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face2face



Advanced Teacher's Book





With over 60 pages of extra teacher's resources

C1

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with Gillie Cunningham and Jan Bell

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Welcome to face2face!

face2face

face2face is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world.

face2face is based on the communicative approach and it combines the best in current methodology with special new features designed to make learning and teaching easier.

The **face2face** syllabus integrates the learning of new language with skills development and places equal emphasis on vocabulary and grammar.

face2face mainly uses a guided discovery approach to learning, first allowing students to check what they know, then helping them to work out the rules for themselves through carefully structured examples and concept questions.

All new language is included in the interactive *Language Summaries* in the back of the **face2face** Student's Book and is regularly recycled and reviewed.

There is a strong focus on listening and speaking throughout **face2face**.

At Advanced level, **face2face** has authentic listening texts which help students to understand natural spoken English in context and there are numerous opportunities for communicative, personalised speaking practice. The *Real World* lesson (lesson C) in each unit focuses either on the functional language students need for day-to-day life or on integrated reading and listening tasks which provide a stimulus for spoken and written communication.

The **face2face** Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the photocopiable resources and extra ideas in this Teacher's Book. Each self-contained lesson is easily teachable off the page with minimal preparation.

The vocabulary selection in **face2face** has been informed by the *Cambridge International Corpus* and the *Cambridge Learner Corpus*.

face2face is fully compatible with the *Common European Framework of Reference for Languages* (CEF) and gives students regular opportunities to evaluate their progress. **face2face** Advanced covers C1 (see p15).

face2face Advanced Components

Student's Book with free CD-ROM

The Student's Book provides 30 lessons in 10 thematically linked units. Each unit also contains a *Review, Accurate Writing* and *Preview* section to revise and consolidate students' knowledge of grammar and vocabulary, and help students become better writers.

The free CD-ROM is an invaluable resource for students, with over 200 exercises in all language areas, plus video, recording and playback capability, a fully searchable *Grammar Reference* section, a link to the *Cambridge Advanced Learner's Dictionary*, all the sounds in English, customisable *My Activities* and *My Test* sections, and *Progress* sections where students evaluate their own progress. Help students to get the most out of the CD-ROM by giving them the photocopiable instructions on p11–p14.

Class Audio CDs

The three Class Audio CDs contain all the listening material for the Student's Book, including conversations, drills, songs and the listening sections of the *Progress Tests* for units 5 and 10.

Workbook

The Workbook provides further practice of all language presented in the Student's Book. It also includes a 30-page *Reading and Writing Portfolio* based on the *Common European Framework of Reference for Languages*, which can be used either for homework or for extra work in class.

Teacher's Book

This Teacher's Book includes *Teaching Tips for Advanced Classes, Teaching Notes* and photocopiable materials: 33 *Class Activities*, 10 *Vocabulary Plus* and 10 *Help with Listening* worksheets, and 10 *Progress Tests*.

Website

Visit the **face2face** website www.cambridge.org/elt/face2face for downloadable activities, sample materials and more information about how **face2face** covers the language areas specified by the CEF.

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The face2face Approach

Listening

A typical listening activity in **face2face** Advanced checks understanding of gist and then asks questions about specific details. In other activities students guess the meanings of words or phrases from the context and interpret the speaker's attitudes. The authentic recordings in every unit expose students to natural connected speech and a range of accents.

The 10 *Help with Listening* worksheets in this Teacher's Book use authentic recordings from the Student's Book, and focus on how fluent speakers of English structure their discourse in a variety of genres.

For *Teaching Tips* on Listening, see p20.

Speaking

All the lessons in **face2face** Advanced and the *Class Activities* worksheet provide students with numerous speaking opportunities, which focus on both accuracy and fluency.

Even at advanced level, students may need time to formulate their ideas before they speak. Therefore this preparation stage is incorporated into the *Get ready ... Get it right!* activities at the end of each A and B lesson.

For *Teaching Tips* on Speaking, see p20.

Reading

In the **face2face** Advanced Student's Book, there is a wide range of authentic texts covering a variety of genres. As well as developing the reading skills of skimming and scanning, there are activities which focus on other sub-skills such as interpretation of attitude, and awareness of text structure.

For classes that require more practice, there is the 30-page *Reading and Writing Portfolio* in the **face2face** Advanced Workbook. This section contains 10 stand-alone lessons, one for each unit of the Student's Book, which are designed for students to do at home or in class. The topics and content of these lessons are based closely on the CEF reading and writing competences for level C1. At the end of this section there is a list of 'can do' statements that allows students to track their progress.

For *Teaching Tips* on Reading, see p21.

Writing

face2face Advanced recognises the importance of accuracy in writing, and includes sections which focus on spelling, punctuation and the accurate use of discourse markers.

For students who need more practice of writing skills, there is the *Reading and Writing Portfolio* and the *Accurate Writing* exercises in the **face2face** Advanced Workbook.

For *Teaching Tips* on Writing, see p21.

Vocabulary

There is lexical input in most lessons, all of which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book. The areas of vocabulary include: collocations, sentence stems (e.g. *There's no way I'd ...*), connotation, informal and formal language, phrasal verbs and phrasal nouns (e.g. *go down with, onset*), word building, fixed and semi-fixed phrases (e.g. *hit and miss, in phases*).

