

## AI English Academy - Level C1 - Course 1

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 levels 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 course also includes specific speaking and writing assignments focusing on the main grammar and vocabulary of each unit as well as practice with mediation-style tasks. In addition to the more controlled practice provided by the assignments, AI role-plays offer free practice with the topics covered - giving learners the opportunity to participate in spontaneous speaking activities, replicating realistic exchanges.

The AI final test contains a range of exercises to check the student's comprehension of the objectives covered in level C1.1 of Academy. There are activities focusing on the grammar and vocabulary presented in the course as well as reading, listening, writing and pronunciation tasks. This range of tasks provides a broad overview of the student's level and areas for improvement.

Theory hours: 50

### Unit 1

#### Starting out the theatre group

**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 the 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 multiple-choice listening comprehension with a real-life dialogue.

#### Studying must be learned

**Aims:** to expand the structures and vocabulary covered as well as to present and practise 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.

#### Body language

**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.

#### World music tour - Reading comprehension

In this lesson students read a text about international music albums. The text is followed by true/false and multiple-choice questions that test students' active reading skills. Students will read the passage for the general meaning, particular details and logical inferences to match statements to the corresponding part of the text.

#### Memories of boarding school - Listening comprehension

In this lesson students practise and test their listening skills. They must pay attention to the information that they hear in different exercises and then answer a set of related questions about education, specifically life in a boarding school.

## Mediation: Have you ever been? - Speaking assignment

In this lesson:

\* Learners record a short audio answering questions about past experiences (activation and personalisation of 'have(n't) been' structure)

## Role-play: Free time

This role-play revises some common expressions with 'get' as well as encouraging discussion about free time activities and hobbies.

## 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

### Joining the group

**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.

### Witness

**Aims:** to present, practise 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.

### Explorers

**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.

## Adventurous journey - Writing assignment

In this lesson:

\* Learners write a short narrative about an adventurous journey or a memorable event you or someone else experienced.

## Role-play: By the time I was...

This role-play encourages the learner to use the past perfect simple and continuous to talk about past events in conjunction with other past tenses.

## 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

### Have you ever done any acting before?

**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.

### Defence of theatre

**Aims:** to study, practise 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.

### Notes of a traveller

**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.

### Health disorders - Reading comprehension

In this lesson students read a text about health disorders. The text is followed by true/false and multiple-choice questions that test students' active reading skills. Students will read the passage for the general meaning, particular details and logical inferences to match statements to the corresponding part of the text.

### Personal Interests - Speaking assignment

In this lesson:  
\* Learners record a short audio talking about their personal interests and hobbies.

### Role-play: What have you been doing lately?

This role-play features a series of questions about the recent past to practise the present perfect simple and continuous as well as other past tenses.

### 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.

### 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.

### Our brain's potential

Aims: to present, practise 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.

### By the year 2050...

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.

### Meaningful celebrations - Use of English

Students learn vocabulary and useful phrases to talk about meaningful celebrations. After reading and completing a gapped text, students practise through a series of interactive exercises in which they will see the vocabulary in context.

### Future plans - Writing assignment

In this lesson:

\* Learners write a paragraph about their future plans using the future continuous, future perfect simple, or continuous.

### Role-play: Campaign promises - Journalist

This role-play provides the opportunity to use a range of future tenses.

### 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.

### 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.

### Popular characters

**Aims:** to study, practise 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.

### How do you tell them apart?

**Aims:** to review, consolidate, practise 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.

### A person I know well! - Speaking assignment

In this lesson:

\* Learners choose a person they know well and describe their physical appearance as well as their personality.

### Role-play: Descriptions

This role-play is based on a guessing game to review adjectives.

### 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

### 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.

### "How do you do"

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, 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.

### I'm quite jet-lagged

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.

### A change for the better - Reading comprehension

In this lesson students read a text about changes in life. The text is followed by true/false and multiple-choice questions that test students' active reading skills. Students will read the passage for the general meaning, particular details and logical inferences to match statements to the corresponding part of the text.

### The Multangular Tower - Dictation

In this lesson students follow the dictation of a text on the topic of tourism, specifically on The Multangular Tower. Students use their listening and writing skills - in particular spelling and punctuation. Moreover, this dictation helps students practise and enhance their vocabulary, syntax, grammar and, when reviewing their work, proofreading. The text has been divided into different phrases or sentences. 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.

### Catching up - Writing assignment

A short writing assignment to test the learner's ability to write an informal email about the recent past and use vocabulary from the unit.

### Role-play: How do you do it?

A role-play to review the pronunciation of difficult words, ways of emphasising and talking about abilities.

### 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

### Chemist's - Typical situation

A practical immersion in the language which presents the student with a real-life situation, similar to one they would face in the language they are learning. In this lesson the student will be introduced to new vocabulary and then have an opportunity to practise with this same vocabulary.

### Travelling - Dialogue

The student will listen to a series of questions which they can answer freely.

### Cake design - Reading comprehension

In this lesson students read a text about the life of a famous cake decorator. The text is followed by true/false and multiple-choice questions that test students' active reading skills. Students will read the passage for the general meaning, particular details and logical inferences to match statements to the corresponding part of the text.

### Secrets of the sacred lake - Use of English

Students learn vocabulary and useful phrases to talk about the secret of a sacred lake in Central America, the most popular pet and cuba diving. After reading and completing a gapped text, students practise through a series of interactive exercises in which they will see the vocabulary in context.

### Mediation: The doctor said ... - Speaking assignment

In this lesson:

\* Learners record phrases from a conversation with the doctor using reported speech.

### Role-play: At the chemist - Customer

This role-play requires the learner to describe their symptoms to a chemist.

### 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.