

## English Dexway Certificate - Level B1 - Course 2

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**Sku:** PC262

**Horas:** 80

**Formato:** HTML

### OBJETIVOS

English Dexway Certificate - Level B1 - Course 2 provides students with the necessary tools to communicate and handle the main structures of the language with some confidence and demonstrate knowledge of a wide range of vocabulary and use of the appropriate communicative strategies in a variety of social situations. This course contains speaking and writing assignments.

Once the course has finished students can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. They can also interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Students can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue.

Throughout the course students learn to talk about habitual actions and actions in progress, to express tastes, likes and dislikes and converse about jobs and free time. They study how to narrate, express habitual actions in the past, describe houses, talk about the recent past and about tourism and travelling. Students learn to express movement and intentions, arrange an appointment, make plans and predictions, talk about films and TV programmes, give and receive permission, express obligation, lack of obligation, prohibition, possibility give advice and talk about domestic chores.

Vocabulary studied through the course includes: topics such work and leisure, games and sports, relatives, house description, trips and tourism, experiences, pastimes, excursions and trips, films and television programmes, competitions and contests, medicine and hospitals, feelings, climate, jobs and employment, work conditions, stressfree life, amongst others.

Students practice all the language abilities: writing, speaking, listening and reading through a series of interactive and contextualised exercises. They learn through tasks such as real-life dialogues, word/sentence – picture association and video dubbing exercises. The last lesson of each unit has some test exercises so that students are aware of their progress.

# CONTENIDOS

## Unit 1: Doing Market Research

### Aims:

To introduce 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.

Vocabulary: Free time, games, everyday expressions: to have a rest, to get ready.

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## At the Sports Centre

### Aims:

To learn and practice grammar, as well as some more structures and vocabulary through a series of interactive exercises.

### Structures and Functions:

- Do, go and play
- Talking about frequency: adverbs and expressions
- Present simple vs. present continuous
- "To be keen on" + noun

Vocabulary: Free time, games, and everyday expressions: 'to catch up on', 'to give someone a ring', 'to get together'.

### Activities:

- Student-led practice with click on the images
  - Fill in the gaps
  - Associating images with words and expressions
  - Listen and repeat
  - Write sentences
  - True or false reading comprehension
  - Listen and fill in the gaps
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## The Bus Route

### Aims:

To review and consolidate the grammar, structures, and vocabulary covered in the lessons through a series of interactive exercises.

### Structures and Functions:

- Do, go and play
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- Talking about frequency: adverbs and expressions
- Present simple vs. present continuous

Vocabulary: Free time and games.

Activities:

- Pronunciation drill for the third person present simple
  - Listen and repeat then choose the corresponding sound
  - Reading comprehension: completing a form
  - Gap-fill
  - Real-life dialogue: dub the film and choose synonymous sentences
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### Work and Leisure - Masterclass

Aims:

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 is to learn to talk about work and leisure activities. After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers.

Activities:

- Pronunciation and writing practice.
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### The Music Gym - Reading Comprehension

Aims:

In this lesson, students read a written passage describing a new gym. The text is followed by questions in sequential order that test students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details, and logical inferences.

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### I Usually Do - Speaking Assignment

Aims:

Learners record a short audio talking about a sport or fitness activity they do or want to do.

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### Similar Words - Writing Assignment

Aims:

A short writing assignment to test the learner's ability to distinguish between commonly confused words.

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### Test Exercises

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Aims:

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.

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## **Unit 2: Remembering Old Times**

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.

Vocabulary: Talking about family and describing living spaces.

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### **Future Parents-in-Law**

Aims:

To learn and practice grammar, as well as some more structures and vocabulary through a series of interactive exercises.

Structures and Functions:

- Past simple and past continuous used for interrupted actions in the past
- “While” and “when”
- “Used to” to talk about past habits and tendencies
- Comparative forms
- All forms of “there was” and “there were”

Vocabulary:

Talking about family - ‘in-laws’, common expressions: ‘to look forward to something’, ‘for ages’, ‘why on earth?’, and the description of a house.

Activities:

- Student-led practice by clicking on the vocabulary or image
  - Association of sentences and words with corresponding pictures
  - Listen and repeat
  - Gap-fill
  - Multiple choice
  - Listen and fill in the gaps
  - Listen and choose the correct option
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### **Country House for Sale**

Aims:

To review and consolidate grammar, structures, and vocabulary covered in the lessons through a series of interactive exercises.

