

## English Dexway Certificate - Level C1 - Course 1

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**Sku:** PC265

**Horas:**

**Formato:** HTML

### OBJETIVOS

English Dexway Certificate - Level C1 - Course 1 provides students with the necessary tools to communicate and use the majority of structures of the English language with ease and fluency at a proficiency level. Students are able to communicate appropriately in terms of sensitivity and awareness of the significance of register so they are able to adapt their language use to a variety of social situations. They are also provided with the tools to produce a variety of types of texts and utterances. This course contains speaking and writing assignments.

Once the course has finished students can understand a wide range of demanding and longer texts and recognise implicit meaning. They can also express ideas fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. They produce clear, well-structured, detailed texts on more complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Students are able to understand and produce oral and written texts about unfamiliar topics.

Throughout the course students learn different language functions such as: expressing quantity, shopping in a supermarket, giving orders, describing ability, expressing obligation and lack of obligation, future possibility, purpose, giving advice, making promises, suggestions, offerings and asking polite questions. Students also learn how to express their opinions about films and the theatre, talk about animals, describe objects, express real and unreal conditions, explain processes, describe people, scenes, images and places, as well as report direct speech and thoughts.

Vocabulary topics covered in this course include: proportions and figures, quantities, nouns, fruit and vegetables, synonyms and antonyms and useful expressions such as: to know in advance, to be one's own boss, short-term contract, etc. Students also learn and practice the specific terminology for letter writing and contracts, the film and photography industries, modelling and English idioms. Units include practice in vocabulary differences between British and American English.

Moreover, this course puts special emphasis on business situations. Students learn a wide variety of business vocabulary and expressions so that they can talk about types of companies and about leasing a commercial property. They are able to understand various business contexts such as working to a deadline or dealing with a difficult task at work.

Students practice all the language abilities: writing, speaking, listening and reading through a series of interactive and contextualised exercises. They learn through tasks that include 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: The Performance in Ireland

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

**Vocabulary:** ladder, horseshoe, itchy palm, lucky charm, fountain, congress, hold on to, pull a lever, adjust a dial, and describing people and places.

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### Visiting the Doctor

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

**Structures and Functions:** Expressing real and unreal conditions with 'even if', 'until', 'in case', expressing general truths, and mixed conditionals.

**Vocabulary:** to have something on one's mind, to go on a spree, play safe, let oneself go, jump at the chance, and describing people and places.

**Activities:** Association of sentences and words with corresponding pictures, choosing the appropriate word to complete sentences, practicing sentence creation, and listening to finish the sentences.

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### The Emerald Isle

**Aims:** To review and consolidate structures and vocabulary from the lesson through interactive exercises.

**Structures and Functions:** Expressing real and unreal conditions using 'even if', 'provided', and 'unless'; expressing general truths, giving advice, and mixed conditionals.

**Vocabulary:** to go on a spree, play safe, to let oneself go, jump at the chance, and describing people and places.

**Activities:** Pronunciation of homographs, listening and repeating, choosing the appropriate ending, writing verbs in the correct tense, listening, and reading to answer questions, predicting the story, error detection and correction, real-life dialogue, film dubbing, and choosing synonymous sentences.

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### **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 giving one's opinion and talking about differences. After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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### **How Quickly Things Can Change - Reading Comprehension**

In this lesson, students read a passage about someone's plans to propose. The text is followed by questions that focus on general meaning, particular details, and logical inferences.

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### **What Would You Do? - Speaking Assignment**

In this lesson:

- Learners record a short audio responding to prompts using mixed conditionals.
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### **Desires - Writing Assignment**

In this lesson:

- Learners write a paragraph about a decision they regret making in the past and its present consequences.
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### **Test Exercises**

In the last lesson of this unit, students encounter various exercises to consolidate and evaluate language skills learned in previous lessons.

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## **Unit 2: Welsh Culture**

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

**Vocabulary:** to boil, to stir, to pour, materials and fabrics, industry, to manufacture, coal, farm, mining, equality, bachelor, and luxury.

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### **A Nice Cup of Tea**

**Aims:** To learn and practice grammar and vocabulary through a series of interactive exercises.

**Structures and Functions:** Talking about places, industries, customs, passive voice review in all tenses, and verbs with 'being' (e.g., can't stand, like, love, resent, fancy, and don't mind).

