



American Dexway Professional - Level B2 - Course 2

Sku: PC069

Horas: 60

Formato: HTML

OBJETIVOS

In this block the learner will consolidate the material from the previous Blocks and continue the crossover from the Intermediate Level to a more solid Advanced Level, as well as consolidating the necessary structures to pass satisfactorily the ECCE (The Examination for the Certificate of Competency in English). The course content remains functional and focused entirely on improving learner independence in all areas, especially in real-life situations such as work and leisure, house and home, films and habitual actions etc. In terms of grammatical structures there will be continued revision and extension of the structures in all tenses with emphasis on parts of the language such as more 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, vowel sounds, elision as well as general vocabulary and sentence level practice. At this point the learner can maintain a conversation with a native speaker on a wider range of subject areas. 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 possibility, deduction and quantity. They study new vocabulary to talk about the weather and common expressions such as: "according to", "waste time", "I expect", "nowadays", "in practice", "a long way to go", "or else", etc. Regarding grammar, students learn how to express probability and possibility with the verbs: "may", "might", "can", "could" and "would". They also focus on modal verbs to talk about deductions and supposition: "can't", "may/might", "must", "hope/wait", and they study the appropriate use of the quantifiers: "plenty", "a few", "a lot of", "hardly any", "enough", "too + adjective", "too much/many". 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. **Plans for a year out** Aims: To introduce 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: - Talking about the weather - Everyday expressions: according to, to waste time, I expect, nowadays - Women's jobs. **A long way to equality** Aims: to introduce, present and practice the target grammar – modal verbs to express possibility, probability, deduction and supposition – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: differences between the verbs 'think', 'expect', 'hope' and 'wait' and vocabulary used in the context of equality of rights. **A radio panel game** Aims: to introduce, present and practice the target grammar – quantifiers – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: use of 'too' and 'enough' and terms used in the context of a radio panel game. **We have to send the invitations** Aims: To expand, review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Talking about possibility and probability modal verbs: may, might, can, could, would - Modal verbs for deduction and supposition: can't, may/might, must - Quantifiers: plenty of, a few, a lot of, hardly any, enough - Will for predictions. Vocabulary: - Talking about the weather - Describing graphics - Everyday expressions: in practice, a long way to go, or else - Women's jobs. Activities: - Pronunciation: distinguishing sounds - Reading comprehension: true or false - Listening comprehension: fill in the blanks - Real life dialog: dub the movie - Choosing synonymous sentences. **Coming to conclusions - 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 focus on the use of the modal verbs may, might, could, can and must in both the affirmative and negative forms, as well as the following quantifiers: most, nearly all of, plenty of, a great deal of, quite a lot of, etc. 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. **Weather conditions - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary to talk and describe different weather conditions. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. Equal opportunities - 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 2** In this unit students learn to discuss conditions and their consequences, as well as deal with divergence and rejection of possibilities. They practice vocabulary related to jobs, professions, abilities descriptions and qualities, as well as common expressions such as: "holiday job", "animal lover", "I'm ringing about", "against the rules", "and so on", etc. Moreover, students learn more differences about British English and American English vocabulary. Regarding grammar, the first conditional with "if" and "unless" and the second

conditional are explained and practiced. Students also learn reflexive pronouns, the use of "either", "neither", "nor", and useful structures to use in a job interview. 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. **Looking for a temporary job** Aims: To learn and assimilate 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 work - personal qualities -qualifications. Everyday expressions: don't panic, tend to, to spoil oneself. **Spoil yourself!** Aims: To learn and practice the grammar as well as structures and vocabulary covered in the lesson through a series of interactive exercises. Structures and functions: First conditional: If vs. Unless. Presentation: second conditional for hypothetical/unlikely situations, First vs. Second conditional, Either / Or / Neither / Nor, Reflexive pronouns. Vocabulary: Talking about work - personal qualities - qualifications. Useful phrases: I'm ringing about, an animal lover, vacation job, against the rules, and so on etc. Activities: pronunciation - listen and repeat, listen and click on the corresponding pictures, choose the correct ending according to the image, Fill in the blanks- complete the sentences with the correct verb tense - Reading comprehension: answer yes or no - Listening comprehension: fill in the blanks -student-led listening -Finish the sentences. **If I were you...** Aims: To review and expand the vocabulary as well as the structures and vocabulary. Structures and functions: First vs. Second conditional, Applying for a job: interviews. Vocabulary: Talking about work - personal qualities -qualifications. British and American English: common vocabulary differences. Activities: Pronunciation: elision - Substitute the American word for the British synonym - Error detection and correction Fill in the blanks: choose the most appropriate word - Real life dialog: dub the movie - Choosing synonymous sentences. **Houses - 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 focus on the different types of houses and different lifestyles. 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. Employment - 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 narrate a sequence of actions discussing actions in progress in a recent past. They practice vocabulary to describe cities ("crowded", "bustling", etc) and common expressions like: "to dress up", "to be crazy about", "second hand", "give up smoking", "within walking distance", "just a minute", "by the way", "just in case", etc. Students also learn some more differences between American and British English. Regarding grammar, they follow an explanation and extended practice of the present perfect continuous and the adverbs "after", "while", "before", and students learn to contrast the different verb tenses for the past and the present perfect simple and continuous with adverbs and linkers such as: "since", "for", "before", "after", "during", "as soon as", "while", "until",