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## Structures and Functions:

- Past simple and past continuous for interrupted actions in the past
- “While” and “when”
- “Used to”, “use to”, and “usually” for past and present habits and tendencies

## Vocabulary:

Talking about family, common expressions: ‘to look forward to something’, ‘for ages’, ‘why on earth?’, and talking about living spaces.

## Activities:

- Read and choose the best option
  - Pronunciation of past simple regular verbs /t/, /d/, /ɪd/
  - Listen and repeat and select the corresponding sound
  - Association of sentences and words with corresponding pictures
  - Real-life dialogue practice with a film dubbing exercise
  - Choosing synonymous sentences
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## Sports - Masterclass

### Aims:

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 specific terminology used to talk about sports, such as popular sports, teams, tools to practice different sports, and expenses. After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers.

### Activities:

- Pronunciation and writing practice.
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## Time to Exercise - Additional Vocabulary

### Aims:

This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of health, specifically sports and exercising. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

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## The Fitness Instructor - Listening Comprehension

### Aims:

In this lesson, students practice and test their listening skills by paying attention to oral information in two different conversations and answering a set of related questions.

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## Sports - Speaking Assignment

### Aims:

Students record a short audio answering questions about sports, activating and personalizing sports vocabulary and gerund/infinitive structures learned in this unit.

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## Mediation: Local Sports - Writing Assignment

### Aims:

Learners write an email to an English-speaking friend who is interested in sport.

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## Test Exercises

### Aims:

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.

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## Unit 3: Making Plans for Holidays

### 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.

Vocabulary: Holidays, tourism, and experiences.

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## A Ticket to Edinburgh

### Aims:

To learn and practice new grammar, as well as some more structures and vocabulary through a series of interactive exercises.

### Structures and Functions:

- Talking about holiday plans
- Present perfect with 'already', 'yet', 'still', 'just' and past simple with 'ago'

Vocabulary: Holidays, common expressions: 'Lucky you!', 'You're telling me!', 'What I mean to say is?', 'to have a look at something', and 'by any chance'. Extended introduction to British and American English as well as more travel vocabulary related to buying a ticket.

### Activities:

- Student-led practice
  - Multiple choice gap-fill
  - Correction of wrong sentences
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- Association of sentences and words with corresponding pictures
  - Listen and repeat
  - Reading comprehension questions with travel brochures
  - Listening to fill in the gaps
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## The List of Things to Do

### Aims:

To review and consolidate the grammar, structures, and vocabulary covered in the lessons through a series of interactive exercises.

### Structures and Functions:

- Talking about holiday plans
- Present perfect with 'already', 'yet', 'still', 'just', past simple with 'ago'
- Present perfect vs. past simple

Vocabulary: Holidays and talking about past experiences.

### Activities:

- Practice with the pronunciation of stressed syllables
  - Listen, repeat and select the stressed syllable
  - Reading and writing to fill the gaps with the correct tense
  - Real-life dialogue and film dubbing exercise
  - Extended comprehension practice with choosing synonymous sentences
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## The Cruise - Reading Comprehension

### Aims:

In this lesson, students read a written passage of an informal email describing an experience on a cruise. The text is followed by questions that test students' skills in active reading.

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## What Has Happened? - Speaking Assignment

### Aims:

A short speaking assignment to test the learner's ability to describe images and use the present perfect to talk about what has just happened.

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## A Past Holiday - Writing Assignment

### Aims:

Learners write a short paragraph for submission on the forum. Activation and personalization of past simple and holiday vocabulary learned in this unit.

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## Test Exercises

### Aims:

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.

Certainly! Here's the requested content in the same format and in English:

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### **Unit 4: A fortnight in Austria**

Aims: To 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.

Vocabulary: Holidays, pastimes, and common expressions such as: 'handmade' and 'I'd rather'.

#### It's a beautiful day

Aims: To learn and practice the target grammar as well as some more structures and vocabulary.

Structures and functions: Talking about holiday plans, 'will' or 'shall', 'will' vs. 'going to', and prepositions.

Vocabulary: Holidays, pastimes, common expressions e.g., 'I'm afraid so or not', 'on hand', 'help yourself', 'to fill in a form', and 'a night on the town'; days of the week, excursions, films, and competitions.

Activities: Student-led practice with image selection, fill in the gaps, association of sentences and words with corresponding pictures, listen and repeat, true or false reading and listening comprehension, multiple-choice listening comprehension, and a multiple-choice gap-filling exercise.

