, please? Rafael asked me.
a. Rafael asks me if you can lend me some money
b. Rafael asked me if you can lend me some money
c. Rafael asked me that you can lend me some money

4. Which sentence is NOT correct?
a. Yolanda said she had to stop eating fast food
b. Rocio said she could finish the homework on time.

[114] H.Q Mitchell, Malkogianni M (2014) *Pioneer student's book level B1+* EU American edition. (pag 171-173)

c. Mario said he will go to the party tonight

5. Alexia said " I am going to leave early today"
a. Alexia said she will leave early today
b. Alexia said she was going to leave early today
c. Alexia said she has been leaving early today

6. Where are you going tonight? Nelson asked.
a. Nelson asked me where I was going tonight.
b. Nelson asks me where I was going tonight.
c. Nelson asked that where I was going tonight.

7. Luis: "I can't chat because I'm working".
    Luis said that he……………… because he was working
a- Cannot talk
b- Could not talk
c- Was not talking

8. Paula said "I may go to Morazán this weekend"
a- Paula said she goes to Morazán this weekend
b- Paula said she might go to Morazán this weekend
c- Paula said she will go to Morazán this weekend

Answers section:
- Sentence #1: A
- Sentence #2: C
- Question #3: B
- Question #4: C
- Sentence #5: B
- Question #6: A
- Sentence #7: B
- Sentence #8: B

Clause of concession and purpose

We use Clause of concession to express contrast or opposition to the main clause.

Although / even though + subject + verb here we have some examples:

- Although / even though Irwin was thirsty, he did not buy any bottle of water during the road.

In spite of / despite + noun / -ing form / what

- Despite the strong earthquake, we don't suffer any damages
- In spite of feeling tired, victor went to the concert with his friends.

In spite of / despite + the fact + that –clause

- He went to work in spite of/despite the fact he had a headache.

We use clause of purpose to present the purpose of an action.

To/ so as (not) to / in order (not) to + base form

- we walked in quietly so as not to wake up the children

So that + can / may /will (not) (present future time reference)

- Melany must study a lot so that she can take some time off whenever she wants

So that + could / might / would (not) (past time reference)

- Harold took his motorcycle to the garage so that the mechanic could take a look at it.[115]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

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[115] Ibidem pages (165 and 171)

Clause of concession and purpose quiz

1. Maribel studied that part……….. to forget.
a- In order not to
b- In spite of
c- Although

2. …….. being a famous person, he is rather unhappy.
a- In spite
b- Despite
c- Although
3. We bought more English books……….everyone could have one
a. Despite
b. So that
c. Although

4. It is better to drive slowly……. have an accident.
a. in spite of
b. even though
c. in order not to

5. ………Cristian has a motorcycle, he doesn't often ride with it.
a. In spite of
b. Even though
c. So that

6. ………. studying very hard, he still didn't pass the exam.
a. Despite
b. In spite
c. So that

7. ………we live in the same neighborhood, we rarely see each other.
a. Despite

    b. In spite of

    c. Although

8. …………dealing with the rain, we decided to go to the cinema.
    a. In spite of

    b. Although

    c. Even

Answers section:

- Sentence #1: A
- Sentence #2: B
- Sentence #3: B
- Sentence #4: C
- Sentence #5: B
- Sentence #6: A
- Sentence #7: C
- Sentence #8: A

ALL / BOTH / NEITHER / EITHER / NONE

We use neither, not...either or both when we have two people or things in mind, but if we have more than two, none, not...any or all. **Neither, not...either and none** are usually treated as singular words in a formal style; but as plurals, **None of + a determiner + an uncountable** noun is also possible:

Here we have some examples:

- **None of** this farming of coffee belongs to them.
- **Neither of** my cats is grey.
- There are two cakes. Please have one. You can have **either** one.

However, **all** and **not...any**, we take a singular verb if they come before uncountable nouns; and a plural verb, before plural nouns. For example, **all (of)** the money is

singular; but **all (of)** the houses, plural. Regarding with **both**, it always accompanies plural nouns, and it always takes plural verbs:

Here we have some examples:

1. **Both of** the children went to the store yesterday.
2. **Both** the children do their homework
3. **Both** children passed their exams.
4. **Both of** them are carol singers.
5. **All of** the children love apples.
6. **All** the children have got flu.
7. **All** children need to sleep well.
8. **All of them** love their mother country.

The meaning of the first three examples above is the same but the third one is the most formal. In the fifth and sixth instances, they are synonyms, but, in the seventh, it refers to children in general, whereas, in the others, to a particular group of children. If both and all are followed by a pronoun, of is necessary, as in the fourth and eighth examples above.[116]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics for the student can get a better understanding and put it into practice in real situations.

All / both / neither / either / none quiz

1. Do _____ of you have any pen I can borrow?

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[116]   Polseguera   (online)   retrieved   on   01/25/2019   available   on http://www.polseguera.org/advanced_english_grammar/neither_none_both_all.php

a. Either

b. Neither

c. Both

2. Which sentence is Not correct?

a. Both of girls like playing dolls

b. Both girls like playing dolls

c. Both of the girls like playing dolls

3. Which sentence is correct?

a. Neither Juan and Pedro live here

b. Neither of them lives here.

c. Neither of they lives here.

4. Which sentence is correct?

a. All of the money is for charity

b. Both the money is for charity

c. Neither the money are for charity

5. They were _____ eager to watch Alianza vs Fast Match.
a. Both

b. Either

c. Neither

6. 'I know you don't like me. I don't like you _____

a. Neither

b. Either

c. All

7. Which sentence is the correct?

a. None of the houses has what I'm looking for.

b. Neither of the houses have what I'm looking for.

c. Either of houses has what I'm looking for.

8. _____ Diana and Alejandra are brilliant girls at school.

a. Neither

b. Either

c. Both

Answers section:

- Question #1: A
- Question #2: A
- Question #3: B
- Question #4: A
- Sentence #5: A
- Sentence #6: B
- Question #7: A
- Sentence #8: C

Advance English intensive

Description of the course:

This course is designed for students to put in practice in a systematic way the four skills that are necessary to convey the domain of the English which are: speaking, listening, reading and writing, in this course the students will have the opportunity to put in practice all the knowledge acquired during the previous courses in real life situations. In these courses as well, the students are going to be able to express what's the story, make an impact, does crime pay, travel and vacation.

General objective:

To provide necessary information for the students applying the four skills.

Specific objectives:

To practice with the information and vocabulary applying the different abilities.

To understand the importance of the application of the four skills in the real life.

Unit 1

Description of the unit:

In this unit the students are going to learn how to express information a job worth doing applying the following topics; present simple versus present progressive, stative verbs. Then, they are going to learn how to express chillax applying the following topics: present perfect simple, present perfect progressive and comparisons. Finally, in this unit they are going to convey experience the world applying the following topics: simple past, past progressive and used to. This course is focus in the four-skill speaking, listening, reading and writing to create a very competent student.

General objective:

To state a job worth doing, chillax and experience the world applying the different topics.

Specific objectives:

To understand the use and application of the topics put in practice the four skills

To apply the topics in real situation with others using the different English abilities.

Topics:

Present simple versus present progressive

Uses:

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

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

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

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

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

- Do you smoke?
- I play soccer every Tuesday.
- I don't travel by taxi very often.

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

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

Future Uses

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

- School begins at seven tomorrow.
- What time does the movie start?
- The plane doesn't arrive at El Salvador at seven. It arrives at seven thirty.

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

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

Conditional Uses

7: We use the present simple in the first and the zero conditionals. (See the conditionals section for more information.)[117]

- If it rains, we won't come.
- If you heat water to 100 degrees, it boils.

<u>Present progressive</u>

We use the present continuous (am/is/are + -ing) to talk about temporary things which have begun but haven't finished. They are often happening now, at this moment.

Here are some examples of things happening now.

- I'm just uploading some photos to Facebook and I'm sending a message to Roberto.
- We're all riding motorcycles and the sun's shining.
- They're waiting for me to start the class!

2. **For questions you just change round the subject and the verb to be. So, you are > Are you, then add the –ing form. Sometimes you need a question word first.**

- Are you working hard for the test?
- What are you doing?
- Is anybody sitting here?

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[117] Perfect English Grammar (online) When Should I Use the Present Simple Tense? Retrieved on 01/22/2019 available in https://www.perfect-english-grammar.com/present-simple-use.html

For negatives you add not after the verb to be. Don't forget to use a contraction if you're speaking.

- You're not really studying at all, are you? (or You aren't really studying…)
- They aren't using the classroom at the moment.
- This English program isn't working.

but I suppose there are some spelling rules for –ing forms?

Yes, you're right. If a verb ends in e, you take off the e and add –ing

- have - having   ride - riding

If a verb ends in a vowel + a consonant, the consonant is usually doubled before you add –ing.

- swim - swimming   run - running

- But be careful with verbs with more than two syllables where the stress isn't on the last syllable. With those you don't double the consonant.

- visit - visiting   open - opening

but there is a group of verbs which are called state verbs which we use for states (not actions) and we don't usually use these in the continuous form.

want - need - like - love - hate - prefer - believe - think - know - realise - understand - recognise - suppose - be - exist - appear - look - seem - belong - have (for possession) - own - feel - smell – taste.

Description of the video:

Three different videos that include the explanation of the simple present and present progressive, as well some examples and uses for a better understanding of this topic,

the students will be able to watch the three different videos that can help them to have a better explanation for them.

Simple present versus present progressive quiz:

1. In El Salvador most people _____ at least two languages.
   a. Are speaking
   b. Speak

2. Languages _____ very fast. Half of world's languages will disappear by 2100.
   a. Are disappearing
   b. Disappear

3. You can't see Eduardo now; he _____ a bath.
   a. ´s having
   b. Has

4. Please keep quiet, I _____ to the radio. You know I _____ to the news in the mornings.
   a. ´m listening/ listen
   b. Listen/ ´m listening

5. What time _____?
   a. Does the first train leave
   b. Is the first train leaving

6. I _____ a sweater, but today I _____ one because it's unusually cold.
   a. Never wear/´m wearing
   b. ´m never wearing/ wear

7. I finished watching the novel you recommended. Now I _____ another one.
   a. Watch
   b. ´m watching

8. What _____ tonight? Would you like to come and watch the Alianza game?
   a. Do you do
   b. Are you doing

9. Nobody _____ Aguila will win the match.
   a. Is thinking
   b. Thinks

10. You look worried. What _____?
    a. Are you thinking
    b. Do you think

Answers sheet

1. B
2. A
3. A
4. A
5. A
6. A
7. B
8. B
9. B
10. A

Stative verbs

Some English verbs, which we call state, non-continuous or stative verbs, aren't used in continuous tenses (like the present continuous, or the future continuous). These verbs often describe states that last for some time. Here is a list of some common ones:

Stative (or State) Verb List

like	know	belong
love	realise	fit
hate	suppose	contain
want	mean	consist
need	understand	seem
prefer	believe	depend
agree	remember	matter
mind	recognise	see
own	appear	look (=seem)
sound	taste	smell
hear	astonish	deny
disagree	please	impress
satisfy	promise	surprise

doubt	think (=have an opinion)	feel (=have an opinion)
wish	imagine	concern
dislike	be	have
deserve	involve	include
lack	measure (=have length etc)	possess
owe	weigh (=have weight)	

A verb which isn't stative is called a dynamic verb and is usually an action.

