



## American Dexway Professional - Level B1 - Course 2

**Sku:** PC066

**Horas:** 60

**Formato:** HTML

### OBJETIVOS

In this block the learner will consolidate the material from the previous Block as well as consolidate the transition from a Basic Level to a solid Intermediate Level. The course content remains functional and focused entirely on improving learners' independence in all areas, especially in situations such as travel and accommodation, expressing oneself and responding to questions. In this block the learner will practice the narrative tenses (Past simple, Past continuous and Present perfect) and begin to practice re-telling personal experiences and stories from journeys or past events. As with the other blocks on the course, there is frequent pronunciation practice and the learner has exposure to long and short sounds, correct regular past tense endings as well as general vocabulary and sentence level practice. The use of a variety of exercises encompasses different learner styles as well as guaranteeing thorough coverage of the topics covered. The block is comprised of a series of interactive exercises such as word-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items.

### CONTENIDOS

**Unit 1** In this unit students learn to express duration and to discuss continuous actions in the past. They revise and consolidate vocabulary previously studied focusing on terms about trips, airports and plans for the future. Students also learn expressions such as: "get on well", "have you ever", "how long does it take", etc, as well as vocabulary about music, types of music, etc. Regarding grammar, students revise the verb tenses they have learnt in the previous courses: present simple, present continuous, present perfect, "going to" + infinitive and past simple, focusing on the use of the past simple to talk about actions in progress in the past. Students practice listening through a series of short dialogues that have been adapted to the students' language knowledge and related to the day-to-day life. As for reading comprehension tasks, they consist of a series of interactive exercises throughout the lesson following the instructions given, including filling in the gaps, writing or putting the words in the correct order to make sentences. Thanks to the voice- recognition system in the exercises, students practice speaking and the pronunciation of the words and structures studied in this lesson. Among these activities students find one in which they must dub a

short fragment of a movie. The unit finishes with a test to revise all the skills acquired through the lessons. **Rock band** Aims: To acquire and learn structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. **We're going to perform in Portland** Aims: To learn and practice the grammar as well as expand some more useful phrases through a series of interactive exercises. Structures and functions: - Past continuous: actions in the past - Common expressions: get on well - Travel: check-in at the airport - Have you ever?? - How long does it take?. Vocabulary: - Types of music - Travelling - Country setting. Activities: - Student-led listening: click on the vocabulary - Complete the sentences: fill in the blanks - Listen and repeat sentences and expressions - Listening practice: multiple choice - Listening practice: listen and fill in the blanks. Association of sentences and words with corresponding pictures: listen and repeat. **"Dark Night"** Aims: To revise and consolidate both vocabulary and structures as well as grammar of the topics covered in the lessons through a series of interactive exercises. Structures and functions: - Past continuous: actions in the past - Talking about duration: journeys. How long does it take?. Vocabulary: - Types of music - Common expressions: get on well. Travelling. Country setting. Activities: Pronunciation: listen and repeat - Pronunciation: choose the corresponding sound - Complete the sentences - Fill in the blanks - Choose the correct word or option - Answer the questions - Comprehension exercise: choose synonymous sentences - Real life dialog: dub the movie - Choosing synonymous sentences. **How long does it take? - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. The main focus of these dialogues is using appropriately the expression "How long does it take?" After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **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** In this unit students learn to narrate stories and express obligation and conditions. They practice vocabulary about travelling to the country, parks and camping and, regarding grammar, they focus on the difference between past simple and past continuous. Students also learn the use of the modal verb "must/mustn't" to prohibit and to talk about obligations, as well as the adverbs of manner and the pronoun "one". Students practice listening through a series of short dialogues that have been adapted to the students' language knowledge and related to the day-to-day life. As for reading comprehension tasks, they consist of a series of interactive exercises throughout the lesson following the instructions given, including filling in the gaps, writing or putting the words in the correct order to make sentences. Thanks to the voice-recognition system in the exercises, students practice speaking and the pronunciation of the words and structures studied in this lesson. Among these activities students find one in which they must dub a short fragment of a movie. The unit finishes with a test to revise all the skills acquired through the lessons. **Camping in the countryside** Aims: To learn and acquire structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. **Cut that wire** Aims: To acquire, learn and practice grammar through a series of interactive exercises. Structures and functions: - Past continuous vs Past simple: actions in the past - Adverbs - Expressing obligation and prohibition: Modal verbs must / mustn't - Adverbs of manner - The pronoun

