

Ingles C.1.A. (SSCE129)



Sku: PC099

Horas: 60

Formato: HTML

CONTENIDOS

Unit 1 1. Starting out the theatre group Aims: to expand the structures and vocabulary covered in the previous blocks 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, where student has to listen and repeat the presented sentences. Structures and functions: presentation of target vocabulary through contextual sentences. Vocabulary: introduction to new vocabulary items e.g. variety, diagram, lecturer, to look up, to fetch, gesture. Activities: association of sentences and words with corresponding pictures and a multiple choice listening comprehension with a real life dialogue. **2. Studying must be learned** Aims: to expand the structures and vocabulary covered as well as to present and practice the grammar through a series of interactive exercises such as reading, listening and answering questions, gap-filling, etc. Structures and functions: full tense review of present tenses, past tenses, perfect tenses and future tenses and uses of 'get'. Vocabulary includes some more useful expressions such as: 'on the dole', 'in a rut', 'to get the gist', 'to get rid of', 'to split up', 'to take your mind off', 'to count someone in', 'on the contrary' and also words to talk about non-verbal communication and language learning. Activities: reading and listening comprehension, finding synonyms, true or false listening comprehension, error detection and correction. **3. Body language** Aims: to expand, consolidate and review the structures and vocabulary covered in the previous lessons through a series of interactive exercises such as pronunciation practice with listen and repeat exercises, gap-filling, dubbing the film, etc. Structures and functions: review of present tenses, past tenses, perfect tenses, future tenses, uses of 'get' and prepositions collocated with verbs. Vocabulary: revision of useful expressions and phrasal verbs covered such as: 'on the dole', 'in a rut', 'to get the gist', 'to get rid of', 'to split up', 'to take your mind off', 'to count someone in' and 'on the contrary'. Activities: pronunciation and listening practice with spelling, association of sentences and words with corresponding pictures, error detection and correction, a real life dialogue to dub and an exercise to choose synonymous sentences. **4. Social networking websites - 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 discuss the pros and cons of using the social networking websites and their appropriate use. 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. **5. World music tour - Reading comprehension** In this lesson

students read a written passage of text about international music albums. The text is followed by questions in a 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. **6.**

Memories of boarding school - 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 education, specifically the life in a boarding school. **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. Joining the group Aims: to expand the structures and vocabulary covered 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: presentation of new vocabulary through contextual sentences using the grammar covered until now. Vocabulary presentation of new words and expressions: 'background', 'motorist', 'chairman', 'theme', 'prospects', 'to write an account of', 'hardship', 'crisis', 'in the former or latter', 'manage to', 'recall', 'amongst' etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and listening comprehension to choose the correct ending for the sentences. **9.**

Witness Aims: to present, practice and expand the grammar covered through a series of interactive exercises such as gap-filling, associating sentences with corresponding pictures, reading texts, etc. Structures and functions: past simple vs. past continuous, present perfect simple and continuous vs. past perfect simple and continuous, 'used to' and 'use to' vs. would for past habits and dates. Vocabulary: useful expressions e.g.: 'let me introduce you to, I'd like you to meet, better late than never, it's been a pleasure to meet you', 'to run into someone or something' and 'the matter in hand'. Activities: association of sentences and words with corresponding pictures, reading and listening comprehension to choose an appropriate sentence, listening comprehension to choose the correct ending for the sentences, listen and repeat and listening and writing practice in a note taking exercise. **10.**

Explorers Aims: to consolidate and review the structures, grammar and vocabulary covered in the lessons through a series of interactive exercises such as listening and repeating vocabulary, filling-in the gaps, choosing the correct option, dubbing the film, etc. Structures and functions: past simple vs. past continuous, present perfect simple and continuous vs. past perfect simple and continuous, 'used to' and 'use to' vs. 'would' for past habits as well as dates. Vocabulary: addressing people with the correct titles and appropriate responses, revision of useful expressions: 'let me introduce you to', 'I'd like you to meet', 'better late than never', 'it's been a pleasure to meet you', 'to run into someone or something' and 'the matter in hand'. Activities: pronunciation, true or false listening comprehension, vocabulary revision with a gap fill exercise, error detection and correction, choose the appropriate response, real life dialogue, dub the film and choosing synonymous sentences. **11. Relationships -**

