

Ingles B.1.C. (SSCE123)



Sku: PC093

Horas: 60

Formato: HTML

OBJETIVOS

Utilizar el idioma con cierta seguridad y flexibilidad, receptiva y productivamente, tanto en forma hablada como escrita, así como para mediar entre hablantes de distintas lenguas, en situaciones cotidianas y menos corrientes que requieran comprender y producir textos en una variedad de lengua estándar, con estructuras habituales y un repertorio léxico común no muy idiomático, y que versen sobre temas generales, cotidianos o de interés personal.

Este programa formativo proporcionará a los alumnos la formación en lengua inglesa necesaria para que puedan presentarse a las pruebas de acreditación oficial del nivel B1 del Marco Común Europeo de Referencia para las Lenguas (MCERL).

CONTENIDOS

Unit 1 1. Falling in love Aims: to revise and consolidate the structures, vocabulary as well as the grammar covered in the block through a series of interactive exercises. Structures and functions: expressing obligation and prohibition using the modal verbs 'must' and 'mustn't', gerunds and infinitives, question tags and common expressions. Vocabulary: shopping vocabulary: try on, fit etc. Activities: listen to and watch a film, student-led listening, fill in the gaps and real life dialogue practice through dubbing the film. **2. The bill is wrong** Aims: to revise and consolidate the structures vocabulary as well as the grammar covered in the block through a series of interactive exercises. Structures and functions: a review of past tenses - past simple and past continuous. Vocabulary: food and restaurants, complaining. Activities: listen and fill in the gaps, reading comprehension to complete a postcard by filling in the gaps. **3. African-American writers** Aims: to revise and consolidate the structures vocabulary as well as the grammar covered in the block through a series of interactive exercises. Structures and functions: phrasal verbs, expressing obligation and prohibition using the modal verbs 'must' and 'mustn't' and making suggestions with 'should' and 'shouldn't'. Vocabulary: food and eating out. Activities: true or false reading comprehension, and a listening gap-fill. **4. Comparing - Writing assignment** **5. 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 6. Travelling adventures - Typical situation** A practical immersion in the language, whereby students will live through a real life situation, similar to one they would confront in the context of the language they are learning. In this typical situation students will listen to the experiences of a couple travelling.

In order to achieve this successfully, students will be introduced to new vocabulary and then, they will have the opportunity to listen to the conversation using the vocabulary they have learnt and repeat the dialogue. After that, students will receive feedback on their pronunciation.

7. At the Castle bed and breakfast hotel - Typical situation A practical immersion in the language, whereby students will live through a real life situation, similar to one they would confront in the context of the language they are learning. In this typical situation students will listen to a couple checking into a bed and breakfast hotel. In order to achieve this successfully, students will be introduced to new vocabulary and then, they will have the opportunity to listen to the conversation using the vocabulary they have learnt and repeat the dialogue. After that, students will receive feedback on their pronunciation.

8. Near and far - Dialogue The student will listen to a series of questions which they can answer freely. In this lesson new vocabulary will be introduced. Once the lesson has finished, the student will then be able to have some practice with this same new vocabulary.

9. Commuting and public transport - Reading In this lesson students read and listen to a written passage of text that explains the pros and cons of commuting for work or school on a daily basis and using the public transport. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as an exercise on finding the statement that best summarises the text as a whole. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

10. Commuting and public transport - Dictation In this lesson students have to follow the dictation of a text about the pros and cons of commuting for work or school on a daily basis and using the public transport. Students practice first and foremost their listening and writing skills and within the latter a range of sub-skills from spelling to punctuation. Moreover, this dictation makes students practise and enhance their vocabulary, syntax, grammar and, when reviewing his/her work, proofreading. The written passage of text has been divided into different phrases or sentences and it is listened to by the student, who has to write it. Students can listen to the phrase or sentence as many times as they wish and even ask for help if needed. Once a paragraph has been completed, students re-read it while listening to the audio and move on to the next paragraph.

11. 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 12. Types of shoes - Specific vocabulary After this lesson, the learner will be able:

- Describe products and give explanations about the differences between shoe types and their basic purpose.
- Complete written exercises that demonstrate you are confidently capable of matching the written forms of expressions to the sounds and images that correspond to them.
- Test knowledge of the terms in the exercises and keep a record of pronunciation to monitor the progress made and encourage reflection.

13. Purchasing a pair of shoes - Specific vocabulary After this lesson, the learner will be able:

- Give information about different products and their purpose.
- Say what the price of an item is and take payment.
- Order common expressions in conversations that provide a professional service to the client and record them.
- Complete written exercises that demonstrate you are capable of matching the written forms of designs to the sounds and images that correspond to them.
- Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor the progress you make and encourage reflection.

