

# British Dexway Level B2 - Course III

## british-english

**Idioma** English, English

**Requisitos** Browser: Microsoft Internet Explorer, 5.1

**Horas de teoría** 20

**Horas de práctica** 40



## Contenido

### Level B2 - Course III

In this block the learner will consolidate the material from the previous blocks and finish the crossover from B1 to a B2. When the learner finishes this block, he or she will have achieved the B2 level as stated by the CEFR. The course content remains functional and focused entirely on improving learner independence in all areas, motivating the learner to become conversant on subjects such as the news, politics, ecology, education and employment. In terms of grammatical structures there will be continued revision and extension of the structures in all tenses. Productive and receptive skills are stretched with more phrasal verbs, idiomatic expressions, the differences between British and American vocabulary, expressing hopes and desires, asking indirect questions and making deductions about the past. As with the other blocks 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, homophones 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. The block is comprised of a series of interactive exercises such as word-picture association, listening comprehension with realistic dialogues and student-led listening practice with the vocabulary items.

#### Sean works in the Radio ☹

**Aims:** to learn and internalise 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:** sheet, to set up, crafts, fair, ambitious, powerful light, alternative medicine, environment and habitat.

#### Sean works in the Radio ☹

**Aims:** to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. **Structures and functions:** reported speech, indirect questions, expressing agreement or disagreement using 'so do I', 'neither do I', 'I agree' and 'I don't agree' as well as relative pronouns and clauses. **Vocabulary:** useful phrases e.g.: 'in my opinion', 'the general public', 'it rings a bell', 'I can't take it seriously' and 'craft fair' and the environment. **Activities:** student-led listening, listening to complete the sentences, choose an appropriate response, listen and repeat, joining sentences, writing practice with a sentence completing exercise.

#### Sean works in the Radio ☺

**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:** expressing agreement or disagreement using 'so do I', 'neither do I', 'I agree' and 'I don't agree', indirect questions, defining and non-defining relative clauses. **Vocabulary:** the environment. **Activities:** click on the silent letter pronunciation practice, choose the correct word to fill the gap, listening gap fill, error detection and correction, real life dialogue dubbing and choosing synonymous sentences.

#### Defining / You've got mail

The student will attend a class where a teacher whose first language is that being taught, will pose questions and activities to the student. The student will interact with the teacher through guided dialogues. At the same time the teacher will evaluate the student user on their performance and inform them of their progress through our very own exclusive Dexway method, using text and voice to clarify any specific areas that require attention, such as pronunciation, etc.

#### Defining - Additional vocabulary

Revision of knowledge and vocabulary which has been acquired so far.

#### Defining - Additional exercises

In the last lesson of this unit, the student will find a variety of different types of exercises carefully chosen to consolidate and evaluate the grammatical knowledge acquired in previous lessons.

#### Bad news! ☹

**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 sections introduces more useful words and expressions such as: 'in shock', 'birth rate', 'country scene', 'reduced prices', 'publicity', etc.

#### Bad news! ☹

**Aims:** to learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises. **Structures and functions:** making deductions about the past using: 'must have', 'could have', 'may or might have', the third conditional for impossible, past conditions, 'ought to have', 'should/n't have' to express regrets about the past, 'I wish', 'If only' + past, connectors e.g. 'although', 'however', 'nevertheless' and

'due to' etc. Vocabulary: useful phrases include: 'on the whole', 'point of view', 'out of work', 'you never know', 'you won't get away with', sections of the news such as: politics, economy, ecology, weather, sport, crime etc. Activities: choose the character to continue the conversation, complete the gaps with the correct verb, reading to find words from definitions, true or false listening comprehension, listen and repeat, make sentences based on the pictures, listen and select the correct picture and complete the sentences with a word from the list.

### **Bad news!** ☹

Aims: to review and consolidate the grammar as well as the structures and vocabulary covered in the lessons 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: making deductions about the past using 'must have', 'could have', 'may or might have', the third conditional for impossible past conditions, 'ought to have', 'should/n't have' to expressing regrets about the past, 'I wish' and 'If only' + past, connectors e.g. 'although', 'however', 'nevertheless' and 'due to'. Vocabulary: sections of the news e.g. politics, economy, ecology, weather, sport, crime etc. Activities: pronunciation practice with an exercise to write the homophones, complete the gaps with the correct tense, choose the correct option about types of news stories, gap fills, dictation listening practice, real life dialogue film dubbing and choosing synonymous sentences.

