

PAELV 2017

INGLÉS - PROGRAMA DE CONTENIDOS GRAMATICALES

PREPARATORIO 1

CONTENIDOS

Greetings and leave takings: Hello. Hi! See you (tomorrow). Goodbye.

Identifying objects: What's this?

This is a ... That is a ... These are ... Those are ...

Is this a ...? Yes, it is/ No, it isn't.

Identifying people: Who is she/he? Who are they?

He's (Peter)/(my father). They are (my friends)

What's your name? I'm ...

What's his/her name? He's/She's ... They're ...

Counting: How many...? Numbers: 1 - 10

Expressing possession: my/your/his/her/their/our

Expressing location: Where's ...? It's in/on/under...

Where are ...? They're in/on/under ...

Describing: Who has (blue eyes)? He/she has ...

What colour is ...? It's (blue)

Simple commands

Actions: What are you doing? Are you ...? Yes/no

What is he/she doing? Is he/she ...? Yes/no

VOCABULARIO

Family members;

Classroom objects;

Parts of the body;

Clothing; colours;

Animals;

Simple actions.

Nota: el examen correspondiente a este nivel es sólo oral.

Se evalúa básicamente el nivel de comprensión del alumno y se tiene muy en cuenta el libro de texto utilizado.

PREPARATORIO 2

CONTENIDOS

Expressing likes and dislikes: Do you like ...? Yes, I do

No, I don't. I like.../I don't like... He/she likes...

He/she doesn't like... Do you want...? Yes/no

Describing activities: Where are you? What are you doing?

Where's (Peter)? What's (he) doing?

Where are they? What are they doing?

I'm/He's/They're in ... I'm/he's/they're (cooking)

Making suggestions: Let's...

Polite requests: Please, give me ... Thank you. You're welcome

Expressing quantity: Do you have any...? Some. Any. Numbers

Expressing feelings and physical states: I'm/he's/she's happy/hungry

Describing place: There is/are... Is/are there...?

Yes, there is/are No, there isn't/aren't

Talking about the weather: It's (raining)

VOCABULARIO

Meals and foods

Parts of the house

Adjectives (happy-sad- angry-surprised-tired)

Professions

Means of transport

Animals

Weather conditions

Games and sports

Simple actions

Nota: el examen correspondiente a este nivel es sólo oral. Se recomienda que los alumnos que hayan cursado este nivel pasen a Children 2 y utilicen un libro de texto del tipo del sugerido en segundo término en la Bibliografía.

NIÑOS 1

CONTENIDOS

Greetings

Identification: What's your name? I'm... My name is...

Who's this? This is...

What's this? It's a ...

Is this a ...? Yes, it is/No, it isn't

Description: How old are you? I'm.../He's.../She's...

adjective + noun (big nose)

What colour is...? It's red.

Possession: my, your, his, her

I've got... He's got...

Have you got...? Yes, I have/No, I haven't

Has she got...? Yes, she has/No, she hasn't

Whose ... is it?

Location: Where is...? He's in/on/under/near...

Ability: can, can't

Articles: a, an, the

Simple commands

Prepositions: on, in, under, near

VOCABULARIO

Members of the family

Parts of the body/face

Parts of the house

Descriptive adjectives big, small, tall, long, short, happy, sad, cold, hot

Colours

Clothes

Numbers

Animals

Nota: a partir de este nivel el examen consta de una parte escrita y una oral

NIÑOS 2

CONTENIDOS

Plural nouns: -s/-es / irregular plurals (children, men)

Existence: There is.../There are... (contracted forms)

Is there...? Yes, there is/No, there isn't

Quantity: How many...are there?/How many...can you see?

number + countable noun (two apples)

some + uncountable noun (some milk)

Location: prepositions: on, in, under, near, next to, into, out of, behind

adverbs: here, there

Negative commands: Don't...

Present Continuous for description (Is he reading? Yes, he is/He's reading)

Present Simple for description of fact (He lives at ...)

Present Simple: likes and dislikes (Do you like...? Yes, I do / Does he like ...? Yes, he does)

Permission: can, can't (Can I sit here? Yes, you can/No, you can't)

Suggestions: Let's...

VOCABULARIO

Shops

places in town

Time of day: morning, afternoon, evening, night

Food and animals

Roys

daily routine

NIÑOS 3

CONTENIDOS

Present Continuous (revision)
Present Simple: I want/He wants
habits: I get up late. Do you get up early?
frequency adverbs: always, never, sometimes
Past Simple: was, were, had
Future plans and arrangements: going to
Time: prepositions: on + day / at + time / in + month
Yesterday, tomorrow, next (week/month), last (week/month)
Quantity: Is there a...? Are there any...?
How many...?
Invitations: Can you come to ... tomorrow? Yes, thank you/Sorry, I can't
Offering: Would you like...? Yes, please/No, thank you
Volunteering: Shall I ...?
Needs: need (He needs some medicine)
Wishes: want to (I want to play cards)
Likes and dislikes: like + -ing (I like dancing)
What's the weather like?

