



## Ingles A.2.A. (SSCE119)

**Sku:** PC089

**Horas:** 75

**Formato:** HTML

### OBJETIVOS

Capacitar al alumnado para utilizar el idioma de forma sencilla pero adecuada y eficaz, siendo capaz de comprender, expresarse e interactuar, tanto en forma hablada como escrita, en situaciones cotidianas, que requieran comprender y producir textos breves, en diversos registros y en lengua estándar, que versen sobre aspectos básicos concretos de temas generales y que contengan expresiones, estructuras y léxico de uso frecuente. Este programa formativo proporcionará a los alumnos la formación y el aprendizaje en lengua inglesa necesaria para que puedan presentarse a las pruebas de acreditación oficial del nivel A2 del Marco Común Europeo de Referencia para las Lenguas (MCERL).

### CONTENIDOS

**Unit 1 1. Having an accident** Aims: to introduce and recycle vocabulary, functions and grammatical 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 functions introduced include the modal verbs 'can' and 'can't' for ability, exchanging telephone numbers and addresses and the prepositions of place: over, on, in. The vocabulary input focuses on clothes and colours through activities such as the association of sentences and words with corresponding pictures, gap-fill listening exercises, listening practice through spelling and pronunciation practice with listen and repeat exercises as well as practice at writing sentences. **2. A robbery** Aims: to introduce and recycle vocabulary and structures as well as practicing pronunciation through a series of interactive exercises such as listening and writing activities and listening and repeating words or expressions. This lesson introduces basic telephone expressions as well as practicing 'can' and 'can't' for ability, the present simple and prepositions of place. Activities include the association of sentences and words with corresponding pictures, gap-fill listening exercises, spelling practice and pronunciation practice through listening and repeating. **3. Can I help you?** Aims: to review and consolidate vocabulary, grammar and structures through a series of interactive exercises such as listening to complete the gaps, student-led listening with new vocabulary items,

listening practice with exercises on spelling and pronunciation with listen and repeat exercises. Structures and functions include: the modal verbs 'can' and 'can't' used for ability, permission and possibility, exchanging personal information such as telephone numbers and addresses, the prepositions of place: over, on, in and all forms of the present simple. The vocabulary section focuses on clothes and basic telephone expressions. Activities in this lesson include the association of sentences and words with their corresponding pictures, listening practice with gap-fill exercises, student-led listening with click on the vocabulary, spelling practice, pronunciation practice through listening and repetition, dubbing the film and choosing synonymous sentences.

**4. Night shift - 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 the first part of this lesson, students practice a series of useful expressions that they will find later on in the class. After that, the students attend a class that focuses on comparing the past with the present, daily routines and 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. 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 6. At the police station** 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 functions are focused on physical descriptions and the vocabulary section continues to focus on clothes, months and years. Activities in this lesson include the association of sentences and words with their corresponding pictures and dialogue comprehension.

**7. What does he look like?** Aims: to introduce and practice grammar and useful phrases through a series of interactive exercises such as word/sentence-picture association, choosing the correct word in a set context, listening and repeating, etc. Structures and functions include the order of adjectives and all forms of the present simple. The vocabulary input continues the theme of clothes and physical descriptions. Activities in this lesson are the association of sentences and words with corresponding pictures, gap-fill listening exercises, student-led listening through clicking on the vocabulary, listening practice with an exercise on spelling and pronunciation practice with the opportunity to listen to and repeat a native speaker as well as reading practice with an exercise to match questions and answers.

**8. Do you know him?** Aims: to consolidate and review the grammar, vocabulary and structures covered through a series of interactive exercises such as word/sentence-picture association, listening and writing activities, choosing the correct word or option, completing the sentences, etc. The structures and functions revised are the order of adjectives, all forms of the present simple as well as talking about ages. There is a review of the clothes vocabulary and physical descriptions and revision and extension of numbers. Activities in this section include the association of sentences and words with their corresponding pictures, gap-fill listening exercises, student-led listening by clicking on the vocabulary, practice with spelling, pronunciation practice with an exercise to listen and repeat, matching questions and answers, dubbing the film and choosing synonymous sentences.