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. In these dialogues the following topics are discussed: relationships and common house 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. **12. Appearance - Writing assignment** **13. 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 14. Have you ever done any acting before?** Aims: to expand the structures and vocabulary covered 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: presentation of new vocabulary through contextual sentences and dialogues using the structures covered until now. Vocabulary: presentation of new vocabulary e.g.: 'box office', 'performance', 'troublemakers', 'seaside', 'to line up', 'eventful', 'refreshing', 'rest room' etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and listening comprehension to choose the correct ending for the sentences. **15. Defence of theatre** Aims: to study, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as listening and repeating, correct/incorrect sentences, gap-filling, associating words or sentences with pictures, etc. Structures and functions: present perfect simple vs. present perfect continuous, present perfect + often, still, yet, already, just, time markers: 'for', 'since', 'during', 'while', articles: 'the' or zero, prepositions of place: in, on, by, at. Vocabulary: useful expressions e.g. 'to get the bug for something', 'to keep' verb+ing, 'to work something out', 'to make a fool of oneself', 'to do some' verb+ing, geographical names and location reference, theatre and letters to the editor. Activities: association of sentences and words with corresponding pictures, listen and repeat, reading to find errors, supply the correct tense to fill the gaps, true or false reading comprehension, listening comprehension to choose the appropriate ending for the sentences. **16. Notes of a traveller** Aims: to consolidate and review the structures, grammar and vocabulary covered in the lessons through a series of interactive exercises such as pronunciation practice, fill in the gap activities, dubbing the film, etc. Structures and functions: present perfect simple vs. present perfect continuous, present perfect + often, still, yet, already, just..., time markers: 'for', 'since', 'during', 'while', articles: 'the' or zero, prepositions of place: in, on, by, at. Vocabulary: useful expressions e.g.: 'to get the bug for something', 'to keep' verb+ing, 'to work something out', 'to make a fool of oneself', 'to do some verb+ing', geographical names and location reference, theatre and letters to the editor. Activities: pronunciation of abbreviations, answer the questions in various formats, supply the correct word or phrase to fill the gaps, true or false reading comprehension, listening comprehension and write the correct tense, real life dialogue, film dubbing and choosing synonymous sentences. **17. The theatre - 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 going to the cinema or the theatre and cultural matters. 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. Health disorders - Reading comprehension** In this lesson students read a written passage of text about health disorders. The text is followed by questions in a 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. **19. 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 20. Rehearsing in a hired hall** Aims: to expand the structures and vocabulary covered 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: presentation of new vocabulary through contextual sentences and dialogues. Presentation of new vocabulary e.g.: 'life expectancy', 'costume', 'representative', 'wildlife', 'dominant', 'trial', 'settlement', 'to be aware of something', 'gathered', etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and a listening comprehension exercise to choose the correct ending for the sentences. **21. Our brain's potential** Aims: to present, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as selecting the best option, writing sentences, gap-filling, etc. Structures and functions: 'will' and 'shall' for promises, predictions, offers and suggestions; future continuous, future perfect simple and continuous with 'by then' and 'by the time'. Vocabulary: useful expressions e.g.: 'to take time off', 'to fall into the wrong hands', 'to go ahead with', 'to stand in for', 'to get a feel for', 'to get hold of', 'to bear in mind', science, synonyms and antonyms. Activities: association of sentences and words with corresponding pictures, reading and listening to find synonyms and antonyms, listening comprehension to choose the appropriate phrase and a gap-fill listening. **22. By the year 2050...** Aims: to consolidate, review and expand the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises such as pronunciation practice, selecting the correct word, filling in the gaps, dubbing the film and finding synonymous sentences. Structures and functions: 'will' and 'shall' for promises, predictions, offers and suggestions; future continuous, future perfect simple and continuous with 'by then' and 'by the time'. Vocabulary: useful expressions e.g.: 'to take time off', 'to fall into the wrong hands', 'to go ahead with', 'to stand in for', 'to get a feel for', 'to get hold of', 'to bear in mind', science, synonyms and antonyms. Activities: pronunciation and word stress, reading and listening to choose the appropriate word, listening for specific information, reading and listening to complete gaps, real life dialogue, dub the film, and choosing synonymous sentences. **23. Guilty or innocent - 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 discussing about the law and common phrasal verbs to use when talking about the law. 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. **24. Meaningful celebrations - Use of English** Students learn vocabulary and useful phrases to talk about meaningful celebrations. After reading a cloze text with gaps, students have to practice with it through a series of interactive exercises in which they find the lexicon in the specific context. **25. Resolutions - Speaking 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. An invitation to the local press** Aims: to expand the structures and vocabulary covered 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: presentation of new vocabulary through contextual sentences. The vocabulary focuses on the body: forehead, wrist, thumb, toe, complexion, pale and well built. Activities:

