

Communicate 1

Teacher's notes

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Introduction

Welcome to *Communicate*. The objective of the course is to improve your students' oral communication. Each unit begins with the vocabulary students will need in succeeding pages. It goes on to offer speaking activities, listening practice and training in the use of functional language. A final task obliges students to productively use what they have learnt in preceding lessons. The last page of each unit is a review lesson to test students' acquisition of unit concepts.

The book is divided into three blocks of five units (which could be used one for each term over an academic year). During the first four units of each block, students encounter language in realistic, situational contexts covering four syllabus areas: **English in the Personal Sphere, English at Work, Academic English and English in a Public or Social Context**. The final unit of each block is designed to provide students with an opportunity to consolidate their learning. These Prepare to ... units teach students through graded productive tasks which could be used to assess their progress or as preparation for exams. Additionally, **Unit and end-of-term tests** on the Teacher's Multi-ROM provide a summative assessment of student progress.

Throughout the book, students are supported by the **Phrase bank** columns located in the margin of the main unit lessons. These provide lists of topic-related vocabulary divided into lexical sets to help students fulfil their lesson objectives. Additional information provided by the Phrase banks includes:

Useful language boxes to support students' production.

Language note boxes highlighting common errors or key linguistic information.

Culture boxes with relevant information about the English-speaking world.

Pronunciation boxes which focus student attention on production of individual sounds as well as supra-segmental features of pronunciation such as stress, rhythm and intonation.

Strategy boxes designed to help students develop their speaking skills, by highlighting features of native speaker discourse.

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Vocabulary

The aims of the first page of each unit are to ...

- establish the theme for the unit
- provide students with activities designed to review and extend vocabulary relevant to the theme
- consolidate this vocabulary through a series of contextualized tasks

This page often starts with a photo-related activity or a short listening task to introduce the unit theme. The activities have been written to offer very controlled practice in topic-related vocabulary through matching target language to synonyms / antonyms, gap-fill exercises or matching words to definitions.

Language is generally contextualized later in the lesson, often through a short reading text. Vocabulary is also consolidated via listening activities in some lessons. In these cases, students typically listen to descriptions of key vocabulary and choose the correct definitions.

Other activities on the vocabulary page include work on collocations and word families and personalization exercises. These are usually best done in pairs or small groups although you might want, subsequently, to call on a few students to do the activity in front of the rest of the class. This 'rehearsal' stage is important as it helps students gain in confidence. Indeed, research suggests that student performance is improved through task repetition.

While most activities *can* be performed on an individual basis if you prefer, working in pairs will increase opportunities for communication and help activate the language. It's therefore important that your students are familiar with English expressions they can use for this type of classroom interaction. You might want to put the following suggestions on the board or make a poster with these expressions.

Working together / checking answers

Student A: What have you got for A? / What do you think about number 1? / What about this one?

Student B: I think it's ...

Student A: Me too. / Really? I think it's ...

Apart from using the Phrase bank to complete activities, you might also want to try the following ideas:

- Get fast-finishing students to take it in turns to define words from the Phrase bank for their partners to guess.
- As Phrase bank vocabulary is divided into lexical areas, get students to suggest titles for these.
- Dictate additional words or expressions for each lexical area, then get students to classify the words.
- Tell students to close their books, tell them the name of a lexical area then get them to compete to remember appropriate words or expressions for that area.

All vocabulary from the unit is summarized on the Review page and there is a complete wordlist at the back of the book.

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Speaking

The aims of this page are to ...

- develop the unit theme further
- activate and extend the vocabulary of the previous page through a combination of listening and speaking tasks
- teach an area of pronunciation related to the language of the lesson – in particular, phonemes
- provide opportunities for carefully scaffolded spoken production using audio material as a model

The context for this page is often established via audio material. A range of tasks oblige students to focus on these models of useful language. First of all, gist activities help students acquire a global understanding of what is being said. These include matching dialogues to photos – or identifying the speakers. Then, more familiar tasks such as true / false and multiple-choice exercises get them to focus on inferring meaning and understanding specific information. Some tasks also require students to complete tables or label graphs. Key expressions are usually included in the Phrase bank.

You can draw students' attention to the Pronunciation box at any time. However, we recommend you do this after the listening activities (in which they are often exposed to examples of target sounds) and before the final speaking exercise – to support their oral production. In most cases, students listen to examples of target phonemes and repeat them or classify them. These activities are best done in pairs, so students can help each other or comment on each other's performance.

Many of the Pronunciation boxes use phonemic symbols. While it is not essential to teach these, knowledge of this script will help your students keep better and more complete vocabulary records and help them practise their pronunciation using dictionaries.

At the foot of the page, students do a speaking exercise in which they reproduce language heard in earlier listening activities. Sometimes they will also be required to rewrite a dialogue, adapting it so that it is true for them.

A suggestion for helping students become more aware of their progress is to ask them to do this task, *without preparation*, at the start of the lesson. They will, naturally, find this difficult but when they do the task again, following the listening, pronunciation and language focus activities, they should be able to see a clear improvement in their performance. This improvement should be evident in terms of the duration, content and confidence with which they speak. If possible, record the students' two performances or give them a checklist to help them monitor their progress.

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Listening

The aims of this page are to ...

- provide extensive listening practice
- develop students' listening ability through a range of task types
- extend and develop the theme of the unit by adding cultural information
- extend the topic vocabulary through contextualized integration of new lexis

For many students, listening is a particularly challenging classroom activity. It's therefore important to do everything we can to boost confidence so that it is a successful experience. In many courses, the emphasis is on *testing* student performance. In *Communicate*, while giving students further opportunity to develop their general listening skills we also use listening as a source of information and an impetus for discussion.

The page generally starts with some visuals or some factual information to establish the theme and prepare students for listening. In the real world we generally have contextual clues when we listen, or we can anticipate content to some degree. For example, if we ask for information at a station ticket office, we can anticipate that we will be told about destinations and routes and asked our preferences in terms of ticket type (first class or standard, single or return, etc). Classroom listening often requires students to listen under pressure and without these clues. Lead-in activities are therefore designed to compensate for this, to warm-up and on some occasions personalize the theme before starting the main task. To further deepen this experience, you may want to begin your lesson 'off the book' by telling students to prepare one discussion question or have students complete and then compare statements about the topic. For example, in the unit about food (Unit 11), you could tell students to complete and then compare the following:

I normally eat fast food ... (frequency)

My favourite type of fast food is ...

In my part of town you can eat the following types of fast food: ...

The listening tasks are always contextualized and come from a wide variety of sources including radio programmes, interviews, conversations, presentations and speeches. Students will often have to predict content or answers and then listen to check. Tasks tend to move from general comprehension of gist through to understanding of specific details. Comprehension is then checked via multiple-choice tasks, completion of tables, true / false questions, etc.

A good way of boosting students' confidence is to allow them, in pairs, to check their answers before listening for a second time to confirm their ideas. The emphasis here should not be on *testing* students' performance, but on making them more successful and confident as listeners.

Another useful technique is to return to a listening lesson at a later point in time. Repeating the task or dictating an extract from it – for more intensive listening practice – will reassure students that they are progressing. This type of cyclical teaching is a great way to increase confidence and improve comprehension skills.

The listening page often finishes with a brief discussion question. This will be of particular interest where the listening gives socio-cultural insights.

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Functional language

The aims of this page are to ...

- highlight functions of spoken language heard in the previous listening
- provide controlled practice of functional language exponents
- highlight key features of English pronunciation (stress, intonation, connected speech features)
- provide further opportunities for speaking practice

There is a strong link between this and the previous page as the target language in this lesson is generally drawn from the listening. However, should you prefer to teach the lessons in a different order, remind students of the theme before proceeding. For example, you could write some key words on the board and have students work in pairs or small groups to remember the content of the listening.

The target language is presented through asking students to complete exercises containing sentences extracted from the listening lesson. Key phrases are sometimes provided in the Phrase bank for easy reference. Since it is difficult – and unhelpful – to isolate functional language from other exponents with which it normally occurs, students are asked to sort and classify these phrases so that their purpose becomes clear. For example, when we discuss plans for getting together with people we tend to use a range of micro-functions (suggesting, making arrangements, showing enthusiasm, responding positively/negatively, suggesting alternatives, etc). As such, students have to match a range of phrases to the purpose each serves.

To consolidate student acquisition of this language, the lesson often includes written practice (for example dialogue completion, ordering of conversations, etc) followed by a further short listening to check comprehension.

The pronunciation focus on this page is on supra-segmental features: aspects of phonology beyond the level of individual sounds. This gives students practice of analysing chunks of natural speech to identify things like word linking or sentence stress. The focus is as much on reception – noticing and identifying the effect of these features – as on accurate production, so these boxes are supported by audio tracks.

A final speaking activity helps to consolidate the lesson's target language. This generally requires students to invent their own version of a dialogue or do a roleplay based on a model that they have already heard. Students will be more successful in completing this task if they are given adequate time to prepare and rehearse. To facilitate this you could break the activity down into the following steps:

1. Organize students into groups. Give them time to work on one of the roles in the task (one group works on the Student A instructions, the other on the Student B instructions).
2. Reorganize the class into A / B pairs to roleplay the conversation a first time.
3. Let them move into different A / B pairs to continue practising their roles.
4. Tell students to swap roles and repeat the activity.

The following questions are useful to focus students on their performance at the end of the task.

Did Student A / B make himself / herself clear?

Student B, did you find out everything you wanted to know? Did Student A give clear information?

Did you manage to resolve any communication problems in the conversation?

Which of the functional language expressions did you use?

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Final task

The aims of this page are to ...

- provide students with the opportunity to do an extended speaking task in an authentic situation
- focus on positive and negative performance aspects through listening
- highlight strategies used by successful speakers

The final task provides an opportunity for students to bring together the input of the unit in an extended speaking task. The task connects with the thematic content of the unit, thus giving students a chance to reutilize target vocabulary and functional language seen earlier. Tasks are drawn from a variety of real-life situations which require students to deploy diverse registers depending on the formality of the situation. For example, when making a complaint, students are obliged to use formal language. Some lessons have a more individualistic focus, such as when students make a presentation, while others are necessarily interactive, for example giving directions.

While much of the preparation for these tasks has been carried out through the preceding pages, students are given all the support necessary on this page to help them complete their task successfully. Example tasks are modelled through audio material, strategies which highlight the practices of successful speakers are given and linguistic support is provided by Useful language boxes.

The emphasis on this page is very much on successful student performance and again, this will be improved by providing sufficient time for preparation – including time for note-taking, time for students to think through what they are going to say – and opportunities for students to repeat tasks. For example, when enacting roleplays, students can change pairs to increase the opportunities for performance and task improvement. When giving presentations, students can perform in front of groups, and then perform again after the teacher has regrouped the class. Alternatively, students can perform and receive peer feedback on the positive and negative aspects of their performance, before having another opportunity to try.

While working in groups may seem a little chaotic at first, it will greatly increase the opportunity that each individual student has to speak English in the class. The teacher's role is to ensure students are on task and to provide encouragement and linguistic support.

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Review

The aims of this page are to ...

- provide consolidation and further practice of the three main input areas in each unit:
 - Vocabulary
 - Pronunciation
 - Functional language
- provide a comprehensive list of the language input in the unit

The final page gives students a chance to review and consolidate language input. The activities can be done in a variety of ways:

- Students work through each section in pairs, pooling their knowledge before you check answers with the whole class.
- Students work individually, using the page as a kind of informal 'test'.
- Students do the activities at home.
- You could use activities as warmers to review as you progress through the unit.
- You could turn the page into a competition or a quiz, either with the teacher reading out the questions and students working in pairs to note answers, then swapping to correct each other's answers, or with pairs volunteering to go 'head-to-head' against another team in front of the class to win points.

Vocabulary activities are of a wide range of types, including finding the odd one out, adding an example to each category, dividing words into lexical sets, correcting mistakes and matching activities. On occasion, listening is also used, for example with students having to choose from a list the word that the speaker is defining.

Pronunciation activities extend and provide further practice of Pronunciation boxes earlier in the unit and should therefore only be used if you have focused on this language on preceding pages. Tasks include categorization of example words according to the phoneme they include, underlining of target sounds or discrimination between two phonemes.

Functional language is reviewed by an initial language focus task, in which students may have to order a dialogue or categorize functional exponents. This is consolidated through a productive activity in which students have to practise a dialogue or perform an alternative version of the dialogue they put in order previously.

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The Prepare to ... units

Units 5, 10 and 15 are consolidation units. Positioned at the end of each third of the book, these should come at the end of each term in a typical academic year. The aims of these units are to ...

- provide further opportunities for students to practise spoken English
- provide input of vocabulary to support students in task performance
- provide opportunities for students to practise listening skills, while at the same

time providing listening models to focus students on positive performance aspects

- provide an opportunity for students to engage in a project combining topic research with an opportunity for oral presentation
- provide the teacher with several extended pieces of spoken English which could be used for assessment purposes

Each unit has a broad theme which is developed through the six pages of the unit. The themes are:

- places (Unit 5)
- people (Unit 10)
- events (Unit 15)

At the same time, the three units all have a consistent structure and focus on three set-piece speaking tasks:

- describing a photo
- an oral presentation
- a project

The overall content of the units is as follows:

	Photo	Oral Presentation	Project
Unit 5	Describing a place, including speculating and opinion-giving	Making a speech	Planning a weekend in your city for a group of foreign students
Unit 10	Describing people, including comparing and contrasting two photos	Giving reasons for and against	Designing an awareness-raising campaign for an issue that concerns you
Unit 15	Describing an event, including describing similarities and differences and opinion-giving	Staging a formal debate	Planning a visit to an event that interests you in Britain

On the first two pages of these units students develop relevant vocabulary, listen to good and bad models of task performance and perform a consolidation task. Linguistic support is provided by a Useful language box. The demands of the tasks in each section increase across the book and in Units 10 and 15, Remember boxes refer students back to previous work (for example in Unit 10, students are encouraged to remember language used to describe photos in Unit 5).

In each of the units, students prepare to perform a different genre of oral presentation. In Units 5 and 10, performance is individual and students are encouraged to plan and structure their presentation carefully. In Unit 15, students stage a formal debate. Input and models are given through listening and Useful language boxes are provided.

The final section of each Prepare to ... unit is a project. After listening to and analysing model performances and focusing on useful language, students work in pairs or groups to prepare their project. There is scope here for guided research outside the classroom and for the preparation of additional materials (such as visuals, PowerPoint presentations, etc) to improve the impact of the presentations.

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Using the *Speak your mind!* DVD

To support your work in the classroom, *Communicate* comes with a DVD. The aims of the DVD are to ...

- enrich the experience of learning English for students and teachers
- provide further cultural input in an audiovisual format
- offer additional comprehension activities
- consolidate student acquisition of functional language and pronunciation skills
- give insights into the lifestyles, career plans and decisions of three typical British school-leavers

English becomes most meaningful to students when they see it used by real people in a recognizable context. Obviously, the best way for students to experience this is for them to travel to an English-speaking country. Given that this is not feasible for most students, the *Speak your mind!* DVD offers them the second-best thing: a close look at the culture and interests of people of a similar age to them in Britain.