"one". Vocabulary: Review: colours and prepositions of place - Parks and campsites. Activities: - Listen and repeat sentences and structures - Student-led listening: click on the vocabulary - Fill in the blanks: supply the correct word or verbal tense -- Listening: follow the instructions - Association of sentences and words with corresponding pictures: listen and repeat. **Camping rules** Aims: To review and consolidate both structures and vocabulary as well as the grammar covered in the previous lessons through a series of interactive exercises. Structures and functions: - Past continuous vs Past simple: narrating a simple story - Adverbs - Expressing obligation and prohibition: Modal verbs must / mustn't - The pronoun "one". Vocabulary: - Common expressions - Parks and campsites. Activities: Listen and repeat the sentences - Listening: listen and choose the correct option - Pronunciation: listen and repeat. Choose the correct sound. - Fill in the gaps with the correct word or option - Fill in the gaps with the correct verbal tense - Comprehension exercise: choose the synonymous sentence - Real life dialog: dub the movie - Choosing synonymous sentences.

**Free time - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson focuses on free time activities. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **Life outside - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary to talk and describe different outdoor activities. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **Suggestions - Writing assignment 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** In this unit students learn to explain causes and consequences and to define jobs and different objects. They revise and consolidate vocabulary previously studied and expand it with words and expressions about travelling and professions. The most used phrasal verbs and adjectives to describe the face are also introduced. Regarding grammar, students revise grammar points previously studied and learn the use of relative pronouns and of the conjunctions "so" and "because" to indicate causes and consequences, as well as new phrasal verbs. Students practice listening through a series of short dialogues that have been adapted to the students' language knowledge and related to the day-to-day life. As for reading comprehension tasks, they consist of a series of interactive exercises throughout the lesson following the instructions given, including filling in the gaps, writing or putting the words in the correct order to make sentences. Thanks to the voice- recognition system in the exercises, students practice speaking and the pronunciation of the words and structures studied in this lesson. Among these activities students find one in which they must dub a short fragment of a movie. The unit finishes with a test to revise all the skills acquired through the lessons. **You are not invited to the party** Aims: To introduce and learn structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. **Why don't you come in?** Aims: To acquire, learn and practice the grammar through a series of interactive exercises. Structures and functions: - Relative pronouns - Conjunctions: so, because - Phrasal verbs. Vocabulary: - Common phrasal verbs - The face - Jobs. Activities: - Student-led listening: click on the vocabulary - Fill in the blanks - Finish the sentences - Listen and repeat: Association of sentences and words with corresponding pictures - Choose the best word or option. **I liked your new song** Aims: To review and consolidate structures,

