



## American Dexway Professional - Level A1 - Course 2

**Sku:** PC062

**Horas:** 60

**Formato:** HTML

### OBJETIVOS

In this first level the student will learn the fundamental tools for communicating in English, taking the learner from 0 to a Basic Level of English. Whilst introducing the Present Simple tense of the most common verbs, the correct use of the articles, determiners, frequency adverbs and basic syntax; the block covers functions including: jobs, eating out and telling the time through meaningful, contextual exercises. By the end of the Block, the learner will have encountered the necessary structures to communicate using present tenses on a limited level in situations of immediate relevance, will be able to communicate basic needs and desires as well as make observations and appropriate responses to typical comments. As well as introducing the essential structures and vocabulary necessary to talk about the topic areas mentioned, the learner is encouraged to practice pronunciation from the very beginning. With the help of a native speaker, the vocabulary items and sentences modeled can be listened to and simulated.

### CONTENIDOS

**Unit 1 1. First day at work** Aims: To introduce and re-cycle vocabulary and structures through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. Vocabulary: Work vocabulary - Introduction to days of the week - Introduction to ordinal numbers: first - Cinema vocabulary. **2. Day and time** Aims: To study and practice the grammar through a series of interactive exercises. Structures and functions: Telling the time: numbers 0-12, o'clock - Determiners: this/ that, these/those - There is/ there are - Possessives: my, its, his, her, their -Possessives: 's - Expressing similarity: also/too. Vocabulary: Work vocabulary - Extended presentation of days of the week - Cinema vocabulary - Introduction to ordinal numbers: first, second, third etc. Activities: Student-led practice: click on the images - Complete the sentences - Fill in the blanks: multiple choice - Association of sentences and words with corresponding pictures: listen and repeat. **3. When's the movie?** Aims: To consolidate and review vocabulary, grammar and structures covered in the lessons through a series of interactive exercises. Structures and functions: Telling the time: numbers 0-12, o'clock - Determiners: this/ that, these/those - Cinema

vocabulary - There is/ there are: positive, negative, interrogative - Possessives: my, its, his, her, their - Possessives: 's - Expressing similarity: also/too - Prepositions of time: from, until. Vocabulary: Work vocabulary - Ordinal numbers: first, second, third etc - Extended practice of days of the week - Times of the day: morning, afternoon, evening, night. Activities: Pronunciation: listen and repeat - Association of sentences and words with corresponding pictures: listen and repeat - Listening: listen and fill in the blanks - Fill in the blanks: multiple choice - Fill in the blanks: Complete the sentences - Dub the movie - Recognition of synonymous sentences. **4. What is the best job? - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. These dialogues focus on the practice of the difference of "this/these", as well as, common objects at the office and different professions. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **5. I really like Saturdays - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. These dialogues focus on learning how to talk about likes and dislikes as well as routines during the weekdays and the weekends. After attending the class, students have to complete a series of comprehension questions and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **6. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 2 7. Talking about themselves** Aims: To introduce and re-cycle vocabulary and structures related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. Vocabulary: Meals: breakfast, lunch, dinner - Money - Work vocabulary: extension. **8. What they do** Aims: To study and practice the grammar through a series of interactive exercises. Structures and functions: Revision of adjectives - Present simple affirmative of daily verbs. Vocabulary: Meals: breakfast, lunch, dinner - Money - Work vocabulary: extension - Numbers: 13-30. Activities: Student-led practice: click on the vocabulary - Fill in the blanks - Listening: listen and write - Pronunciation: listen and repeat. **9. On Tuesdays** Aims: To consolidate and review the vocabulary, grammar and structures through a series of interactive exercises. Structures and functions: Revision of adjectives - Present simple affirmative of common verbs. Vocabulary: Meals: breakfast, lunch, dinner - Money - Work vocabulary: extension - Numbers: 13-30. Activities: Association of sentences and words with corresponding pictures: listen and repeat - Listening: listen and choose the best response - Fill in the blanks: choose an option - Complete the sentences - Dub the movie - Recognition of synonymous sentences. **10. I can see mice - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. In these dialogues students revise vocabulary related to: members of the family, and adjectives to describe people and professions. The second part of the class is focused on regular and irregular plurals. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **11. There's a cat - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. These dialogues focus on learning how to use: there is/there are,

prepositions, routines and describing pictures. After attending the class, students have to complete a series of comprehension questions and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **12. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 3**

