



LEARNENGLISH PATHWAYS PRESENTACIÓN – GUÍA DEL USUARIO

ÍNDICE

British Council.....	3
LearnEnglish Pathways	4
¿Qué vas a encontrar en LearnEnglish Pathways?	5
¿Cómo me registro? Primeros pasos.....	8
Resolución de ejercicios:	9
¿Qué habilidades desarrollan los contenidos?.....	11
Elementary 1.....	11
Elementary 2.....	12
Pre-Intermediate 1	13
Pre-Intermediate 2.....	14
Intermediate 1.....	15
Intermediate 2.....	16
Upper - Intermediate 1	17
Upper - Intermediate 2	18
¿Cómo controlo mi progreso?...	19
Dudas o incidencias sobre el funcionamiento del programa.....	22
La obtención del certificado	23



BRITISH COUNCIL

Fundado en 1934, el British Council es la organización internacional del Reino Unido dedicada a la educación y a las relaciones culturales entre los ciudadanos británicos y de otros países.

Somos una organización presente en todo el mundo con más de **190 oficinas en 110 países y territorios**. Cada año entramos en contacto con unos **500 millones de personas** - casi una décima parte de la población mundial.

La **enseñanza del inglés** es uno de nuestros objetivos por antonomasia.

Anualmente más de **33.000 estudiantes aprenden inglés** con nosotros en nuestras sedes de Barcelona, Guadalajara, Madrid, Palma de Mallorca, Segovia, Bilbao y Valencia.

Más de **45.000 personas** se presentan con nosotros cada año para obtener los **títulos de Cambridge, Aptis y IELTS** o realizar otros **exámenes universitarios** que ofrecemos como centro reconocido.



LEARNENGLISH PATHWAYS

LearnEnglish Pathways (en adelante LEP) es un programa de auto-aprendizaje interactivo online (sin necesidad de descargas).

Podrás hacerlo a tu ritmo, desde cualquier lugar y cuando mejor te convenga. Sólo necesitarás un Pc, portátil, tableta o smartphone* y una conexión a internet.

Está estructurado en **ocho Niveles o Pathways** que van incrementando progresivamente su dificultad (desde Elementary 1 hasta Upper -Intermediate 2). En estos 8 niveles de LEP se abarcan 4 niveles del Marco Común Europeo de Referencia (MCER), de principiante a intermedio-avanzado (A1 – B2).

Más de 250 horas, completamente interactivas, de audio, textos, vídeos y otras divertidas actividades con las que **desarrollarás tus habilidades de:** comprensión oral y escrita, así como de expresión oral y escrita.

Practicarás en los más **variados entornos y situaciones:** entrevistas de trabajo, negocios, familia, descripción de personas, historia, viajes, restaurantes, prendas de vestir, direcciones, hobbies, festivales, aventura, leyes, vacaciones, correspondencia, tecnología, mudanzas, desastres, comida, estilos de vida, cultura...

Al registrarte, te proporcionamos acceso a una **muestra** del contenido del programa. Dispones de una unidad completa de cada nivel para que puedas probar los diferentes grados de dificultad.

En cualquier momento podrás acceder a la **versión completa** durante 3 meses por **sólo** 15€ + IVA con tu Carné Joven de la Comunidad de Madrid Un pago único de 15€ + IVA por los 8 niveles (no existe opción de adquirir acceso a niveles sueltos).

Con apenas unas pocas horas a la semana, comprobarás como tu inglés mejorará, sin esfuerzo, y de una forma sencilla y divertida.

Entra en <https://es-cj.english.britishcouncil.org> y pruébalo.

* Aunque se puede acceder a nuestros materiales a través de pantallas pequeñas de móvil, recomendamos usar una pantalla más grande, como una tableta, para una mejor experiencia de usuario.

¿QUÉ VAS A ENCONTRAR EN LEARNENGLISH PATHWAYS?

Nuestro sistema de formación, denominado **LearnEnglish Pathways** se divide en *ocho Niveles* que van incrementando progresivamente su dificultad:

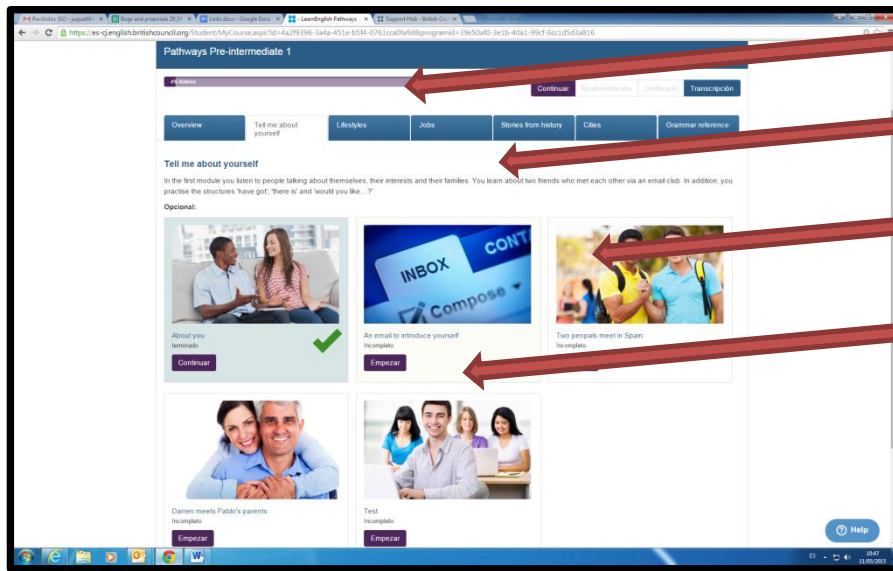


La equivalencia de estos niveles con las principales certificaciones existentes queda reflejada en la siguiente tabla:

COMMON EUROPEAN FRAMEWORK Consejo de Europa	LearnEnglish Pathways	TOEIC Test of English for International Communication	EOI Escuela Oficial de idiomas	TOEFL Test of English as a Foreign Language (Computer based)	INGLES GENERAL University of Cambridge	INGLES PARA LOS NEGOCIOS University of Cambridge	IELTS International English Language Testing System University of Cambridge
C2		951-990		281-300	CPE Certificate Proficiency in English		7.5+
		921-950		261-280			
C1		831-920		241-260	CAE Certificate in Advanced English	BEC Business English Certificate 3 Higher	7.0
		741-830		221-240			6.5
B2	Upper-Intermediate 2	621-740	Nivel Avanzado 2 B2.2	196-220	FCE First Certificate in English	BEC Business English Certificate 2 Vantage	6.0
	Upper-Intermediate 1	501-620	Nivel Avanzado 1 B2.1	171-195			5.0
B1	Intermediate 2	406-500	Nivel Intermedio 2 B1.2	151-170	PET Preliminary English Test	BEC Business English Certificate 1 Preliminary	4.5
	Intermediate 1	306-405	Nivel Intermedio 1 B1.1	131-150			3.5
A2	Pre-intermediate 2	151-305	Nivel Básico	81-130	KET Key English Test		3.0
	Pre-intermediate 1						
A1	Elementary 2	0-150		80			
	Elementary 1						

