



# English Dexway Certificate - Level A1 - Course 1

**Sku:** PC257

**Horas:** 80

**Formato:** HTML

## OBJETIVOS

English Dexway Certificate - Level A1 - Course 1 is the most basic level course that corresponds to level A1 of the CEFR. During the course the student acquires the necessary tools and linguistic skills to communicate at a basic level, both in oral and written forms.

The course contains speaking and writing assignments. Students learn the most basic grammar concepts and fundamental vocabulary of the English language, as well as the basics of pronunciation. The course will enable students to communicate basic information and keep a conversation going in everyday situations, such as describing people, expressing basic needs and desires and even communicating at an airport. In addition to introducing the necessary structures and vocabulary to talk about issues related to the topics covered, students are encouraged to practice pronunciation from the very beginning. The entire course content is available in both American English and British English. Students learn to greet people, introduce others and provide information about themselves, talk about ages, indicate where people come from, and their profession. Apart from the above mentioned concepts, they will learn the appropriate ways to apologise and to communicate over the telephone correctly. At the end of the course, the student will be able to ask for and tell the time, talk about work, workplaces and about how their work day was, as well as give opinions, talk about preferences, describe daily routine as well as many other practical tasks. In addition, students learn vocabulary about: numbers, nationalities, the alphabet, the family, parts of the house, ordinal and cardinal numbers, countries and nationalities, professions, the days of the week, time, food and routine. All activities are highly visual and interactive and are contextualised in such a way as to support the student during the learning process. The course provides practice in all the linguistic skills through dialogues that students listen to and later dub as well as answer some questions about. There is also the opportunity to listen to and watch typical situations, attend classes with a teacher, perform writing exercises and pronunciation activities.

## CONTENIDOS

## Unit 1: Greetings

Aims: To introduce and recycle vocabulary and structures through interactive exercises such as word and sentence-picture association, listening comprehension with short, realistic dialogues, and student-led listening practice with the vocabulary items.

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### People

Aims: To consolidate what has been studied in the previous lessons through a series of interactive exercises. This includes listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. The listening practice is carried out through writing activities such as gap-filling exercises, sentence completion, and film dubbing.

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### Introducing yourself

Aims: To consolidate what has been studied in the previous lessons through a series of interactive exercises. This includes listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. The listening practice is carried out through writing activities such as gap-filling exercises, sentence completion, and film dubbing.

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### It is... - Masterclass

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 relate to the conjugation and use of the verb "to be," focusing on the following topics: introductions, greetings and farewells, professions, jobs, and adjectives to describe people. After attending the class, students must complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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### Spelling your name - Speaking assignment

In this lesson:

- Learners record an audio saying their name, surname, and spelling.
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### Basic Information - Writing assignment

In this lesson:

- Learners write a short text answering basic questions about their name, surname, gender, and height.
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## 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.

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## Unit 2: How old are you?

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 include the verb "to be" in the affirmative, short forms, talking about ages, general vocabulary, and introductions in the third person. Exercises include the association of sentences and words with corresponding pictures, grammar activities such as matching questions and answers, and sentence completion through gap-filling exercises.

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## How are the children?

Aims: To introduce and recycle structures and sentences through a series of interactive exercises. This includes student-led listening practice with vocabulary items from the topics of family, home, and numbers 0-10. There is also writing practice on the same lexical themes and pronunciation practice with listen and repeat exercises.

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## Happy birthday!

Aims: To consolidate the vocabulary, structures, and grammar previously studied through a series of interactive exercises such as completing sentences, choosing the correct word or option, listening activities, and dubbing the film. Themes include the verb "to be" in the affirmative short form, numbers 1-10, vocabulary related to age, families, the home, and introductions.

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## Age - Masterclass

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 to talk about age using the verb "to be." 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 complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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## Introductions - Masterclass

Students attend a class where the teacher, who speaks only English, asks questions that students must answer. The student interacts with the teacher through a series of guided dialogues. These dialogues focus on learning how to introduce oneself and talk about

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personal information. Students also revise the alphabet. After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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#### My family and I - Speaking assignment

A short speaking activity to test the learner's ability to give basic information about themselves and two family members.

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#### Mediation: Introducing your friends - Writing assignment

In this lesson:

- Writing Skills: Learners submit a short text introducing friends.
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#### 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.

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### **Unit 3: Meeting new people**

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 adjectives, the verb "to be" in the affirmative, extended personal information, the correct use of subject pronouns, talking about countries, nationalities, and everyday expressions. Pronunciation practice includes listen and repeat exercises and the association of sentences and words with their corresponding pictures.

