



## Ingles B.1.B. (SSCE122)

**Sku:** PC166

**Horas:** 60

**Formato:** HTML

## OBJETIVOS

Utilizar el idioma con cierta seguridad y flexibilidad, receptiva y productivamente, tanto en forma hablada como escrita, así como para mediar entre hablantes de distintas lenguas, en situaciones cotidianas y menos corrientes que requieran comprender y producir textos en una variedad de lengua estándar, con estructuras habituales y un repertorio léxico común no muy idiomático, y que versen sobre temas generales, cotidianos o de interés personal. Este programa formativo proporcionará a los alumnos la formación en lengua inglesa necesaria para que puedan presentarse a las pruebas de acreditación oficial del nivel B1 del Marco Común Europeo de Referencia para las Lenguas (MCERL).

## CONTENIDOS

### Unit 1

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?

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?

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.

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.

Fabrics and clothing - Writing assignment

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**

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.

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.

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.

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.

Travel and transportation - Speaking assignment

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**

Rock band Aims: to acquire and learn structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. The vocabulary focus is on types of music and common expressions.

We're going to perform at Glastonbury Aims: to learn and practice the grammar as well as introduce some more useful phrases through a series of interactive exercises. The structures and functions covered are: past continuous for describing actions in the past, common expressions such as 'get on well', travel scenarios: check-in at the airport, 'have you ever?' to ask about past experiences and 'how long does it take?' to ask about duration. The vocabulary input continues on the themes of types of music, travelling and country settings. The activities seen in this lesson are: student-led listening, complete the sentences by filling in the gaps, listening to and repeating sentences and expressions, listening comprehension and multiple choice, listening practice with a fill in the gaps exercise as well as the association of sentences and words with corresponding pictures.

"Dark Night" Aims: to revise and consolidate all grammatical structures and functions covered by the topics covered in the lessons through a series of interactive exercises. The structures and functions reviewed are: the past continuous for actions in the past and talking about the duration of journeys using 'how long does it take?' The vocabulary review deals with the themes from the previous lessons such as: types of music, common expressions like 'get on well', travelling and country settings. The range of activities include: pronunciation practice by listening and repeating as well as choosing the correct sound, completing the sentences, filling in the gaps, choosing the correct word or option and answering questions. There are also comprehension exercises such as choosing synonymous sentences and the real life dialogue film dubbing exercise.

How long does it take? - 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 using appropriately the expression "How long does it take?" 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.

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**

Camping in the countryside Aims: to learn and acquire 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 the countryside.

**Cut that wire** Aims: To acquire, learn and practice the target grammar through a series of interactive exercises. Structures and functions seen in this lesson include: past continuous vs. past simple to talk about actions in the past, adverbs, expressing obligation and prohibition: modal verbs 'must' and 'mustn't', adverbs of manner and the pronoun 'one'. The vocabulary covered in this lesson is a review of colours and prepositions of place, as well as adding to the previous topic of parks and campsites. Activities: listen and repeat sentences and structures, student-led listening: click on the vocabulary, gap-fill: supply the correct word or verb tense, listening: follow the instructions and the association of sentences and words with their corresponding pictures.

**Camping rules** Aims: to review and consolidate all the structures and vocabulary as well as the grammar covered in the previous lessons through a series of interactive exercises. Structures and functions: past continuous vs. past simple when narrating a simple story, adverbs, expressing obligation and prohibition using the modal verbs 'must' 'mustn't' and the pronoun 'one'. Vocabulary: common expressions, parks and campsites. Activities: listen and repeat the sentences, listen and choose the correct option, pronunciation: listen and repeat, choose the correct sound, fill in the gaps with the correct word or option, complete the gaps with the correct verb tense, a comprehension exercise to choose the synonymous sentences and a real life dialogue film dubbing exercise.

**Free time - Master class** Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson focuses on free time activities. 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.