When students meet a new vocabulary area, they are often asked to tick the words they know before doing a matching exercise or checking in the *Language Summaries*. This is usually followed by communicative practice of the new vocabulary. They are also encouraged to deduce the meaning of new words, either from the context or from the prefix, suffix, etc. In addition, each unit in **face2face** Advanced includes at least one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English. The information in these sections is in the *Language Summaries* for students to refer to.

For longer courses and/or more able students, this Teacher's Book also contains one *Vocabulary Plus* worksheet for each unit. These worksheets introduce and practise new vocabulary that is **not** included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p22.

Grammar

Examples of the new grammar are taken from the listening and reading texts in the lesson and there is a strong focus on appropriacy of language in both spoken and written contexts.

In most of the *Help with Grammar* sections there is a guided discovery approach to grammar in which students work out the rules before checking their answers in the *Language Summaries*. However, at Advanced level, because some of the grammatical rules are so complex, we sometimes use a more deductive approach where students are given the rule before they look at examples and practise the new grammar forms.

For *Teaching Tips* on Grammar, see p22.

Real World

At this level, students need to think about the subtleties of effective communication in more depth. Therefore, some units practise strategies such as paraphrasing, ways of being tactful, etc., whereas other units focus on developing fluency by encouraging students to react personally to topics which they have read and heard about.

Reviewing and Recycling

face2face Advanced includes *Preview* sections designed to give students an opportunity to test themselves on areas of grammar and vocabulary which they have probably already studied, before they go on to explore new aspects of that particular language area.

Opportunities for review are also provided in the *Quick Review* sections at the beginning of lessons, the comprehensive *Review* sections at the end of each unit, the 10 photocopiable *Progress Tests* and three of the *Class Activities* worksheets in this Teacher's Book.

For *Teaching Tips* on Reviewing and Recycling, see p23.

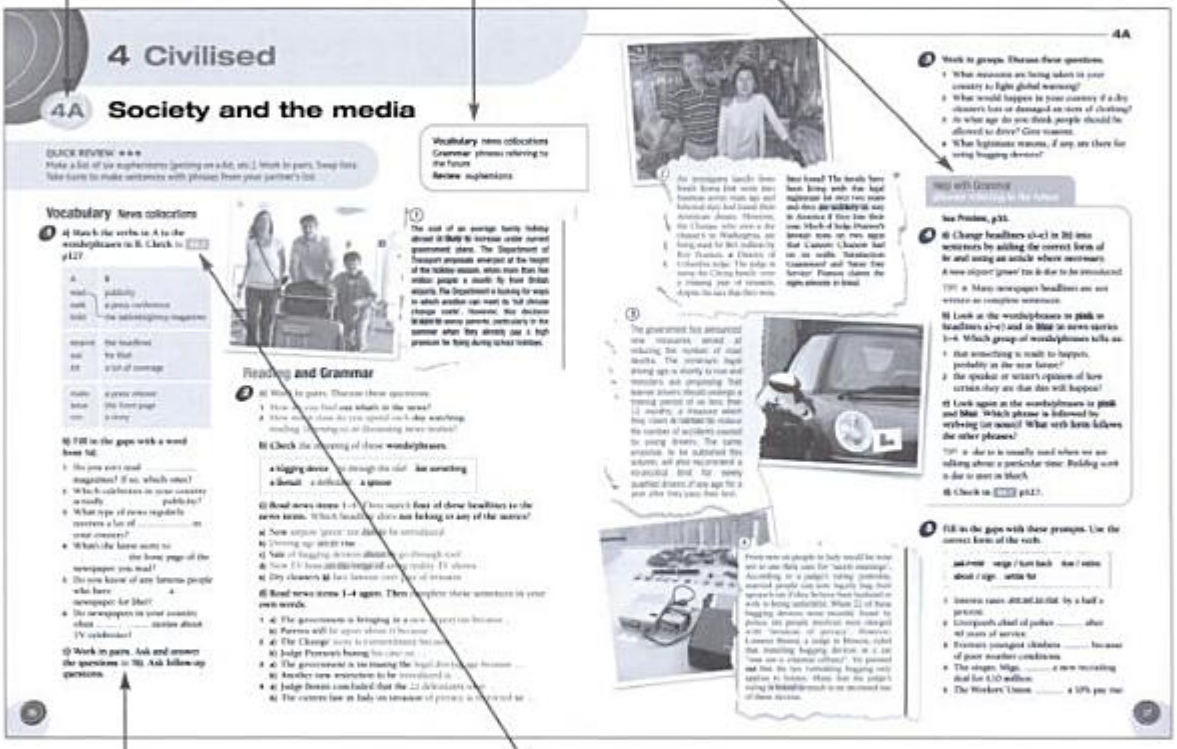
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The Student's Book

Lessons A and B in each unit introduce and practise new language and develop Advanced skills.

Menu boxes list the language taught and reviewed in each lesson.

Help with Grammar sections combine both inductive and deductive approaches to grammar. Either the rules of form and use are given or students are encouraged to work them out for themselves before checking their answers in the interactive *Language Summary* for the unit.