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#### Where I'm from

Aims: To study and practice the target grammar and useful phrases through a series of interactive exercises covering the verb "to be" in affirmative, long and short forms; extended personal information; determiners (a/an); expressing similarity using "also" or "too"; and talking about countries and nationalities. Activities include pronunciation practice with useful phrases, listen and repeat, association of sentences and words with corresponding pictures, matching questions and answers, and sentence completion via gap-filling.

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#### Pleased to meet you

Aims: To consolidate and review vocabulary and structures through a series of interactive exercises such as listening and writing, pronunciation, listen and repeat, choosing the correct word and completing the sentences, dubbing the film, and choosing synonymous sentences. Areas covered include the verb "to be" in affirmative, long and short forms, talking about

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surnames, extended personal information, determiners "a" or "an," spelling surnames, expressing similarity using "also" or "too," and talking about countries and nationalities using "from."

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#### Countries and Nationalities - Masterclass

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 to talk about countries and nationalities. Students also revise the alphabet. After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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#### New friends - Masterclass

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 to learn to introduce members of the family as well as friends and talk about their ages, nationalities, professions, and languages using the verb "to be" and other verbs such as "to speak." After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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#### Profession and Nationality - Speaking assignment

In this lesson:

- Learners submit a short recording about their profession and nationality.
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#### Mediation: This is... - Writing assignment

In this activity, learners must write some full sentences about one of the three people suggested. Students will write about personal information such as name, age, profession, nationality, and marital status. By writing a short text, students can practice and improve grammar, and review vocabulary.

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#### 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.

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### **Unit 4: At the party**

Aims: To introduce and recycle vocabulary and structures through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short,

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realistic dialogues, and student-led listening practice with the vocabulary items. Structures and functions include adjectives, the verb "to be" in interrogative and negative forms, talking about jobs, giving extended personal information, plurals, and the demonstrative pronouns "this" and "these." The vocabulary section looks at nationalities, and the pronunciation practice focuses on sentence practice with listen and repeat exercises.

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#### What is this?

Aims: To learn and practice grammar through a series of interactive exercises such as gap-filling, choosing the correct word, and listening and repeating the interrogative and negative forms of the verb "to be"; jobs; the determiners "this" and "these"; and the interrogative pronoun "what."

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#### Who's who

Aims: To consolidate and review vocabulary, grammar, and structures previously studied through a series of interactive exercises such as listening and writing, pronunciation of useful phrases by listening and repeating, choosing an option, and gap-filling. Areas covered include the interrogative and negative forms of the verb "to be," jobs, extended personal information, determiners "this," "these," and regular plural nouns. Listening comprehension exercises include filling in a form, multiple choice, dubbing the film, and choosing synonymous sentences.

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#### To be - Speaking assignment

In this activity, learners must record some answers about themselves using full sentences in affirmative or negative forms. According to the instructions given, students will answer questions about their professions, country of origin, nationalities, and marital status. During this short oral exercise, the student can practice and improve pronunciation and fluency, as well as review vocabulary and grammar when preparing the activity.

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#### This is me! - Writing assignment

In this activity, learners must write a short text about themselves following the instructions given. They will elicit personal information such as name, age, profession, nationality, or family facts and develop these or other relevant aspects about themselves through the text. By writing a short text, the student can practice and improve grammar and spelling skills, review punctuation and vocabulary, and learn about writing structures and formal/informal registers of language.

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#### 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.

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## Unit 5: Making new friends

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

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### Numbers and colours

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

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### General revision and consolidation - Masterclass

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 relate to the following topics: introductions, countries and nationalities, word spelling, and travelling. After attending the class, students complete a series of comprehension questions, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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### Getting around - Masterclass

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 a series of questions related to people who are waiting in a queue. After attending the class, students complete a series of comprehension questions, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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### Counting and Numbers - Speaking assignment

In this lesson:

- Learners record a short audio answering prompts to count numbers 1-20, say their age, and favourite number.
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### 3 of a kind - Writing assignment

In this lesson:

- Learners submit a short text including 3 professions, nationalities, countries, and places of work.
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### 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.

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## **Unit 6: Flying - Masterclass**

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 a series of questions related to departures and arrivals at the airport and people travelling by plane. 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).

As time goes by

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

### **Telephones - Masterclass**

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 useful expressions for answering the phone, telephone numbers, symbols, and parts of the phone. The second part of the class is focused on 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).

