



PROGRAMAZIO LABURTUA

IKASTETXEA	CEPA GERNIKA-LUMO HHI	KODEA: 014312	2013 -2014
ZIRKULUA	GERNIKA		
EREMUA	KOMUNIKAZIOA	DATA	2013-10-01
ARLOA	INGELERA		
MAILA	EAT COMMUNICATIVE ENGLISH (A2)		

1	ARLOAREN GUTXIENGO HELBURUAK GAITASUN MODUAN ADIERAZITA
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Listening

To understand what is said in everyday conversations, always easily helped by partners.

To recognize the topic of conversation.

To understand phrases and expressions in simple transactions like eg in banks, shops, stations.

To understand the general sense in advertising or public messages short and simple, eg department stores, airports.

To understand the essential information if television news images support the comment.

Speaking

To describe your personal situation easily (eg where you live, your family, your education, your work, your hobbies).

To describe in a simple and structured way activities and personal experiences.

To establish social contact (eg greeting, apologizing, inviting someone).

To manage in transactions and daily and simple errands (eg in a bank, a travel agency, a store).

To give and receive specific information (eg indicate how to get somewhere).

To participate in conversations in which specific information is exchanged, offers and suggestions related to everyday life are made (eg on labor, leisure time).

To reach an agreement on common situations (eg personal and more formal appointments as eg in medical appointments).

Reading

To understand short notes and messages relating to activities and everyday life situations (SMS, emails, postcards).

To understand short simple personal letters.

To understand short formal correspondence on practical issues (hotel booking, information about a course abroad).

To understand instructions used in everyday life (recipes, operation of an apparatus, game rules, signs on streets and shops).

To locate and understand specific information in illustrated booklets and other information material (menus, lists and schedules, cultural and sporting activities).

To identify relevant information in short, simple newspaper articles.

To understand narratives or short stories written in a simple way.

Writing

To write notes or simple messages with information, instructions and activities related to everyday life situations.

To write simple personal correspondence in which they thank, apologizing or talk about yourself or your environment (family, living conditions, work, friends, hobbies, ...).

To write short and simple formal correspondence in which a service or information is required.

To describe an event in simple sentences expressing what, when and where they occurred (eg a party, an accident).

To give coherence to the text using the most important temporal and causal ordering words and structures.

2	EDUKIEN DENBORALIZAZIOA
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LANGUAGE FUNCTIONS**1. Give and request general information:**

- Describing people, moods and simple physical.
- Describing people, objects (clothing, furniture, a building and its dependencies), situations and

GRAMMAR**The simple sentence:**

- Imperative sentence: Let's have a look.
- Exclamatory phrases: What an idea! How beautiful!
- Word order in the sentence.



actions.

- Talking about the weather.
- Narrating and ask about a fact or past event.
- To correct oneself, to rectify, to doubt.
- List of explanations.
- Summarize (a film, book ...).
- Compare the present and the past.
- Define.
- Make predictions and announcements.
- Refer to plans and projects.
- Make purposes (intentions and promises).
- Hypothesize about people, things, facts or events.
- Expressing temporal sequence.
- Ask and give the word, etc.

2. Value and express attitudes and opinions:

- Expressing doubt.
- Expressing interest or disinterest.
- Expressing preferences.
- Expressing choice.
- Expressing indifference.
- Expressing surprise and amazement.
- Expressing shame.
- Expressing a wish.
- Ask for and give information on the most common mood and its causes: boredom, satisfaction or dissatisfaction, admiration, interest, joy, etc..

3. Persuading, convincing:

- Request, grant or deny permission to do something.
- Offer and ask for help, accept and reject.
- Encourage do something.
- Ask for and give directions (directions to get somewhere).
- Ask for cooperation.
- Ask and express the meaning or translation of a word or expression.
- Ask for and give information on the intention, the will or the decision to do something.
- Expressing personal obligation.
- Ask for and give advice.
- Express prohibitions.
- Suggest activities and respond to suggestions.
- Express, and refuse to accept excuses and apologies, stating the reasons.
- Basic telephone conversations (initiate communication, ask someone, ask the party to wait, confirm if hearing or understanding, say goodbye).
- Encouraging someone to continue.

4. Socialize:

- Congratulate and respond to a greeting.
- Confirm that you have understood and show that you follows the communication.
- Accept or reject an invitation.
- Apologize.
- Reacting to a story with information or expressions of interest, surprise, joy, sorrow, etc..
- Verify that a message has been understood.