Some verbs can be both stative and dynamic:

Be

be is usually a stative verb, but when it is used in the continuous it means 'behaving' or 'acting'

- you are smart = it's part of your personality
- you are being smart = only now, not usually

Think

think (stative) = have an opinion

- I think that coffee is great

think (dynamic) = consider, have in my head

- what are you thinking about? I'm thinking about my next holiday

Have

have (stative) = own

- I have a car

have (dynamic) = part of an expression

- I'm having a party / a picnic / a bath / a good time / a break

See

see (stative) = see with your eyes / understand

- I see what you mean

- I see her now, she's just coming along the street

see (dynamic) = meet / have a relationship with

- I've been seeing my boyfriend for three years
- I'm seeing Rodrigo tomorrow

Taste

taste (stative) = has a certain taste

- This beef soup tastes great
- The coffee tastes really bitter

taste (dynamic) = the action of tasting

- The chef is tasting the Salvadoran bean soup

('taste' is the same as other similar verbs such as 'smell')

Video´s description

Three different videos that include the explanation of the stative verbs, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Stative verbs quiz:

Choose the correct answer:

1. Do you _____ the answer of this question Mr. Gonzalez?
   a. Depend on
   b. Know
   c. Include

2. Josue _____ dessert every day after running at Bicentenario Park.
   a. Has
   b. Eats
   c. Possesses

3. I _____ good about the San Salvador´s race results.
   a. Am
   b. Were
   c. Feel

4. She _____ her grandmother physically and as well in attitude.
   a. Imagines
   b. Resembles
   c. walks with

5. Do you _____ they will win the Soyapango´s marathon this year?
   a. Think
   b. Involve
   c. Promise

6. They really _____ everything you did for them when they lost their house by the earthquake.
   a. Include
   b. Appreciate
   c. Dislike

7. I think the teacher was _____ with my speech about the currently violence in El Salvador.
   a. Involved
   b. Measured
   c. Satisfied

8. Can you _____ the coffee brewing in my grandmother kitchen?
   a. Feel
   b. Smell
   c. Dislike

9. I still _____ a lot of money of my student loans to the Banco Agricola bank.
   a. Deserve
   b. Owe
   c. Involve

10. You _____ more shoes than anyone else I know!
    a. Dislike
    b. Suppose
    c. Have

Answers sheet:

1. B
2. A
3. C
4. B
5. A
6. B
7. C
8. B
9. B
10. C

Present perfect simple versus present perfect progressive

Uses:

The present perfect simple suggests completion while the continuous suggests something is unfinished.

Present Perfect Simple and Present Perfect Continuous

We use the present perfect tense to talk about things where there is a connection between the past and the present.

- He's written 16 books.
- He started writing books at some time in the past. So far, he has written 16 books. He may write more books.

As well as the present perfect simple, we can use the present perfect continuous tense to talk about events with a connection to the present.

1 Look at these 2 sentences:

- I've been decorating the house this summer. The focus is on the action – decorating – and the action is unfinished.
- I've painted the living room blue. The focus is on the finished result. The activity is finished but we can see the result now.

We use the present perfect continuous when the focus is on an activity that is unfinished.

2 Look at these two sentences.

- I've read that book you lent me. I finished it yesterday.

- I've been reading that book you lent me. I've got another 50 pages to read.

The present perfect simple (I've read) gives the idea of completion while the present perfect continuous (I've been reading) suggests that something is unfinished.

3 Look at these two sentences.

- She's been writing emails for 3 hours.
- She's written 10 WhatsApp messages to Juan.

The present perfect continuous (has been writing) talks about how long something has been happening. The present perfect simple (has written) talks about how much/how many have been completed.

4 Look at these two sentences.

- I've worked here at UFG for thirty years.
- I usually work in La Union, but I've been working in San Miguel for the last 3 weeks.
- We can use the present perfect simple to talk about how long when we view something as permanent. But the present perfect continuous is often used to show that something is temporary.[118]

Video´s description

Three different videos that include the explanation of the simple present perfect and the present perfect progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Simple present perfect versus simple present progressive quiz

1. I _____ and my legs are really tired now.
a. ´ve cycled
b. ´ve been cycling

2. I'm sorry I'm late, _____ for a long time?
a. Have you waited
b. Have you been waiting

---

[118] British council (online) retrieved on 01/22/2019 available in https://learnenglish.britishcouncil.org/zh-hans/intermediate-grammar/present-perfect-simple-and-present-perfect-continuous

3. How long _____ Pedro?
a. Have you known
b. Have you been knowing

4. Raul _____ my cookies. There are none left.
a. Has been eating
b. Has eaten

5. Rolando _____ my snacks. There are very few left.
a. Has been eating
b. Has eaten

6. How many books_____?
a. Has she been writing
b. Has she written

7. Luisa must be tired. She _____ all afternoon.
a. Has written
b. Has been writing

8. I _____ Alfredo Espino books all afternoon? I _____ 5 chapters.
a. ´ve bee reading/ ´ve read
b. ´ve read/´ve been reading

9. I think I _____ chocolate since I was born.
a. ´ve liked
b. ´ve been liking

10. They _____ around El Salvador for months, and they _____ three touristic places so far.
a. Have been traveling / have visited
b. Have travelled/have been visiting

Answers sheet:

1. A
2. B
3. A
4. B
5. A
6. B
7. B
8. A
9. A
10. B

Comparison

Adjectives and adverbs can be used to make comparisons. The comparative form is used to compare two people, ideas, or things. The superlative form with the word the is used to compare three or more. Comparatives and superlatives are often used in writing to hedge or boost language.

Here are some rules and examples of how to form the comparatives

Adjective or Adverb	comparatives	
One-syllable adjectives	small	smaller
	fast	faster
	large	larger
	big	bigger (Note the spelling here)
Most two-syllable adjectives	thoughtful	more/less thoughtful
	useful	more/less useful
Adverbs ending in -ly	carefully	more/less carefully
	slowly	more/less slowly
Two-syllable adjectives ending in -y	sleepy	sleepier
	happy	happier
Two-syllable adjectives ending with –er, -le, -or, or –ow	little	littler
	narrow	narrower
	gentle	gentler
Three or more syllable adjectives	intelligent	more/less intelligent
	important	more/less important

Two-Syllable Adjectives That Follow Two Rules (either form is correct)	
Adjective	Comparative
clever	more/less clever
	cleverer
simple	more/less simple
	simpler
friendly	more/less friendly
	friendlier

Irregular Adjectives	
Adjective	Comparative
good	better
bad	worse
far	farther
little	less
few	fewer

To form comparative sentences, use the comparative with the word than. Here are some examples:

- Fewer participants volunteered for drama project.
- Languages school in El Salvador was less expensive than medicine school.
- His job application was processed more quickly than he thought.

It is also possible to use (not) as…as to express similarity or differences. Here are [119]some examples:

- Reading is as enjoyable as writing.
- The investigation results were as conclusive as in previous studies.

[119] Walden University (online) a higher degree, a higher purpose retrieved on 01/23/2019 available in https://academicguides.waldenu.edu/writingcenter/grammar/comparisons

- Finding participants for the drama performance was not as easy as I thought.
- Her level of experience in teaching was not as extensive as her employer had hoped.

Video´s description

Three different videos that include the explanation of the comparisons, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Comparison quiz

1.   Which word completes the sentence?

The car went as fast ___ a motorcycle.

a.   like

b.   than

c.   as

2.   What is the best way to complete the sentence?

I am not _____ my brother.

a.   hard-working as

b.   more hard-working as

c.   as hard-working as

3.   My arm still hurts, but it has not... bad... it was before.

a.   So/that

b.   As/as

c.   Too/to

4.   Camila is _____ than my cousin Pamela.

a.   Younger

b.   As young as

c.   As younger

5.   _____ Money you spend, _____ you can save.

a.   As/as

b.   The more/the less

c.   Too/to

6.   _____I see my girlfriend ____ I like her.

a.   Too/to

b.   As/as

c.   The less/the more

7.   Tonight is Miguel's party and you can eat __ much ___ you want.

a.   As/as

b.   Too/to

c.   More/less

8.   A painting is _____ than a photo.

a.   Better

b.   As better as

c.   As better

9.   Mercedes is _____than Graciela.

a.   As clever as

b.   Too claver

c.   Clever

10.   My cousin Carlos is ___ taller ___ I am.

a.   Too/to

b.   More/less

c.   As/as

Answer sheets:

1. C
2. C
3. B
4. A
5. B
6. C
7. A
8. A
9. C
10. C

<u>Past simple versus past progressive</u>

1. Use

Simple Past	Past Progressive
• action finished in the past (single or repeated) • series of completed actions in the past	• action was in progress at a special time in the past • two actions were happening at the same time (the actions do not influence each other)

2. Form

Simple Past	Past Progressive
• regular verbs: infinitive + -ed • irregular verbs: 2nd column of the table of the irregular verbs	(was or were) + infinitive + -ing

3. Examples

3.1. Affirmative sentences

Simple Past	Past Progressive
I played soccer at El Cuscatlan.	He was playing Soccer at El Cuscatlan.
You watched my favorite novel.	You were watching your favorite novel.
He worked as a teacher at UFG.	He was working as a teacher at UFG.

3.2. Negative sentences

Simple Past	Past Progressive
I did not visit the Bicentenario park.	He was not visiting the Bicentenario park.
You did not write a book	You were not writing a book.
He did not listen Hermanos Flores music	He was not listening Hermanos Flores music.

3.3. Questions

Simple Past	Past Progressive
Did I eat pupusas?	Was I eating pupusas?
Did you sing a salvadoran song?	Were you singing a salvadran song?
Did he play the guitar?	Was he playing the guitar?

4. **Spelling**

Simple Past	Past Progressive
- stopped (Double the consonant after a short vowel.) - loved (one *-e* at the end of the word → Add only *-d.*) - worried (consonant before *-y* →	- sitting (Double the consonant after a short vowel.) - writing (Drop the *-e.*) - lying (Change *-ie* to *-y.*)

Change to *-i.*)

5. Use

Both tenses are often used in one sentence:

While we were sitting at the breakfast table, the telephone rang.

We were sitting at the breakfast table when the telephone rang.[120]

- *Past Progressive* → we were sitting at the table

- *Simple Past* → the telephone rang.

The action in the Simple Past (pink) interrupts the action in the Past Progressive (blue).

Video´s description

Three different videos that include the explanation of the past simple versus past progressive, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Past simple versus past progressive quiz

1) I _____ (sit) in a café in San Salvador city when you _____ (call) to ask for money.

2) When you _____ (arrive) at the Santa Tecla party, who _____ (be) there celebrating the championship cup?

3) Susana Rubio _____ (watch) a film at Cinemark in Metrocentro when she _____ (hear) the noise of a camera.

