



**FEUZ**

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FUNDACIÓN EMPRESA - UNIVERSIDAD  
ZARAGOZA

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**ENGLISH DEXWAY ACADEMY – LEVEL B1  
– COURSE III**

**2016**

## **METODOLOGÍA DE LOS CURSOS**

Cursos interactivos sobre materias especializadas en los que el alumno avanza de forma guiada bajo una concepción “learning by doing” (aprender haciendo). Nuestro método se apoya en la **participación del estudiante** en contextos que recrean la comunicación en situaciones del día a día, sistematizadas en un entorno de **aprendizaje** paulatino y flexible según el ritmo del alumno, quien asimila las nociones gramaticales, léxicas y fonéticas a través de la práctica.

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### **English Dexway Academy - Level B1 - Course III**

The course content remains functional and focused entirely on improving learner’s independence in all areas, especially in real-life situations such as travel and eating out, asking for and following directions, health etc. In this course the learner will start to notice an increased confidence when faced with basic functions and will be able to read an English or American newspaper with little difficulty. As with the other levels on the course, there is frequent pronunciation practice and the learner has exposure to long and short sounds, correct regular past tense endings, minimal pairs, elision as well as general vocabulary and sentence level practice. The use of a variety of exercises encompasses different learner styles as well as guaranteeing thorough coverage of the topics covered.

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## **OBJETIVOS**

### **UNIT 1**

#### **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.

#### **We'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.

### **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.

### **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**

### **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.

### **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**

### **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.

### **Let's be reasonable**

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.

### **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 4**

### **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.

### **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**

### **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 will play again, won't 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.

### **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.

### **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**

### **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.

### **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.

### **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**

### **Returning your shoes - 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.

### **Relationships - 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.

### **The pros and cons of regularly watching television - Reading**

In this lesson students read and listen to a written passage of text that explains the pros and cons of regularly watching television. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as matching statements with their corresponding sections, an example for each is provided. 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 pros and cons of regularly watching television - Dictation**

In this lesson students have to follow the dictation of a text about the pros and cons of regularly watching television. 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 8**

End-of-module test.

### **Test summary exercises**

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.



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