The compound and complex sentence:

- Conditional sentences: first ('I'll miss the train if you do not run) and second (I would not do it if I were you) conditional type.
- Defining relative clauses: A nurse is a person who works in a hospital.
- Comparison sentences: more /-er than □, the most /-est, as as.
- Disjunction sentences: or.
- Concession sentences: Although.
- Result sentences: so ... that.
- Cause sentences: because.
- Final sentences: to.
- Time sentences: before, after, when, while.
- Question tags: you come from Turkey, do not you?

The noun:

- Number:
 - Summation common plurals (countable nouns that refer to objects with two parts): glasses, shorts.
- Gender:
 - Common nouns with different forms for male and female (boy / girl, aunt / uncle,)
 - Common nouns with morphologically marked gender (waiter - waitress, ...).
 - Nouns with common gender (artist, guest, doctor)
 - Common gender nouns (baby,).
- Proper (George, Ireland) and common nouns (man, country).
- The Saxon genitive and "of" construction:
 - Mary's car
 - In three weeks' time
 - The roof of the house
- Countable and uncountable nouns.
 - Common nouns belonging to the two classes: some paper / a paper ...

The adjective:

- Predicative function: His car is red.
- Attributive function: I love that blue dress.
- Positive grade: Edinburgh is a beautiful city.
- Superlative grade (Paris is the most beautiful city in Europe) and comparative (Dublin is more beautiful than Edimburgh)
- Common participles functioning as adjectives: interesting-interested. I have always been interested in music. That is an interesting question.

The determiners:

- Articles a / an (a book / an umbrella), the (the Nile).
- Numerals: Ordinals (first, second, ...) and cardinals (one, two, ...).
- Quantifiers:
 - Many / few: many girls / boys few
 - Much / little: much time / little money
 - Too much / many, too few / little.
 - Too / enough. You are too young to drive a car / He is not old enough to travel alone.
- Demonstrative: this, These, that, those.
- Possessive: my, your, his, ... I like your shoes.



VOCABULARY

Personal identification

Basic vocabulary related to the character, skills and physical descriptions of the people.

Glossary related clothing and accessories.

Housing, home and environment

Interior: types, location, parts and distribution.

Furniture, objects and utensils.

The city situation, parties, streets, buildings, parks and monuments.

Territorial division of the country or countries where the target language is spoken.

Free Time

Sports, cultural activities, ...

Entertainment: theater, museum, beach, ...

Travel

Vocabulary related to tourism and migration.

Travel Types: work, pleasure, study.

Human and social relations

Vocabulary related to feelings

Glossary related workplace

Health and physical care

Symptoms and diseases.

Vocabulary related to health world.

Education

Vocabulary related to education: schools, courses, grades, certificates

Shopping and business

Price, currencies, payment methods

Feeding

Food and types of containers

Names of food-related utensils.

Quantities, weights and measures.

Goods and services

Private and public services: banks, post office,

Language and communication

World languages

Climate, weather and environment

Atmospheric and climatic phenomena

Landforms

Science and technology

Phone related lexicon

Basic vocabulary related to computers, the Internet and other media.

- Interrogative and exclamative: What, Which, whose
- Partitive expressions: a piece of, a slice of

The pronouns:

- Interrogative: wh-series.
- Object personal pronouns: me, you, him, ... I saw him yesterday.
- Possessive: mine, yours, his, ... A friend of mine lives in Bristol.
- Indefinite:
 - The "some" series.
 - The "any" series.
 - The "no" series.
 - A lot, not much, etc..
 - All, both, each, one, several, enough, other, another, neither, either.
- Reflexive: myself, yourself, I burnt himself cooking lunch.
- Reciprocal: each other, one another: They help each other Often. They should try to help one another.
- Relative: the wh-series, that.

The verb:

- Primary verbs: be, have, do.
 - Modals: - can / can 't - could - should - must - may
 - Imperative.
 - Verbal tenses:
 - Present simple: I Usually wears a jacket.
 - Present continuous: He is wearing a tracksuit today.
 - Past simple: regular (They visited my parents last week) and irregular (I lost my watch last summer).
 - Past continuous: What were you doing at 7pm? - Past continuous / past simple: They Were When She arrived having lunch.
 - Present perfect: I have been to Alaska twice.
 - Present perfect / past simple: I have Seen That film / I saw it last year.
 - Expressing future:
 - Will / be going to: Robots will do all the housework in the future / I am going to paint my room blue.
 - Present continuous / be going to: I am flying to Moscow tomorrow / They are going to buy a new car this week.
 - The -ing form after prepositions: He is afraid of flying.
 - Common verbs followed by-ing or infinitive: begin / start to / ing.
 - Used to: They used to wear shorts When They Were Young.
 - Passive voice: present and past. Coffee is grown in Brazil. They Were Born in Tanzania.
 - Negative forms.
- ### The adverb:
- Adverbs of frequency: always, never, hardly ever, ...
 - comparative and superlative: more / most. Should I drive more carefully.
 - Expressions that denote movement: away, back, down,



