



## American Dexway Professional - Level B1 - Course 3

**Sku:** PC067

**Horas:** 60

**Formato:** HTML

### OBJETIVOS

In this block the learner will consolidate the material from the previous Blocks and begin the crossover from the Basic Level to the Intermediate Level. The course content remains functional and focused entirely on improving learner's independence in all areas, especially in real-life situations such as travel and eating out, asking for and following directions, health etc. In this block the learner will start to notice an increased confidence when faced with basic functions and will be able to read an English or American newspaper with little difficulty. 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, minimal pairs, elision 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 make predictions and offers, use language for buying and for talking on the telephone. They study vocabulary about animals, informal language, phone expressions and verbs. Regarding grammar, students learn the verb tense future simple and the particles "will" and "won't", as well as the appropriate use of the comparative of equality: "as" + adjective + "as". 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. **Saying goodbye to the band** 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 dialogues and student-led listening practice with the vocabulary items. **We'll keep in touch** Aims: To acquire and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - Future simple: will/won't + infinitive - Comparisons: as ... as. Vocabulary: - Animals - Colloquial language - Telephone expressions - More verbs. Activities: - Student-led practice: click on the images - Fill in the blanks - Complete the sentences - Association of sentences and words with corresponding pictures: listen and repeat. **I'll call you** Aims: To review and consolidate the grammars as well as the structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Future simple: will/won't + infinitive - Comparisons: as ... as. Vocabulary: - Animals - Colloquial language - Telephone expressions - More verbs. Activities: - Listening: listen and choose the best option - Pronunciation: listen and repeat and then select the right sound - Fill in the blanks with the correct word or option - Student-led practice: click on the images - Answer the questions - Comprehension exercise: choose synonymous sentences - Real life dialog: dub the movie - Choosing synonymous sentences. **What will you do tomorrow? - 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 the use of the verb tense known as future simple (will). Students also practice the first conditional form. 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. **Virtual world - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of technology and computing. 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 2** In this unit students learn to discuss future plans and intentions, express sudden decisions and deal with purchases and money. They study vocabulary related to special events such as marriages and weddings. Regarding grammar, these lessons introduce the difference between the future simple ("will/won't") and the present continuous to talk about the future. Students also learn the use of "more/less" + adjective + "than" and more ways of making suggestions. 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. **Getting married** Aims: To 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. Vocabulary - Vocabulary presentation: weddings and honeymoon trips. **Who should we invite to the party?** Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - Comparisons: more/less...than - Will vs. present continuous for future - Shall: offers and suggestions. Vocabulary: - Common

expressions - Weddings - More adjectives. Activities: - Student-led practice: click on the vocabulary - Complete the sentences - Listen and pay attention - Association of sentences and words with corresponding pictures: listen and repeat. **Go ahead** Aims: To revise and consolidate the grammar and structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Comparisons: more/less...than - Will vs. present continuous for future - Shall: offers and suggestions - Travel: changing money. Vocabulary: - Weddings - Common expressions - More adjectives. Activities: - Listening: listen and choose the correct option - Pronunciation: listen and repeat and then choose the corresponding sound - Multiple choice - Fill in the blanks - Listening: listen and fill in the blanks - Comprehension exercise: choose synonymous sentences - Real life dialog: dub the movie - Choosing synonymous sentences. **Superstitions - 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 superstitions using the future simple. 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. **Travel and customs - 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 discuss probability and deal with differing opinions. They study vocabulary related to furniture, rooms, common expressions and irregular superlatives. Regarding grammar, these lessons introduce the first conditional form and the superlative of regular and irregular adjectives. 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. **What a marvelous surprise!** 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 dialogues and student-led listening practice with the vocabulary items. Vocabulary - House and home. **What if...?** Aims: To learn and practice grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - First Conditional: facts and general truths - Superlatives: short and irregular adjectives. Vocabulary: - House and home - Common expressions - Irregular superlatives. Activities: - Student-led practice: click on the vocabulary - Fill in the blanks - Association of sentences and words with corresponding pictures - Choose the correct option - Complete the sentences. **Let's be reasonable** Aims: To review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - First Conditional: facts and general truths - Superlatives: short and irregular adjectives Vocabulary: - House and home - Common expressions - Irregular superlatives. Activities: - Listening: listen and answer - Pronunciation: listen and repeat and then choose the corresponding sound - Fill in the blanks with the correct word or option - Complete the sentences -- Reading: select the correct option - Student-led practice: click on the vocabulary - Listening: listen and fill in the blanks - Multiple

