



American Dexway Professional - Level A2 - Course 2

Sku: PC064

Horas: 60

Formato: HTML

OBJETIVOS

In this block the learner will consolidate the material from the previous Block and begin the transition from the Basic Level. The course content remains functional and focused entirely on improving learner independence in all areas. In this block the learner is introduced to the Past Simple of the verb "to be", regular verbs and some common irregular verbs, extended comparative practice as well as the Present Continuous forms of many common verbs, the difference between the present simple and continuous, the going to form and various expressions. The use of a variety of exercises encompasses different learner styles as well as guaranteeing thorough coverage of the topics covered. The block is comprised of a series of interactive exercises such as word-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items, grammar and expressions.

CONTENIDOS

Unit 1 1. What a mess! There was a party Aims: To introduce and learn structures and vocabulary 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. Activities include Association of sentences and words with corresponding pictures - Listening to a movie and answering questions about it, etc. Vocabulary: parts of the house, furniture, months. **2. There was an armchair** Aims: to study and practice grammar and expressions. Structures and functions presented are: 'there was' and 'there were'. The practical vocabulary extends and revises the themes of house and home. Activities include: the association of sentences and words with corresponding pictures, gap-fill activities, student-led listening, rewriting sentences and pronunciation practice with listen and repeat exercises. **3. Were you at work this morning?** Aims: to study and practice grammar and expressions. Structures and functions presented are: the past simple form of the verb 'To Be' and relevant time expressions: now, yesterday, last week, night etc. Other structures presented include: 'there was' and 'there were', an extension of adjectives, 'How much?' and 'How many?' The practical vocabulary extends and revises the themes of house, home and months. Activities include: the

association of sentences and words with corresponding pictures, gap-fill activities, student-led listening, rewriting sentences and pronunciation practice with listen and repeat exercises.

4. An apartment to rent Aims: To review and consolidate the grammar, vocabulary and structures covered in the lessons through a series of interactive activities. Structures and functions: - Past simple: the verb "to be" - Time expressions: now, yesterday, last week, night etc - There was/were - Extension of adjectives - How much/many? - Interrogative pronouns.

Vocabulary: - House and home vocabulary. Months Activities: Listening: choose the right option, choose the correct word, Choose the correct option, Listen and write, choose the sentence which means the same, Listening: fill in the blanks, Dub the movie. **5. The house**

- **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 talking about renting or buying a house, house furniture and decoration. 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. **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. Shopping for clothes** Aims: To introduce structures and vocabulary 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: - Shopping vocabulary: sizes, prices, trying things etc - Clothes. Activities: - Association of sentences and words with corresponding pictures: listen and repeat - Watch the movie. Movie understanding: match the columns. **8. Last night** Aims: To introduce, study and practice the grammar through a series of interactive exercises. Structures and functions: - Past simple (affirmative): regular verbs - Too + adjective - Comparison of short adjectives. Vocabulary: - Shopping vocabulary: sizes, prices, trying things etc - Clothes. Activities: Student-led practice: click on the drawings - Fill in the blanks - Listening: listen and write. **9. The catalogue** Aims: To review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Past simple (affirmative): regular verbs and /t/ /d/ /id/ endings - Comparison of short adjectives - Too + adjective. Vocabulary: - Shopping vocabulary: sizes, prices, trying things etc - Clothes. Activities: - Pronunciation: listen and repeat - Association of sentences and words with corresponding pictures: listen and repeat - Listening: fill in the blanks - Student-led listening: click on the vocabulary - Fill in the blanks with the correct word or option - Dub the movie - Choosing synonymous sentences. **10. Let's compare - 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. The main focus of these dialogues is learning to compare objects and seasons. The class also approaches other topics such as: the weather and the most common nouns and adjectives to describe them. E.g.: cold, child, bus, pencil... 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. 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 12. How was your day?** Aims: To introduce structures and vocabulary 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.