	<p>left, right, straight, ...</p> <ul style="list-style-type: none"> • Expressions that denote rank: Enough, too, fairly, quite, Rather, ... • Expressions that denote mode: fast, aloud, ... • Already, yet, ever, just. <p>The preposition:</p> <ul style="list-style-type: none"> • Adverbs of frequency: always, never, hardly ever, ... • comparative and superlative: more / most. Should I drive more carefully. • Expressions that denote movement: away, back, down, left, right, straight, ... • Expressions that denote rank: Enough, too, fairly, quite, Rather, ... • Expressions that denote mode: fast, aloud, ... • Already, yet, ever, just. through
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3	IRAKAS-PROZESUAN ERABILTZEN DEN METODOLOGIA
<p>The methodology will be essentially communicative, oriented toward practice, to the use of language. Students, as future users of the language, must be able to develop the necessary skills to perform linguistic processing activities, both in understanding and expression. Even though the reading and writing skills are practised, students are especially encouraged to take part in the classes to focus on the communicative ones, listening and speaking.</p> <p>Therefore, the teaching and learning activities will focus primarily on those to which the students will face in real communication situations, that is, comprehension activities, production, interaction and mediation, through tasks that involve such activities.</p>	

4	BALIABIDEAK
<ul style="list-style-type: none"> • To give students more opportunities to practice what has been learned two specific sites have been created within the school's web platform: <ul style="list-style-type: none"> English Blog: http://www.cepagernika.com/wordpress_bloggingles/ English Podcast: http://www.cepagernika.com/wordpress_castellanopodcast/ • Complementary material from various publishers. • Using multimedia and audiovisual programs and practice intonation and pronunciation. • Videos and songs • Some websites of interest: <ul style="list-style-type: none"> http://www.agendaweb.org (Exercises) http://www.bbc.co.uk/worldservice/learningenglish/ (Reading, audio, pronunciation practice, ...) <p>TESTU LIBURUA: New English File. Pre-Intermediate Level (Oxford University Press)</p> <p>The coursebook that will be used is the same as the one in the Official Language School</p>	

5	EBALUAZIO-IRIZPIDEAK, ADIERAZLEAK, EBALUAZTZEKO TEKNIKAK ETA TRESNAK, KALIFIKAZIO IRIZPIDEAK
<p>Listening</p> <ul style="list-style-type: none"> - Understand the general meaning and specific information on conversations taking place in his presence, if the language is slow and clear, and identifying a change of subject. - Understand a speech clear and in standard language about everyday subjects. - Understand simple transactions and daily tasks, like going from one place to another on foot or by public transport. - Understand and be able to identify the main idea of television news on events, accidents, weather, etc., When there is visual material to illustrate the comment. - To understand the main idea of clear and simple messages and warnings. - Understand the essential information from short recorded passages related to everyday matters, <p>Reading</p> <ul style="list-style-type: none"> - Understand short, simple texts containing common words, including some commonly used international words. 	<p>The daily work of students in class and at home is an essential element of the educational task, and therefore we value this subject in a special way. To assess this element, the continuous observation of work and fulfillment of tasks by students is an indispensable tool, specially in reference to:</p> <ul style="list-style-type: none"> ➤ Speeches in class ➤ Oral and written class exercises ➤ Homework ➤ Student's notebook <p>Being a non-formal educational program, students will not be graded, but the language skills they have developed will be assessed. In addition, external evaluation (Official Language School exams, for example) will be an important factor to take into account.</p>



- Understand short, simple texts containing instructions on equipment commonly used in everyday life.
- Obtain specific information from simple texts such as letters, brochures, menus, lists and schedules.
- Understand short simple personal letters and formal correspondence on everyday issues
- Identify relevant information in short simple journalistic texts such as news summaries describing events or facts.
- Understand signs and notices which are usually found in public places like streets, train stations, subways, airports and more.

Speaking

- Telling stories or describe something by a simple relationship of elements.
- Make a call or brief presentation, previously tested, on familiar topics.
- Express their preferences and likes.
- Manage fluently in daily transactions and arrangements.
- Participate in short conversations in reasonable comfort and range in simple and routine exchanges without much effort.

Writing

- Write simple personal letters, talking about oneself, his/her environment, express thanks or apology.
- Describe events and activities in a brief and basic way.
- Describe plans, projects, and express preferences.
- Write simple and brief formal correspondence: a facility request or demand information.