

## Descripción

The course English Innova Certificate - Level B2 - Course 2 provides students with the necessary tools to communicate and be able to use the structures of the English language with ease and fluency. Students become aware of the significance of register so, to some extent, 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.

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 and use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed texts on more complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

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

Vocabulary topics covered in this course include: good luck charms and superstitions, vegetables and fruits, films, modelling, machines and machinery, agriculture, mining and industry, personal appearance and location, vehicles and driving, spaces and places, parapsychology, horoscopes, urban places of interest, light and colour, artistic and photographic terms. Students also learn idioms, specific terminology for letter writing and contracts and differences in British and American English.

Moreover, in this course students learn vocabulary and specific expressions related to going to the optician's. In addition, students learn specific vocabulary related to business. All these lessons include a series of typical situations and dialogues that help students contextualise and learn vocabulary by heart. Students practice all the language abilities: writing, speaking, listening and reading through a series of interactive and contextualised exercises. They learn through real life dialogues, word/sentence – picture association and video dubbing among others. The last lesson of each unit has some test exercises so that students are aware of their progress.

**Idioma:** English

**Requisitos:** Browser: Microsoft Internet Explorer, 7.0

**Horas:** 70

## Contenido

### Unit 1

#### Getting a theatre group together

Aims: to expand the structures and vocabulary covered in the previous blocks 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, where student has to listen and repeat the presented sentences. Structures and functions: presentation of target vocabulary through contextual sentences. Vocabulary: introduction to new vocabulary items e.g. variety, diagram, lecturer, to look up, to fetch, gesture. Activities: association of sentences and words with corresponding pictures and a multiple choice listening comprehension with a real life dialogue.

#### Studying must be learned

Aims: to expand the structures and vocabulary covered as well as to present and practice the grammar through a series of interactive exercises such as reading, listening and answering questions, gap-filling, etc. Structures and functions: full tense review of present tenses, past tenses, perfect tenses and future tenses and uses of 'get'. Vocabulary includes some more useful expressions such as: 'on the dole', 'in a rut', 'to get the gist', 'to get rid of', 'to split up', 'to take your mind off', 'to count someone in', 'on the contrary' and also words to talk about non-verbal communication and language learning. Activities: reading and listening comprehension, finding synonyms, true or false listening comprehension, error detection and correction.

#### Body language

Aims: to expand, consolidate and review the structures and vocabulary covered in the previous lessons through a series of interactive exercises such as pronunciation practice with listen and repeat exercises, gap-filling, dubbing the film, etc. Structures and functions: review of present tenses, past tenses, perfect tenses, future tenses, uses of 'get' and prepositions collocated with verbs. Vocabulary: revision of useful expressions and phrasal verbs covered such as: 'on the dole', 'in a rut', 'to get the gist', 'to get rid of', 'to split up', 'to take your mind off', 'to count someone in' and 'on the contrary'. Activities: pronunciation and listening practice with spelling, association of sentences and words with corresponding pictures, error detection and correction, a real life dialogue to dub and an exercise to choose synonymous sentences.

#### Social networks and media - 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 how to discuss the pros and cons of using the social networking websites and their appropriate use. 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.

#### World music tour - Reading comprehension

In this lesson students read a written passage of text about international music albums. 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. 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 visualisation.

#### Test exercises

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

**Unit 2****Joining the group**

Aims: to expand the structures and vocabulary covered 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. Structures and functions: presentation of new vocabulary through contextual sentences using the grammar covered until now. Vocabulary presentation of new words and expressions: 'background', 'motorist', 'chairman', 'theme', 'prospects', 'to write an account of', 'hardship', 'crisis', 'in the former or latter', 'manage to', 'recall', 'amongst' etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and listening comprehension to choose the correct ending for the sentences.

**Witness**

Aims: to present, practice and expand the grammar covered through a series of interactive exercises such as gap-filling, associating sentences with corresponding pictures, reading texts, etc. Structures and functions: past simple vs. past continuous, present perfect simple and continuous vs. past perfect simple and continuous, 'used to' and 'use to' vs. would for past habits and dates. Vocabulary: useful expressions e.g.: 'let me introduce you to, I'd like you to meet, better late than never, it's been a pleasure to meet you', 'to run into someone or something' and 'the matter in hand'. Activities: association of sentences and words with corresponding pictures, reading and listening comprehension to choose an appropriate sentence, listening comprehension to choose the correct ending for the sentences, listen and repeat and listening and writing practice in a note taking exercise.