The episodes on the DVD can be used at any time but we recommend they are viewed after the units that they are intended to enrich. These are:

Communicate units	<i>Speak your mind!</i> episodes
Unit 2 Life choices	Leaving school
Unit 3 Study abroad	Leaving home
Unit 4 Shopping	Appearances
Unit 6 Free time	Free time
Unit 9 Getting around	Transport
Unit 11 Eating out	Eating out
Unit 12 Young workers	Getting a job
Unit 13 University of life	Gap years

Worksheets, to consolidate student comprehension of the DVD, can be found on pages 95–102. These focus the students' attention on the cultural content of the episodes

through the *Did you know?* feature. The comprehension questions which follow have been deliberately written to concentrate on the action, rather than linguistic features, as the episodes themselves have lots of on-screen activities.

Each DVD is divided into three sections.

- Section 1 uses documentary-style information to introduce the theme. A narrator gives background cultural information about the topic area in relation to the United Kingdom.
- In Section 2 we follow three British school leavers as they make decisions about their future studies and careers. This includes on-screen comprehension questions, a focus on functional language extracted from the dialogues and an opportunity to listen to and repeat key expressions to improve pronunciation.
- Section 3 uses a 'talking heads' approach. Individuals talk to camera, giving their personal experience of the topic. The majority of speakers are students at British universities.

The following suggestions are intended to offer additional activities you may want to do in class.

- Play Section 1 silently to have students guess the theme from the visuals.
- Sit students in pairs with half the class facing the screen and half facing away; play Section 1 silently; students who can see the screen describe what they can see to their partners.
- Play Section 2 silently and have students guess the situation.
- After watching Section 2, ask students to roleplay the situation in their own words.
- Students listen to Section 3 and write a comprehension question; elicit ten questions and write them on the board; students watch again to answer the ten questions.
- Students watch Section 3 and take notes; subsequently they turn the notes into interview questions; students role-play an interview with the speaker.

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The unit and end-of-term tests

Unit tests are provided at the end of each unit. End-of-term tests are to be given after each block of 5 units. The aims of both of these test types are to ...

- help students review and consolidate their progress in vocabulary acquisition and listening and speaking skills
- provide teachers with an idea of students' confidence and familiarity with target language and functions
- provide an opportunity for on-going continuous assessment (unit tests)
- provide an opportunity for more formal evaluation (end-of-term tests)

When to carry out the tests

Unit tests – Having completed the main unit lessons, the Review page provides students with an opportunity to consolidate their understanding and prepare for the unit test. We recommend that you administer the test soon after the students have worked through the Review lesson. You could use this lesson in either of the following ways:

- You may prefer to send the Review page home as homework for the students before administering the test but please be aware that these pages contain some pair-work activity.
- You could tell students to work in pairs to test each others' knowledge of the unit vocabulary by using the Review lesson Phrase bank.

End-of-term tests – These tests are to be administered upon completion of the Prepare to ... units (Units 5, 10 and 15). In each case we recommend that you instruct students to look back at the Review pages from the preceding four units. The Phrase banks on these pages are particularly useful in helping them revise the vocabulary.

Procedure

Each test obliges students to demonstrate that they have acquired and can use a range of ...

- Vocabulary and functional language
- Listening skills
- Speaking skills

While the vocabulary and listening sections of the tests can be administered to students on an individual basis, the speaking tests are designed for students to do in pairs.

The speaking sections of the tests could be administered to large groups of students working in pairs while the teacher moves around the room invigilating and monitoring progress. However, teachers will probably get more information about student progress if just one pair performs at a time. You may want to give the rest of the class written tasks to work on while each pair performs. This will also facilitate recording of paired performance for assessment at a later date.

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Marking the tests

Marking the unit and end-of-term tests

A suggested score is given for each of the test activities. In the unit tests, the combined score for the vocabulary and listening sections has a potential total score of 40 marks, while the speaking section has a potential score of 60 marks. This reflects the degree of difficulty that performance of a productive skill (like speaking) presupposes. In the end-of-term tests, the balance of marks available for each of the sections gives greater weight to the vocabulary section. This reflects the greater demand of these sections in the end-of-term tests.

While spoken production is, naturally, very difficult for students, we also recognize that it is very difficult for teachers to assess too. The table reproduced below is intended to help you in this task.

Evaluation chart and assessment criteria

8–10 Very good attempt

5–7 Adequate attempt

0–4 Poor attempt

Name:		Class:										
Grammar		0	1	2	3	4	5	6	7	8	9	10
8–10	Student uses a wide range of grammatical structures accurately											
5–7	Student makes mistakes but these don't impede comprehension of the overall message											
0–4	Student uses a very limited range of grammatical structures. Student's message is full of mistakes and is unclear											
Vocabulary		0	1	2	3	4	5	6	7	8	9	10
8–10	Student uses appropriate vocabulary											
5–7	Student uses a limited range of vocabulary but paraphrases successfully. Student makes minor mistakes that confuse the message											
0–4	Students use a poor range of vocabulary. The message is confused											
Speaking production		0	1	2	3	4	5	6	7	8	9	10
8–10	Student produces extended utterances and uses appropriate connectors											
5–7	Student knows what he/she wants to say but the flow of language is slightly disconnected											
0–4	Message is difficult to follow and rather incoherent											
Pronunciation		0	1	2	3	4	5	6	7	8	9	10
8–10	There are no major difficulties with understanding the student's utterance											
5–7	There are some difficulties with understanding the student's utterance but the overall message is comprehensible											
0–4	Problems with pronunciation make the message difficult to understand											
Speaking interaction		0	1	2	3	4	5	6	7	8	9	10
8–10	Student is able to initiate and engage in conversation											
5–7	Student initiates conversation when prompted and responds to questions from the examiner or another student											
0–4	Language is seriously restricted. Student shows little understanding of what the examiner or another student says											
Global achievement		0	1	2	3	4	5	6	7	8	9	10
8–10	The overall contribution puts little or no demand on the listener											
5–7	The listener needs to engage with the student to clarify difficulties in comprehension. There is an understandable, final message											
0–4	The overall output from the student is confused and unclear. Student makes little or no effort to communicate											
Total score:											/60	

Communicate 1

Unit 1: Meeting up

Vocabulary Page 4

Aims

- Describe different social groups
- Describe personality
- Describe levels of interest

Extra! (Lead in)

To focus the students and lead into the theme, you could create and project a montage of different social groups (copy and paste onto PowerPoint presentation from an image bank). Ask students to identify the social groups and say which groups are common in their town / country.

1. Pairwork. You could ask students to cover the words in the Phrase bank before discussing the labels. Then check to see if the names concur with the options given.
2. Students listen and complete the extracts. Highlight the construction 'be (quite / really / not really) + into'. Ask students to write a sentence to talk about their own interests using this construction. Have students read the sentences to the class. Alternative: students write their sentences on strips of paper. Working in groups, shuffle sentences. In turn students pick a sentence and read it to the group, who have to identify the writer.
3. Ask students to find antonyms. Drill pronunciation of the adjectives. As a follow-up, ask students to choose one adjective to describe themselves and explain why.
4. Ask students to read the whole extract before completing the text. Note: any of the eight adjectives in 3 can be used. Listen to check.
5. Pairwork. Students work together to decide if the adjectives are positive or negative.

Language note: 'a good mate', 'a real laugh' and 'a pain' are all slightly informal expressions but are very commonly used in everyday spoken English.

6. Pairwork. After each description, pause the CD and allow time for students to confer. At the end, play the track right through again without stopping for students to do a final check. Then check answers with the class.
7. Give students a couple of minutes to prepare before speaking. They should make notes of relevant vocabulary but should not write their description in full as it's more important to practise natural speaking than to read aloud.

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Unit 1: Meeting up

Speaking Page 5

Aims

- Describe how we know people
- Pronunciation /eɪ/

1. Before listening, talk about the photos: discuss who we can see, predict the relationship and where the people are. Listen to match.

Note: In Dialogue 2 (photograph C) the girl is speed-dating. This is a type of party for strangers to meet. Couples have a limited time – often only a couple of minutes – to introduce themselves. After this, they move on to meet another person. At the end of the meeting phase, they have the opportunity to arrange to meet for a longer conversation if they feel there is someone they could get on well with.

2. Students order the dialogue, then listen to check.

Language note: ask students if they can remember how Anna introduced Clare to Peter. Then read the Language note.

3. Referring to the dialogue in 2, ask students how Clare and Danny know each other. Elicit different ways we could express this (eg *They're on the same course. They're studying the same thing. They're both students. They know each other from university.*). Students complete the expressions. Note: some expressions from the Phrase bank can be used more than once.

4. Pairwork.

5. Pairwork. Students work in pairs to write dialogues. As students finish, ask them to go back and check to see how many of the new expressions they've incorporated. Then ask them to practise saying the dialogue, gradually covering their notes until they can say it from memory. Ask some students to perform their conversations in front of the class.

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Unit 1: Meeting up

Listening Page 6

Aims

- Describe how to set up an internet account
- Practise listening for specific information in the context of a radio programme

1. Get students to look at the logos and discuss the questions with the whole class. Additionally ask students which sites are most popular in their country and which sites they prefer and why.
2. Ask students to do the exercise individually and then check in pairs before listening. This gives an opportunity for stronger students to help weaker ones.
3. Listening. If students find it difficult, give them a chance to check answers in pairs before listening to track 1/09 a second time.

Extra! (Additional activity)

For additional speaking practice, ask students to close their books. Working in pairs, they give each other instructions for setting up a social networking account.

4. Give students time to read the questions and predict answers before listening. This helps reduce nervousness and promotes successful listening.
5. Students listen and complete with numbers.

Extra! (Mixed ability)

If some of your class find listening challenging, you could write the answers in jumbled order on the board before they start listening.

Culture box: after reading the box you could ask students to write five common internet abbreviations from their own language and translate them into English.

Extra! (Homework)

For homework, ask students to look on the internet for information about the number of users of different social networking sites they know.

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Unit 1: Meeting up

Functional language Page 7

Aim

- Ask for and give opinions

1. Ask students to try to complete the questions, then listen to check.
2. To help students with the task, have them identify key expressions in the questions (eg 1: 'different social groups') and write them in their notebooks before doing the matching activity.

Strategy: ask students why the speaker starts answer (a) with 'Well'. Focus on how we use these expressions to 'buy time', allowing us time to collect our ideas and think about how to express them. Ask students to underline other expressions the speaker uses in this way.
3. After reading the dialogue a couple of times, ask students to close their books and go back to the key expressions they wrote in their notebooks in 2. Using these as prompts, see if they can reconstruct the dialogue.

4. Pairwork. Working together, students discuss their answers to the questions for a few minutes. It's important to allow time for students to generate ideas as this will help their confidence when speaking.
5. Put students into different pairs to ask and answer the questions.

Extra! (Additional activity)

You could go on to read the Culture box and talk more about the pros and cons of school uniforms. Put students into two groups of A and B. Ask As to brainstorm reasons in favour of school uniforms and Bs to brainstorm reasons against. Either hold a class debate with As on one side and Bs on the other, or put students in pairs for a head-to-head for-and-against discussion.

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Unit 1: Meeting up

Final task Page 8

Aim

- Ask for and give opinions

Extra! (Lead in)

As a lead in, write 'Parent-teacher meetings' on the board and elicit the types of things that are typically spoken about in these meetings.

1. Ask students to look at the cartoon. Ask some questions about it, eg *How are the mother and the teacher feeling?*, *Who and what is the mother thinking about?*, etc and predict ways to finish the questions. You could write their ideas on the board. Listen to the conversation to check if they were right.
2. Students match the two parts of the question and then decide who asks each one.

Language note

It's helpful to focus students on the grammatical clues that help them do this task:

- Questions are formed with either an auxiliary verb or *be* so question 1 needs to have one of these; therefore c) is a logical link.
- In question 2 we *have* an auxiliary verb, so we need another verb in the infinitive, as in a).
- We use the gerund after prepositions, which makes b) the logical continuation of question 3.

3. Listen to check.

Pronunciation: do the Pronunciation box before the final interview.

Pronunciation note

We normally use a falling intonation for *Wh-* questions and a rising intonation for questions with *Yes / No* answers.

4. Give students time to prepare, either individually or in pairs of As and pairs of Bs, before regrouping into A / B pairs for the interviews.

Communicate 1

Unit 2: Life choices

Vocabulary Page 10

Aims

- Describe options for further education
- Use verbs and synonyms related to work and study

Extra! (Lead in)

To focus the students and lead into the theme, you could write '16' (or the age in your country at which compulsory education ends) on the board. Ask students in pairs to brainstorm different options young people have for work and study when they reach this age. Share ideas with the whole class.

1. Before listening, ask students to explain the difference between the three options (sixth former: someone aged 16–18 who continues studying at school or at a separate sixth-form college). Listen to complete with the speakers' names. Check.
2. Again elicit students' ideas about what the three options mean (see if they can guess what a sandwich course could be, for example) and if necessary, listen again.
3. Ask students to listen and complete the table. Then check in pairs and listen again if necessary. For class feedback it could be helpful to copy the table onto the board and elicit answers from the students.

Extra! (Mixed ability)

If you feel some of your students need more support with new vocabulary, before doing 4 ask them to read the Culture box and discuss the meaning of the words in pairs. Then read out the following definitions and ask them to say which word is being defined:

Official exams students take in Britain at the age of 18 (A levels)

A course of study which prepares you for a specific job (vocational training)

The opportunity to work beside experienced workers and learn on the job (apprenticeships)

Jobs which are free and available for new workers (vacancies)

Culture note

The most common public examinations in the English school system are GCSEs (General Certificate of Secondary Education) taken at 16 and A levels (Advanced levels) taken at 18. University entrance is normally conditional on students achieving certain grades in their A-level subjects.

4. Students complete the speech bubbles with the expressions. Check in pairs before whole-class feedback.
5. Highlight the words in blue in the speech bubbles. Ask students to find synonyms from options 1–4. Point out that the expression in blue is probably the more natural option to use.

Communicate 1

Unit 2: Life choices

Speaking Page 11

Aims

- Review and extend vocabulary for school subjects
- Practise listening for specific information in the context of a conversation
- Speak about options in sixth-form education
- Pronunciation: words starting with 's'

Extra! (Lead in)

Before starting the page put students in pairs for a competition. With a two-minute time limit, see which pair can write the longest list of school subjects. Afterwards, ask them to open their books and compare their list with the Phrase bank on page 11.

1. Write 'compulsory' and 'optional' on the board and ask students to explain the difference. Then ask them to discuss which subjects from the Phrase bank are compulsory or optional in their country.

Pronunciation box: if this sound is difficult for your students, take some time to practise at this point before continuing.

2. Before listening, explain that Rhona and Alex are both sixth-form students in Spain, but that they attend different types of schools. Ask students to listen and complete the table. After listening once, give them time to check answers in pairs before either giving them a second chance to listen or checking the answers with the class.

3. Ask students to discuss the answers in pairs. Then listen again if necessary.
4. Ask students to match the two parts of the expressions. Remind them to use grammatical clues to help. Then listen to check.
5. Ask students to read the complete dialogue before deciding which words go in each gap. This is important so that they have an overall idea of meaning. After working individually, ask them to check their answers in pairs. Alternatively play the final part of CD track 1/16.

