

## Guía Docente: Inglés A.1: Curso Intensivo

### DATOS GENERALES

<b>Curso</b>	Primero
<b>Idioma</b>	English
<b>Nivel</b>	A1
<b>Créditos ECTS</b>	6ECTS
<b>Carácter</b>	Título Propio/Formación Permanente
<b>Período de impartición</b>	23/09/2019–16/03/2020
<b>Prerrequisitos para realizar el curso</b>	Don't apply

### DATOS DEL PROFESORADO

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<b>Perfil Profesional 2.0</b>	<a href="#">LinkedIn</a>		

### CONTEXTUALIZACIÓN

<b>Contextualización Justificación/Objetivos del idioma</b>	<p>The goal of these general English courses is to acquire a command of the communicative competence that allows students to interact effectively with English speakers in the different areas of contemporary private and professional life.</p> <p>These courses are structured according to the CEFR levels A1 (Access), A2 (Platform), B1 (Threshold), B1 + (Threshold +) and B2 (Advanced). They incorporate the most relevant modifications of the descriptors in the Companion Volume of the same framework.</p> <p>Through the learning activities and with the help of the teacher's guidance, the courses include the necessary contents for students to be able to reach mastery of the language and of other communicative skills (writing, reading, listening, speaking and interacting).</p>
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**DESTREZAS LINGÜÍSTICAS QUE ADQUIERE EL ESTUDIANTE Y RESULTADOS DE APRENDIZAJE**

<p><b>Destrezas lingüísticas</b></p>	<table border="1"> <tr> <td data-bbox="384 282 603 376"> <p><b>Listening comprehension</b></p> </td> <td data-bbox="603 282 1469 376"> <p>Recognizes very basic words and expressions that are commonly used, related to him/herself, his/her family and his/her immediate environment when spoken slowly and clearly.</p> </td> </tr> <tr> <td data-bbox="384 376 603 448"> <p><b>Reading comprehension</b></p> </td> <td data-bbox="603 376 1469 448"> <p>S/he understands known words and names and very simple phrases; for example those in signs, posters and catalogues.</p> </td> </tr> <tr> <td data-bbox="384 448 603 519"> <p><b>Oral expression</b></p> </td> <td data-bbox="603 448 1469 519"> <p>Uses simple expressions and phrases to describe the place where s/he lives and the people s/he knows.</p> </td> </tr> <tr> <td data-bbox="384 519 603 613"> <p><b>Written expression</b></p> </td> <td data-bbox="603 519 1469 613"> <p>S/he can write short and simple messages; For example, to send greetings. Knows how to fill in forms with personal data; for example, name, nationality and address in the hotel registration form.</p> </td> </tr> <tr> <td data-bbox="384 613 603 779"> <p><b>Oral interaction</b></p> </td> <td data-bbox="603 613 1469 779"> <p>S/He can participate in an easy conversation as long as the other person is willing to repeat what s/he said or to say it in other words and at a slower rate, and help him/her to formulate what to say. Raises and answers simple questions about issues of immediate need or very common issues.</p> </td> </tr> </table>	<p><b>Listening comprehension</b></p>	<p>Recognizes very basic words and expressions that are commonly used, related to him/herself, his/her family and his/her immediate environment when spoken slowly and clearly.</p>	<p><b>Reading comprehension</b></p>	<p>S/he understands known words and names and very simple phrases; for example those in signs, posters and catalogues.</p>	<p><b>Oral expression</b></p>	<p>Uses simple expressions and phrases to describe the place where s/he lives and the people s/he knows.</p>	<p><b>Written expression</b></p>	<p>S/he can write short and simple messages; For example, to send greetings. Knows how to fill in forms with personal data; for example, name, nationality and address in the hotel registration form.</p>	<p><b>Oral interaction</b></p>	<p>S/He can participate in an easy conversation as long as the other person is willing to repeat what s/he said or to say it in other words and at a slower rate, and help him/her to formulate what to say. Raises and answers simple questions about issues of immediate need or very common issues.</p>
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<p><b>Resultados de aprendizaje</b></p>	<ul style="list-style-type: none"> <li>• Understands and uses everyday expressions of very frequent use, as well as simple phrases to satisfy immediate needs.</li> <li>• Introduces oneself and others, asks for and gives basic personal information about one's home, one's belongings and the people one knows.</li> <li>• Communicates in an elementary way whenever one's partner speaks slowly and clearly and is willing to cooperate.</li> </ul>										
<p><b>Proceso de aprendizaje</b></p>	<p>The learning process is structured in 12 didactic units that present the contents in contextualized situations and interactive practical exercises that the students can do as many times as they want.</p> <p>In each unit there is a "meeting point" forum where students can interact to discuss their topics of interest or engage in interactive activities.</p> <p>The Q &amp; A Forum is dedicated to solving the doubts that students may have during the unit.</p> <p>At the end of each unit there are two gradable activities organised by skills: listening, writing, speaking and reading.</p> <p>Finally, students can access a number of additional resources to practice grammatical and vocabulary content.</p> <p>Each didactic unit contains the following sections:</p> <ol style="list-style-type: none"> <li>1.Contents</li> <li>2.Meeting point (forum)</li> <li>3.Q&amp;A for the unit (question and answer forum)</li> <li>4.Activity a</li> <li>5.Activity b</li> <li>6.Extra Resources</li> </ol> <p>Example:</p> <p>UNIT 1: <i>Meeting and greeting</i></p> <ul style="list-style-type: none"> <li>• Meeting point</li> <li>• Q&amp;A</li> <li>• Reading activity</li> <li>• Speaking activity</li> </ul>										

