Communicate 2

English for social interaction

Teacher's Book

Keith Morrow and Keith Johnson

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Introduction

1 Communicate 2 and Communicate 1

The material in this book makes up the second half of a thirty-unit course with the overall title *Communicate*. Both the design and rationale of this set of units are identical to those of *Communicate 1* and it is assumed that in general students and teachers tackling *Communicate 2* will be familiar with the earlier book. However, there is actually no reason why *Communicate 2* should not be used independently and for the benefit of those who have not used *Communicate 1*, background information about the course as a whole is given here. This is followed by teaching notes on each of the fifteen units of *Communicate 2*.

First, though, some brief comments on the differences between *Communicate 1* and *2*. Two are especially significant. First there is the content, which covers areas perhaps less familiar to students than those in *Communicate 1*, e.g. topics such as 'Cooking', 'Hobbies' and 'Education' or functions such as making plans, expressing regret and reporting things. In broad terms we have tried to cover everyday and immediate language areas in *Communicate 1* while trying to broaden the student's knowledge of more sophisticated language uses in *Communicate 2*. The second difference relates to the question of level. In grammatical terms, both books are intermediate level (see below, p. 2). But we have consciously made the language environment richer and more 'complex'. Longer stretches of language and a more extended range of appropriate vocabulary and expression are presented in dialogues and exercises, and the speed and complexity of the recordings is increased. All these factors make *Communicate 2* suitable for use either as a follow-up to *Communicate 1* or as a self-contained programme for students who are already at a suitable level.

2 Background to Communicate

It is a communicatively-designed, intermediate level, oral/aural course for adult students who are visiting or intend to visit

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Britain. Overall it should provide material for approximately
90—100 hours' class contact. The course is written in two books,
each containing fifteen units.

Communicatively-designed

Each main unit covers a situational/topic area (e.g. 'Restaurants
and pubs', 'Sport') as well as a functional area (e.g. 'Giving
advice', 'Offering'). More details of the organisation of the units
will be found in the next section.

An organisation of this type must be backed up by a method-
ology which is also communicative. We feel that communicative
language teaching must concern itself not only with what we
teach but also how we teach it. Details of the general method-
ology and the specific techniques we have developed are given
on pp. 7—11 below.

Intermediate level

This course is not designed for absolute beginners. We intend it
for those who already have a certain, probably grammatical,
maybe half-forgotten knowledge of the elementary structures of
the language, and who are now ready to build on this to develop
what they already know and learn how to use it. We assume in
fact a knowledge of those structures at Stages I and II of *English
Grammatical Structure* (L.G. Alexander, R. Close, R.J. O'Neill
and W. Stannard-Allen, Longman, 1975).

During this course, language at Stage III is introduced and
practised. There is virtually no language above Stage III in
Communicate.

Remember, though, that grammatical (structural) unfamiliar-
ity is only one reason why students may find language difficult.
We have found that even students whose structural knowledge
of the language is good find the task of using that language com-
municatively a challenging and rewarding one. Those students
whose structural knowledge is weak at the beginning of this
course have the chance to develop and consolidate it in a rich
communicative context.

Oral/aural

The emphasis in this course is on listening and speaking. Read-
ing and writing are practised only incidentally. We suggest that

those students whose language needs include reading and writing should use supplementary materials.

Adult

Many courses on the market are designed for use in schools, or by young adults (16—20). There is nothing in *Communicate* that makes it necessarily unsuitable for either of these groups, but nor does it set out particularly to appeal to them with interviews with pop stars or a story-line featuring adolescent heroes.

The content of *Communicate*, the areas covered and the methodology adopted are all designed to make the adult learner feel that he is doing something worthwhile and useful.

Visiting Britain

The topics, situations and characters depicted in the course are all British. This means that it is firmly oriented to those who wish to visit Britain, either as tourists or on a longer-term basis.

We therefore envisage two distinct areas of use for *Communicate*:
a) in the U.K. with students who have come to learn English and are, by definition, living in the country;
b) overseas with students who are learning English so that they may, one day, be able to visit the U.K. for pleasure or on business. Students who are simply interested in finding out about the way British people use the language may also, of course, find the course useful. But we do *not* recommend it for those whose interest in English is totally divorced from the use made of it in a British social context.

Class-contact hours

There is obviously no infallible way of predicting how long a course will take to cover, since so much depends on the attitude, the motivation, the abilities and the level of a particular group. The figure of 90—100 hours overall (for *Communicate 1* and 2) can therefore be no more than a rough guide.

