



Comunicacion en lenguas extranjeras (Ingles) N3 (FCOV06)

Sku: PC118

Horas: 180

Formato: HTML

OBJETIVOS

Adquirir un grado satisfactorio de dominio de la competencia comunicativa en lengua extranjera (inglés) en comprensión oral y escrita, expresión e interacción oral y expresión escrita, que permita una cierta autonomía en situaciones de la vida cotidiana y una iniciación en otras situaciones de comunicación menos habituales, de forma adecuada y en una lengua estándar.

CONTENIDOS

Module 1 Unit 1 In this unit students learn to discuss the present, past and future. They study with terminology related to trips, methods of transport and daily routine. Regarding grammar, students revise and consolidate all the verb tenses they have learnt in the previous modules: present simple, present continuous and past simple by their use in specific contexts. 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 on 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 review and consolidate all the language skills acquired through the unit.

1. Buying the perfect camper Aims: to acquire and expand both structures and vocabulary 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 on the theme of travel.

2. Vehicles Aims: to introduce and practice the grammar included in this lesson, as well as to expand both structures and vocabulary through a series of interactive exercises. Structures and functions include a review of present simple, present continuous and past simple. The vocabulary topic is travel, means of transport and everyday activities. Activities include: association of sentences and words with corresponding pictures, student-led listening and

completing the gaps. **3. The car doesn't work** Aims: to review and consolidate the grammar, structures and vocabulary covered through a series of interactive exercises. The structures and functions review includes: present simple, present continuous, past simple, a review of basic telephone conversations and personal information. The vocabulary section looks at: time expressions for the past and present, travel vocabulary, means of transport and everyday activities. There is listening practice to fill in the gaps, pronunciation of the 'ch' and 'sh' sounds, listening comprehension with an exercise to select the correct option, make sentences and choosing synonymous sentences. **4. Means of transport - 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. The main focus of these dialogues is teaching students how to talk about the different methods of transport in both the present and the past verb tenses. Students learn how to talk about advantages and disadvantages. 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. **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** In this unit students learn to express possession, ask and speak about the recent past and discuss the weather. They use specific terminology to talk about the climate and temperature, as well as vocabulary useful for travelling (e.g.: "pack a suitcase"). Regarding grammar, students learn the present perfect to talk about recent actions in the past, as well as the appropriate use of the possessive pronouns and of the word "whose". 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 on 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. **6. On holidays** Aims: to learn, practice, acquire and expand both structures and vocabulary 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 talking about the weather and travel e.g. to pack a suitcase. **7. We're off** Aims: to learn and practice grammar and useful sentences through a series of interactive exercises. The learner is presented with all forms of the present perfect for recent past actions, possessive pronouns, question words – 'whose?' Vocabulary topics are: talking about the weather and temperatures, travel vocabulary: to pack a suitcase etc. Activities in this lesson include: listening and writing to fill in the gaps, pronunciation practice with listening and repeating the long and short 'i' sounds, the association of sentences and words with corresponding pictures and fill in the gaps with the right word or option. **8. Living under extreme conditions** Aims: to review, practice and consolidate grammatical structures and vocabulary through a series of interactive exercises. Structures and functions covered are: present perfect for recent past actions, possessive pronouns, interrogative pronoun: 'Whose?' Vocabulary reviewed includes: talking about the weather and temperatures, travel vocabulary: to pack a suitcase etc. The revision activities include student-led click and answer exercises, gap-fills, true or false reading comprehension, choose the synonymous sentence and real life dialogue

practice with a film dubbing exercise. **9. Travel - 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. The main focus of these dialogues is to learn how to describe pictures and imagine the story behind them. 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.