VOCABULARIO

Days of the week
Months of the year
The seasons
Food
The weather
Countries of the world
Points of the compass
Shops
Clothes
The time.

NIÑOS 4

CONTENIDOS

Revision of Tenses: Present Simple, Present Continuous, "going to" future
Past Simple: regular and irregular verbs - ago
Predictions: will
Comparisons: adjective + er / more + adjective ... than, the + adjective + est /
Most + adjective
Too + adjective
Offers: Would you like ...? Yes, please. No, thank you. I'd like
Obligation in the present and past: must / mustn't / had to
Giving directions: turn right / left , etc
Talking about materials: made of (glass)
Reflexive Pronouns
Purpose: Why ...? Because ... / to + adjective
Identifying things: Which + noun, the pronoun "one"

VOCABULARIO

Adjectives of height, Size and measure
Nationality adjectives
Regular and irregular plurals
Materials
Disasters
Outer space
Professions and occupations
World records
Food
Films and books
Geographical characteristics
Animals
Money

The weather
Means of transport
Health

PREADOLESCENTES 1

CONTENIDOS

Identifying people: personal pronouns + be + name
Describing people: personal pronouns + be + adjective
Giving personal information: What's your name? How old are you?
Identifying things: this/that/these/those + be + noun
Talking about possession: possessive adjectives and pronouns
Have/has got; (affirmative, negative and interrogative)
Genitive forms
Talking about ability: can/can not
Talking about location: there is/are ... prepositions of place
Making suggestions: Let's
Giving instructions: imperatives
Talking about quantity: How much/many, some/any
Talking about daily routine: Simple Present Tense
Talking about action at the moment of speech: Present Continuous Tense
Prepositions of time
Talking about likes and dislikes: like/ want

WRITING AND VOCABULARY

Descriptive adjectives
Colours
forms of address
Numbers (1-100)
Addresses and phone numbers
Days of the week
Telling the time
Parts of a house
School and school activities
Town and town activities
Articles of clothing
Animals
Illnesses and accidents
Hobbies Short guided paragraph giving personal information

PREADOLESCENTES 2

CONTENIDOS

Simple Present: talking about everyday actions, giving personal details, describing physical characteristics, describing procedures
Simple Past: talking about what happened, telling stories
Past Continuous: explaining how things happened
going to to talk about future intentions
Imperatives: rules and recipes
Comparisons: more/-er ... than, the most/-est ... in the world, less, least, irregular forms
Quantity: How much/many...?, some/any/no, a bit/lot of, a few
Ability in the present, past and future: can, could, will be able to
Obligation: must, mustn't, needn't, have/has to, don't/doesn't have to
Prepositions of place, direction and time

WRITING AND VOCABULARY

Adjectives used to describe physical characteristics of people
Objects and places
The Weather
Accidents
food. animals
World records
School subjects

Music
Films and magazines
Short guided paragraph including personal information and simple narration of events

PREADOLESCENTES 3

CONTENIDOS

Present Continuous with future meaning. Contrast with going to
Verb + -ing/preposition
Stative verb + adjective (taste/smell/look/sound/seem + good)
stative verb + like (it tastes like chicken)
Advice: must, should, have to
Prediction: will
Plans: going to
Suggestions: would you like, shall we, why don't we, whatabout, let's
Giving directions
Possible conditions: Conditional Type I
Question tags: positive and negative
Time connectors
Adjective + prep (frightened/proud/ashamed + of
Angry/annoyed /upset/worried + about
Pleased / disappointed/fed up/angry + with
Good/bad/surprised at)

WRITING AND VOCABULARY

Sentence combination: because/so, because/although Advertisements Invitations, plans, giving news/reacting to news Offering help Simple narratives

PREADOLESCENTES 4

CONTENIDOS

Revision of Tenses
Present Perfect Simple for experience: Have you ever...?
I've never... I've always... I've just with for, since, just, already, yet, still
Habits in the past: used to
Permission: be allowed to
Deductions: can't, could, must, might (He can't be Italian)
Possibility: may, might (He may come tomorrow)
Reported Speech: statements, questions, requests, commands
Improbable conditions: Conditional Type II
Contrast: although, however
Time connectors
Pronouns: both (both of us love football)
Neither (neither of us likes football)

WRITING AND VOCABULARY

Paragraph structure and order
Paragraph organization (topic sentence, development, conclusion)
Narrative writing and sequencing
Letter writing: layout and development
Nota: Dado que este curso es el de articulación entre los tres primeros y los tres últimos del ciclo, el objetivo principal del mismo es consolidar firmemente los conocimientos adquiridos hasta el momento y desarrollar mayor fluidez en las cuatro habilidades de la lengua.

