



## American Dexway Professional - Level B2 - Course 1

---

**Sku:** PC068

**Horas:** 60

**Formato:** HTML

### OBJETIVOS

In this block the learner will consolidate the material from the previous Blocks and begin the the transition from an Intermediate Level to an Advanced Level, thus beginning the preparation to take the ECCE (The Examination for the Certificate of Competency in English). The course content remains functional and focused entirely on improving learner's independence in all areas, especially in real-life situations such as work and leisure, house and home, films and habitual actions etc. In this block the learner will continue to notice an increased confidence when faced with basic functions and will be able to read an English or American newspaper with little difficulty, follow conversations in English with native speakers and participate in more complex exchanges. In terms of grammatical structures there will be continued revision and extension of the structures covered with emphasis on parts of the language such as phrasal verbs, idiomatic expressions and the differences between British and American vocabulary. 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 dialogues and student-led listening practice with the vocabulary items.

### CONTENIDOS

#### Unit 1

In this unit students learn to discuss habitual actions, actions in progress and to express tastes, likes and dislikes. They study new vocabulary to talk about hobbies, activities for the free time and other common expressions Regarding grammar, students learn to use the present simple and the present continuous, the appropriate use of the verbs: "do", "go" and "play" and the expression "to be keen on", as well as adverbs of frequency and other common expressions such as: "to have a rest", "to get ready", "to give someone a ring", "to

get together", "to catch up on", etc.

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.

### **Doing market research**

Aims: To introduce and acquire the 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: - Free time - Games - Everyday expressions: to have a rest, to get ready.

### **At the sports center**

Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - Do, go and play - Talking about frequency: adverbs and expressions - Present simple vs Present continuous - To be keen on + noun. Vocabulary: - Free time - Games - Everyday expressions: to catch up on, to give someone a ring, to get together. Activities: - Student-led practice: click on the images - Fill in the blanks - Associating images with words and expressions: listen and repeat - Write sentences - Reading comprehension: true or false - Listening: listen and fill in the blanks.

### **The bus route**

Aims: To review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Do, go and play - Talking about frequency: adverbs and expressions - Present simple vs Present continuous. Vocabulary: - Free time - Games. Activities: - Pronunciation: third person present simple, listen and repeat then choose the corresponding sound - Reading comprehension: completing a form - Fill in the blanks - Real life dialog: dub the movie - Choosing synonymous sentences.

### **Work and leisure - 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 work and leisure 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.

### **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 expressing habitual actions in the past as well as past situations. They revise and consolidate vocabulary related to sports, family life and for descriptions of rooms in the house, as well as common expressions such as "in-laws", "to look forward to do something", "for ages", "why on earth", etc. Regarding grammar, students focus on the difference between the use of the past simple and the past continuous to speak about interrupted actions in the past with "while" and "when". They also study the use of the expression "used" to and revise of "there was" and "there were".

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.

### **Remembering old times**

Aims: To learn and acquire the 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: - Talking about family - Describing living spaces.

### **Future parents-in-law**

Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - Past simple and Past continuous: interrupted actions in the past - While / when - Used to: past habits and tendencies - Comparative forms - There was/were: all forms. Vocabulary: - Talking about family: in-laws - Common expressions: to look forward to something, for ages, why on earth? - Description of a house - Activities: - Student-led practice: click on the vocabulary or image - Association of sentences and words with corresponding pictures: listen and repeat - Fill in the blanks - Multiple choice - Listening: listen and fill in the blanks - Listening: listen and choose the correct option.

### **Country house for sale**

Aims: To review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Past simple and Past continuous: interrupted actions in the past - While / when - Used to, use to, usually: past and present habits and tendencies. Vocabulary: -

Talking about family - Common expressions: to look forward to something, for ages, why on earth? - Talking about living spaces. Activities: - Reading: read and choose the best option - Pronunciation: past simple regular verbs /s/, /z/, /id/, listen and repeat and select the corresponding sound - Association of sentences and words with corresponding pictures: listen and repeat - Fill in the blanks - Multiple choice - Real life dialog: dub the movie - Choosing synonymous sentences.

### **Sports - 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. These dialogues relate to specific terminology used to talk about sports, specifically about popular sports, teams, tools to practice different sports and expenses. 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.

### **Time to exercise - Additional vocabulary**

This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of health, specifically sports and exercising. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

### **Athletics - 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 the recent past talking about travelling and tourism. They practice vocabulary in order to plan a holiday, and they also study the most important differences between British English and American English, as well as expressions such as: "lucky you!", "you're telling me!", "what I mean to say is", "to have a look at something", "by any chance", etc. Regarding grammar, students follow a general revision to consolidate the use of the past simple and the present perfect to talk about experiences in the past using the adverbs: "already", "yet", "still", "just" and "ago".

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.

## **Making plans for vacation**

Aims: To learn and acquire the 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: - Vacations - Tourism - Experiences.

