

# English Dexway Communicate - Level 9

The course content remains functional and focused entirely on improving learner independence in all areas, especially in real-life situations such as work and leisure, house and home, films and habitual actions etc. In terms of grammatical structures there will be continued revision and extension of the structures in all tenses with emphasis on parts of the language such as more phrasal verbs, idiomatic expressions and the differences between British and American vocabulary. As with the other levels on the course, there is frequent pronunciation practice and the learner has exposure to long and short sounds, correct regular past tense endings, vowel sounds, elision as well as general vocabulary and sentence level practice. At this point the learner can maintain a conversation with a native speaker on a wider range of subject areas. The variety of exercises not only caters for different learner styles but also guarantees thorough coverage of the topics covered.

## UNIT 1

### Plans for a year out

Aims: To introduce and learn the structures and vocabulary related to the topic through a series of interactive exercises. Vocabulary: - Talking about the weather - Everyday expressions: according to, to waste time, I expect, nowadays - Women's jobs.

### A long way to equality

Aims: to introduce, present and practice the target grammar – modal verbs to express possibility, probability, deduction and supposition – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: differences between the verbs 'think', 'expect', 'hope' and 'wait' and vocabulary used in the context of equality of rights.

### A radio panel game

Aims: to introduce, present and practice the target grammar – quantifiers – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context or listening and repeating sentences. Vocabulary: use of 'too' and 'enough' and terms used in the context of a radio panel game.

### We have to send the invitations

Aims: To expand, review and consolidate the grammar, structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: - Talking about possibility and probability modal verbs: may, might, can, could, would - Modal verbs for deduction and supposition: can't, may/might, must - Quantifiers: plenty of, a few, a lot of, hardly any, enough - Will for predictions. Vocabulary: - Talking about the weather - Describing graphics - Everyday expressions: in practice, a long way to go, or else - Women's jobs.

### Weather conditions - Additional vocabulary

This lesson provides students with additional materials to expand their knowledge of vocabulary to talk and describe different weather conditions. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

## UNIT 2

### Looking for a temporary job

Aims: To learn and assimilate the structures and vocabulary related to the topic through a series of interactive exercises. Vocabulary: Talking about work - personal qualities - qualifications. Everyday expressions: don't panic, tend to, to spoil oneself.

### Spoil yourself!

Aims: To learn and practice the grammar as well as structures and vocabulary covered in the lesson through a series of interactive exercises. Structures and functions: First conditional: If vs. Unless. Presentation: second conditional for hypothetical/unlikely situations, First vs. Second conditional, Either / Or / Neither / Nor, Reflexive pronouns. Vocabulary: Talking about work - personal qualities - qualifications. Useful phrases: I'm ringing about, an animal lover, holiday job, against the rules, and so on, etc.

### If I were you...

Aims: To review and expand the vocabulary as well as the structures and vocabulary. Structures and functions: First vs. Second conditional, Applying for a job: interviews. Vocabulary: Talking about work - personal qualities - qualifications. British and American English: common vocabulary differences.

## UNIT 3

### Working with animals

Aims: To learn and acquire the structures and vocabulary related to the topic through a series of interactive exercises. Vocabulary: Adjectives, talking about cities: bustling, crowded.

### A solitary child

Aims: To learn and practice grammar as well as some more structures, functions and vocabulary through a series of interactive exercises. Structures and functions: Present perfect continuous. After, while, before + continuous tenses. Contrasts in usage: Present perfect, Present perfect continuous and past simple. Time expressions: since, for, before, after, during, as soon as, while, until, when, as. Vocabulary: Everyday expressions: let me see, within walking distance, just a minute, by the way, just in case - Directions.

### I have not seen him for ages

Aims: To review and consolidate grammar as well as the structures and vocabulary covered in the lesson. Structures and functions: Present perfect simple vs. Present perfect continuous - Time expressions: before, after, during, as soon as, while, until, when, as - Narrating a series of events - Responding to situations. Vocabulary: Shops and places of interest.

### Building a bear sanctuary - Reading comprehension

In this lesson students read and listen to a written passage of text that shows a piece of news on the constructions of a bear sanctuary in Romania. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as matching statements with their corresponding sections. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory

analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

## UNIT 4

### **It's a bargain! Making a complaint**

Aims: To learn and acquire the structures and vocabulary related to the topic through a series of interactive exercises such as word/sentence-picture association, listening comprehension with short, realistic dialogues and student-led listening practice with the vocabulary items. Vocabulary: Useful expressions: bargain, package, to pick up, to complain, to agree with, to be able to afford.