### **Giving advice / You've got mail**

The student will attend a class where a teacher whose first language is that being taught, will pose questions and activities to the student. The student will interact with the teacher through guided dialogues. At the same time the teacher will evaluate the student user on their performance and inform them of their progress through our very own exclusive Dexway method, using text and voice to clarify any specific areas that require attention, such as pronunciation, etc.

### **Giving advice - Additional vocabulary**

Revision of knowledge and vocabulary which has been acquired so far.

### **Giving advice - Additional exercises**

In the last lesson of this unit, the student will find a variety of different types of exercises carefully chosen to consolidate and evaluate the grammatical knowledge acquired in previous lessons.

### **Interviewing a Headmaster** ☹

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 school and education with words and expressions such as: report, mark, project, break and the various school subjects.

### **Interviewing a Headmaster** ☹

Aims: to learn and practice the grammar as well as some additional structures and vocabulary through a series of interactive exercises. Structures and functions: talking about education, the third conditional, talking about ability. Vocabulary: school and education, useful phrases e.g.: 'too good to be true', 'my heart's not in it', 'think for yourself', 'make the most of it', 'pay attention' and 'what's the point?' Activities: association of sentences and words with corresponding pictures, complete the gaps with a word from the list, read and listen to choose the correct ending, pronunciation practice with listening and repetition, complete the gaps with the correct verb form and error detection and correction.

### **Interviewing a Headmaster** ☹

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: talking about education, third conditional and talking about ability. Vocabulary: school and education. Activities: pronunciation of the short forms of auxiliary verbs, reading comprehension to complete the gaps with the correct form of the verb, reading comprehension to choose correct or incorrect sentences, choose the most appropriate ending, real life dialogue film dubbing and choosing synonymous sentences.

### **Third conditional / You've got mail**

The student will attend a class where a teacher whose first language is that being taught, will pose questions and activities to the student. The student will interact with the teacher through guided dialogues. At the same time the teacher will evaluate the student user on their performance and inform them of their progress through our very own exclusive Dexway method, using text and voice to clarify any specific areas that require attention, such as pronunciation, etc.

### **Third conditional - Additional vocabulary**

Revision of knowledge and vocabulary which has been acquired so far.

### **Third conditional - Additional exercises**

In the last lesson of this unit, the student will find a variety of different types of exercises carefully chosen to consolidate and evaluate the grammatical knowledge acquired in previous lessons.

### **I have to see a doctor!** ☹

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: seeing the doctor, illness, medical check-up, fizzy drink, specialist and a balanced diet.

### **I have to see a doctor!** ☹

Aims: to learn and practice the target grammar and additional structures and vocabulary through a series of interactive exercises. Structures and functions: reported questions as well as 'as', 'since', 'because' and 'due to'. Vocabulary: seeing the doctor and medical conditions, useful phrases e.g.: 'off colour', 'can't face it', 'that doesn't sound like you' and 'at last' and also healthy eating. Activities: listen and repeat, sentence transformation - changing from direct to reported questions, true or false reading comprehension, listen and complete the gaps, association of questions with corresponding pictures, write the correct verb tense to complete the gaps, choose the most appropriate verb and listen and repeat.

### **I have to see a doctor! ☹**

Aims: to revise and consolidate the grammar as well as the structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: reported questions, explaining cause with 'as', 'since', 'because' and 'due to'. Vocabulary: seeing the doctor, various medical conditions and healthy eating. Activities: pronunciation, choose the most appropriate word from the list to complete the gaps, choose the best ending for the sentences, common exceptions to pronunciation rules, reading and completing a text, listen and correct the mistakes, real life dialogue and film dubbing and choosing synonymous sentences.

### **Focus on history and culture / You've got mail**

The student will attend a class where a teacher whose first language is that being taught, will pose questions and activities to the student. The student will interact with the teacher through guided dialogues. At the same time the teacher will evaluate the student user on their performance and inform them of their progress through our very own exclusive Dexway method, using text and voice to clarify any specific areas that require attention, such as pronunciation, etc.

### **Focus on history and culture - Additional vocabulary**

Revision of knowledge and vocabulary which has been acquired so far.

### **Focus on history and culture - Additional exercises**

In the last lesson of this unit, the student will find a variety of different types of exercises carefully chosen to consolidate and evaluate the grammatical knowledge acquired in previous lessons.

### **You need a retreat ☹**

Aims: to learn and internalise 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: religion and associated vocabulary e.g. 'in retreat', 'to reflect (on)', 'holy place' and other useful words and expressions.