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[120] Englisch- hilfen.de (online) retrieved on 0123/2019 available in https://www.englisch-hilfen.de/en/grammar/simple_past_progressive_contrasted.htm

4) Yesterday I _____ (go) to the municipal library, next I _____ (have) a swim in Flor Blanca swimming pool, later I _____ (meet) Jose Angulo for pupusas.

5) We _____ (play) soccer in Francisco Barraza stadium when Juan_____ (hurt) his should after a jump.

6) What _____ (they/do) at 10pm last night in Cuscatancingo - it was noisy?

7) He_____ (take) a shower to get ready for the English classes when the telephone _____ (ring).

8) He _____ (be) in the kitchen when someone _____ (knock) at the door.

9) When I _____ (walk) to my UFG office, everyone _____ (work) in a project.

10) He _____ (live) in El Salvador when the civil war _____ (start).

Answer sheet:

1. Was sitting / called
2. Arrived / was
3. Was watching / heard
4. Went/had/met
5. Were playing/ hurt
6. Were they doing
7. Was taking / rang
8. Was/ knocked
9. Walked / was working
10. Was living/ started

Future in the past:

We use future in the past to talk about something in the past that you thought would happen in the future (it doesn't matter if it actually happened or not).

So how do we make a sentence to show we thought something would happen in the future? There are two ways:

Forming Future Past

1. would + (base verb)

Example: I thought you would help him with the thesis.

Meaning: I thought you would help him with his thesis, maybe you did help him/maybe you didn't help him.

Example: He promised he would send a postcard from Mexico.

Meaning: He said (or he promised) that he would send a postcard to me from Mexico, maybe he did/didn't.

2. was/were + going to + (base verb)

Example: I knew you were going to the Alvaro Torres concert.

Meaning: I thought that you were going to go to the Alvaro Torres concert and you DID go. (When you use 'knew' it is to show you were correct with your prediction).

Example: I thought he was going to crash the new car, he was driving so fast!

Meaning: He was driving dangerously, I thought he was going to crash the new car, but he didn't.

We use both of these forms in slightly different ways. Would + (base verb) is mostly used to show a voluntary action, promise or to make a prediction:

Voluntary action: I knew Erica would make dinner tonight.

Promise: She promised that she would come to my party.

Prediction: I thought our thesis would be a disaster.

When we use was/were + going to + (base verb), we are talking about a plan or a prediction:[121]

Plan: David said that he was going to bring his camera with him, but he forgot.

Prediction: I had a feeling that our presentation was going to be a disaster.

Video´s description

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[121] LOI English (online) retrieved on 01/23/2019 available in http://www.skypeenglishclasses.com/future-in-the-past-2/

Three different videos that include the explanation of the future in past, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Future in past quiz

1. I _____ to the birthday party, but Pedro made me come.
a. wouldn't go
b. wasn't going
c. wasn't going to go

2. We _____ with Siman´s family, but they finally convinced us to travel with them around El Salvador.
a. weren't going to travel
b. wouldn't travel
c. weren't to travel

3. We could not be at that Super Selectos christmas party, because we _____ abroad the following day.
a. would go
b. were going
c. went

4. Pablo decided he _____ to San Vicente on holidays to relax himself.
a. will go
b. would go
c. went

5. I knew his aunt _____him any money for the new telephone.
a. wouldn't be lending
b. wouldn't lend
c. didn't lend

6. All the problems _____ be solved during yesterday's meeting at the auditorium.
a. would
b. were to
c. were about to

7. I was sure that Karen ... by the time I arrived at the Alianza´s stadium.
a. would leave
b. would be leaving
c. would have left

8. I was sure that after midnight I ._____ at my hotel room.
a. would be sleeping
b. would sleep
c. was sleeping

9. I _____ this permission letter yesterday, but I didn't have enough time because I was working in my university research.
a. would send
b. was supposed to send
c. was about to

10. After many days of suffering, he _____ because he felt really bad with himself
a. was supposed to break down
b. would break down
c. was on the edge of breakdown

Answer sheet:

1. A
2. C
3. B
4. B
5. B
6. B

7. C
8. A
9. B
10. C

Unit 2

Description of the unit:

In this unit, the students are going to learn how to express information a nature watch applying the following topics past perfect simple versus past perfect progressive and clauses of reason and concession. Then, they are going to learn how to express a looking ahead applying the following topics: future tenses, time clauses and modal verbs 1. Finally, in this unit they are going to convey private lives applying the following topics: defining and non-defining relative clauses countable and uncountable nouns and quantifiers. This course is focus in the four-skill speaking, listening, reading and writing to create a very competent student.

General objective:

To state a job worth doing, chillax and experience the world applying the different topics.

Specific objectives:

To understand the use and application of the topics put in practice the four skills

To apply the topics in real situation with others using the different English abilities.

Topics:

<u>Past perfect simple versus past perfect progressive</u>

The Past Perfect Tense refers to something that occurred in the past, before another action in the past. In other words, it expresses one event that was completed before another past event.

Basically, when we use the past perfect, we are referring to a time earlier than before right now. It sounds complicated, but it is really quite simple.

In this example, Event A happened first, and Event B happened more recently.

- Event A: I already had drunk 2 coffees and one egg
- Event B: when my friends got to the Pizza hut restaurant.

Both events occurred in the past, but Event A happened before Event B.

In retrospect, it was probably rude that I drunk 2 coffees and 1 egg before my friends arrived at the restaurant to meet me. I guess I was just really hungry, and I really like coffee!

Past perfect form:

To form a sentence in the Past Perfect Tense, start with the subject followed by the auxiliary verb 'to have' conjugated in the past simple. Then, use the past participle form of the main verb.

Subject + had + past participle

Here are a few examples:

- He had jumped into the swimming pool before Juana told him how cold it was.
- They hadn't locked the door before their friend arrived.
- Had you already seen the wild animals when the circus performance ended?
- I had finished the Ciudad Delgado marathon race before he was halfway finished.

Past perfect Progressive

The Past Perfect Continuous Tense is very similar to the Past Perfect Tense. We use it to express something that started in the past and continued until another event happened in the past.

In other words, it is a continuous occurrence in the past that stopped at another specific point in the past.

Instead of being a finite past action, it refers to a something ongoing in the past.

In this example, Event A started first and continued until Event B occurred.

- Event A: I had been laughing for an hour after Elias told me the joke
- Event B: when my friend told me to stop.

Both events happened in the past. I had been laughing for the duration of one hour. My laughing continued until my friend told me to stop. My friend's joke must have been incredibly funny!

Past Perfect Continuous Structure

The Past Perfect Continuous structure should be pretty simple for you because it starts in the exact same way as the Past Perfect Tense!

Begin with the subject followed by the auxiliary verb "to have" conjugated in the past simple. This is followed by the past participle form of the verb "to be" and then the present continuous form of the main verb.[122]

Subject + had + been + present continuous …

Here are a few examples:

- We had been working in a new project for six hours when our boss Rodrigo told us to go home.
- Had you already been waiting for a bus when she told you she could give you a ride?
- I had not been eating for eight hours when she finally served dinner.
- She had been shopping at La Gran Via for almost an hour when she got an important phone call.

Video´s description

Three different videos that include the explanation of the future in past, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Past perfect versus past perfect progressive quiz

1. I had to have a break. I _____ in the Panamericana street so long.
a. Had been driving
b. Had driven
c. Drove

2. Before we parked our car in Metrocentro parking lot we _____ the ticket.
a. Had been collecting
b. Had collected
c. Collected

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[122] To fluency (onlie) retrieved on 01/24/2019 available in https://www.tofluency.com/past-perfect/

3. I arrived on Sunday to Ahuachapan. I _____ at home for two days.
a. Had not been
b. Had not been being
c. Was not

4. The roads were blocked in the morning by the police officers. It _____ all night.
a. Had been raining
b. Had rained
c. rained

5. They got to the Tunco beach after they _____ for hours.
a. Had been walking
b. Had walked
c. Walked

6. She called the police when she _____ the light in the hall.
a. Had seen
b. Had been seeing
c. Saw

7. His English was perfect. He _____ it since he started his career at UFG.
a. had studied
b. studied
c. had been studying

8. I was really hungry. I _____ anything since the morning.
a. Had not been eating
b. Was eaten
c. had not eaten

9. When we moved to Soyapango, the Hernandez _____ there for ages.
a. Had lived
b. had been living
c. were living

10. Benito was so sweaty because he _____ around Bicentenario park the whole morning.

a. Had been jogging
b. Had jogged
c. Was jogging

Answer sheet:

1. A
2. B
3. A
4. A
5. A
6. A
7. C
8. C
9. B
10. A

Clauses of reason and concession

Concessive clause

A concessive clause is a clause which begins with "although" or "even though" and which expresses an idea that suggests the opposite of the main part of the sentence.

The sentence "Although he's quiet, he's not shy" begins with a concessive clause- "Although he's quiet " which has an opposite meaning of - "he's not shy" which is the main part of the sentence.

Although, even though:

Study these examples:

- "He had enough money."
- " He refused to buy a new car."

The above two statements can be combined as follows:

Although Even though	he had enough money,	he refused to buy a new car

He refused to buy a new car	*although even though*	he had enough money.

Structure:

"Although", and "even though" introduce concessive clauses.[123]

Although /even though	**subject**	**verb**

Examples:

- Although it was raining, he walked to the Sitramss station.
- Even though she is very old, she runs fast in the San Salvador marathon.
- Future tenses

Clauses of reason

In your written and spoken assignments you will often need to answer the question 'Why?'. When you want to explain why something happens, you can use a reason clause introduced by the conjunctions because, as or since.

- As she wanted to practise her spoken English, Carla regularly took part in the conversation course at UFG.
- Mario joined the English Drama Club in his high school because he wanted to improve his shyness.

Don't use so in sentences beginning with since, as or because. Here is a common mistake:[124]

- Since he was interested in movies, so David joined the Soyapango Film Society.

Examples:

- I sing Aniceto Molina songs **because** I like singing.

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[123] My English pages (online) learn English grammar online retrieved on 01/24/2019 available in https://www.myenglishpages.com/site_php_files/grammar-lesson-concessions.php
[124] Icosa (online) retrieved on 01/24/2019 available in http://elss.elc.cityu.edu.hk/elss/Resource/Reason%20Clauses/

- He thinks he can get anything he wants at La Gran Via **because** *he is rich.*
- **Since** *he has apologized* we will take no further action against him.
- *As he was not there* I left a message with his mother Ana Maria.
- I am glad **that** *you have come.*
- My parents were disappointed that I didn't pass logic **that** *I didn't get the scholarship.*
- He was furious **that** *his book was panned by most reviewers.*

Concessive and reason clauses quiz

1. Amanda rarely sees Alejandro _____ they are neighbors in San Salvador.
   a. Although
   b. Because
   c. That

2. Lorena never talked to Andres _____ she loved him.
   a. Because
   b. Since
   c. Although

3. I went to Rosales hospital _____ I was feeling very ill and I don't have medical affiliation.
   a. Although
   b. Because
   c. Since

4. She refused the job at ADOC _____ the low salary.
   a. Because of
   b. Since
   c. Although

5. I managed to sleep _____ the Crown plaza hotel was noisy due to the Siman´s Christmas party.
   a. Although
   b. Because of
   c. Since

6. I couldn't see Julieta´s expression, _____ her head was covered with her hair.
   a. Although
   b. Since
   c. Because

7. _____ it was Saturday; she didn't go to work.
   a. Since
   b. Because
   c. Although

8. _____ he had been up since 4 am, he was very tired teaching the English classes.
   a. Although
   b. Because of
   c. As

9. Ernesto joined the Reading and writing course _____ he wanted to improve his comprehension.
   a. Because
   b. Since
   c. That

10. Francisco couldn't go to San Miguel las week _____ all streets were blocked.
    a. Since
    b. Because
    c. Although

Answers sheet:

1. A
2. C
3. B
4. A
5. A
6. C
7. A
8. C

9. A
10. B

Future tenses

There are several ways in English that you can talk about the future. This page is an introduction to the most important ones:

- Predictions/statements of fact
- Intentions
- Arrangements
- Scheduled events

Predictions/statements of fact

The auxiliary verb will is used in making predictions or simple statements of fact about the future.