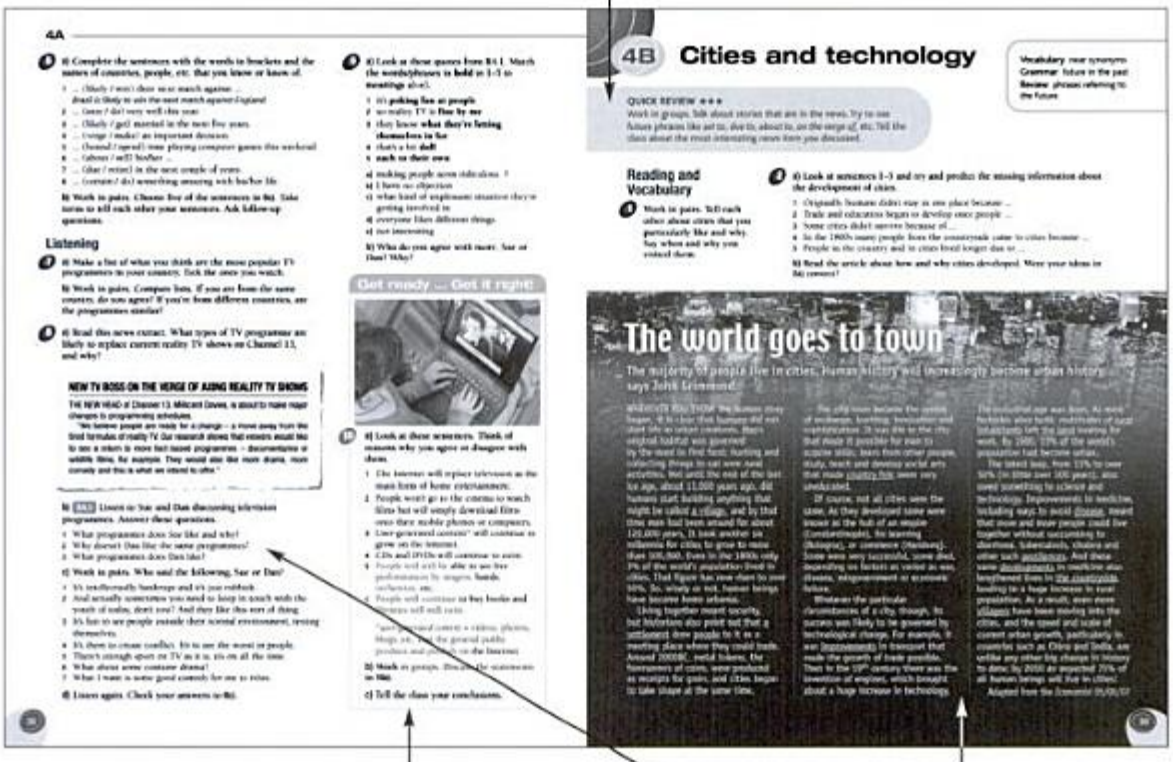
There are practice activities immediately after the presentation of vocabulary to help consolidate the new language.

Students can learn and check the meaning of new vocabulary in the interactive *Language Summary* for the unit in the back of the Student's Book.

Reduced sample pages from **face2face** Advanced Student's Book

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Quick Reviews at the beginning of each lesson recycle previously learned language and get the class off to a lively, student-centred start.



4A

4B Cities and technology

Vocabulary near synonyms
Grammar future in the past
Review phrases referring to the future

QUICK REVIEW

Reading and Vocabulary

Listening

Get ready ... Get it right!

The world goes to town

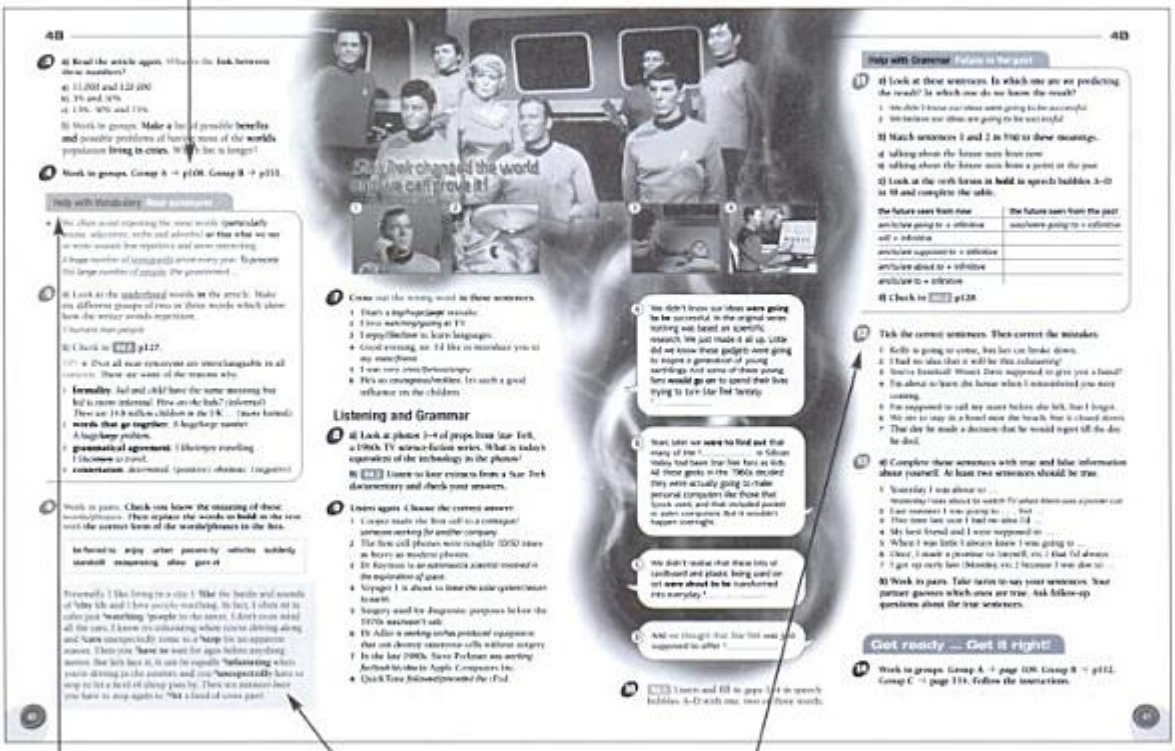
Get ready ... Get it right! sections are structured communicative speaking tasks that focus on both accuracy and fluency. The *Get ready ...* stage provides the opportunity for students to plan the language and content of what they are going to say before *Getting it right!* when they do the communicative stage of the activity.