Extra! (Mixed ability)

If some students finish more quickly than others, get them to practise reading the dialogue. When the others have finished, they can read it in front of the class for everyone to check their answers.

6. Pairwork. Students now personalize the language, by writing a similar dialogue about their choices and options.

Communicate 1

Unit 2: Life choices

Listening Page 12

Aims

- Practise listening for gist and specific information in the context of an informal meeting
- Speak about different forms of career advice
- Contrast different options

Extra! (Lead in)

With books closed, dictate the short text from the Culture box. Ask students to check their spelling with the text. Then ask what type of careers advice is available to them.

1. The aim of the first listening is for students to gain a general understanding of the text. To ensure the questions are clear, elicit possible answers to the two questions before listening. Check answers with the whole class.
2. Before listening, give students time to read the options and see if they remember any of the answers from the first listening. Listen again, then give students time to check answers in pairs before checking with the whole class.

Useful language: ask students to read the expressions and ask what they have in common (that they are all used to contrast different options). Ask each student to choose one expression and write an example sentence using it. Have some students read out their example.

3. Put students into groups of three or four. Ask them to discuss the pros and cons of each of the options, using expressions from the Useful language box. After a few minutes, ask a different student to feedback their ideas to the class on each of the points.

Extra! (Homework)

For homework, ask students to look on the internet to see if they can find any websites in English offering careers information and guidance.

Communicate 1

Unit 2: Life choices

Functional language Page 13

Aims

- Make suggestions and give advice
- Respond to suggestions

1. Before starting, elicit the difference between a 'suggestion' (offering an idea) and 'advice' (telling someone what you think they should do). Ask students to work in pairs and put the expressions in the correct part of the table. Checking this exercise will probably be easier if you copy the table onto the board while they're working and then elicit the answers and write them up.

Pronunciation box: with books closed, play the CD and ask students how many words they hear in each sentence. Using the Pronunciation box, highlight how we link consonant and vowel sounds. Listen to the examples again, pausing after each one for students to repeat.

Pronunciation note

Consonant-vowel linking is just one of the features of connected speech in English. While producing these features when speaking will make students sound more natural, it's equally important to raise their awareness of such features to help them recognize words in context when listening.

2. Ask students to work individually to complete the sentences. Then compare them in pairs. Elicit some examples from the whole class.
3. Divide students into A / B pairs. Give them time to read the role cards and prepare as indicated. Ask them to roleplay the situation in pairs. While they're doing so, walk around the class to monitor, help and provide individual correction. Fast finishers could reverse roles and repeat the roleplay.

Communicate 1

Unit 2: Life choices

Final task Page 14

Aims

- Practise listening for gist in the context of a formal interview
- Prepare for and practise a job interview

Extra! (Lead in)

Ask students if any of them have ever attended a summer camp. Ask them to tell the class about it (Where? How long? Who was there? What type of activities did they do?).

1. Pairwork.
2. Give students time to read the questions, then play the CD. Allow time to check answers in pairs and listen a second time before checking answers with the whole class.

Strategy box: with books closed, ask students in pairs to prepare a list of things Maria could have done to improve her performance in the interview. When they have finished, ask them to compare their ideas with those listed in the Strategy box.

3. Give students time to read the role cards and prepare, either individually or in groups of As and groups of Bs before regrouping into A / B pairs. After the students have done the roleplay, ask the interviewers how well the candidates performed and which of the strategies they used.

Extra! (Additional activity)

You could extend the activity by having interviewers interview several different candidates and then give their opinion on who they would choose for the job and why. Repeating the activity enables students to improve their performance and has been shown to increase confidence and linguistic sophistication.

Communicate 1

Unit 3: Study abroad

Vocabulary Page 16

Aims

- Practise listening for gist
- Describe different types of student accommodation
- Use expressions connected with payment for a course

Extra! (Lead in)

To focus the students and lead in to the theme, you could dictate or write the following questions on the board for students to discuss:

- Is it common for young people in your country to go abroad to study English?
- Where do they go?
- Have you been or do you know anyone who has?

Give time for students to talk in pairs before opening up the discussion with the whole class and reading the Culture box.

- Before listening, give students time to read the phrases in the first section of the Phrase bank and check vocabulary. To confirm understanding you could give definitions for students to complete, for example *When we are sad because we are not with our family and friends we ... (feel homesick)*. Ask students to listen and then check answers in pairs before class feedback. Ask students if the experience sounded positive overall.

Culture note

London, Oxford and Cambridge are among the most popular destinations for language students in Britain. However, if students ask your advice on where to go, it may be worth pointing out that they might get more practice of English if they choose a smaller place with less likelihood of coinciding with a lot of their compatriots!

- Introduce the idea of finding out about courses online. Ask students to read the first section of the text (down to the red line) before trying to complete the gaps. If students need additional support with the vocabulary, explain that the first three items in this section of the Phrase bank are places to stay and the latter three are options relating to food and meals.
- Tell the students that the second part of the form is about paying for a course. Ask them to read the text and then work in pairs to complete the definitions in 3.

Extra! (Mixed ability)

If some pairs finish before others, ask one to close their book while the other defines new vocabulary from the Phrase bank for him / her to identify.

Communicate 1

Unit 3: Study abroad

Speaking Page 17

Aims

- Practise listening for gist and for specific information in short extracts
- Speak about different people connected with a language school
- Speak about preferences
- Pronunciation /s/ and /ʃ/

1. Before listening, elicit definitions for the four roles in the first section of the Phrase bank. Students listen to identify the speaker in each extract. Give time to check in pairs before conducting feedback with the whole class.
2. Give students time to read the sentences before listening again to decide which are true and which are false.
3. Pairwork.

Extra! (Additional activity)

To extend this activity, ask students to work in pairs. Each pair chooses one of the people and writes a list of five questions they could ask this person. Afterwards, they read their list of questions and other students identify who they are speaking to.

Pronunciation box: after listening to identify the words on the CD, students could work in pairs to test their partners in the same way.

4. Students listen to complete the phrases and then choose between the two verb forms. Then focus on the Language note box.

Language note

It's worth highlighting the form we use after each of these expressions as follows:

(would) prefer + noun + (object pronoun) + *to* + infinitive

would rather + infinitive

I'd like + *to* + infinitive

5. Pairwork.

Communicate 1

Unit 3: Study abroad

Listening Page 18

Aims

- Practise listening for specific information in the context of a phone conversation
- Speak about different course and social options at a language school
- Pronunciation /ɔː/

Extra! (Lead in)

With books closed, ask students to brainstorm questions they could ask to find out about different aspects of a language school course.

1. Ask students to read the information in the Brighton Academy of English pamphlet. Then read Javi's notes and see if they can already answer any of the questions. Play the CD and ask students to answer the rest of the questions. Give time to compare answers in pairs before whole-class feedback.

Extra! (Additional activity)

Ask students to work in pairs and write definitions for six of the expressions in the Phrase bank. When they are ready, have students read definitions to the class and ask other students to identify the expression.

2. Before listening, give students time to read the options and see if they remember any of the answers from the first listening. Listen again, then give students time to check answers in pairs before checking with the whole class.
3. Ask students to discuss which course options they would choose and why.

Extra! (Homework)

For homework, ask students to look on the internet for information about a language school in Britain and come to class prepared to talk about the following:

- location
- course types
- accommodation options

Communicate 1

Unit 3: Study abroad

Functional language Page 19

Aim

- Ask for and give information in the context of a phone call

1. You could start with books closed. Draw the table on the board with the headings and then read the example expressions at random and have students decide which group they go in. This will clarify the meaning of the different functions. After this, ask students to open their books and add the other expressions from the Phrase bank. For feedback, either copy the table onto the board and elicit the expressions or project the completed table. While checking, do some drilling of pronunciation.

Pronunciation note

In the context of this type of phone conversation, using friendly intonation is important. You could inject a bit of fun into pronunciation practice by having a card with a smiley face on one side and a grumpy face on the other. Show the students one of the faces and have them repeat the question with appropriate intonation. This is a good way to get students to use a wider pitch range and sound friendlier and more interested.

2. Ask students to add the new expressions to the table. Check at the board.
3. Elicit who says each of the expressions in 2. Then ask students to order the expressions correctly in the conversation.

Extra! (Mixed ability)

Ask fast finishers to practise saying the conversation in pairs. As they become more familiar with it, ask them to close their books and try saying it from memory.

4. Put students into groups of As and groups of Bs. Ask them to read the role cards and then give them time working together to prepare. Then regroup students into A / B pairs to roleplay the conversation.

Communicate 1

Unit 3: Study abroad

Final task Page 20

Aims

- Practise prioritizing and negotiating
- Practise listening and focus on speaking strategies
- Use appropriate language to feedback on conclusions

1. Ask students to work individually to choose the facility or service they consider the most important and why. Elicit some answers with the whole class.
2. Ask the class to listen to students doing the task. The focus here is on identifying successful strategies for this type of conversation. After listening elicit the types of things which successful speakers do in a negotiation.
3. Pairwork. Students go through each of the options, discussing the pros and cons. After this, ask them to rank the services from 1 to 8.
4. Join pairs into groups of four. Students have to negotiate to agree on the four most important services. It's important that they explain their reasons. Monitor as they speak, to help, correct and note any errors you could bring to the attention of the class later.
5. Ask each group to prepare a summary of their conclusions and an explanation of the reasons for their choice. They should work together at this point, incorporating the expressions from the Useful language box. Then ask a representative from each group to present their ideas to the class.

Note

After this type of speaking activity, it's a good idea to give some type of feedback. This should consist of two parts:

- encouraging feedback on how well they performed the task (remember the focus here is on completing the task rather than 100% accurate language use)
- highlighting language – this could be in terms of eliciting correction of any basic errors, or of focusing on any good examples of language that you heard or supplying language your students needed but didn't know

Communicate 1

Unit 4: Shopping

Vocabulary Page 22

Aims

- Describe different shop workers and types of shops
- Describe departments and things found in a shop
- Practise listening for gist in the context of different shops

Extra! (Lead in)

Ask students to discuss the following questions in pairs:

- Which shop do you go to most often?
- What was the last thing you bought?

Elicit some answers from the class.

- Ask students to work in pairs and define the jobs in the first section of the Phrase bank. Then ask them to label the pictures.
- Before listening, ask students to read through the different shops in the second section of the Phrase bank and the Culture box.

Extra! (Additional activity)

To check understanding of the shop types before listening, call out the following list of items and ask students to say where each one could be bought:

a notebook (stationer), stamps (post office), a magazine (newsagent), brown sugar (supermarket or health food shop), Nike trainers at a good price (factory outlet), milk at 11pm (convenience store), aspirin (chemist)

You could then ask students to do the same activity in pairs, thinking of other items.

Then ask students to listen to identify the location of each conversation. In feedback, ask them what words they heard that helped them decide.

- Explain that the four words are all things we see in a shop. Ask if students know the meaning of any of the words. If not, either ask students to check words in a dictionary or give them definitions.

Language note

'Shelf' is used in a wide variety of contexts, from shops, to libraries, to homes.

Check pronunciation of 'receipt' /rɪ'si:t/ and check student understanding by asking them when we get a receipt (after paying) and why it is important (in case we need to return something).

'Aisle' is similar to 'corridor'. We use it in shops, on planes and in public buildings like cinemas and churches.

We use a 'trolley' when shopping or at the airport.

Ask students to complete the extracts from the dialogues in 2 and then listen to track 1/35 to check.

- Ask students to name any department stores in their home town. Ask if they like shopping there and, looking at the Store Guide, which departments they usually visit. Working in pairs, ask them to read the shopping list and decide in which department they could find each of the items.

Culture note

As in many countries, in Britain, there has been a move away from small local shops to out-of-town retail parks with large supermarkets and outlet stores and shopping malls. Some large supermarkets now open 24 hours a day and most towns have late night shopping till 8 or 9pm one night a week, but in smaller towns most shops still close at around 6pm.

Communicate 1

Unit 4: Shopping

Speaking Page 23

Aims

- Describe places in a store
- Practise typical expressions used when shopping
- Practise listening for specific information in the context of a transaction in a shop
- Practise a shopping dialogue
- Pronunciation /ʊ/

1. Ask students to read the first four expressions in the Phrase bank and then decide which to use to label the photographs.
2. Draw or project an image of a camera. Ask students where they would go to buy one and in which department in a department store they would find them. Then ask students to read the four lines and decide who is speaking in each case – customer or shop assistant – before putting the lines into a logical sequence. Listen to check.

Pronunciation box: ask students to read the three sentences in part a and identify the silent letter ('l'). Drill pronunciation. Then focus on the /ʊ/ sound and ask students to do part b.

Extra! (Additional activity)

Before listening, ask students what information they would want to know in order to choose a camera (eg price, size, pixels, etc). Elicit a list and write it on the board and as an additional first listening task, ask students to listen to the dialogue and tick the things on their list which are mentioned.

3. Students listen for detail. Give a chance to check answers in pairs before checking with the whole class.

Extra! (Additional activity)

You could do a review of the formation of comparatives and superlatives before the next activity.

4. Ask students to read the dialogue right through for general understanding. Then ask them to look at the words in brackets (price, weight, etc) and match them to the adjectives in the third section of the Phrase bank. Students then use the adjectives to complete the dialogue, before listening to the first part of CD track 1/37 to check.
5. Pairwork.

Communicate 1

Unit 4: Shopping

Listening Page 24

Aims

- Review and extend vocabulary to talk about consumer rights
- Practise listening for specific information in the context of a radio programme

1. Say the words from the first section of the Phrase bank and ask students to repeat them. Then ask them to match to the definitions in 1.

Extra! (Lead in)

With books closed, write 'Consumer Rights' on the board. Ask students to work in pairs and brainstorm what they know about their rights in terms of returning goods. Elicit answers with the whole class.

Ask students to read the Culture box and compare the situation with their own country.

2. Give students time to read the statements, then let them listen and decide if they are true or false. Give time to check in pairs before listening again. This time, ask them to note information to support their answers or to correct the statements which are false. Feedback on answers with the whole class.

3. After reading the questions, play the CD and ask students to note answers to the questions. Again, give time for checking in pairs before feedback.
4. Pairwork. Students talk about the question in pairs before discussing it with the whole class.

Extra! (Homework)

Ask students to research the following on the internet: What are they? What do they do?

Citizens' Advice Bureau

Which? magazine / website

The Office of Fair Trading

The Ombudsman

Communicate 1

Unit 4: Shopping

Functional language Page 25

Aims

- Speak about problems
- Practise making and responding to complaints
- Pronunciation: using intonation to show attitude

Extra! (Lead in)

For a fun warm-up activity for the theme of complaining, explain to students that they are guests in a hotel, that they have some type of problem, but have lost their voice. Before the class, prepare some cards with the following or similar situations:

- The people in the room next door are having a very noisy party and you can't sleep.
- The remote control for your television is missing.
- You were in the shower when the water suddenly stopped running.
- The key doesn't work and you can't get into your room.

Pick an outgoing student to start with. They have to mime the problem to the rest of the class who are the hotel receptionists and have to guess what's happened.

