

Anexo 1: Contenidos de la formación en inglés on-line según niveles

Los contenidos de aprendizaje se establecerán vinculados a los niveles del MCER, y usando los mismos de manera segmentada en niveles, programando subniveles para cada curso y grupo. Una vez completadas la mayoría de las pruebas de nivel, se organizarán los grupos y se podrán establecer los contenidos exactos que se estudiarán en cada grupo de clase.

La organización de los grupos por niveles permite explotar los conocimientos previos de los estudiantes y fomentar el aprendizaje de manera óptima. Además, se consigue evitar la frustración en el aprendizaje del idioma debido a tener que enfrentarse a objetivos inalcanzables o a contenidos ya adquiridos.

Respecto a las destrezas tratadas en la formación, todos los estudiantes trabajarán las 4 macro-destrezas de Listening, Reading, Speaking y Writing, cada una adaptada a las necesidades de aprendizaje: con mayor o menor autonomía, con aprendizaje guiado en distintas medidas; con mayor énfasis en las habilidades receptivas o en las productivas según el sub-nivel. Asimismo, todos los estudiantes contarán con un currículo formativo en el que se cubrirán temáticas léxicas y funcionales tanto de la vida diaria, como de los viajes y actividades de ocio. De este modo en los cursos se encontrará (en distinta profundidad y complejidad según el sub-nivel) léxico y funciones relacionados con:

- Everyday Life (Routines, hobbies, personal relationships, technology, sports, weather, health)
- Tourism (Events, transport, activities, bookings, complaints, documents)
- Hospitality and Restauration (Accommodation, food and beverages, reception, rooms, facilities)

Ya que previsiblemente los niveles de los estudiantes estén dentro de las distintas fases del pre-intermedio o intermedio, A2, B1 y B2, a continuación se muestran las habilidades genéricas propias de cada nivel que podrán adquirir los participantes:

Objetivos genéricos para estudiantes de nivel A2	
Gramática	Crear textos muy breves usando series de frases o expresiones para describir de manera sencilla su familia y otras personas, las condiciones de vida y el entorno académico reciente. Usar estructuras simples apropiadamente pero aún comete errores sistemáticos elementales.
Vocabulario	Utilizar vocabulario sencillo y directo sobre temas y actividades familiares. Usar información limitada en situaciones simples del día a día y las noticias. Unir grupos de palabras con conectores sencillos como "that", "and", "but", y "because". Escribir las palabras familiares de manera correcta a nivel ortográfico, aunque no domina el uso de la puntuación (utiliza básicamente el punto), ni las mayúsculas distintas a su lengua materna. Puede comete algunos errores en la escritura de los diptongos y consonantes duplicadas.
Pronunciación	Hacerse entender en intervenciones breves a pesar de su necesidad de reformulación, sus frecuentes pausas y comienzos fallidos. Todo esto provoca que tenga un ritmo lento que requiere de la colaboración del oyente. Producir conjuntos de palabras en estructuras muy familiares, pero normalmente articula palabra a palabra sin <i>linkage</i> ni <i>liason</i> . Puede comete frecuentes errores en la articulación de los sonidos vocálicos y las consonantes son simplificadas hacia su lengua materna.
Interacción	Comprender frases y vocabulario muy común (por ejemplo, sobre sí mismo, su familia, compras, su área local, su trabajo). Comprender las ideas generales de un anuncio o de mensajes simples y claros. Comunicarse en tareas simples rutinarias con información sencilla y directa sobre temas y actividades familiares. Hacerse entender en mensajes escritos breves a pesar de su precariedad en el vocabulario y sus frecuentes errores estructurales. Todo esto provoca que su mensaje sea difícilmente comprensible, que requiera de la colaboración del lector para su comprensión y que consiga mínimamente resolver únicamente la tarea más básica.