vocabulary as well as the grammar covered in the previous lessons through a series of interactive exercises. Structures and functions: - Relative pronouns - Conjunctions: so, because - Synonyms - Travel: checking in to a hotel - Vocabulary: - Parts of the body - Common phrasal verbs - Jobs - The face. Activities: - Listen and repeat useful phrases - Listening practice: listen and read then supply the correct word or expression - Pronunciation: listen and repeat, then choose the correct sound - Choose the correct word or option - Complete the sentences - Listening: fill in the blanks - Student-led practice: click on the vocabulary - Comprehension exercise: choose a synonymous sentence - Real life dialog: dub the movie - Choosing synonymous sentences. **What must you do if...? - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson focuses on daily obligations. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **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** In this unit students learn to make suggestions and search for confirmation and conversational support. They study new terms about eating out in a restaurant and food. Regarding grammar, the lessons in this unit introduce a new way of making suggestions with the verb "should/shouldn't" and the question tags. Students practice listening through a series of short dialogues that have been adapted to the students' language knowledge and related to the day-to-day life. As for reading comprehension tasks, they consist of a series of interactive exercises throughout the lesson following the instructions given, including filling in the gaps, writing or putting the words in the correct order to make sentences. Thanks to the voice- recognition system in the exercises, students practice speaking and the pronunciation of the words and structures studied in this lesson. Among these activities students find one in which they must dub a short fragment of a movie. The unit finishes with a test to revise all the skills acquired through the lessons. **Let me buy you a drink** Aims: To learn and acquire structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. **Shouldn't I?** Aims: To learn and practice the grammar through a series of interactive exercises. Structures and functions: - Making suggestions: should, shouldn't - Comment tags. Vocabulary: - Food and restaurant vocabulary. Activities: - Student-led practice: click on the vocabulary - Fill in the blanks. **I feel ill** Aims: To review and consolidate structures, vocabulary as well as the grammar covered in the lessons through a series of interactive exercise. Structures and functions: - Making suggestions: should, shouldn't - Comment tags. Vocabulary: - Food and restaurant vocabulary: complaining. Activities: - Listen and repeat useful sentences - Listening: listen and choose the correct option - Pronunciation: listen and repeat and then select the correct sound - Fill in the blanks with the correct word or option - Student-led practice: click on the vocabulary - Complete the sentences - Comprehension exercise: choose a synonymous sentence - Real life dialog: dub the movie - Choosing synonymous sentences. **Your ideal job - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson focuses on manners and dress code in a job interview and the different professions. Students revise the use of should/shouldn't. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately

evaluates their answers. E.g.: pronunciation and writing. **Suggestions - Speaking assignment 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** In this unit students learn to request information, to await information and practice useful language for shopping. They acquire more vocabulary about shopping, containers and contents. Regarding grammar, students revise and consolidate grammar points such as question tags, how to make suggestions and verb tenses, and they learn the use of the infinitive and the gerund. Students practice listening through a series of short dialogues that have been adapted to the students' language knowledge and related to the day-to-day life. As for reading comprehension tasks, they consist of a series of interactive exercises throughout the lesson following the instructions given, including filling in the gaps, writing or putting the words in the correct order to make sentences. Thanks to the voice-recognition system in the exercises, students practice speaking and the pronunciation of the words and structures studied in this lesson. Among these activities students find one in which they must dub a short fragment of a movie. The unit finishes with a test to revise all the skills acquired through the lessons. **I feel like going to California** Aims: To learn and acquire structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogs and student-led listening practice with the vocabulary items. **What has happened here?** Aims: To study and practice the grammar as well as some more phrases through a series of interactive exercises. Structures and functions: - Question tags - Verbs followed by Gerund and infinitive - Common expressions Vocabulary: - Shopping vocabulary - Expansion of verbs - containers and contents. Activities: - Student-led practice: click on the vocabulary - Complete the sentences - Association of sentences and words with corresponding pictures: listen and repeat - Fill in the blanks. **Your plans in life** Aims: To review and consolidate the structures and vocabulary as well as the grammar covered in the lessons through a series of interactive exercises. Structures and functions: - Question tags - Verbs followed by Gerund and infinitive - Common expressions. Vocabulary: - Shopping vocabulary: try on, fit - Expansion of verbs - Containers and contents. Activities: - Listening: listen and choose the correct option - Pronunciation: listen and repeat and then choose the correct sound - Fill in the blanks with the right word or option - Association of sentences and words with corresponding pictures: listen and repeat - Finish the sentences - Listening: listen and fill in the blanks - Comprehension exercise: choose the synonymous sentence - Real life dialog: dub the movie - Choosing synonymous sentences. **Road signs - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson puts the main emphasis on talking about the meaning of different road signs. Students revise the use of should/shouldn't. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing. **Let's get a takeaway - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of holidays. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **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** In this unit students find a revision of all the content studied in the previous lessons. Moreover, students revise the structures to express obligation and prohibitions. Students attend a class where a teacher