ADOLESCENTES 1

CONTENIDOS

Greetings.
Verb "to be" / Present Simple: personal information, routines, likes and dislikes
Present Continuous: present activities
Simple Past: was, were, had

Personal pronouns: I, you, he, she, it, we, you, they
Possessive adjectives: my, your, his, her, its, our, your their
Possessive pronouns: mine, yours, his, hers, its, ours, yours, theirs
Prepositions: of time: at, on, in, from, to
of place: at, in, on, under, opposite, next to...
Question markers: what, which, when, where, whose, how, how old
Nationalities: Where are you from?
Possession: have got/has got
Identification: this, that, these, those
Existence: there is/there are
Quantity: countable and uncountable nouns
How much...?/How many...? some, any, no, much, many
Likes and dislikes: like + noun, like + -ing
Desirability: I'd like... I want...
Ability: can, can't
Asking favours: Could you...? / Suggestions: Let's ... How/ What about...? / Offering: Would you...?
Telling the time

WRITING AND VOCABULARY

Nationalities
Days of the week
Months
Seasons
Dates (When is your birthday? On...)
Colours
Objects
Parts of the house
Places in town
Members of the family
Jobs and occupations
Clothes
Short guided paragraph giving personal information

ADOLESCENTES 2

CONTENIDOS

Revision of tenses: Present Simple, Present Continuous, Going to
Past Simple: regular and irregular verbs, ago
Past Continuous: events happening at a specific time in the past contrast with Past Simple
Quantity: too many, too much, not enough, many, some
no one, everyone, someone, nobody, everybody, somebody
Reason: Why/because
What happened?
What's the matter?
Appearance: look like
Instructions: Put the coin in the slot
Requests: can, could (Could you help me?)
Suggestions: could, shall (What shall we do this evening?)
Obligation: must, have to (You have to stay in bed)
Offers: will (I'll do it for you)
Promises: will (I'll send a postcard)
Time clauses: before/after + gerund
past (When he arrived, I was sleeping)
Frequency: always, usually, often, sometimes, never (revision), hardly ever, occasionally, once a week, twice a year
Discourse markers: and, or, but
because, so, however
after that, eventually, finally
verb + -ing: love, like, enjoy, don't mind, hate
Comparison: short and long adjectives
Superlatives: short and long adjectives

WRITING AND VOCABULARY

Short guided paragraph including personal information and simple narration of events

ADOLESCENTES 3

CONTENIDOS

Revision of Tenses

Present Perfect Simple for experience: Have you ever...? / I've never... I've always... I've just... with for, since, just, already, yet, still Future Progressive

Present Continuous with future meaning. Contrast with "going to"

Habits in the past: used to

Verb + -ing/preposition

Stative verb + adjective (taste/smell/look/sound/seem + good) / stative verb + like (it tastes like chicken) Advice: should, ought to

Permission: be allowed to

Deductions: can't, could, must, might (He can't be Italian)

Possibility: may, might (He may come tomorrow)

Reported Speech: statements, questions, requests, commands

Possible conditions: Conditional Type I

Question tags: positive and negative

Contrast: although, however

Time connectors

adjective + prep:

Frightened/proud/ashamed + of

Angry/annoyed/upset/worried + about

Pleased/disappointed/fed up/angry + with

Good/bad/surprised/ + at) Pronouns: both (both of us love football)

neither (neither of us likes football)

WRITING AND VOCABULARY

Sentence combination: because/so, because/although

Advertisements, invitations, plans, giving news/reacting to news, offering help

Simple narratives

ADOLESCENTES 4

CONTENIDOS

Revision of Tenses

Past Perfect Simple: events that happened before another event in the past

Habit: be used to + -ing

Revision of Reported Speech: reporting verbs (suggest, order...)