We expect that each main unit will need about 3 hours ($\frac{3}{4}$ x 1½ hours), and that the remainder of the time will be spent on the consolidation units. (See the next section for details of the different types of units.)

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3 Organisation

In *Communicate 2* there are two types of unit which are organised interdependently, i.e. main units and consolidation units.

Main units (e.g. units 1, 2, 3)

The bulk of the course consists of units of this type. Each unit falls into two independent parts. One of these deals with the language appropriate to a particular *situation* or *topic* (e.g. 'Food', unit 1; 'Education', unit 13), while the second part deals with the language appropriate to a particular *function* (e.g. 'Offering', unit 1; 'Making plans', unit 5).

Our aim in dividing each unit in two is to provide as comprehensive and useful a coverage as possible of language appropriate to the needs of our target learners. Concentration on purely situational/topic areas hinders the job of making generalisations about the functional uses of the language presented; on the other hand, an organisation which is based on functional uses does not provide the opportunity of gathering together for the learner language which is useful in a particular situation (e.g. when booking seats at a theatre, or a table at a restaurant). We have therefore set out to help the learner both to make functional generalisations and to deal with a number of specific situations/topics.

But the job of organising communicative materials is still an unfamiliar one for course designers, and judging the likely success of their efforts is difficult for teachers. Let us look at a few questions raised by our solution.

Q. *Is there intended to be any relationship between the two parts of each unit?*

A. In general, no. This is actually quite an important issue from a theoretical point of view, but we would insist that it is fundamentally wrong to develop or stress a link between any particular situation/topic and any particular function. Dealing with any situation/topic must involve a range of functions; and functions must be shown to be used in a wide range of situations. Thus we are very careful not to limit either of the parts of a unit to the areas developed in the other part of that unit.

Q. *So does that mean that teachers can, if they want to, deal with the functional part of each unit without dealing with the situational, or vice versa?*

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A. In principle, yes. One of the advantages of the solution we have adopted is its flexibility. Students wanting to concentrate on the functional uses of language can follow a path through the second part of each main unit, leaving out the first; those who are mainly interested in the language appropriate to certain situations can follow a path through the first part of each main unit, leaving out the second. But it is because we felt most students would be equally interested in both that we combined them.

Q. *Do I have to do the units in the order specified in the book, or can I pick and choose according to what my students want?*

A. Of course you *can*, if you want to, select those units most likely to be of interest to your students and cover them in any order you wish. You will not interrupt a story-line. But there is an organisation to the units which you should know about.

   The main units are organised in blocks (usually of 3 or 4), after which there is a consolidation unit. See the overview of the organisation p. 7 below for details of this. Within each block the situational/topic parts of the units are organised so as to deal with a particular theme (e.g. 'Eating and drinking', units 1–4; 'Pastimes', units 5–9). In the same way, the functions presented within each block are related to each other, and sometimes chain together to form longer stretches of interaction.

   So there is a structure to the materials, but we hope that it will be flexible enough to allow teachers to focus particularly on those areas of relevance to their own students.

Q. *What provision do the materials make for revision and recycling?*

A. This is one function of the consolidation units (see below), but more generally, every unit of the course uses material from other units. The language practised in the situational/topic part of each main unit relates to functions specifically practised in functional parts elsewhere; similarly the functional part of each main unit practises language in contexts which are drawn from the situations/topics specifically dealt with in other units. Thus every main unit presents or recycles language which is systematically covered in other units, and there is a constant process of revision. This is another sense in which the units of the course are interdependent.

Consolidation units

After each block of main units, there is a consolidation unit. This has four main parts, each of which is designed to fulfil a different purpose.

a) *Interview.* The first part is a listening comprehension exercise relating to the theme of the situational/topic parts of the preceding set of main units. This takes the form of an interview with a person whose work is related to an aspect of the theme. The aim here is not to consolidate in detail what has gone before, but to provide an opportunity for listening to an extended piece of authentic, unscripted conversation within a recognised set of topics.

b) *Role-play.* The second part is a role-play exercise which provides an opportunity for the student to use the functions practised in the functional parts of the preceding set of main units within the theme or context established by the listening comprehension exercise.

