



FEUZ

FUNDACIÓN EMPRESA - UNIVERSIDAD
ZARAGOZA

**ENGLISH DEXWAY ACADEMY – LEVEL B2
– COURSE II
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.

English Dexway Academy - Level B2 - Course II

The course content remains functional and focused entirely on improving learner independence in all areas, especially in real-life situations such as work and leisure, house and home, films and habitual actions etc. In terms of grammatical structures there will be continued revision and extension of the structures in all tenses with emphasis on parts of the language such as more phrasal verbs, idiomatic expressions and the differences between British and American vocabulary. 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, vowel sounds, elision as well as general vocabulary and sentence level practice. At this point the learner can maintain a conversation with a native speaker on a wider range of subject areas. The variety of exercises not only caters for different learner styles but also guarantees thorough coverage of the topics covered.

OBJETIVOS

UNIT 1

Plans for a year out

Aims: to introduce and learn the structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. Vocabulary: talking about the weather, everyday expressions such as: ‘according to’, ‘to waste time’, ‘I expect’ and ‘nowadays’ as well as a focus on women’s jobs.

A long way to equality

Aims: to introduce, present and practice the target grammar – modal verbs to express possibility, probability, deduction and supposition – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: differences between the verbs ‘think’, ‘expect’, ‘hope’ and ‘wait’ and vocabulary used in the context of equality of rights.

A radio panel game

Aims: to introduce, present and practice the target grammar – quantifiers – through a series of interactive exercises which include selecting the right picture according to audio stimuli,

choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: use of 'too' and 'enough' and terms used in the context of a radio panel game.

We have to send the invitations

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

Weather conditions - Additional vocabulary

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

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

Looking for a temporary job

Aims: to learn and assimilate the structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. Vocabulary: talking about work, personal qualities and qualifications. Some of the everyday expressions included in this lesson are: 'don't panic', 'tend to' and 'to spoil oneself'.

Spoil yourself!

Aims: to learn and practice the grammar as well as structures and vocabulary covered in the lesson through a series of interactive exercises. Structures and functions: first conditional and the use of 'if' and 'unless', the presentation of the second conditional for hypothetical or

unlikely situations, first and second conditional contrasted, 'either', 'or', 'neither', 'nor' and reflexive pronouns. Vocabulary: talking about work, personal qualities and qualifications. Useful phrases in this lesson include: 'I'm ringing about', 'an animal lover', 'holiday job', 'against the rules', 'and so on' etc. Activities: listen and repeat pronunciation practice, listen and click on the corresponding pictures, choose the correct ending according to the image, complete the sentences with the correct verb tense reading comprehension, fill in the gaps listening comprehension, student-led listening and finish the sentences.

If I were you...

Aims: to review and expand the vocabulary as well as the structures and functions covered so far. Structures and functions: first vs. second conditional, applying for a job and attending interviews. Vocabulary: talking about work, personal qualities and qualifications. British and American English: common vocabulary differences. Activities: pronunciation focus on elision, substitute the British word for the American synonym, error detection and correction, choose the most appropriate word to complete the gaps-fill, real life dialogue film dubbing and choosing synonymous sentences.

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

Working with animals

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: adjectives, talking about cities e.g. bustling and crowded, everyday expressions e.g. 'rush hour', 'newspaper stall', 'to dress up', 'crazy about', 'second hand' and 'give up smoking'.

A solitary child

Aims: to learn and practice grammar as well as some more structures, functions and vocabulary through a series of interactive exercises. Structures and functions: present perfect continuous, 'after', 'while', 'before' + continuous tenses, contrasting the usage of the present perfect, present perfect continuous and past simple tenses, time expressions e.g. 'since', 'for', 'before', 'after', 'during', 'as soon as', 'while', 'until', 'when' and 'as'. Vocabulary: everyday

expressions e.g. 'let me see', 'within walking distance', 'just a minute', 'by the way' and 'just in case' and directions. Activities: student-led listening, gap fill to complete the sentences with the correct verb form, listening practice with sentence/image association, listen and repeat, sentence construction, true or false reading comprehension, listening to fill the gaps, correct the errors and choose the appropriate word to fill the gap.

I have not seen him for ages

Aims: to review and consolidate grammar as well as the structures and vocabulary covered in the lesson. Structures and functions: present perfect simple vs. present perfect continuous, time expressions e.g. 'before', 'after', 'during', 'as soon as', 'while', 'until', 'when' and 'as', narrating a series of events and responding to situations. Vocabulary: shops and places of interest. Activities: pronunciation practice to distinguish '-sh' sounds, listen and repeat, listen and choose the corresponding sound, gap fill, choose the correct word, error detection and correction, fill the gaps with the correct verb form, order the pictures according to the story for listening comprehension, real life dialogue film dubbing and choosing synonymous sentences.