- Extra practice

## PROGRAMACION DE CONTENIDOS

### Introducción

This 12-unit course for young people and adults is presented with contemporary content adapted to the CEFR including audiovisual materials, complementary activities and extensive resources to develop all communicative skills.

### Contenidos

See Table of Contents below.

#### UNIT 1 MY LIFE:

- LANGUAGE:
  - Grammar: the verb *be* (*I, you*), the verb *be* (*he, she, it*) and the verb *be* (*we, you, they*).
  - Pronunciation: the alphabet, word stress and numbers.
  - Vocabulary: the alphabet, word stress and numbers.
- SKILLS:
  - Listening: a video introducing the *Learning Curve* team, listening for information about people and contractions.
  - Writing: completing a form, capital letters and a personal information form.

#### UNIT 2 PEOPLE AND THINGS:

- LANGUAGE:
  - Grammar: single and plural nouns, *this, that, these, those*, possessive adjectives and 's for possession.
  - Pronunciation: *-/?/* and */i?/, 's*.
  - Vocabulary: personal objects, colours, family and friends.
- SKILLS:
  - Reading: An article about the London Lost Property Office, preparing to read, adjectives and nouns.
  - Speaking: asking for, information politely, telling the time and asking for information at a cinema or airport.

#### UNIT 3 FOOD AND DRINK:

- LANGUAGE:
  - Grammar: present simple (*I, you, we, they*) and present simple (*he, she, it*).
  - Pronunciation: *do you /dju?/, -s* and *-es* endings.
  - Vocabulary: food and drink, days and times of day, common verbs (1).
- SKILLS:
  - Listening: A video about cafés around the world listening for times and days the sound */?/*.
  - Writing: punctuation, linkers (*and, but*) and a blog about a festival.

#### UNIT 4 DAILY LIFE:

- LANGUAGE:
  - Grammar: adverbs of frequency and present simple: *wh-* questions.
  - Pronunciation: *sentence stress and question words*.
  - Vocabulary: *-daily* routine verbs, transport and adjectives (2).
- SKILLS:

- Reading: A text about New York's *citi bikes* and finding specific information 's: possession or contraction.
- Speaking: being polite in shops, shopping for food and buying things in a café or shop.

#### UNIT 5 ALL ABOUT ME:

- LANGUAGE:
  - Grammar: - *can* and *can't*, object pronouns.
  - Pronunciation: *can* and *can't*, /h/.
  - Vocabulary: - common verbs (2), electronic devices, activities.
  - -daily routine verbs, transport and adjectives (2).
- SKILLS:
  - Listening: a video about the importance of electronic devices, listening for specific information and sentence stress.
  - Writing: describing yourself *because* an online profile.

#### UNIT 6 REVIEW 1 TO 6.

#### UNIT 7 PLACES:

- LANGUAGE:
  - Grammar: there is/are and prepositions of place.
  - Pronunciation: *Linking consonants and vowels and sentence stress*.
  - Vocabulary: places in a town, parts of the body, rooms and furniture.
- SKILLS:
  - Reading: An article about art in public spaces, reading in detail and giving opinions.
  - Speaking: checking information asking for and giving directions, a conversation asking for and giving directions.

#### UNIT 8 ALL IN THE PAST:

- LANGUAGE:
  - Grammar: past simple: *be* and past simple: regular verbs.
  - Pronunciation: - *was/were*, *-ed endings* and *Simple verbs*.
  - Vocabulary: *celebrities, months and ordinals and time expressions*.
- SKILLS:
  - Listening: a video about Shakespeare and the theatre, listening for dates and linking consonants and vowels.
  - Writing: writing informal emails, sequencers and an email about an interesting weekend.

#### UNIT 9 ALL IN THE PAST:

- LANGUAGE:
  - Grammar: -past simple: irregular verbs and *There/was/were*.
  - Pronunciation: *Irregular past, Simple verbs and Sentence stress*.
  - Vocabulary: *Travel verbs, Weather and seasons and nature*.
- SKILLS:
  - Reading: -Posts about an unusual trip on a travel website, understanding the main idea and modifiers.
  - Speaking: starting and ending, a phone call, buying a ticket and a phone call buying a ticket.