c) *Grammar to practise.* The third part is specifically grammar-based and provides a set of practice exercises for those grammatical patterns (structures) encountered in the preceding set of main units which are at Stage III of *English Grammatical Structure* and with which familiarity is therefore not assumed. If students experience difficulty with these exercises, you may well want to supplement them with additional work on the grammatical points raised. There is no shortage of published materials available, and we have not set out to duplicate these. See p. 31 below for more details on the sort of work we see this section giving rise to.

d) *Grammar to study.* The fourth part is again grammar-based, but this time it takes the form of a reference section which sets out language forms expressing certain key concepts in English. It is in fact a selective conceptual grammar of the language. Those concepts for which forms are given have been chosen on grounds of presumed utility for people using the language in the situations and for the purposes covered in the main units; the forms chosen to illustrate the concepts are those covered by Stages I–III of *English Grammatical Structure*. More details of the ways we envisage students using this section are given on p. 32 below.

Overview

Here is an overview of the organisation of *Communicate 2.*

Unit	Type	Situation/Topic	Function
1	Main	Food	Offering
2	Main	Cooking	Telling people what to do
3	Main	Restaurants and pubs	Making appointments and bookings
4	Consolidation	(Interview) + (Role-play) (Grammar to practise) + (Grammar to study: possibility and probability)	
5	Main	Cinema and theatre	Making plans
6	Main	Media	Saying what you like
7	Main	Sport	Saying that you are surprised
8	Main	Hobbies	Saying that you regret something
9	Consolidation	(Interview) + (Role-play) (Grammar to practise) + (Grammar to study: states/events/habits)	
10	Main	House and home	Giving advice
11	Main	Renting a house	Warning people
12	Consolidation	(Interview) + (Role-play) (Grammar to practise) + (Grammar to study: manner/means)	
13	Main	Education	Saying what someone told you
14	Main	Occupations	Saying what happened
15	Consolidation	(Interview) + (Role-play) (Grammar to practise) + (Grammar to study: cause/result)	

3 Methodological principles

As we said earlier it seems essential that a communicative organisation for materials must be matched by a methodology which is itself communicative. At the same time, we as course designers cannot be content simply to devise a range of communicative techniques for particular exercises — although this is obviously very important. What we have to do is establish some basic principles of communicative language teaching, which we can follow in general whatever the particular circumstances of our classes.

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Aspects of communication

A number of aspects of the way people use language for com-
munication are often overlooked in the classroom situation.
a) *Context.* Language is always affected by the context in which
    it is spoken. Therefore we cannot simply present our stu-
    dents with language in isolation. We must always show them
    (or get them to tell us) *who* is speaking, *who* he/she is speak-
    ing to, *where* they are, *why* they are speaking, *what* the
    relationship between the speakers is, *what* they are talking
    about and *what* their attitude towards their topic or each
    other is. Developing an awareness of appropriacy to contexts
    expressed in terms such as these seems to us a key aim of
    communicative language teaching. It can be summed up as
    showing students what the language they come across really
    means in real life, rather than simply how it is formed.
b) *Information gap.* When people talk to each other in real life
    it is normally in order to bridge an information gap of some
    kind that exists between them. Because of this there is always
    some doubt in a listener's mind as to what a speaker is going
    to say next. If there is no doubt, no information gap, then
    communication does not take place, because the listener has
    no need to pay attention to what is being said since he
    already knows what it will be. In real life, of course, this is
    a very rare situation indeed; but in the language classroom it
    is all too common, and a second key aim of a communicative
    methodology is to put students in positions where they must
    practise bridging information gaps. Equally they must prac-
    tise processing what is said to them so that they can respond
    appropriately in real time. If the activities we ask our students
    to carry out are to be truly communicative, they must never
    know exactly what is going to be said to them next.
c) *Aim.* A third characteristic of the way people use language
    for communication is that they always have an aim in mind
    when embarking on a conversation. It may be a simple aim
    like getting someone to close a window for you, or finding
    out the time; it may be a more complex one such as finding
    out if someone is free on a particular day so that you can
    invite them to dinner or to the theatre, depending on which
    they would prefer. The crucial thing about having an aim is
    that everything that is said by the other person has to be
    evaluated by the speaker in the light of his aim. He has to
    constantly adjust his conversational strategy (i.e. what he is
    going to say next) in the light of what the other person is

saying or has just said to him. And again this process has to take place very quickly, in real time. We would therefore argue that a third key aim of a communicative methodology is to put students in positions where they must communicate with each other to achieve specified aims.