### **A very good read**

Aims: To learn and practice the grammar as well as some more structures and vocabulary through a series of interactive exercises through a series of interactive exercises. Structures and functions: -ed and -ing adjectives - Presentation: Past perfect and Past perfect continuous - So + adjective and such + adjective + noun. Vocabulary: Useful phrases: to put things right, to be in somebody's shoes, it's not worth it, it won't show, My goodness!, Indeed etc - Shopping.

### **An amazing concert**

Aims: To review and consolidate the structures and vocabulary related to the lesson through a series of interactive exercises. Structures and functions: -ed and -ing adjectives - Past perfect and Past perfect continuous - So + adjective and such + adjective + noun. Vocabulary: Shopping.

## UNIT 5

### **Hey, that's swell!**

Aims: To be introduced to and assimilate the structures and vocabulary related to the topic through a series of interactive exercises. Vocabulary: Useful phrases - self-centred, hard, to be kidding, chain, stranger, to get to know etc, to let someone down, chain (of shops), misunderstanding.

### **He was no stranger to me**

Aims: to introduce, present and practice the target grammar – reported speech – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, rewriting sentences in the reported or direct speech or listening and repeating sentences. Vocabulary: adjectives and phrases used to describe a person.

### **Have you heard about her son?**

Aims: to introduce, present and practice the target grammar – gerunds and infinitives – through a series of interactive exercises which include selecting the right picture according to audio stimuli, choosing the right word or option in a set context, filling in the gaps or listening and repeating sentences. Vocabulary: adverbs of manner.

### **Why don't you show me around?**

Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the lessons through a series of interactive exercises. Structures and functions: Tag questions - Gerunds and infinitives - Adjectives - Reported speech: say and tell - Adverbs. Vocabulary: Invitations and offers.

### **The press - Additional vocabulary**

This lesson provides students with additional materials to expand their knowledge of vocabulary on the subject of the press. Vocabulary is presented in context and there are follow-up exercises that provide extended practice.

## **UNIT 6**

### **You are only young once, mum!**

Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the past level through a series of interactive revision exercises.

### **Welcome to university**

Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the past level through a series of interactive revision exercises.

### **I'm afraid I have to complain**

Aims: To review and consolidate the grammar as well as the structures and vocabulary covered in the past level through a series of interactive revision exercises.

### **Barbados - Reading**

In this lesson students read and listen to a written passage of text on Barbados and then answer a series of questions. These questions follow a sequential order and elicit students' skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as matching statements with their corresponding sections. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

### **Barbados - Dictation**

In this lesson students have to follow the dictation of a text on Barbados. Students practice first and foremost their listening and writing skills and within the latter a range of sub-skills from spelling to punctuation. Moreover, this dictation makes students practise and enhance their vocabulary, syntax, grammar and, when reviewing his/her work, proofreading. The written passage of text has been divided into different phrases or sentences and it is listened to by the student, who has to write it. Students can listen to the phrase or sentence as many times as they wish and even ask for help if needed. Once a paragraph has been completed, students re-read it while listening to the audio and move on to the next paragraph.

## **UNIT 7**

### **Optician's - Typical situation**

A practical immersion in the language, where by the student will live through a real life situation, similar to one they would confront in the language in which they are learning. In this lesson the student will be introduced to new vocabulary, then once the exercise has been completed, they will then have an opportunity to do some practice with this same new vocabulary.

### **Work and play - Dialogue**

The student will listen to a series of questions which they can then answer freely by sending their answers to a teacher, on-line. In this lesson new vocabulary will be

introduced. Once the lesson has finished, the student will then be able to have some practice with this same new vocabulary.

### **Injuries and fractures - Reading comprehension**

In this lesson students read and listen to two written passages of text on different injuries and fractures; the first one narrates the story of a young football player that suffers an injury and the second one narrates the story of a young man that overcomes an injury and decides to make his dream true: become a professional athlete. After reading and listening to each text students have to answer a series of questions that, presented in a sequential order, elicit their skills on active reading. Readers are asked to peruse the passage for the general meaning, particular details and logical inferences. The suggested activities comprise multiple-choice and true/false questions as well as an exercise on matching definitions with words that appear in the text and another on finding the paragraph that best summarises the text as a whole. By practicing active and effective reading students acquire strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed and visualisation.

## **UNIT 8**

### **Test summary exercises**

In this last lesson of the course and as a way to revise, the student will come across a variety of exercises which will help consolidate and evaluate any knowledge which has been acquired throughout the duration of the course.