**Explorers**

Aims: to consolidate and review the structures, grammar and vocabulary covered in the lessons through a series of interactive exercises such as listening and repeating vocabulary, filling-in the gaps, choosing the correct option, dubbing the film, etc. Structures and functions: past simple vs. past continuous, present perfect simple and continuous vs. past perfect simple and continuous, 'used to' and 'use to' vs. 'would' for past habits as well as dates. Vocabulary: addressing people with the correct titles and appropriate responses, revision of useful expressions: 'let me introduce you to', 'I'd like you to meet', 'better late than never', 'it's been a pleasure to meet you', 'to run into someone or something' and 'the matter in hand'. Activities: pronunciation, true or false listening comprehension, vocabulary revision with a gap fill exercise, error detection and correction, choose the appropriate response, real life dialogue, dub the film and choosing synonymous sentences.

**Relationships - 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. In these dialogues the following topics are discussed: relationships and common house 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.

**Memories of boarding school - 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 different exercises and answer to a set of related questions about education, specifically the life in a boarding school.

**Test exercises**

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

**Unit 3****Have you ever done any acting before?**

Aims: to expand the structures and vocabulary covered 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. Structures and functions: presentation of new vocabulary through contextual sentences and dialogues using the structures covered until now. Vocabulary: presentation of new vocabulary e.g.: 'box office', 'performance', 'troublemakers', 'seaside', 'to line up', 'eventful', 'refreshing', 'rest room' etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and listening comprehension to choose the correct ending for the sentences.

**Defence of theatre**

Aims: to study, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as listening and repeating, correct/incorrect sentences, gap-filling, associating words or sentences with pictures, etc. Structures and functions: present perfect simple vs. present perfect continuous, present perfect + often, still, yet, already, just, time markers: 'for', 'since', 'during', 'while', articles: 'the' or zero, prepositions of place: in, on, by, at. Vocabulary: useful expressions e.g. 'to get the bug for something', 'to keep' verb+ing, 'to work something out', 'to make a fool of oneself', 'to do some' verb+ing, geographical names and location reference, theatre and letters to the editor. Activities: association of sentences and words with corresponding pictures, listen and repeat, reading to find errors, supply the correct tense to fill the gaps, true or false reading comprehension, listening comprehension to choose the appropriate ending for the sentences.

**Notes of a traveller**

Aims: to consolidate and review the structures, grammar and vocabulary covered in the lessons through a series of interactive exercises such as pronunciation practice, fill in the gap activities, dubbing the film, etc. Structures and functions: present perfect simple vs. present perfect continuous, present perfect + often, still, yet, already, just..., time markers: 'for', 'since', 'during', 'while', articles: 'the' or zero, prepositions of place: in, on, by, at. Vocabulary: useful expressions e.g.: 'to get the bug for something', 'to keep' verb+ing, 'to work something out', 'to make a fool of oneself', 'to do some verb+ing', geographical names and location reference, theatre and letters to the editor. Activities: pronunciation of abbreviations, answer the questions in various formats, supply the correct word or phrase to fill the gaps, true or false reading comprehension, listening comprehension and write the correct tense, real life dialogue, film dubbing and choosing synonymous sentences.

**The theatre - 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 going to the cinema or the theatre and cultural matters. 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.

**Health disorders - Reading comprehension**

In this lesson students read a written passage of text about health disorders. 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. 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 visualisation.

**Letter of complaint - Writing assignment**

In this activity the student must write a letter of complaint of about 170 words. He/she will write about a bad experience at the theatre, detailing the issues and misbehaviour of part of the audience and explaining what he/she expects the management of the theatre to do. 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.

### Test exercises

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

## Unit 4

### Rehearsing in a hired hall

Aims: to expand the structures and vocabulary covered 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. Structures and functions: presentation of new vocabulary through contextual sentences and dialogues. Presentation of new vocabulary e.g.: 'life expectancy', 'costume', 'representative', 'wildlife', 'dominant', 'trial', 'settlement', 'to be aware of something', 'gathered', etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and a listening comprehension exercise to choose the correct ending for the sentences.