"when", "as", 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.

Working with animals 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: Adjectives, talking about cities: bustling crowded. Everyday expressions: rush hour, newspaper stand, to dress up, crazy about, second hand, give up smoking, etc.

A solitary child Aims :To learn and practice grammar as well as some more structures, functions and vocabulary through a series of interactive exercises. Structures and functions: Present perfect continuous. After, while, before + continuous tenses. Contrasts in usage: Present perfect, Present perfect continuous and past simple. Time expressions: since, for, before, after, during, as soon as, while, until, when, as. Vocabulary: Everyday expressions: let me see, within walking distance, just a minute, by the way, just in case - Directions. Activities: Student-led listening - Fill in the blanks: complete the sentences with the correct verb form -Listening: sentence/image association - Listen and repeat - Sentence construction - Reading comprehension: true or false -Listening: fill the blanks -Correct the errors -Choose the correct word to fill the blank.

I have not seen him for ages Aims: To review and consolidate grammar as well as the structures and vocabulary covered in the lesson. Structures and functions: Present perfect simple vs. Present perfect continuous - Time expressions: before, after, during, as soon as, while, until, when, as - Narrating a series of events - Responding to situations. Vocabulary: Shops and places of interest. Activities: Pronunciation: distinguishing '-sh' sounds, listen and repeat, listen and choose the corresponding sound -Fill in the blanks: choose the correct word - Error detection and correction -Fill the blanks with the correct verb form - Listening comprehension: order the pictures according to the story - Real life dialog: dub the movie - Choosing synonymous sentences.

Conditions - 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 focus on talking about life situations and weather conditions and how those would affect their lives. Students practice the use of would. 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.

Building a bear sanctuary - Reading comprehension In this lesson students read and listen to a written passage of text that shows a piece of news on the constructions of a bear sanctuary in Romania. 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.