Relative clauses: defining, non-defining, with relative omitted

Present and past participles as adjectives

Improbable and Impossible conditions: Conditionals Type II and III

if, unless

Modal verbs: revision of modals

Verb of perception + -ing (I saw him running)

Causative "have" and "get" (She wants to have her hair cut)

Passive Voice

Discourse markers: in case, both...and, neither...nor, not only ...but also, whereas, while

Confusable pairs: lend/borrow, do/make

Comparison: less, as...as, not so ... as, not + adjective + enough

Result: so/such...that (It was so loud that I couldn't sleep)

WRITING AND VOCABULARY

Paragraph structure and order

Paragraph organization (topic sentence, development, conclusion)

Narrative writing and sequencing

Letter writing: layout and development

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ADOLESCENTES 5

CONTENIDOS

Revision of Tenses
Present Perfect Progressive
Past Perfect Progressive
Verb + infinitive vs. Verb + -ing (stop doing vs. stop to do)
Revision of Conditionals
if, unless, in case
Revision of Reported Speech (more reporting verbs)
Revision of Modal Verbs
"used to" contrasted with "would"
Substitution ("So did I", "Neither does he")
Phrasal Verbs (turn off, take after)
Prepositional Verbs (look at, listen to)
Revision of get/have sth done
Question forms with "How" (How far? How tall?)
Time (as soon as, while, afterwards, since, as)
Concession and contrast (although, on the other hand, even though)
Comparison (not so ... as)
Purpose and Reason (in order to, so that, because of, since, as)
Preference (would rather, prefer)
Link words: however, so, therefore, in contrast, besides, etc.
More confusable pairs: see/watch, hear/listen

WRITING AND VOCABULARY

Narratives Descriptions Letters Using opening and concluding statements (between 80 - 100 words).

ADOLESCENTES 6

CONTENIDOS

Revision of Tenses, active and passive
Future Perfect / Future Progressive
Revision of Modals. "be/get used to + -ing"
Perfect Modals (should have done)
Conditionals. Mixed conditionals: If I hadn't accepted his offer, I would go out with you.
Question forms: Who to? What for?
Verb + gerund vs. Verb + infinitive (don't mind helping, hope to see)
Verbs used with both gerund and infinitive (love, prefer)
Infinitives after adjectives (happy to see, sorry to hear)
Comparisons: the ... the ...; so...; such...
Compound nouns (youth hostel, drawback)
Compound adjectives (well-dressed, time-consuming)
Uncountable nouns (information, advice)
Words that only occur in the plural (scissors)
Making uncountable nouns countable (a loaf of bread)
Adverbs modifying adjectives (quite, fairly, totally, etc)
More confusable words: do/make; say/speak/talk/tell; rob/steal
The use of the article / Expressing regret (If only..., I wish...)

WRITING AND VOCABULARY

Narratives
Descriptions
Letters
Using opening and concluding statements
(between 100 - 150 words)

Nota: The topics that the students should master will depend on the choice of textbook, but all students should be able to fluently describe people's appearance and feelings, describe places and express their opinions, beliefs, intentions, likes and desires both in speech and in writing.

ADOLESCENTES 7

CONTENIDOS

Revision of tenses:

Present Simple, Progressive, Perfect and Perfect Progressive
Past Simple, Progressive, Perfect and Perfect Progressive
Future Simple and Continuous; Future in the past; Going to
Modal verbs: will; would; must; should; may; might; can; could; need; have to; ought to; be able; manage; succeed.
(perfect modals)
Uses and functions: suggestions, advice, warnings, regrets, criticism, obligation, necessity, lack of necessity,
prohibition, permission, certainty, possibility, ability
Conditional sentences: The three types. Mixed conditions
Reported Speech: uses; verb patterns
Time clauses in the past and in the future
Time conjunctions: as; while; when; after; before; as soon as; until; by the time...
Relative Clauses: defining and non-defining
Making Hypothesis: I wish...; If only...; Supposing...; I hope...; As if/as though...; It' time...; would rather...
The subjunctive: present and past
Inversion: uses; adverbials: hardly; no sooner; little; not only; only
Comparisons: as...as; not so/as...as; so/such...that; as versus like
Participial constructions
The passive form, choosing between active or passive, including the agent, verbs with two objects
Passive constructions with the infinitive: Maradona is said to be very rich Gerund and infinitive
Present and past participles
Non-finite verbal constructions: to inf (I hope to see him)
-ed participle (Covered in dust, she ...)
-ing participle (Living in the country, we...)
Modification of adjectives and adverbs: fairly, rather, quite, very, etc
Collective nouns (a flock of sheep)
More confusable words: raise/rise; lie/lay; remind/remember
Areas temáticas:
School; family relationships; age; art; violence and crime; status and social class; the media; religion; life and death;
the senses; the future; everyday problems; travel; etc.

WRITING AND VOCABULARY

Five paragraph essay (between 150 - 200 words)

Nota importante: Dado que este es el último curso del ciclo y que el certificado que se otorga al cumplimentar este nivel es considerado válido para la solicitud de diferentes empleos, es imprescindible que el alumno demuestre realmente que ha cumplido con todos los objetivos requeridos tanto en la expresión oral como en la escrita.