10. 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 express duration, movement, agreement and disagreement, as well as terms to express their emotions and feelings. They also practice vocabulary they can use when travelling and describing places. Regarding grammar, students revise the present perfect and learn the use of the adverbs "for/since", with a general review of the rest of the verb tenses they have studied: present simple, present continuous, past simple, "going to" + infinitive. Students learn how to place adverbs in perfect tenses and prepositions of movement, as well as the difference in meaning between "been" and "gone". 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 on 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. In addition, students must write an email of around 150 words addressed to a friend following the instructions given. 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. **11. Let's go to the Isle of Wight** Aims: to acquire, learn and expand both structures and vocabulary 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 talking about the weather. **12. How long has she lived in London?** Aims: to acquire and practice both the grammar and structures and vocabulary through a series of interactive exercises. Structures and functions covered are the present perfect with 'for' and 'since', present continuous, present simple, past simple, 'going to' + infinitive, adverbs, agreements and prepositions of movement. Vocabulary focus is on expressing feelings and emotions, travel plans, the difference between "gone" and "been" and public places. Activities: the association of sentences and words with corresponding pictures, fill in the gaps with correct word or option and student-led listening. **13. International human rights** Aims: to review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: present perfect with 'for' and 'since', present continuous, present simple, past simple, 'going to' + infinitive, adverbs, expressing similarities, agreements and prepositions of movement. The vocabulary review is on: expressing feelings and emotions, travel plans, the difference between "been" and "gone" and also a focus on public places. Activities: pronunciation practice with listen and repeat, listen and choose the correct sound, true or false listening comprehension, fill in the gaps by choosing the correct word or option, click on the vocabulary, listen and complete the sentences, listening comprehension to choose the correct option and real life dialogue practice with a film dubbing exercise. **14. Movement - 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. The main focus of these dialogues is to learn how to talk about past experiences, specifically about moving to a new house. 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. **15. 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 express quantity and tell stories of personal experience, and they revise and see new vocabulary related to pieces of clothing, patterns and materials. Regarding grammar, students continue practising the present perfect and learn the adverbs yet, still, sometimes, never and already and the expression "Have you ever...?" to talk about life experiences. They also learn quantifiers such as too much/too many, a lot of and not enough. 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 on 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 and, specifically, they practice the consonant sounds. The unit finishes with a test to revise all the skills acquired through the lessons. **16. Having a breakdown** Aims: to acquire and learn new structures and vocabulary 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. Presentation of new vocabulary: fabrics and textiles. **17. Fabrics** Aims: to acquire and practice the target grammar and some more structures through a series of interactive exercises. Structures and functions: present perfect with 'yet' and 'already', Have you ever..? to ask about past experiences and quantifiers: too much, too many, not enough. The vocabulary input is on clothes: cloth, materials etc, as well as farewells. Activities include the association of sentences and words with corresponding pictures; filling in the gaps with the corresponding word or option, listen and repeat, gap-fill-choose the correct word. **18. Dry cleaner** Aims: to review and consolidate both grammatical structures and vocabulary through a series of interactive exercises. Structures covered include: present perfect with 'yet' and 'already', 'Have you ever..?' to enquire about past experiences, quantifiers: 'too much', 'too many', 'not enough' and imperatives. Vocabulary focuses on some useful common expressions and ways to describe clothing. The activities provide vocabulary practice with the association of sentences and words with corresponding pictures, listening practice with fill in the gaps and comprehension questions and a pronunciation exercise to choose the correct sound. There is practice in writing sentences and filling in the gaps with the correct word or option, reading comprehension to choose synonymous sentences and the film dubbing exercise to give more, contextual practice. **19. Chain stories / Have you ever - 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. The main focus of these dialogues is talking about the weather in different places while looking at a weather map. 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. **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 5** In this unit students learn to discuss the past and describe objects and different places and buildings in a city and learn to speak about the items found in these locations, as well as vocabulary related to shapes, materials and professions. Regarding grammar, students learn to discuss about the past using both past simple and present perfect. They also learn verbal periphrasis such as "to just + infinitive", as well as time expressions such as "it's been", indefinite expressions, prepositions and prepositional expressions. 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 on 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 and, specifically, they practice vowel sounds and must record an oral description of a family picture following the instructions given. The unit finishes with a test to revise all the skills acquired through the lessons. **21. See you at home** Aims: to acquire and learn both structures and vocabulary 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 input is focused on: shapes, materials and more useful expressions. **22. What is it made of?** Aims: to learn and practice grammar as well as some more expressions. Structures and functions look a little more at some narrative tenses: present perfect vs. past simple and the use of time markers, present perfect with recent actions – 'just', as well as practice with: 'something', 'anything' and 'nothing'. The vocabulary continues the previous themes of: shapes, materials and common expressions. Activities in this lesson are: association of sentences and words with corresponding pictures, choosing the correct word or option, listen and repeat, fill in the gaps and match the questions and answers. **23. I don't remember the word in English** Aims: to revise and consolidate structures and vocabulary as well as grammar through a series of interactive exercises. Structures and functions reviewed include: describing objects when you don't know the name, present perfect vs. past simple: use of time markers, present perfect for recent actions using 'just' and 'something', 'anything', and 'nothing'. The vocabulary review gives more practice when talking about: shapes and materials. There is revision of the common expressions such as: 'to look like', 'to make a decision' and 'to be made of'. Activities include: listening practice with a gap-fill exercise, pronunciation practice with repetition and identifying sounds, association of sentences and words with corresponding pictures, complete the sentences, choose the best word or option, listening comprehension: choosing synonymous sentences, and contextual practice with the real life dialogue - dub the film and choosing synonymous sentences. **24. Different places - 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. The main focus of these dialogues is talking about different places and jobs. 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. **25. 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** The lessons that form this unit include practices adapted to the

students' language knowledge and related to the topics that the students have learnt in the previous units. They revise the use of the "past simple" and "present perfect" and to use the appropriate time expressions. The unit introduces the use of the adverb "just" in the present perfect and the pronouns "something", "anything" and "nothing". Students learn vocabulary related to shapes, materials and verb patterns such as: "to look like", "to make a decision" and "to be made of". The content of this unit is introduced through contextualised and interactive activities. The unit finishes with a test to revise all the skills acquired through the lessons.