Cada nivel cuenta con una media de **seis Módulos**. Estos se muestran como pestañas azules dentro de cada nivel. Cada uno de estos módulos se compone a su vez de **cinco Unidades**. Estas aparecerán reflejadas en su pantalla como “ventanas”, con una imagen ilustrativa, y van siempre acompañadas de una palabra descriptiva de la temática que tratan.

El desarrollo práctico de cada unidad se trabaja mediante una gran variedad de **páginas de ejercicios**. En cada unidad encontrarás entre **5 y 10 páginas de ejercicios**. A su vez, algunos tienen varios apartados que deberás completar para finalizar correctamente la Unidad. En todos los módulos encontrarás soporte gramatical y de vocabulario, que te ayudarán en tu aprendizaje.

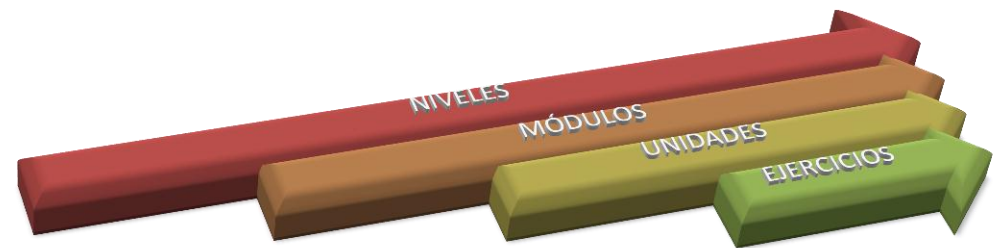


INFORMACIÓN DEL NIVEL

MÓDULOS

UNIDADES


TEMÁTICA A PRACTICAR EN CADA UNIDAD



¿CÓMO ME REGISTRO? PRIMEROS PASOS.

En la página de bienvenida al curso podrás ver un formulario de entrada, que te solicitará un nombre de usuario y contraseña para acceder a los contenidos. Junto a estas dos casillas, observarás los botones “Acceder” y “Registrarse”. Haz clic sobre “**Registrarse**”, y deja que se cargue el siguiente formulario. En él podrás rellenar los datos necesarios para efectuar el registro como usuario de la formación. Tendrás que facilitar un “**usuario**” (correo electrónico con el que te registres), y una “**contraseña**” segura. Esta contraseña deberá incluir al menos seis caracteres, de los que, al menos, uno deberá ser una mayúscula, y otro un número o símbolo, diferente de una letra. Los campos con un asterisco son de obligada cumplimentación. Cuando hayas terminado de rellenar el formulario, haz clic en “enviar” (o “submit” en inglés).

A partir de ese momento podrás acceder a los contenidos de muestra, con tu correo electrónico y tu contraseña. Puedes probar el sistema de formación mediante una demo de ocho módulos, así como acceder a los datos de tu perfil y modificarlos. Para **tener acceso completo a la plataforma**, haz clic en “Pase de tres meses – 8 niveles (250 unidades)”, en la parte superior de tu pantalla, y rellena el formulario de pago.

Recuerda: En la parte inferior derecha de tu pantalla tienes siempre la opción  , que te permitirá contactar directamente con nuestro **Equipo de ayuda y soporte**.

RESOLUCIÓN DE EJERCICIOS:

Una vez tengas acceso a todo el curso, encontrarás ejercicios de muy diversos tipos: vídeos, audios, preguntas abiertas, completa la frase, clasifica las palabras, arrastra la palabra sobre el hueco adecuado, elige la oración correcta...

Tanto los audios como los vídeos que acompañan a los divertidos ejercicios, cuentan con una transcripción completa de la narración, para ayudarte en caso de duda. Podrás acceder a ella y así leer todos los diálogos o narraciones, presionando el icono que simula una página escrita en la esquina superior derecha del ejercicio.

Una vez terminado cada ejercicio, pulsa “**Finish**” (terminar) en el menú inferior. El sistema te mostrará el porcentaje de aciertos. Presionando “**Try again**” (intentar de nuevo) puedes repetirlo tantas veces como necesites, hasta conseguir un nivel de acierto del 100%. También puedes optar por avanzar al siguiente ejercicio presionando “**Next exercise**” (siguiente ejercicio).

Recuerda: Para aprovechar completamente la experiencia de aprendizaje **LearnEnglish Pathways**, deberás disponer de sistemas de audio vinculados a tu dispositivo (auriculares o altavoces). Esto es necesario para poder escuchar los audios y vídeos asociados a los ejercicios propuestos. En caso de no disponer de ellos, o para *personas con audición reducida*, recuerda que todos los audios disponen de su oportuna transcripción escrita.

Why I like my job
Each of the people below says what they like about their job. Listen and match the main attraction of the job to each person.

bricklayer

meeting people

interesting work

making money

location

traffic warden

vet

accountant

Haciendo click sobre este elemento, puedes desplegar la transcripción del audio

Cada ejercicio realizado se marca con un “✓”.
Cambia de ejercicio haciendo clic sobre cada número.

Finish Next Exercise Try again 2 items remaining RESULTS

1 2 3 4 5 6 7 8 9 10

¿QUÉ HABILIDADES DESARROLLAN LOS CONTENIDOS?

