



Dexway Fast English - Level C1 - Course 1

Sku: PC288

Horas: 30

Formato: HTML

OBJETIVOS

Dexway Fast English C1.1 is a highly visual course, which takes the learner from Intermediate to Upper-intermediate level. Using video as the main format to present new expressions and structures, the learner sees how the language is used by native speakers, in meaningful contexts, simulating the way we learn our first language – naturally. The use of video makes the course accessible and entertaining – meaning that learners grasp concepts quickly. There are exercises based on the communicative aspects of the content, rather than the grammar, which is covered in context. Students are presented with more complex concepts of the English language and are encouraged to continue to perfect their pronunciation through interactive exercises. The language skills acquired in the course will enable students to communicate confidently in a wide range of contexts and to maintain conversations in everyday situations as well as in more complex ones. Topics such as nature and the environment, regional cultures, money, technology and social topics such as bullying and diversity are covered, along with the relevant grammatical structures. Students are now able to use a wide range of past, present and future tenses in order to converse easily, rarely hesitating, even in more unfamiliar situations. They are also able to express themselves appropriately in both formal and informal situations; using conditional structures, giving detailed descriptions and expressing opinions on a range of topics. By the end of the course, students will have seen the language necessary to deal with any situation in an English-speaking country – in particular, to talk about the news and current affairs and culture. The course also presents more useful structures and expressions that are needed to communicate in a range of situations.

CONTENIDOS

Unit 1 The performance in Ireland

- . In this lesson: * Learners watch videos with examples of conditional sentences.
- . There is a comprehension exercise, a dubbing exercise for speaking practice as well as additional pronunciation practice with a focus on homographs.
- . How would your life be different? – Masterclass

- . Students attend a class where the teacher, who speaks only English, asks questions that students must answer.
- . The student interacts with the teacher through a series of guided dialogues.
- . These dialogues focus on learning how to give one's opinion and talk about differences.
- . 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.
- . Role-play: Alternatives (1)
- . This role-play reviews both homographs and conditional structures.
- . What would you do? – Speaking assignment
- . In this lesson: * Learners record a short audio responding to some prompts using mixed conditionals.
- . Desires – Writing assignment
- . In this lesson: * Learners write a paragraph about a decision they regret making in the past and its present consequences.
- . Role-play: Alternatives (2)
- . This role-play reviews both homographs and conditional structures.

Unit 2 Welsh culture

- In this lesson: * Learners watch videos with examples of the passive voice.
- . There is a comprehension exercise, a dubbing exercise for speaking practice as well as additional language practice with a focus on word formation.
 - . Money – Masterclass
 - . 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 to talk about money and economic matters.
 - . 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.
 - . Role-play: Make it passive (1)
 - . This role-play challenges the learner to transform active sentences to passive whilst recycling vocabulary from the first part of the unit.
 - . Business
 - . In this lesson: * Learners watch a series of interactive videos and answer questions on business topics.
 - . The onions are chopped – Speaking assignment
 - . In this lesson: * Learners describe a recipe for a dish they like using the passive voice to describe the cooking process.
 - . Summer is here – Writing assignment
 - . In this activity, the student must write a proposal of about 180-220 words.
 - . The proposal has to be addressed to the Director of a social club and must contain ideas and activities to organise and celebrate the summer solstice in Wales.
 - . In this writing task, the student can practice and improve grammar and spelling skills, review punctuation and vocabulary, and also learn about useful writing structures for formal letters and the appropriate registers for written communication purposes.
 - . Role-play: Make it passive (2)

. This role-play challenges the learner to transform active sentences to passive whilst recycling vocabulary from the unit.

Unit 3 Hogmanay in Scotland

. In this lesson: * Learners watch videos with examples of defining and non-defining relative clauses.

. There is a comprehension exercise, a dubbing exercise for speaking practice as well as additional language practice with a focus on American vs. British English.

. Communication – Masterclass

. 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 to talk about methods to communicate with other people as well as linguistic differences between British and North American English.

. 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.

. Role-play: American visitor (1)

. This role-play practises the topics covered in the first part of the unit: relative clauses and the difference between British and American English.

. Communication – Speaking assignment

. In this lesson: * Learners record a short audio expressing their opinion on the following topic: How has communication changed in the last 10 years?

. Self-Driving Cars – Writing assignment

. In this lesson: * Learners write a paragraph discussing self-driving cars and their impact on transport.

. Role-play: American visitor (2)

This role-play practises the topics covered in the unit: relative clauses and the difference between British and American English.

Unit 4 Sightseeing in London

. In this lesson: * Learners watch videos with examples of reported speech.

. There is a comprehension exercise, a dubbing exercise for speaking practice as well as additional language practice with a focus on word formation.

