



## Ingles A.1.B. (SSCE118)

**Sku:** PC088

**Horas:** 75

**Formato:** HTML

### OBJETIVOS

In this first level of five, the student will learn the fundamental tools for communicating in English, taking the learner to acquire the A1 level or Basic User level of the CEFR (Common European Framework of reference). 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 recycle vocabulary and structures through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. Structures and functions focus on an introduction to telling the time, the determiners: this, that, these and those, as well as, an introduction to days of the week. **2. Day and time** Aims: to study and practice the grammar through a series of interactive exercises. Structures and functions focus on telling the time using the numbers 0-12 and o'clock, the determiners: "this", "that", "these" and "those", "there is" and "there are". Students practice the possessive adjectives: "my", "its", "his", "her", "their" and the possessive "s" as well as expressing similarity using "also" and "too". The vocabulary section focuses on work; an extended presentation of the days of the week; cinema; and an introduction to ordinal numbers: first, second, third etc. Exercises include matching questions and answers, sentence completion and gap-filling. **3. When's the film?** Aims: to consolidate and review

vocabulary, grammar and structures through a series of interactive exercises such as: pronunciation practice through listening and repeating, listening and taking notes, choosing the correct word or option, gap-filling, dubbing a film and recognising synonymous sentences. There is a focus on telling the time by using the numbers 0-12 and o'clock; determiners: this, that, these and those; the positive, negative and interrogative forms of "there is" and "there are"; possessive adjectives: my, its, his, her, their; the possessive "s" and ordinal numbers: first, second, third etc. There is also extended practice of the days of the week and times of the day: morning, afternoon, evening, night.

**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 recycle vocabulary and structures through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items, structures and functions. Students will also participate in pronunciation practice at sentence level through listening and repetition. This lessons deals with prepositions of place and time such as: at home or at the beach, in a meeting, at one o'clock. The vocabulary section introduces the theme of money meals: breakfast, lunch and dinner.

**8. What they do** Aims: to introduce and practice the target grammar through a series of interactive exercises using the present simple affirmative of common verbs needed to talk about daily activities, as well as, the numbers 13-30. There is also pronunciation practice through listening to and repeating after a native speaker.

**9. On Tuesdays** Aims: to consolidate and review vocabulary, grammar and structures such as the present simple affirmative of common verbs, the vocabulary used to talk about breakfast, lunch, dinner, money and also the numbers 13-30. The interactive exercises are based on listening and repeating useful sentences, listening and choosing the correct option, gap-filling, dubbing a film and recognising 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. Routines - Writing assignment** **13. 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 14. An appointment with the mayor** Aims: to introduce and recycle vocabulary and structures through a series of interactive exercises such as, word/sentence-picture association, listening comprehension with short, realistic dialogues, and student-led listening practice with the vocabulary items. The structures and their functions that are given provide an introduction to the content of the next lesson. These include frequency expressions "every" and "usually" as well as the present simple affirmative of daily verbs, prepositions of time: "at", "until", "after"; daily activities and irregular plurals such as "person" and "people". **15. Day-to-day of a mayor** Aims: to present and practice the target grammar and some useful phrases through a series of interactive exercises. There is a focus on frequency adverbs and expressions such as "every", "usually" and "sometimes", and the present simple affirmative of daily verbs. This section also looks at the prepositions of time: "at", "until" and "after"; the use of articles: "a", "an", "the", or - (zero article), let's + infinitive for suggestions; irregular plurals such as "person" and "people"; and time - fractions of an hour. Activities include pronunciation practice with listen and repeat exercises and sentence completion by filling the gaps. **16. Tell us about your day** Aims: to consolidate and review vocabulary, grammar and structures through a series of interactive exercises such as: listening and writing; listening and repeating; arranging sentences; choosing the correct word or option, reading and writing: error correction, dubbing the film, recognising synonymous sentences, etc. The learner continues to practice the frequency expressions: "every", "usually" and "sometimes"; the present simple affirmative of common verbs; prepositions of time: "at", "until", "after"; the correct use of articles: "a", "an", "the" or - (zero article); let's + infinitive for suggestions; irregular plurals: person/people; and the time-fractions of an hour. **17. 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. **18. 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. **19. 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 20. A table for two, please!** Aims: to introduce and recycle vocabulary and structures through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. **21. 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. **22. 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'.

### **23. At the restaurant**

Aims: to review and consolidate grammar, structures and vocabulary through a series of interactive exercises such as practicing pronunciation by listening to and repeating useful phrases, listening and filling in the gaps, selecting the correct word or option, dubbing a film or choosing synonymous sentences on topics such as: ordering food in a restaurant, asking about prices using 'How much?', the present simple negative and interrogative of daily verbs, the use of 'a' and 'some'. Vocabulary includes: food, numbers 30 to 100 and money.

### **24. 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.

### **25. Food - Speaking assignment**

### **26. 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

### **27. 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.

### **28. Can we have the menu, please? - Listening comprehension**

### **29. 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.

### 30. **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.

### 31. **Going to a restaurant - Writing assignment**

### 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 6**

### 33. **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 gaps, select the correct option, etc. This is a comprehensive revision of all the topics covered. The student will review: the present simple of daily verbs, describing daily routine, adjectives, nationalities, jobs, telling the time and days of the week.

### 34. **Helping at home**

Aims: to review the contents of the block through a series of interactive exercises such as reading practice, pronunciation of vocabulary covered, listening and filling in the gaps, choosing the right option, etc. During this comprehensive revision of the topics covered the student will review: the present simple of daily verbs, describing daily routine, 'a' and 'some', adjectives, the positive, negative and interrogative forms of 'there is' and 'there are', nationalities, jobs, telling the time, days of the week and the numbers 0 -100.

### 35. **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.

### 36. **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.

### **37. 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

### **38. New house, new flatmates - 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 practice using this new vocabulary.

### **39. Lifestyles - Dialogue**

The student will listen to a series of questions which they can answer freely. In this lesson new vocabulary will be introduced. Once the lesson has finished, the student will then be able to have some practice with this same new vocabulary.

### **40. Daily life - Vocabulary practice**

Revision of knowledge and vocabulary which has been acquired so far.

### **41. 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.

### **42. Schedules - Writing assignment**

### **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 8

### **44. Using public transport**

In this lesson specific vocabulary will be studied and expressions related to an activity or a specific area through a variety of situations in order for the student to be able to cope without any problems in everyday situations related to this particular field.

### **45. In a taxi or on a bus?**

In this lesson specific vocabulary will be studied and expressions related to an activity or a specific area through a variety of situations in order for the student to be able to cope without

any problems in everyday situations related to this particular field.

#### **46. Traffic signs**

In this lesson specific vocabulary will be studied and expressions related to an activity or a specific area through a variety of situations in order for the student to be able to cope without any problems in everyday situations related to this particular field.

#### **47. Public transport - Vocabulary practice**

In this lesson specific vocabulary will be studied and expressions related to an activity or a specific area through a variety of situations in order for the student to be able to cope without any problems in everyday situations related to this particular field.

#### **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. **Unit 9**

#### **49. At customs, during the flight - 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 practise using this new vocabulary.

#### **50. What is your routine? - Dialogue**

The student will listen to a series of questions which they can answer freely. In this lesson new vocabulary will be introduced. Once the lesson has finished, the student will then be able to have some practice with this same new vocabulary.

#### **51. 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.

#### **52. Routines - Speaking assignment**

#### **53. 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.