14. These shoes are broken! - Specific vocabulary After this lesson, the learner will be

able: - Give explanations about the differences between products serving the same basic purpose. - Describe products, refund or exchange faulty or unwanted goods and inform clients about purchase prices. - Order expressions common in conversations that provide professional service. - Complete written exercises that demonstrate you are capable of matching the written forms of designs to the sounds and images that correspond to them. - Test knowledge of the terms in the exercises and keep a record of your pronunciation to monitor the progress you make and encourage reflection.

15. Footwear - Vocabulary practice After this lesson, the learner will be able to: - Demonstrate their learning by completing the tests that match the written forms of the words to the vocabulary used in describing shoes and purchasing shoes. - Confidently take part in conversations between clients and a professional at work in a shoe shop. - Check the form, sound and spelling of the terms practiced is adequate and keep a record of your pronunciation to monitor the progress you make and encourage reflection.

16. Comparing - Speaking assignment

17. 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 18. Food shopping - Typical situation A practical immersion in the language, where by the student will live through a real life situation, similar to one they would confront in the language in which they are learning. In this lesson the student will be introduced to new vocabulary, then once the exercise has been completed, they will then have an opportunity to do some practice with this same new vocabulary.

19. Going out - Dialogue The student will listen to a series of questions which they can answer freely. In this lesson new vocabulary will be introduced. Once the lesson has finished, the student will then be able to have some practice with this same new vocabulary.

20. Potato salad - Reading comprehension In this lesson students read and listen to a written passage of text that explains them how to prepare a potato salad and why it is a popular dish in the USA. After reading, students have to answer a series of questions that follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as an exercise on finding the statement that best summarises the text as a whole. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

21. What's for dinner? - Writing assignment

22. 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 23. Saying goodbye to the band 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 dialogues and student-led listening practice with the vocabulary items. The vocabulary is based on wild animals, colloquial language such as 'mates' and other, everyday expressions.

24. We'll keep in touch Aims: to acquire and practice the target grammar as well as other structures and vocabulary through a series of interactive exercises. Structures and functions: future simple 'will' and 'won't' + infinitive, comparisons using 'as + adj + as'. Vocabulary: animals, colloquial language, telephone expressions and more verbs. Activities: student-led practice, fill in the gaps, complete the sentences as well as the association of sentences and words with corresponding pictures.

25. I'll call you Aims: to review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. The review of structures and functions include: future simple 'will' and 'won't' + infinitive and comparisons using 'as + adj +

as'. Vocabulary: animals, colloquial language, telephone expressions and more verbs. Activities: listen and choose the best option, listen and repeat and then select the right sound, fill in the gaps with the correct word or option, student-led practice: click on the images, answer the questions, selecting synonymous sentences and real life dialogue practice with the film dubbing exercise. **26. 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. **27. 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. **28. 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** **29. Getting married** Aims: to 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 dialogues and student-led listening practice with the vocabulary items. Vocabulary presentation: weddings and honeymoon trips. **30. Who shall we invite?** 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 using 'more' or 'less' than, 'will' vs. present continuous for future meaning and shall for offers and suggestions. Vocabulary: common expressions, weddings and more adjectives. Activities: click on the vocabulary, complete the sentences, listen and pay attention and the association of sentences and words with corresponding pictures. **31. Go ahead** Aims: to revise and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: comparisons using 'more' or 'less' than, 'will' vs. present continuous for future, 'shall' for offers and suggestions and travel: changing money. Vocabulary: weddings, common expressions and more adjectives. Activities: listen and choose the correct option, pronunciation: listen and repeat and then choose the corresponding sound, multiple choice exercises, listen and fill in the gaps, comprehension exercise to choose synonymous sentences and real life dialogue practice with dub the film. **32. 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. **33. Travel and customs - Writing assignment** **34. 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** **35. What a marvellous 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. The vocabulary focus is on house and home. **36. What if...?** Aims: to learn and practice the target grammar as well as some more structures and vocabulary through a series of

interactive exercises. Structures and functions: first conditional for facts and general truths and the superlative form of short and irregular adjectives. Vocabulary: house and home, common expressions, irregular superlatives. Activities: student-led practice, gap-fill, association of sentences and words with corresponding pictures, choose the correct option and complete the sentences. **37. 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 for facts and general truths, short and irregular superlatives and adjectives. Vocabulary: house and home and common expressions. Activities: listen and answer, listen and repeat and then choose the corresponding sound, fill in the gaps with the correct word or option, complete the sentences, reading - select the correct option, student-led practice, listen and fill in the gaps, multiple choice, choose synonymous sentences and real-life dialogue practice with a film dubbing exercise. **38. 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. **39. 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. **40. Probability - Speaking assignment** **41. 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.