#### Plans for the new year

Aims: To expand, revise, and consolidate the structures, vocabulary, and grammar covered in the previous lessons through a series of interactive exercises.

Structures and functions: Talking about holiday plans 'will' or 'shall', 'will', 'going to', present continuous, prepositions, and pronunciation practice with detecting tone.

Vocabulary: Holidays, pastimes, common expressions e.g., 'I'm afraid so or not', 'on hand', 'help yourself', 'to fill in a form', and 'a night on the town'; days of the week, excursions, films, and competitions.

Activities: Intonation practice with listen and repeat then decide if the intonation is friendly or unfriendly, fill in the gaps from the multiple choice options, fill in the gaps with the correct tense, real-life dialogue film dubbing, and choosing synonymous sentences.

#### This time yesterday – 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 relate to experiences 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.

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### Planning the competition – 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 two different telephone conversations and answer a set of related questions.

### Predictions – Speaking assignment

In this lesson:

- Learners submit a short audio recording talking about their predictions for the future.

### House exchange – Writing assignment

In this activity, the student must write a text of about 125 words in email format addressed to a family following the instructions given. He/she will describe a home exchange experience in the past with that family, referring to both the good and bad points and suggesting a new exchange. This writing task allows the student to 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 Internet communication purposes.

### 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.

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## Unit 5: Housework

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.

Vocabulary: Common expressions e.g., 'do the shopping', 'lay the table', 'water the plants', 'feed the animals', and 'sort out papers'; expressions with 'make' e.g., 'make a fuss', 'make a mess', and 'make an effort'.

### Before travelling

Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises.

Structures and functions: Changing money and being polite, 'must', 'have to', and 'can't' used to express obligations, duties, and prohibitions, 'needn't' to talk about a lack of obligation, asking for and giving permission using 'can' and 'may', giving advice or recommendations with 'do', 'don't', 'ought to', 'should', and 'need'.

Vocabulary: Common expressions e.g., 'do the shopping', 'lay the table', 'water the plants', 'feed the animals', and 'sort out papers'; collocations with 'make' and 'do' e.g., 'make a mistake', 'do the shopping', 'do homework', etc. There are also more common expressions such as: 'to make up for', 'to get someone in', 'it's no use', 'take turns', and 'on the other hand'.

Activities: Student-led practice activity to select images, fill in the gaps, association of sentences and words with corresponding pictures, listen and repeat, reading to fill in the gaps, listen and fill in the gaps, and multiple-choice listening comprehension.

May I go out now?

Aims: To review and consolidate the grammar, structures, and vocabulary covered in the lessons through a series of interactive exercises.

Structures and functions: 'Must', 'have to', and 'can't' to express obligations, duties, prohibitions, 'needn't' for a lack of obligation, asking for and giving permission using 'can' and 'may', giving advice and recommendations using 'do', 'don't', 'ought to', 'should', and 'need'.

Vocabulary: Common expressions e.g., 'do the shopping', 'lay the table', 'water the plants', 'feed the animals', and 'sort out papers' as well as collocations with 'make' and 'do' e.g., 'make a mistake', 'do the shopping', 'do homework', etc. The common expressions revised include: 'to make up for', 'to get someone in', and 'it's no use'.

Activities: Pronunciation practice with the modal verb 'can', listen and repeat and select an option, gap-fill with multiple choice options, error detection and correction, complete the sentences by matching the halves, real-life dialogue film dubbing, and choosing synonymous sentences.

Modern life and society – 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 relate to cultural differences, cultural appreciation, and imaginary 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.

Email to an au pair – Reading comprehension

In this lesson, students read a written passage of an email from a family to an au pair. The text is followed by questions in a sequential order that elicit students' skills in active reading. Readers are asked to peruse the passage for the general meaning, particular details, and logical inferences.

Mediation: Housework Chores – Speaking assignment

In this lesson:

- Learners record a short audio describing some housework chores that they do at home.

Mediation: Before travelling – Writing assignment

In this lesson:

- Learners write some advice for someone who is going on a trip.

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.

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## Unit 6 What's on?

Aims: To extend, revise, and consolidate the grammar, structures, and vocabulary covered in the whole block through a series of interactive exercises.

Structures and functions: A general, contextual review of all structures covered up until now.

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Vocabulary: Housework, common expressions e.g., 'do the shopping', 'lay the table', 'water the plants', 'feed the animals', and 'sort out papers'; collocations with 'make' and 'do' e.g., 'make a mistake', 'do the shopping', and 'do homework'; common expressions e.g., 'to make up for', 'to get someone in', and 'it's no use'.