1. Pairwork. Ask students to read the expressions in the Phrase bank and classify according to the four categories given. It may be helpful to prepare a projection of the answers for feedback.

Pronunciation box: use the box to raise student awareness of the importance of intonation.

2. Following on from the Pronunciation box, play the different versions of 'Really' on CD track 1/42 and ask students to describe each one using one of the adjectives in the box.
3. Divide students into pairs of As and pairs of Bs. Ask As to say the first three sentences, using intonation to convey a different attitude for each. Bs listen and identify the mood. Then change roles for the other three sentences.
4. First ask students to identify who says each of the sentences. Then ask them to put the conversation into a logical order. It may be helpful to prepare a projection of the answers for feedback.
5. Pairwork.

Communicate 1

Unit 4: Shopping

Final task Page 26

Aims

- Use appropriate language to make and respond to a complaint
- Focus on linguistic and non-linguistic strategies to convey mood

Extra! (Lead in)

Ask students to discuss the following questions:

- Have you ever had to return something to a shop?
- What was it and why did you want to return it?
- What happened at the shop?
- Were you satisfied with the service you received?

1. Option 1 is about a mobile phone. Option 2 is about a laptop computer. Ask students in pairs to agree on which situation to practise. Students read the role cards.
2. Ask students to read the Useful language box and refer to the expressions on page 25 and make some notes to prepare for the roleplay. Then, in pairs, students perform the roleplay. When they finish, ask them what they think they did well and where they could improve.

Then get students to read the Strategy box, before changing roles and preparing to roleplay the other Option. Monitor as they speak, to help, correct and note any errors you could bring to the attention of the class later.

Communicate 1

Unit 5: Prepare to ...

... describe a photo Pages 28 and 29

Aims

- Listen to effective techniques for describing a photo
- Practise listening for specific information in the context of a description
- Review and extend vocabulary for describing places
- Practise an exam-style task based on describing a photo, speculating and expressing personal opinions

Extra! (Lead in)

Ask students to discuss the following questions in pairs:

- a) Where did you last go on holiday?
- b) What did you like or dislike about the place where you stayed?

Elicit some answers from the class.

1. Before listening, ask the students for some of the differences between the two photos. Then listen to the description and ask students to identify which photo is being described and why. Ask students if they think it was a good description.
2. Using the checklist, ask students to work in pairs and say which things the speaker mentioned. If necessary play the recording again. Highlight that doing these things would improve the description.
3. Working in pairs, students associate the vocabulary with one or other of the photos. Feedback with the class.
4. Students listen to two more descriptions of the photos and tick off what the speaker does using the checklist in 2.

5. Before listening students read the statements, then listen to decide if they are true or false and why. Give time for them to check their answers in pairs before feeding back with the whole class.

Extra! (Additional activity)

To focus students more on the language used in effective descriptions, you could ask them to work with books closed and draw a table with three columns, headed 'Describing a photo', 'Speculating' and 'Opinion'. Either dictate the expressions from the Useful language box on page 29 or project the expressions in jumbled order, and ask students to write them in the correct column. Students can then check their answers using the Useful language box.

6. Highlight that in an exam, it's important to try to impress the examiner by using more specific or sophisticated descriptive vocabulary. Ask the students to classify the vocabulary into the appropriate group, then check their answers in pairs before class feedback.

Extra! (Additional activity)

To help students remember the vocabulary, ask them to work in pairs with books closed. Call out a category. They then have one minute to write down as many expressions as they can remember from that group. The winners are the pair with the most expressions.

7. Divide students into A / B pairs. Ask them each to read their respective tasks. Then ask them to perform the tasks: while A is speaking, B checks that they answer the question in the task box and vice versa. After they finish, ask them to review the list in 2, check the vocabulary relevant to their photo in 6 and reread the Useful language box. Then ask students to repeat the task. This time B should listen and note which expressions A uses and vice versa.

Note

Repeating tasks has been proven to have a positive effect on student performance. In performing a speaking task, students have to do various things:

- answer the task
- find appropriate vocabulary and functional language
- think about how to organize and develop their answer
- deploy appropriate speaking strategies

Doing the task again means the students already have an idea about the approach to the task and some relevant vocabulary and are therefore likely to produce more accurate and extended answers a second time round.

Communicate 1

Unit 5: Prepare to ...

... give an opinion Pages 30 and 31

Aims

- Speak about the advantages and disadvantages of city and village life
- Practise listening for gist and specific information in the context of giving an opinion
- Review and extend vocabulary for describing features of city life
- Contrast formal and informal linking expressions
- Prepare and give a speech

Extra! (Lead in)

Ask students to look at the two photos on page 30. Read out the following list of things you can see in the photos and have students call out 'City', 'Village' or 'Both'.

taxi (C), river (V), cars (B), zebra crossing (C), pedestrian (C), houses (V), shops (B), skyscrapers (C), traffic (C), trees (V), lights (C), grass (V)

1. Divide students into A / B pairs. Student As write a list of ten reasons in favour of living in a city; Student Bs write a list of ten reasons in favour of living in a village. If you feel students will need support with this, put them in groups of As and Bs to brainstorm the list.
2. Put students into A / B pairs for the discussion.
3. For the first listening, students just have to identify the city and get a general understanding. After listening, ask if any of the students have visited London and, if so, which places they visited and what they liked about it.
4. After listening, ask students to work in pairs and see which of the reasons in 4 they can remember James giving. (Five reasons are mentioned.) If necessary, play the CD again.

5. For each of the five reasons mentioned, James gives two examples. Ask students to connect the examples to the reasons in 4. Listen again to check.
6. Ask the students to read the vocabulary in the Useful language box, then complete the table.

Extra! (Additional activity)

If students need help with the vocabulary, prepare some definitions and call them out at random, for example:

- time when the transport system is very busy because many people are travelling to or from work (rush hour)
- very heavy traffic, leading to traffic jams and delays (congestion)
- main office of a company (headquarters of organisations and businesses)

7. Pairwork. Students discuss the features of city life in 6 and complete the table. Feedback with the whole class.

Extra! (Mixed ability)

Fast finishers can write definitions of the vocabulary in the Useful language box. You could use these as a warm-up activity in the following lesson.

8. Explain that James gives a good speech because he does a variety of different things. Ask students to read the list and then refer to the audioscript to find examples for each one (generic formulations of some of the expressions appear in the Useful language box).
9. Ask students to match formal and informal linking expressions which they can use to sequence and connect their arguments.
10. Highlight that in spoken language we tend to use more informal expressions, unless it is a very formal context.

Task: give students time to prepare thoroughly. If you do this in class, give students a period of quiet time, with access to yourself and to dictionaries. When they have finished, remind them to look back and check to see if they have incorporated language and features highlighted in 4, 6, 8 and 9. Encourage them to make notes rather than writing out a speech in full, as their speaking will be more natural. Alternatively, set the preparation as a homework task.

Either have students present their speech to the whole class or put students in groups to present to their classmates. Try to give some feedback on performance and provide correction and / or praise of language use. Alternatively, have students record their speech for you to use for assessment purposes.

Note

Thorough preparation is the key to improving student performance. Preparing for a task means students have time to check and prepare language, structure and connect their presentation, make effective notes and practise before performing in front of others. All of the above will boost student confidence and produce a better result.

Communicate 1

Unit 5: Prepare to ...

... do a project Pages 32 and 33

Aims

- Practise listening for gist and specific information in the context of holidays
- Review and extend vocabulary to talk about different types of holidays
- Prepare and present a project involving negotiation and presentation skills

Extra! (Lead in)

Write 'weekend break' on the board. Ask students in pairs to tell their partner where they would like to go for a weekend away and why.

1. Before listening, ask students to look at the photos in pairs and describe the type of weekend break they can see. Then ask them to listen to the three extracts and match to the photos.
2. Ask students to listen to the extended extracts and complete the table. Give time to compare answers in pairs before checking with the whole class.
3. This activity prepares students for 4.

Extra! (Mixed ability)

There are different ways you could do 3 depending on your students. Within a mixed-ability group, you could assign different activities to different pairs of students.

- a) (more challenging option) Ask students to write definitions for six of the expressions. Working in pairs, Student A reads a definition and Student B identifies the expression, then change.
- b) Work in pairs and discuss the meaning of the words together.
- c) (more support) Provide dictionaries for students to check the meanings, or provide a list of jumbled definitions for students to match to the expressions.

4. Students listen to phrases (including the expressions from 3) and write them in the appropriate column. You may need to pause the CD after each expression to give time for students to think and write and give time for students to check in pairs before class feedback. Alternatively, pause after each expression for students to confer in pairs before writing.

5. Pairwork. After some time for discussion, elicit some answers from different pairs in the class.

6. Pairwork. To structure the discussion and produce more ideas, it might be helpful to write the following headings on the board:

- cultural activities
- sporting activities
- shopping
- going out (restaurants, clubs, etc)

7. The success of the project and the amount of language students produce will depend on the way the project is set up and prepared.

First, establish the situation. Your students will be familiar with the idea if they have taken part in or know about foreign exchanges, but for other students more explanation will be required. Point out that the visitors are of a similar age to your students, with similar interests and money available. It's important that they get a snapshot impression of your city in a short space of time, so variety is important. They also have to think practically, in terms of time, transport and budget.

Before starting part A, focus students on the first three sections of the Useful language box. These expressions are designed to help them negotiate and confirm their ideas in English.

Now get students started on part A. As they work, move round the class to monitor that they are speaking in English and doing the task and to provide linguistic support.

Having agreed on their ideas, students prepare to present their plan to the class. They should read through the instructions in part B and the last two sections of the Useful language box, which provide expressions for reporting back and sequencing ideas. While the preparation stage could be done in class, students will produce more effective, developed presentations if they have time to work on this at home. They can be encouraged to find appropriate visuals (maps, posters, photographs, etc), or to produce a PowerPoint presentation. They should also practise before

presenting their plan to the class, to ensure they can deliver the presentation clearly and audibly with both students participating. In this way, the presentations allow students to perform at the best of their abilities and could be used for evaluation purposes.

During the presentation, other students listen and could ask questions at the end. Finally, the class votes separately for the best plan and the best presentation (no one can vote for their own plan!).

Communicate 1

Unit 6: Free time

Vocabulary Page 34

Aims

- Review and extend vocabulary to describe sports
- Focus on collocations with *do*, *play* and *go*
- Practise listening for gist and specific information in short extracts

Extra! (Lead in)

Write 'sports' on the board. Give students one minute to write as many sports as possible. The student with the longest list is the winner.

Alternatively, ask 15 students to each tell you a letter of the alphabet. Write these on the board. Working in pairs, students have to think of a sport or sport-related item of vocabulary starting with each of the letters. The first pair to finish wins.

Check answers with the class.

1. Ask students to look at the words in the Phrase bank and read the Culture box. Tell them to divide the activities into sports they have done, sports they would like to do and sports they would never do. Then ask them to label the photos.
2. Look at the phrases together, then put students in pairs to classify the activities. There may be some disagreement, but this is good as it increases the opportunity for discussion.
3. Initially, students add the activities from 1, but you could extend this to the other Phrase bank activities if you wish. Then read the Useful language box.

Language note

Use 'go' with sports ending *-ing* which are also verbs, eg *ski – go skiing*, *dance – go dancing*

Use 'play' for most ball and team sports and board games, eg *play football*, *play darts*, *play chess*

Use 'do' for martial arts and sporting activities done individually, eg *do judo*, *do Pilates*, *do athletics*

4. Listen to match to the sports in 1. In feedback, ask students what words they heard which helped them decide.
5. Listen again to identify the speaker who expresses each idea. Give time to check in pairs before whole-class feedback.
6. Pairwork.

Extra! (Additional activity)

To extend the speaking in 6, ask students to discuss the following questions:

- Which sports do people do in schools?
- Are any of the sports more popular with men or women?
- Which ones can you see on television?
- Are there any which are not televised which you would enjoy watching?

Communicate 1

Unit 6: Free time

Speaking Page 35

Aims

- Speak about popular sports
- Describe the process of starting a new activity using phrasal verbs
- Practise listening for specific information in the context of describing an activity
- Describe a leisure activity
- Pronunciation: final sounds

Extra! (Lead in)

Look at the second part of the Phrase bank. Ask students to work in pairs to think of two sports we do in each of the places listed.

You could start the lesson by looking at the Pronunciation box. Do a) on the board to focus the class. Then ask students to work on b) in pairs.

1. Ask students to look at the list of sports and then, working in pairs, discuss and predict the most popular and complete the graph.
2. Listen to check. Ask students if this information is surprising and if they think it would be the same in their own country.

Extra! (Homework)

Ask students to look on the internet and see if they can find any statistics about the most popular sports for men and women in their own country and bring the information to the next class.

3. Explain that we often use phrasal verbs to describe the different stages of starting a new activity. Although there may be a Latin-based equivalent (eg *persist in*), the phrasal verbs are far more common in natural English. Ask students to match the verbs and then put them in a logical chronological sequence.

Extra! (Additional activity)

For an additional first listening task, you could ask students to listen and note the order in which they hear the verbs from 3.

4. Ask students to look at the table. Explain that while listening, they only need to complete the 'speaker' column. After listening, give time to compare in pairs and then listen again before checking the answers with the whole class.

Language note: if your students misuse the verb 'practise', take time to look at this box before the final activity.

5. Give students a few minutes to make notes in the 'you' column of the table. Remind them to think how they can use the phrasal verbs and any of the places in the Phrase bank. Then they tell their partner.

Communicate 1

Unit 6: Free time

Listening Page 36

Aim

- Practise listening for specific information and infer speaker attitude in the context of a phone conversation

Extra! (Lead in)

On the board, write:

- face-to-face
- speaking on the phone
- sending a text
- using a social networking site
- by email

Ask students which of these means of communication they most commonly use when arranging to meet up with friends. Are there any they never use?

Useful language: before listening, ask students to read the box. Then ask them what's on at the cinema or theatre in their city at the moment and how long it's been on.

1. Before listening, ask students to read the table. Then listen to complete it. Give students time to compare their answers in pairs before checking with the whole class.
2. Students read the detailed listening questions, then listen again to decide if the statements are true or false.
3. Ask students to discuss the questions in pairs, before opening up the discussion with the whole class.

Communicate 1

Unit 6: Free time

Functional language Page 37

Aims

- Use appropriate language to start a phone conversation
- Practise making arrangements
- Pronunciation: elision

1. Ask students to read through the activity. Then have them listen to note down expressions used.

Extra! (Additional activity)

In pairs, students (A and B) practise phoning and asking for someone (C) in the following situations:

A: schoolfriend of C

B: C's mum / dad

A: older brother / sister of C (who A *really* likes)

B: C's older brother / sister (who thinks A is really young and stupid)

A: friend of C

B: C's boss (who isn't happy about personal calls during working hours)

2. Ask students to copy the table. Working in pairs, ask them to look at the expressions in the Phrase bank and write them in the correct section of the table. It may be helpful to prepare a projection of the answers for feedback.

Pronunciation box: use the box and CD to raise student awareness of the use of elision in connected speech. Then go back to the expressions in the Phrase bank and drill for natural pronunciation.