New language is introduced in context in authentic listening or reading texts.

Reduced sample pages from **face2face** Advanced Student's Book

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The *Pair and Group Work* section on p108–p116 of the Student's Book provides further communicative speaking practice activities.



Help with Vocabulary sections encourage students to work out the rules of form and use of new vocabulary themselves before checking in the interactive *Language Summary* for the unit.

Controlled practice exercises check students have understood the meaning and form of new language.

Reduced sample pages from **face2face** Advanced Student's Book

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The CD-ROM: Instructions

- **Use the CD-ROM in your computer to practise language from the Student's Book.**

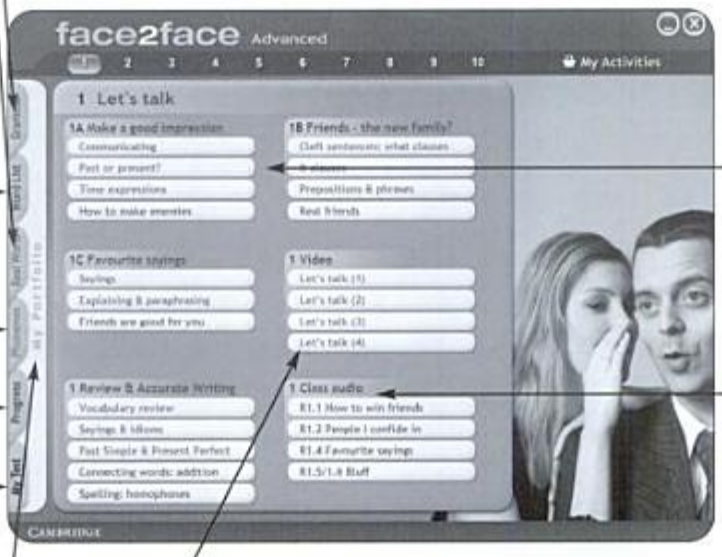
Look at the *Language Summary* reference for the *Grammar* and *Real World* language you have learned in the lessons. You can also add your own notes.

Find the meaning of any word in the activities on the CD-ROM using the Cambridge Dictionaries Online website.

Learn the phonemic symbols and practise saying the sounds.

Check your progress.

Make your own *Tests* from over 600 questions.



Practise the language from the Student's Book in over 200 different activities.

Read and listen again to the main recordings from the Student's Book.

Watch video clips which provide listening comprehension practice based on the theme of the C lesson. You can also record yourself speaking the conversations.

How to use *My Portfolio*

Grammar

Click on the *Grammar* tab to open the *Grammar* screen. It gives all the information from the *Language Summaries* in the Student's Book so you don't need to have the Student's Book to hand when you are working.

Click on the name of a grammar area to find the information you need.



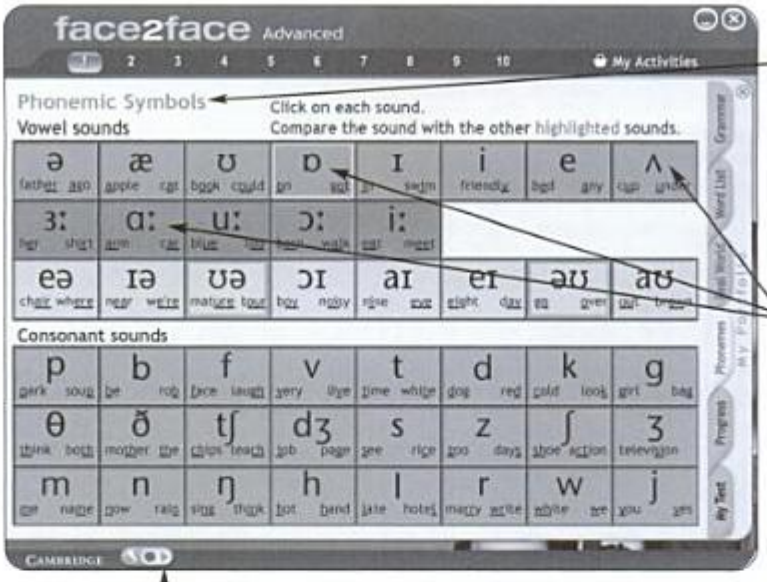
When you are working on an activity, you can click on *Grammar* to get help.

