

## English Innova Certificate - Level B1 - Course 1

### Descripción

The course English Innova Certificate - Level B1 - Course 1 provides students with the necessary tools to communicate in a range of everyday situations which require a largely predictable use of language. At this level, learners can understand texts in more detail.

Once the course has finished students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure and other daily situations. They can also deal with most situations likely to arise while travelling in an area where English is spoken and produce simple connected texts on topics that are familiar or of personal interest. Students also learn to describe experiences, dreams, hopes and ambitions.

Through this course students learn to discuss continuous actions in the past, express duration, obligation and conditions, narrate stories, explain causes and consequences, define jobs and objects, make suggestions, ask for confirmation and go shopping. They also study how to make predictions, offers, talk on the phone, change money, buy and say the price, express their opinion on general topics, discuss probability, emphasise the result of an action and ask for directions.

Vocabulary studied through the course includes: travelling by plane and other means of transport, vocabulary related to the countryside, landscapes, parks, camping and lodging, parts of the body, jobs and professions, hotels and hostels, food and restaurants. Vocabulary related to telephone expressions, monetary exchange, special events, cooking, adjective, medicine, hospitals and feelings is also covered. 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

#### Rock band

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

#### We're going to play at the festival

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

#### "Dark Night"

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

#### How long does it take? - 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. The main focus of these dialogues is using appropriately the expression "How long does it take?" After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing.

#### Travel blog - Reading comprehension

In this lesson students read a written passage of text about travelling. 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.

#### 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

#### Camping in the countryside

Aims: to learn and acquire structures and vocabulary through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items on the theme of the countryside.

**Cut that wire**

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

**Camping rules**

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

**Free time - 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. This lesson focuses on free time activities. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing.

**Life outside - Additional vocabulary**

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

**Welcome to the Happy Hostel - Listening comprehension**

In this lesson students practise and test their listening skills, so they must pay attention to the oral information provided in a conversation at a hostel 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 3****You're not on the list**

Aims: to introduce and learn structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. The vocabulary presentation introduces some of the key words for this lesson.

**Why don't you come in?**

Aims: to acquire, learn and practice the target grammar through a series of interactive exercises. Structures and functions: relative pronouns, conjunctions 'so' and 'because' and an introduction to phrasal verbs. Vocabulary: common phrasal verbs, the face and jobs. Activities: student-led listening - click on the

vocabulary, fill in the gaps, finish the sentences, listen and repeat, association of sentences and words with corresponding pictures and choose the best word or option.

### **I think they like us**

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

### **What should you do if...? - 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. This lesson focuses on daily obligations. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing.

### **The mysterious man - Reading comprehension**

In this lesson students read a written passage of a theatre review. 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.

### **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**

### **Let me buy you a drink**

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

### **Shouldn't I?**

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

### **I feel ill**

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

### **Your ideal job - 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. This lesson focuses on manners and dress code in a job interview and the different professions. Students revise the use of should/shouldn't. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing.

### Radio food programme - 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 radio food programme and answer to a set of related questions.

### Studying in the UK - Writing assignment

In this activity the student must write a text of about 125 words and email format addressed to a friend following the instructions given. He/she will tell about a granted student scholarship to stay in the UK with details about the notice in the past, present feelings and plans for the 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 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.

## Unit 5

### I'm planning to go to Los Angeles

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

### What has happened here?

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

### Your plans in life

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

### Road signs - 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. This lesson puts the main emphasis on talking about the meaning of different road signs. Students revise the use of should/shouldn't. After attending the class, students have to complete a series of comprehension exercises and the dexway system immediately evaluates their answers. E.g.: pronunciation and writing.

**Let's get a takeaway - Additional vocabulary**

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

**Shopping for gifts - Listening comprehension**

In this lesson students practise and test their listening skills, so they must pay attention to the oral information provided in a conversation in a gift shop 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 6****Falling in love**

Aims: to revise and consolidate the structures, vocabulary as well as the grammar covered in the block through a series of interactive exercises. Structures and functions: expressing obligation and prohibition using the modal verbs 'must' and 'mustn't', gerunds and infinitives, question tags and common expressions. Vocabulary: shopping vocabulary: try on, fit etc. Activities: listen to and watch a film, student-led listening, fill in the gaps and real life dialogue practice through dubbing the film.

**The bill is wrong**

Aims: to revise and consolidate the structures vocabulary as well as the grammar covered in the block through a series of interactive exercises. Structures and functions: a review of past tenses - past simple and past continuous. Vocabulary: food and restaurants, complaining. Activities: listen and fill in the gaps, reading comprehension to complete a postcard by filling in the gaps.