Building a bear sanctuary - Reading comprehension

In this lesson students read and listen to a written passage of text that shows a piece of news on the constructions of a bear sanctuary in Romania. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as matching statements with their corresponding sections. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and 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

It's a bargain! Making a complaint

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: useful expressions e.g.: 'bargain', 'package', 'to pick up', 'to complain', 'to agree with' and 'to be able to afford' as well as adjectives: amused, thrilled, amazed, surprised, annoying, etc.

A very good read

Aims: to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. Structures and functions: '-ed' and '-ing' adjectives, presentation of the past perfect and past perfect continuous, 'so' + adjective and 'such' + adjective + noun. Vocabulary: useful phrases e.g.: 'to put things right', 'to be in somebody's shoes', 'it's not worth it', 'it won't show', 'My goodness!', 'Indeed' etc and shopping. Activities: association of words with corresponding pictures, gap fill with the past perfect, student-led listening, choose the appropriate verb to fill the gaps, true or false reading and listening comprehension, multiple choice listening comprehension, listen, repeat and choose the correct adjective according to the picture.

An amazing concert

Aims: to review and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises. Structures and functions: '-ed' and '-ing' adjectives, past perfect and past perfect continuous, 'so' + adjective and 'such' + adjective + noun. Vocabulary: shopping. Activities: Pronunciation practice at distinguishing 'ch' and 'dz' sounds, write the appropriate word to fill the gaps, listen and choose the corresponding sound, grammar practice with writing '-ed' or '-ing' adjectives to finish the sentences, read and complete the text with the appropriate verb tense, real life dialogue and film dubbing and choosing synonymous sentences.

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

Hey, that's swell!

Aims: to be introduced to and assimilate the structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. The vocabulary input focuses on useful words and phrases such as: 'self-centred', 'hard', 'to be kidding', 'stranger', 'to get to know', 'to let someone down', 'chain' (of



shops) and 'misunderstanding'.

He was no stranger to me

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

Have you heard about her son?

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

Why don't you show me around?

Aims: to review and consolidate the grammar as well as the structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: tag questions, gerunds and infinitives, adjectives, reported speech with 'say' and 'tell' and adverbs. Vocabulary: invitations and offers. Activities: pronunciation practice - click on the correct button depending on the intonation of the question tags, correct the verb tenses, choose the correct word from a list to complete the gaps, listen and complete the gaps in the sentences, real life dialogue film dubbing and choosing synonymous sentences.

The press - Additional vocabulary

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

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

You are only young once, mum!

Aims: to review and consolidate the grammar as well as the structures and vocabulary covered

in the past block through a series of interactive revision exercises. Activities: listen and choose the correct ending, pronunciation practice and a real life dialogue to dub.

Welcome to university

Aims: to review and consolidate the grammar as well as the structures and vocabulary covered in the past block through a series of interactive revision exercises. Activities: write the correct place in response to the statements in a reading and listening comprehension exercise, reading comprehension with short answers, error detection and correction, complete the text with an appropriate word and fill the gaps by writing the verb in the correct tense.

I'm afraid I have to complain

Aims: to review and consolidate the grammar as well as the structures and vocabulary covered in the past block through a series of interactive revision exercises. Activities: true or false listening comprehension, listening and writing practice with a spelling exercise and also an exercise on definitions where the learner provides the correct word by arranging the letters.

Barbados - Reading

In this lesson students read and listen to a written passage of text on Barbados and then answer a series of questions. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as matching statements with their corresponding sections. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

Barbados - Dictation

In this lesson students have to follow the dictation of a text on Barbados. Students practice first and foremost their listening and writing skills and within the latter a range of sub-skills from spelling to punctuation. Moreover, this dictation makes students 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

Optician's - 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.

Work and play - 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.

Injuries and fractures - Reading comprehension

In this lesson students read and listen to two written passages of text on different injuries and fractures; the first one narrates the story of a young football player that suffers an injury and the second one narrates the story of a young man that overcomes an injury and decides to make his dream true: become a professional athlete. 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 and another on finding the paragraph 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.

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.



FEUZ

FUNDACIÓN EMPRESA - UNIVERSIDAD
ZARAGOZA

Fernando el Católico, 59, Escalera Dcha., 1º Izda.
50006 Zaragoza

Tel. +34.976.351.508

formacion@feuz.es
www.feuz.es