poses questions and activities to the students. Students interact with the teacher through guided dialogues. At the same time the teacher will evaluate the student user on their performance and inform them of their progress through our very own exclusive dexway method, using text and voice to clarify and specific areas. The unit finishes with a test that is used to review and consolidate all the language skills acquired. **Falling in love** Aims: To revise and consolidate structures, vocabulary as well as the grammar covered in the Block through a series of interactive exercises. Structures and functions: - Expressing obligation and prohibition: Modal verbs must / mustn't - Gerund and infinitive - Question tags - Common expressions. Vocabulary: - Shopping vocabulary: try on, fit. Activities: - Listen and watch a movie - Student-led activity: click on the vocabulary - Fill in the blanks - Real life dialog: dub the movie. **The check is wrong** Aims: To revise and consolidate structures, vocabulary as well as the grammar covered in the book through a series of interactive exercises. Structures and functions: - Review of past tenses: past simple, past continuous. Vocabulary: - Food and restaurant vocabulary: complaining. Activities: - Listening: listen and fill in the blanks - Reading comprehension: complete a postcard - Fill in the blanks. **African-American writers** Aims: To revise and consolidate structures, vocabulary as well as the grammar covered in the block through a series of interactive exercises. Structures and functions: - Phrasal verbs - Expressing obligation and prohibition: Modal verbs must / mustn't - Making suggestions: should, shouldn't. Vocabulary: - Food and eating out. Activities: - Reading comprehension: true or false - Fill in the blanks - Listening: listen and fill in the blanks. **Comparing - Writing assignment 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** Students revise and consolidate the contents of the level through a variety of exercises and activities. Interactive exercises include word/sentence-picture association. Students take part in a typical situation about activities in that are performed in their free time. This lesson is a practical immersion in the language where by the student lives through a real life situation going camping. They also practise their listening comprehension skills by listening to the typical situation and by carrying out a dictation exercise. Moreover, students attend a class where a teacher poses questions and activities to the student. The unit finishes with a test that is used to review and consolidate all the language skills acquired. **Traveling adventures - Typical situation** A practical immersion in the language, whereby students will live through a real life situation, similar to one they would confront in the context of the language they are learning. In this typical situation students will listen to the experiences of a couple travelling. In order to achieve this successfully, students will be introduced to new vocabulary and then, they will have the opportunity to listen to the conversation using the vocabulary they have learnt and repeat the dialogue. After that, students will receive feedback on their pronunciation. **At the Castle bed and breakfast hotel - Typical situation** A practical immersion in the language, whereby students will live through a real life situation, similar to one they would confront in the context of the language they are learning. In this typical situation students will listen to a couple checking into a bed and breakfast hotel. In order to achieve this successfully, students will be introduced to new vocabulary and then, they will have the opportunity to listen to the conversation using the vocabulary they have learnt and repeat the dialogue. After that, students will receive feedback on their pronunciation. **Near and far - Dialogue** The student listens to a series of questions that he/she must freely answer and send the responses to the teacher. New vocabulary is introduced in this lesson; once the exercise is finished, the student practices with said vocabulary. **Commuting and public transport - Reading** In this lesson students