ELEMENTARY 1

Unit	Listening	Reading	Writing	Speaking	Learner Training
Unit 1 – People <i>In the first unit you practise talking about yourself and other people.</i>	I can understand someone talking about themselves and sharing basic information. I can understand a short conversation where someone is introduced. I can understand someone spelling their name.	I can read a short text about someone and their family.	I can write a series of simple phrases and sentences describing myself and others.	I can describe myself, what I do and where I live.	I can improve my spelling.
Unit 2 – Work and study <i>In this unit you learn words and expressions connected with the world of work. You listen to a job interview. You learn how to tell the time.</i>	I can listen to simple sentences about everyday routines. I can listen to a simple conversation and identify key personal information.	I can read a short text about their relatives' jobs. I can read a short text about daily routines.	I can form a series of simple sentences describing what people do for a living. I can form simple questions.	I can ask and answer simple questions about work and everyday routines.	I can differentiate between vowels and consonants. I can improve my use of capital letters.
Unit 3 – Places <i>In this unit you learn to talk about clothes, food and how to give directions. You learn how to talk about things in the past and how to make comparisons between things.</i>	I can listen to a conversation in a restaurant and catch the key information. I can listen to a conversation in a shop and catch the key information.	I can read statements about a map and identify whether they are true or false. I can read about travelling and identify everyday high frequency words.	I can complete an email about places I went to in the city. I can form simple sentences about clothes.	I can get all the information needed from a tourist office, as long as it is familiar and non-specialised. Pronunciation: I am aware of three different pronunciations of past -ed verbs.	I can improve my spelling.
Unit 4 – Free time <i>In this unit you learn to talk about hobbies, sports, television and music. You learn about questions and answers. You learn to talk about things that you do every day, and things that you are doing right now.</i>	I can listen to a conversation about free time activities, music and sports and catch the key information.	I can read a short text about free time activities and identify key information.	I can write a series of simple phrases and sentences about my hobbies. I can complete a short text about free time activities.	I can ask and answer simple questions about pastimes.	I can improve my spelling.
Unit 5 – Travel <i>In this unit you learn to talk about holidays. You learn about how to book a hotel room. You learn how to discuss travel plans. You learn the pronunciation of plural word endings.</i>	I can listen to someone booking a hotel room and catch the key information. I can identify the number of words in a sentence.	I can read a short text about holidays and	I can write an email to book a hotel room. I can form simple questions. I can complete a short text/email about travel.	I can get all the information needed from a tourist office, as long as it is familiar and non-specialised.	I can improve my spelling.
Unit 6 – Grammar and vocabulary <i>The Grammar and Vocabulary unit helps you to review grammar and remember new words from the whole course. Special 'grammar movies' here help you learn more effectively.</i>	Grammar: To be / have got / can/ can't / present simple / like / past simple / shall we? / a or an	Vocabulary: Jobs / hobbies / numbers / places / sports / transport / places / travel / family / time			I can improve my spelling.

ELEMENTARY 2

Unit	Listening	Reading	Writing	Speaking	Learner training
Unit 1 – Home In the first unit you practise talking about the things people do at home. You learn language for discussing habits, opposites, comparisons, actions happening now and intentions. You learn prepositions of location, 'there is' and 'there are', 'this', 'that', 'these', 'those' and some irregular past verbs. You practise word stress patterns.	I can listen to a conversation between a real estate agent and a customer and catch key information. I can understand a description of a house.	I can get the overall meaning of a short email describing a party.	I can complete sentences that describe my house. I can form sentences using words that are given to me. I can complete an email about my house.	I can give simple descriptions of my house. Pronunciation: I am more aware of word stress.	I can improve my spelling.
Unit 2 – Changes In this unit you learn words and expressions connected with working from home, moving home, relationships and technology. You learn to talk about internet banking. This unit introduces ways to talk about the past. You study the superlative form of adjectives.	I can identify the order of main ideas in a conversation. I can listen for specific information such as time expressions.	I can get the overall meaning of a short text and get the meaning of new words from context.	I can form sentences using words that are given to me.	I can describe personal experiences.	I can use the context to guess the meaning of new words.
Unit 3 – Feeling good In this unit you learn to talk about health, health problems, healthy eating and relaxing. You learn how to use 'some' and 'any' and practice asking questions, countable and uncountable nouns. You look at the present continuous tense to describe what you're doing as you speak. You learn to describe how you feel when you're ill.	I can listen to a telephone conversation and identify speakers' main ideas. I can listen to a conversation and identify specific information such as a list of groceries. I can identify the order of main ideas in a conversation. I can differentiate between /j/ and /w/	I can understand specific ideas in a short personal email. I can use contextual clues to complete a short text.	I can complete a short email to my boss. I can write short answers in response to questions about my routine.	I can describe how I feel in simple terms. Pronunciation: I am more aware of word stress.	I can improve my spelling.
Unit 4 – Our world In this unit you learn to talk about places, living things, disasters and 'going green'. You learn how to use linking words, comparatives and superlatives and 'going to' to talk about the future. You practise several items of pronunciation, and listening to directions.	I can identify the order of main ideas in a conversation. I can differentiate between short and long vowels. I can listen to a conversation and identify specific information such as descriptions.	I can get the overall meaning of a short text or article and get the meaning of new words from context. I can identify a statement that summarises the main idea of a short text.	I can complete a short email about my green plans.	I can describe personal experiences. I can differentiate between short and long vowels. Pronunciation: I am more aware of word stress.	I can correct basic grammatical errors.
Unit 5 – Culture In this unit you learn you learn expressions to talk about restaurants and different kinds of music. You listen to recorded information about films and study more about phone English. You learn about 'too much' and 'too many' and practise vowel and joining sounds.	I can differentiate between different vowel sounds. I can identify different options given in a recorded answering system. I can identify specific information in a phone conversation or message.	I can identify key information in a restaurant review.	I can put a short text in the correct order to describe a recipe or a concert.	I can describe personal experiences. Pronunciation: I am more aware of word stress.	I can improve my spelling.
Unit 6 – Grammar and vocabulary The Grammar and Vocabulary unit helps you to review grammar and remember new words from the whole course. Special 'grammar movies' here help you learn more effectively.	Grammar: Mine / there is / there are / comparatives and superlatives / present continuous / s, is or has / the / the time	Vocabulary: Chores / personality / technology / collocations / the body / a phone call / living things / household items / our world			

