



**Sku:** PC096

**Horas:** 60

**Formato:** HTML

### CONTENIDOS

**Unit 1 1. Products for the eye - Specific vocabulary** After this lesson, the learner will be able: - Describe products and give explanations about the differences between products 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 your pronunciation to monitor the progress you make and encourage reflection. **2. Common vision problems - Specific vocabulary** After this lesson, the learner will be able: - Give explanations, and solve problems by acting professionally. - 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 your pronunciation to monitor the progress you make and encourage reflection. **3. In an optician's - Specific vocabulary** After this lesson, the learner will be able: - Describe products and give explanations about the differences between products and their basic purpose. - Order expressions common in conversations that provide professional service. - Complete written exercises that compare and contrast the written terminology 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. **4. 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. **5. My ophthalmologist told me - Specific vocabulary** 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. **6. 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. **7. 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 8. Booking a business trip - 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. **9. Free time - 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. **10. 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. **11. Travel - Writing assignment** **12. 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 13. 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 dialogues and student-led listening practice with the vocabulary items. Vocabulary: talking about the weather, everyday expressions such as: 'according to', 'to waste time', 'I expect' and 'nowadays' as well as a focus on women's jobs. **14. 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. **15. 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. **16. 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 using the modal verbs: 'may', 'might', 'can', 'could' and 'would', modal verbs for deduction and supposition: 'can't', 'may', 'might' and 'must', the quantifiers: 'plenty of', 'a few', 'a lot of', 'hardly any' and 'enough' and 'will' for predictions. Vocabulary: talking about the weather, describing graphics, everyday expressions such e.g. 'in practice', 'a long way to go', 'or else' and women's jobs. Activities: pronunciation practice at distinguishing sounds, true or false reading comprehension, gap-fill listening comprehension with a real life dialogue and film dubbing exercise and choosing synonymous sentences. **17. 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. **18. 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. **19. Equal opportunities - Writing assignment** **20. 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 21. 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 dialogues and student-led listening practice with the vocabulary items. Vocabulary: talking about work, personal qualities and qualifications. Some of the everyday expressions included in this lesson are: 'don't panic', 'tend to' and 'to spoil oneself'. **22. 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 and the use of 'if' and 'unless', the presentation of the second conditional for hypothetical or unlikely situations, first and second conditional contrasted, 'either', 'or', 'neither', 'nor' and reflexive pronouns. Vocabulary: talking about work, personal qualities and qualifications. Useful phrases in this lesson include: 'I'm ringing about', 'an animal lover', 'holiday job', 'against the rules', 'and so on' etc. Activities: listen and repeat pronunciation practice, listen and click on the corresponding pictures, choose the correct ending according to the image, complete the sentences with the correct verb tense reading comprehension, fill in the gaps listening comprehension, student-led listening and finish the sentences. **23. If I were you...** Aims: to review and expand the vocabulary as well as the structures and functions covered so far. Structures and functions: first vs. second conditional, applying for a job and attending interviews. Vocabulary: talking about work, personal qualities and qualifications. British and American English: common vocabulary differences. Activities: pronunciation focus on elision, substitute the British word for the American synonym, error detection and correction, choose the most appropriate word to complete the gaps-fill, real life dialogue film dubbing and choosing synonymous sentences. **24. 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. **25. Employment - Writing assignment** **26. 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 27. 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 dialogues and student-led listening practice with the vocabulary items. Vocabulary: adjectives, talking about cities e.g. bustling and crowded, everyday expressions e.g. 'rush hour', 'newspaper stall', 'to dress up', 'crazy about', 'second hand' and 'give up smoking'. **28. 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, contrasting the usage of the present perfect, present perfect continuous and past simple tenses, time expressions e.g. 'since',

'for', 'before', 'after', 'during', 'as soon as', 'while', 'until', 'when' and 'as'. Vocabulary: everyday expressions e.g. 'let me see', 'within walking distance', 'just a minute', 'by the way' and 'just in case' and directions. Activities: student-led listening, gap fill to complete the sentences with the correct verb form, listening practice with sentence/image association, listen and repeat, sentence construction, true or false reading comprehension, listening to fill the gaps, correct the errors and choose the appropriate word to fill the gap. **29. 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 e.g. 'before', 'after', 'during', 'as soon as', 'while', 'until', 'when' and 'as', narrating a series of events and responding to situations. Vocabulary: shops and places of interest. Activities: pronunciation practice to distinguish 'sh' sounds, listen and repeat, listen and choose the corresponding sound, gap fill, choose the correct word, error detection and correction, fill the gaps with the correct verb form, order the pictures according to the story for listening comprehension, real life dialogue film dubbing and choosing synonymous sentences. **30. 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. **31. 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. **32. 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 33. 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 dialogues and student-led listening practice with the vocabulary items. Vocabulary: useful expressions e.g.: 'bargain', 'package', 'to pick up', 'to complain', 'to agree with' and 'to be able to afford' as well as adjectives: amused, thrilled, amazed, surprised, annoying, etc. **34. 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. Structures and functions: '-ed' and '-ing' adjectives, presentation of the past perfect and past perfect continuous, 'so' + adjective and 'such' + adjective + noun. Vocabulary: useful phrases e.g.: 'to put things right', 'to be in somebody's shoes', 'it's not worth it', 'it won't show', 'My goodness!', 'Indeed' etc and shopping. Activities: association of words with corresponding pictures, gap fill with the past perfect, student-led listening, choose the appropriate verb to fill the gaps, true or false reading and listening comprehension, multiple choice listening comprehension, listen, repeat and choose the correct adjective according to the picture. **35. 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 practice at distinguishing 'ch' and 'dz' sounds, write the appropriate word to fill the gaps, listen and choose the corresponding sound, grammar practice with writing 'ed' or 'ing' adjectives to finish the sentences, read and complete the text with the appropriate verb tense, real life dialogue and film dubbing and choosing synonymous sentences. **36.**

**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. **37. Modern device -**

**Writing assignment 38. 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 39. 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 dialogues and student-led listening practice with the vocabulary items. The vocabulary input focuses on useful words and phrases such as: 'self-centred', 'hard', 'to be kidding', 'stranger', 'to get to know', 'to let someone down', 'chain' (of shops) and 'misunderstanding'. **40. 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. **41. 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. **42. 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 with 'say' and 'tell' and adverbs. Vocabulary: invitations and offers. Activities: pronunciation practice - click on the correct button depending on the intonation of the question tags, correct the verb tenses, choose the correct word from a list to complete the gaps, listen and complete the gaps in the sentences, real life dialogue film dubbing and choosing synonymous sentences.

**43. 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. **44. 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. **45. Modern device - Speaking assignment 46. 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.