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 describe different moods, to emphasize and to express previous and recent past. They revise and consolidate vocabulary about bargains and shopping centres, as well as common expressions like: "bargain", "pick up", "complain", "agree with", "be able to afford", "it won't show", "it's not worth it", "be in somebody's shoes", "my goodness", "indeed", etc. Students learn adjectives such as: "amused", "thrilled", "amazed", "surprised", "annoying", etc. Regarding grammar, they study the past perfect and the past perfect continuous, the differences between the adjectives ended in "-ed" and "-ing", as well as the use of the structures "so" + adjective and "such" + adjective + noun. 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. **It's a bargain! Making a complaint** 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: Useful expressions: bargain, package, to pick up, to complain, to agree with, to be able to afford - Adjectives: amused, thrilled, amazed, surprised, annoying, etc. **A very good read** Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises through a series of interactive exercises. Structures and functions: -ed and -ing adjectives - Presentation: Past perfect and Past perfect continuous - So + adjective and such + adjective + noun. Vocabulary: Useful phrases: to put things right, to be in somebody's shoes, it's not worth it, it won't show, My goodness!, Indeed etc -Shopping. Activities: Association of words with corresponding pictures -Fill in the blanks: complete the sentences with the Past perfect - Student-led listening -Fill in the blanks: choose the appropriate verb - Reading and listening: true or false - Listening comprehension: multiple choice -Listen and repeat -Fill in the blanks: choose the correct adjective according to the picture. **An amazing concert** Aims: To review and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises. Structures and functions: -ed and -ing adjectives - Past perfect and Past perfect continuous - So + adjective and such + adjective + noun. Vocabulary: Shopping. Activities: Pronunciation -distinguishing 'ch' and 'dz' sounds -Fill in the blanks: write the appropriate word -Listen and choose the corresponding sound -Grammar: write -ed/-ing adjectives to finish the sentences - Read the text and write the appropriate verb tense - Real life dialog: dub the movie - Choosing synonymous sentences. **Technology - 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 focus on talking about new technology devices and their features. Students practice the use of would. 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. **Modern device - 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 5** This unit is a revision of the previous lessons: verb tenses, gerunds and infinitives, question tags, etc. There is an extended practice of direct and indirect speech (reported speech) with the verbs say and tell and with common expressions, for example: to let someone down, to meet someone's eyes, to bump into someone, etc. There is special emphasis on vocabulary related to invitations and offers. Students revise and consolidate the contents of the level through a variety of exercises and activities. Interactive exercises include word/sentence- picture association. Moreover, students attend a class where a teacher poses questions and activities to the student. **Hey, that's swell!** Aims: To be introduced to and assimilate 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: Useful phrases - self-centered, hard, to be kidding, chain, stranger, to get to know etc, to let someone down, chain (of stores), misunderstanding. **He was no stranger to me** Aims: to introduce, present and practice the target grammar – reported speech – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, rewriting sentences in the reported or direct speech or listening and repeating sentences. Vocabulary: adjectives and phrases used to describe a person. **Have you heard about her son?** Aims: to introduce, present and practice the target grammar – gerunds and infinitives – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, filling in the gaps or listening and repeating sentences. Vocabulary: adverbs of manner. **Why don't you show me around?** 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: Tag questions - Gerunds and infinitives - Adjectives - Reported speech: say and tell - Adverbs. Vocabulary: Invitations and offers. Activities: Pronunciation: click on the correct button depending on the intonation (Tag questions) -Correct the verb tenses -Fill in the blanks: choose the correct word from a list -Listen and complete the blanks in the sentences - Real life dialog: dub the movie - Choosing synonymous sentences. **Using your judgement - Master class** 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 a travel agency. Students revise useful phrases and terms to book a business trip. In this lesson the student will revise vocabulary he has been learning in the previous lessons and will be introduced to new vocabulary. For example: hundred, tennis, brogue, etc. **The press - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of the press. Vocabulary is presented in context and there are follow-up exercises that provide extended practice. **Modern device - 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 6** This unit is a revision of the previous lessons: verb tenses, gerunds and infinitives, question tags, etc. There is an extended practice of direct and indirect speech (reported speech) with the verbs say and tell and with common expressions, for example: to let someone down, to meet someone's eyes, to bump into someone, etc. There is special emphasis on vocabulary related to invitations and offers. Students revise and consolidate the contents of the level through a variety of exercises and activities. Interactive exercises include word/sentence- picture association. Moreover, students attend a class where a teacher poses questions and activities to the student. The

teacher interacts with the teacher through guided dialogues. At the same time the teacher evaluates the student's performance and inform them of their progress through our very own exclusive dexway method, using text and voice to clarify any specific areas that require attention. 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 grammar and terms studied through the course. **You are only young once, mom!** Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the past Block through a series of interactive revision exercises. Activities: Listen and choose the correct ending -Pronunciation: student-led practice - Real life dialog: dub the movie. **Welcome to university** Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the past Block through a series of interactive revision exercises. Activities: Reading and listening comprehension: write the correct place in response to the statements - Reading comprehension: short answers - Error detection and correction -Complete the text with an appropriate word -Fill in the blanks: write the verb in the correct tense. **I'm afraid I have to complain** Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the past Block through a series of interactive revision exercises. Activities: Listening comprehension: true or false -Listening and writing (spelling), definitions: provide the correct word by arranging the letters. **Good to be alive - 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've made it to the van - 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. **People, passports, planet - 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. **Barbados - Reading** In this lesson students read and listen to a written passage of text on Barbados 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 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. **Barbados - Dictation** In this lesson students have to follow the dictation of a text on Barbados. 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 7** In this unit students learn useful expressions and questions to make complaints about sold products. They consolidate vocabulary about purchasing and revise items sold at the jewelry store, followed by a series of interactive activities. Students are immersed in typical situation dialogues. The unit finishes with a test to review and consolidate all the language skills acquired through the unit. **Items at the jewelry store - Specific vocabulary** Upon completion of this lesson, students will be able to: Describe and provide explanations about the products found at a jewelry store. Explain the differences between the products that are on display 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. **At the jewelry store - Specific vocabulary** Upon completion of this lesson, students will be able to: Provide information to clients about the different jewelry 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. 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. **Complaints at the jewelry store - 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 products 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. **Does this watch have a guarantee? - Vocabulary practice** Upon completion of this lesson, students will be able to: Describe products to the customer, provide explanations, solve problems, and act professionally. 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