PRE-INTERMEDIATE 1

Unit	Listening	Reading	Writing	Speaking	Learner Training
Unit 1 – Tell me about yourself In the first unit you practise talking about yourself and your family and you meet two people who write to each other by email. You practise the structures: 'have got', 'there is' and 'would you like...?'	I can listen to a conversation between a receptionist and a customer and identify personal information. I can listen to someone talking about their family and understand key information. I can identify a picture based on a description.	I can understand specific details about personal information in a short email. I can understand the main ideas in a travel brochure.	I can write a short personal profile using a model.	I can answer basic questions about myself.	I can improve my spelling. I can use conjunctions to connect ideas. I can identify basic grammar mistakes in a text.
Unit 2 – Lifestyles In this unit you learn about the lifestyles and listen to people talking about their jobs and free time activities. You also practise the present simple to talk about routines and to ask questions.	I can listen to an interview and identify different speakers' statements. I can listen to someone talking about lifestyle and identify habits and routines.	I can understand the main ideas in a text about everyday life and habits.	I can write a short text about my lifestyle.	I can describe my lifestyle and talk about my job and free time activities.	I can identify basic mistakes in a text.
Unit 3 – Jobs In this unit you practise talking about jobs and our working lives. You practise the present simple to describe daily routines and facts. You also practise the present continuous to describe actions happening at the time of speaking and temporary activities. There is also practice on telling the time.	I can listen to someone describing their job or work day and identify specific information such as numbers and times.	I can understand the main ideas in a text about a company. I can identify reference words in a text about someone's job.	I can form questions using words that are given to me.	Pronunciation: I can differentiate between short and long vowels. I can describe my job.	
Unit 4 – Stories from history Unit 4 looks back into history and you begin by reading and listening to a text about Pompeii and Roman times. During the unit you practise the past simple and the past continuous tenses. There is also preposition and other vocabulary practice.	I can identify facts and the order they are mentioned in an interview or radio programme. I can identify the number of words in a sentence. I can differentiate between regular –ed verbs in the present and past tense.	I can read a text about a historic event and identify main ideas. I can identify main topics in a museum text about a famous person from the past.	I can use verbs to write a short text about past events.	I can describe someone from the past.	I can improve my spelling of past tense verbs.
Unit 5 – Cities There are more cities in this final unit, and you learn about a tourist centre in Turkey and read about 2 British cities. You also practise the language of advice and giving directions.	I can identify specific information in a short description of a city or town. I can follow directions to find a destination.	I can read a short text about a city or town and identify key information. I can read directions to find a place on a map. I can read a text about someone's family and identify key information.	I can write a short postcard using information about a city or town.	I can give simple directions.	I can find and summarise information about a city.
Unit 6 – Grammar reference This reference section allows you to practice the grammar introduced in Units 1-5: present simple, present continuous, past simple, past continuous, 'have got' to talk about family and possessions, 'would you like', telling the time, 'should' for advice, 'there is/are'.	Grammar: Present simple routines / present continuous for temporary situations / past simple regular verbs / past simple questions / have got / would like / should / prepositions of place	Vocabulary: family / appearance / types of houses / health and fitness / jobs / history / time expressions / outdoor activities / cities / directions / reference words			

PRE-INTERMEDIATE 2

Unit	Listening	Reading	Writing	Speaking	Learner Training
Unit 1 – Travel experiences This unit is about travel. You meet two tourists who are enjoying a trip to New York and you listen to some people choosing a holiday and talking about their travel experiences. You also practise writing a postcard.	I can listen to a conversation in a hotel and identify key information. I can identify the main idea of someone describing a travel experience and match speakers to holidays. I can order events as they are narrated in a travel story.	I can read a postcard and identify main ideas. I can read descriptions of people and holidays and match them.	I can complete a postcard by filling in spaces with words of my own.	I am more aware of the different pronunciations of present simple form ending with "s".	I can identify basic grammar mistakes in a text.
Unit 2 – Entertainment The topic of this unit is music, film and theatre at an international arts festival. You practise listening to different types of telephone messages, making arrangements and buying tickets on the phone. The grammar in this unit looks at different ways of talking about the future.	I can listen to a conversation between two friends and identify the arrangements they make. I can identify the number of words in a sentence. I can identify main ideas and the order they are mentioned in an interview.	I can read an advertisement about a festival and identify key information. I can read a review and identify the writer's opinion.	I can write a very short review about a concert, festival, book or play.	I am more aware of weaker sounds, for example in "going to". I am more aware of intonation used in questions.	I can identify basic grammar mistakes in a review.
Unit 3 – Shopping and fashion The topic of this unit is clothes and shopping. You practise vocabulary to describe clothes. There is practice using language to talk about likes and dislikes and you listen to two people talking about where they like to buy their clothes. You also practise comparative and superlative adjectives.	I can identify a picture based on a description. I can listen to an interview and identify the speakers' points of view.	I can identify a picture based on a description in an email. I can read a text about someone's clothing preferences and identify main ideas. I can order the paragraphs of a text about a shopping area/centre.		I can differentiate between the /p/ and /b/ sounds.	I can correct sentences that express likes and dislikes. I can correct sentences about a shopping area or experience.
Unit 4 – Technology The topic of this unit is technology and how it will change our lives. You listen to some experts who talk about the latest products in new technology and you meet a teacher from Liverpool who uses the latest technology in his classroom. The writing section of this unit practises informal letters.	I can identify speakers' opinions in an interview at a trade fair. I can identify the number of words in a sentence.	I can identify the main idea of each paragraph in a text about a trade fair. I can identify key information in an informal letter or email.	I can complete an informal letter with expressions provided.		
Unit 5 – Change The final unit continues with the topic of change and you hear from two people that have made big changes in their lives. The grammar in this unit is the present perfect tense and used to. Both structures are often used when we talk about change.	I can identify different speakers' opinions or statements in a radio interview. I can identify key information mentioned in a radio interview.	I can identify key information in an informal letter or email.	I can improve my use of punctuation.	I can improve my use of intonation to express surprise or interest.	I am more aware of the metalanguage used to talk about the tenses we have used in this course. I can use different strategies to learn new vocabulary.
Unit 6 – Grammar reference This reference section allows you to practise the grammar introduced in Units 1-5, for example: present tenses for routines, present tenses for future use, 'will' and 'going to' for future use, past tenses, present perfect, comparative and superlative adjectives, and more.	Grammar Infinitives / past participles / present perfect , ever, never , for, since/ past simple / pronouns / comparatives / comparative adjectives / superlatives / the first conditional / used to / definite article / have got	Vocabulary Airport / holidays / the arts / events / reviews / music / telephoning / tickets / clothes / types of shops / likes and dislikes / colours and patterns / technology / online courses / internet / books			

