



## Ingles B.2.C. (SSCE127)

**Sku:** PC097

**Horas:** 60

**Formato:** HTML

### CONTENIDOS

**Unit 1 1. You are only young once, mum!** 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 practice and a real life dialogue to dub. **2. 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: write the correct place in response to the statements in a reading and listening comprehension exercise, reading comprehension with short answers, error detection and correction, complete the text with an appropriate word and fill the gaps by writing the verb in the correct tense. **3. 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: true or false listening comprehension, listening and writing practice with a spelling exercise and also an exercise on definitions where the learner provides the correct word by arranging the letters. **4. 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. **5. 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. **6. People, passports, planet - 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. **7. 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.

**8. 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.

**9. 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**

**10. Items at the jewellery shop - Specific vocabulary** Students learn vocabulary about the objects they can find at the jewellery shop. 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.

**11. At the jewellery shop - Specific vocabulary** 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 jewellery shop, specifically when looking for specific items such as a pair of wedding rings and a watch. In this lesson the student will revise vocabulary he has been learning in the previous lessons and will be introduced to new vocabulary.

**12. Complaints at the jewellery shop - Specific vocabulary** Students learn vocabulary and useful expressions to complain for the products they have been sold in a jewellery shop. 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.

**13. Does this watch have a guarantee? - Vocabulary practice** Students revise the content and language skills acquired in the previous lessons and consolidate it through a series of interactive and contextualised exercises.

**14. Conversations at the jewellery shop - 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 jewellery shop, specifically when looking for specific items such as a pair of wedding rings and a watch. In this lesson the student will revise vocabulary he has been learning in the previous lessons and will be introduced to new vocabulary.

**15. Jewellery - Vocabulary practice** Students learn vocabulary and useful expressions to ask for tools and other items that customers can find in a jewellery shop. 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.

**16. 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**

**17. Holiday advertisements - Reading comprehension** In this lesson students read a written passage of text about holiday advertisements. The text is followed by questions in sequential order that elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning,

particular details and logical inferences. The suggested activities comprise 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.

**18. Sightseeing in Ireland - Dictation** In this lesson students have to follow the dictation of a text on sightseeing in Ireland. 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.

**19. Travelling the world - Use of English** Students learn vocabulary and useful phrases to talk about the food of the future. After reading to cloze texts with gaps, students have to practice with them through a series of interactive exercises in which they find the lexicon in the specific context. They must also complete sentences with a similar meaning to previous ones.

**20. Visiting new places - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of visiting new places and terms related to travelling. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

**21. Culinary tourism - Listening comprehension** In this lesson students practice and test their listening skills, so they must pay attention to the oral information that is heard in different exercises and answer to a set of related questions about culinary tourism.

**22. Entertainment - Speaking assignment**

**23. 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**

**24. Optician's - 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.

**25. Work and play - 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.

**26. Injuries and fractures - Reading comprehension** In this lesson students read and listen to two written passages of text on different injuries and fractures; the first one narrates the story of a young football player that suffers an injury and the second one narrates the story of a young man that overcomes an injury and decides to make his dream true: become a professional athlete. After reading and listening to each text students have to answer a series of questions that, presented in a sequential order, elicit their skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as an exercise on matching definitions with words that appear in the text and another on finding the paragraph 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.