### **You need a retreat ☹**

Aims: to learn and practice the grammar as well as some more structures, functions and vocabulary through a series of interactive exercises. Structures and functions: talking about religion, expressing purpose using 'so that' + clause, 'for' + noun, 'in order to' + verb, 'to' + verb, active and passive forms as well as phrases with two objects and 'to have something done'. Vocabulary: religion, useful phrases e.g.: 'to wind down', 'coming up', 'feel free'. Activities: student-led listening, choose the most appropriate ending, listen and repeat, sentence transformation from active to passive, reading comprehension, complete the sentences, multiple choice listening comprehension, choose the correct ending, listen and repeat with active and passive phrases, listen and repeat with to have something done and choose the correct picture according to the listening.

### **You need a retreat ☹**

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: talking about religion, expressing purpose using 'so that' + clause, 'for' + noun, 'in order to' + verb, 'to' + verb, active and passive forms, phrases with two objects, to have something done (have + object + participle) Vocabulary: American and British English - some common differences and religions. Activities: pronunciation practice at distinguishing sounds, write the American synonyms, write the correct tense in the gaps, complete the text with the correct sentence, responding to questions, real life dialogue and film dubbing as well as choosing synonymous sentences.

### **The environment / You've got mail**

The student will attend a class where a teacher whose first language is that being taught, will pose questions and activities to the student. The student will interact with the teacher through guided dialogues. At the same time the teacher will evaluate the student user on their performance and inform them of their progress through our very own exclusive Dexway method, using text and voice to clarify any specific areas that require attention, such as pronunciation, etc.

### **The environment - Additional vocabulary**

Revision of knowledge and vocabulary which has been acquired so far.

### **The environment - Additional exercises**

In the last lesson of this unit, the student will find a variety of different types of exercises carefully chosen to consolidate and evaluate the grammatical knowledge acquired in previous lessons.

### **Margaret's family is moving ☹**

This lesson provides a choice of revision and extension activities: Pronunciation practice with a listen and repeat exercise, reading comprehension to choose synonyms to complete the text, true or false comprehension exercise, correct the errors, listening and writing to review reported speech, choose the appropriate relative pronoun to complete the sentences and sentence transformation from active to passive.

### **Margaret's family is moving ☹**

Activities: listen and fill the gaps, pronunciation practice with listen and repeat, gap-fill and true or false reading comprehensions as well as the real life dialogue and film dubbing exercise.

### **Margaret's family is moving ☺**

This lesson provides a choice of revision and extension activities: listening practice with a gap-fill exercise, guess and spell the word according to the definitions and some vocabulary practice with British and American English.

### **Chemist's: Useful vocabulary**

After this session, learners will be able to: - Recognize the sound and write the names of everyday items available at a chemist's - Check understanding by responding to visual prompts and cues in different contexts.

### **Chemist's: Feeling ill and solutions**

After this session, learners will be able to: - Understand explanations about straightforward symptoms and the parts of the body affected especially when accompanied by visible cues. - Recycle and consolidate vocabulary by asking for advice and obtaining an answer in everyday language from a health professional.

### **Chemist's: Useful expressions**

After this session, learners will be able to: - Understand more explanations about straightforward symptoms and the parts of the body affected especially when accompanied by visible cues. - Recycle and consolidate further vocabulary by asking for advice and obtaining an answer in everyday language from a health professional.

### **Chemist's: Consolidation**

The learner will: - Demonstrate their learning by completing the tests based on the materials in the units. - Check the form, sound and spelling of the terms practiced is adequate.

### **Typical Situation - Jeweller's**

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.

### **Dialogue**

The student will listen to a series of questions which they can then answer freely by sending their answers to a teacher, on-line. 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.

### **Channel Dexway - Johnson lifts**

This is a channel where by the student will have three activities to practice the language in a natural and relaxed way.

The student will have the opportunity to practice through a variety of fun activities.

Firstly through song. Karaoke will provide the opportunity to listen to and sing songs with particular music in the background and to follow words in the language that they are learning. Secondly through a variety of videos from television programmes about particular themes and topics, and then lastly through radio show ad spots, which will offer further fun and consolidation.

For the duration of these lessons new vocabulary will be introduced throughout.

It should be noted that these lessons are very valuable, as they provide the student with an opportunity to build on their comprehension in a relaxed and natural way.

### **Know about the country and its customs. Just for fun!**

Learning a language is so much more than simply learning the grammar and vocabulary.

In this lesson the student will enter into the world of the culture and learn about specific aspects of the country of the language that they are learning, in particular those traditional customs and the way everyday life is experienced there.

This will facilitate a fuller immersion into the language. In this way the student will learn everything that they will need to know in order to use the language, in the country where it is spoken, much more effectively.

For the duration of this lesson the student will come across new vocabulary.

### **Course 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.