**Vocabulary:** to walk out, generally speaking, to have time to oneself, made by hand, to bring to the boil, to boil, to stir, to add, to leave, and to pour.

**Activities:** Completing sentences with the correct verb form, sentence and word-picture

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associations, sentence transformation, listening and reading comprehension, sentence transformations from active to passive, and listening practice with true/false comprehension questions.

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### **Cheap Labour for Cheap Products**

**Aims:** To review and consolidate structures and vocabulary from the lesson through interactive exercises.

**Structures and Functions:** Talking about places, industries, customs, passive voice review in all tenses, and verbs with 'being' (e.g., can't stand, like, love, resent, fancy, and don't mind).

**Vocabulary:** to walk out, generally speaking, to have time to oneself, made by hand, to boil, to stir, to add, to leave, and to pour.

**Activities:** Pronunciation practice with noun formation, true/false reading and writing comprehension, choosing the correct word to complete the text, word-picture associations, gap-fill listening comprehension, sentence transformation from active to passive, and real-life dialogue and film dubbing exercises.

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### **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 guided dialogues focused on learning to talk about money and economic matters. After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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### **The Agreement Has Been Signed - Listening Comprehension**

In this lesson, students practice their listening skills by paying attention to two different business setting conversations and answering related questions.

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### **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.
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### **Summer is Here - Writing Assignment**

In this task, students must write a proposal (180-220 words) addressed to the Director of a social club, containing ideas and activities to organize and celebrate the summer solstice in Wales. This writing task helps practice grammar, spelling, punctuation, and vocabulary while learning useful writing structures for formal letters.

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### **Test Exercises**

In the last lesson of this unit, students find a variety of exercises to consolidate and evaluate

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language skills acquired in previous lessons.

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### **Unit 3: Hogmanay in Scotland**

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

**Vocabulary:** tower block, mailman, platter, housing estate, council, to step on, enriched, to fall asleep, windscreen, steering wheel, pedestrian crossing, rearview mirror, horn, engine, truck, and metro.

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### **The Language Spoken by the Original Settlers**

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

**Structures and Functions:** Talking about places, defining and non-defining relative clauses, explaining processes (e.g., after, when, before, then, etc.).

**Vocabulary:** 'to say the least', 'to spend a fortune', 'to back out', 'to be made redundant', 'to be down the road from'; British and American English (e.g., biscuit/cookie, handbag/purse, flat/apartment); prepositions (e.g., of, about, by, with) and parts of a car.

**Activities:** Sentence-picture associations, relative pronouns gap-fill, matching sentences to make relative clauses, pronunciation practice, true/false reading and listening comprehension, matching British and American words, student-led listening, and selecting the best word to complete sentences.

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### **Have a Nice Day!**

**Aims:** To review and consolidate structures and vocabulary from the lesson through interactive exercises.

**Structures and Functions:** Talking about places, defining and non-defining relative clauses, joining sentences, explaining processes (e.g., after, when, before, then, etc.), verbs with prefixes (e.g., overcooked).

**Vocabulary:** 'to say the least', 'to spend a fortune', 'to back out', 'to be made redundant', 'to be down the road from'; British and American English; prepositions (e.g., of, about, by, with).

**Activities:** Pronunciation practice with prefixes, completing sentences, sentence transformation between American and British English, error detection, real-life dialogue practice, and choosing synonymous sentences.

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### **Communication - 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 guided dialogues focused on learning methods of communication and linguistic differences between British and North American English. After attending the class, students complete a series of comprehension exercises, and the Dexway system immediately evaluates their answers (e.g., pronunciation and writing).

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## **Self-Driving Cars - Reading Comprehension**

In this lesson, students read a written passage about the future of cars. The text is followed by questions that assess general meaning, particular details, and logical inferences.

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## **Communication - Speaking Assignment**

In this lesson:

- Learners record a short audio expressing their opinion on how communication has changed in the last 10 years.
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## **Self-Driving Cars - Writing Assignment**

In this lesson:

- Learners write a paragraph discussing self-driving cars and their impact on transport.
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## **Test Exercises**

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

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## **Unit 4**

### **Sightseeing in London**

**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:** youngsters, security guard, beg, rational, announce; tourist attractions in London: The Tower of London, Covent Garden, The British Museum; parapsychology: horoscopes, fortune telling, telepathy, astrology, intuitive, predictions, and nightmares.