You can write your own grammar notes.

Two screen grabs from **face2face** Advanced CD-ROM

face2face Advanced Photocopiable © Cambridge University Press 2009

Phonemes



Click on the *Phonemes* tab to open the *Phonemic Symbols* screen. It shows all the sounds in English.

You can click on the sounds to listen to and compare them.

You can also record your pronunciation of the words and sounds. Start your recording by clicking on ▶.

Progress



Click on the *Progress* tab to open the *Progress* screen. It shows your percentage scores for your finished activities.

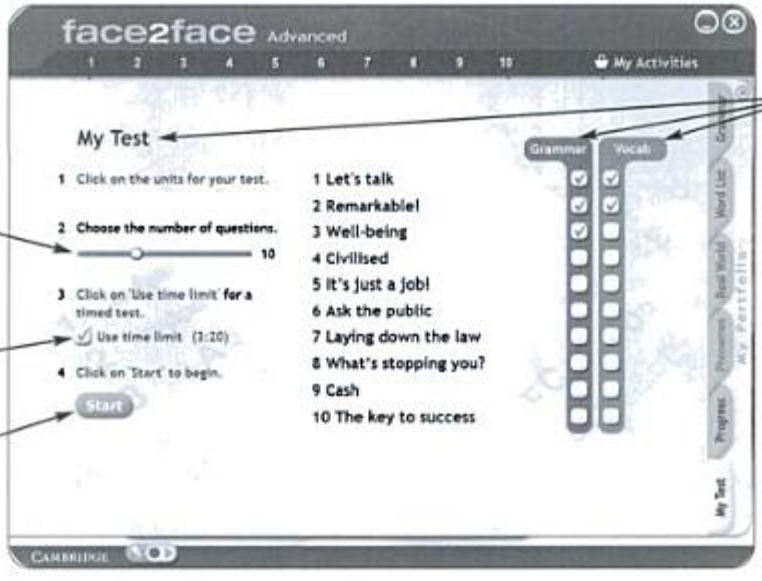
You can also print your scores.

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My Test



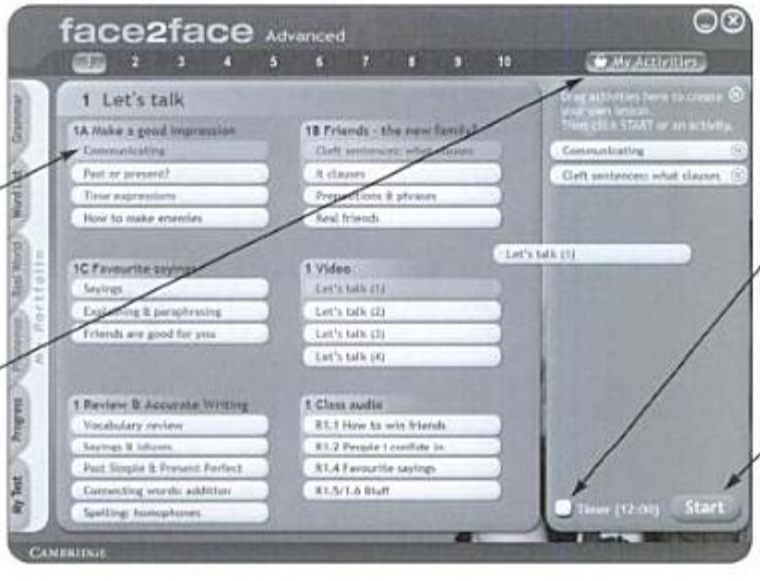
Choose the number of questions you want to do.

You can set a time limit.

Click on *Start*.

Click on the *My Test* tab to open the *My Test* screen. You can choose the grammar and vocabulary that you want to be tested on.

How to practise new language



Click on an activity on the main screen for the unit.

Alternatively, make your own lesson by clicking on *My Activities*. Choose activities from the main screen in any unit and put them into the *My Activities* box.

You can set a time limit.

Then click on *Start* and open one of the activities on the main screen or in the *My Activities* box.

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The Common European Framework (CEF)

What is the Common European Framework (CEF)?

Since the early 1970s, a series of Council of Europe initiatives has developed a description of the language knowledge and skills that people need to live, work and survive in any country or environment where the main language of communication is different from their own language. *Waystage 1990*[1], *Threshold 1990*[2] and *Vantage*[3] detail the knowledge and skills required at different levels of ability.

The contents of these language specific documents served as the basis for the more general *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEF)[4], which was officially launched by the Council of Europe in 2001 and includes sets of 'can do' statements or 'competences'. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the 'can do' statements.