association of sentences and words with corresponding pictures, listen and repeat, listening comprehension to choose the appropriate ending and gap fill listening comprehension. **28. Popular characters** Aims: to study, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as listen and repeat, write correct sentences, selecting the right image, fill in the gaps, reading texts, read and choose the correct answer, etc. Structures and functions: order of adjectives, compound adjectives, family resemblance with 'look alike'. Vocabulary: body, ankle, chin, eyebrows, eyelashes, forehead, hips, knee, palms, shoulders, waist, wrist; talking about similarities: 'to look like', 'to take after', 'to seem to be', 'to look as if', 'to look alike'; useful expressions: 'to look as if', 'to have a weakness for', 'to be fond of', 'to win someone's heart', 'all over the world', 'to be deep in thought', revision of clothes vocabulary: trendy, smart, casual, shawl, tracksuit, trainers, etc. Activities: association of sentences and words with corresponding pictures, listen and repeat, listening comprehension to choose the appropriate answer, gap fill listening comprehension and sentence transformation. **29. How do you tell them apart?** Aims: to review, consolidate, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as listen and repeat, write correct sentences, selecting the right image, fill in the gaps, reading texts, read and choose the correct answer, etc. Structures and functions: expressing degrees: 'fairly', 'slightly', 'extremely', talking about approximate ages: early, mid, late and compound adjectives. Vocabulary: revision of lexical fields including: ages, physical descriptions and appearances. Activities: pronunciation and word stress, listen and repeat, listening for specific information: completing a form, reading comprehension to supply alternative descriptions, error correction, real life dialogue film dubbing and choosing synonymous sentences. **30. Education - 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 discussing about education and passed memories about school days. 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. Professional career - Writing assignment** **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. The first performance** Aims: to review and consolidate the vocabulary, structures and pronunciation of the block through a series of interactive exercises such as dialogue understanding, listening and repeating, dubbing the film, etc. Structures and functions: revision of structures and functions through contextual practice. Vocabulary revision through extended contextual practice. Activities: listening comprehension to choose the appropriate ending, pronunciation of the schwa sound, listen and repeat and real life dialogue film dubbing. **34. "How do you do"** Aims: to review and consolidate the structures, grammar and vocabulary covered in the block through a series of interactive exercises such as readings, completing the sentences, filling in the gaps, etc. Structures and functions: revision of structures and functions through contextual practice such as supplying the correct tense according to context and choosing the correct modal verbs. Vocabulary revision of common verbs e.g.: to get, to look, take, to carry, to run, to keep, to stand and to work, revision of lexical fields from the previous lessons: appearances, ages and feelings. Activities: reading and listening comprehension focused on supplying specific information, true or false reading comprehension, sentence transformation and gap-fills. **35. I'm quite jet-lagged** Aims: to review and consolidate the structures and vocabulary covered through a series of interactive exercises such as listening

and answering questions etc. Structures and functions: revision of structures and functions through contextual practice in dialogues and sentences. Vocabulary revision of lexical fields from the previous units: clothes, education, holidays, home life. Activities: Listening comprehension using specific information and reading comprehension to choose the most appropriate word.

36. At court 1 - 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.

37. At court 2 - 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.

38. Memories and experience - 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.

39. A change for the better - Reading comprehension In this lesson students read a written passage of text about changes in life. The text is followed by questions in a 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.

40. The Multangular Tower - Dictation In this lesson students have to follow the dictation of a text on tourism, specifically on The Multangular Tower. 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.

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.

Unit 7

42. I'm terribly sorry about that! Learners will be able to: - Contribute effectively in meetings and keep up a casual conversation fluently and appropriately. Listen and respond politely to agree details of meetings and arrangements. - Scan texts for relevant information and understand detailed instructions and advice. Use appropriate language to describe typical duties and responsibilities at work - Make notes and write standard correspondence.

43. He has a way with words On successfully completing this lesson the learner will demonstrate he/she: - Can take and pass on most messages that are likely to require attention during a working day - Can understand most correspondence, reports and factual product literature he/she is likely to come across - Can deal with all routine requests for goods or services from professionals and contacts

44. It went underground The learner will be able to: - Demonstrate their learning by completing the tests based on the materials in the units. - Check the form, sound and spelling of the terms practiced is adequate and keep a record of the pronunciation you

practice to monitor the progress you make and encourage reflection. **45. With the benefit of hindsight** The student will find a variety of different types of exercises carefully chosen to consolidate and evaluate the grammatical knowledge acquired in previous lessons. **46. New network technology - Typical situation** In this real life scenario, the student will be listening to a few co-workers speak about a new network system they will be presenting. **47. General business - Dialogue** In this dialogue, students will hear common questions that are asked in many business environments. **48. General business - Vocabulary practice** This activity will further reinforce vocabulary understanding. Through a variety of different interactive methods, the consolidation lesson will take all vocabulary of this unit and continue learning skills. **49. 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.