INTERMEDIATE 1

Unit	Listening	Reading	Writing	Speaking	Learner training
Unit 1 – Meeting people In this unit you meet Yoshi, Mike and Peter, who are all in Barcelona. You practise using the past tenses and question forms and you learn vocabulary to describe a person's character. You practise language to introduce yourself and what to say when meeting people.	I can identify specific/key information when listening to a conversation between friends. I am more aware of the pronunciation of regular –ed verbs in the past. I can identify statements mentioned in an interview and put them in the correct order as I hear them.	I can identify key information in a text about places to visit in a city. I can complete a personality quiz.	I am more aware of the genre and structure of informal emails. I can complete an informal email with expressions provided. I can write an email requesting information about a distance-learning course. I can write a short personal profile.	I am more aware of the pronunciation of regular –ed verbs in the past. I can introduce myself.	I can identify common errors and correct a short text. I can use dictionary definitions to help me choose the correct word I need to use.
Unit 2 – Shopping In this unit you think about shopping and buying clothes. You meet Sharon who is a shopaholic and practise asking questions when shopping. You also look at the language we use to describe shops in a city.	I can listen to a telephone conversation and identify specific information such as dates, quantities and items mentioned. I am more aware of the pronunciation of plural forms: /ɪz/, /s/ or /z/.	I can understand the main ideas in an informal email requesting information.	I can complete an email with words provided. I can reply to a short email from a friend providing requested information. I am more aware of email writing conventions.	I am more aware of the pronunciation of plural forms: /ɪz/, /s/ or /z/.	
Unit 3 – Travel In unit 3 you meet Sara Bianchi, an Italian student staying with the Harris family in the UK. In this unit you practise words connected with airports, language to describe objects and describing a person's appearance. You also practise formal and informal language for use on the telephone.	I can identify the number of words in a sentence. I can identify the main idea of a voicemail message. I can listen to a conversation and identify specific information to correct notes.	I can use written descriptions to identify people and objects in pictures. I can infer the meaning of a word in a text by analysing the context.	I am more aware of the genre and structure of informal emails. I can complete an email with given expressions.		I can correct common errors such as word order of adjectives. I am more aware of the differences between formal and informal language.
Unit 4 – Banks In unit 4 you find out how Yoshi organised her money for the trip, and you practise language connected with banking and credit cards. You also learn about changing money and language used to talk about numbers and dates.	I can listen to a conversation in a bank and identify key information. I can identify the number of words in a sentence. I can complete notes with specific information such as numbers mentioned in a voicemail message.	I can use information from a CV to complete a letter of application.	I am more aware of the structure of a letter of application. I can put parts of a letter in the correct order.	I am more aware of the difference between /əu/ and /ɔ:/. I can read numbers correctly out loud.	
Unit 5 – Tourism Most of this unit takes place in a tourist information office. You hear two tourists, Mike and Bhasi asking for information about a city and about hiring a car. You practise language to talk about imaginary situations (the conditional). You also practise language connected with directions and writing a description of a city.	I can differentiate between /əu/ and /u:/. I can identify the main ideas mentioned by different speakers in a conversation. I can identify the number of words in a sentence. I can follow directions to find a place on a map.	I can read a brochure and identify key information about two products. I can understand main ideas in a text about transport or a foreign city.	I am more aware of cohesive devices in a text. I can add cohesive devices to a text.	I am more aware of word stress. I am more aware of short and long vowels, such as /e/ and /ɛ:/.	I can link ideas with appropriate contrasting conjunctions. I can correct common errors with inaccurate use of contractions.
Unit 6 – Grammar reference This reference section allows you to practice the grammar introduced in Units 1-5, for example: present simple and continuous, 'going to' and 'will', modal verbs of obligation, agreeing and disagreeing, second conditional, and more...	Grammar Relative pronouns / direct and indirect questions / this, that, these, those / present perfect continuous / on, at, in / question words / second conditional / comparatives and superlatives / future will and going to / passive	Vocabulary Describing character / suggestions / agreeing and disagreeing / kinds of shops / clothing / colours and patterns / at the airport / describing objects / telephone language / email expressions / formal and informal expressions / money and banks / advice / letters of application / dates / transport / directions			

INTERMEDIATE 2

Unit	Listening	Reading	Writing	Speaking	Learner training
Unit 1 – Tourism In the first unit you meet Paola, an Italian tourist in London. You study language that is useful for visiting tourist destinations. You learn how to ask for tourist information, read tourist brochures and look for information on the Web about museums to visit, find out about tourist destinations, and talk about plans.	I can identify specific information in a conversation between a tourist official and a tourist. I can identify specific information such as times and numbers in a recording about tourist attractions. I can correct information in a text based on a conversation.	I can identify landmarks after reading their descriptions in a guidebook.	I can organise statements in a logical order to structure an informal email or note.	I am more aware of the difference between the long vowel sounds /a:/ and /ɔ:/. I am more aware of the difference between /ði:/ and /ðə/.	I can use different strategies to learn new words, linking them to synonyms and dictionary definitions.
Unit 2 – Disasters and emergencies In this unit, Paola has some bad experiences and you learn how to deal with problems when travelling. You practise language connected with the following: crime, lost luggage, health problems, preparing for a trip, travel insurance, writing stories, and past tenses for storytelling.	I can listen to different speakers and identify the problems they are describing. I can listen to a conversation and identify specific information, such as items described and personal details. I can identify the number of words in a sentence. I can listen to a conversation and identify the order in which items are mentioned.	I can identify key information in a letter. I can infer the meaning of a word in a text by analysing the context. I can identify main ideas in three different texts and compare these. I can identify the order of events in a text.	I can organise the different parts of a letter. I am more aware of the effect paragraphing and cohesive devices have on the reader. I can use prompts to write a letter to a friend telling them about an experience (120 to 140 words).	I am more aware of word stress.	
Unit 3 – Hotels Paola books a hotel and checks in. You will learn the language you need to discuss the facilities offered by a hotel, describe places, and check into a hotel. You will learn to use verbs to talk about obligation, and you will learn how to complain when things go wrong in a hotel.	I can listen to different speakers and identify their opinions. I can listen to a conversation and identify the order in which items are mentioned. I can listen to a recording of someone reporting a problem and identify specific information, such as numbers and personal details. I can identify main ideas, such as suggestions, in a radio programme.	I can identify specific information, such as hotel facilities, in different texts and compare this information. I can identify main ideas, such as suggestions, in a text from a guidebook. I can identify specific information in an informal email.	I can use prompts to write a letter to a friend telling them about a trip (120 to 140 words). I can complete a text message with appropriate text abbreviations. I can complete a letter with appropriate discourse markers.	I am more aware of the difference between /ch/ and /g/. I am more aware of the different ways in which we pronounce strong and weak forms, especially of auxiliary and modal verbs.	I can improve my word order in English.
Unit 4 – Communications Yoshi is in New York on business. Here you practise language connected with telephoning and work, including the following: making phone calls, setting up a temporary office, writing e-mails to ask for information, transitive and intransitive verbs, and phrasal verbs.	I can identify the number of words in a sentence.	I can read instructions and put them in a logical order. I can read different emails and identify the main idea of each text. I can identify specific information about different products or services in a text.	I can use prompts to write an email requesting information (120 to 140 words).	I am more aware of words that contain the double vowel sounds /au/, /ai/ and /ɪə/.	I am more aware of correct word order in English. I can correct common mistakes regarding word order.
Unit 5 – Eating Yoshi eats out in Hong Kong with her friend Cliff. In this unit you learn how to: talk about types of food that you like or don't like, order a meal in a restaurant, complain when things go wrong in a restaurant, write a formal letter of complaint, and use indirect questions.	I can listen to a radio programme and identify specific information about eating out. I can listen to a conversation in a restaurant and identify specific information such as the food that is ordered.	I can identify specific information about different places in a restaurant guide. I can use the context to infer the meaning of a word in a text. Identify different food types on a menu.	I am more aware of the structure, lexis, layout and format of a formal letter of complaint. I can complete a formal letter of complaint with words or phrases provided.	I am more aware of word stress and accurate pronunciation of food vocabulary. I am more aware of the effect that intonation has on the message.	
Unit 6 – Grammar reference This reference section allows you to practice the grammar introduced in Units 1-5, for example: Past and present tenses, modals verbs of obligation, transitive and intransitive verbs, agreeing and disagreeing, likes and dislikes, and more...	Grammar Comparative and superlative adjectives / modal verbs / question formation / relative pronoun / should, need to, must, have to / direct and indirect questions / the passive / compound nouns and adjectives / Revision: first and second conditional / present simple and continuous / past perfect simple and continuous / future simple and continuous	Vocabulary Crime and the law / parts of the body / illnesses / time references / hotel facilities / hotel reservations / telephoning / telephoning phrasal verbs / food / menus / cooking collocations / restaurants / likes and dislikes / letter of complaint			