choice - Comprehension exercise: choose synonymous sentences - Real-life dialog: dub the movie. **The woman who... - 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 the use of relative pronouns by describing a series of images. 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. **Agatha Christie - Reading comprehension** In this lesson students read and listen to a written passage of text about the famous writer Agatha Christie and then answer a series of questions. 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 matching definitions with words that appear in the text. 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. **Probability - 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 4** In this unit students learn to emphasize the result of an action and to express position. They revise and consolidate vocabulary related to housework and, in particular, verbs to cook: "fry", "bake", "boil", etc. and to clean. Regarding grammar, students learn the difference of the active and the passive voice and how to change from one to the other. Students also practice the use of long superlatives and prepositions of place: "in/at/on". 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 can offer you a job** 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. Vocabulary: - The home. **I owe you one** Aims: To learn and practice grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - Active vs. Passive: John is cleaning / the room is cleaned - Passive: talking about the agent. The telephone was invented by Alexander Bell - Superlatives: long adjectives. The most interesting book - Prepositions of place: in, at, on. Vocabulary: - Tasks around the home: cooking verbs, cleaning. Activities: - Listen and repeat - Association of sentences and words with corresponding pictures - Fill in the gaps: complete the sentences - Student-led practice: click on the vocabulary. **I made cookies** Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Active vs. Passive: John is cleaning / the room is cleaned - Passive - agent: The telephone was invented by Alexander Bell - Superlatives: long adjectives. The most interesting book - Prepositions of place: in, at, on. Vocabulary: - Tasks around the home: cooking verbs, cleaning. Activities: - Listening comprehension: multiple

choice - Pronunciation: listen and repeat and choose the right sound - Fill in the blanks: multiple choice - Student-led practice: click on the vocabulary and fill in the blanks - Fill in the blanks - Listening: listen and fill in the blanks - Complete the sentences - Comprehension exercise: choose synonymous sentences - Real life dialog: dub the movie - Choosing synonymous sentences. **Making phone calls - 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 common expressions while talking on the phone in order to make orders, call a school, etc. 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 5** In this unit students learn to express purpose and practice useful language when travelling. They study vocabulary related to medicine and hospitals, feelings, airports and boarding a plane. Regarding grammar, students revise grammar points previously seen and learn the difference between some confusing verbs such as: "win/earn", "lend/borrow", "look at/watch", "carry/wear". They also focus on the infinitive of purpose and the use of the prepositions "to" and "for". **A new bartender** Aims: To learn and acquire new 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. Vocabulary - Medication. **Take it easy** Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - Talking about illness: headache, stomach ache - Confusing verbs: win/earn, lend/borrow, look at/watch, carry/wear - Infinitive of purpose - To and for. Vocabulary: - Medication - Expressing emotions. Activities: - Student-led practice: click on the images - Fill in the blanks: multiple choice - Association of pictures with structures, sentences and phrases: listen and repeat - Listening: listen and fill in the blanks - Fill in the blanks - Listening: listen and choose the correct option. **You will play again, won't you?** Aims: To review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Confusing verbs: win/earn, lend/borrow, look at/watch, carry/wear, meet/know - Infinitive of purpose - To and for. Vocabulary: - Emotions - Illness. Activities: - Pronunciation: listen and repeat and choose the corresponding sound - Fill in the blanks: multiple choice - Fill in the blanks - Comprehension exercise: choose synonymous sentences - Real life dialog: dub the movie - Choosing synonymous sentences. **Friendship - 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 to learn to talk about friendships and, in general, human relationships. 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. **Being an artist - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of arts and culture. 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** 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 going on a trip and checking in into a Bed and Breakfast. This lesson is a practical immersion in the language whereby the student lives through a real life situation in a telephone conversation. The unit contains a lesson in which students practice their speaking skills through a guided dialogue. They also practise their listening comprehension skills. 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.

**Dreaming of becoming famous** Aims: To expand, review and consolidate the grammar, structures and vocabulary covered in the Block through a series of interactive exercises. Structures and functions: - First conditional - Confusing verbs: win/earn, lend/borrow, look at/watch, carry/wear, meet/know. Vocabulary: - Synonyms - Expressing emotions. Activities: - Real life dialog: listen and dub the movie - Listening comprehension: fill the blanks - Fill in the blanks: multiple choice - Make sentences.