### **The Truth Game**

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

**Structures and functions:** Modal verbs review, connectors: 'so that', 'despite', 'as', 'while', and reported speech.

**Vocabulary:** parapsychology, horoscopes, fortune telling, telepathy, astrology.

**Useful phrases:** 'give it a miss', 'take something seriously', 'make something up', 'wishful thinking' and 'you're telling me!'

**Activities:** Student-led listening, write the correct modal or auxiliary verb, association of sentences and words with corresponding pictures, choose the appropriate word from the list to complete the task, pronunciation, reading and listening comprehension, as well as a listening and reading comprehension with a gap-fill exercise.

### **Famous Quotes**

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

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Structures and functions: Modal verbs review, reporting quotes and beliefs, forming adjectives, verbs, and nouns (suffixes), 'say', 'tell', and other reporting verbs.

Vocabulary: parapsychology, horoscopes, fortune telling, telepathy, astrology; useful phrases: 'give it a miss', 'take something seriously', 'make something up', 'wishful thinking'.

Activities: Pronunciation of adjectives from verbs and nouns, pronunciation of opposite adjectives, writing practice with reporting quotes, write the most suitable word in the gap, writing practice with a task to complete the synonymous sentences, a real-life dialogue and film dubbing exercise, as well as choosing synonymous sentences.

### **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.

### **Welcome to the Debate - Listening Comprehension**

In this lesson, students practise and test their listening skills, so they must pay attention to the oral information that is heard in a TV debate and in a conversation between family members in order to answer a set of related questions.

### **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.

### **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**

### **Remembering the Tour**

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: aspect, anxiety, subdued, bold, symbolize; tones and colours: lilac, turquoise, beige, shade; paintings: watercolour, landscape, portrait, sketch, still life; photography: snaps, close-ups, prints.

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### **Drawing and Painting Therapy Group**

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

Structures and functions: Describing pictures, background, to the right or left of, in the bottom left-hand corner etc.; prepositional clauses.

Vocabulary: tones and colours, dark, light, lilac, beige; Paintings: watercolour, landscape, portrait, sketch, still life, abstract.

Useful phrases: 'to come to terms with', 'speak volumes', 'state of mind', 'at first sight'.

Activities: Student-led listening activity, association of sentences and words with their corresponding pictures, and complete the gaps with a word from the list. Pronunciation: listen and repeat, listening comprehension to complete a registration form, multiple choice reading comprehension, reading to find synonyms and antonyms, reading and matching words to definitions, true or false listening comprehension.

### **Handmade Greeting Cards**

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

Structures and functions: Describing pictures: background, to the right or left of, in the bottom left-hand corner etc.; prepositional clauses.

Vocabulary: tones and colours, dark, light, lilac, beige; Paintings: watercolour, landscape, portrait, sketch; useful expressions: 'to come to terms with', 'speak volumes', 'state of mind' and 'at first sight'.

Activities: Pronunciation practice with a listen and repeat exercise on onomatopoeia, gap-fill reading comprehension, association of sentences and words with corresponding pictures, choose an appropriate ending, true or false reading comprehension, real life dialogue practice with a film dubbing exercise, as well as choosing synonymous sentences.

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

E.g.: pronunciation and writing.

### **Guided Tour in the Museum - Listening Comprehension**

In this lesson, students practise and test their listening skills, so they must pay attention to the oral information that is heard in two different situations (a tour of a museum and a conversation between friends) and answer a set of related questions.

### **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.

### **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**

### **Making Plans for the Future**

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

Activities: True or false listening comprehension, pronunciation practice with word and syllable stress, and real-life dialogue practice with a film dubbing exercise.

### **Revealing Your Luck**

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

Activities: Reading and listening to answer the questions, listening to complete the gaps, error correction, reading and writing practice with a gap-fill exercise.

### **Spiritualists**

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

Activities: Association of sentences and words with their corresponding pictures, use the correct tense to complete the text, and choose the appropriate word according to the definitions.

### **Legends of the Mysterious Monarch - Reading Comprehension**

In this lesson, students read a written passage of text about a popular legend. 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.

### **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.

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## **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 7**

### **Contracting Services for the Company**

In this lesson, the student will watch a real-life situation where a team of people at work decide their needs and negotiate appropriate deals to find the right price for the services they want.

The learner will watch them make offers and counter-offers and use the existing relationships they have with suppliers to find the best deal.

The student will dub and record the talent of choice in the movie to practice intonation, stress, and pronunciation. In this way, the student will be involved in a real-life situation that improves intonation and practices understanding.