3. Students toss a coin to decide who is A and B (teach the expressions *toss a coin*, *you call*, *heads* and *tails*). Students work together to write the dialogue. Monitor as they work, to check they are doing the task in English and to provide linguistic support. Remind them to use the expressions from the Phrase bank.
4. Students practise reading their dialogues. Stronger students can gradually cover the dialogue until they are doing it by memory.

Communicate 1

Unit 6: Free time

Final task Page 38

Aims

- Speak about advice on making a date
- Practise listening for recognition and specific information in the context of a phone conversation
- Use 'just' in appropriate contexts
- Practise asking someone out and responding to an invitation

Extra! (Lead in)

Explain that you are going to read a webpage giving advice on asking someone on a date. Ask students to predict what advice it may include. Elicit a list and write it on the board.

1. Ask students to read the text and compare it with their predictions. Then, working in pairs, ask them to close their books and remember as much of the advice as they can.
2. Ask students to listen to a conversation and answer the two questions.

Strategy box: ask students to read the extracts and match them to the use of *just*.

Extra! (Additional activity)

Dictate the following sentences. Ask students where they could insert 'just' (brackets indicate the answers) and whether each sentence matches to uses a or b from the Strategy box.

I was () calling to see if you were free tomorrow. (b)

It's () that I was going to wash my hair tonight. (a)

It's () I don't really like football. (a)

It's () five minutes from your house. (b)

I was () wondering if you wanted to come round to my place. (b)

3. Divide students into A / B pairs and ask them to read the role cards. Check if students can remember the advice given on the website, then ask them to roleplay the conversation.

Communicate 1

Unit 7: The hard sell

Vocabulary Page 40

Aims

- Review and extend vocabulary to talk about advertising
- Develop word families on the theme of advertising

Extra! (Lead in)

Write 'hard sell' on the board. Ask students in pairs to decide what the expression means and why. Elicit ideas with the whole class. Then read the Culture box.

1. Ask students to read the words in the first section of the Phrase bank and discuss their meanings in pairs. Then choose the three words which best reflect images 1, 2 and 3.
2. Write the expression 'advertising agency' on the board and ask students which definition best matches the word (number 4). Then ask students to find words in the Phrase bank for numbers 1–3.

Extra! (Additional activity)

Dictate or project the following slogans. Ask students to identify the product or company:

... – connecting people. (Nokia)

Today, tomorrow, ... (Toyota)

Just do it. (Nike)

I'm lovin' it. (McDonald's®)

Life's good. (LG)

Because I'm worth it. (L'Oréal)

Ask students to work in pairs and see if they can think of any more examples (in English) to test the class.

3. Students read the expressions and find synonyms from the second part of the Phrase bank.
4. Students read the text and, working in pairs, choose the correct definitions.

Extra! (Additional activity)

There is a lot of vocabulary on this page, so students will require some further consolidation. Ask students to work in pairs. Give each pair a list of four items of vocabulary selected from the Phrase bank and the words in 4. With books closed, students write definitions for their words. When they've finished preparing, join each pair with another and have them test each other by reading the definitions.

5. Students complete the table, working in pairs.

Extra! (Mixed ability)

Fast finishers can mark the stressed syllable in each word.

Extra! (Homework)

Ask students to find an advertisement from a newspaper or magazine that they think is particularly effective and bring it along to the next lesson.

Communicate 1

Unit 7: The hard sell

Speaking Page 41

Aims

- Practise listening for gist and specific information in the context of advertising
- Describe features of a good advertisement
- Speak about effective advertising
- Pronunciation /əʊ/ and /ɒ/

Extra! (Lead in)

Start the class by dictating the text in the Culture box. Have students check their spelling and then open up a discussion about whether they have TV advertising in the students' country / countries and the pros and cons of this.

1. Give students time to read the task, then listen. After listening, give pairs time to compare their answers before checking with the whole class.
2. Students listen to answer questions on details in the listening.

Pronunciation box: after working through the exercises, see if students can think of any additional words with the two sounds.

3. Pairwork. Ask students to read the expressions in the Phrase bank and match them to the definitions.

Language note: draw attention to this if these words are 'false friends' in your students' language.

Extra! (Additional activity)

Follow up on the homework task from the previous lesson by asking students to work in groups of three or four. Students show the advertisement they chose and explain why they think it's effective.

4. Pairwork. Students complete this dialogue, or write a similar one of their own.

Communicate 1

Unit 7: The hard sell

Listening Page 42

Aims

- Practise listening for gist and specific information in the context of a radio programme about advertising
- Speak about advertising in schools

Extra! (Lead in)

Ask students to draw three columns labelled 'I think it's terrible!', 'I think it's fine!' and 'I'm not bothered one way or the other.' Dictate the following and ask students to write them in the appropriate column to reflect their feeling:

bullfighting / smoking / drink-driving / shops being open on a Sunday / school uniform / graffiti / advertising aimed at children

Students compare their opinions in pairs. You will use this later on in the lesson.

1. Ask students to read the two quotations and match them to the phrases. Ask them to cover the Culture box and look at the cover of the book. Elicit their ideas about the topic of the book, then ask them to read the Culture box to check.
2. Ask students to read the options and then listen to the radio programme to confirm the subject of the report.

3. Ask students to read the statements, then listen again. Give students time to compare their answers in pairs before offering another opportunity to listen or checking with the whole class.

4. Put students into A / B pairs to discuss the questions. Then join pairs into groups of four and have them compare their opinions.

Language note: ask students to read the sentences. Then they go back to the lead-in activity and write three sentences expressing their opinions and using the language indicated.

5. Pairwork. Ask students to discuss the subject. After a few minutes, when they have had time to generate some ideas, open up a class discussion on the subject.

Extra! (Homework)

Ask students to research the law on advertising aimed at children in their country and come to class ready to report back.

Communicate 1

Unit 7: The hard sell

Functional language Page 43

Aims

- Use appropriate language to introduce a topic and talk about the pros and cons
- Practise listening for specific information and for gist and to infer opinion in the context of a speech
- Pronunciation: sentence stress

1. Ask students to read the three headings on the post-it notes. Then look at the expressions in the Phrase bank (which come from the previous listening) and classify them into the three groups.

Extra! (Additional activity)

To clarify the idea of 'product placement', dictate the following text:

Product placement is a form of advertisement, where brand-name products or services are placed in films, music videos and TV programmes.

Ask students if they can think of any examples of this, if they are conscious of it when watching TV or films and if they think it is a good idea.

2. Before listening, ask students to predict the answers to questions 1 and 2. Then listen to answer all three questions.

Pronunciation box: ask students to read the opening sentence from the speech on product placement. Ask them to underline the words they think will be stressed, then listen to check and repeat.

3. Pairwork. Students read the task and then brainstorm ideas for and against the proposal. You could elicit ideas and write them on the board after a few minutes.
4. Use the ideas generated in 3 as a listening task: students listen to the speech and tick off the arguments used. Then discuss whether students agree with the speaker's opinion.

Communicate 1

Unit 7: The hard sell

Final task Page 44

Aims

- Discuss a poster campaign
- Listen to focus on speaking strategies
- Focus on use of rhetorical questions
- Practise giving a speech

1. Pairwork. Ask students to look at the poster and comment on the image (note the white line seen round the body at a crime scene is, in this case, made out of his headphone cable). Elicit their opinions with the whole class.
2. Ask students to read the task and note the key points in the task box below 3. Focus the students on the Strategy box to highlight how rhetorical questions can be used to good effect.

Using the task instructions as a checklist, ask students to listen to a sample speech and comment on how well the student answers.

Note: this is an inconsistent example of task performance. It starts off with a good opening sentence, but then focuses too much on the student's reaction to this image rather than the issue as a whole. It includes a good example – a campaign against domestic violence – but a poor conclusion (the student states his position but without solid reasons. He fails to use a rhetorical question).

3. Ask students to think of a good beginning and ending for their speech and to underline the words they will need to stress to get the main points across.
4. Students write their speech, incorporating elements from the unit.

Extra! (Additional activity)

Afterwards, put students into groups of four or five to deliver their speech. Ask the students to choose the best speech from their group to be delivered in front of the whole class.

Communicate 1

Unit 8: Studying

Vocabulary Page 46

Aims

- Review and extend vocabulary to describe students in different contexts
- Review and extend vocabulary to talk about exams and assessment
- Talk about different types of assessment

Extra! (Lead in)

Dictate the following sentences:

I think exams are ...

Exams make me feel ...

Ask students to complete the sentences, then compare in pairs. Elicit their ideas with the whole class.

1. Ask students to look at the photos and say what they can see. Then look at the adjectives in the first section of the Phrase bank and decide which could be used to describe each photo.

2. Ask students to look at the words in the second section of the Phrase bank and match each to one of the definitions.

Culture box: ask students to read the box about A levels and university entrance requirements. Then ask them to describe how university entrance is determined in their country.

3. Ask students to read the complete text before deciding which of the expressions goes in each gap.

Extra! (Additional activity)

Ask students to write a similar text about their own country.

4. Pairwork. Give students time to talk about the questions in pairs before opening up a whole-class discussion.

Communicate 1

Unit 8: Studying

Speaking Page 47

Aims

- Describe different aspects of written academic work
- Practise listening for gist and specific information in the context of an interview about school life
- Contrast secondary and further education
- Pronunciation: homophones

Extra! (Lead in)

Divide students into A / B pairs. Tell them they're going to speak on the following subject:

Cheating in school is a serious problem and cheats should be punished severely.

Student As will agree with the statement.

Student Bs will speak against the statement.

Give them a few minutes to prepare ideas and then ask them to discuss the subject in pairs.

Afterwards, open up a class discussion on the subject.

1. Ask students to read the vocabulary in the first section of the Phrase bank and explain it in pairs. Then ask them to read the definitions in 1 and complete.
2. Before listening, ask students to predict which topics are most likely to be different between general secondary education and sixth form. Then listen to check. After listening, give pairs time to compare their answers before checking with the whole class.

Pronunciation box: before looking at the box, dictate the following words: *meat / meet, their / they're, whose / who's*. Don't comment on the spelling. Ask students to compare their answers and see if they spelt the words the same as their partner. Elicit the answers and highlight the fact that each has two possible spellings. Then look at the Pronunciation box and ask students to think of an alternative spelling for each.
3. Use one of the two spellings in the Pronunciation box to complete each of the gaps. Check with the class. Ask students if they can think of any other homophones.
4. Ask students to think about their own country and the differences between secondary education and sixth form. Then work in pairs as indicated.

Communicate 1

Unit 8: Studying

Listening Page 48

Aims

- Describe and prioritize different study skills
- Describe approaches to making and organizing academic notes
- Practise listening for recognition in the context of a talk on study skills

1. Ask students to read the list of study skills. Then read the Useful language box together. Ask students to work in pairs to discuss each of the options and then choose the three most important. Join pairs, so students are working in groups of four. Ask them to compare their choice, explaining their reasons. Open this up to a whole-class discussion.
2. Ask students to listen, using the options in 1 as a checklist.
3. Ask students to read the expressions and then match them with the definitions. All the expressions relate to time. Ask if they can think of any more.

Extra! (Additional activity)

Put students into groups of four to six. Give students pieces of paper (A5 size). Ask each student to write five example sentences, one for each of the expressions in 3. The examples must be true. When they have finished, one person from each group takes in the papers, shuffles them and redistributes them so that no one has their own paper. In turn students read the sentences to the group, who have to identify the author.

4. Ask students to look at the four extracts. First ask them to describe what they can see and then label with the appropriate word from the Phrase bank. Ask them which set of notes they think is the clearest and most useful.
5. Students listen to an extract from the previous presentation in order to identify the missing technique (colour-coded notes).
6. Discuss in pairs before whole-class feedback.

Extra! (Additional activity)

To extend the speaking activity, project the following questions for students to discuss:

Which of the techniques have you tried?

Which would you like to try?

Do you have any other approach to note-taking?

How do you study for exams?

Do you think this type of study technique should be taught in school?

Extra! (Homework)

Ask students to run a search for Tony Buzan on the internet and find out his connection with the idea of study skills.

Communicate 1

Unit 8: Studying

Functional language Page 49

Aims

- Use appropriate language for different aspects of a presentation
- Pronunciation /ə/

Extra! (Lead in)

Ask students to discuss what makes a good public speaker. They could consider the following:

- appearance, presence, body language
- connection to the audience
- speed and clarity
- type of language

1. Ask students to read the list of things the speaker does. Then, referring to the audioscript on page 104, ask them to find examples of each one. Check in pairs and with the whole class.

Pronunciation note

The Pronunciation box focuses on /ə/, also known as 'schwa', which is the most frequent sound in the English language. Schwa is always found in unstressed syllables. This is either the unstressed syllable in a polysyllabic word (eg the second syllable in *doctor*) or the weak form of a word which has two pronunciations, weak and strong – compare *have* in the following:

A: *We have lived here for three years.* (weak)

B: *Have you?* (strong)

Pronunciation box: explain what the schwa sound is with a couple of examples. Then ask students to read and listen to the sentences and find examples of schwa (principally, this is in the word 'to' but it also occurs in 'and', 'a' and 'the' in the examples). Then ask students to listen and repeat.

2. Pairwork. Ask students to read the text through once and summarize the author's ideas in five words. Check with the whole class. Then ask students to complete the text using the expressions in the Phrase bank.

Communicate 1

Unit 8: Studying

Final task Page 50

Aims

- Focus on use of index cards when making a presentation
- Listen to focus on effective use of this strategy
- Practise preparing and giving a presentation

Extra! (Lead in)

Ask students to look at the two photographs and complete the sentence:

Giving a presentation in class makes me feel ...

Discuss students' ideas.

1. Read the Strategy box. Ask students if they have used index cards in this way. Then listen to the two presentations and invite students' comments. Listen again and ask students to note presentation techniques the two speakers mentioned.
2. Divide students into groups of three (with an even number, have one pair of stronger students). Ask each student to choose a different index card. They should use the information here as a basis for a short presentation. Give students time to read and understand the notes: then think about language from page 49 that they can incorporate. Note: they should not be writing their presentation out in full, but adapting or writing their own index card for the presentation. When they are ready, have students present their ideas to the group.

Communicate 1

Unit 9: Getting around

Vocabulary Page 52

Aims

- Review and extend vocabulary to describe different road signs
- Review and extend vocabulary to talk about features of urban roads
- Focus on some common transport collocations

Extra! (Lead in)

Dictate the short text from the Culture box. Ask the students what they think about this idea and if there is anything similar to reduce city traffic in their country.

1. Ask students to look at the images and label with the appropriate words and phrases.
2. Pairwork. Ask students to work together to discuss the meaning of the expressions in the Phrase bank. Then ask them to choose five that fit the definitions in 2. Ask them for examples of these features in the local area.
3. Before looking at the text, ask if any of the students have been to Britain and if they noticed any difference between traffic and driving there and in their own country.

Culture note

Britain is not the only country which drives on the left! As well as Ireland, this is the case in several countries in the Caribbean, all of southern Africa, the Indian subcontinent, many countries in south-east Asia, all of Australasia and Japan – about a quarter of the world. Many of these countries used to be part of the British empire, whereas areas colonized by the French, Dutch, Spanish and Portuguese introduced driving on the right.