### **Days of the week - Speaking Assignment**

In this lesson:

- Learners submit a short recording about the days of the week.

### **My trip - Writing Assignment**

In this activity, learners must write a message to a friend describing details about their upcoming trip. They will write about the date and time of their flight, the city they are leaving from and arriving in, the season of the year they're travelling in, and their phone number. By writing a short message, students can practice and improve grammar and spelling skills, review vocabulary, and learn about writing structures and formal/informal registers of language.

### **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.

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## **Unit 7 At the airport - Masterclass**

First, students are introduced to a series of terms that are used in the class they will attend during the second part of the lesson. In the class, 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 relate to specific terminology used at the airport

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and when travelling by plane. 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).

#### Airport Revision - Masterclass

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 relate to the following topics: travelling by plane and terms related to airports. 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).

#### Shopping out of town

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

#### On the go

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

#### A small shop near my house - Speaking Assignment

In this activity, the student must record a short oral speech. Along this short oral exercise, the student can practice and improve pronunciation and fluency, as well as review vocabulary and grammar when preparing the activity and improvise accurate solutions during the recording.

#### It's next to... - Writing Assignment

In this activity, the student must write a text message to a friend following the instructions given. They will write where the cinema is located, what time the film starts, how to get to the cinema from their friend's location, and what buildings or places are near the cinema. By writing this message, the student can practice and improve grammar and spelling skills, and review punctuation and vocabulary learned in the unit.

#### 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.

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## **Unit 8**

### Using Public Transport

In this lesson, specific vocabulary and expressions related to public transport will be studied through a variety of situations. The aim is for the student to be able to navigate everyday situations related to this field with ease.

### In a Taxi or on a Bus?

In this lesson, specific vocabulary and expressions related to taking a taxi or bus will be studied through different situations, allowing the student to handle real-life situations related to this area.

### Traffic Signs

In this lesson, specific vocabulary and expressions related to traffic signs will be covered. The student will be equipped to understand and handle situations involving traffic signs in real life.

### Public Transport - Vocabulary Practice

This lesson focuses on expanding the student's vocabulary and expressions related to public transport. Through various situations, the student will gain confidence in using relevant terminology for everyday public transport-related conversations.

### Public Transportation - Speaking Assignment

In this lesson:

Learners record a short audio describing the public transportation system in their city.

### Directions - Writing Assignment

In this lesson:

Learners submit written directions on how to get from one place in the town to another.

### Test Exercises

In the last lesson of this unit, students will complete a variety of exercises that have been carefully selected to consolidate and evaluate the language skills acquired in previous lessons.

## **Unit 9**

### Night Shift Workers 1 - Typical Situation

A practical immersion in the language, where the student will live through a real-life situation, similar to one they would confront in the language they are learning. In this lesson, the student will be introduced to new vocabulary. After completing the exercise, they will have the opportunity to practice the new vocabulary.

### Night Shift Workers 2 - Typical Situation

A practical immersion in the language, where the student will live through a real-life situation, similar to one they would confront in the language they are learning. In this lesson, the student will be introduced to new vocabulary. After completing the exercise, they will have the opportunity to practice the new vocabulary.

### Life is Full of Action - Dialogue

The student will listen to a series of questions and answer freely. In this lesson, new vocabulary will be introduced. Once the lesson is finished, the student will have the

opportunity to practice the new vocabulary.

#### A Good 'Cuppa' - Reading Comprehension

In this lesson, students will read and listen to a written passage about how tea and coffee are prepared in the United Kingdom and their importance in British culture. After reading, students will answer a series of questions in sequential order to test their active reading skills. Readers are asked to analyze the passage for general meaning, particular details, and logical inferences. The suggested activity focuses on matching a statement with its corresponding section, with an example provided. By practicing active and effective reading, students will strengthen cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed, and visualization.

#### National Holiday - Speaking Assignment

In this lesson:

Learners record a short audio answering questions about a national holiday from their country.

#### My Favorite Day of the Week - Writing Assignment

In this activity, the student must write a short text. By writing a short text, the student can practice and improve grammar and spelling skills, review punctuation and vocabulary, and learn about writing structures and formal/informal registers of language.

#### Test Exercises

In the last lesson of this unit, students will find a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons.

### **Unit 10**

#### 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 demonstrating the ability to match the written forms of the vocabulary to the sounds and images that correspond to them.

Test knowledge of the terms through exercises and keep a record of pronunciation to monitor progress and encourage reflection.