- The sun will rise at 6.30 tomorrow at El Salvador.
- Lunch break today will be 10 minutes longer than usual because the boss is in a good mood.
- In the year 2050, all students will have their own computers in Salvadorian schools.
- If you help me, I will help you with the creation of the TIC 2 web page.
- Do you think she will come soon to the UFG?
- You won't pass your translations exams if you don't start working harder in your translation abilities.
- I know my parents won't let me go to the miss congeniality party tonight.
- Will it rain for the independence day at El Salvador?
- I know she's sick, but will she be back in school tomorrow?

Intentions

The auxiliary verb going to is used in talking about intentions. (An intention is a plan for the future that you have already thought about.)

- We're going to buy a new car next month because the one we have is broken.
- I'm going to work in an Azteca bank when I leave school because they already call me.

- In the new year I'm going to stop eating so much junk food because I am getting fat.
- He is not going to go to the dance at Paseo EL Carmen tonight. He has gotten too much homework.
- I am not going to play videogames until my University research project is finished.
- Are you going to play basketball after school at Bicentenario Park?
- What are you going to have for lunch today?

Note: going to is often used in the past tense to talk about an unfulfilled intention. Examples: I was going to study for my grammar test, but I had no time. / He was going to call you, but he couldn't find his mobile phone. / My grandmother was going to visit us, but she fell and broke her arm.

Arrangements

The present continuous tense is used in talking about arrangements. (An arrangement is is a plan for the future that you have already thought about and discussed with someone else.)

- I am meeting my mother at the Oscar Arnulfo Romero airport tomorrow.
- Our grandparents are visiting us this Christmas.
- Sorry, I cannot stay after school today; I am playing soccer with my team.
- My sister's going to the dentist tomorrow because she broke one of her teeth.
- I'm not returning home for the holidays, so I can come to your party after all!
- Are you doing anything on Sunday morning?
- Do you know if he is going to the dance with Josse Lora next week?

Scheduled events

The present simple tense is usually used to refer to future events that are scheduled (and outside of our control).[125]

Hurry up! The Sitramss departs in 10 minutes.

I leave Santa Ana at 5 o'clock in the morning and arrive in San Salvador

At 7 o'clock.

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[125] English Grammar Explanation (online) a guide to learn English retrieved on 04/23/2019 available in http://esl.fis.edu/grammar/rules/future.htm

She has an appointment with the Garcia Flamenco headmaster after school today.

There is no need to hurry. The boat does not leave for another 30 minutes.

When does the meeting begin?

Video´s description

Three different videos that include the explanation of the future tenses, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Future tenses quiz:

1. Would you like to play soccer at Cuscatlan Stadium? - No, I _____ for my Linguistics test tomorrow.
a. am studying
b. will study
c. am going to study
d. study

2. The English examination at UFG _____ at 9.30. Do not be late!
a. is going to start
b. starts
c. will start
d. is starting

3. Does Kevin know about the Birthday party next week? - I am not sure. I _____ him when I see him at the office.
a. am asking
b. will ask
c. am going to ask
d. ask

4. If he does not start working harder on his speaking abilities, he _____ fail the course.
a. fails
b. will fail
c. is failing
d. is going to fail

5. Hi, Adalberto Ramos._____ anything at the weekend? - No, I've got nothing planned at the moment.
a. Are you going to do
b. Are you doing
c. Do you do
d. Will you do

6. Hurry up! Siman _____ in 10 minutes and we still have not bought all the clothes we need.
a. is closing
b. will close
c. closes
d. is going to close

7. I _____ around El Salvador for a few months before starting university.
a. will travel
b. travel
c. am travelling
d. am going to travel

8. Many scientists think that the Earth's temperature _____ by 2-3°C in the next 50 years.
a. is going to rise
b. is rising
c. rises
d. will rise

9. When_____?
a. is the first drama performance of the school play
b. is the first drama performance of the school play going to be
c. is the first drama performance of the school play being
d. will the first drama performance of the school play be

10. The Sitramss _____ in until after noon. I hope we will be able to find an Intercontinental hotel.
a. is not going to get
b. is not getting
c. will not get
d. does not get

Answer sheets

1. C
2. B
3. B
4. D
5. B
6. C
7. D
8. D
9. A
10. D

Other future forms:

Future continuous

- At this time next week, I **will be sitting** in the plane on the way to Sonsonate, El Salvador.
- Don't call me after 10 o'clock. I**'ll be sleeping**.
- If you want to see Marisela tomorrow, you will have to go to the school. She **will be taking** a Business administration test all afternoon.
- I **won't be working** on my thesis this weekend. My mother-in-law will be here to prepare me a lunch.

Future perfect

- I hope my mother **will have finished** cooking dinner by the time I get home because I am very hungry.
- You can come at 6 o'clock. I **will have done** my homework by then.
- There's no point calling her at home. She **will have left** for work already.
- On June 25 2020 my Parents **will have been** married for 60 years.

Future perfect continuous

Other future forms quiz:

1. Don't call me until about 7.30. I won't finish my thesis corrections until then.
   a. won't finish
   b. won't have finished
   c. will not have been finishing
   d. will not be finishing

2. At this time tomorrow I _____ on the Tunco beach in La Libertad.
   a. will lie
   b. will have been lying
   c. will be lying
   d. lie

3. At the end of next month, my grandparents _____ for exactly 50 years.
   a. will have been married
   b. will marry
   c. will be being married
   d. will be married

4. There's no point in calling Gloria. She _____ home yet.
   a. won't have been arriving
   b. won't arrive
   c. won't have arrived
   d. won't be arriving

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5. By the end of next month my grandmother _____ in the same house for more than 80 years!
a. will be living
b. will have been living
c. will live
d. will have lived

6. Josue _____ to work anymore after he was arrested for avoiding the penalty for driving fast.
a. won't have driven
b. won't have been driving
c. won't drive
d. won't be driving

7. If she survives to the age of 50 she _____ for over 30 years!
a. will have been smoking
b. will have smoked
c. will smoke
d. will be smoking

answers sheet:

1. B
2. C
3. A
4. C
5. B
6. D
7. A

Time clauses:

What is a time clause?

Time clauses are preceded by adverbs or adverb phrases which show that they represent a time.

Examples of these adverbs or adverb phrases are: when, before, after, as soon as, until.

A time clause shows that an event will happen at a certain time. Although they have a subject, verb and object, these clauses simply point to a time, similar to saying "at 7 o'clock".

We use the present tense to talk about future times.

The future tense is used in the main clause.

The present simple tense is used in the time clause.

When two clauses are joined by adverbs of time or adverb phrases, the future form should not be repeated.

- Tomas will turn off the lights when he leaves the UFG office. (Not when he will leave).
- I will tidy the living-room before I go to bed. (Not before I will go).
- She will go running at Bicentenario after it stops raining. (Not after it will stop raining.)
- I will not go to Miss Hernandez home until I finish the report. (NOT until I will finish).
- Jacqueline will call her mother as soon as she arrives at the Ilopango airport. (Not as soon as she will arrive).

Time clauses with reference to the future can also be introduced by other expressions such as:

once, immediately, the moment, the minute, the day, by the time ...

- Antonio will call the china wok restaurant the moment he gets home.
- I'll contact you once I receive an estimate.
- You will be notified the minute your pizza hut order arrives.
- It will be dark by the time we arrive home.

The time clause may come before or after the main clause with no change in meaning.

- The moment I hear the doorbell I will put on my coat.
- I will put on my coat the moment I hear the doorbell.
- The day you graduate your mother will be very proud and happy.
- Your mother will be very proud and happy the day you graduate.

Video´s description

Three different videos that include the explanation of the time clauses, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Time clauses quiz:

1. He is going to stay in our apartment while _____
   a. We are in El Salvador
   b. We will be in El Salvador

2. I'll call you in the afternoon after_____
   a. They repaired my telephone
   b. They have repaired my telephone

3. You'll find some teacher jobs when _____
   a. You read advertisements
   b. You are reading advertisement

4. The baby girl won't sleep till _____
   a. You have read her a fairy-tale
   b. You read her a fairy-tale

5. I'll be with you while _____
   a. You are waiting for the Sitramss
   b. You will be waiting for the Sitramss

6. Eat your lunch before _____
   a. It gets cold
   b. It has got cold

7. Are they going to visit Catedral while_____?
   a. They are in San Salvador
   b. They will be in San Salvador

8. Will you help me as soon as_____?

a. You have finished your work
b. You will have finished your work

9. Will you recognize him the moment_____?
   a. You see him
   b. You will see him

10. Do you know when _____?
    a. Siman´s shop has opened
    b. Siman´s shop will open

Answers sheet:

1. A
2. B
3. A
4. B
5. A
6. A
7. A
8. A
9. A
10. B

Modal verbs I

Can, Could, Be Able To

Can, could and be able to are used to express a variety of ideas in English:

Ability/Lack of Ability

Present and Future:

can/can't + base form of the verb

Examples:

- Luis can write English sentences very well.
- I can help you with your TIC web page next week.
- Ana can't speak French very well.

am / is / are / will be + able to + base form of the verb

am not/ isn't / aren't/ won't be + able to + base form of the verb

Example:

- Miguel is able to solve complicated English exercises.
- The church team will be able to help you in about ten minutes.
- I won't be able to visit you next summer.

Past:

could / couldn't + base form of the verb

- When I was a child I could climb mango trees.

was / were + able to + base form of the verb

wasn't / weren't + able to + base form of the verb

hasn't / haven't + been able to + base form of the verb

- I wasn't able to visit her in the ISSS hospital.
- He hasn't been able to get in touch with the new client yet.

Possibility / Impossibility

can / can't + base form of the verb

- You can catch the new Sitramss bus at 10:43.
- The doctor can't see you right now. He's in surgery at Military hospital.

could + base form of the verb

- I could visit Costa Rica if I leave El Salvador a day before.

Ask Permission / Give Permission

Can + Subject + base form of the verb (informal)

- Can you lend me ten dollars to buy some minutas?

Can + base form of the verb (informal

- You can borrow your car because I want to make a good impression.