### Our brain's potential

Aims: to present, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as selecting the best option, writing sentences, gap-filling, etc. Structures and functions: 'will' and 'shall' for promises, predictions, offers and suggestions; future continuous, future perfect simple and continuous with 'by then' and 'by the time'. Vocabulary: useful expressions e.g.: 'to take time off', 'to fall into the wrong hands', 'to go ahead with', 'to stand in for', 'to get a feel for', 'to get hold of', 'to bear in mind', science, synonyms and antonyms. Activities: association of sentences and words with corresponding pictures, reading and listening to find synonyms and antonyms, listening comprehension to choose the appropriate phrase and a gap-fill listening.

### By the year 2050...

Aims: to consolidate, review and expand the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises such as pronunciation practice, selecting the correct word, filling in the gaps, dubbing the film and finding synonymous sentences. Structures and functions: 'will' and 'shall' for promises, predictions, offers and suggestions; future continuous, future perfect simple and continuous with 'by then' and 'by the time'. Vocabulary: useful expressions e.g. 'to take time off', 'to fall into the wrong hands', 'to go ahead with', 'to stand in for', 'to get a feel for', 'to get hold of', 'to bear in mind', science, synonyms and antonyms. Activities: pronunciation and word stress, reading and listening to choose the appropriate word, listening for specific information, reading and listening to complete gaps, real life dialogue, dub the film, and choosing synonymous sentences.

### Guilty or innocent - 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 discussing about the law and common phrasal verbs to use when talking about the law. 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.

### Meaningful celebrations - Use of English

Students learn vocabulary and useful phrases to talk about meaningful celebrations. After reading a cloze text with gaps, students have to practice with it through a series of interactive exercises in which they find

the lexicon in the specific context.

### At the laboratory - 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 conversations and answer to a set of related questions.

### Test exercises

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

## Unit 5

### The local press

Aims: to expand the structures and vocabulary covered 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. Structures and functions: presentation of new vocabulary through contextual sentences. The vocabulary focuses on the body: forehead, wrist, thumb, toe, complexion, pale and well built. Activities: association of sentences and words with corresponding pictures, listen and repeat, listening comprehension to choose the appropriate ending and gap fill listening comprehension.

### Popular characters

Aims: to study, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as listen and repeat, write correct sentences, selecting the right image, fill in the gaps, reading texts, read and choose the correct answer, etc. Structures and functions: order of adjectives, compound adjectives, family resemblance with 'look alike'. Vocabulary: body, ankle, chin, eyebrows, eyelashes, forehead, hips, knee, palms, shoulders, waist, wrist; talking about similarities: 'to look like', 'to take after', 'to seem to be', 'to look as if', 'to look alike'; useful expressions: 'to look as if', 'to have a weakness for', 'to be fond of', 'to win someone's heart', 'all over the world', 'to be deep in thought', revision of clothes vocabulary: trendy, smart, casual, shawl, tracksuit, trainers, etc. Activities: association of sentences and words with corresponding pictures, listen and repeat, listening comprehension to choose the appropriate answer, gap fill listening comprehension and sentence transformation.

### How do you tell them apart?

Aims: to review, consolidate, practice and expand the grammar, structures and vocabulary covered through a series of interactive exercises such as listen and repeat, write correct sentences, selecting the right image, fill in the gaps, reading texts, read and choose the correct answer, etc. Structures and functions: expressing degrees: 'fairly', 'slightly', 'extremely', talking about approximate ages: early, mid, late and compound adjectives. Vocabulary: revision of lexical fields including: ages, physical descriptions and appearances. Activities: pronunciation and word stress, listen and repeat, listening for specific information: completing a form, reading comprehension to supply alternative descriptions, error correction, real life dialogue film dubbing and choosing synonymous sentences.

### Education - 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 discussing about education and passed memories about school days. 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.

### I have been robbed - 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 conversations: one between a mother and her son and the other one between a police officer and a tourist. After listening, students have to answer to a set of related questions.

### Test exercises

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

## Unit 6

### The first performance

Aims: to review and consolidate the vocabulary, structures and pronunciation of the block through a series of interactive exercises such as dialogue understanding, listening and repeating, dubbing the film, etc. Structures and functions: revision of structures and functions through contextual practice. Vocabulary revision through extended contextual practice. Activities: listening comprehension to choose the appropriate ending, pronunciation of the schwa sound, listen and repeat and real life dialogue film dubbing.

### "How do you do"

Aims: to review and consolidate the structures, grammar and vocabulary covered in the block through a series of interactive exercises such as readings, completing the sentences, filling in the gaps, etc. Structures and functions: revision of structures and functions through contextual practice such as supplying the correct tense according to context and choosing the correct modal verbs. Vocabulary revision of common verbs e.g.: to get, to look, take, to carry, to run, to keep, to stand and to work, revision of lexical fields from the previous lessons: appearances, ages and feelings. Activities: reading and listening comprehension focused on supplying specific information, true or false reading comprehension, sentence transformation and gap-fills.