Objetivos genéricos para estudiantes de nivel B1

Gramática	Expresarse de manera sencilla para describir experiencias y hechos, esperanzas y ambiciones. Dar razones y explicaciones sencillas sobre opiniones y planes. Contar una historia, el argumento de un libro o película y describir sus reacciones a ellos. Usar un repertorio bastante preciso de estructuras y frases hechas en situaciones frecuentes, comunes y predecibles.
Vocabulario	Tener suficiente conocimiento de la lengua y el vocabulario para parafrasear y dar distintos sinónimos sobre temas cercanos como la familia, aficiones, trabajo, viajes y noticias. Describir sentimientos y relaciones sociales de manera precaria. Unir elementos de su discurso creando series coherentes utilizando conjunciones y expresiones como “although”, “firstly” y “To conclude”. Escribir de manera correcta a nivel ortográfico palabras relacionadas con la familia, aficiones, trabajo, viajes y noticias. Utilizar el punto seguido y el punto y aparte de manera coherente, y a veces también la coma. Distinguir casi siempre de manera correcta el uso de las mayúsculas en casos distintos a los de su lengua materna. Puede cometer errores esporádicos en la escritura de las consonantes duplicadas.
Pronunciación	Producir secuencias de habla libre de cierta longitud y hacerse entender a pesar de alguna pausa para encontrar la palabra apropiada, auto corregirse u organizar la estructura. Expresarse sin requerir un esfuerzo evidente por parte del oyente. Producir bloques de palabras en estructuras muy sencillas, aunque frecuentemente producirá las palabras de manera independiente. La articulación de las consonantes podrá mostrar algunos rasgos de simplificación y las vocales aún serán las de su propia lengua.
Interacción	Comprender lo esencial si se usa un lenguaje estándar y claro sobre temas relacionados con el trabajo, la escuela, el ocio, etc. Comprender gran parte de asuntos actuales de la radio o la televisión, o temas personales o profesionales si los hablantes se expresan relativamente despacio y de manera clara. Iniciar, mantener y cerrar una conversación sencilla cara a cara sobre temas familiares de su interés. Repetir o parafrasear parte de lo que alguien dijo para pedir confirmación de su comprensión. Producir secuencias de texto escrito de cierta longitud y hacerse entender de manera sencilla, a pesar de algún error de vocabulario, estructura, propiedad pragmática y referencia. No requerir un esfuerzo evidente por parte del lector y conseguir realizar la tarea de manera elemental.

Objetivos genéricos para estudiantes de nivel B2

Gramática	Tener un gran dominio de la gramática y no cometer errores que dificulten la comprensión. Describir con cierta solvencia situaciones familiares y presentar y defender sus opiniones. Desarrollar un punto de vista sobre un tema de actualidad y explicar las ventajas y desventajas de distintas opciones.
Vocabulario	Redactar textos relativamente elaborados sobre una amplia gama de temas de su interés. Tener un repertorio lingüístico amplio y variado para hacer descripciones claras y detalladas, expresar su punto de vista y desarrollar un caso. Usar cierta cantidad de conjunciones y marcadores en sus oraciones, produciendo discursos coherentes, aunque puede que incurra en algunos “saltos” en discursos muy largos. Utilizar referencias pronominales de manera solvente, conjunciones como “nevertheless”, “despite” y “neither” y frases como “On the one hand... On the other hand” o “last but not least”. Escribir de manera correcta a nivel ortográfico todas las palabras que usa. Utilizar el punto seguido, el punto y aparte y la coma de manera coherente para organizar la información. Distinguir de manera correcta el uso de las mayúsculas en casos distintos a los de su lengua materna. Puede cometer errores esporádicos en la escritura de las consonantes duplicadas en casos de palabras con sufijos.
Pronunciación	Contribuir en conversaciones con un grado de fluidez y espontaneidad que le permite interactuar con hablantes nativos. Producir discursos relativamente largos con un ritmo regular, aunque aún hace pausas de duda para buscar estructuras o las palabras

Interacción	<p>apropiadas de cierta complejidad. El ritmo del habla deberá comenzar a asemejarse a lo natural. Utilizar el <i>linkage</i> con cierta naturalidad de manera que consiga hacer bloques tonales con frases completas. Articular las consonantes de manera bastante parecida a los hablantes nativos. Sus vocales aún pueden tener fuerte influencia de la lengua materna.</p>
	<p>Comprender conferencias y charlas de bastante longitud y seguir y argumentar sobre el tema si es familiar. Comprender la mayoría de la información de noticias de la radio y la televisión. Entender gran parte de las películas en dialecto estándar. Tomar la iniciativa en la conversación y tomar el turno cuando es apropiado y cerrar la conversación con bastante cortesía. Fomentar una discusión sobre temas familiares confirmando su comprensión, pidiendo la opinión de otros, etc. Redactar textos con un grado de elaboración y organización que le permita comunicarse con lectores nativos sin que esto implique un esfuerzo evidente por parte del receptor. Producir discursos relativamente largos con una estructura eficaz, coherente, apropiada y con cierta variedad de vocabulario que le permita ejecutar la tarea eficientemente. Su estilo de redacción comenzará a asemejarse a lo natural.</p>

A continuación, se exponen los contenidos específicos desglosados por sub-nivel que se lograrán al completar la formación.

