

# English Dexway Academy - Level A1 - Course II

In this level, the student will learn the fundamental tools for communicating in English. Whilst introducing the Present Simple tense of the most common verbs, the correct use of the articles, determiners, frequency adverbs and basic syntax; the course covers functions including: jobs, eating out and telling the time through meaningful, contextual exercises. By the end of the level, 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.

## UNIT 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.

### 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.

### 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.

### **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**

### **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 lesson 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.

### **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.

### **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.

### **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

### **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".

### **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.

### **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.

### **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

### **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.

### **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.

### **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'.

### **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.

### **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**

### **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.

### **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.

### **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.

### **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**

### **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.

### **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.

### **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.

### **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.

### **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**

### **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.

### **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.

### **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.

### **Daily life - Vocabulary practice**

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

### **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**

End-of-module test.

### **Test summary exercises**

In this last lesson of the course, the student will come across a variety of exercises which will help consolidate and evaluate the knowledge which has been acquired throughout the duration of the course.