### I'm quite jet-lagged

Aims: to review and consolidate the structures and vocabulary covered through a series of interactive exercises such as listening and answering questions etc. Structures and functions: revision of structures and functions through contextual practice in dialogues and sentences. Vocabulary revision of lexical fields from the previous units: clothes, education, holidays, home life. Activities: Listening comprehension using specific information and reading comprehension to choose the most appropriate word.

### At the courthouse 1 - Typical situation

A practical immersion in the language, where by the student will live through a real life situation, similar to one they would confront in the language in which they are learning. In this lesson the student will be introduced to new vocabulary, then once the exercise has been completed, they will then have an opportunity to do some practice with this same new vocabulary.

### At the courthouse 2 - Typical situation

A practical immersion in the language, where by the student will live through a real life situation, similar to one they would confront in the language in which they are learning. In this lesson the student will be introduced to new vocabulary, then once the exercise has been completed, they will then have an opportunity to do some practice with this same new vocabulary.

### Memories and experience - 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.

**A change for the better - Reading comprehension**

In this lesson students read a written passage of text about changes in life. 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. 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 visualisation.

**The Multangular Tower - Dictation**

In this lesson students have to follow the dictation of a text on tourism, specifically on The Multangular Tower. Students practice first and foremost their listening and writing skills and within the latter a range of sub-skills from spelling to punctuation. Moreover, this dictation makes students practise and enhance their vocabulary, syntax, grammar and, when reviewing his/her work, proofreading. The written passage of text has been divided into different phrases or sentences and it is listened to by the student, who has to write it. Students can listen to the phrase or sentence as many times as they wish and even ask for help if needed. Once a paragraph has been completed, students re-read it while listening to the audio and move on to the next paragraph.

**Test exercises**

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

**Unit 7****Shopping at the market**

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: the press, necklace, audience; food: minced meat, courgette, aubergine, pear, strawberries, feelings and abstract nouns such as: courage, respect and affinity.

**Successful relationships**

Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: - expressing opinions, likes and preferences, articles: a, an, the, zero, describing graphs and statistics, abstract nouns: sincerity, communication, affinity, motivation, trust etc, quantifiers: 'a little', 'little', 'a few', 'few', 'quite a bit of', 'quite a lot of' and 'loads'. Vocabulary: food and shopping, percentages and fractions, useful phrases: 'how did it go?', 'to make a change', 'to run for (plays)', 'it's about', 'as far as I know' etc. Activities: student-led listening with articles, listen and repeat to practice statistics, write the fractions, fill the gaps with the appropriate articles, reading comprehension to identify abstract nouns, reading comprehension to order the different factors, student-led listening, fill the gaps with quantifiers, fill the gaps with nouns, listening comprehension.

**In round figures**

Aims: to review and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises. Structures and functions: expressing opinions, likes and preferences, articles: a, an, the, zero, describing graphs and statistics, abstract nouns: sincerity, communication, affinity, motivation, trust etc, quantifiers: 'a little', 'little', 'a few', 'few', 'quite a bit of', 'quite a lot of' and 'loads'. Vocabulary: food, numbers: times, fractions, percentages and dates. Activities: pronunciation exercise to listen and choose the correct sound, listening comprehension to write the figures, sentence transformation using nouns, correct the sentences on the theme of articles, real life dialogue and film dubbing as well as choosing synonymous sentences.

**Family resemblance - 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 discussing about future plans, family members and resemblances. 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.

**The Mildenhall Treasure - Reading comprehension**

In this lesson students read a written passage of text about the story of a treasure in Mildenhall (UK). 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. The suggested activities comprise multiple-choice, matching statements with their corresponding sections and vocabulary questions. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

**GM Food - Speaking assignment**

In this activity the student must record an oral summary of a written text and give his/her opinion about it (some questions are provided to guide the student). He/she will read the text to grasp the main ideas about genetically modified food 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.

**Test exercises**

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

**Unit 8****Going on a tour**

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: international warning signs - forbidden, permitted and more general vocabulary: porch, barbeque, in the open air, claim, hand in, settle in, renew, choice, position, harmony and probability: likely, unlikely, sure.