#### 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 clients' questions about what is on the menu.

Complete written exercises demonstrating the ability to match the written forms of the vocabulary to the sounds and images that correspond to them.

Test knowledge of the terms through exercises and keep a record of pronunciation to monitor progress and encourage reflection.

## Complaints at the Restaurant - Specific Vocabulary

After this lesson, the learner will be able to:

Give explanations, describe different dishes on the menu, and solve problems by acting professionally.

Order written expressions commonly used in professional service conversations.

Complete written exercises demonstrating the ability to match the written forms of designs to the sounds and images that correspond to them.

Test knowledge of the terms through exercises and keep a record of pronunciation to monitor progress and encourage reflection.

## Favourite Food - Speaking Assignment

In this lesson:

Learners record a short audio describing their favorite foods and drinks.

## My Favourite Dish - Writing Assignment

In this lesson:

Learners write a short paragraph describing their favorite meal or dish.

## Test Exercises

In the last lesson of this unit, students will complete a variety of exercises carefully selected to consolidate and evaluate the language skills acquired in previous lessons.

## **Unit 11**

### Restaurant Customer Service - Typical Situation

A practical immersion in the language, where the student will experience a real-life situation similar to one they would encounter in the language they are learning. In this lesson, the student will be introduced to new vocabulary, and once the exercise has been completed, they will have the opportunity to practice this same new vocabulary.

### The Perfect Restaurant Menu - 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 is complete, the student will have the opportunity to practice this same new vocabulary.

### At the Restaurant - Vocabulary Practice

After this lesson, the learner will be able to:

Give explanations, describe products, handle problems, and act professionally.

Use expressions common in professional service conversations.

Complete written exercises demonstrating the ability to match the written forms of designs to the sounds and images that correspond to them.

Test knowledge of the terms through exercises and keep a record of pronunciation to monitor progress.

### Las Vegas - Reading Comprehension

In this lesson, students will read and listen to a written passage about Las Vegas, one of the most famous cities in the USA. They will then answer a series of questions. These questions follow a sequential order and test the students' skills in active reading. Readers will be asked to focus on the general meaning, specific details, and logical inferences. The suggested activities include nine multiple-choice questions, with an example provided. Through practicing active and effective reading, students develop cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed, and visualization.

#### **Yummy! My Favourite Meal! - Speaking Assignment**

In this activity, the student must record a short oral speech about their food preferences, following the instructions provided. The student will explain the meals they prefer or dislike, as well as their eating routines. This oral exercise helps the student practice and improve pronunciation and fluency, while also reviewing vocabulary and grammar during preparation and improvising accurate solutions during the recording.

#### **Making a Reservation - Writing Assignment**

In this lesson:

Learners write an email to a local restaurant to make a reservation for a special dinner with their family.

#### **Test Exercises**

In the last lesson of this unit, students will complete a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons.

## **Unit 12**

### **At the Restaurant - Additional Vocabulary**

This lesson provides students with additional materials to expand their knowledge of vocabulary related to eating out, specifically terms related to catering and restaurants. The vocabulary is presented in context, and there are follow-up exercises that provide extended practice.

### **Can We Have the Menu, Please? - Listening Comprehension**

In this lesson, students will engage with listening exercises that focus on common restaurant interactions, such as asking for a menu and other essential phrases used while dining out.

### **Food and Beverages - Additional Vocabulary**

This lesson provides students with additional materials to expand their knowledge of vocabulary related to food and beverages. The vocabulary is presented in context, and follow-up exercises provide extended practice.

### **Food - Reading Comprehension**

In this lesson, students will read and listen to a written passage about typical English meals, such as the traditional English breakfast, as well as international food commonly eaten in the

UK. After reading, students will answer a series of questions that follow a sequential order to test their skills in active reading. Readers are asked to focus on the general meaning, specific details, and logical inferences. The suggested activities include 9 true/false questions, with an example provided. By practicing active and effective reading, students will acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed, and visualization.

#### I'm Ready to Order - Speaking Assignment

In this lesson:

Learners imagine they are at a restaurant and need to place their order. This activity helps them practice speaking skills in a real-life context.

#### Typical Food - Writing Assignment

A short writing assignment designed to test the learner's ability to write about typical food in their country or region.

#### Test Exercises

In the last lesson of this unit, students will complete a variety of exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons.

#### **Course Revision - Final Test**

In this final lesson of the course, students will encounter a variety of exercises that will help consolidate and evaluate the knowledge they have acquired throughout the duration of the course.