**African-American writers**

Aims: to revise and consolidate the structures vocabulary as well as the grammar covered in the block through a series of interactive exercises. Structures and functions: phrasal verbs, expressing obligation and prohibition using the modal verbs 'must' and 'mustn't' and making suggestions with 'should' and 'shouldn't'. Vocabulary: food and eating out. Activities: true or false reading comprehension, and a listening gap-fill.

**Advice column - Reading comprehension**

In this lesson students read a written passage of an advice column. 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 visit to the pet shop - Speaking assignment**

In this activity the student must record oral answers to some of the questions about the picture given. He/she will examine the picture about customers in a pet shop and then elicit answers to some questions in a logical order. 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 7**

**Saying goodbye to the band**

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 is based on wild animals, colloquial language such as 'mates' and other, everyday expressions.

**I'll keep in touch**

Aims: to acquire and practice the target grammar as well as other structures and vocabulary through a series of interactive exercises. Structures and functions: future simple 'will' and 'won't' + infinitive, comparisons using 'as + adj + as'. Vocabulary: animals, colloquial language, telephone expressions and more verbs. Activities: student-led practice, fill in the gaps, complete the sentences as well as the association of sentences and words with corresponding pictures.

**I'll call you**

Aims: to review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. The review of structures and functions include: future simple 'will' and 'won't' + infinitive and comparisons using 'as + adj + as'. Vocabulary: animals, colloquial language, telephone expressions and more verbs. Activities: listen and choose the best option, listen and repeat and then select the right sound, fill in the gaps with the correct word or option, student-led practice: click on the images, answer the questions, selecting synonymous sentences and real life dialogue practice with the film dubbing exercise.

**What will happen? - 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. This lesson puts the main emphasis on the use of the verb tense known as future simple (will). Students also practice the first conditional form. 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.

**Virtual world - Additional vocabulary**

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

**Commuting and public transport - Reading**

In this lesson students read and listen to a written passage of text that explains the pros and cons of commuting for work or school on a daily basis and using the public transport. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as an exercise on finding the statement that best summarises the text as a whole. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

**Commuting and public transport - Dictation**

In this lesson students have to follow the dictation of a text about the pros and cons of commuting for work or school on a daily basis and using the public transport. 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.

### Technology and friendship - Reading comprehension

In this lesson students read a written passage of text about technology nowadays. 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.

### 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

### Getting married

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 presentation: weddings and honeymoon trips.

### Who shall we invite?

Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises Structures and functions: comparisons using 'more' or 'less' than, 'will' vs. present continuous for future meaning and shall for offers and suggestions. Vocabulary: common expressions, weddings and more adjectives. Activities: click on the vocabulary, complete the sentences, listen and pay attention and the association of sentences and words with corresponding pictures.

### Go ahead

Aims: to revise and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: comparisons using 'more' or 'less' than, 'will' vs. present continuous for future, 'shall' for offers and suggestions and travel: changing money. Vocabulary: weddings, common expressions and more adjectives. Activities: listen and choose the correct option, pronunciation: listen and repeat and then choose the corresponding sound, multiple choice exercises, listen and fill in the gaps, comprehension exercise to choose synonymous sentences and real life dialogue practice with dub the film.

### Superstitions - 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. This lesson puts the main emphasis on talking about superstitions using the future simple. 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.

### The official witness - 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.

### The consequences - Writing assignment

In this activity the student must write a text of about 125 words narrating a short story from an initial given sentence. He/she must use past tenses to tell about relevant facts that happened in a short period of time. By this writing task the student can practice and improve grammar and spelling skills, review punctuation and learn about vocabulary and writing structures for short coherent and intriguing narrations.

**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****What a marvellous surprise!**

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

**What if...?**

Aims: to learn and practice the target grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: first conditional for facts and general truths and the superlative form of short and irregular adjectives. Vocabulary: house and home, common expressions, irregular superlatives. Activities: student-led practice, gap-fill, association of sentences and words with corresponding pictures, choose the correct option and complete the sentences.

**You hardly know him**

Aims: to review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: first conditional for facts and general truths, short and irregular superlatives and adjectives. Vocabulary: house and home and common expressions. Activities: listen and answer, listen and repeat and then choose the corresponding sound, fill in the gaps with the correct word or option, complete the sentences, reading - select the correct option, student-led practice, listen and fill in the gaps, multiple choice, choose synonymous sentences and real-life dialogue practice with a film dubbing exercise.