**A mythical island**

Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: expressing permission and prohibition, talking about probability: likely, unlikely, sure, expressing ability: can, could, to be able to, to manage to, may or might, must, may and might for suppositions and logical deductions about present and past, review of modals for permission and obligation: must, mustn't, needn't, have to, don't have to. Vocabulary: useful expressions e.g. 'to know in advance', 'to be one's own boss', 'short term contract', 'to keep in suspense', 'to be worth someone's while' etc, synonyms and antonyms. Activities: student-led listening, complete the sentence with an appropriate word, sentence transformation on the theme of probability, listen and repeat, reading comprehension to finding synonyms and antonyms, word and picture association, listening to choose appropriate answers and multiple choice options.

**We would make a name for ourselves**

Aims: to review and consolidate the structures and vocabulary related to the lesson through a series of

interactive exercises. Structures and functions: expressing permission and prohibition, talking about probability: likely, unlikely, sure, expressing ability: can, could, to be able to, to manage to, may/might. Must, may and might for suppositions and logical deductions about present and past, review of modals for permission and obligation: must, mustn't, needn't, have to, don't have to The vocabulary section reviews useful expressions: 'to know in advance', 'to be one's own boss', 'short term contract', 'to keep in suspense', 'to be worth someone's while' etc and synonyms and antonyms. Activities: pronunciation of long and short vowel sounds with a listen and repeat exercise, fill the gaps with an appropriate modal verb, multiple choice: choose the most appropriate tense, error detection and correction, association of pictures with camp rules, real life dialogue film dubbing and choosing synonymous sentences.

### Culture - 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 discussing about English literature and proverbs. 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.

### A place I could call home - 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 different exercises and answer to a set of related questions about different life events such as going to the dentist, getting plastic surgery or taking the driving test.

### Test exercises

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

## Unit 9

### Getting the contract

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: nativity play, advertisement, signature, recipient, cab, queries, agony aunt, presently, actually, afterwards, ghost as well as some more American English: highway, elevator, drug store.

### An agony aunt

Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: asking for and giving advice, making offers: 'would you like me to..?', 'Can I..?', 'Shall I?', 'I'll?', writing a letter and responding to offers. Vocabulary: nativity play, advertisement, signature etc. Useful phrases: 'to have a night in', 'to get things in proportion', 'to go through a phase', 'to feel sorry for one's self', 'to make a note of' and 'at leisure', agony aunts and advice columns. Activities: association of sentences and words with corresponding pictures, listening and reading to choose the appropriate response, make offers by filling the gaps, pronunciation, listen and repeat, reading and listening comprehension to answer the questions, writing practice with an exercise to supply an appropriate question, listening and writing - respond to the offers and true or false listening comprehension.

### Put things into perspective

Aims: to review and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises. Structures and functions: asking for and giving advice, making offers: 'would you like me to..?', 'can I..?', 'shall I?' and 'I'll?', responding to offers, detecting the appropriate tone and language:

formal vs. informal. Vocabulary: British vs. American English and a review of useful expressions. Activities: pronunciation focus on diphthongs, listening comprehension and detecting tone, substitution of American synonyms, association of sentences and words with corresponding pictures, gap fill, real life dialogue and film dubbing as well as choosing synonymous sentences.

### Science - 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 discussing about science matters and about the linguistic differences between the American and British English. 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.

### A letter from the agent - Reading comprehension

In this lesson students read a written passage of a letter sent by a literary agent to a script writer. 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.

### Giving advice - Writing assignment

In this activity the student must write a text of about 170 words and letter format giving advice to a friend. The student will follow the instructions to congratulate a friend on her career achievements and to advise her on her future. 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.

### Test exercises

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

## Unit 10

### Some troubles with 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: front cover, photo session, faith, mankind, miniature, devoted, playful, sexist, tend, pedigree, wild, moggy the big screen and role.

### Top model and future star

Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: verbs with gerunds and infinitives e.g. 'avoid seeing' and 'tend to be'. 'Who', 'where', 'what', 'when', 'how' + infinitive, verbs with dual meanings: infinitives vs. gerunds: she stopped to smoke or stopped smoking; remember to buy or remember buying etc. Vocabulary: useful expressions such as 'to my mind', 'in her element', 'in the public eye', 'it's no use' and 'there's no point'. Activities: student-led listening, make synonymous sentences, complete the gaps with verbs in the correct tenses, reading and listening to answer questions, finding synonyms, gap-fill, listen and repeat and listen and answer.