UPPER - INTERMEDIATE 1

Unit	Listening	Reading	Writing	Speaking	Learner training
Unit 1 – Distance learning In this unit you learn vocabulary used to talk about education. You listen to people talking about why they are doing distance learning courses and revise the Present Simple and Continuous tenses. You also look at when we use 'be/get used to doing something', revise the present perfect simple and continuous, and look at when we use 'used to' and phrasal verbs.	I can listen to a radio programme and identify reasons different speakers mention for studying online. I can identify speakers' opinions in a radio programme. I can put events in the correct order as I hear them in a radio interview.	I can understand the main points of an informal email from a friend. I can understand the main ideas and some details in a guidebook text about festivals. I can use the context to infer the meaning of words.	I can distinguish between formal and informal language used in email writing. I can moderate my language to write a more formal letter.	I can choose when to use strong and weak sounds (auxiliaries, prepositions, pronouns, conjunctions)	I can correct grammatical mistakes in an email. I can correct word order in most sentences.
Unit 2 – Festivals In this unit you learn about some festivals around the world like Up-Helly-Aa. You revise past tenses and adjective order and look at some words that are easily confused. You learn more about writing informal letters. Then you study some phrasal verbs. Finally, you read a review of a book on festivals by an American professor. You see an extract from the book and you also listen to an interview with the author. You work on vocabulary, phrasal verbs and you revise 'so' and 'such'.	I can understand main ideas in a radio programme. I can listen to a radio interview and understand specific details about festivals described.	I can use reference words to identify the correct order of different parts of a letter. I can identify main ideas in a book review. I can use the context to infer the meaning of words in a book review.	I can distinguish between formal and informal language used in email writing. I am more aware of cohesive devices used to link sentences and paragraphs.		I can correct word order in most sentences. I can use suffixes to change words to different parts of speech.
Unit 3 – The media In this unit you learn vocabulary connected with newspapers and the media, and find out about newspapers in Britain. You look at when and why passives are used, and you also study reported speech, especially reported questions. You review punctuation and learn how to write an article. You also learn some more phrasal verbs.	I can listen to an interview with someone who sells magazines and identify specific information related to time and numbers. I can identify differences in a spoken and written text.	I can read a completed questionnaire and identify the opinion it reflects. I can identify the main topic in a news article as well as match articles to different kinds of media. I can identify the different sections of an article.	I can correct punctuation errors. I am aware of the conventions of article writing, including layout and tone. I can use prompts to write an article of 150 words for a student magazine.	I can ask indirect questions to be polite.	I can use conjunctions to form more complex sentences.
Unit 4 – Crime and the law In this unit you learn the vocabulary connected with crime, criminals and the law. You look at guessing meanings of words you don't know from their contexts, and the prepositions that go with certain verbs. You learn how to write formal letters of complaint and practise checking your work for errors. You review connecting words within sentences and study aspects of the past, 3rd conditionals and ways of expressing obligation and prohibition.	I can identify differences in a spoken and written text. I can listen for detail to a conversation about crime.	I can analyse referencing words to identify the correct place to insert paragraphs in an article. I can use the context to infer the meaning of words in an article about crime. I can identify the main facts in a short newspaper article. I can identify a statement that summarises a text.	I can use prompts to write examples of obligation and prohibition in my country.	I am more aware of when /r/ is pronounced and when it is silent. I am more aware of word stress of words related to crime.	I can use suffixes to change words related to crime to different parts of speech.
Unit 5 – Sports, health and fitness In this unit you work on sport. You learn vocabulary connected with different sports, places where sports are done and sports injuries, you meet Hanan, a reporter from a local newspaper, as she finds out about sport in her area in order to write an article. There is practice on writing articles and using modal verbs, gerunds and infinitives.	I can listen for details such as numbers and times in an interview with a sports centre director.	I can read a leaflet for detail and identify statements that reflect the text. I can analyse referencing words to identify the correct place to insert missing words in an article. Use reference words to identify the correct order of different paragraphs in a newspaper article.	I am more aware of the genre of newspaper and magazine articles, including paragraphing, organisation and language used. I can write a 250 word newspaper article.	I can discuss my sports activities and ask someone questions about the sports they like to do.	I can correct sentences containing extra words.
Unit 6 – Grammar reference There are five sections to the grammar reference, each of which provides practice for a different area of grammar covered in the lessons on this Upper-Intermediate 1 course.	Grammar Present simple and continuous / stative verbs / used to, would / determiners / active or passive / indirect questions / relative clauses / third conditional / obligation and prohibition / could and was able to / infinitives and gerunds / should have and ought to have	Vocabulary Distance learning / be used to / computers / intensifying adverbs / festivals / clothing / weddings / phrasal verbs / so, such / newspapers / crime and criminals / sports collocations			