**Life outside - Additional vocabulary** This lesson provides students with additional materials to expand their knowledge of vocabulary to talk and describe different outdoor activities. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

**Suggestions - Writing assignment**

**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**

**You are not invited to the party** Aims: to introduce and learn 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 presentation introduces some of the key words for this lesson.

**Why don't you come in?** Aims: to acquire, learn and practice the target grammar through a series of interactive exercises. Structures and functions: relative pronouns, conjunctions 'so' and 'because' and an introduction to phrasal verbs. Vocabulary: common phrasal verbs, the face and jobs. Activities: student-led listening - click on the vocabulary, fill in the gaps, finish the sentences, listen and repeat, association of sentences and words with corresponding pictures and choose the best word or option.

I liked your new song Aims: to review and consolidate structures and vocabulary as well as the grammar covered in the previous lessons through a series of interactive exercises. Structures and functions found in this lesson are: relative pronouns, conjunctions 'so' and 'because', synonyms and travel: checking in to a hotel. The vocabulary review is on: parts of the body, common phrasal verbs, jobs and the face. Activities include: listening to and repeating useful phrases, listening and reading then supplying the correct word or expression, pronunciation practice: listen, repeat, then choose the correct sound, choose the correct word or option, complete the sentences, listening to fill in the gaps, click on the vocabulary, a comprehension exercise to choose the synonymous sentences and real life dialogue to give extra practice by dubbing the film.

What must you do if...? - Master class Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson focuses on daily obligations. 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.

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**

Let me treat you to a drink Aims: to learn and acquire structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. This lesson looks at food and restaurant vocabulary.

Shouldn't I? Aims: to learn and practice the grammar through a series of interactive exercises. Structures and functions: making suggestions using 'should' and 'shouldn't' and comment tags. Vocabulary: food and restaurant vocabulary. Activities: student-led listening, click on the vocabulary and fill in the gaps.

I feel ill Aims: to review and consolidate all structures, vocabulary and grammar covered in the previous lessons through a series of interactive exercises. Structures and functions: making suggestions using 'should' and 'shouldn't' and comment tags. Vocabulary: food and restaurant vocabulary and complaining. Activities: listen and repeat useful sentences, listening choosing the correct option, pronunciation: listen and repeat and then select the correct sound, fill in the gaps with the correct word or option, student-led listening, complete the sentences, comprehension exercise to choose a synonymous sentence and real life dialogue practice with the film dubbing exercise.

Your ideal job - Master class Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson focuses on manners and dress code in a job interview and the different professions. Students revise the use of should/shouldn't. 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.

Suggestions - Speaking assignment

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

I fancy going to the United States Aims: to learn and acquire structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. The vocabulary theme is shopping.

What has happened here? Aims: to study and practice the grammar as well as some more phrases. Structures and functions: question tags, verbs followed by gerunds and infinitives and common expressions. Vocabulary: shopping, additional verbs, containers and contents. Activities: student-led listening, complete the sentences, association of sentences and words with corresponding pictures, listen and repeat as well as fill in the gaps.

Your plans in life Aims: to review and consolidate the structures and vocabulary as well as the grammar covered in the lessons through a series of interactive exercises. Structures and functions: question tags and verbs followed by gerunds and infinitives. Vocabulary: common expressions, shopping vocabulary, additional verbs, containers and contents. Activities: listen and choose the correct option, listen, repeat and then choose the correct sound, fill in the gaps with the right word or option, association of sentences and words with corresponding pictures, finish the sentences, listen and fill in the gaps, choose the synonymous sentence, real life dialogue: dub the film.

Road signs - Master class Students attend a class where the teacher, who speaks only English, asks questions that the students must answer. The student interacts with the teacher through a series of guided dialogues. This lesson puts the main emphasis on talking about the meaning of different road signs. Students revise the use of should/shouldn't. 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.

Let's get a takeaway - Additional vocabulary This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of holidays. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

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.