Could + subject + base form of the verb (polite)

- Could I have your number to add you on my WhatsApp?
- Could I talk to your supervisor please?

Make a suggestion – To make a suggestion use:

Could + base form of the verb (informal)

- You could take the tour to Ruta Las Flores tomorrow.

May and Might

Formal Permission / Formal Prohibition

may / may not + base form of the verb

- You may start your reading and writing exam now.
- You may not wear sandals because they can call your attention.

Polite Request

May + subject + base form of the verb

- May I help you?
- May I go to the restroom?

Possibility / Negative Possibility

may/ might + base form of the verb

- We may go to Plaza El Volcan for dinner tonight. Do you want to join us?
- Our DIDEA company might get the order if the client agrees to the price.

may not / might not + base form of the verb

- Alvaro and Susana may not buy that house. It's very expensive and it is located in a dangerous place.
- They might not buy a house at all because they don't have enough money for it.

To Make a Suggestion (when there is no better alternative)

may as well / might as well + base form of the verb

- You may as well come inside. Juan will be home soon.
- We might as well take Friday off. There's no work to be done anyway.

Polite Suggestion

might + base form of the verb

- You might like to try the coloured pupusas. It's our special today.

Shall, Should, Ought to

To Offer of Assistance or Polite Suggestion (When you are quite sure of a positive answer)

Shall + subject + base form of the verb

- Shall we go for a walk to the Bicentenario park?

Note: Shall is only used with I or we. It is used instead of will only in formal English.

To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)

Should + subject + base form of the verb

- Should I call a doctor Hernandez to ask about this symptom?

A Prediction or Expectation that Something Will Happen

should/shouldn't + base form of the verb

- The proposal for the thesis should be finished on time.
- I shouldn't be late. The Micro bus usually arrives on time.

To Give Advice

should / ought to + base form of the verb

- You should check that document before you presented to the jury.
- You ought to have your car serviced before the winter.

To Give Advice (about something you think wrong or unacceptable)

shouldn't + base form of the verb

- Jose shouldn't teach him words like those in his English classes.

Must, Have to, Need to, Don't have to, Needn't

Necessity or Requirement

Present and Future:

must / have to / need to + base form of the verb

- You must have a passport to cross the Guatemala ´s border.
- Mercedes has to apply for her visa by March 10th to travel to USA.
- I need to pass by his room to pick up a the Alberto Masferrer book.

Past:

had to / needed to + base form of the verb

- I had to work at Domino's pizza last night.
- I needed to drink a few cups of coffee in order to stay awake the whole night at the Hilton Hotel.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

Almost 100% Certain

must + base form of the verb

- Tomas has lived in Canada for years. His English must be very good.

To Persuade

must / have to + base form of the verb

- You must try this Salvadoran wine. It's excellent.
- You have to visit the San Salvador Catedral while you're in town.

Prohibited or Forbidden

must not / mustn't + base form of the verb

- You must not drive over the speed limit you can receive a penalty.
- You mustn't leave medicines where children can get to them.

Lack of Necessity

don't /doesn't /didn't + have to + base form of the verb

- You don't have to park the car. The hotel valet will do it for you.
- Manuel doesn't have to go to school today. It's a holiday.
- You didn't have to scream your point of view. Everyone could hear you.

needn't + base form of the verb

- You needn't worry about me. I'll be fine.

Modals: Will / Would

will / won't + base form of the verb

- Juan will pick you up at 7:00am after.
- Margarita won't be happy with the results of the advance English exam.

Polite Request or Statement

Will / Would + base form of the verb

- Will you please take the trash out it as a bad smell?

- Would you mind if I sat here?
- I'd (I would) like to sign up for your art workshop.

Habitual Past Action

Would/Wouldn't + base form of the verb[127]

- When I was a child, I would spend hours playing with my train set.
- Peter wouldn't eat broccoli when he was a kid. He loves it now.

Video´s description

Three different videos that include the explanation of the Modal verbs I, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Modal verbs I quiz:

1. If you are sick, you _____ go to work. You'll infect everyone there.
   a. Must
   b. Can
   c. Shouldn't

2. Drivers _____ stop at red lights even if they are in a rush.
   a. Can
   b. Must
   c. Shouldn't

3. You _____ finish the thesis proposal today. You can finish it tomorrow.
   a. Don't have to
   b. will

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[127] Ginger (online) retrieved on 01/24/2019 available in https://www.gingersoftware.com/content/grammar-rules/verbs/modal-verbs/

c. should

4. She _____ hear much better with her new hearing aids that she gets at FUDEM.
   a. Can
   b. Should
   c. Would

5. _____ I order us a bottle of the new Salvadorian wine?
   a. would
   b. Shall
   c. Must

6. Samuel _____ pick his daughter up from Universidad Francisco Gavidia. She's taking University bus home.
   a. Must
   b. Needn't
   c. Should

7. You _____ smoke here. The building D at UFG it is a smoke-free building.
   a. Would
   b. Mustn't
   c. Will

8. You _____ eat so many fast foods. They are bad for your health more if you don't do exercise.
   a. Shouldn't
   b. Must
   c. can

9. _____ you mind walking a little faster? We're going to be late for our Syntax class.
   a. Can
   b. May
   c. would

10. I'm sorry. I _____ help you. I don't know how to do make professional translations.
    a. Can
    b. Would
    c. Should

Answers sheet:

1. C
2. B
3. A
4. A
5. B
6. B
7. B
8. A
9. C
10. A

Relative clauses: defining and non-defining

What is a relative clause?

Before we can identify the differences between defining and non-defining clauses, it's helpful to understand what a relative clause actually is.

Relative clauses are used to state additional information about the noun in the sentence. It's usually just a phrase or clause, that's included as part of the main sentence.

Let's take a look at an example:

- "The celebrity, who was a very important Salvadoran writer, was photographed on the red carpet.

The phrase "who was a very important Salvadoran writer" adds some extra information to the sentence, so you can understand a little more about the subject, the celebrity.

Now let's take a closer look at the two types of clauses.

What is a defining relative clause?

While both types of relative clauses add extra information to the sentence, a defining relative clause clearly adds detail about a specific noun that is defined.

Let's look at some examples:

- "My brother who finished university this summer is spending the year travelling around central America."
- "The house whose doors are closed is rumoured to be haunted!"

In both the examples above, you can see an extra clause in the middle of the sentence following the words "who" or "whose" which contain additional information. They relate to a specific noun that has been pointed out uniquely identified: "my brother" or "the house".

So how do you put together a defining relative clause? You'll need to use a relative pronoun such as **"who", "whose" or "which".**

An important point to note is that without the additional clause, the sentence would not retain the same meaning.

What is a non-defining relative clause?

Non-defining clauses still add extra information, but not in the same way. While they tell you something additional, they're not necessary to the meaning of the sentence, but just add an extra non-essential dimension.

For example:

- "The private airplane, which was rumoured to be the most expensive in the world, belonged to the mysterious Salvadoran couple."

While the clause certainly tells you something interesting about the topic, the sentence would still retain the main meaning conveyed without it:

- "The private airplane belonged to the mysterious Salvadorian couple."

Non-defining clauses also use relative pronouns, just as defining clauses do. The only difference is that you cannot use "that" with a non-defining clause, unlike defining clauses.

So apart from that, what else makes them different? It's easy to spot a non-defining clause in writing, as you'll see that the clause is separated by commas at the start and end of it![128]

Video´s description

Three different videos that include the explanation of the defining and non-defining relative clauses, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Defining and non-defining relative clauses quiz:

1. I have three brothers.
   a. My brother who lives in Panchimalco came to see me last month to celebrate my birthday.
   b. My brother, who lives in Panchimalco, came to see me last month to celebrate my birthday.

2. I have one sister.
   a. My sister who is 26 years old spent her holiday in Decameron.
   b. My sister, who is 26 years old, spent her holiday in Decameron.

3. Bob's mum has lost her keys.
   a. Roberto's mother who is a national musician has lost her car keys at the National Theatre.
   b. Roberto's mother, who is a national musician, has lost her car keys at the national theatre.

4. My friend Jane moved to Mexico.
   a. My friend Jessica whose husband is Mexican moved to Mexico last week.
   b. My friend Jessica, whose husband is Mexican, moved to Mexico last week.

5. I am a shoe fanatic.

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[128] Eurocentres (online) language learning worldwide retrieved on 01/24/2019 available in https://www.eurocentres.com/blog/whats-the-difference-between-defining-and-non-defining-relative-clauses/

a. The shoes which I bought yesterday at Multipaza are very comfortable.
b. The shoes, which I bought yesterday at Multiplaza, are very comfortable.

6. Mr Robinson is very famous.
a. Mr Martinez whom I met in Francisco Gavidia university course is a famous designer.
b. Mr Martinez, whom I met in Francisco Gavidia university course, is a famous designer.

7. Camila has two cats. Both of them are white.
a. Camila's two cats which can play outside are white.
b. Camila's two cats, which can play outside, are white.

8. Kevin has four cats. Two of them are black.
a. Kevin's two dogs which are black can play stand in two feet.
b. Kevin's two dogs, which are black, can stand in two feet.

9. We are on holiday. Yesterday we visited a Sagrado Corazon church.
a. The church which we visited yesterday is very old but beautiful.
b. The church, which we visited yesterday, is very old but beautiful.

10. We are on holiday. Yesterday we visited a beach.
a. El Tunco beach which we visited yesterday is very hot and full of people.
b. El Tunco Beach, which we visited yesterday, is very hot and full of people.

Answer sheet:

1. A
2. B
3. B
4. B
5. A
6. B
7. B
8. A
9. A
10. B

<u>Countable and uncountable nouns</u>:

Countable Noun

Anything that can be counted, whether singular – a dog, a house, a friend, etc. or plural – a few books, lots of oranges, etc. is a countable noun. The following countable noun examples will help you to see the difference between countable and uncountable nouns. Notice that singular verbs are used with singular countable nouns, while plural verbs are used with plural countable nouns.

Examples:

- There are at least twenty Chinese **restaurants** in San Salvador city.
- Mercedes took a lot of **photographs** when she went to La Puerta Del Diablo.
- Your **book** is on the kitchen **table** nobody has touch it.
- How many **candles** are on that **birthday cake**?
- You have several **paintings** to study in art appreciation **class**.
- There's a big brown **dog** running around the **neighborhood**.

Uncountable Noun Examples

Anything that cannot be counted is an uncountable noun. Even though uncountable nouns are not individual objects, they are always singular and one must always use singular verbs in conjunction with uncountable nouns. The following uncountable noun examples will help you to gain even more understanding of how countable and uncountable nouns differ from one another. Notice that singular verbs are always used with uncountable nouns.

- There is no more **water** in the jar.
- Please help yourself to cut some **cheese**.
- I need to find **information** about the San Salvador marathon.
- You seem to have a high level of logical mathematical **intelligence**.
- Please take good care of your teaching **equipment**.
- Let's get rid of the **garbage**.