UPPER - INTERMEDIATE 2

Unit	Listening	Reading	Writing	Speaking	Learner training
Unit 1 – The world of work In this unit you learn to talk about jobs and their attractions. You also learn how to write a letter of application for a job. You then examine the advantages and disadvantages of working from home and work on how jobs will change in the future. You also study future tenses and review telephone language.	I can identify the importance of different job attractions based on the language and features of pronunciation used by the speaker. I can read for detail and match texts describing preferences and job descriptions. I can listen to a job interview and identify specific information about the candidate's experience.	I can identify the advantages and disadvantages mentioned in an article about teleworking. I can use the context to infer the meaning of words in an article about teleworking.	I am more aware of the genre of job applications, including paragraphing, organisation and language used. I can complete a job application email with appropriate vocabulary.	I am more aware how sentence stress and intonation influence meaning. I can accurately differentiate similar phonemes such as /b/ and /p/.	I can use suffixes to change words related to jobs to different parts of speech.
Unit 2 – Adventure and exploration In this unit you learn the vocabulary to describe the activities, dangers and the feelings which you may have on an adventure. You practise writing informal letters. You listen and read about people who have had adventures and you read and listen about some of the great explorers of the past. You also study gerunds and infinitives, non-defining relative clauses, adjectives ending in -ed and -ing, and phrasal verbs.	I can infer what activity a speaker is describing by using lexical clues. I can match speakers to the activities they describe. I can identify how someone felt on an adventure, based on the language and features of pronunciation used by the speaker. I can put events in the correct order as I hear them in a radio interview.	I can infer what activity a text is describing by using lexical clues. I can use the context to guess the meaning of unfamiliar words related to adventure and risk. I can identify different opinions in an article about taking risks.	I am more aware of the genre of informal letters or emails, including paragraphing, organisation and language used. I can use connecting words to link different ideas in a story.	I can accurately differentiate between similar phonemes such as /w/ and /v/. I am more aware of consonants that are linked and modified in connected speech.	I can improve my spelling and identify common spelling mistakes.
Unit 3 – Finding accommodation In this unit you learn the vocabulary connected with different types of living accommodation, and how to talk about places to live and the problems of finding a suitable place. You also learn to write formal letters in an appropriate style. You then look at the vocabulary of money matters. You study conditionals referring to the past, and how we indicate that others have done work for us. You review 'too' and 'enough' and learn some two- and three-word verbs.	I can identify specific information such as problems mentioned in a conversation about housing. I can identify the most suitable text message to an advertisement based on details mentioned. I can listen for details such as numbers an interview with a bank customer.	I can identify the main idea in an email. I can read an advertisement for detail, including terms and conditions.	I can correct sentences containing extra words. I can complete an email with appropriate connecting words. I can distinguish between formal and informal language used in email writing. I can write a transactional email to an accommodation officer.	I can accurately differentiate between similar phonemes such as /o/ and /θu/.	I can use different strategies, such as categorisation, to learn new vocabulary. I can use context to infer the correct homophone.
Unit 4 – The unexplained In this unit you learn how to talk about mysteries and strange phenomena. To do this you learn to use the language of speculation. You work with the vocabulary of feelings and sensations. You look again at the past tenses used in telling stories. In the Writing section you learn how to write an article for an informal magazine or newspaper. You revise how to write descriptions and tell stories. You also look at the use of the definite article and you review questions which end in prepositions.	I can identify specific information in a story someone tells about ghosts. I can identify specific information in a conversation about natural healers. I can put events in the correct order as I hear them in a radio interview.	I can identify specific information in a post about a supernatural experience. I can identify the main idea in an article and choose a suitable title. I can use references in a text to put sentences into the correct order.	I can use different techniques to make my writing more interesting. I can correct sentences containing extra words. I can correct sentences containing no punctuation. I can complete an article with adverbs and adjectives to make it more interesting.	I am more aware of the correct word stress of vocabulary related to feelings. I am more aware of how intonation is used to express feelings such as enthusiasm, assertiveness or uncertainty.	I can use suffixes to change to different parts of speech. I can improve my self-monitoring. I can correct mistakes overusing "the".
Unit 5 – Entertainment In this unit you learn vocabulary connected with films and the theatre. You review the language used for making suggestions and study further uses of the passive. You also study some verbs used to report speech. You read film reviews and practise writing reviews. You do some work on phrasal verbs, word building and easily confused words.	I can identify specific opinions and descriptions in a conversation about a film. I can put films in the correct order as I hear them mentioned in a conversation. I can identify details and arrangements mentioned in a conversation about a theatre group visit.	I can identify statements of opinion in a film review. I can analyse referencing words to identify the correct place to insert sentences in a theatre programme.	I am more aware of the genre film reviews including paragraphing, organisation and language used. I can assess how complete a text is.	I can accurately differentiate between similar vowels such as /e/ and /el/.	I can use suffixes to change verbs related to film to different parts of speech. I can use prepositions more accurately.
Unit 6 – Grammar Reference There are five sections to the grammar reference, each of which provides practice for a different area of grammar covered in the lessons on this Upper-Intermediate 2 course.	Indirect questions / future simple and continuous / gerunds and infinitives / non-defining relative clauses / infinitives or gerund / causative / past speculation / third conditional / past uncertainty and deductions / narrative tenses / final prepositions / suggestions / reported speech / active and passive	Jobs / job and work collocations / future time expressions / activities / feelings / phrasal verbs / explorations / accommodation / abbreviations / loans / feelings and sensations / collocations and idioms / film / phrasal verbs / gradable adjectives / theatre / reporting verbs			

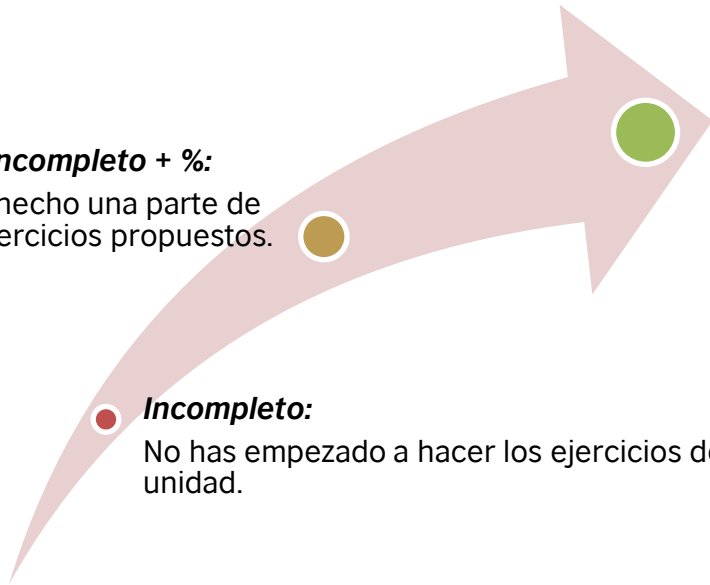
¿CÓMO CONTROLO MI PROGRESO?