The **face2face** series has been developed to include comprehensive coverage of the requirements of the CEF. The table above right shows how **face2face** relates to the CEF and the examinations which can be taken at each level through University of Cambridge ESOL Examinations (Cambridge ESOL), which is a member of ALTE (The Association of Language Testers in Europe).

face2face Student's Book	CEF level	Related examinations	Council of Europe document
Starter	A1		*Breakthrough*
Elementary	A2	KET Key English Test	*Waystage*
Pre-intermediate	B1	PET Preliminary English Test	*Threshold*
Intermediate			
Upper Intermediate	B2		*Vantage*
		FCE First Certificate in English	
Advanced	C1	CAE Cambridge Advanced Certificate	

face2face Advanced and CEF level C1

The table on the right describes the general degree of skill required at C1 of the CEF. The 'can do' statements for C1 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

face2face Advanced covers level C1. The Listening, Reading, Speaking and Writing tables on p16–p19 show where the required competences for level C1 are covered in **face2face** Advanced.

More information about how **face2face** Advanced covers the grammatical, lexical and other areas specified by the CEF can be found on our website: www.cambridge.org/elt/face2face/cef

In the spirit of *The European Language Portfolio* developed from the CEF, **face2face** provides a *Progress Portfolio* at the end of every Student's Book unit. Students are encouraged to assess their ability to use the language they have learned so far and to review any aspects by using the CD-ROM. In the Workbook there is a 30-page *Reading and Writing Portfolio* section linked to the CEF and a comprehensive list of 'can do' statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

UNDERSTANDING	**Listening**	I can understand extended speech even when it is not clearly structured and relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
SPEAKING	**Spoken Interaction**	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
	Spoken Production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
WRITING	**Writing**	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.

[1] *Waystage 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-521-56707-7
[2] *Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-521-56706-0
[3] *Vantage* (2001) J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-521-56705-3
[4] *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press ISBN 978-0-521-80313-7 © Council of Europe

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Speaking

A language user at level C1 can:	1	2	3
contribute to complex interactions between third parties in group discussions even on abstract, complex unfamiliar topics	1B	2A 2B	3A 3B
argue convincingly, responding to questions and answering complex counter arguments fluently, spontaneously and appropriately	1B	2A	3A 3B
give clear, detailed descriptions and presentations of complex subjects	1C	2A 2B	
backtrack when he/she encounters a difficulty, and reformulate what he/she wants to say without interrupting the flow of speech	1C		
use language flexibly and effectively for social purposes, including emotional, allusive and joking usage			3C
give elaborate descriptions and narratives, developing particular points and rounding off with an appropriate conclusion		2C	
handle interjections well, responding spontaneously and almost effortlessly			
participate fully in an interview, as either interviewer or interviewee	1A		
select from a wide range of discourse functions in order to get the floor, or to gain time and keep the floor whilst thinking			
vary intonation and place sentence stress correctly in order to express finer shades of meaning	1B		3C
ask follow-up questions for clarification	1A 1B	2B	3A
adjust what he/she says to the situation and the recipient and adopt a level of formality appropriate to the circumstances			
plan what is to be said and the means to say it, considering the effect on the recipients	This competence is practised in all the		
	1C	2C	3C
relate his/her own contribution to those of other speakers	This competence is practised throughout		
produce well-structured speech, using organisational patterns, connectors and cohesive devices		2B	

Writing

A language user at level C1 can:	1	2	3
write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind		2C WBP2	
write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	WBP1		WBP3
expand and support points of view at some length with subsidiary points, reasons and relevant examples	WBP1	WBP2	WBP3
express him/herself with clarity and precision, relating to the addressee flexibly and effectively		WBP2	WBP3
express him/herself with clarity and precision in personal correspondence			
use consistent and helpful layout, paragraphing and punctuation, and accurate spelling	This competence is practised in all the		
plan what is to be written and the means to express it, considering the reader	This competence is practised in all the		
use language effectively, including emotional, allusive and joking usage			
take detailed notes during a lecture		2C	

1A = **face2face** Advanced Student's Book unit 1 lesson A
WB1A = **face2face** Advanced Workbook unit 1 lesson A
WBP1 = **face2face** Advanced Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10
4A	5B	6A 6B	7A 7B	8B 8C	9A 9B	10B 10C
4A 4C	5A 5B		7A 7B	8C	9C	10C
4B		6A	7A 7B	8A 8B 8C	9A 9C	10A 10C
	5C					
	5A 5C	6C	7C			
4C		6B 6C				10B
	5C					
			7C	8C		
	5C					
			7C			
4A 4B	5A 5B 5C	6A	7A 7C	8A 8B	9B	10A
			7C		9C	
Get ready ... Get it right! activities.						
4C	5C	6C	7C		9C	10C
the Student's Book.						
4B		6C			9C	

4	5	6	7	8	9	10
		6C		WBP8		WBP10
4C WBP4	WBP5		WBP7	8C	WBP9	10C
WBP4			WBP7			
4C WBP4	WBP5	WBP6				
		WBP6				
Accurate Writing exercises in the Student's Book and Workbook.						
Workbook Reading and Writing Portfolio writing exercises.						
		WBP6		WBP8		

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Teaching Tips for Advanced Classes

Since we believe that one of the main aims of teaching Advanced students should be to prepare them to go out into the 'real world' and continue language learning on their own, the emphasis at this level needs to be on developing the skills and strategies which will help them to become autonomous. Being exposed to a wide range of authentic language and developing the strategies to cope with it must be priorities if students are to develop the confidence to read and listen outside the classroom. Issues of motivation are also very important at this level; one of the best ways of motivating students is for them to perceive that they are making progress in the productive skills of speaking and writing. By focusing on both linguistic accuracy and communication strategies and by giving students the opportunity to accept responsibility for monitoring their own language, this progress should soon be evident.