Uncountable nouns can be paired with words expressing plural concept. Using these words can make your writing more specific. Here are some examples of how to format interesting sentences with uncountable nouns.[129]

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[129] Ginger (online) gramar rules retrieved on 01/24/2019 available in https://www.gingersoftware.com/content/grammar-rules/nouns/countable-uncountable-nouns/

- Garbage – There are nine bags of garbage on the curb.
- Water – Try to drink at least eight glasses of water each day.
- Advice – She gave me a useful piece of advice.
- Bread – Please buy a loaf of bread.
- Furniture – A couch is a piece of furniture.
- Equipment – A backhoe is an expensive piece of equipment.
- Cheese – Please bag ten slices of cheese for me.

Video´s description

Three different videos that include the explanation of the countable and uncountable nouns, as well some examples and uses for a better understanding of this topic, the students will be able to watch the three different videos that can help them to have a better explanation for them.

Countable and non-countable nouns quiz:

1. Be careful, there's _____ on the floor! Someone has broken the window.
a. Some glass
b. A glass
c. Glasses

2. There _____ in San Salvador area.
a. Are a lot of food industries
b. Is a lot of food industry
c. Are much food industries

3. _____ on the Boulevard Del Ejercito road this morning?
a. Was there much traffic
b. Were there many traffics
c. Was there much traffics

4. He refused to give me _____ about the thesis project that they are investigating.
a. An information
b. Informations
c. Any information

5. She had _____ when she was younger.
a. A long hair
b. Longs hairs

c. Long hair

6. I really need _____ before I buy a new car at DIDEA company.
a. Advices
b. Some advice
c. An advice

7. Did you buy me _____ this morning? I'd like to read El Grafico now.
a. Paper
b. A paper
c. Some paper

8. We can't store the Lee Shoes boxes in this room because there _____.
a. Isn't enough space
b. Isn't enough spaces
c. Aren't enough spaces

9. Can you come back later? I need _____ to finish this letter I'm writing.
a. A few more time
b. A little more time
c. A few more times

10. Have you ever been to Manchester?

- Yes, _____.

a. A little time
b. A few times
c. Much time

Answers sheet:

1. A
2. B
3. A
4. C
5. C
6. B
7. B
8. A
9. B

10.B

QUANTIFIERS

Quantifiers are a type of determiner which denote imprecise quantity. They modify nouns or pronouns.

They differ from numbers or numerals which indicate precise quantity.

Much and many:

Much is used with non-count nouns (always in the singular); many is used with ► count nouns in the plural. (See ► the difference between count nouns and non-count nouns).

Much and many in affirmative statements

In modern spoken English, Much, and to a lesser extent many are not often used as quantifiers in affirmative statements, unless introduced by an intensifier, notably so or too, or followed by of;

Examples:

  • I have **many** reasons for thinking that this man is innocent

This is acceptable, but rather formal; most English speakers would more naturally say: I have plenty of / a lot of / ample / reasons for thinking ....

  • **Much** whisky is of very good quality.

This sentence is technically acceptable, but not probable in modern spoken English. Most people would say (and write): A lot of whisky / A good proportion of whisky / Plenty of whisky ....

  • He has **much** money

This is not normal English. Speakers would more naturally say: He has a lot of money / He has loads of money.... etc.

  • **Much of** what you have written is very good.

This is quite acceptable in a formal context, but in spoken and less formal written style, most English-speakers would say (and write) something like:

A lot of what you have written...... A good deal of what you have written.....

- There is **so much** poverty in the world -
- There are **too many** people in here

These examples, with so and too, are perfectly normal English

Remember: don't use much or many in affirmative statements, if you can avoid it. Though their use may be possible, it often sounds very formal, old-fashioned or strange in modern English.

Much and many in negative statements and questions

Much, and many are more commonly used in interrogative and negative contexts, and most particularly in the interrogative expressions How much and How many.

Examples:

- We don't have **much** time to finish this the university research.
- There are not **many** people who know the answer to this quiz.
- Did you have **much** luck in your thesis?
- **How much** does this Salvadoran shirt cost?
- **How many** times do I have to tell you not to cook chicken?

Lots of, a lot of, plenty of, a large number of, numerous

These expressions are all more or less synonyms. In the list above, they are arranged in order of formality, going from the most informal (lots of) to the most formal (numerous). Informal language is more appropriate in dialogue, formal language in written documents.

Much / many or Much of / many of?

As quantifiers, much and many are not followed by of when they quantify a noun directly. However, they must be followed by of if they come before a determiner such as an article, a possessive or a demonstrative. The same principle applies to few / few of (see below), some / some of, etc...

Examples:

- I can't see **many** people.   I can't see **many of** my friends at the University.

- **Many** houses were destroyed in the war.
- but **Many of** the houses were destroyed in the war.
- They didn't drink **much** beer at the carnival de San Miguel party.
- but They didn't drink **much of** that beer we gave them.

Several and a number of

These imply "more than one, but less than a lot". They are not usually used in negative or interrogative structures, only in affirmative statements.

 examples

- There are **several** books / a **number of** books by Claudia lars in our library.
- **Several** people / A **number of** people said that they'd seen the missing child at Parque Infantil.

few, a few, little, a little, not many, not much, a small number of, etc.

Except for not much or not many, these quantifiers are generally used in affirmative statements.

Little, a little, not much are used with non-count nouns (always in the singular)

Few, a few, not many are used with count nouns in the plural.

Few and little imply a quantity which is essentially small or smaller than expected.

A few and a little imply small quantity, but possibly more than expected[130]

Examples:

- **Few** people can speak more than three languages in El Salvador
- **A few** (of the) paintings in this gallery are really good.
- There's **little** point in trying to mend it. You'll never succeed!
- I've got **a little** money left; let's go and have a drink.
- There's not **much** point in waiting for him to come.

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[130] Linguapress (online) English Grammar retrieved on 01/24/2019 available in https://linguapress.com/grammar/quantifiers.htm

Quantifiers quiz:

1. They have had _____ homework in reading and writing course with mister Benjamin recently.
    a. Much
    b. Lots of
    c. Little

2. How _____time do you need to finish your thesis?
    a. Many
    b. Much
    c. Most

3. There are too _____ students in the building A library.
    a. Any
    b. Much
    c. Many

4. Have you visited _____ foreign countries?
    a. Any
    b. Lot of
    c. Little

5. Although he's very ill, he didn't take _____ medicine.
    a. Any
    b. Few
    c. Much

6. _____ people know as much about linguistics as Kevin Renderos does.
    a. Few
    b. Little
    c. A lot

7. They say _____ knowledge is a dangerous thing in this country.
    a. Many
    b. A lot
    c. Little

8. He's having _____ of trouble passing his driving test at Sertracen.
    a. Most

b. Few
c. A lot

9. I spend _____ of my time reading Roque Dalton novels.
a. Few
b. Many
c. Most

10. He knows _____ English. He knows enough English to manage this thesis research.
a. Few
b. A Little
c. Many

Answer sheet:

1. B
2. B
3. C
4. A
5. A
6. A
7. C
8. C
9. C
10. B

UNIT 3

Description of the unit

In this unit, the students are going to be able to see and learn the following topics: Passive Voice I, Passive Voice II, Full Infinitive, Bare Infinitive, -ing form, Modal verbs II, Conditional Sentences Type Zero, 1, 2 and 3. These topics will help to increase the students 'knowledge and understand in a better way.

General objective:

To develop all the topics presented in the virtual with the purpose of using the four skills

Specific objective:

To practice each topic with the commitment of learning the main idea of each topic

To understand the importance of the topics based on the virtual bilingual environment

Topics

PASSIVE VOICE I AND II

Passive voice I

We are going to use the passive voice to emphasize the action rather than the person or object that performs the action.

The passive voice is formed with the verb **to be** in the adequate form + the past participle of the main verb.

The subject who performances the action is called **agent** and is preceded by the preposition **by**.

We usually omit the agent:

- When the action interest us more that the agent.
- When we don't know the agent
- When it is easy to figure out who the agent is.

Example:

- All the cookies have been eaten. (someone we don't know)
- The road is being repaired. (by the Mop)

Present simple	Past simple
I am called	I was called
They aren't called	They weren't called
Are you called?	Were you called?

Present perfect simple	Past perfect simple
I've been called	I had been called
They haven't been called	They hadn't been called

Have you been called?	Had you been called?

Future will	Modal verbs
I'll be called	I can be called
They won't be called	They mustn't be called
Will you be called?	Should you be called?

Present progressive	Past progressive
I am being called	I was being called
They aren't being called	They weren't being called
Are you being called?	Were you being called?

Passive voice II

When we find verbs such as **know, consider, believe, say, think, expect, report** etc. are often followed by a *that- clause* in the active voice and can be used to make general statements.

- People say that henry is a humble guy.

The passive voice can be done in two ways.

It + passive form of the verb + that clause

- It is said that henry is a humble guy.

Subject + passive form of the verb + to + base form

- Henry is said to be a humble guy

Some verbs like: **give, offer and sent** usually take two objects in the active voice, the direct (thing) and the indirect (person):

- They offered Magdalena some chocolates

The passive voice can be done in two ways.

- Magdalena was offered some chocolates
- Some chocolates were offered to Magdalena.[131]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topic for the student can get a better understanding and put it into practice in real situations.

Passive voice quiz:

1. Which word completes the sentence?

Andanzas y Malandanzas _____ written by Alberto Rivas Bonilla years ago.

a. Was
b. is
c. Were

2. Which word completes the sentence?

The child was bitten ____ a dog.

a. For
b. To
c. By

3. Franklin ____ called by the interviews tomorrow.
a. Will
b. Will be
c. Will been

4. Which sentence is the correct?

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[131] Mitchell H.Q, Malkogianni M (2014) *Pioneer student's book level B1+* EU American edition. (Pag.169)

a. The red dress cannot be washing in hot water
b. The red dress cannot be washes in hot water
c. The red dress cannot be washed in hot water

5. Which word completes the sentence?
   The girls ___ been attended by the doctors.
a. Was
b. is
c. have

6. Which sentence is the correct?
a. It is said that henry is a humble guy
b. It says that people are curious by nature
c. It will say that Bruno is a hard-working man

7. The Email ___ tomorrow.
a. Will being sent
b. Will sent
c. Will be sent

8. The painting _____ by that student.
a. Were done
b. Has been done
c. Have done
9. Which word completes the sentence?
   The computer_____ the last week.
a. Was repaired
b. Have been repaired
c. Is repaired

Answer section:

- Question #1: A
- Question #2: C

- Sentence #3: B
- Question #4: C
- Question #5: C
- Question #6: A
- Sentence #7: C
- Sentence #8: B
- Question #9: A

erunds and Infinitives

There are certain verbs where gerunds and infinitives may function as subjects or objects in a sentence.

What is a gerund?

It is a verb formed with ing that functions as a noun in a sentence. They can be at the beginning of a sentence, after certain verbs and prepositions. Here we have some examples:

- **Swimming** is a sport that requires the use of the body to move through water.
- Some people hate **getting up** early on Sundays.
- Pablo avoids **using** too much perfume when he goes out with her girlfriend.