Pedagogical implications

The particular audience envisaged for these materials, and the particular view of language embodied in them will obviously affect the pedagogical strategy we adopt.

a) *Adults.* This is not the place for an extended discussion of the particular implications of teaching adults. But two points are worth making. Firstly, the learning background of the students (whether in languages or any other subject) is likely to mean that the techniques and orientation of this material will be unfamiliar. Time clearly needs to be spent explaining and discussing the material with the students. Secondly, most adults seem to benefit from an approach to learning which allows them to make explicit insights they have gained, and where problems are explained in an explicit way. This runs contrary to a deep-rooted tradition in language teaching that we should not 'confuse' the student by asking for or making explicit statements about the structure of the language. Whatever the value of this in the area of grammar-based teaching (and in our view it should be treated with some caution even there), there seems little doubt that in terms of the way the language is used considerable benefit can be gained by the student making explicit his own conclusions and discussing them. Differences and similarities between the way the student's native language is used and English can also usefully be commented on. In a way this can be seen as taking the students into our confidence; in another it is a vital part of the transition from being a beginner to being an intermediate student, as the learner begins to stand on his own feet and contribute actively to the learning process.

b) *Classroom activities.* Very little of the material in this course is designed for teacher-dominated 'frontal presentation', i.e. with the teacher standing in front of the class and the students sitting in rows, participating one at a time. We see learning as an active process to which students (especially adults) will want to make their own contribution, and in which they will want to play a positive part. Therefore a lot

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of the work from the book is done in pairs or in groups; wherever possible, all the students should be involved all the time. This has two practical consequences:

i) *Arrangement of the class.* The 'traditional' classroom with the student sitting in rows and the teacher standing at the front is rarely conducive to activity. Wherever possible, organise the students so that they are sitting in groups of four or five where they can discuss and work on materials together. Often the material can be used for pairwork, and in this case it is often better not to have the students sitting at desks at all. The keynote here is flexibility. Think about the classroom arrangement that best suits each activity, and don't be afraid to experiment.

ii) *The textbook.* One of the most common problems which language learners face is that they become 'book-bound'. That is to say they become excessively dependent on the printed word in their textbook. The same problem often strikes language teachers. Because the book is there, they feel that they must 'do' it. Please remember the book is there to help you, the teacher, not to suffocate you. Build your lessons around it, but don't feel that your lessons must (or indeed can) consist of simply covering the material in the book. Adapt, extend, or omit; you're in charge! Build up the same expectations in your students too. They want to learn how to do things in English (that is what the book is about); they don't want to 'do' *Communicate.* So wherever possible get them to keep their books closed. They can refer back to an exercise in the book *after* they have done it 'live'. Prompts which are in the book can be provided by you or written on the board. Again, the keynote is flexibility, and we would recommend varying the format of the lessons to maintain interest.

c) *Materials organisation.* In order for the student (and the teacher) to be able to use a textbook easily, it seems essential that a systematic framework be adopted for each unit. We feel that the 'traditional' model of presentation — practice/manipulation—production is as suitable for communicatively oriented materials as for those with a structural basis. (See D. Byrne, *Teaching Oral English* (Longman, 1965) and J. Dakin, *The Language Laboratory and Language Learning* (Longman, 1973) for a discussion of what is

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involved for learner and teacher at these three stages.)
Exactly what is done at each stage will, of course, be rather
different, but the teacher should be quite clear in his own
mind how each exercise fits in this framework and therefore
what it is aiming to do.

i) *Presentation.* At this stage the teacher is the informant
showing the learner what it is that is to be learnt and
identifying important features of the language presented.
The learner has to work out and understand what is
going on with the teacher's help.

ii) *Practice/Manipulation.* Here the learner has the job of
remembering, and techniques such as drilling are designed
to help him to do this. The teacher is the guide or con-
ductor.

iii) *Production.* At this stage the learner develops the use of
the language presented and practised earlier in a truly
communicative framework. The teacher takes a back
seat here but has an important role to play in organising
the activities, and in commenting on the student's per-
formance.

This may seem a rather traditional view of what is involved in
language learning and teaching, but we are sure that a framework
of this sort has an important role to play in the learning/teaching
process whatever view is taken of the language being taught.
Inevitably, though, there are differences both in *what* we pre-
sent, practise and produce, and *how* we present, practise and
produce it compared to some other materials. *What* we are con-
cerned with should be clear from earlier sections; *how* we do it is
a question of the techniques we use and these can now be dis-
cussed in the context of the units in which they occur.

原书缺页

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