Listening

Students are exposed to both scripted and unscripted recordings, which are spoken at natural speed and in a range of accents. At this level, the main aim is to help students to develop confidence in listening for a communicative purpose, rather than expecting them to understand every word.

- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for. This will help to prepare them for what they are about to hear.
- Give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing the recording.
- Be sensitive to the difficulties that students might be having. Authentic recordings may appear faster and more difficult to follow at first, and may have a vocabulary load that is heavier than usual, particularly if colloquial language is used. The key here is to be relaxed and supportive and not to expect too much at first. Since there is an authentic recording in nearly every lesson, students will soon begin to get accustomed to them.
- Be flexible about how many times you play the recording. You may want to play it two or even three times. However, sometimes you may not need to play it more than once if the students have comprehended sufficiently well from the first listening.
- If you play a recording for a second or third time, you can ask students to read the *Recording Scripts* at the back of the Student's Book while they listen. This helps them to 'tune in' to spoken English and connect what they hear with what they read.
- When students need to listen and write their answers, you can stop the recording at the appropriate moment, in order to give them time to write them down.
- Use the activities for the *Songs* on p106–p107 of the Student's Book at the points suggested in the course.
- Use the *Help with Listening* photocopiable worksheets in this Teacher's Book, which focus on how fluent speakers of English structure their discourse in a variety of genres.

Speaking

Although students at Advanced level may feel confident when speaking, they are often reluctant to take risks, which means they tend to keep on using the same grammar and vocabulary, rather than experimenting with a wider range of language. If they are to become truly Advanced-level speakers, students need to be encouraged to venture out of their 'comfort zone'.

- Make full use of all the communicative speaking activities in the Student's Book, which include the personal response questions after the reading and listening texts, the *Get ready … Get it right!* sections in the A and B lessons, and the fluency activities in all the C lessons.
- If students are to feel they can experiment and focus on the message they want to convey, rather than the accuracy of every word, the atmosphere in the class must be such that they feel relaxed and prepared to take risks without feeling that they will be laughed at or have every word corrected. Establish at the beginning of every speaking activity whether the aim is primarily accuracy or fluency.
- Depending on the main aim of the speaking activity, you may choose to focus your feedback on how well students have communicated, how accurate they have been, or both.
- Make it clear to students that the C lessons in the even-numbered units focus on integrated skills practice. This means that the reading and listening texts provide the stimulus for students to speak about their reactions to what they hear and read, and the emphasis is very much on fluency rather than accuracy.
- If you want your students to become genuinely independent, it is extremely important to encourage them to monitor themselves by asking them to reflect on how successful they were in getting their message across. You can do this by giving them a checklist of points against which they can assess their own or other students' performance. This may include questions such as: *Did you use a range of verb forms?, When you didn't know how to say something, did you try to explain in other words?, Did you include other students in the discussion?*
- Try to ensure that students work with a number of different partners during a class. If it is difficult for students to swap places in class, you can ask them to work with students in front of or behind them as well as on either side of them. However, since group dynamics are crucial to how well an activity will work, it is important to avoid putting students who do not get on well together in the same group if possible. It can sometimes be beneficial to put students with a similar personality type together, so that quieter students do not become overpowered by more dominant personalities. Many teachers find it useful to plan the composition of groups and pairs as much as possible before beginning the activity.
- Remember that students often find speaking activities much easier if they are personalised, as they don't need to think of ideas as well as language. You may like to adapt some activities so that they are relevant to your particular class.
- Go around the class and discreetly monitor students while

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they are speaking in their pairs or groups. At this stage you can provide extra language or ideas as required and correct any language or pronunciation which is impeding communication.

- Avoid becoming too involved in speaking activities yourself unless you see students have misunderstood your instructions or you are asked for help. As soon as you join a group, students often stop talking to each other and talk to you instead.
- Write *banned words* up in the top corner of the board. Tell the students they are not allowed to use these words during the day's lesson. For example, write *good, bad* and *nice* on the board to encourage students to use adjectives such as *wonderful, amazing, excellent, fine*, etc.
- Alternatively, write *use these words today* on the board and acknowledge any students who use them. For example, write up adverbs such as *extremely, distinctly, highly, unusually* and *perfectly*. This technique can act as a form of revision for a lesson you have recently done with the class.

Correction

At this level students are likely to have fossilised errors which may be difficult to erase. It is still worth pointing them out to the student so that at least he/she is aware that they are mistakes and can make an effort to use the correct form if he/she chooses to. However, if these mistakes are impeding communication, you should definitely encourage the student to correct the mistake or offer an alternative way of saying the same thing. A good way of doing this is to make a general point at the end of the activity, rather than 'pointing the finger' at a particular student.