### **Car and Life Insurance - Vocabulary Practice (USA)**

The course content introduces beginner vocabulary in the area of insurance. There is pronunciation practice, and the learner is exposed to verbal and written practice of the vocabulary. Sentences and definitions of all vocabulary are available for full comprehension of the terms.

Vocabulary includes: annuity, casualty, moral hazard, maturity value, insured, and proposer.

### **Telephone Life Insurance Sales - Typical Situation (USA)**

In this lesson, students will practice their understanding and comprehension by listening and following along with a typical situation in a real-life scenario. We will be listening to a phone call between an insurance salesperson and a potential new client regarding life insurance.

### **Car and Life Insurance - Use of English Mediation: "I'm Interested In" - Speaking Assignment**

In this lesson:

- Learners imagine they call a company to contract their services for their business.

### **Life Insurance - Writing Assignment**

In this lesson:

- Learners write a composition on the topic of life insurance and its importance.

## **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**

### **Import and Export Service**

The learner will watch and listen to a customer service worker answer some frequently asked questions (FAQs) connected to industry regulations and procedures.

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The student will see how the worker explains these common situations and standard industry procedures.

The student will dub and record the talent of choice in the movie to practice intonation, stress, and pronunciation. In this way, the student will be involved in a real-life situation that improves intonation.

### **Taking Risks - Vocabulary Practice (USA)**

The second part of the course focuses on more intermediate vocabulary in the environment of insurance. Some vocabulary included are: coinsurance, compensation, death benefit, stop loss, and elimination period. It is presented in written and spoken exercises to solidify understanding. Vocabulary meanings and sentences are provided to enhance learning.

### **Car Insurance - Typical Situation (USA)**

This real-world situation exposes students to the use of vocabulary. It will ask students to practice their listening and comprehension skills by following a dialogue of two friends speaking about car insurance.

### **Taking Risks - Test Exercises: Use of English**

In this activity, students will answer and solidify their understanding of definitions and concepts learned in the course. This will be presented in various forms of questions such as word scrambles, multiple choice, and fill-in-the-blanks.

### **Insurance - Speaking Assignment**

A short speaking assignment to test the learner's ability to talk about insurance and use common idioms.

### **Mediation: Email Enquiry - Writing Assignment**

In this lesson:

- Learners write an email to a company asking for information about a product or service.

### **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 9**

### **Going on Strike**

In this lesson, the student will learn about the kinds of disputes that can arise at work and the ways of settling grievances and solving differences.

The student will dub and record the talent of choice in the movie to practice intonation, stress, and pronunciation. In this way, the student will be involved in a real-life situation that improves intonation, emphasis, and understanding.

This lesson presents and consolidates the language of organized trade disputes, grievances, terms of employment, and proposals for solving these problems.

### **Banking Terms and Finance - Vocabulary Practice**

Students will be studying advanced banking and financial terms and expressions. Building on

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the previous two financial sections, we will look at vocabulary including: commodity, balanced fund, par value, sales load, and financial planning. It is presented in context in sentences and definitions are provided for each term or expression. Students can practice their speaking and at the same time learn what each term means. Vocabulary includes banking, financial, and investment terms.

### **Meeting at an Investment Conference - Typical Situation**

In this lesson, students will practice their understanding and comprehension by listening and following along with a typical real-life situation in the financial environment of two colleagues meeting at an investment conference.

### **Banking - Use of English**

In this lesson, students practice the following skills:

- **Reading comprehension:** Specialised descriptive and discursive texts
- **Writing and grammar:** Verb patterns, sentence patterns
- **Vocabulary:** Money – Banking, Finances, Phrasal verbs, Word formation

### **Going on Strike - Speaking Assignment**

In this lesson:

- Learners share their experiences of being on strike. They describe a strike they have heard of or read about.

### **Banks and Finances - Writing Assignment**

In this lesson:

- Learners write a short essay discussing the role of banks, the financial services they offer, and the importance of knowing about finance.

### **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 10**

### **Buying and Leasing Property**

In this lesson, the student will watch a business team take advice from a legal and financial expert to decide on options open to them before deciding whether to rent, lease, or buy a new commercial property.

The learner will hear and consider the pros and cons of different courses of action before the team sums up the options and takes a decision.

The student will understand the legal and financial conditions that exist for business mortgages, rentals, leases, and related business finance.