**13. An appointment with the mayor** Aims: To introduce and re-cycle vocabulary and structures related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. Vocabulary: Daily activities - Irregular plurals: person/people. **14. Day-to-day of a mayor** Aims: To present and practice the grammar and some more useful phrases through a series of interactive exercises. Structures and functions: Frequency adverbs and expressions: every, usually, sometimes - Present simple affirmative of daily verbs. - Prepositions of time: at, until, after - Articles: a, an, the or (zero article) - Let's + infinitive for suggestions. Vocabulary: Daily activities - Irregular plurals: person/people - Time: fractions of an hour, etc. Activities: Student-led practice: click on the images - Fill in the blanks - Choose the correct word or option - Pronunciation: listen and repeat - Association of images with certain expressions and words: listen and repeat. **15. Tell us about your day** Aims: To review and consolidate the vocabulary, grammar and structures covered in the lessons through a series of interactive exercises. Structures and functions: Frequency expressions: every, usually, sometimes - Present simple affirmative of daily verbs. - Time prepositions: at, until, after - Articles: a, an, the or - (zero article) - Let's + infinitive for suggestions Vocabulary: Daily activities - Irregular plurals: person/people - Time: fractions of an hour. Activities: Listening: listen and fill in the blanks - Order and write sentences - Fill in the blanks: multiple choice - Reading: error detection - Comprehension exercise: chose the synonymous sentence - Dub the movie. **16. It's the dog's collar - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. These dialogues focus on the appropriate use of the Saxon genitive and the possessives. After attending the class, students have to complete a series of comprehension questions and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **17. Do or does - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. In these dialogues students talk about routines. Consequently they use the present simple verb tense and begin notice the –s used in the third person singular (do – does, cook – cooks). After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **18. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 4**

**19. A table for two, please!** Aims: To introduce and re-cycle vocabulary and structures related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. **20. What's on the menu?** Aims: to introduce, present and practice the target grammar - the present simple in the interrogative and negative forms - through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, listening and repeating sentences, filling in the gaps and making interrogative or negative sentences from affirmative sentences or vice versa.

Structures and functions include: vocabulary related to food and drinks, structures to ask about prices using 'How much?' and the negative and interrogative forms of daily verbs in the present simple. **21. Do you take sugar?** Aims: to introduce, present and practice the target grammar - the present simple in the interrogative and negative forms - through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, listening and repeating sentences, filling in the gaps and making interrogative or negative sentences from affirmative sentences or vice versa. Structures and functions include: ordering food in a restaurant, asking about prices using 'How much?', the negative and interrogative forms of daily verbs in the present simple and the correct use of 'a' and 'some'. **22. At the restaurant** Aims: To review and consolidate grammar, structures and vocabulary through a series of interactive exercises. Structures and functions: Ordering food in a restaurant - Asking about prices: How much? - Present simple negative and interrogative of daily verbs - A / some. Vocabulary includes food, numbers 30 to 100, money, etc, Activities: Pronunciation: listen and repeat - Association of sentences and words with corresponding pictures: listen and repeat - Listening: listen and fill in the blanks - Fill in the blanks: multiple choice - Write the correct word - Comprehension exercise: choose the synonymous sentence - Dub the movie. **23. Daily routine - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues that focus on daily routines. After attending the class, students have to complete a series of comprehension questions and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **24. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 5 25. At the restaurant - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of eating out, specifically terms related to catering and restaurants. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **26. Can we have the menu, please? - Listening comprehension** **27. Food and beverages - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of food and beverages. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **28. Food - Reading comprehension** In this lesson students read and listen to a written passage of text about typical English meals such as the traditional English breakfast and international food that is commonly eaten in the UK. After reading, students answer a series of questions that follow a sequential order and elicit their skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise 9 true/false questions, an example is provided. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation. **29. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 6 30. Work duties** Aims: To review the contents of the block through a series of video clips and listening exercises as well as interactive exercises such as fill in the blanks, select the correct option, etc. A comprehensive revision of the topics covered. Structures and functions: The student will review: Present simple of daily verbs. - Describing daily routine - Adjectives Vocabulary: Nationalities - Jobs - The time - Days of the week. Activities: Real practice situation: listen to