**9. Who'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. These dialogues focus on learning how to make definitions and descriptions. 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. **10. Describe your family or friends - Writing assignment** **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. Tomorrow is my birthday** 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 activities in this lesson are the association of sentences and words with their corresponding pictures, student-led listening and matching words from two columns. **13. Introducing my family** Aims: to introduce and practice grammar and useful phrases through a series of interactive exercises such as word/sentence-picture association, listening and repeating, listening and writing, etc. Structures and functions covered are: adverbs of frequency, all forms of the present simple with the addition of new verbs, all forms of 'have got' and prepositions of place: on, under, next to, in front of. The vocabulary section revises the days of the week, physical descriptions as well as relationships and family. There are activities based on the association of sentences and words with their corresponding pictures and listening and repetition. **14. What's the matter?** Aims: to review and consolidate grammar, vocabulary and structures through a series of interactive exercises such as choosing the correct word or option, completing the sentences, dubbing the film, etc. Structures and functions covered include adverbs of frequency, all forms of the present simple including new verbs, all forms of have got and prepositions of place: on, under, next to and in front of. The vocabulary continues to concentrate on physical descriptions, relationships and family, revision of the days of the week. Activities in this lesson are the association of sentences and words with corresponding pictures, choosing the correct word or option in a given context, dubbing the film and choosing synonymous sentences. **15. Food and drink - 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 health problems and how to solve them with medicines and other remedies. 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. The fifth annual race** 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 vocabulary focus is on places in the town and basic directions. Activities include the association of sentences and words with corresponding pictures and dialogue comprehension. **18. How do I get there?** Aims: to introduce and practice grammar, vocabulary and functional structures through a series of interactive exercises such as word/sentence-picture association, listening and repeating, listening and writing, etc. The structures and functions covered in this lesson are prepositions of movement and the positive form of the imperative. The vocabulary continues the theme of places in the town and basic directions as well as introducing expressions with go: go up, go down and go onto. The activities in this section are based on the association of sentences and words with corresponding pictures, gap-fill listening, student-led listening, spelling practice, pronunciation exercises using listening and repetition, matching questions and answers and multiple

choice. **19. Turn left!** Aims: to consolidate and review grammar, vocabulary and structures through a series of interactive exercises such as choosing the correct word, dubbing the film, etc. The structures and functions covered are: prepositions and the imperative. Vocabulary: places in the town, basic directions and expressions with go: go up, go down and go onto. Activities include: the association of sentences and words with corresponding pictures, listening to fill the gaps, student-led listening by selecting the vocabulary, spelling practice, pronunciation practice by listening and repeating, matching questions and answers, dubbing the film, choosing synonymous sentences and multiple choice. **20. Your city - Speaking assignment** **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. Looking after her dog** 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 vocabulary section introduces some common expressions: 'I suppose so', 'poor thing', 'anyone' and 'someone' and the activities include the association of sentences and words with corresponding pictures, listening to a dialogue and dialogue comprehension. **23. Don't eat that!** Aims: to introduce, study and practice grammar and structures through a series of interactive exercises such as associating sentences and words with pictures, writing sentences, and pronunciation practice, etc. The structures and functions extend the learner's ability to give instructions as well as introduce the language needed to express prohibition through negative imperatives. Other input includes quantifiers: 'a few', 'a little', 'a lot of', 'plenty of', 'any', 'enough', negative agreement using 'either' and expressing frequency: once, twice, three times. The vocabulary introduced complements these functions with the language used for giving instructions and talking about prohibitions. The activities in this lesson include the association of sentences and words with corresponding pictures, student-led listening, spelling practice and pronunciation drilling through listening and repetition. **24. That's enough** Aims: to consolidate and review grammar, vocabulary and structures covered in the previous lessons through a series of interactive exercises such as listening and writing, choosing the correct word or sentence and dubbing the film. The structures and functions reviewed are: giving instructions, expressing prohibition using negative imperatives, quantifiers: 'a few', 'a little', 'a lot of', 'plenty of', 'any', 'enough', negative agreement using 'either' and expressing frequency using: once, twice, three times. There is a review of the vocabulary needed to give instructions and to talk about prohibitions. Activities in this section include: the association of sentences and words with corresponding pictures, listening to choose the correct option, true or false listening comprehension, listening to fill in the gaps, choosing synonymous sentences and dubbing the film. **25. Instructions - 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 giving directions to arrive to different places and talking and describing about typical places in a town or city. 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. 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 27. What's her flight number?** Aims: to revise the contents of the block through a variety of exercises and activities. Interactive exercises include dubbing the film, dialogue comprehension, making sentences and filling in the gaps. This lesson provides