The student will dub and record the talent of choice in the movie to practice intonation, stress, and pronunciation. In this way, the student will be involved in a real-life situation that improves intonation and practices understanding.

This lesson presents and consolidates language that describes costs and benefits and sums

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up financial scenarios such as business rental, business mortgages, and property leasing. At the end of the lesson, the learner completes tests to evaluate what was learned from the unit with different activities.

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### **You've Got Mail:**

In this section, the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor's written instructions. The tutor will give feedback on this work.

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### **Mobile Phone Company - Typical Situation**

In this lesson, students learn the following:

- **Language Functions:**
    - Describing phases in the customer service process
    - Identifying jobs in customer service
    - Describing qualities needed to work in customer service
    - Resolving customer service problems
    - Complaining about customer service
  - **Vocabulary:**
    - Customer service process
    - Jobs in customer service
    - Qualities needed to work in customer service
    - Mobile phone plans
    - Complaints
    - Problem solutions
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### **Customer Service - Use of English**

In this lesson, students learn the following:

- **Language Functions:**
    - Forming words by derivation
    - Forming sentences
    - Collocating words
    - Comprehending descriptive texts
  - **Vocabulary:**
    - Customer service
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### **Mediation: Customer Service - Speaking Assignment**

In this lesson:

- Learners record a short audio sharing an experience with customer service to complain about the service offered by a mobile phone, internet company, or any other service.
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## **Letter of Complaint - Writing Assignment**

A short writing assignment to test the learner's ability to write a formal letter of complaint.

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### **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 11**

### **Risk Management**

The learner will watch a group receive training connected to general security measures in place to protect confidential records, intellectual property, and recommended new procedures based on a risk analysis at work.

The learner will become aware of new workplace risks that need effective security procedures to minimize data loss and follow workplace protocols.

The student will learn about the everyday circumstances that are a threat to workers, company property, and workplace security. This lesson presents and practices the language of describing risk scenarios in everyday work contexts.

The student will dub and record the talent of choice in the movie to practice intonation, stress, and pronunciation. In this way, the student will be involved in a real-life situation that improves intonation and practices understanding.

At the end of the lesson, the learner completes tests to evaluate what was learned from the unit with different activities.

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### **You've Got Mail:**

In this section, the student will answer the spoken questions the tutor has prepared and plan and write an email following the tutor's written instructions.

The tutor will give feedback on this work.

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### **Advertising, Business Expressions**

Students will be studying intermediate business vocabulary. Some of the vocabulary terms we look at are: mergers, phishing, Ponzi scheme, indemnity, insurance, and more. It is presented in context in sentences, and definitions are provided for each term or expression. Students can practice their speaking and at the same time learn what each term means.

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### **Advertising, Business Expressions - Use of English**

In this lesson, students learn the following:

- **Language Functions:**
    - Forming and rephrasing sentences
    - Linking words related to business and advertising with their definitions
    - Collocating words
    - Comprehending descriptive texts
  - **Vocabulary:**
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- Advertising
  - Business expressions
  - Finances
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### **Online Branding - Speaking Assignment**

In this activity, the student must record oral comments on online branding according to written instructions and a base text, so they should elicit comments in a logical order. Along with this oral exercise, the student can practice and improve pronunciation and fluency, as well as review vocabulary and grammar when preparing the activity and improvising accurate solutions during the recording.

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### **Effective Advertising - Writing Assignment**

In this lesson:

- Learners explain how the advertising techniques used in two campaigns were effective.
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### **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**

### **Setting Up a Business Account - Typical Situation**

A practical immersion in the language, where the student will experience a real-life situation similar to one they would confront in the language they are learning. In this lesson, the student will be introduced to new vocabulary, then once the exercise is completed, they will have an opportunity to practice with this same new vocabulary.

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### **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 is finished, the student will have the opportunity to practice with this same new vocabulary.

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### **Company Goals - Reading Comprehension**

In this lesson, students read a written passage of a formal letter from an organization to its employees. 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.

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### **Personal Interests - Speaking Assignment**

In this lesson:

- Learners record a short audio talking about their personal interests and hobbies.
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## **Mediation: Company Goals - Writing Assignment**

In this lesson:

- Learners write some ideas about what a company needs to reach its goals.
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## **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 final lesson of the course and as a way to revise, the student will complete a variety of exercises which will help consolidate and evaluate the knowledge acquired throughout the duration of the course.