26. She's left me! Aims: to review and consolidate grammatical structures and vocabulary through a series of interactive exercises. The extended use of error detection exercises helps students to become aware of the typical errors made at this stage. Structures and functions seen in this lesson include: present perfect, past simple, 'going to' + infinitive, 'something', 'anything' and 'nothing'. Vocabulary topics focus on shapes and materials with the addition of a review of common expressions. Activities in this lesson are the exercises based around the real life dialogue: listen and choose the best option, dub the film as well as focused reading and grammatical work with the error detection exercise.

27. Going to England Aims: to review and consolidate structures and vocabulary as well as grammar through a series of interactive exercises. Structures and functions reviewed are: present perfect, past simple, 'going to' + infinitive, present continuous, 'something' 'anything' and 'nothing'. Vocabulary revision exercises focus on: clothes, materials and common expressions. There is a multiple choice listening comprehension as well as writing practice with gapped sentences and a letter to complete.

28. Glastonbury Aims: to review and consolidate structures, vocabulary and grammar through a series of interactive exercises. Structures and functions include: present perfect, past simple, 'going to' + infinitive, present continuous, 'something', 'anything' and 'nothing'. There is more vocabulary revision on the themes of: clothes, materials and the common expressions from past units. Activities are based on true or false reading comprehension, gap-fills and choosing the correct option.

29. Entertainment industry - Additional vocabulary Revision of knowledge and vocabulary which has been acquired so far.

30. 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 Students revise and consolidate the skills acquired in the previous units through a variety of exercises and activities. Student practice their pronunciation through a series of interactive activities in which they will have to listen and repeat. They also practise their listening comprehension skills. Students revise vocabulary related to travelling, camping, fabrics and clothing by completing a series of exercises that include, for example, word/sentence-picture association. Moreover, students enhance their reading and writing skills by reading a text about carpentry, answering to a series of questions and doing a dictation. The unit finishes with a test to revise all the skills acquired through the lessons.

31. Camping adventures 1 - 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 adventures of a couple on a road trip. 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.

32. Camping adventures 2 - 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 adventures of a

couple on a road trip. 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. **33. Training for the marathon - 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 adventures of a couple on a road trip. 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. **34. You know ambition counts - Dialogue** The student will listen to a series of questions which they can then answer freely by sending their answers to a teacher, on-line. 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. **35. Carpentry as a hobby - Reading** In this lesson students read and listen to a written passage of text about DIY and carpentry 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, an example for each is provided. 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. **36. Carpentry as a hobby - Dictation** In this lesson students have to follow the dictation of a text about DIY and carpentry. 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. **37. 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 8** In this unit of the module B1 students practice all the mentioned language skills (vocabulary, listening, reading, writing, grammar and speaking). Students learn vocabulary to name foods and supermarket sections. This unit also includes linguistic immersion exercises in which students listen to a dialogue at the supermarket and learn how to give directions. The unit finishes with a test that consolidates all the knowledge acquired. **38. Supermarket - Specific vocabulary** After this session, learners will be able to: - Recognize the sound and write the names of everyday items for sale in the different areas of a supermarket. - Check understanding by responding to visual prompts and cues. - Answer the question, What do we need? **39. Sections at the supermarket - Specific vocabulary** After this session, learners will be able to: - Match the names and images of more familiar items. - Name and write more everyday items at a supermarket. - Answer the question, What do we need? **40. How much does it cost? - Specific vocabulary** 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. After this lesson, learners will be able to:

- Ask for and say where items are in a supermarket. - Follow basic conversations and directions to find the products you need. **41. What do we need from the supermarket? - Vocabulary practice** The learner will: - 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. **42. 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 9** This unit revolves around the topic of clothes shopping. Students revise vocabulary related to clothes shopping: pieces of clothing, patterns, designs and fabrics. They are put into a real-life situation in which they have to ask for specific pieces of clothing in a clothes shop. In addition, students read and answer to a series of questions related to a text about winter sports. This unit includes a variety of interactive activities so that students put into practice all the language skills: listening, reading, writing and speaking. The unit finishes with a test to revise all the skills acquired through the lessons. **43. Clothes 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. **44. Weather - 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. **45. Outdoor atmosphere - 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. **46. Frozen fun - Reading comprehension** In this lesson students read and listen to a written passage of text about winter sports 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 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. **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. **Module revision End-of-module test. 48. Final test** In this last lesson of the course and as a way to revise, the student will come across a variety of exercises which wi