a comprehensive revision of the topics, structures and functions covered in the past lessons such as: 'have got', talking about the family, directions, places in a town and asking for more information. The vocabulary reviewed includes: physical descriptions, family and relations. The activities include: watching and dubbing a film, listening comprehension - choosing the correct option, forming sentences and filling in the gaps. **28. There's plenty of work!** Aims: to revise the contents of the block through a variety of exercises and activities. Interactive exercises include: choosing the correct word, true or false listening comprehension, reading and ordering, listening to fill in the gaps, etc. The revision of structures and functions covers: 'have got', talking about the family, directions, places in a town, asking for more information, possessive 's', imperatives and prepositions. The vocabulary reviewed follows the same themes of physical descriptions, family and relations. **29. The hotel - 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 expressions and terms to reserve a room in a hotel. In the second part of the class, students revise the use of possessives. 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. **30. At the airport - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of travelling, specifically terms related to the airport context. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **31. Your city - 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 7 33. Night shift workers 1 - 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. **34. Night shift workers 2 - 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. **35. Life is full of action - 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. **36. A good 'cuppa' - Reading comprehension** In this lesson students read and listen to a written passage of text about how tea and coffee are prepared in the United Kingdom and their importance in the British culture. 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 activity focuses on matching a statement with its corresponding section, 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. **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 8 38. At the restaurant - Specific vocabulary** After this lesson, the learner will be able: - To recognize and name

common products on the menu at a restaurant. - Complete written exercises that demonstrate you are capable of matching the written forms of the vocabulary to the sounds and images that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor the progress you make and encourage reflection.

**39. Asking and ordering from the menu - Specific vocabulary** After this lesson, the learner will be able: - To recognize and name common drinks and desserts on the menu at a restaurant. - Take orders and answer the clients' questions about what is on the menu. - Complete written exercises that demonstrate you are capable of matching the written forms of the vocabulary to the sounds and images that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor the progress you make and encourage reflection.

**40. Complaints at the restaurant - Specific vocabulary** After this lesson, the learner will be able: - Give explanations, describe different dishes on the menu and solve problems by acting professionally. - Order written expressions common in conversations that provide professional service. - Complete written exercises that demonstrate you are capable of matching the written forms of designs to the sounds and images that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor the progress you make and encourage reflection.

**41. At the restaurant - Vocabulary practice** After this lesson, the learner will be able to: - Give explanations, describe products, deal with problems and act professionally. - Order expressions common in conversations that provide professional service. - Complete written exercises that demonstrate you are capable of matching the written forms of designs to the sounds and images that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor progress.

**42. Recipes - Speaking 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 9**

**44. Checking in and out of a hotel - 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.

**45. Being social - 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.

**46. Las Vegas - Reading comprehension** In this lesson students read and listen to a written passage of text about Las Vegas, one of the most famous cities in the USA, 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 9 multiple-choice 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.

**47. I have - I haven't - Writing assignment**

**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.