

British Dexway Level C1 - Course I

british-english

Idioma English, English

Requisitos Browser: Microsoft Internet Explorer, 5.1

Horas de teoría 20

Horas de práctica 40



Contenido

Level C1 - Course I

In this block the learner will consolidate the material from the previous blocks and complete the crossover from B2 or pre-C1 to a C1 Proficient User level. The course content remains functional and focused entirely on improving learner independence in all areas, motivating the learner to become conversant on diverse subjects such as the family, work issues and making arrangements. In terms of grammatical structures there will be continued revision and extension of the structures in all tenses with focus on the future tenses to talk about completed or predicted actions in the future. Productive and receptive skills are stretched with more phrasal verbs, idiomatic expressions, the differences between British and American vocabulary, making predictions and talking about future plans, offering, suggesting. As with the other blocks on the course, there is frequent pronunciation practice and the learner has exposure to long and short sounds, word stress, vowel sounds, contractions 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 short, realistic dialogues, sentence transformation, error detection and correction and student-led listening practice with the vocabulary items.

Starting out the theatre group I ⊖

Aims: to expand the structures and vocabulary covered in the previous blocks through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items, where student has to listen and repeat the presented sentences. **Structures and functions:** presentation of target vocabulary through contextual sentences. **Vocabulary:** introduction to new vocabulary items e.g. variety, diagram, lecturer, to look up, to fetch, gesture. **Activities:** association of sentences and words with corresponding pictures and a multiple choice listening comprehension with a real life dialogue.

Starting out the theatre group I ⊖

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

Starting out the theatre group I ⊕

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

Social networking websites / 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.

Social networking websites - Additional vocabulary

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

Social networking websites - 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.

Starting out the theatre group II ⊖

Aims: to expand the structures and vocabulary covered through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening

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

Starting out the theatre group II ⊖

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

Starting out the theatre group II ⊗

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

Relationships / 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.

Relationships - Additional vocabulary

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

Relationships - 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.

Starting out the theatre group III ⊖

Aims: to expand the structures and vocabulary covered through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. Structures and functions: presentation of new vocabulary through contextual sentences and dialogues using the structures covered until now. Vocabulary: presentation of new vocabulary e.g.: 'box office', 'performance', 'troublemakers', 'seaside', 'to line up', 'eventful', 'refreshing', 'rest room' etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and listening comprehension to choose the correct ending for the sentences.

Starting out the theatre group III ⊖

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

Starting out the theatre group III ⊗

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

The theatre / 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 theatre - Additional vocabulary

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

The theatre - 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.

Rehearsing in a hired hall ☹

Aims: to expand the structures and vocabulary covered through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. Structures and functions: presentation of new vocabulary through contextual sentences and dialogues. Presentation of new vocabulary e.g.: 'life expectancy', 'costume', 'representative', 'wildlife', 'dominant', 'trial', 'settlement', 'to be aware of something', 'gathered', etc. Activities: association of sentences and words with corresponding pictures, listen and repeat and a listening comprehension exercise to choose the correct ending for the sentences.

Rehearsing in a hired hall ☹

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

Rehearsing in a hired hall ☺

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

Guilty or Innocent / 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.

Guilty or Innocent - Additional vocabulary

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

Guilty or Innocent - 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.

An invitation to the local press ☹

Aims: to expand the structures and vocabulary covered through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. Structures and functions: presentation of new vocabulary through contextual sentences. The vocabulary focuses on the body: forehead, wrist, thumb, toe, complexion, pale and well built. Activities: association of sentences and words with corresponding pictures, listen and repeat, listening comprehension to choose the appropriate ending and gap fill listening comprehension.

An invitation to the local press ☹

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

gap fill listening comprehension and sentence transformation.

An invitation to the local press ☉

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

Education / 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.

Education - Additional vocabulary

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

Education - 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.

The First Performance ☉

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

The First Performance ☉

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

The First Performance ☉

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

Business Director ☉

Learners will be able to: - Contribute effectively in meetings and keep up a casual conversation fluently and appropriately. Listen and respond politely to agree details of meetings and arrangements. - Scan texts for relevant information and understand detailed instructions and advice. Use appropriate language to describe typical duties and responsibilities at work - Make notes and write standard correspondence.

Business Director ☉

On successfully completing this lesson the learner will demonstrate he/she: - Can take and pass on most messages that are likely to require attention during a working day - Can understand most correspondence, reports and factual product literature he/she is likely to come across - Can deal with all routine requests for goods or services from professionals and contacts

Business Director ☉

The learner will be able to: - 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 and keep a record of the pronunciation you practice to monitor the progress you make and encourage reflection.

Business Director ④

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.

Typical Situation - Chemist'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 - Optician's

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.

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.