



## Ingles A.2.B. (SSCE120)

**Sku:** PC090

**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. What a mess! There was a party** Aims: to introduce structures and vocabulary 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. Activities include the association of sentences and words with corresponding pictures, listening to a film and answering comprehension questions. The new vocabulary focuses on parts of the house, furniture and months of the year. **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. A flat to rent** Aims: to consolidate the grammar, vocabulary and structures covered in the lessons through a series of interactive activities. The structures and functions reviewed are: the past simple of the verb 'To Be', time expressions: now, yesterday, last week, night etc, 'there was' and 'there were', adjectives, 'How much?', 'How many?' and interrogative pronouns. The vocabulary continues with the topic of house, home and months of the year. Activities in this lesson include: listening comprehension to choose the right option or word, listen and write, choose the sentence which means the same, listening to fill in the gaps and dubbing the film. **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.**

**Clothes shopping** Aims: to introduce structures and vocabulary 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 lexical focus is on shopping vocabulary: sizes, prices, trying things on, clothes etc. Activities are based on watching a film and comprehension tasks such as matching columns.

**8. Last night** Aims: to introduce, study and practice the grammar covered through a series of interactive exercises. The following structures and functions are covered: the affirmative form of the past simple of regular verbs, too + adjective and comparison of short adjectives. The vocabulary continues the shopping theme with: sizes, prices, trying things on and clothes. Activities in this lesson are: association of sentences and words with corresponding pictures, gap-fill activities and student-led listening. **9. The catalogue** Aims: to review and consolidate the grammar, structures and vocabulary covered through a series of interactive exercises. Structures and functions continue with the affirmative form of the past simple tense of regular verbs and the pronunciation of -ed endings: /t/ /d/ /id/. The review also includes the comparison of short adjectives and also too + adjective. The vocabulary continues to be associated with shopping: sizes, prices, trying things on, clothes etc.

Activities in the review include: pronunciation - listen and repeat, association of sentences and words with corresponding pictures, listening to fill the gaps, student-led listening - click on the vocabulary, fill in the gaps with the correct word or option, dub the film and 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. Comparatives - Writing assignment** **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. How was your day?** Aims: to introduce structures and vocabulary 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 learner is presented with a number of activities such as: association of sentences and words with corresponding pictures, watching a film and a following comprehension task to match the columns. **14. Better or worse** Aims: to introduce, study and practice grammar, structures and vocabulary through a series of interactive exercises. Structures and functions covered are: interrogative and negative forms of the past simple, irregular verbs in the past simple, expressing obligations using 'have to' and the comparison of long and irregular adjectives. The vocabulary in this lesson extends the learners knowledge as: seasons, months and dates (ordinals) and means of transport. Activities are: student-led listening - click on the vocabulary, fill in the gaps, choose the correct word or option. **15. What did you do last Saturday?** Aims: to revise the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. The structures and functions from the previous lessons are reviewed such as: interrogative and negative forms of the past simple, past simple of irregular verbs, expressing obligations using 'have to', the comparison of long and irregular adjectives and travel - to go by + transport. Vocabulary includes: seasons, months and dates (ordinals) and transport. Activities focus on: pronunciation - 'th' (soft sounds) listen and repeat, association of words and sentences with their corresponding images, listening and writing - fill in the gaps, choosing synonymous sentences, choosing the correct word or option, fill in the gaps and dub the film. **16. 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. **17. 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 18. Going back to England** Aims: to introduce structures and vocabulary 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. **19. What is he doing?** Aims: to introduce structures and vocabulary 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. **20. 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, gap-filling, choosing the correct word and answer, etc. Structures and functions extend the learner's ability to use all forms of the present continuous, present simple for habitual actions vs. present continuous for actions at the time of speaking as well as 'some' and 'any' . The vocabulary extension continues to focus on daily routines. Activities include: association of sentences and words with corresponding pictures listening to fill the gaps, student-led listening, write the correct word or sentence, dub the film and choosing synonymous sentences. **21. 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. **22. Plans for the weekend - Speaking assignment** **23. 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** **24. The fortune teller** Aims: to introduce structures and vocabulary 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. **25. 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, gap-filling activities, etc. Structures and functions include: 'going to' + infinitive for predictions, future plans or intentions and deductions from visual clues, present simple for habitual actions and present continuous for temporary states. Vocabulary extension: work and leisure, ordinal numbers to talk about special occasions, dates and 'get' + married, dressed, etc. Activities are: association of sentences and words with corresponding pictures, fill in the gaps and select the correct option. **26. What are you doing nowadays?** Aims: to review and consolidate the grammar, structures and vocabulary through a series of interactive exercises. Structures and functions: 'going to' + infinitive for predictions, future plans, intentions and deductions from visual clues, present simple for habitual actions and present continuous for temporary states. Vocabulary extension: work and leisure, ordinal numbers to talk about special occasions, time expressions: nowadays, at the moment, dates and expressions with 'get' 'get' + married, dressed, etc. Activities include pronunciation practice, listen and repeat, associating images with expressions, true or false listening comprehension, choosing synonymous sentences, fill in the gaps to complete the sentences and dub the film. **27. 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. **28. 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. **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. 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 dialogues, dubbing the film, dialogue understanding by filling in the gaps, etc. A comprehensive revision of all the topics covered. The structures and functions reviewed are past simple to telling a simple story, 'some' and 'any' and describing a house. The vocabulary focus is on the theme of house and home. Activities include: the association of sentences and words with corresponding pictures, listening to fill the gaps, student-led listening, reading comprehension and dub the film. **31. 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 practice with listen and repeat, listening comprehension to fill in the gaps, etc. A comprehensive revision of the topics, structures and functions covered. This lesson revises: the present continuous, 'going to' + infinitive, the comparative form of adjectives as well as the vocabulary associated with clothes. Activities include: association of

sentences and words with corresponding pictures, listening comprehension and gap-fill, student-led listening and pronunciation as well as listen and repeat. **32. 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. **33. Holidays 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. **34. Daily activities - Writing assignment** **35. 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 36. 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. **37. 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. **38. Home and seasons - 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. **39. 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. **40. 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. **41. Tell me about your day - Writing assignment** **42. 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 43. Patterns - Specific vocabulary** After this lesson, the learner will be able: - To recognize and name common patterns for products on sale at a clothing shop. - 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.

**44. Pieces of clothing - Specific vocabulary** After this lesson, the learner will be able: - To recognize and name common men and women's clothing and accessories for products on sale at a clothing shop. - Complete written exercises that demonstrate you are capable of matching the written forms of clothes and clothing patterns 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.

#### **45. Clothes and fabrics - Specific vocabulary**

After this lesson, the learner will be able: - To recognize and name common fabrics designs on sale at a clothing shop. - Use common expressions to provide a professional service to the client. - 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. **45. Apparel - Vocabulary practice** After this lesson, the learner will be able to: - Demonstrate their learning by completing the tests that match the written forms of the words to the vocabulary used in describing clothing, clothing materials and designs. - Take part in conversations between clients and a professional at work in a clothes shop. - Check the form, sound and spelling of the terms practiced is adequate and keep a record of your pronunciation to monitor the progress you make and encourage reflection. **47. 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 48. In a restaurant - 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. **49. Chores and emotions - 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. **50. 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. **51. 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. **52.**

**What's for dinner? - 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.