Activities: Real-life dialogue listening comprehension with a multiple choice exercise, pronunciation practice with listen and repeat, and a film dubbing exercise.

#### Village of the future

Aims: To expand, revise, and consolidate the grammar, structures, and vocabulary covered in the block through a series of interactive exercises.

Structures and functions: A general, contextual review of all structures covered up until now.

Vocabulary: A general review of the topics covered up until now.

Activities: Listen and fill in the gaps, true or false reading comprehension, and a gap-fill listening comprehension exercise.

#### Shall we spend the day in the countryside?

Aims: To expand, revise, and consolidate the grammar, structures, and vocabulary covered in the block through a series of interactive exercises.

Structures and functions: A general, contextual review of all structures covered up until now.

Vocabulary: A general review of the topics covered up until now.

Activities: Multiple choice, gap-fill, and definitions – provide the correct word.

#### Housing – Additional vocabulary

This lesson provides students with additional materials to expand their knowledge of vocabulary to talk and describe the parts of the house, furniture, and home appliances.

Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

#### Health and Sports – Reading

In this lesson, students read and listen

Sure, I can break down the key elements of this course structure for you. It seems like this is an English language course that focuses on different topics, each with its own set of vocabulary, grammar structures, and activities designed to help students engage with the content and develop language skills.

### **Unit 7. Plans for a year out**

Aims: to introduce and learn 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: talking about the weather, everyday expressions such as:

'according to', 'to waste time', 'I expect' and

'nowadays' as well as a focus on women's jobs.

#### A long way to equality

Aims: to introduce, present and practice the target grammar – modal verbs to express

possibility, probability, deduction and supposition

– through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: differences between the verbs 'think', 'expect', 'hope' and 'wait' and vocabulary used in the context of equality of rights.

A radio panel game

Aims: to introduce, present and practice the target grammar – quantifiers – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: use of 'too' and 'enough' and terms used in the context of a radio panel game.

We have to send the invitations

Aims: to expand, review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: talking about possibility and probability using the modal verbs: 'may', 'might', 'can', 'could' and 'would', modal verbs for deduction and supposition: 'can't', 'may', 'might' and 'must', the quantifiers: 'plenty of', 'a few', 'a lot of', 'hardly any' and 'enough' and 'will' for predictions. Vocabulary: talking about the weather, describing graphics, everyday expressions such e.g. 'in practice', 'a long way to go', 'or else' and women's jobs. Activities: pronunciation practice at distinguishing sounds, true or false reading comprehension, gap-fill listening comprehension with a real life dialogue and film dubbing exercise and choosing synonymous sentences.

Coming to conclusions - 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 the use of the modal verbs may, might, could, can and must in both the affirmative and negative forms, as well as the following quantifiers: most, nearly all of, plenty of, a great deal of, quite a lot of, etc. 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.

Weather conditions - 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.

### The eco-friendly future - Reading comprehension

In this lesson students read a written passage of text about being eco-friendly. 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.

### It's too... - Speaking assignment

In this lesson:

\* Learners record a short audio describing the weather conditions in their city or town.

### My future - Writing assignment

In this lesson:

\* Learners write a short paragraph about their future plans.

### 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.

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## Unit 8: Looking for a Temporary Job

**Aims:** To learn and assimilate 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:** Talking about work, personal qualities, and qualifications. Some of the everyday expressions included in this lesson are: 'don't panic', 'tend to', and 'to spoil oneself'.

### Spoil Yourself!

**Aims:** To learn and practice the grammar, structures, and vocabulary covered in the lesson through a series of interactive exercises.

**Structures and Functions:** First conditional and the use of 'if' and 'unless', introduction of the second conditional for hypothetical or unlikely situations, contrasting the first and second conditional, 'either', 'or', 'neither', 'nor', and reflexive pronouns.

**Vocabulary:** Talking about work, personal qualities, and qualifications.

**Useful Phrases:** 'I'm ringing about', 'an animal lover', 'holiday job', 'against the rules', 'and so on' etc.

**Activities:** Pronunciation practice with listen and repeat, listen and click on the corresponding pictures, complete sentences with the correct verb tense, reading comprehension, listening comprehension, student-led listening, and finish the sentences.

### If I Were You...

**Aims:** To review and expand the vocabulary, structures, and functions covered so far.

**Structures and Functions:** First vs. second conditional, applying for a job, and attending interviews.

**Vocabulary:** Talking about work, personal qualities, and qualifications.

British and American English: Common vocabulary differences.