1. Contenidos de nivel A2:

Conocimientos y habilidades A2-	
Léxico	Gramática
Professions and Workplaces Addresses Description of physical appearance Parts of the house and the hotel Cities and towns. Things in the city Daily work and leisure activities Weather and Temperatures Education: the school and the university Food Cardinal numbers	Comparative and superlative forms of adjectives The past tense The present perfect Past participles of regular and irregular verbs Time and place prepositions Basic conjunctions
Funciones	Comprensión oral
Talking about the weather Describing people's appearance Spelling Talking about leisure activities and hobbies Asking for help Talking about health Expressing and asking about opinions Asking for permission: Can I? Comparing qualities and things Expressing agreement and disagreement Apologizing Giving prices Payment methods	He/she can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated. He/she can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly. He/she can catch the main point in short, clear, simple messages and announcements and can understand simple directions relating to how to get from X to Y. He/she can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters delivered slowly and clearly. He/she can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Vowels combined as: a_e i_e o_e Consonant combinations: sm; st; sp; sk, sc, sw, sn, nt, ld, nd, st Consonant + l Consonant + r Pronunciation of: er, est
Pronunciación	

Conocimientos y habilidades A2+	
Léxico	Gramática
Description of physical appearance and character The human body. Parts of the body Common illnesses and health problems	Making suggestions with shall Modal verbs expressing ability, possibility, predictions, and obligation

Giving directions.
Leisure activities and events
Tourist attractions
Human relationships
Ordinal numbers
Travelling: means of transport
Tourism features and attractions

Relative pronouns
The past simple and the past continuous
The future tense
The be going to future
Past participles of regular and irregular verbs
Basic phrasal verbs
Basic conjunctions
Prepositions of time
Prepositions for transport means

Funciones

Describing people's appearance and character
Narrating
Talking about leisure events
Inviting: would you like...?
Expressing ability, possibility and obligation
Talking about feelings and moods
Expressing intentions and plans (present continuous and be going to)
Comparing qualities and things
Making suggestions: shall we...? Let's...
Talking about dates
How long are you going to stay?
How can I help you?
Is there anything you need?
Describing tasks of a job
Describing job skills
Describing a package tour

Comprensión oral

He/she can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated. He/she can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly. He/she can catch the main point in short, clear, simple messages and announcements and can understand simple directions relating to how to get from X to Y.
He/she can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters delivered slowly and clearly. He/she can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.

Pronunciación y entonación

Diphthongs
ir; ur
Vowels + l: le, el, al, il
ph, wh, th
y
ge, dge
Word stress
Pronunciation of the past forms: /t/ /d/ /id/

2. Contenidos de nivel B1:

Conocimientos y habilidades B1-	
Léxico	Gramática
Impersonal forms	Irregular plurals of nouns: mouse-mice
Food and drink vocabulary	Countable and uncountable nouns
At the restaurant	<i>Too and enough; some, any; much, many, a lot (of)</i>
Types of food	Pronouns and determiners
Free-time activities and sports	Adjectives and adverbs
Social relationships	Adverbs of frequency
Dates	Verbs followed by infinitive and verbs followed by -ing
Telephone language	Giving advice and expressing obligation: <i>must, should, ought to, don't have to</i>
Daily duties at the hotel	<i>Would you like ?</i>
Letters of complaint	Expressing opinions
	Modal verbs
	Telephone phrasal verbs
	Talking about plans: <i>what are you doing tomorrow?</i>
	Present continuous and be going to
Funciones	Comprensión oral
Reading texts on different subjects	At this stage the learner can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
Asking things politely	He/she can generally follow the main points of extended discussion and short talks around him/her, provided speech is clearly articulated in standard dialect. He/she can understand simple technical information, such as operating instructions for everyday equipment. He/she can follow detailed directions.
Giving advice and expressing obligation	
Expressing plans	
Describing food	
Complaining about food	
Talking and asking about likes and preferences	
Understanding travel arrangements	
Taking and leaving messages on the phone	
Exchange personal details	

Complete a register
Read a travel blog

He/she can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. He/she can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.