. Paranormal – Masterclass

. 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 to talk about paranormal situations such as seeing ghosts.

. After attending the class, students have to record their replies to the same questions.

. E.g.: pronunciation and writing.

. Role-play: He said he'd seen a ghost (1)

. This role-play focuses on reported speech in the context of the paranormal.

. They said that – Speaking assignment

- . In this lesson: * Learners record a short audio where they report on a conversation they had with a friend who recently visited London.
- . Meeting Someone – Writing assignment
- . In this lesson: * Learners submit a short account of a meeting or conversation with someone, using reported speech.
- . Role-play: He said he'd seen a ghost (2)
- . This role-play focuses on reported speech in the context of the paranormal.

Unit 5 Remembering the tour

- . In this lesson: * Learners watch videos with examples of describing appearances and expressing position.
- . There is a comprehension exercise, a dubbing exercise for speaking practice as well as additional language practice with a focus on onomatopoeia.
- . Art – Masterclass
- . 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 to describe about art.
- . After attending the class, students have to record their replies to the same questions.
- . E.g.: pronunciation and writing.
- . Role-Play: Art and artists (1)
- . This role-play provides the opportunity for spontaneous practice talking about art and giving opinions.
- . Life of an artist – Speaking assignment
- . In this activity the student must record oral comments on the similarities and differences between the pictures given.
- . He/she will examine the pictures about the life of some actors and actresses and then elicit comments in a logical order, from the similarities to the differences or the other way.
- . Along this oral exercise the student can practice and improve pronunciation and fluency, as well as review vocabulary and grammar when preparing the activity and improvise accurate solutions during the recording.
- . Appearances and impressions – Writing assignment
- . In this lesson: * Learners carefully write a description of one of the pictures given.
- . Role-Play: Art and artists (2)
- . This role-play provides intensive practice at exchanging information and formulating questions.

Unit 6. Making plans for the future

- . In this lesson: * Learners watch videos with examples of connective relative clauses and conditional sentences.
- . There is a comprehension exercise, a dubbing exercise for speaking practice as well as additional language practice with a focus on stressed syllables.
- . Your interests – 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.

- . Role-play: What will happen if...? (1)

- . This role-play practises conditional structures and vocabulary on the topic of free time activities.

- . Superstitions – Dialogue

- . The student will listen to a series of questions which they can then answer freely by sending their answers to a teacher online.

- . 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.

- . A tale – Speaking assignment

- . In this lesson: * Learners tell a story or tale that they know well or make up a story.

- . A change for the better – Writing assignment

- . In this activity the student must write a report of about 180-220 words.

- . The student will follow the instructions to write a report that gathers the opinion of the airport users on the facilities and services that Heathrow offers.

- . In this writing task the student can practice and improve grammar and spelling skills, review punctuation and vocabulary, and also learn about useful writing structures for emails and the appropriate registers for written communication purposes.

- . Role-play: What will happen if...? (2)

- . This role-play practises conditional structures and vocabulary on the topic of free time activities.

Unit 7 Marine Biodiversity – Masterclass

- . Students watch a short video about marine life.

- . There are comprehension questions at set points during the video in order to check understanding and give students the chance to reflect on what they have heard so far.

- . Climate change

- . In this lesson: * Learners watch a video about climate change.

- . There are comprehension questions for extra practice.

- . Clean energy

- . In this lesson: * Learners watch a video about clean energy.

- . There are comprehension questions for extra practice.

- . Role-play: Going green (1)

- . This role-play requires the learner to explain the positive aspects of leading a more environmentally-friendly lifestyle.

- . Natural resources

- . In this lesson: * Learners watch a video about natural resources.

- . There are comprehension questions for extra practice.

- . Saving energy – Masterclass

- . Group discussion on how to save energy.

- . Renewable energy – Speaking assignment

- . In this lesson, students record themselves answering a series of questions about clean energy.

Unit 8. Bullying – Masterclass

Students watch a short video about bullying.

There are comprehension questions at set points during the video in order to check understanding and give students the chance to reflect on what they have heard so far.

Bullying

In this lesson: * Learners watch a video about bullying.

There are comprehension questions for extra practice.

Role-play: Everyone is welcome (1)

This role-play requires the learner to give advice to someone who thinks their little brother may be being bullied.

Jenkins' Shoes

In this lesson: * Learners watch a video about equality and diversity in the workplace.

There are comprehension questions for extra practice.

Celebrate diversity

In this lesson: * Learners watch a video about the importance of diversity.

There are comprehension questions for extra practice.

Bullying – Speaking assignment

In this lesson, the student will answer a series of questions about bullying.

Diversity – Writing assignment

In this lesson, students write a short article about diversity.

Role-play: Everyone is welcome (2)

This role-play is based on the topic of diversity in the workplace.