Activities - Watch a movie - Movie understanding: match the columns. **13. Better or worse**
 Aims: To introduce, study and practice grammar, through a series of interactive exercises.
 Structures and functions: - Past Simple: interrogative and negative - Past Simple: irregular verbs - Obligations: have to - Comparison of long and irregular adjectives. Vocabulary: - Seasons, months and dates (ordinals), means of transport. Activities: - Student-led listening: click on the vocabulary - Fill in the blanks - Choose the correct word or option. **14. What did you do last Saturday?** Aims: To revise the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Past Simple: interrogative and negative - Past Simple: irregular verbs - Obligations: have to - Comparison of long and irregular adjectives - Travel: to go by + transport. Vocabulary: - Seasons, months and dates (ordinals) - Transport. Activities: - Pronunciation: listen and repeat 'th' (soft) - Association of words and sentences with corresponding images - Listening and writing: fill in the blanks - Choosing synonymous sentences - Choosing the correct word or option - Fill in the blanks activity - Dub the movie. **15. What you did yesterday - 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 Past simple. 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. **16. 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 17. Going back to New York** Aims: To introduce structures and vocabulary 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. **18. What is he doing?** Aims: To introduce and practice the grammar through a series of interactive exercises such as student-led listening exercises, fill in the blanks activities, Pronunciation: listen and repeat, etc.. Structures and functions: - Present continuous: all forms - Present simple for habitual actions vs Present Continuous for actions at the time of speaking - Some and any. Vocabulary: - Vocabulary extension - Have + daily actions: have a shower, have breakfast. Activities - Student-led practice: click on the drawings - Fill in the blanks - Pronunciation: listen and repeat: "ing" - Fill in the blanks: multiple choice. **19. What's the matter?** Aims: To revise, practice and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises such as word/sentence-picture association, listening comprehension, fill in the blanks, choosing the correct word and answer, etc. Structures and functions: - Present continuous: all forms - Present simple for habitual actions vs Present Continuous for actions at the time of speaking - Some and any. Vocabulary: - Vocabulary extension. Activities: - Association of sentences and words with corresponding pictures: listen and repeat - Listening: fill in the blanks - Fill in the blanks - Multiple choice - Make sentences - Answer the questions - Listening: listen and choose an option - Comprehension exercise: choose the synonymous sentence - Dub the movie - Choosing synonymous sentences. **20. What is she doing? - 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. The main focus of these dialogues is presenting the use of the present continuous to talk about actions in progress. Students practice the description of pictures and images. 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. **21. 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 22. The fortune teller** Aims: To introduce structures and vocabulary 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. **23. He is going to work at home** Aims: To introduce and practice the grammar through a series of interactive exercises such as word/sentence-picture association, fill in the blanks activities activities, etc. Structures and functions: - Going to + infinitive: predictions, future plans and intentions, deductions from visual clues - Present simple for habitual actions - Present continuous for temporary states. Vocabulary: - Vocabulary extension: work and leisure - Ordinal numbers: talking about special occasions, Dates , Get + married, dressed, etc. Activities: Student-led practice: click on the drawings - Fill in the blanks: multiple choice - Choose the correct option. **24. What are you doing nowadays?** Aims: To review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Going to + infinitive: predictions, future plans and intentions, deductions from visual clues - Present simple for habitual actions - Present continuous for temporary states. Vocabulary: - Vocabulary extension: work and leisure - Ordinal numbers: talking about special occasions - Time expressions: nowadays, at the moment. Dates. Get + married, dressed, etc. Activities: - Pronunciation: listen and repeat; Association of images with expressions: listen and repeat; Listening: listen and answer, choose the right option, true or false; choosing synonymous sentences; Fill in the blanks: complete the sentences; Dub the movie. **25. What are you going to do? - 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: going to for future plans. 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. **26. At work - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of jobs and professions. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **27. 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 28. Returning to work** Aims: To revise and consolidate the contents of the Block through a variety of exercises and activities. Interactive exercises include associating words with pictures; listening comprehension with short, realistic dialogs; dubbing the movie; dialog understanding by filling in the blanks, etc. A comprehensive revision of the topics covered. Structures and functions: - Past Simple: telling a simple story - Some and any - Describing a house. Vocabulary: - House and home. Activities: - Student-led practice: click on the drawings - Real practice situation: dialog - Dub the movie - Dialog understanding: fill in the blanks - Reading comprehension: fill in the blanks. **29. This outfit matches** Aims: To revise and consolidate the contents of the Block through a variety of exercises and activities. Interactive exercises include word/sentence-picture association, Pronunciation: listen and repeat; Listening comprehension: fill in the blanks, etc.. A comprehensive revision of the topics covered. Structures and functions: - Present continuous - Going to + infinitive - Adjectives: comparison. Vocabulary: - Clothes. Activities: - Student-led practice: click on the drawings - Pronunciation: listen and repeat - Listening: listen and fill in the blanks - Complete