**Weddings** Aims: To expand, review and consolidate the grammar, structures and vocabulary covered in the Block through a series of interactive exercises. Structures and functions: - First conditional - The passive voice. Vocabulary: - Synonyms - Expressing emotions. Activities: - Reading comprehension: true or false - Complete the sentences.

**I can't get home** Aims: To expand, review and consolidate the grammar, structures and vocabulary covered in the Block through a series of interactive exercises. Structures and functions: - Comparative and superlative forms. Vocabulary: - Telephone conversation - Vocabulary from the previous units. Activities: - Listening: listen and fill in the blanks - Make sentences - Fill in the blanks: multiple choice.

**At the bed and breakfast - 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 staying at a bed and breakfast hotel during their trip. 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.

**We need to go and see a doctor first - 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 that need to go to the doctor while they are on holiday. 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.

**The taste of love - 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.

**Sports, customs and etiquette - Reading comprehension** In this lesson students read and listen to two written passages of text about social standards and likes; the first one is about customs and etiquette in the UK and the second one about mass sports in the UK. After reading and listening to each text students have to answer a series of questions that, presented in a sequential order, elicit their 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 matching definitions with words that appear in the text. 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. **Health - 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** In this unit students learn to use language to make professional plans, arrange meetings and describe typical duties and responsibilities at work. They practice language in formal contexts, with dialogues on the telephone and solving common problems with clients in a company, expressing opinions and arguments. Students revise and consolidate vocabulary and collocations to describe the professional world, the structure of organizations and the typical responsibilities at work. They also work with emails to check and confirm information about an order and services appropriately. The unit finishes with a test to review and consolidate all the language skills acquired through the unit. **Working at the office - Specific vocabulary Students will be able to:** Listen and respond appropriately when arranging meetings, making plans and confirming arrangements. Use appropriate language to describe typical duties and responsibilities at work. **Busy office requires secretary - Specific vocabulary** Students will be able to: Familiarize themselves with common collocations to answer questions that extend the vocabulary practiced in the previous session, which describes specific employee responsibilities and what companies do. Recognize and appropriately structure a formal letter to another organization. **It's about the order - Specific vocabulary** On completing this unit students will be able to, Listen and respond to language related to finance and the structure of organizations and workforces. Start and finish a telephone conversation and leave a message. Express satisfaction/dissatisfaction about a problem with an order and the proposed solutions. **Sales meeting - Specific vocabulary** On completing this unit students can Express her/his own opinion, and present arguments and justifications in a meeting at work. Send emails to check and confirm information about an order and services appropriately. Demonstrate they understand the meaning of common abbreviations used at work. **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** In this unit students learn to deal with a job interview, making and answering questions using a professional register. They practice business language revising and consolidating vocabulary about public relations and marketing, and they also get involved in dialogues about ordering in a supply company. Students perform reading comprehension tasks with a series of interactive exercises, including summarizing paragraphs of a text and answering to multiple choice questions, and they must also write down a dictation on the topic of marketing after listening to a series of sentences. Listening and speaking are also practiced through real life interactive dialogues with the help of the voice-recognition system, so students practice the pronunciation of the words and structures studied in these lessons. The unit finishes with a test to review and consolidate all the language skills acquired through the unit. **Job interview - Typical situation** In this audio, we will be listening to Philipa, personnel head Swan Selection company and Lee, who is being interviewed. **Supply company - Dialogue** In this dialogue we will hear common questions asked at a supply company. **Working day - Vocabulary practice** This activity will further reinforce vocabulary understanding. Through a variety of different interactive methods, the consolidation lesson will take all vocabulary of this unit and continue learning skills. **Public relations - Reading comprehension** In this lesson students read a written passage of text about public relations. The text is followed by questions in sequential order that 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 matching statements with their corresponding sections. 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. **Marketing techniques - Dictation** In this lesson students have to follow the dictation of a text on marketing techniques. 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. **Predictions - 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 in a shoe shop. This lesson is a practical immersion in the language whereby the student lives through a real life situation. They also practise their listening comprehension skills and attend a class where a teacher poses questions and activities to the student. Students also complete a series of exercises in order to show their reading comprehension skills. The unit finishes with a test that is used to review and consolidate all the language skills acquired. **Returning your shoes - 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. **Relationships - 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. **The pros and cons of regularly watching television - Reading** In this lesson stude