Ask students to read the text and complete with appropriate words.

4. This exercise focuses on common collocations on the theme of driving.

Extra! (Mixed ability)

As fast finishers complete the exercise, ask them to choose three of the words and write a definition. When the rest of the class have finished the exercise, ask students to close their books. Ask students to read their definitions for the rest of the class to guess. This not only occupies early finishers, but gives everyone a chance to check understanding of the vocabulary and start committing the expressions to memory.

Communicate 1

Unit 9: Getting around

Speaking Page 53

Aims

- Describe different aspects of learning to drive and the driving test
- Practise listening for specific information in the context of an interview about learning to drive
- Practise verb formation in context
- Discuss learning to drive
- Pronunciation: *-ed* endings

Extra! (Lead in)

Find out if any members of the class can drive. Ask them:

- how many driving lessons they had before taking the test
- what the test consisted of
- if they found it easy or difficult
- what it was like being a new driver

1. Ask students to listen in order to summarize what they have heard: this is a useful skill, particularly for students who may go on to use English in an academic context. Give time to compare their ideas in pairs before checking with the whole class.
2. Ask students to complete the answer to the interviewer's question with the correct verb form and choosing between the options given. Then listen again to check.
3. The students now hear the full radio report which included a comparison of learning to drive in Spain and Britain. Give students time to read the options before listening, then play the CD. After listening, give students time to compare in pairs before checking with the whole class.

Pronunciation box: the pronunciation rules are the same for past simple verbs and for adjectives formed from a verb. Technically there are three pronunciation possibilities: /t/, /d/ and /ɪd/. However, the important difference is whether we add the additional syllable /ɪd/ or not. To establish this, play the

CD and pause, giving students time to count the syllables and notice that we only have the extra syllable in *decided* and *interested*: this is determined by the fact that the root word (*decide*, *interest*) finishes in a /t/ or a /d/ sound. For part b, ask students to first decide how many syllables are in the root word (eg *start* = 1), then listen to the recording to see if the past or adjective form has the same number or one more (eg *started* = +1).

4. Ask students to work independently and note their opinions. For each question they should note one or two key words to summarize their views.
5. Working in pairs, students discuss the questions. Later you could open this up to a whole-class discussion.

Extra! (Additional activity)

If you have a few minutes at the end of the class, ask students to read the expressions in the Phrase bank. Then read the following definitions and see if students can guess. You could organize this as a competition in teams.

- This person teaches you to drive (driving instructor)
- This is the legal maximum. If you drive faster, you could get a fine. (speed limit)
- This is a type of extreme anger associated with driving. People have been known to use physical violence on other drivers as a result. (road rage)
- If you drive on the left in a country, then the cars will be ... (right-hand drive)
- If you start driving before the traffic light has turned green you ... (jump the lights)
- These people drive when drunk or tired or simply in a way which could cause an accident (dangerous drivers)

Communicate 1

Unit 9: Getting around

Listening Page 54

Aims

- Practise listening for recognition and specific information in the context of a presentation on a town
- Practise listening for gist in the context of someone giving directions

Extra! (Lead in)

The *Visit Bath* website has some great visuals you could use for a lead-in presentation. For example, show students a succession of images of places in Bath, then ask them in pairs to remember what they saw. Your students may also be familiar with some of the many locations in Bath which have been used in films over the years (see <http://visitbath.co.uk/ideas-and-inspiration/filming-locations-in-bath/baths-movie-map>).

1. Ask students if any of them have been to or heard of Bath. Explain that it's a town in south-west England (show them the location on the map in the Culture box) which is very popular with tourists because of its historic past and impressive architecture. Ask students to look at the map and photographs and try to describe what they can see. Then listen to label the photographs of some popular tourist destinations.
2. Ask students to read the questions and then listen again to answer them.

Culture note

A UNESCO World Heritage Site is either a natural place (such as a forest, mountain or desert) or a cultural site (for example a monument, building or city) that is listed by UNESCO as being of special cultural or physical significance. For more information see <http://whc.unesco.org/>.

3. Ask students if they would like to visit Bath and if so, which of the sights they would be particularly interested in. Then explain that there is a small tourist office at Bath Spa station where visitors can ask for information and get directions. Ask students to find the station on the map. Explain that they are going to hear directions to three different sights in the city. They have to listen and follow the route on the map to decide the destination.

Extra! (Homework)

Students use the internet either to find out about another interesting tourist destination in or near Bath or to find some examples of UNESCO World Heritage sites in their own country. They should come to the next class ready to share their information.

Communicate 1

Unit 9: Getting around

Functional language Page 55

Aims

- Use appropriate language for giving directions
- Pronunciation: corrective stress

Extra! (Lead in)

Ask students if they have ever had to give directions to a foreign visitor to their country. If so, what language did they use and was it successful? Then ask if they have ever had to ask for directions in English. How did it go?

1. Ask students to look at three types of expressions we use when giving directions and copy the table into their notebooks.
2. Ask students to read the expressions in the Phrase bank and add them to the table.
3. First ask students to look at the map on page 54 and locate the Postal Museum. Remind them that the directions start from Bath Spa station. Ask them to complete the directions.

4. Listen to check their answers. Ask them what they noticed about the way the information officer corrected the tourist.

Pronunciation box: we stress the words which contain the information we wish to correct. Ask students to listen to extracts from the conversation and repeat.

5. Pairwork. Divide students into pairs and ask them to decide who is Student A and who is Student B – to check, get all the As to raise their hands, then all the Bs. Ask them to turn to the relevant page and read the instructions. Explain that for the first turn, B is to start speaking and that they need to go slowly through all the lines of information, checking and correcting. Remind them to use corrective stress.

Communicate 1

Unit 9: Getting around

Final task Page 56

Aims

- Focus on devices that help us sound polite and friendly
- Practise requesting information
- Practise giving and responding to directions

1. Read the Strategy box. Then ask students to listen to the two speakers. Speaker A uses complex structures which are often associated with politer language but without the corresponding intonation. Speaker B's language is very simple but sounds polite and friendly.
2. Ask students to order the requests and match to the appropriate speaker.
3. Pairwork. Ask students to decide who is Student A and who is Student B. Explain that B is a tourist and A lives in Madrid. Use the map to give clear instructions.
4. Working individually, students complete the list of places near the school.
5. Working in pairs, students take turns to ask for and give directions to the places in the local area from 4.

Communicate 1

Unit 10: Prepare to ...

... describe a photo Pages 58 and 59

Aims

- Listen to effective techniques for describing a photo
- Practise listening for specific information in the context of a description
- Review and extend vocabulary for describing people
- Practise an exam-style task based on comparing and contrasting two photos
- Review language for speculating and expressing personal opinions

Extra! (Lead in)

Ask students to discuss the following questions in pairs:

- Do you or other people in your family take family photos? On what type of occasions?
- Do you have any photos from when you were little?
- Do you prefer looking at photos on a computer or in a photo album?

Elicit some answers from the class.

1. Pairwork. Ask students to look at the two photographs and describe them. Then look at the vocabulary and associate it with one of the two pictures.
2. Working together, students classify the vocabulary into the four columns of the table.

Extra! (Additional activity)

If you think students will need help with the vocabulary, try one of these ideas:

- Take dictionaries into the class or let students check vocabulary using smartphones.
- Photocopy dictionary definitions and stick them up round the walls of the class, then have students stand up to go and consult the definitions.
- Divide the words into three groups; give a sheet with a third of the definitions to each student; working together, they 'teach' their partners.

3. Pairwork. Students use the vocabulary from 2 to describe other people in the class.

Remember box: in the first part of the previous 'Prepare to ...' unit, students worked on describing a photo, speculating and giving opinions. They can reincorporate this language when comparing and contrasting two images, so ask students to work in pairs to try to recall expressions from Unit 5. Then check on page 29.

4. Ask students to read the list and then listen to note which things the speaker does.
5. Students listen more intensively to complete the sentences. You may need to stop the recording to give them enough time to write. Allow time to compare answers in pairs before checking with the whole class.
6. After answering the questions, focus students on the language used in each case as they can use this language for the Task later in the lesson.

7. This exercise focuses students on the language we use to compare and contrast. These are generic expressions which could be applied to many pairs of photos.

Note

Comparing and contrasting two photographs is a common task in oral examinations. It requires students to combine a variety of functions, including description, comparison and speculation. Students can really improve their performance in this type of test by becoming familiar with a few generic expressions into which they can insert appropriate vocabulary. Becoming familiar with these types of 'building block' expressions is the aim of 6 and 7.

8. Students now use the language from 7 productively in order to write sentences about the photos on page 58. Monitor while they work and then ask a few students to read out some of their examples.
9. Pairwork. Students decide who is Student A and who is Student B. Ask them to read the task and underline the different things they need to do. Student A speaks first with Student B checking that they address the main points of the task and using the points in 4 as a checklist of what they include. Then change roles.

Communicate 1

Unit 10: Prepare to ...

... talk about a proposal Pages 60 and 61

Aims

- Review and extend vocabulary for describing fame and success
- Focus on the construction of a presentation
- Practise listening for gist and to infer meaning in the context of giving an opinion
- Contrast expressions used to add points, make contrasts and conclude
- Prepare and give a speech giving arguments for and against

Extra! (Lead in)

Ask students to look at the three photos on page 60. Say who they can see and what these people are famous for.

1. Pairwork. Students read the vocabulary and put the items into the correct column. Check together with the class, asking for definitions for expressions you think may be newer for students. Some expressions can go in more than one column.
2. To check meaning, have students answer the questions.
3. If your students come from the same country, put them in pairs to think of examples. Then say the examples, in a different order, to another pair who have to identify the appropriate expression.
4. Ask students to look at the three diagrams which show different ways to structure a presentation. Ask students to listen to a presentation and identify the structure the speaker uses (B).
5. Ask students to read the points, which summarize the different arguments the speaker makes. Students listen to number the points in the order in which they hear them. This requires quite intensive listening, so it's probably a good idea to have students compare their answers in pairs before listening again and then checking with the whole class.
6. Ask students to discuss the speaker's ideas in pairs and give their own opinions. Then open up to a class discussion.

Note

Giving students time to discuss in pairs before the open class discussion means they have a chance to formulate their own ideas before 'going public'. It also puts more onus on individual students to contribute to the discussion and gives everyone in the class more opportunity to practise speaking in the lesson than if all discussion is conducted in open class through the teacher.

7. The table includes expressions from the listening. In this case, all the expressions have been categorized and students need to write the appropriate heading in each column. Again, these are generic expressions which students can use in many different contexts.
8. Task: continuing on the theme of fame, the task focuses on the idea of TV talent shows, which have become very popular in recent years. Give students time in pairs to brainstorm arguments for and against the topic. They should also look at the linking expressions in 7 and think where and how they can use them. Students complete the task as indicated. Student B gives feedback to Student A.

Extra! (Additional activity)

To ensure that both Student A and Student B get an opportunity to make a speech, you could subsequently join two pairs together and then ask Student A from one pair to work with Student B from the other and vice versa. This time Student B makes the speech while Student A listens. Then Student A gives feedback to Student B. Changing the pairs means there is more reason to listen as the arguments will not be identical in each pair.

Communicate 1

Unit 10: Prepare to ...

... do a project Pages 62 and 63

Aims

- Practise listening for specific information in the context of a conversation about a TV programme
- Review and extend vocabulary used to explain ideas, reasons and objectives and to talk about different aspects of a plan
- Review expressions seen previously for suggesting, agreeing and disagreeing and confirming decisions
- Prepare and present a project involving negotiation and presentation skills

1. Ask students to look at the two photos. Have students speculate about what the boy is trying to achieve.
2. Tell students they are going to listen to a conversation about a programme which was on the television in Britain. Ask them to read through the questions and then listen to find the correct answer to each. Give time for students to compare answers together before checking with the whole class. Finally, recap with students the topics of the different *Battlefront* campaigns they heard about.

Culture note

Battlefront was shown on Channel 4 in Britain. Channel 4 started in 1982 and is known for quality innovative programmes on current affairs as well as alternative comedy and films.

3. Pairwork. Ask students to discuss the questions before opening up the discussion with the whole class.

Extra! (Homework)

Students can read about lots of other *Battlefront* campaigns and even get involved if they go to <http://www.battlefront.co.uk>.

4. Students read the Project box and all the different aspects they have to work on. Put students into groups of three or four and ask them to read through the list of suggested ideas and choose one, or think of another issue that they feel strongly about. Before starting to work on their project, ask them to look at the Remember box and review language of negotiation from Unit 5. When they have prepared all the aspects indicated, they then need to prepare to present their ideas to the class. Give students plenty of time to work on their presentation. It may be helpful to give them time to prepare outside class, so that they can use a computer to design logos or prepare a PowerPoint presentation. They should also read the Useful language box and see which expressions they can use. They should decide who is going to present the different aspects of the project so that everyone is involved.
5. During the presentations, other students listen and should think of a question they can ask the team when they finish. Finally, have students vote for the most interesting campaign idea and the best presentation. They cannot vote for their own work!

Communicate 1

Unit 11: Eating out

Vocabulary Page 64

Aims

- Review and extend vocabulary to describe food
- Read about food in Britain

Extra! (Lead in)

Dictate the following.

The last thing I had to eat was ...

The last thing I cooked was ...

My favourite dish is ...

My favourite type of foreign food is ...

Ask students to complete the sentences then compare their answers with a partner.

1. Ask students to look at the images and label with words from the Phrase bank. Ask them to tell their partner which of the things they eat regularly and which they like / dislike.
2. Students extend their descriptive vocabulary by associating an adjective with each of the food and drink items in 1.
3. Ask students to look at the expressions in the second section of the Phrase bank and complete the exercise. Read the Culture box.

Extra! (Additional activity)

To consolidate and personalize the vocabulary, ask students to complete the following questions with an adjective from 3, then ask and answer with a partner:

Do you normally eat a ... diet?

Do you like ... food?

4. In a multilingual class, try to pair students with someone who speaks the same language. Then ask students to translate the expressions.
5. Ask the class what they know about the British diet now and in the past. Then ask them to use the expressions from 4 to complete the text.

Extra! (Additional activity)

In class or for homework, you could get students to write and present a similar text about the food from their own country.

Communicate 1

Unit 11: Eating out

Speaking Page 65

Aims

- Talk about different types of food and express opinions about it
- Look at some common food collocations
- Practise listening for specific information in the context of three conversations about food
- Pronunciation /dʒ/ and /g/

Extra! (Lead in)

Write the following question on the board:

Do you eat to live or live to eat?

Ask students what they think it means (the difference is whether you see food simply as something necessary or whether you get real pleasure from it). Ask them to discuss it in pairs before eliciting some answers with the whole class.

1. Ask students to read the questions and add one more of their own.
2. Ask students to look at the first two sections of the Phrase bank. Then put them in pairs to discuss the questions. Elicit some answers with the whole class.

Pronunciation box: ask students to do the exercises as indicated.