## **A ticket to Chicago**

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 vacations plans - Present perfect: already, yet, still, just - Past simple: ago. Vocabulary: - Vacations - Common expressions: Lucky you! You're telling me!, What I mean to say is?, to have a look at something, by any chance - British and American English - Travel: buying a ticket. Activities: - Student-led practice: click on the images - Fill in the blanks: multiple choice - Fill in the blanks - Correction of wrong sentences - Association of sentences and words with corresponding pictures: listen and repeat - Reading comprehension: brochures, answer the questions - Listening: listen and fill in the blanks.

## **The list of things to do**

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: - Talking about vacation plans - Present perfect: already, yet, still, just - Past simple: ago - Present perfect vs Past simple. Vocabulary - Vacations - Talking about past experiences. Activities: - Pronunciation: stressed syllables, listen and repeat and select the stressed syllable - Reading and writing: fill the blanks with the correct tense - Fill in the blanks

- Real life dialog: dub the movie - Choosing synonymous sentences.

## **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 express intent, movement and make predictions, plans and appointments. They revise and consolidate terms related to travelling and day trips, cinema, competitions and days of the week, as well as common expressions such as: "I'm afraid so/not", "on hand", "help yourself", "to fill in a form", "night on the town". Regarding grammar, students learn the verb tenses used for the future: "will", "shall", "going to", and also the present continuous, prepositions and how to make suggestions with "shall".

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.

### **Two weeks in Austria**

Aims: To acquire and learn the 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: - Vacations - Pastimes - Common expressions: hand made, I'd rather.

### **It's a beautiful day**

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 vacations plans - Will / Shall - Will vs Going to - Prepositions. Vocabulary: - Vacations - Pastimes - Common expressions: I'm afraid so / not, on hand, help yourself, to fill in a form, a night on the town - Days of the week - Excursions - Films - Competitions. Activities: - Student-led practice: click on the images - Fill in the blanks - Association of sentences and words with corresponding pictures: listen and repeat - Reading and listening: true or false - Listening comprehension: multiple choice

- Fill in the blanks: multiple choice.

### **Plans for the new year**

Aims: To expand, revise and consolidate the structures and vocabulary as well as the grammar covered in the lessons through a series of interactive exercises. Structures and functions: - Talking about vacations plans - Will / Shall - Will, Going to, Present continuous -

Prepositions - Pronunciation: detecting tone. Vocabulary: - Vacations - Pastimes - Common expressions: I'm afraid so / not, on hand, help yourself, to fill in a form, a night on the town - Days of the week - Excursions - Films - Competitions. Activities: - Pronunciation: intonation, listen and repeat then decide the friendly or unfriendly intonation - Fill in the blanks: multiple choice - Fill in the blanks with the correct tense - Real life dialog: dub the movie - Choosing synonymous sentences.

### **This time yesterday - 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. These dialogues relate to the following topics: experiences in the past. After attending the class, students have to complete a series of comprehension questions and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing.

### **Out of the office - 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 give and receive permission and advice and to express prohibition, obligation or the lack of it. They study common expressions referred to daily housework such as: "do the shopping", "water the plants", "feed the animals", "sort out papers", "lay the table", "do homework", etc. Regarding grammar, students study modal verbs: "must", "have to", "can't needn't", "can", "may", "do/don't", "ought to", "should", "need to", etc. and their use to express obligation, prohibition, suggestions, lack of obligations, requests and to ask for permission.

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.

### **Housework**

Aims: To learn and acquire the 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: - Common expressions: do the shopping, lay the table, water the plants, feed the animals, sort out papers - Expressions with make: make a fuss, make a mess, make an effort.

### **Before traveling**

Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - Changing money: being polite - Must, have to and can't: obligations, duties, prohibition - Needn't: lack of obligation - Asking for and giving permission: can and may - Giving advice / recommendations: do / don't, ought to, should, need. Vocabulary: - Common expressions: do the shopping, lay the table, water the plants, feed the animals, sort out papers - Collocations with make and do: make a mistake, do the shopping, do homework etc - Common expressions: to make up for, to get someone in, it's no use, take turns, on the other hand. Activities: - Student-led practice activity: click on the images - Fill in the blanks - Association of sentences and words with corresponding pictures: listen and repeat - Reading: read and fill in the blanks - Listening: listen and fill in the blanks - Listening comprehension: multiple choice.

### **May I go out now?**

**Aims:** To review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. **Structures and functions:** - Must, have to and can't: obligations, duties, prohibition - Needn't: lack of obligation - Asking for and giving permission: can and may - Giving advice / recommendations: do / don't, ought to, should, need. **Vocabulary:** - Common expressions: do the shopping, lay the table, water the plants, feed the animals, sort out papers - Collocations with make and do: make a mistake, do the shopping, do homework etc - Common expressions: to make up for, to get someone in, it's no use. **Activities:** - Pronunciation: modal verb "can", listen and repeat and select an option - Fill in the blanks: choose an option - Fill in the blanks - Error detection and correction - Complete the sentences: sentence halves - Real life dialog: dub the movie - Choosing synonymous sentences.