LEP te ayudará a controlar tu progreso y reconocer las unidades que has hecho y las que te quedan pendientes. Para ello, cada unidad muestra su estado:

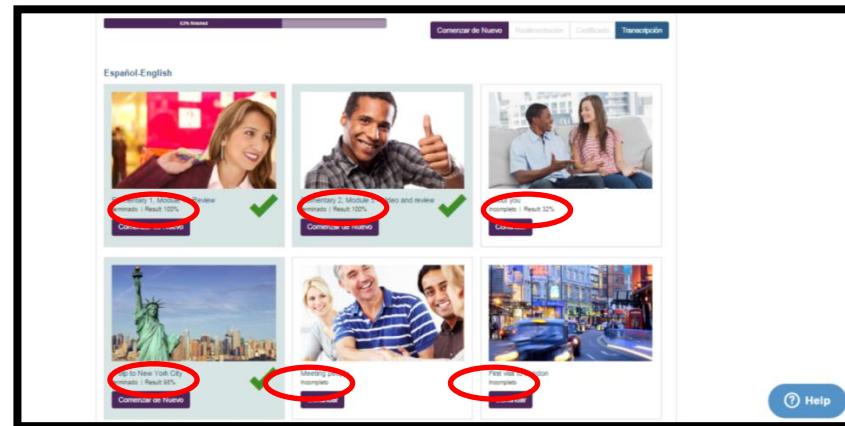
Incompleto + %:
Has hecho una parte de los ejercicios propuestos.

Incompleto:
No has empezado a hacer los ejercicios de la unidad.

Terminado 100%:
Has completado todos los ejercicios de la unidad.



Cuando hagas clic sobre cualquier unidad, se abrirá una nueva pestaña/ventana en el navegador. En esta ventana puedes hacer los ejercicios propuestos para esa unidad concreta. Recuerda que tu progreso en el curso se registra automáticamente. Podrás ver cómo, una vez realizada una serie de ejercicios, **y tras cerrar la ventana de la unidad**, tu evolución en el sistema se actualiza de manera automática, y se refleja en el listado de unidades que tienes a tu disposición.



En la pestaña de “Progreso” de cada Pathway (nivel) podrás conocer en todo momento el número de módulos que has trabajado, en qué fecha, el tiempo que has dedicado y la puntuación (porcentaje de éxito con el que has realizado los ejercicios).

The screenshot displays the 'Progreso' (Progress) tab for 'Pathways Elementary 1 (Español)'. The progress bar is at 100%. Below the progress bar, there are tabs for 'Overview', 'Module 1', 'Module 2', 'Module 3', 'Module 4', 'Module 5', and 'Module 6'. Under 'Module 5', there are three optional activities: 'Transport' (97% result), 'Holidays' (96% result), and 'Hotels' (94% result). A table below shows the progress for various modules.

Módulo	Descripción	Fecha de inicio	Date Finished	Tiempo	Estado	Puntuación
E1 ES Module 1	5 de los 5 actividades necesarias	Terminado				85%*
E1_M1_U1_ES	En esta unidad tu aprenderás cómo hacer preguntas cuando conoces a alguien por primera vez.	05/05/2015	05/05/2015	00:08:03	—	100%
E1_M1_U2_ES	En esta unidad tu aprenderás cómo hablar acerca de países y nacionalidades.	05/05/2015	05/05/2015	00:13:59	—	100%
E1_M1_U3_ES	En esta unidad tu aprenderás cómo describir la apariencia de una persona.	05/05/2015	05/05/2015	00:33:26	—	100%
E1_M1_U4_ES	En esta unidad tu aprenderás cómo hablar acerca de tu familia.	05/05/2015	11/05/2015	01:56:56	—	92%
E1_M1_U5_ES	En esta unidad repasaremos el vocabulario de este módulo - las personas.	28/04/2015	05/05/2015	01:08:16	—	100%
E1_M1_U4_ES	1 - Review					

DUDAS O INCIDENCIAS SOBRE EL FUNCIONAMIENTO DEL PROGRAMA:

En esta guía hemos recorrido los primeros pasos que te han permitido familiarizarte con las cuestiones básicas de LearnEnglish Pathways. En el caso de que tengas cualquier duda, o que te pueda surgir un problema concreto con tu experiencia formativa, **no dudes en contactar con nosotros utilizando el botón “Help”**.



Encontrarás este botón en la esquina inferior derecha de la pantalla a lo largo de toda tu navegación por LearnEnglish Pathways. Envíanos tus dudas o incidencias y nuestro **Equipo de ayuda y soporte** se pondrá en contacto contigo.

LA OBTENCIÓN DEL CERTIFICADO:

Al realizar correctamente los ejercicios de cada Pathway (nivel) recibirás un **certificado acreditativo de haber completado con éxito el citado nivel.** Page | 23

Al conseguirlo se te habilitará una nueva pestaña con el nombre “Certificado” dentro de cada uno de los niveles que vayas completando satisfactoriamente. En este enlace podrás descargarte las diferentes certificaciones que consigas.

The screenshot displays the user interface for 'Pathways Elementary 1 (Español)'. At the top, there is a search bar and a language selector set to 'Spanish'. Below this, a navigation bar includes 'Bienvenida' and 'Niveles de Formación'. The main content area shows a progress bar at 100% and a set of tabs: 'Realimentación', 'Certificado', and 'Pruebas'. The 'Certificado' tab is circled in red with an arrow pointing to it. Underneath, there are tabs for 'Overview' and 'Module 1' through 'Module 6'. The 'Module 5' tab is active, displaying a section titled 'Opcional:' with three activity cards: 'Transport' (97% result), 'Holidays' (99% result), and 'Hotels' (94% result). Each card has a green checkmark and a 'Comenzar de Nuevo' button. At the bottom right, a 'Help' button is circled in red with an arrow pointing to it.