the sentences: fill in the blanks. **30. High days and holidays - Reading comprehension** In this lesson students read and listen to a written passage of text about some of the most important holidays in the UK (e.g.: Christmas) and how they are usually celebrated. 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 both multiple-choice and true/false questions, an example for each 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. **31. Vacation on-board - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of holidays, specifically when travelling on cruise. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **32. 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 33. Planning a party - Typical situation** A practical immersion in the language, whereby students will live through a real life situation, similar to one they would confront in the context of the language they are learning. In this typical situation students will follow the process of preparing and planning a party. In order to achieve this successfully, students will be introduced to new vocabulary and then, they will have the opportunity to listen to the conversation of a group of friends using the vocabulary they have learnt and repeat the dialogue. After that, students will receive feedback on their pronunciation. **34. She's hosting a party - Typical situation** A practical immersion in the language, whereby students will live through a real life situation, similar to one they would confront in the context of the language they are learning. In this typical situation students will follow the process of preparing and planning a party. In order to achieve this successfully, students will be introduced to new vocabulary and then, they will have the opportunity to listen to the conversation of a group of friends using the vocabulary they have learnt and repeat the dialogue. After that, students will receive feedback on their pronunciation. **35. Home and seasons - 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. **36. American barbeques - Reading comprehension** In this lesson students read and listen to a written passage of text in which a story of a barbeque day in the USA is narrated. 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 multiple-choice and true/false questions as well as matching statements with their corresponding sections, an example for each 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. **37. Being at home - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary they need to talk and describe different parts of the house. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **38. 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 39. Patterns - Specific vocabulary** Upon completion of this lesson, students will be able to: - To recognize and name some of the most common items

on sale at a clothing store. - Compare and contrast written expressions with the sounds and images of the vocabulary that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor progress, which will encourage reflection and self-assessment. **40. Pieces of clothing - Specific vocabulary** Upon completion of this lesson, students will be able to: - To recognize and name clothing for men and women on sale at a clothing store. - Compare and contrast written expressions with the sounds and images of the vocabulary that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor progress, which will encourage reflection and self-assessment. **41. Clothes and fabrics - Specific vocabulary** Upon completion of this lesson, students will be able to: - Recognize and name some of the most common fabrics on sale at a clothing store. - Use common expressions found in conversations that provide a professional service to the customer. - Compare and contrast written expressions with the sounds and images of the vocabulary that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor progress, which will encourage reflection and self-assessment. **42. Apparel - Vocabulary practice** Upon completion of this lesson, students will be able to: - Demonstrate their knowledge by means of tests that contrast the written form of the vocabulary used at a clothing store (describe clothing, fabrics, and designs). - Confidently take part in conversations between the customer and retail salesperson. - Confirm the form, sound and spelling of the vocabulary and its adequate pronunciation and monitor progress, which will encourage reflection and self-assessment. **43. 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 44. In a restaurant - 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. **45. Chores and emotions - 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. **46. Fast food - Reading** In this lesson students read and listen to a written passage of text about fast food restaurants and other restaurants that offer international foods in the US. After that, 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 multiple-choice and true/false questions, an example for each 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. **47. Fast food - Dictation** In this lesson students have to follow the dictation of a text about fast food restaurants and other restaurants that offer international foods in the US. Students practice first and foremost their listening and writing skills and within the latter a range of sub-skills from spelling to punctuation. Moreover, this dictation makes students practise and enhance their vocabulary, syntax, grammar and, when reviewing his/her work, proofreading. The written passage of text has been divided into different phrases or sentences and it is listened to by the student, who has to write it. Students can listen to the phrase or sentence as many times as they wish and even ask for help if needed. Once a paragraph has been completed, students re-read it while listening to the audio and move on to the next paragraph. **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 and as a way to revise, the student will come across a variety of exercises which will help consolidate and evaluate any knowledge which has been acquired throughout the duration of the course.