Pronunciación y entonación

The /h/ sound
The /s/, /z/ and /iz/ sounds
Polite intonation in question forms
Word stress
Consonant clusters: spr, str, scr, spl, squ, thr, nch, nth, mpt

Conocimientos y habilidades B1

Léxico

Reservations, tickets
Sightseeing and attractions in a city
Employment and professional life
Planets
Geographical features
Excursions
Telephone expressions
Arrangements
Hotel facilities
Health and safety
Traditional gifts
Check-in
Health and safety advice

Gramática

Adjectives and adverbs
The passive
Modal verbs
Locating things in space: *On the left/right, at the top/bottom*
Describing things: *How long/wide/high...?*
Talking about distances and times: *What time does the flight leave? How long does it take...? How far is it...?*
Would you mind...?
Question tags
talking about plans: *what are you doing tomorrow?*
Present continuous and be going to
The first and the second conditionals

Funciones

Reading brochures
Talking about the speed, form, weight of things
Talking about timetables and making reservations
Asking things politely
Talking about plans and arrangements
Talking about the future
Exchange information on excursions
Locating things in space: *On the left/right, at the top/bottom*
Talking about distances and times: *What time does the flight leave? How long does it take...? How far is it...?*
Asking for confirmation of information
Using formal language in telephone calls
Apologising and making suggestions on the phone
Discuss plans and arrangements
Write an email describing a hotel
Describing traditional gifts
Making a check-in

Comprensión oral

At this stage the learner can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
He/she can generally follow the main points of extended discussion and short talks around him/her, provided speech is clearly articulated in standard dialect. He/she can understand simple technical information, such as operating instructions for everyday equipment. He/she can follow detailed directions.
He/she can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. He/she can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.
Plurals: /s/ /z/ /iz/
Adjectives and adverbs prefixes and suffixes: un-, inter-, re-, pre-, super-; -able, -ful, -ly
Noun suffixes: -sion, -tion, -ation
Contractions
Connected speech

Pronunciación y entonación

Conocimientos y habilidades B1+

Léxico

Money, Currency
Employment and professional life
Customs
Temporal adverbs
Orders and Invoices
Figures in tables
Statistics
Presentations
Hotel facilities

Gramática

The passive
Would you like ?
Would you mind?
Modal verbs
Talking about past activities and habits
The past tense of regular and irregular verbs
use to
Present continuous and be going to
Superlative form

Conference equipment
Entertainment and sport activities
Check-out

Percentages and decimals

Funciones	Comprensión oral
Expressing opinions, feelings, likes and dislikes, agreement and disagreement	<p>At this stage the learner can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. He/she can generally follow the main points of extended discussion and short talks around him/her, provided speech is clearly articulated in standard dialect. He/she can understand simple technical information, such as operating instructions for everyday equipment. He/she can follow detailed directions. He/she can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. He/she can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.</p> <p>Pronouncing –ing Figures Sentence stress Emphasizing</p>
Reading texts on different subjects	
Asking things politely	
Talking about past events	
Talking about plans and arrangements	
Asking for confirmation of information	
Talking and asking about likes and preferences	
Asking things politely	
Making a booking	
Understanding invoices	
Read a company history	
Understand a pie chart and graphs	
Describing trends	
Give a business presentation	
Read a hotel brochure	
Explain a bill	
Pronunciación y entonación	