the movie and then dub it - Listening: fill in the blanks - Fill in the blanks: complete the sentences - Fill in the blanks: multiple. **31. Helping at home** Aims: To Review the contents of the Block through a series of interactive exercises such as reading practice, pronunciation of words covered in the block, listening and filling in the blanks, choosing the right option, etc. A comprehensive revision of the topics covered. Structures and functions: The student will review: Present simple of daily verbs. - Describing daily routine - Some - Adjectives - There is/are: positive, negative and interrogative. Vocabulary: Nationalities - Jobs - The time - Days of the week - Numbers 0 -100 Activities: Reading comprehension: true or false - Pronunciation: listen and repeat - Listening: listen and write - Fill in the blanks - Fill in the blanks: multiple choice. **32. What's that? - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. In these dialogues students practice the appropriate use of the demonstrative adjectives: this / these / that / those. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **33. What do you like about your country? - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. These dialogues focus on learning the verb tense known as Present Simple and in order to do so the dialogues approach a variety of topics such as: likes and dislikes, hobbies, sports and routines. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **34. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 7 35. New house, new housemates - Typical situation** A practical immersion in the language, where by the student will live through a real life situation, similar to one they would confront in the language in which they are learning. In this lesson the student will be introduced to new vocabulary, then once the exercise has been completed, they will then have an opportunity to do some practice with this same new vocabulary. **36. Lifestyles - Dialogue** The student listens to a series of questions that he/she must freely answer and send the responses to the teacher. New vocabulary is introduced in this lesson; once the exercise is finished, the student practices with said vocabulary. **37. Daily life - Vocabulary practice** Revision of knowledge and vocabulary which has been acquired so far. **38. Home sweet home - Reading comprehension** In this lesson students read and listen to a written passage of text about the different types of houses in the United Kingdom and then answer a series of questions. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise of 9 multiple-choice questions, and an example is provided. By practising active and effective reading, students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation. **39. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 8 40. Using public transport** In this lesson, students work through diverse situations with specific vocabulary and expressions that are related to a particular activity or sector, so that the student can smoothly develop in everyday situations related to that specific field. **41. In a taxi or on a bus?** In this lesson, students work through diverse situations with specific

vocabulary and expressions that are related to a particular activity or sector, so that the student can smoothly develop in everyday situations related to that specific field. **42. Traffic signs** In this lesson, students work through diverse situations with specific vocabulary and expressions that are related to a particular activity or sector, so that the student can smoothly develop in everyday situations related to that specific field. **43. Public transport - Vocabulary practice** In this lesson, students work through diverse situations with specific vocabulary and expressions that are related to a particular activity or sector, so that the student can smoothly develop in everyday situations related to that specific field. **44. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Unit 9 45. At customs, during the flight - Typical situation** A practical immersion in which the student experiences a real situation with conversations among other characters. New vocabulary is introduced in this lesson; once the exercise is finished, the student practices with said vocabulary. **46. What is your routine? - Dialogue** The student listens to a series of questions that he/she must freely answer and send the responses to the teacher. New vocabulary is introduced in this lesson; once the exercise is finished, the student practices with said vocabulary. **47. Daily life - Reading comprehension** In this lesson students read and listen to a written passage of text about daily life and routines around the world and then answer a series of questions. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise of 9 true/false questions, and an example is provided. By practising active and effective reading, students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation. **48. Test exercises** In the last lesson of this unit, students find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons. **Course review 49. Final test** In this last lesson of the course, the student will come across a variety of exercises which will help consolidate and evaluate the knowledge which has been acquired throughout the duration of the course.