Common verbs and phrases that are followed by a gerund

- *Admit, advise, avoid, be used to, can't help, can't stand, consider, deny, discuss, dislike, end up, enjoy, feel like, finish, forget, get used to, give up, go on, have difficulty, have problems, have trouble, imagine, it's no use, it's worthwhile, keep, look forward to, mention, mind, miss, recommend, remember, quit, spend time, stop, suggest, understand, waste time, work at*

Common verbs that can be followed by either a gerund or an infinitive without causing a change in meaning

- *Begin, continue, hate, intend, like, love, prefer, start*

What is an infinitive verb?

We use infinitive verbs after certain verbs and many adjectives. It is formed with **to + base form of the verb.** Here we have some examples:

- Jessica always forgets **to remember** everything

- Karla has the ability **to succeed.**
- I convinced Catherine **to study** veterinarian.
- **To travel** to USA you need a Visa card and money.

Common verbs that are followed by an infinitive

- *Afford, agree, appear, arrange, ask, care, decide, demand, expect, fail, forget, hope, learn, manage, mean, offer, plan, prepare, pretend, promise, refuse, remember, seem, stop, volunteer, wait, want and wish.*

Common verbs that are directly followed by a noun or pronoun and then by an infinitive

- *Advise, allow, ask, cause, challenge, command, convince, expect, forbid, force, hire, instruct, invite, order, pay, permit, program, remind, teach, tell, urge, want, and warn.*[132]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics for the student can get a better understanding and put it into practice in real situations.

Gerunds and Infinitives quiz

1. We were the first _____ (arrive) but the cell phones were already sold.
2. Many people can't stand _____ (travel) by airplane in rainy seasons.
3. Don't forget_____ (buy) Tortillas before I go to the church.
4. We have decided _____ (visit) to Ahuachapán for the first time.
5. Javier never talks about _____ (leave) his parent's house.
6. What don't you let me _____ (explain) to you?
7. _____ (travel) to Europe you just need a lot of money.
8. _____ (cook) is one of my favorite hobbies.

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[132]   Ginger(online)   retrieved   on   01/25/2019   available   on https://www.gingersoftware.com/content/grammar-rules/verbs/gerunds-and-infinitives/

9. The gangsters denied _____ (steal) the car in the Hula Hula Park.
10. We were so used _____ (play) whatever we wanted in our childhood.

Answers section:

- Sentence # 1: to arrive
- Sentence #2: traveling
- Sentence #3: to buy
- Sentence #4: to visit
- Sentence #5: leaving
- Question #6: to explain
- Sentence #7: to travel
- Sentence #8: cooking
- Sentence #9: stealing
- Sentence #10: to play

MODAL VERBS II

We use **may or might + past participle** to express possibility in the past. Example:

- I might have seen him somewhere but I'm not sure.

We use **could + have + past participle** to express possibility in the past which was not satisfied. Example:

- Alexis was lucky, he could have been hurt.

We use **should + have + past participle** to express regret about something that didn't happen in the past. Example:

- Janet should have come home earlier.

Also, we use **should + have + past participle** to criticize something someone has done.

- Federico shouldn't have done that. His image is going to be damaged.

Making deductions

We use the structure **Must + base form** to express something certainty true. Example:

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- My grandparents must be at the school meeting.

This structure **can't + base form** express belief that something is impossible. Example:

- You can´t see in the darkness

The structure **Must + have + past participle** expresses that something happened in the past.

- I must have forgotten my sweater at home

The structure can't/couldn't **+ have + past participle** expresses something that didn't happen.

- Marely can't/couldn't have gotten a low score at the exam.[133]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics for the student can get a better understanding and put it into practice in real situations.

Modal verbs II quiz

1. Marisol_____ (speak) but she didn't know what to say. (Past possibility)

2. They _____ (win) the football match, but Messi hurt his ankle. (Past possibility)

3. Leonel _____ (leave) earlier the next time. He missed his flight. (Past advice / regret)

4. Which sentence is correct?

Celina's cell phone isn't in my pocket. It _____

    a. must be in her bag.

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[133] Mitchell H.Q, Malkogianni M (2014) *Pioneer student's book level B1+* EU American edition. (Pag.170)

b. must in my bag.

c. mustn't be in my bag.

5. 'Is that Mr. Dominguez?'

No, that _____ be him. Mr. Dominguez wears boots.

    a. Mustn't

    b. Can't

    c. Must

6. Ruth _____ (come) to the restaurant if she'd left college earlier. (Past possibility)

7. I _____ (not/eat) so much chocolate! I feel sick! (Past negative advice / regret)

8. The children___ (do) their homework last night. Today, they have more work from other subjects. (Past advice / regret)

9. I ___ (come) to see you! I didn't know you were ill. (Past willingness)

Answers section:

    - Sentence #1: could have spoken

    - Sentence #2: could have won

    - Sentence #3: should have left

    - Question #4: A

    - Question #5: B

    - Sentence #6: could have come

    - Sentence #7: shouldn't have eaten

    - Sentence #8: shouldn't have done

    - Sentence #9: would have come

CONDITIONALS

Here we have a chart with a little explanation about each conditional.

Conditional	usage	if-clause	main-clause

type			
0	real condition + inevitable result	present simple	present simple
1	possible condition + probable result	present simple	*will* + base verb
2	hypothetical condition + possible result	past simple	*would* + base verb
3	expired past condition + possible past result	past perfect	*would have* + past participle

Zero conditional

We use the zero conditional when the result of the condition is always true, a general fact. Here we have some examples:

- If you leave water in the freezer, it becomes ice
- if you throw something up, it falls back
- Plants die if you don't water them.

First Conditional

We use the first conditional when we are talking about a probable condition or situation and its probable result. Here we have the examples:

- If I win the lottery, I will buy a big mansion in La Cima
- If it rains, Diego will cancel the trip.
- If I have time, I will help you.

Second conditional

We use the Second conditional in unreal situations. There is not a real possibility that this condition will happen. Here we have the examples:

- If I knew her name, I would invite her to come out.

- If Victor were taller, he'd accept into the basketball team.
- If he exercised every day, he would get in good shape

Third conditional

We use the third conditional when we talk about a condition in the past that did not happen. It refers to dreams or wishes that won't come true. Here we have the examples:

- If Renato had studied, he would have passed the exam
- Gilberto would have been on time for the interview if he had left the house at six.
- Estela wouldn't have been tired if she had gone to bed earlier.[134]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics for the student can get a better understanding and put it into practice in real situations.

Conditionals quiz

1. If I didn't have to pick you up today, I ………………(go) with my friends to have some fun
a. Would have gone
b. Would go
c. Had gone

2. If Lucia had read the instructions, she …………………(understand) how to make a cake.
a. Understood

[134] English club (online) retrieved on 01/25/2019 available on https://www.englishclub.com/grammar/verbs-conditional.htm

b. Would understand
c. Would have understood

3. If my girlfriend …………………..(leave) me, I wouldn't have looked for another one.
a. Had left
b. Hadn't left
c. Didn't leave

4. Complete the sentence.
   If water boils……………………
a. It turns to steam
b. I get thirsty
c. It gets frozen

5. Complete the sentence.
   If Karina's frightened,
a. Her face always goes white.
b. She is very happy
c. The world changes

6. If Gladis were rich, she…………(buy) several expensive mansions.
a. Would be bought
b. Would bough
c. Would buy

7. Complete the sentence
   If you drink too much coffee………………
a. You don't feel sleepy
b. You want to go to work
c. You lose weight

8. If Teresa finish this test in fifteen minutes, she……………(drink) an orange juice.
    a. Would drink
    b. Will drink
    c. Had been drunk

Answers section:

- Sentence # 1: B
- Sentence # 2: C
- Sentence # 3: B
- Sentence # 4: A
- Sentence # 5: A
- Sentence # 6: C
- Sentence # 7: A
- Sentence # 8: B

UNIT 4

Description of the unit

In this unit, the students are going to be able to use and put in to practice the following topics: Clauses of result and purpose, Causative Form, Reported Speech in Statements, Questions, Commands, Requests, Special introductory verbs, Tag Questions, Subject - Object Questions and question words. These topics will help to increase the students 'knowledge and understand in a better way.

General objective:

To apply the topics that you will see in this virtual course with the purpose to use them in real situations.

Specific objective:

To practice each topic with the commitment of learning the main idea of each topic

To study this information with the responsibility of looking at every interactive section the virtual course has.

Topics

CLAUSE OF PURPOSE AND RESULT

Clause of purpose

We are going to use the conjunctions such as (So that, so, so as to) to present the purpose of an action or intention. Here we have some examples:

- Here's my whatsapp **so that** you can text me if you have a problem.
- We need to improve my English **in order to** understand the language.
- We entered in silence **so as not to** wake up the children.
- Esteban must save enough money **so that** he can begin his own business.
- I keep the window open so as to let fresh air in.

Clauses of result

We are going to use the conjunctions such as (so", "so… that" and "such… that") to express the result of an action in a sentence. Examples:

- He was so tired (that) he left the classes early
- There was such a lot of material to cover that the teacher summarized everything for the test.
- The movie was boring, so some of the students began to fall asleep.[135]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics for the student can get a better understanding and put it into practice in real situations.

Clause of purpose and result

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[135] Wienar (online) retrieved on 01/25/2019 available on https://wienar.wordpress.com/2011/05/09/clauses-of-purpose-and-reason/

1. You need to create your password ……… no one can access it more to your account
a. Such
b. So that
c. That

2. They were discussing………strong…….their neighbors called the police.
a. As/as
b. As/that
c. So/that

3. It was……. a hot afternoon……..Francisco decided to go to the beach.
a. Such/that
b. So/that
c. Too/that

4. The teacher speaks loudly……….express very well the topic.
a. In order to
b. Such that
c. So that

5. Camilo started working in the morning …… it would give him time to take a nap later on.
a. In order to
b. So that
c. That

6. Celeste was……weak……..she could barely walk.
7. Such/that
8. Too/that
a. So/that

Answer section:

- Sentence #1: B
- Sentence #2: C
- Sentence #3: A
- Sentence #4: A
- Sentence #5: B
- Sentence #6: C

<u>THE CAUSATIVE FORM</u>

We are going to use a causative verb when we refer something that someone else did for us or for another person. It means that the subject caused the action to happen, but didn't do it themselves. Maybe they paid, or asked, or persuaded the other person to do it. For example:

- I repaired my motorcycle. (This means I repaired it myself).

If I paid someone to repair it, of course I can say:

- A mechanic repaired my motorcycle.

But, another way is to use a causative construction. So I can also say:

- I had my motorcycle repaired

In other words, using a causative verb is similar to using a passive. The important thing is that the motorcycle works very well. We don't focus on who repaired it.

Have + object + past participle (have something done)

We usually use 'have something done' when we are talking about hiring someone to do something for us. It's often used for services. The form is 'subject + have + object + past participle'. For example:

- I had my motorcycle repaired
- Juan will have his car painted

Get + object + past participle (get something done)

We can also use 'subject + get + object + past participle'. This has the same meaning as 'have', but is less formal.