read and listen to a written passage of text that explains the pros and cons of commuting for work or school on a daily basis and using the public transport. 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 multiple-choice and true/false questions as well as an exercise on finding the statement that best summarises the text as a whole. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation. **Commuting and public transport - Dictation** In this lesson students have to follow the dictation of a text about the pros and cons of commuting for work or school on a daily basis and using the public transport. Students practice first and foremost their listening and writing skills and within the latter a range of sub- skills from spelling to punctuation. Moreover, this dictation makes students practise and enhance their vocabulary, syntax, grammar and, when reviewing his/her work, proofreading. The written passage of text has been divided into different phrases or sentences and it is listened to by the student, who has to write it. Students can listen to the phrase or sentence as many times as they wish and even ask for help if needed. Once a paragraph has been completed, students re-read it while listening to the audio and move on to the next paragraph. **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** This unit focuses on the topic of buying shoes and students learn vocabulary related to types of shoes and materials. By using this terminology in context, students discover how to describe products, give explanations about the differences between shoe types and their basic purposes. Students also practice how to ask for a refund or to exchange a faulty or unwanted item, as well as to ask about prices and methods of payment. Moreover, students enhance their writing skills by writing a short article of about 125 words narrating the biography of a relative. All the language skills are put into practice (reading, writing and speaking) thanks to the interactive activities that the unit includes. It finishes with a test to revise all the skills acquired through the lessons. **Types of shoes - Specific vocabulary** Upon completion of this lesson, students will be able to: Describe products and provide explanations about the products found at a shoe store and the purpose they serve. Compare and contrast written expressions with the sounds and images of the vocabulary that correspond to them. Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor progress, which will encourage reflection and self-assessment. **Purchasing a pair of shoes - Specific vocabulary** Upon completion of this lesson, students will be able to: Provide information to clients about the different shoe products and their purpose. Inform the price of an item and accept its payment. Organize common expressions found in conversations that provide a professional service to the customer and record them. Compare and contrast written expressions with the sounds and images of the vocabulary that correspond to them. Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor progress, which will encourage reflection and self-assessment. **These shoes are broken! - Specific vocabulary** Upon completion of this lesson, students will be able to: Provide information to customers about the differences between the products found at the store. Describe, exchange or refund damaged or unwanted goods and inform clients about purchase prices. Organize common expressions found in conversations that provide a professional service to the customer. Compare and contrast written expressions with the sounds and images of the vocabulary that correspond to them. Test knowledge of the terms in the exercises and keep a record of your pronunciation

to monitor progress, which will encourage reflection and self-assessment. **Footwear - Vocabulary practice** Upon completion of this lesson, students will be able to: Demonstrate their knowledge by means of tests that contrast the written form of the vocabulary used at a shoe store. Confidently take part in conversations between the customer and the shoe salesperson. Confirm the form, sound and spelling of the vocabulary and its adequate pronunciation and monitor progress, which will encourage reflection and self-assessment.

**Comparing - Speaking assignment 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 9** Students revise and consolidate the contents of the level through a variety of exercises and activities. Interactive exercises include word/sentence-picture association. Students take part in a typical situation about food shopping at the supermarket. This lesson is a practical immersion in the language where by the student lives through a real life situation at the supermarket. They also practise their listening comprehension skills. Moreover, students attend a class where a teacher poses questions and activities to the student about going out. The unit also includes a text about typical food in the USA and reading comprehension activities. The unit finishes with a test that is used to review and consolidate all the language skills acquired. **Food shopping - Typical situation** In this lesson, students work through diverse situations with specific vocabulary and expressions that are related to a particular activity or sector, so that the student can smoothly develop in everyday situations related to that specific field. **Going out - Dialogue** The student listens to a series of questions that he/she must freely answer and send the responses to the teacher. New vocabulary is introduced in this lesson; once the exercise is finished, the student practices with said vocabulary. **Potato salad - Reading comprehension** In this lesson students read and listen to a written passage of text that explains them how to prepare a potato salad and why it is a popular dish in the USA. After reading, students have to answer a series of questions that 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 multiple-choice and true/false questions as well as an exercise on finding the statement that best summarises the text as a whole. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation. **What's for dinner? - Writing assignment 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. Course review End-of-module test. **Final test** In this last lesson of the course and