Activities: Pronunciation focus on elision, substitute the British word for the American synonym, error detection and correction, choose the most appropriate word to complete the gaps, real-life dialogue film dubbing, and choosing synonymous sentences.

#### Houses - 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 the different types of houses and lifestyles. 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.

#### Opening a Hotel Chain - Reading Comprehension

In this lesson, students read and listen to a written passage of text that narrates the story of a young British entrepreneur who opened a successful hotel chain. After reading, students answer a series of questions that follow a sequential order and test their active reading skills. The suggested activities include multiple-choice and true/false questions, as well as matching statements with their corresponding sections. Students improve cognitive skills such as attention, auditory analysis, sound blending, memory, processing speed, and visualization.

#### Job Interview - Listening Comprehension

In this lesson, students practice and test their listening skills by paying attention to the oral information heard in a job interview and in a telephone conversation, then answering related questions.

#### Free Time Activities - Speaking Assignment

In this activity, the student records oral comments on the similarities and differences between two pictures provided. They examine the pictures about seasons and elicit comments in a logical order, either from the similarities to the differences or vice versa. During this oral exercise, the student can practice and improve pronunciation and fluency while reviewing vocabulary and grammar.

#### My Dream Job - Writing Assignment

In this lesson:

- Learners write a short paragraph describing their dream job.

#### Test Exercises

In the last lesson of this unit, students complete various exercises carefully chosen to consolidate and evaluate the language skills acquired in previous lessons.

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### Unit 9: Working with Animals

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 vocabulary items.

Vocabulary: Adjectives, talking about cities e.g. bustling, crowded, everyday expressions like

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'rush hour', 'newspaper stall', 'to dress up', 'crazy about', 'second-hand', and 'give up smoking'.

### A Solitary Child

Aims: To learn and practice grammar, as well as some more structures, functions, and vocabulary through a series of interactive exercises.

Structures and Functions: Present perfect continuous, 'after', 'while', 'before' + continuous tenses, contrasting present perfect, present perfect continuous, and past simple tenses, time expressions e.g. 'since', 'for', 'before', 'after', 'during', 'as soon as', 'while', 'until', 'when' and 'as'.

Vocabulary: Everyday expressions like 'let me see', 'within walking distance', 'just a minute', 'by the way', and directions.

Activities: Student-led listening, gap fill exercises to complete sentences with the correct verb form, listening practice with sentence/image association, listen and repeat, sentence construction, true/false reading comprehension, and listening to fill gaps.

### I Have Not Seen Him For Ages

Aims: To review and consolidate grammar, structures, and vocabulary covered in the lesson.

Structures and Functions: Present perfect simple vs. present perfect continuous, time expressions, narrating events, and responding to situations.

Vocabulary: Shops and places of interest.

Activities: Pronunciation practice, distinguishing '-sh' sounds, listen and repeat, gap fill, error detection, and correction, order the pictures according to the story for listening comprehension, real-life dialogue film dubbing, and choosing synonymous sentences.

### Conditions - 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 guided dialogues focusing on life situations and weather conditions.

Activities: Students practice the use of 'would'.

After attending the class, students complete a series of comprehension questions, and the Dexway system immediately evaluates their answers.

### Building a Bear Sanctuary - Reading Comprehension

In this lesson, students read and listen to a written passage of text about the construction of a bear sanctuary in Romania.

Activities: The questions follow a sequential order and test the skills of active reading.

Students peruse the passage for general meaning, particular details, and logical inferences.

The activities include multiple-choice and true/false questions, as well as matching statements with sections. Students practice cognitive skills such as attention, auditory analysis, and memory.

### Mediation: Have You Ever Been? - Speaking Assignment

In this lesson:

- Learners record a short audio answering questions about past experiences using the present perfect structure.

## I Have Never... - Writing Assignment

In this lesson:

- Writing practice with the present perfect structure 'I have never'.

### Test Exercises

In the last lesson of this unit, students complete exercises designed to consolidate and evaluate the language skills acquired in previous lessons.

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## Unit 10: It's a Bargain! Making a Complaint

**Aims:** To learn and acquire structures and vocabulary related to the topic through interactive exercises such as word/sentence-picture association, listening comprehension, and student-led listening practice.

**Vocabulary:** Useful expressions like: 'bargain', 'package', 'to pick up', 'to complain', 'to agree with', and 'to be able to afford'.