**The woman who... - 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. This lesson puts the main emphasis on the use of relative pronouns by describing a series of images. 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.

**Agatha Christie - Reading comprehension**

In this lesson students read and listen to a written passage of text about the famous writer Agatha Christie and then answer a series of questions. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as an exercise on matching definitions with words that appear in 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.

**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****I can offer you a job**

Aims: to learn and acquire structures and vocabulary related to the topic through a series of interactive

exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. The vocabulary focus is on the home.

### **I owe you one**

Aims: to learn and practice the target grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: active vs. passive e.g. 'John is cleaning' vs. 'the room is cleaned', talking about the agent in the passive e.g. the telephone was invented by Alexander Bell, the superlative form of long adjectives e.g. 'the most interesting book' and prepositions of place: in, at, on. Vocabulary: tasks around the home: cooking and cleaning verbs. Activities: listen and repeat the association of sentences and words with corresponding pictures, gap-fills and student-led listening practice.

### **I made biscuits**

Aims: to review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: active vs. passive, talking about the agent in the passive, the superlative form of long adjectives and prepositions of place: in, at, on. Vocabulary: tasks around the home: cooking and cleaning verbs. Activities: listening comprehension with a multiple choice exercise, pronunciation practice with listen, repeat and choose the right sound, multiple choice, student-led practice with a gap-fill exercise, complete the sentences, comprehension exercise to choose synonymous sentences and a real life dialogue exercise to dub the film.

### **Making calls - 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. This lesson puts the main emphasis on common expressions while talking on the phone in order to make orders, call a school, etc. 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.

### **Job training - 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 radio program and in a business setting 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 11**

### **A new barman**

Aims: to learn and acquire new 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.

### **Take it easy**

Aims: to learn and practice the target grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: talking about illness e.g. headache, stomach ache etc., confusing verbs: win/earn, lend/borrow, look at/watch, carry/wear, infinitive of purpose – 'to' and 'for'. Vocabulary: medication and expressing emotions. Activities: student-led practice with an exercise to click on the images, a multiple choice gap-fill exercise, association of pictures with structures, sentences and phrases as well as the opportunity to listen and repeat, fill in the gaps and listen and choose the

correct option.

### **You'll play on this stage, will you?**

Aims: to review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: confusing verbs: win/earn, lend/borrow, look at/watch, carry/wear, meet/know, infinitive of purpose 'to' and 'for'. Vocabulary: emotions and illness. Activities: listen, repeat and choose the corresponding sound, fill in the gaps from a multiple choice, a comprehension exercise to choose synonymous sentences and contextual practice with real life dialogue and a film dubbing exercise.

### **Friendship - 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. The main focus of these dialogues is to learn to talk about friendships and, in general, human relationships. 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.

### **Being an artist - Additional vocabulary**

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

### **Tropical wedding - Reading comprehension**

In this lesson students read a written passage of text about a tropical wedding. 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.

### **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**

### **Dreaming of becoming famous**

Aims: to expand, review and consolidate the grammar, structures and vocabulary covered in the block through a series of interactive exercises. Structures and functions: first conditional, confusing verbs: win/earn, lend/borrow, look at/watch, carry/wear, meet/know. Vocabulary: synonyms and expressing emotions. Activities: real life dialogue to listen to and dub the film, listening comprehension with a fill the gaps exercise, gap-fill, multiple choice and making sentences.

### **Weddings**

Aims: to expand, review and consolidate the grammar, structures and vocabulary covered in the block through a series of interactive exercises. Structures and functions: first conditional and the passive voice. Vocabulary: synonyms and expressing emotions. Activities: true or false reading comprehension and complete the sentences.

### **I can't get home**

Aims: to expand, review and consolidate the grammar, structures and vocabulary covered in the block through a series of interactive exercises. Structures and functions: comparative and superlative forms. Vocabulary: telephone conversations and vocabulary review from the previous units. Activities: listen and fill in the gaps, sentence construction, and multiple choice gap-fills.

**At the hotel - 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 staying at a bed and breakfast hotel during their trip. 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.

**At the clinic - 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 that need to go to the doctor while they 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.

**The taste of love - 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.

**Sports, customs and etiquette - Reading comprehension**

In this lesson students read and listen to two written passages of text about social standards and likes; the first one is about customs and etiquette in the UK and the second one about mass sports in the UK. After reading and listening to each text students have to answer a series of questions that, presented in a sequential order, elicit their skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as an exercise on matching definitions with words that appear in 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.

**Dog lovers - 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 dogs and people 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.