3. Contenidos de nivel B2:

Léxico	Conocimientos y habilidades B2- Gramática
Skills	
Jobs and duties	
Office stationery	
Reasons for travelling	
Guest profiles	Action verbs
Accommodation types	Wh- and Question forms
Climate	Telephone phrasal verbs
Transport means	Present simple and present continuous
Hotel categories and facilities	Future plans and arrangements
Amenities	Have / get something done
Hotel common areas	Comparative and superlative
Brochure language	Prepositions and adverbs of place
Tour operators and hotels	Present perfect and past simple
Complimentary and extra services	Articles for generalisation: <i>a, the, zero</i> article
Globalization	The future
Telephone terms: people, types of phone, parts of phone, numbers, services, calls, problems, actions	Relative clauses for definitions
Telephone phrases and expressions	Reported speech
Overbooking at the hotel	Indirect questions
Hotel prices and discounts	Passive voice
Hotel reservations	Modal verbs
Conference venues	Countable and uncountable nouns
Restaurants	Quantifiers
Cooking methods and ingredients	
Menu	
Funciones	Comprensión oral
Describing events in the present	<p>He/she can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. He/she can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. He/she can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. He/she can follow the</p>
Giving a short talk	
Describing a destination	
Describe a hotel refurbishment	
Read a hotel leaflet	
Preparing and making calls	
Explaining the purpose of a call	
Receiving calls and taking messages	
Dealing with a complaint	
Getting the message right and avoiding misunderstanding	

Giving details
Make a telephone booking
Explaining an invoice
Giving directions
Describe dishes
Ordering at restaurants

essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
He/she can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. He/she can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard.
He/she can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.
Intonation in questions Yes/no Q vs Wh- Q
Weak forms: be going to
Word stress and sentence stress
-ing
Stress in quantifiers
Word linking
Giving emphasis
Intonation in questions with options
Stress in phrasal verbs
Numbers and dates
Irregular past participles

Pronunciación y entonación

Conocimientos y habilidades B2

Léxico

Tourist attractions
Reasons for travelling
Statistics
Guest profiles
Bookings
Room facilities and amenities
Hotel common areas
Visa requirements
Package tours
Transport means
Attractions and events
Art and heritage
Global careers
Receipts and invoices
Telephone phrases and expressions
Telephone messages
Notes
Repetition and clarification

Gramática

Present simple and present simple passive
Expressions of frequency
Indirect questions
Present simple vs present continuous
Future plans present continuous
Expressions of quantity: *much, many, a lot of, a few, a little; very, too, enough.*
Past simple, past continuous and Past perfect
Verbs patterns with infinitive and -ing
Predictions with *will* and *might*
Decisions with *going to*
Reported speech
Zero and 1st conditional
Imperatives in conditionals
The passive voice
Superlative language

Funciones

Talking about past experiences
Describing event procedures
Making a survey
Describing graphs and statistics
Making a booking
Making suggestions and giving information
Asking about an invoice
Negotiation in the flea market
Giving information on local sights
Describing heritage
Structuring a telephone message
Leaving messages on the phone
Asking for repetition and clarification
Giving feedback and echoing on the phone
Calling back
Avoiding communication breakdown on the phone

Comprensión oral

He/she can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. He/she can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
He/she can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. He/she can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
He/she can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. He/she can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard.
He/she can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.

Pronunciación y entonación

Sentence stress
Intonation in questions
Questions with *Do you* and *Could you*
Weak forms: *was / were / had / hadn't*
Intonation with *sorry*
Weak forms: *have / has / been*
Stress in passive forms
Contraction 'd
Stress in suggestions

Conocimientos y habilidades B2+

Léxico

Tourist motivations: push and pull factors
Advertising and publicity
Web words
Hotel facilities and amenities
Hotel food and beverage, reception and front office, handling guests, complaints and queries, room service
Bookings
Boutique hotels
Sustainability
Sport facilities
Heritage sites
Architecture
Historical facts
Events
Telephone messages and expressions
Complaints
Restaurants
Gastronomy

Gramática

Promising: will
Present tenses: active and passive
Future forms and uses
Continuous aspect
Countable and uncountable nouns
Predictions: degrees of certainty
Reporting verbs
The passive
Past tenses
Hypothetical situations
Dependent propositions
Relative clauses
Modal verbs
Collocations

Funciones

Making arrangements and appointments on the phone
Reading a blog or review
Discussing quality in hotels
Dealing with complaints
Asking questions politely on the phone
Handling a telephone complaint
Closing a call
Understanding booking procedures
Dealing with invoices
Describing a heritage site
Explaining past events and giving historical details
Attending events
Describing food
Explaining a menu
Talking about culinary tourism

Comprensión oral

He/she can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. He/she can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
He/she can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. He/she can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
He/she can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. He/she can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard.
He/she can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.

Pronunciación y entonación

Word stress
Using intonation to ask a question
Elision
Intonation in requests
Words beginning with u
Linking with /w/
Stress and meaning
Linking with /r/
Tone and meaning