### **Cultural appreciation - 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. These dialogues relate to the following topics: cultural differences, cultural appreciation and imaginary situations. After attending the class, students have to complete a series of comprehension questions 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 6**

Revision and extended practice of the modal verbs studied in the previous unit and the vocabulary learnt about the housework with special emphasis on common expressions. Students revise and consolidate the contents of the level through a variety of exercises and activities. Interactive exercises include word/sentence-picture association.

### **Who's on?**

**Aims:** To expand, revise and consolidate the grammar, structures and vocabulary covered in the Block through a series of interactive exercises. **Structures and functions:** - General, contextual review of all structures covered up until now. **Vocabulary:** - Housework - Common expressions: do the shopping, lay the table, water the plants, feed the animals, sort out papers - Collocations with make and do: make a mistake, do the shopping, do homework etc - Common expressions: to make up for, to get someone in, it's no use.

**Activities:** - Real-life dialog - Listening comprehension: multiple choice - Pronunciation: listen and repeat - Real life dialog: dub the movie.

### **Village of the future**



Aims: To expand, revise and consolidate the grammar, structures and vocabulary covered in the Block through a series of interactive exercises. Structures and functions: - General, contextual review of all structures covered up until now. Vocabulary: - General review of the topics covered up until now. Activities: - Listening: listen and fill in the blanks - Reading comprehension: true or false - Listening comprehension: fill in the blanks.

### **Shall we spend the day in the countryside?**

Aims: To expand, revise and consolidate the grammar, structures and vocabulary covered in the Block through a series of interactive exercises. Structures and functions: - General, contextual review of all structures covered up until now. Vocabulary: - General review of the topics covered up until now. Activities: - Multiple choice - Fill in the blanks - Definitions: provide the correct word.

### **Housing - Additional vocabulary**

This lesson provides students with additional materials to expand their knowledge of vocabulary to talk and describe the parts of the house, furniture and home appliances. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

### **Around the house - 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 sports. This lesson is a practical immersion in the language where by the student lives through a real life situation. They also practise their listening comprehension skills. Moreover, they attend a class where a teacher poses questions and activities to the student.

Students perform reading comprehension tasks with a series of interactive exercises, including filling in the gaps or making sentences, and they must also write down a dictation.

The unit finishes with a test to revise all the skills acquired through the lessons.

### **We're not talking at cross purposes 1 - 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 who 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.

### **We're not talking at cross purposes 2 - 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 who 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.

### **Back to full health - 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.

### **Race me to the finish - 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.

### **Healthy sports - Reading**

In this lesson students read and listen to a written passage of text that highlights the importance of doing regular exercise and the health benefits of three sports in particular: swimming, tennis and gymnastics. 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 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.

### **Healthy sports - Dictation**

In this lesson students have to follow the dictation of a text that highlights the importance of doing regular exercise and the health benefits of three sports in particular: swimming, tennis and gymnastics. 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.

### **Athletics - 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 8**

In this unit students learn to describe products and explain their purpose and differences. They will revise useful language to give explanations and solve problems acting professionally, explaining medical prescriptions and purchasing. Students revise and expand vocabulary about vision problems, eyewear and optician's items and language for professional service. They must practice it through a series of interactive exercises in which they find the lexicon in the specific context.

With the use of real life dialogues students also practice pronunciation and spelling, as they must repeat them and try to imitate native accents recording their voices with the help of the voice-recognition system.

The unit finishes with a test to revise all the grammar and terms studied through the unit.

### **Products for the eye - Specific vocabulary**

Upon completion of this lesson, students will be able to:

#### **Describe and provide information about products 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.

### **Common vision problems - Specific vocabulary**

Upon completion of this lesson, students will be able to:

Give explanations and resolve problems, treating clients in a professional manner.

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.

### **In an optician's - Specific vocabulary**

Upon completion of this lesson, students will be able to:

Describe and provide information about products and the purpose they serve.

Organize common expressions found in conversations that provide a professional service.

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.

### **Eye exam - Typical situation**

A practical immersion lesson in which students are present at a real life situation, similar to one they would confront in the language they are learning. This typical situation takes place in an optician's, specifically when asking for an eye exam. In this lesson the student will revise vocabulary he has been learning in the previous lessons and will be introduced to new vocabulary.

### **My ophthalmologist told**

Students learn vocabulary about the parts of the eye and eye conditions. After being introduced to the new vocabulary, students have to practice with it through a series of interactive exercises in which they find the lexicon in the specific context.

### **Equipment and corrective eyewear - Specific vocabulary**

Students learn vocabulary about equipment they find when going to the optician's and different corrective eyewear. After being introduced to the new vocabulary, students have to practice with it through a series of interactive exercises in which they find the lexicon in the specific context.

### **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**

### **Booking a business trip - 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.

### **Free time - 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.

### **Opening a hotel chain - Reading comprehension**

In this lesson students read and listen to a written passage of text that narrates the story of a young British entrepreneur who opened a successful hotel chain. After reading, students answer a series of questions that follow a sequential order and 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 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.

### **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**

### **Final test**

In this last lesson of the course and as a way to revise, the student will come across a variety of exercises which will help consolidate and evaluate any knowledge which has been acquired throughout the duration of the course.