**27. 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 28. The name rings a bell** Aims: to learn and internalise 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: sheet, to set up, crafts, fair, ambitious, powerful light, alternative medicine, environment and habitat. **29. I find it fascinating** Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: reported speech, indirect questions, expressing agreement or disagreement using 'so do I', 'neither do I', 'I agree' and 'I don't agree' as well as relative pronouns and clauses. Vocabulary: useful phrases e.g.: 'in my opinion', 'the general public', 'it rings a bell', 'I can't take it seriously' and 'craft fair' and the environment. Activities: student-led listening, listening to complete the sentences, choose an appropriate response, listen and repeat, joining sentences, writing practice with a sentence completing exercise. **30. I don't think so!** 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: expressing agreement or disagreement using 'so do I', 'neither do I', 'I agree' and 'I don't agree', indirect questions, defining and non-defining relative clauses. Vocabulary: the environment. Activities: click on the silent letter pronunciation practice, choose the correct word to fill the gap, listening gap fill, error detection and correction, real life dialogue dubbing and choosing synonymous sentences. **31. The boy 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. These dialogues relate to the following topic: the use of defining and non-defining relative clauses. After attending the class, students have to complete a series of comprehension questions and the dextway system immediately evaluates their answers. E.g.: pronunciation and writing. **32. Biotechnology - Reading comprehension** In this lesson students read a written passage of text about biotechnology. The text is followed by questions in sequential order that elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as matching statements with their corresponding sections. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation. **33. Cloud seeding - Dictation** In this lesson students have to follow the dictation of a text on cloud seeding. 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. **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 6 35. Bad news!** 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 sections introduces more useful words and expressions such as: 'in shock',

'birth rate', 'country scene', 'reduced prices', 'publicity', etc. **36. It must have been planned!** Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: making deductions about the past using: 'must have', 'could have', 'may or might have', the third conditional for impossible, past conditions, 'ought to have', 'should/n't have' to express regrets about the past, 'I wish', 'If only' + past, connectors e.g. 'although', 'however', 'nevertheless' and 'due to' etc. Vocabulary: useful phrases include: 'on the whole', 'point of view', 'out of work', 'you never know', 'you won't get away with', sections of the news such as: politics, economy, ecology, weather, sport, crime etc. Activities: choose the character to continue the conversation, complete the gaps with the correct verb, reading to find words from definitions, true or false listening comprehension, listen and repeat, make sentences based on the pictures, listen and select the correct picture and complete the sentences with a word from the list. **37. If only** Aims: to review and consolidate the grammar as well as the structures and vocabulary covered in the lessons 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. Structures and functions: making deductions about the past using 'must have', 'could have', 'may or might have', the third conditional for impossible past conditions, 'ought to have', 'should/n't have' to expressing regrets about the past, 'I wish' and 'If only' + past, connectors e.g. 'although', 'however', 'nevertheless' and 'due to'. Vocabulary: sections of the news e.g. politics, economy, ecology, weather, sport, crime etc. Activities: pronunciation practice with an exercise to write the homophones, complete the gaps with the correct tense, choose the correct option about types of news stories, gap fills, dictation listening practice, real life dialogue film dubbing and choosing synonymous sentences. **38. Giving advice - 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 learning how to give advice in a series of 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. **39. School subjects - Writing assignment** **40. 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** **41. Interviewing a head teacher** 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 school and education with words and expressions such as: report, mark, project, break and the various school subjects. **42. Student's report** Aims: to learn and practice the grammar as well as some additional structures and vocabulary through a series of interactive exercises. Structures and functions: talking about education, the third conditional, talking about ability. Vocabulary: school and education, useful phrases e.g.: 'too good to be true', 'my heart's not in it', 'think for yourself', 'make the most of it', 'pay attention' and 'what's the point?' Activities: association of sentences and words with corresponding pictures, complete the gaps with a word from the list, read and listen to choose the correct ending, pronunciation practice with listening and repetition, complete the gaps with the correct verb form and error detection and correction. **43. Compulsory education** 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 education, third conditional and talking about ability. Vocabulary: school and education. Activities: pronunciation of the short forms of auxiliary verbs, reading comprehension to complete the gaps with the correct form of the verb, reading comprehension to choose correct or incorrect sentences, choose the most appropriate ending, real life dialogue film dubbing and choosing synonymous sentences. **44. If I had studied - 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 use of the third conditional for imaginary situations 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. **45. Technology and learning - Reading comprehension** In this lesson students read a written passage of text about technology and learning. The text is followed by questions in sequential order that elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as matching statements with their corresponding sections. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation. **46. School subjects - Speaking assignment** **47. 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.