### Your dog on the big screen

Aims: to revise and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises. Structures and functions: verbs with gerund and infinitives e.g. 'avoid seeing' and 'tend to be'. 'Who', 'where', 'what', 'when', 'how' + infinitive, verbs with dual meanings: infinitives vs. gerunds: she stopped to smoke or stopped smoking; remember to buy or remember buying etc.

Vocabulary: useful expressions such as 'to my mind', 'in her element', 'in the public eye', 'it's no use' and 'there's no point'. Activities: pronunciation of diphthongs, error detection and correction, choose the correct word to fill the gaps, write the correct tense, real life dialogue and film dubbing, and choosing synonymous sentences.

### Mass media - 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 discussing about the Mass Media. 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.

### The Color Purple - Reading comprehension

In this lesson students read a written passage of text about the film The Color Purple. 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. The suggested activities comprise multiple-choice, matching statements with their corresponding sections and vocabulary questions. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

### Test exercises

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

## Unit 11

### Saying goodbye

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. The vocabulary input focuses on household objects and appliances: dishwasher, clothes hangers, sewing machine; shapes: pyramid, cylinder, cube and materials: bamboo, velvet, pottery.

### Choosing a present

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 objects and the order of adjectives, expressing purpose using 'for' or 'to'. Vocabulary: take my place, needless to say, dress up etc; shapes: pyramid, cylinder, cube, oval, square and triangular; compound nouns: key-ring, shoulder-bag etc. Activities: writing with everyday objects, student-led listening, association of sentences and words with corresponding pictures, write the correct shapes in the gaps, listening to write the objects according to their definitions, true or false listening comprehension, listen and repeat, listening and reading comprehension, make sentences about the images and spelling - write the missing letters.

### Describing objects

Aims: to review and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises. Structures and functions: describing objects, expressing purpose using 'for' or 'to'. Vocabulary: take my place, needless to say, dress up etc; shapes: pyramid, cylinder, cube, oval, square, triangular and compound nouns: key-ring, shoulder-bag etc. Activities: pronunciation of triphthongs in sentences, listen and repeat, complete the descriptions, listening comprehension to answer yes or no, association of sentences and words with corresponding pictures, real life dialogue and film dubbing as well as choosing synonymous sentences.

**The cinema - 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 discussing about the cinema industry and frequency. 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.

**Working out the puzzle - Use of English**

Students learn vocabulary and useful phrases to talk about taking decisions. After reading a cloze text with gaps, students have to practice with it through a series of interactive exercises in which they find the lexicon in the specific context.

**At the trade show - 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 conversation at a craft workshop and a conversation about a trade fair in order to answer to a set of related questions.

**Test exercises**

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

**Unit 12****On the way to Ireland**

Aims: to review and consolidate the grammar, structures and vocabulary covered in the whole block through a series of interactive exercises. Activities: listening comprehension and gap-fill, pronunciation practice with the revision of difficult sounds, real life dialogue and film dubbing.

**Christmas stories**

Aims: to review and consolidate the grammar, structures and vocabulary covered in the whole block through a series of interactive exercises. Activities: reading and listening comprehension with true or false answers, multiple choice listening comprehension, reading and writing practice to choose the appropriate ending, gap-fill reading comprehension and writing practice with a complete the sentences exercise.

**Brunch or a regular meal?**

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 reading and listening comprehension, multiple choice listening comprehension, reading and writing to choose the appropriate ending, reading comprehension and gap-fill and a sentence completion exercise.

**Cake design - Reading comprehension**

In this lesson students read a written passage of text about the life of a famous cake decorator. 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. The suggested activities comprise multiple-choice, matching statements with their corresponding sections and choosing the best summary for the text. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

**Secrets of the sacred lake - Use of English**

Students learn vocabulary and useful phrases to talk about the secret of a sacred lake in Central America, the most popular pet and scuba diving. After reading a cloze text with gaps, students have to practice with it through a series of interactive exercises in which they find the lexicon in the specific context.

### **The performance - Reading comprehension**

In this lesson students read a written passage of text about someone's experience performing in a theatre. 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.

### **Ecotourism - Speaking assignment**

In this activity the student must record an oral summary of a written text and give his/her opinion about it (some questions are provided to guide the student). He/she will read the text to grasp the main ideas about ecotourism 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.

### **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.

### **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 which will help consolidate and evaluate any knowledge which has been acquired throughout the duration of the course.