Language note

There are many two-part collocations in English (*in and out, town and country, science and technology, etc*). Many of these are logical pairings, but it's important for students to focus on them as sometimes the order or construction may be different in the students' mother tongue, eg *black and white* (English); *blanco y negro* (Spanish); *schwarzweiss* (German).

3. Ask students to complete the collocations using expressions from the Phrase bank.

Extra! (Mixed ability)

If you have strong students, you could ask them to cover the Phrase bank phrases and try to work out the collocations on their own before checking. For weaker students you could prepare a set of images (eg of a knife and fork, a plate of bacon and eggs) to help them. Ask fast finishers to test each other by saying the second part of the pair and trying to remember the first part (eg ... *and chips*).

4. Listen to check. Focus on the weak pronunciation of and (/ənd). Ask students to repeat the pairs, paying attention to this.
5. Ask students to look at the photos and label them.
6. Students will hear three conversations in the same order as the photographs. In each case, one of the people has a food-related problem. Before listening, ask students what type of problems there could be. Then listen, giving time for students to compare with a partner before checking the answers with the whole class.

Communicate 1

Unit 11: Eating out

Listening Page 66

Aims

- Review and extend vocabulary associated with restaurants and fast food
- Practise listening for specific information in the context of some food facts
- Practise listening for recognition and specific information in the context of a conversation in a fast food restaurant

Extra! (Lead in)

First ask students to discuss the following questions:

How often do you eat fast food?

What type of fast food do you like?

Then put students into pairs. Student A must argue in favour of fast food and Student B must argue against. Give them a minute to think of arguments and make some notes before starting.

1. Ask students to look at the items in the Phrase bank and associate them with one type of food or the other.
2. Pairwork. Ask students to read the facts and try to decide together what the missing words could be.

3. Listen to check answers.

4. Ask students to read through the menu and say what they would order. Then ask them to listen to a conversation and tick the items the customer orders.

5. Ask students to read the questions before playing the CD. Give students a chance to compare with a partner before checking their answers with the whole class.

Extra! (Homework)

Ask students to look on the internet and see if they can find any statistics about the number of fast food restaurants in their country today compared with 20 years ago.

Communicate 1

Unit 11: Eating out

Functional language Page 67

Aims

- Use appropriate language for ordering food and talking about payment
- Practise a dialogue in a fast food restaurant
- Pronunciation: consonant clusters

Extra! (Lead in)

Put the following expressions on the board and ask students to divide them into two groups of words with a similar meaning:

Thanks Cheers Good health
Bottoms up Ta Here's to ...
Thank you

Then ask students to read the Culture box.

Language note

Thanks, Ta, Thank you and *Cheers* are all ways of thanking.

Cheers, Good health, Bottoms up (referring to the bottom of the glasses) and *Here's to (you / the happy couple / Jim)* are all ways of making a toast before having a drink.

1. Ask students to cover the Phrase bank. Working in pairs, they read the phrases in the table and try to say what the speaker is doing when using each group of expressions. Then look at the headings in the Phrase bank and write them in the appropriate box.

2. Ask students to read the phrases and find synonyms in the table.

Pronunciation box: all the words and expressions include at least one consonant cluster (a sequence of consonants with no intervening vowel sound). In a), ask students to listen and repeat and then underline the consonant cluster. In b), students predict pronunciation and then listen to check.

3. Pairwork. Using the menu on page 66, students take turns to be the customer and place an order, or be the person who works in the fast food restaurant.

Communicate 1

Unit 11: Eating out

Final task Page 68

Aims

- Focus on strategies we use when speaking on the phone
- Practise indicating that you have not understood something
- Practise listening for specific language in the context of a telephone conversation
- Practise ordering fast food over the phone

1. Ask the students to read the menu and clarify any unfamiliar vocabulary.

Explain the situation: the students are going to listen to two different dialogues in which customers place an order for pizza. In each case, the customer doesn't understand a phrase and needs to ask for clarification. Ask students to read the question and then listen to the way the problems were resolved.

Read the Strategy box and have students answer the questions in part a.

2. Pairwork. Ask students to decide who is Student A and who is Student B, then read the relevant role card. Give students time to prepare, using the skeleton dialogue to help, and then ask them to try to memorize some of the key phrases.

Extra! (Mixed ability)

Stronger students can close their books and improvise the conversation, adding in extra ideas of their own and then changing roles so as to practise both parts. Less confident students may prefer to start off with books open, reading the dialogue before gradually trying to perform it more independently.

Communicate 1

Unit 12: Young workers

Vocabulary Page 70

Aims

- Review and extend vocabulary to describe work and jobs
- Speak about work for young people
- Practise listening for specific information in the context of information about the law regarding youth work in Britain

Extra! (Lead in)

Tell the students you are going to read a text at a fairly natural speed. They should take notes, leaving gaps if they miss words and trying to start again if they get lost. Read the Culture box text once. Then read it again, asking students to complete any gaps they left the first time. After this, students work in pairs and use the information they have both written to come up with a complete text. When they are ready, they can check with the text in the Culture box. It's not important if it is identical to the original, so long as it is grammatically correct, so monitor while they are checking.

This activity – known as dictogloss – is a great way to give students practice of listening, writing and speaking and allow them to apply their grammatical knowledge.

1. Ask students to discuss the difference in meaning between the two expressions.
2. Pairwork. Students discuss the questions together before feedback with the whole class.

3. Ask students to read the definitions and find a word for each from the Phrase bank.

Extra! (Additional activity)

Ask students to choose three of the expressions from the Phrase bank and write example sentences which are true for themselves, their friends or their family. Ask students to read out some of their sentences and use the opportunity to ask them a few more questions about what they have written.

4. Students now find out some more information about the law regarding youth work in Britain. Ask them to read the statements and then listen to decide which are true and which are false. Then listen again to correct the sentences and note any more information they hear.

Communicate 1

Unit 12: Young workers

Speaking Page 71

Aims

- Describe different types of jobs which young people often do
- Practise listening for specific information in the context of four teenagers describing their jobs
- Ask and answer questions about a job
- Pronunciation: easily confused sounds

Extra! (Additional activity)

Check students understand the vocabulary needed for exercise 1. Ask students to read the items in the Phrase bank and then ask checking questions:

Who works in a supermarket? (a shelf stacker)

Which people work outdoors? (ski instructor, newspaper boy / girl, pizza delivery person)

Which people serve food? (barman / barwoman, fast food attendant, pizza delivery person, waiter)

Who works in an office? (clerical assistant)

1. Pairwork. Students discuss the question together before opening up a brief discussion with the whole class.
2. Students listen to four teenagers talking about their work and write the job under each person's name. Check with the whole class, asking for words that helped them decide.

3. Listen again, noting the good and bad things about each job. Ask students to compare answers with a partner before checking with the whole class.

Pronunciation box: focus on the two sounds and the difference in pronunciation between 'walk' and 'work'. In b), students put the words into two groups according to the sound.

4. Pairwork. Ask students to decide who is Student A and who is Student B, then read the role cards. Students should use their imagination to give details about the job in answer to the questions. Then reverse roles and repeat.

Extra! (Homework)

Ask students to research the law regarding youth work in their own country and come prepared to tell the class.

Communicate 1

Unit 12: Young workers

Listening Page 72

Aims

- Review and extend vocabulary associated with summer jobs and the benefits of doing summer work
- Practise listening for specific information in the context of a radio programme about summer jobs
- Discuss job options

Extra! (Lead in)

Ask students if any of them have worked during the summer holidays or know anyone who has. What jobs did they do?

1. Ask students to look at the four photos of teenagers doing summer jobs and label them with items from the Phrase bank. Ask if teens do these jobs in their own country.
2. In a multilingual group, try to pair students with someone who speaks the same language, then have students translate the expressions. They can check their ideas with a dictionary.

Extra! (Additional activity)

Before listening, ask students to think about the four jobs in the photos and discuss what the requirements would be for each one. For example, a lifeguard must be a good swimmer, like working with people and be responsible and alert.

3. Students listen to a radio programme about summer jobs and complete the information on the index cards.
4. Before listening, the students read the statements and then listen to decide which are true and which are false. In feedback they should correct the false statements.
5. Pairwork. Students discuss the two jobs from the radio interview, saying which they would prefer or feel more suited to and why. You could open up a whole-class discussion after a few minutes.

Communicate 1

Unit 12: Young workers

Functional language Page 73

Aims

- Contrast formal and informal language used when enquiring about a job
- Practise a dialogue in the context of a job interview
- Pronunciation: word stress

Extra! (Lead in)

Write 'interview' on the board. Ask students to work in pairs and think of five pieces of advice for someone going to a job interview. Compare with the whole class.

Language note: write the two questions from the Language note box on the board and ask students the difference. Have them read the box to check their ideas.

1. Students complete the table.

Extra! (Mixed ability)

Stronger students could cover the Phrase bank and try to think of a more formal equivalent before checking. Students who need more support can do the exercise as instructed in the book.

Ask students why the more formal questions about money and working hours are less direct and establish that this is to avoid giving the interviewer a negative impression about our commitment or reasons for wanting the job.

2. Pairwork. Ask students to read the phrases and decide what each one expresses.

Pronunciation box: write 'interview' on the board and elicit where the main stress is. Show students that we can indicate this by underling the stressed syllable (*interview*). Ask students to mark the stress on the words in a) before listening to check. Then say the words.

3. Pairwork. Ask students to decide who is Student A and who is Student B. Student A should read the information card about the job, while Student B prepares some questions, remembering to use appropriately formal language. Then do the roleplay.

Communicate 1

Unit 12: Young workers

Final task Page 74

Aims

- Practise questions to find out details about a job
- Focus on strategies we use to provide a balanced answer
- Discuss the pros and cons of different professions

1. Pairwork. Using the checklist 'Notes', students prepare questions to ask about the topics listed. Note: these should be informal questions, as if you were asking a friend about a job you were interested in before deciding to apply for it.
2. Working individually, students think about a job they know about or about one of the summer jobs from page 72 and prepare to answer the questions in 1.
3. Working in pairs, students take it in turns to ask questions about their partner's job. Monitor while students are working to check they are doing the task in English and to help and correct.

Strategy box: ask students to read the box and focus on the way we balance good and bad aspects in our answer.

4. Pairwork. Students decide who is Student A and who is Student B. In this roleplay, Student B already does one of the jobs on page 105. They should turn to this page, decide which of the two jobs to choose and then read the description. Student A should look over the questions they prepared in 1. When they are ready, they carry out the roleplay. If there is time, they can reverse roles and Student A can answer questions about the other job on page 105.

Communicate 1

Unit 13: University of life

Vocabulary Page 76

Aims

- Review and extend vocabulary to describe different types of travel
- Speak about travelling
- Read a text about taking a gap year

1. Ask students to look at the three photos and label them with words from the first section of the Phrase bank. Then ask them to discuss the questions in pairs before opening it up to a whole-class discussion.

Culture note

The InterRail pass is a special ticket which offers unlimited rail travel to European citizens in participating countries for a fixed period of time. People from outside Europe can purchase the Eurail pass and those wishing to travel in just one country can buy the InterRail One Country pass.

2. Ask students to complete the sentences with words from the second section of the Phrase bank, then read the Language note in order to check their answers as these words are commonly confused.
3. Write 'gap year' on the board and elicit students' ideas about what this means. Then give them a time limit of one minute to quickly read the text and check their ideas. After this, let them read more slowly in order to complete the text with the words in the box.

Finally, ask students if this idea is common in their own country and what they think about the idea.

Communicate 1

Unit 13: University of life

Speaking Page 77

Aims

- Describe the effect of significant life experiences
- Practise listening for gist and specific information in the context of four teenagers describing their gap year experiences
- Focus on some common collocations about life experiences
- Speak about ideas for a gap year
- Pronunciation /ə/

Extra! (Additional activity)

Ask students to discuss in pairs which of the following things they have done:

- travelled more than one hour alone
- been responsible for looking after small children
- had to budget or organize money for a particular event
- decided what to pack for a trip
- bought food and prepared a meal for other people

Ask them to discuss what they think they learnt from these experiences.

1. Tell the students you are going to look at some other experiences. Ask students to look at the first two expressions in the Phrase bank and match them to the definitions.
2. Ask students to look at the four photos. Explain that they all show young people on a gap year. Elicit some ideas about where the people are and what they are doing. Have students read the phrases and decide which to write in each speech bubble.
3. Students listen to the four speakers to note their names by the photos and note any additional information they hear. Elicit details from the students.

Pronunciation box: first students listen to the example and notice the pronunciation of schwa /ə/ (remind them that you looked at this weak sound previously in Unit 8). In b), students predict where they think they will hear /ə/. Then in c), they listen to check and repeat.
4. Ask students to look at the remaining expressions in the Phrase bank and decide which collocate with 'change' and which with 'make'.
5. Pairwork. Students discuss their ideas. Then ask some students to report their gap year ideas to the class.

Communicate 1

Unit 13: University of life

Listening Page 78

Aims

- Review and extend vocabulary associated with Erasmus programmes
- Read a website page with information about taking part in the Erasmus programme
- Practise listening for specific information in the context of an interview with an Erasmus student

Extra! (Lead in)

Ask students what they know about the Erasmus programme and if anyone they know has taken part.

Culture note

Erasmus – the European Community Action Scheme for the Mobility of University Students – is an EU student exchange programme which started in 1987. Over 2 million students have taken part over the last 20 years. They attend university either in the local language or in English for a minimum of three months and their studies are recognized by their home university.

1. Ask students to read the words in the Phrase bank and discuss in pairs their connection to the Erasmus programme. Then have students read the questions and find answers in the website extract before deciding which they think are the most important reasons.

2. Ask students to read the Culture box. Then explain that GMIT is the Galway-Mayo Institute of Technology, one of two university institutions in Galway. Give students a few minutes to read the questions, then ask them to listen to find the answers. Allow time for students to compare together before checking answers with the whole class.

Extra! (Homework)

Either ask students to use the internet to find out about the other programmes within the EU's Life-Long Learning Programme or ask students to find out more about what there is to see and do in Galway.

Communicate 1

Unit 13: University of life

Functional language Page 79

Aims

- Focus on language we use to elicit more information and prompt a speaker to continue
- Practise a dialogue in the context of talking about a trip
- Pronunciation: intonation

1. If this is in a subsequent lesson, ask students what they can remember about Raquel's Erasmus year. Tell students they are going to focus on the language used to draw out more information in the interview. Ask students to read the question stems carefully and try to decide how each one was finished, using expressions from the Phrase bank. Then listen to check.

Extra! (Additional activity)

You may like to replay track 2/44 so that students can hear how these phrases were used in context.

2. Focus on the structures as indicated.

Pronunciation box: focus on the model and listen to the two examples of intonation.

3. Ask students if they have ever visited Morocco. Ask them to read the interview and guess the missing questions, writing their ideas in pencil – don't spend too long on this as there are various possibilities.
4. Listen for the questions the interviewer actually used and ask students to write these in pen.
5. Students practise the dialogue, focusing on intonation as indicated.
6. Students now adapt the dialogue to talk about their own travel experiences. Highlight the importance of asking questions to elicit more information.