#### UNIT 10 SHOPPING:

- LANGUAGE:
  - Grammar: present continuous and *how often* + expressions of frequency.
  - Pronunciation: *-ing endings and sentence stress*.
  - Vocabulary: *clothes, feelings and shopping*.
- SKILLS:
  - Listening: a video about how our clothes affect how we feel, identifying key points and filler words.
  - Writing: describing a photo, describing position and an email describing a photo.

**UNIT 11 TIME OUT:**

- LANGUAGE:
  - Grammar: present continuous for future plans and question review.
  - Pronunciation: *sentence stress and intonation in questions*.
  - Vocabulary: *free time activities, types of music and film, sports and games*.
- SKILLS
  - Reading: a listings page from, an entertainment website, scanning for information and the imperative.
  - Writing: showing interest, asking about a tourist attraction and a conversation about a tourist attraction.

**UNIT 12 REVIEW 7 TO 12.**

**METODOLOGÍA**

**Actividades formativas**

The 100% online methodology allows students to complete the activities at their own pace, it also provides access to unlimited resources and platforms of interaction through the Web 2.0.

Each course has a consultant teacher who accompanies, guides and facilitates the process, offering feedback, solving doubts and queries, and doing a personal follow-up of each student.

By adopting a communicative approach, the contents of the course are presented in context through interactive activities and real-life situations. In this sense, we apply an active learning in which the student participates dynamically in the activities, learning not only linguistic contents, that is, about the language, but also about other cultural elements, of adaptation to the context, of the register, etc. These cultural contents are essential for communicating and interacting and 'doing things' in the foreign language effectively, in real contexts with people from other cultures, considering the 'learner as a social agent', as recommended by the CEFR (Common European framework of reference for languages).

The methodology of the language school is designed for students to acquire the ability to communicate in the foreign language in a pleasant way, with attractive content and an innovative proposal that helps to optimise the potential of each individual and exploit the advantages of the virtual environment.

## EVALUACIÓN

<p><b>Sistema evaluativo</b></p>	<p>The evaluation is continuous, although there is a final exercise in each term that integrates the contents of all the units seen during the course and all the skills.</p> <p>At the end of each unit there are 2 gradable activities that count for the qualification of the continuous evaluation. These activities alternate <i>reading, writing, listening and speaking skills</i>.</p> <p>On the other hand, at the end of each term there is a communicative activity in which these skills and contents of the previous units are integrated.</p> <p>The minimum mark to pass the course is 6 over a maximum grade of 10, and all skills must be passed separately to be able to pass the course.o.</p>
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## BIBLIOGRAFÍA Y OTROS RECURSOS

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<p><b>Bibliografía complementaria</b></p>	<p>Hashemi, L., &amp; Murphy, R. (2004). English grammar in use. Cambridge: Cambridge University Press.</p> <p>Swan, M., &amp; Walter, C. (2011). Oxford English grammar course. Oxford: Oxford University Press.</p> <p>Voice of America - Learn American English with VOA Learning English. (2019). <a href="https://learningenglish.voanews.com/">https://learningenglish.voanews.com/</a></p>
<p><b>Otros recursos</b></p>	<p>BBC English: BBC English Learning Resources Web.</p> <ul style="list-style-type: none"> <li>• BBC Learning English - Learn English, learning English, English videos, grammar, pronunciation, vocabulary, exams. Everything you need to help you learn English. (2019). <a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a></li> </ul> <p>BRITISH COUNCIL-LEARN English: Resources to learn English online from the British Council.</p> <ul style="list-style-type: none"> <li>• Courses. (2019). <a href="https://learnenglish.britishcouncil.org/courses">https://learnenglish.britishcouncil.org/courses</a></li> </ul> <p>BUSUU: Application that also works on mobile phone with interactive lessons and social forums for exchange.</p> <ul style="list-style-type: none"> <li>• Learn languages for free - busuu. (2019). <a href="https://www.busuu.com/dashboard#/timeline/course">https://www.busuu.com/dashboard#/timeline/course</a></li> </ul> <p>COFFEE STRAP: Social network to practise languages.</p> <ul style="list-style-type: none"> <li>• CoffeeStrap: A Better Language Exchange. (2019). <a href="https://www.coffeestrapp.com">https://www.coffeestrapp.com</a></li> </ul> <p>ESL GRAMMAR CHECKER: Online grammar correction tool and support for writing texts in general.</p> <ul style="list-style-type: none"> <li>• Virtual Writing Tutor ESL Grammar Checker. (2019). <a href="https://virtualwritingtutor.com/">https://virtualwritingtutor.com/</a></li> </ul>

ESOL COURSES: Web with interesting resources, questionnaires, courses, songs, etc. to learn English.

- Learn English With Songs | Free Listening Lessons. (2019). <https://www.esolcourses.com/topics/learn-english-with-songs.html>

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- Speaky - Social network to learn languages online. (2019). <https://www.speaky.com/es/>

VOICE OF AMERICA: Magnificent web with audiovisual resources structured by level to reinforce all the contents.

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(2019). <https://www.wordreference.com/>