**Adjectives:** Amused, thrilled, amazed, surprised, annoying, etc.

### A Very Good Read

**Aims:** To learn and practice grammar and structures through interactive exercises.

**Structures and Functions:** '-ed' and '-ing' adjectives, past perfect, and past perfect continuous, 'so' + adjective, and 'such' + adjective + noun.

**Vocabulary:** Useful phrases such as 'to put things right', 'to be in somebody's shoes', 'it's not worth it', 'it won't show', 'My goodness!', 'Indeed', and shopping.

**Activities:** Word-picture associations, gap fill with past perfect, student-led listening, multiple-choice questions, listening comprehension, and completing sentences.

### An Amazing Concert

**Aims:** To review and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises.

**Structures and Functions:** '-ed' and '-ing' adjectives, past perfect, and past perfect continuous, 'so' + adjective and 'such' + adjective + noun.

**Vocabulary:** Shopping.

**Activities:** Pronunciation practice with distinguishing 'ch' and 'dz' sounds, writing the appropriate word to fill gaps, listening, and completing the gaps, grammar practice with writing '-ed' or '-ing' adjectives to finish sentences.

### Technology - 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 guided dialogues about new technology devices and their features.

**Activities:** Students practice the use of 'would'.

### The After-Sales Package - Listening Comprehension

In this lesson, students practice their listening skills by paying attention to oral information in conversations between family members and at work. They then answer related questions.

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## Everyday Situations - Speaking Assignment

In this lesson:

- Learners record a short audio talking about a time when they felt one of the emotions suggested in the task.

## All of a Sudden - Writing Assignment

In this activity, the student writes a text of about 125 words narrating a short story starting from a given sentence. They must use past tenses to describe relevant facts that happened in a short period of time.

## Test Exercises

In the last lesson of this unit, students complete a variety of exercises to consolidate and evaluate the language skills acquired in previous lessons.

Here's the full translation of your request:

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## Unit 11

Hey, that's swell!

Aims: To be introduced to and assimilate 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 input focuses on useful words and phrases such as: 'self-centred', 'hard', 'to be kidding', 'stranger', 'to get to know', 'to let someone down', 'chain' (of shops), and 'misunderstanding'.

He was no stranger to me

Aims: To introduce, present, and practice the target grammar – reported speech – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, rewriting sentences in reported or direct speech, or listening and repeating sentences.

Vocabulary: Adjectives and phrases used to describe a person.

Have you heard about her son?

Aims: To introduce, present, and practice the target grammar – gerunds and infinitives – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, filling in the gaps, or listening and repeating sentences.

Vocabulary: Adverbs of manner.

Why don't you show me around?

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: Tag questions, gerunds and infinitives, adjectives, reported speech with 'say' and 'tell', and adverbs.

Vocabulary: Invitations and offers.

Activities: Pronunciation practice – click on the correct button depending on the intonation of

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the question tags, correct the verb tenses, choose the correct word from a list to complete the gaps, listen and complete the gaps in the sentences, real-life dialogue film dubbing, and choosing synonymous sentences.

#### Using your judgement - Masterclass

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 a travel agency. Students revise useful phrases and terms to book a business trip. In this lesson, the student will revise vocabulary they have been learning in the previous lessons and will be introduced to new vocabulary. For example: hundred, tennis, brogue, etc.

#### The press - Additional vocabulary

This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of the press. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

#### When I became a journalist... - Reading comprehension

In this lesson, students read a written passage of text about a journalist's experience in a hostage situation. 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.

#### Self-Reflection - Speaking assignment

In this lesson:

- Learners record a short audio saying if the statement in the picture is TRUE or FALSE about them.

#### Personality - Writing assignment

In this lesson:

- Learners submit a short text describing the personalities of three people they know, providing evidence for each.

#### 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.

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## Unit 12

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.

#### 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.

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.

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.

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.

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 practice with this same new vocabulary.

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 visualization.

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 practice and enhance their vocabulary, syntax, grammar, and, when reviewing their 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.

#### Means of transport - Speaking assignment

In this activity, the student must record an oral summary of a written text as well as give a personal opinion about the topic. He/she will read the text to grasp the main ideas about means of transport and will elicit a short summary followed by an opinion about the topic. 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.

#### Unexpected - Writing assignment

In this lesson:

- Learners write a paragraph about a time when they had an emergency while travelling.

#### 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.

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#### Course revision

##### Final test

In this last lesson of the course, and as a way to revise, the student will come across a variety of exercises that will help consolidate and evaluate any knowledge that has been acquired throughout the duration of the course.

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Let me know if you'd like any further adjustments!