- The students get their essays checked.
- I'll get my hair cut next week.
- He got his washing machine fixed.[136]

Explanation of the videos

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Causative form quiz

Transform the following sentences into causatives actions

1. I painted my kitchen. (get)

2. Vanessa cut the grass. (have)

3. Nelson washed his truck. (have)

4. Pedro cleaned the windows. (have)

5. Camila dyed her hair. (get)

6. Fernando wrote the report. (have)

7. Joel painted his house (will have)

8. Raul fed his little cats (will have)

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[136] Perfect English Grammar (online) retrieved on 01/26/2019 available on https://www.perfect-english-grammar.com/causatives-have-get.html

Answers section:

- Sentence # 1: I got my kitchen painted
- Sentence #2: Vanessa had the grass cut
- Sentence #3: Nelson had his truck washed
- Sentence #4: Pedro had the windows cleaned
- Sentence #5: Camila got her hair dyed
- Sentence #6: Fernando had the report written
- Sentence #7: Joel will have his house painted
- Sentence #8: Raul will have his little cats fed.

Reported speech

We use reported speech when we tell somebody else what you or a person said before. Also, direct speech and reported speech have different meanings in a sentence.

Direct speech	Reported speech
She says: "I like Las Pupusas."	She says that she likes Las Pupusas.
She said: "I'm visiting Apopa the next week"	She said that she was visiting Apopa the following weekend.

We use reported speech different types of sentences in statements, questions, requests, commands.

In **reporting statements**, we often have to change the pronoun depending on who says what. Example:

- She says, "My dad loves hamburgers." – She says that her dad loves hamburgers

Direct Speech	Reported Speech
Simple Present **He said: "I am happy"**	Simple Past He said that he **was** happy
Present Progressive **He said: "I'm looking for my keys"**	**Past Progressive** He said that he **was looking** for his keys
Simple Past	**Past Perfect Simple**

He said: "I visited New York last year"	He said that he **had visited** New York the previous year.
Present Perfect He said: " I've lived here for a long time "	**Past Perfect** He said that he **had lived** there for a long time
Past Perfect He said: "They had finished the work when I arrived"	**Past Perfect** He said that they **had finished** the work when he **had arrived**"
Past Progressive He said: "I was playing football when the accident occurred"	**Past Perfect Progressive** He said that **he had been playing** football when the accident **had occurred**
Present Perfect Progressive He said:"I have been playing football for two hours."	**Past Perfect Progressive** He said that **he had been playing** football for two hours
Past Perfect Progressive He said: "I had been reading a newspaper when the light went off"	**Past Perfect Progressive** He said that he **had been reading** a newspaper when the light **had gone off**
Future Simple (will+verb) He said: "I will open the door."	**Conditional (would+verb)** He said that **he would open** the door.
Conditional (would+verb) He said: "I would buy Mercedes if I were rich"	**Conditional (would+verb)** He said that he **would buy** Mercedes if he **had been** rich"

Direct Speech	Reported Speech
Time Expressions	
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
Place	
here	there

Demonstratives	
this	that
these	those

In **reporting questions,** we transform the question into an indirect question and use the question word (where, when, what, how) or if / whether.

Types of questions	Direct speech	Reported speech
With question word (what, why, where, how...)	"Why" don't you speak Spanish?"	He asked me why I didn't speak Spanish.
Without question word (yes or no questions)	"Do you speak Spanish?"	He asked me whether / if I spoke Spanish.

In reporting **request/commands,** we follow the structure presented in the chart below.

Direct speech	Reported speech
"Tatiana, do the exercise."	He told Nancy to do the exercise.
"Tatiana, give me your pen, please."	He asked Nancy to give him her pen.[137]

SPECIAL INTRODUCTORY VERBS

Here we have some common verbs when we are reporting important information.

SAY + (THAT) using the word that is optional.

- Gustavo said he was unhappy.
- Gustavo said **that** he was unhappy.

TELL + SOMEONE + (THAT) after the word "tell," we must always have a person:

- Sabrina told me she had worked late.
- Sabrina told me that she had worked late.

TELL + SOMEONE + (NOT) + TO we use "tell someone to" for giving an order/command:

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[137] My English Pages (online) retrieved on 01/26/2019 available on https://www.myenglishpages.com/site_php_files/grammar-lesson-reported-speech.php

- Carmen told me to clean my room.
- My grandparent told me not to play with fire.

ASK + SOMEONE + IF/WHETHER, ASK + SOMEONE + QUESTION WORD

We use "ask someone if/whether" for yes/no questions:

- They asked the teacher if there was any homework.
- They asked the teacher whether there was any homework.

For all other questions, use this structure:

- He asked me what time it was.
- She asked us how to get to the train station.
- They asked the police officer why the road was closed.[138]

Explanation of the videos

There are going to be three videos where the students will watch the explanation, the use and functions of the topics for the student can get a better understanding and put it into practice in real situations.

Reported speech quiz

1. Have you signed the contract? Mirna _____.
a. asked me whether I had signed the contract
b. told me if I had signed the contract
c. said if I signed the contract

2. I can't do it without your help. Reina said she_____ it without my help.
a. Didn't do
b. Couldn't do
c. Hadn't do

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[138] Espressoenglish (online) retrieved on 01/26/2019 available on https://www.espressoenglish.net/reporting-verbs-in-english/

3. Vanessa is working at Insinca today. She told us she _____ that day.
a. Is working
b. Was working
c. Worked

4. Where did you eat those delicious Tacos? Fidel asked me _____
a. where did I eat
b. where had I eaten
c. where I had eaten

5. I was at the hospital all morning. She told me that she _____ at the hospital all morning.
a. Had been
b. Would be
c. Have been

6. Monica: "Oscar often plays football."
   Monica told me (that) _____
a. Oscar often plays football
b. Oscar often is playing football
c. Oscar often played football

7. Choose the correct answer
   Dad: "The boys helped in the garage."
   Dad told me (that) _____
a. the boys helped in the garage
b. the boys has helped in the garage
c. the boys had helped in the garage

8. Fred: "My father will be 65 years old."
    Fred told me (that) _____.
a. his father has been 65 years old
b. his father would be 65 years old
c. his father was 65 years old

Answer section:

- Question #1: A
- Sentence #2: B
- Sentence #3: B
- Question #4: C
- Sentence #5: A
- Sentence #6: C
- Sentence #7: C
- Sentence #8: B

QUESTION TAGS

We use the question tags at the end of the sentences. They are short questions that give more emphasis to the sentence particularly in spoken English. There are lots of different question tags.

Positive/negative

If the main part of the sentence is positive, the question tag is negative ….

- He's a doctor, isn't he?
- You work in a bank, don't you?

If the main part of the sentence is negative, the question tag is positive.

With auxiliary verbs

The question tag uses the same verb as the main part of the sentence. If this is an auxiliary verb ('have', 'be') then the question tag is made with the auxiliary verb.

- They've gone away for a few days, haven't they?
- They weren't here, were they?
- He had met him before, hadn't he?

- This isn't working, is it?

Without auxiliary verbs

If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of 'do'.

- I said that, didn't I?
- You don't recognise me, do you?
- She eats meat, doesn't she?

With modal verbs

If there is a modal verb in the main part of the sentence the question tag uses the same modal verb.

- They couldn't hear me, could they?
- You won't tell anyone, will you?

With 'I am'

Be careful with question tags with sentences that start 'I am'. The question tag for 'I am' is 'aren't I?'

- I'm the fastest, aren't I?[139]

Explanation of the videos

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[139] British Council (online) retrieved on 01/26/2019 available on https://learnenglish.britishcouncil.org/intermediate-grammar/question-tags

Question tag quiz

1. Which tag is correct?

Walter loves the hamsters, _____?

   a. Doesn't he
   b. Does he
   c. Isn't he

2. Which tag is correct?

Your students don't practice any sport, ____?

   a. Can't they
   b. Do they
   c. Will they

3. Which tag is correct?

Nohemy has drunk some Pilseners, ____?

   a. Isn't he
   b. Has he
   c. Hasn't he

4. Which tag is correct?

I'm not invited to the wedding, ___?

   a. Aren't I
   b. Am I
   c. Are I
   5. We loved Dragon Ball Super Movie, ____?
   a. Weren't we
   b. Haven't we
   c. Didn't we

6. She doesn't live far from here, ____?
a. Will she
b. Was she
c. Does she

Answers section:

- Question #1: A
- Question #2: B
- Question #3: C
- Question #4: B
- Question #5: C
- Question #6: C

SUBJECT- OBJECT QUESTION:

When we use subject question, we do not use the auxiliary verb do/does/did. Here we have some examples:

- Amanda washed the car. Who washed the car?
- I'm buying some quesadillas. Who bought quesadillas?
- This is incorrect ~~who does buy quesadillas?~~

This is the form of making subject questions when we want to know about the subject of the sentence.

On the other hand when we use object question, we use the auxiliary **do/did.** Here we have some examples:

- The students like their new professor. Who do the students like?
- Amanda painted the house. What did Eduardo pain?
- My cousin writes short stories. What does my cousin write?[140]

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[140] English Grammar (online) retrieved on 01/26/2019 available on https://www.englishgrammar.org/subject-object-question/

Explanation of the videos

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Subject object quiz

1. Benjamin eats chocolate every day.
a. Who eats chocolate every day?
b. Who does eat chocolate every day?

2. The hamburgers were on the table
a. Where the hamburgers were?
b. Where were the hamburgers?

3. The student is from Cojutepeque
a. Where the student is from?
b. Where is the student from?

4. The teacher is living in Soyapango
a. Who living in Soyapango?
b. Who is living in Soyapango?

5. The family enjoyed the concert
a. What the family enjoyed?
b. What did the family enjoy?

6. The car is in the carwash
a. Where is the car?
b. Where did the car is?

Answers section:

- Sentence #1: A
- Sentence #2: B
- Sentence #3: B
- Sentence #4: B
- Sentence #5: B
- Sentence #6: A

QUESTIONS WORDS

Questions words are called WH questions because the majority of them start with these two words and their function is to ask certain types of questions. In the following chart, we present their function and an example for better understanding.

question word	function	example sentence
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?

which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
whom	asking what or which person or people (object)	Whom did you see?
whose	asking about ownership	Whose are these keys? Whose turn is it?
why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are

		there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her[141]

Explanation of the videos

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Questions words quiz

1. _____type of music do you like?
a. Where
b. When
c. What
d. How

2. _____ have you been living in that neighborhood?
a. How much
b. How old

[141] English club (online) retrieved on 01/26/2019 available on https://www.englishclub.com/vocabulary/wh-question-words.htm

c. How many
d. How long

3. ____ is El Salvador del Mundo from Apopa?
a. How long
b. How far
c. How many
d. How old

4. ____ are we going to watch a movie to Cinepolis again?
a. When
b. Which
c. Where
d. What

5. ____ don't we go for a drink near La Herradura?
a. What
b. Where
c. Why
d. Whose

6. ____ are these new pair of shoes?
a. What
b. Which
c. Who
d. Whose

7. ____ color are you going to use for the painting?
a. Who
b. Which
c. Why
d. When

8. _____ oranges do we need for the juice?

a. How much
b. How many
c. How old
d. how about

Answers section:

- sentence #1: C
- sentence #2: D
- sentence #3: B
- sentence #4: A
- sentence #5: C
- sentence #6: D
- sentence #7: B
- sentence #8: B