Communicate 1

Unit 13: University of life

Final task Page 80

Aims

- Practise listening for gist in the context of a job interview
- Focus on speaking strategies used to convince someone your experience was valuable
- Discuss different arguments in favour of taking a gap year

Extra! (Lead in)

Write 'gap year – job interview' on the board and elicit any connections students can see between the two ideas.

Language note

'Take a year out' is a synonym for 'take a gap year'.

1. Explain that you are going to listen to extracts from job interviews with two students who took a year out. Ask students to listen and decide which one would give a better impression to the interviewer and why. Focus on the way that a pleasurable experience can be presented to an interviewer as something which has also taught you new skills.
2. Ask students to read the arguments.
3. Working individually, ask them to choose the six most important arguments and note a reason for choosing each.

4. Put students into pairs to compare and explain their choices. Then together they must reduce the list to the four most important.

5. Pairwork. Ask students to decide who is Student A and who is Student B. Give time for preparation.

Student As can prepare for the interview, remembering to use some of the questions used to draw people out from page 79.

Student Bs need to choose one of the options and think how to present this to an interviewer in terms of what they learnt from the experience and how it could benefit the employer's company.

When they're ready, students work in pairs to carry out the roleplay. If there is time, they could reverse roles, with Student A (now the candidate) choosing a different option from the three jobs.

Communicate 1

Unit 14: Travel

Vocabulary Page 82

Aims

- Review and extend vocabulary to describe different forms of transport and fares
- Contrast British English and American English terms to talk about travel
- Read a text about rail travel in the UK
- Speak about transport preferences

Extra! (Lead in)

Dictate the following sentences:

My favourite form of transport in the city is ... because ...

When I go on holiday or on a longer journey, I like travelling by ... because ...

Ask students to complete them with their own ideas before comparing with a partner. Elicit some answers with the whole class.

1. Ask students to look at the three photos and label them with words from the first section of the Phrase bank. Then ask them to discuss the question.

Language note

A *bus* is normally used for local transport and picks up passengers at various stops, whereas a *coach* is for longer distances and normally stops fewer times. However, in colloquial speech some people use *bus* for both meanings.

2. Ask students to refer to the second section of the Phrase bank in order to complete the table.

Extra! (Additional activity)

Travel is just one area where there are significant differences between British English and American English. Throughout *Communicate*, Language note boxes have included information on this. You might ask your students to go back through the book and collect all these expressions, writing them in two columns (one for American English, one for British English). They can either test each other, or you could prepare sentences for them to 'translate', eg:

I'd like a round trip train ticket please.
(US) → *I'd like a return train ticket please.* (UK)

3. Ask students if they can think of any different kinds of ticket. Then ask them to read the expressions in the third section of the Phrase bank and check meaning in pairs. Finally, read the definitions and find one expression for each.
4. Ask students to read through the text quickly, without worrying about the gaps and say what type of travel it refers to (rail travel). Then ask them to complete the gaps with the expressions from 3. Finally, ask them to discuss if the system is similar or different in their own country.

Communicate 1

Unit 14: Travel

Speaking Page 83

Aims

- Describe different places in an airport
- Practise listening for gist in the context of three airport dialogues
- Describe different train services
- Practise listening for specific information in the context of a conversation about different travel options
- Practise asking for travel information
- Pronunciation: stress on numbers

Extra! (Lead in)

Ask students to discuss the following questions in pairs:

Have you been to London or the UK? If so, how did you arrive and where?

Which is the nearest airport to your town or city? How do visitors get from the airport to the city centre?

This page is designed to prepare students who may be arriving at an airport in the UK or another English-speaking country and follows through different stages of their journey from arrival at the airport to finding out about trains into the city centre.

1. Ask the students to look at the three photos and discuss what they can see in pairs. Tell them to use vocabulary from the first part of the Phrase bank. Then listen to three short conversations from different stages of the process of arriving at an airport and number the photos accordingly.
2. Ask students to discuss the difference in meaning between the three expressions, which are all related to train travel.

Language note

A *tube station* serves a local underground system, whereas a *main-line station* serves the overground inter-city train service. In London, Piccadilly Circus and Oxford Street are only tube stations, whereas Paddington

and Victoria have both tube and main-line stations and are frequent arrival points for visitors arriving from Heathrow and Gatwick airports.

A *direct service* doesn't stop and is therefore faster, though may be more expensive than a *stopping service*.

On the London Underground, lines and trains are described in terms of the direction in which they are heading – a train going east is an *eastbound* train.

3. Explain to students that the conversation is between a tourist information officer and a visitor who has recently arrived at Heathrow. Ask them to listen and find out which option the visitor chooses. After checking answers, ask students to read the Culture box.

Culture note

You can buy an Oyster® card at any tube station and in some shops in London. You pay for, store and add credit to the card, which you then show at the start and end of each journey you make. The card charges you the cheapest available fare.

4. Students listen again to note details of the three transport options.
Pronunciation box: the activities focus on the stress we use when we wish to differentiate numbers, for example when giving prices. However, in context, particularly before a noun, the distinction is not as extreme.
5. Pairwork. Students roleplay the conversation in Heathrow and then a similar conversation for their own airport.

Extra! (Additional activity)

Ask students to work in pairs. One student closes their book, the other gives definitions for the expressions in the Phrase bank to test their partner.

Communicate 1

Unit 14: Travel

Listening Page 84

Aims

- Practise listening for specific information in the context of a voicemail message and in the context of two phone conversations between friends
- Describe different aspects of travel by coach

Extra! (Lead in)

Give students one minute to read the Culture box, look at the map and read the box about tourist attractions. Then close books. Read out the following questions. In pairs, students write their answers.

Where is York?

Which three cultures is it associated with?

Name three places you can visit.

What else is York famous for?

Check answers and see which pair wins.

1. Having become familiar with some information about York, explain that students are going to listen to a voicemail left by Ravi, who lives in York, for Maria, who is going to visit him. Students listen to identify which places on the map are *not* mentioned.

2. Before listening, ask students to discuss the meaning of expressions in the Phrase bank. Explain that they are going to listen to Maria asking for information about coach travel to York. Give them time to read the questions, then listen to decide the correct option in each case. Ask students to compare their answers together before checking with the whole class.
3. Finally, students hear a phone conversation between Maria and Ravi, confirming her arrival. Again, give students time to read the questions before listening.

Extra! (Homework)

Ask students to look at the travel website <http://www.visityork.org/> and find three things they would like to do in York.

Communicate 1

Unit 14: Travel

Functional language Page 85

Aims

- Focus on language we use to buy tickets and organize a journey
- Focus on language relating to types of seat and ticket
- Practise a conversation in the context of asking for and giving travel information
- Pronunciation /aɪ/ and /eɪ/

Extra! (Lead in)

Dictate the text from the Culture box. Ask students to check their spelling with the text and then say whether young people enjoy the same conditions in their country / city.

1. If this is in a subsequent lesson, ask students what they can remember about York and Maria's travel arrangements. Ask students to read the phrases from the conversation they heard previously.
2. Ask the students to find synonyms for the expressions in bold in exercise 1.

Extra! (Mixed ability)

Fast finishers can work in pairs and test each other – one says an expression, the other says a synonym.

3. Pairwork. Ask students to look at the Phrase bank and explain the expressions together. Then find the examples as indicated in 3.

Pronunciation box: focus students on the two sounds by saying 'my' and asking students to say as many words as possible with the same sound; then do the same with 'day'. After this use the exercises indicated in the box.

4. Pairwork. Ask students to decide who is Student A and who is Student B. Change the locations in order to make it as relevant as possible to your students. Give a few minutes for students to read the role cards and prepare before starting. Then change roles.

Communicate 1

Unit 14: Travel

Final task Page 86

Aims

- Focus on intonation when giving paired alternatives
- Focus on speaking strategies used to check information
- Carry out a roleplay involving asking about and giving information on different travel options

Extra! (Lead in)

Ask students to look through the unit and find pairs of words which fit together as options, eg 'single or return'.

1. Ask students to listen to the pairs and focus on the intonation, which rises on the first option and falls on the second. Then listen and repeat.
2. Pairwork. Ask students to decide who is Student A and who is Student B. Then read the role cards for Task 1. Give students time to prepare, either consulting the Strategy box or referring to the travel information on page 106.

When they are ready, ask them to roleplay the conversation.

3. After this, ask students to change roles and read the role cards for Task 2.

Extra! (Mixed ability)

It's much more difficult to talk on the phone than face-to-face. To add extra difficulty to the task for stronger students, ask them to sit back-to-back and conduct the conversation without being able to look at each other, or even consider having them sit at opposite sides of the classroom and phone each other.

Communicate 1

Unit 15: Prepare to ...

... describe a photo Pages 88 and 89

Aims

- Listen to effective techniques for contrasting two photos and speculating about the content
- Focus on strategies for dealing with uncertainty (eg explaining when you aren't sure of a word or exactly what the picture shows)
- Practise listening for specific information in the context of a description
- Review and extend vocabulary for describing events
- Practise an exam-style task based on comparing and contrasting two photos and speculating about content
- Review language for describing similarities and differences

Extra! (Lead in)

Ask students to discuss the following questions in pairs:

Do you like being in large groups of people?

When was the last time you were in a crowd?

How did you feel?

Elicit some answers from the class.

1. Ask students to read the task and underline the different things they have to do. In pairs, discuss what they would say.
2. Students listen to a student answering the question. Give time for them to react to the answer in pairs before eliciting their opinions with the whole class.

- 3a. Students now listen to a student performing the task well. After an initial listening, ask students which answer was better and why.

Then focus them on strategies the student uses when dealing with uncertainty (she doesn't know the correct word or isn't sure exactly what the picture is showing).

Extra! (Additional activity)

You could project these extracts from the text and ask students to listen again and complete with the missing words:

*The people are carrying those (1)
– I'm not sure what they're (2),
but they're (3) big signs and when
people are on strike or holding some kind of
demonstration, they write slogans on them.*

*I'm not too (4), but I think it's
(5) they reduce the prices, so you can
buy something half price or with a big discount.*

Answers: 1 things 2 called 3 like 4 sure
5 when

Then show students some pictures of items for which they are unlikely to know the word in English (eg kitchen gadgets, tools, stationery items) and ask them to describe them to their partner using the expressions from the listening.

- 3b. Give students time to read the statements before listening again to decide if they are true or false.
Remember box: ask students to recall expressions from Unit 10 in pairs.
4. Pairwork. Students work together to decide which category each of the words belongs in and complete the table.

Extra! (Additional activity)

If you think students will need help with the vocabulary, try one of these ideas:

- take dictionaries into the class or let students check vocabulary using smartphones
- photocopy dictionary definitions and stick them up round the walls of the class, then have students stand up to go and consult the definitions
- divide the words into three groups; give a sheet with a third of the definitions to each student; working together, they 'teach' their partners

5. Ask students to work individually to make notes on one of the events in the table which they have attended.
6. Pairwork. Ask students to decide who is Student A and who is Student B. First they read the task and look at the photos as indicated. Give them time to read the Checklist box before starting. When listening, students should check that their partner answers all parts of the task and observe how they deal with uncertainty.

Communicate 1

Unit 15: Prepare to ...

... have a formal debate Pages 90 and 91

Aims

- Practise listening for specific information in the context of a description of the stages and roles in a formal debate
- Review formal and informal linking expressions
- Prepare and stage a formal debate

1. Ask students to look at the photos and describe what they can see.

Culture note

Competitive debating is a popular activity in many English-speaking countries at school and university level as well as among adults. Teams compete at local, national and international level. The Oxford Union at Oxford University is one of the world's top debating teams, inviting people of great international prestige to take part in their Thursday evening debates. Previous guest speakers have included world leaders like Winston Churchill and the Dalai Lama, scientist Stephen Hawking and sporting and musical celebrities like Diego Maradona and Jon Bon Jovi (more information at <http://www.oxford-union.org>).

2. Ask students to read the statements, then listen to the description of a formal debate and decide if they are true or false. Give time to compare with a partner before checking the answers with the whole class.
3. Ask students to read the statements and then listen to complete the rules for a debate.
4. Explain that the debate is not just a discussion, but a competition which teams can win or lose depending on their debating skill. Ask students to listen and complete the gaps, again comparing together before checking with the whole class.

5. Ask students to look at the photos on page 91 and discuss what they can see. Then ask them to read the Task box and the motion for their class debate. If you wish to add more variety you could have different motions for each pair of teams.

Note

A debate is not just a discussion and requires serious preparation. It may be a good idea to spread this over two lessons so as to allow students time to research in order to find more convincing arguments and statistics.

6. Divide the class into teams, with three or four people in each team and ensuring an even number of teams in the class. Tell each team whether they are speaking for or against the motion. Ask teams to work together to brainstorm and research ideas to support their side of the argument. They should then follow the Checklist suggestions to organize their arguments, agree the role of each person in presenting these ideas and finally practise delivering them in a convincing way. Refer them also to the Remember box to ensure they link their arguments in an appropriate manner.

Note

The teacher's role during the preparation phase is to monitor the groups' work to ensure that they are working on the task in English and to provide linguistic support. The more time students spend on the preparation, the richer and more sophisticated the debate will be.

Conduct the debate. Assign another team to adjudicate the debate and decide the winner.

Communicate 1

Unit 15: Prepare to ...

... do a project Pages 92 and 93

Aims

- Speak about some traditional events in Britain and in the students' own country
- Practise listening for gist and specific information in the context of descriptions of three events
- Review and extend vocabulary used to describe different types of events
- Prepare and present a project involving negotiation and presentation skills

1. Ask students to look at the three photos. Have students describe what they can see and compare and contrast the three events depicted.

Culture note

Royal Ascot is an annual horse racing event, held in June every year in Ascot, near London. It is particularly famous for the strict protocol regarding behaviour and dress and for the rather idiosyncratic hats some of the visitors wear.

Stonehenge is a prehistoric monument consisting of a circle of standing stones in Wiltshire, south-west England. It is a UNESCO World Heritage Site and is still used for pagan ceremonies, particularly at the summer solstice.

The Highland Games are traditional events with games based on physical strength and competitions of Scottish music and dancing. Still celebrated all over Scotland, they are also popular in many places in North America.

2. Students listen to three people who each attended one of the events in the photos and complete the table. Give time to compare together before checking answers with the whole class.

3. Ask students to read the statements. Tell them that they refer to one or more of the events as indicated. Students listen again to write A, B or C. If necessary, listen again before checking answers.
4. Pairwork. Students discuss the questions.
5. Ask students to look at photos of three more events in Britain. First ask them to describe the photos in pairs. Then ask them to associate the vocabulary listed with one of the three photos.

6. Ask students to read the Project box. Working in pairs or small groups, they choose one of the three events shown, or assign an event to each group to ensure variety within the class. Using the internet, students research the event and also options for accommodation and travel.

Working together in class, ask students to read the Remember box and recall expressions used for negotiation and presentation in Units 5 and 10. Then have them work together to prepare their presentation. Ideally this should include visual information such as photos and maps or a PowerPoint presentation. Additionally, they should decide which member of the team will speak about the different aspects listed in the Project box and rehearse their presentation.

Students then present their plan to the class or to other groups. During the presentations, other students listen and should think of a question they can ask the team when they finish. Finally, have students vote for the most interesting plan and the best presentation. They cannot vote for their own work!