- When you hear a mistake, it is often useful to correct it immediately and ask the student to say the word or phrase again in the correct form. This is particularly effective if the mistake relates to the language you have been working on in the lesson.
- Alternatively, when you point out a mistake to a student you can encourage him/her to correct it before giving the correct version.
- Another approach to correction during a freer speaking activity or whole-class discussion is to simply reformulate what has been said:

  STUDENT *We discussed about the advantages of being single.*

  TEACHER *So, you discussed the advantages. Did you also discuss the disadvantages?*

  This less intrusive approach to correction often results in the student repeating the correct version and answering your question.

  STUDENT *Yes, we discussed the advantages and disadvantages.*
- Alternatively, you could note down any mistakes you hear during a fluency activity. Then at the end of the lesson, write the mistakes on the board and ask students to correct them in pairs. Making this into a game or competitive activity can be very motivating.
- Another type of feedback – particularly useful in the C lessons, where the focus is not so much on accuracy – is to discuss how students could have improved in terms of appropriacy, or range of language. The students can then try doing part of the activity again, while another student listens to see if any of the suggestions are implemented.
- On the board, write a target area you want the students not to make mistakes in during the lesson. For example, *prepositions*. Then throughout the lesson pay particular attention to mistakes in this target area. This focuses students on an area, and can act as revision, for example, of verbs plus prepositions.
- Record or video your class doing communicative activities and then use this for feedback on communicative competence, accuracy or both.

Reading

It is important at Advanced level that students read as widely as possible in order to increase their range of vocabulary and consolidate language work. In addition, reading will enable them to develop the skills which they will need to continue reading authentic English texts outside the classroom.

- After a post-reading exercise, focus on how students arrived at the answer, not just what the answer was. It is useful for students to work in pairs or groups and justify their reasons for choosing their answers so that they can learn from each other and use these strategies in future.
- Encourage students to give their personal response to a text whenever possible. This is a good opportunity to encourage further speaking practice. However, if students are initially reluctant to do this, you could allow them to discuss this in their first language, since the focus is on comprehension rather than fluency.
- Give students a time limit to read a text for gist, so they get used to not worrying about every word.
- Encourage students to read the text from the lesson again at home and to record any vocabulary that they find useful in a vocabulary notebook. This is another very important way of encouraging independent learning.
- Encourage students to read outside the classroom. For example, you can set up a reading group for the class where the whole group reads the same book, or they tell each other about the book they have read. Stress that these need not be 'serious' books. Magazines and crime or romantic novels are an excellent source of up-to-date language.
- For homework, ask students to read an article from an online English newspaper, e.g. the *Guardian*. Then in the next lesson, ask one or two students to summarise a news item that they found interesting.

Writing

The *Accurate Writing* sections in Units 1–9 (and the *Accurate Writing* exercises in the Workbook) are intended to complement the skills work in the *Reading and Writing Portfolio* of the Workbook. They specifically focus on discourse markers, spelling and punctuation. Although students at this level will have already met most of the rules for discourse markers, spelling and punctuation, the aim here is to focus on their accurate use. A 'drip feed' approach has

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been adopted as the students are not expected to assimilate all the rules at once. So, for example, a unit may focus on discourse markers of addition plus one aspect of either spelling or punctuation.

- With more able classes, go directly to the exercise which asks students to correct a piece of work, rather than doing the practice exercises first. The correction exercise could then be used as a diagnostic tool, after which mistakes can be discussed and students subsequently referred to the *Language Summary*.
- In any other writing students may do in class or for homework, try to encourage them to check, correct and improve their own work, focusing particularly on the areas covered in this section of the book and in the *Help with Writing* sections in the *Reading and Writing Portfolio*. You may want to establish some kind of code, for example:

  sp (spelling) p (punctuation) vt (verb tense)

  so that students are able to correct their work more easily.
- Another technique is to ask students to exchange their work and try to correct each other's writing. This kind of assessment, as well as self-correction, helps to make learners more independent, as long as the correction is done sensitively.
- Obviously, there are occasions when it would be inappropriate to give feedback on accuracy – that is, if students are writing something personal, such as a diary entry or a poem. In this case you may prefer to write a personal response to what they have written, rather than comments on how it was expressed.

Vocabulary

It is obviously very important at this level to extend students' range of language and for them to become increasingly aware of different levels of formality in different situations. Encourage students to use the vocabulary they have learned in class but also any language they may have acquired outside the classroom from reading, listening to songs, etc.

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs. This gives students the opportunity to try to work out the rules themselves before checking them in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Point out the stress marks (') on all new words and phrases in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only on words and phrases.
- When you write a new vocabulary item on the board, make sure students know which syllable is stressed and which part of speech it is. Students then make a note of the new vocabulary item.
- Encourage students to buy a notebook in which they can note down new vocabulary both inside and outside the classroom. Suggest different techniques for noting down vocabulary, for example, word maps, illustration, examples and definitions. Point out that writing down words or phrases in isolation is often not very helpful, and that they should, for example, include the dependent preposition (e.g. *run the risk of doing something*). Encourage them to extend their vocabulary by including opposites or near synonyms where appropriate.
- Make sure students are aware of collocations in English (e.g. *heavy traffic*) by pointing them out when they occur and encouraging students to record them as one phrase.
- Encourage students to extend their vocabulary at every available opportunity, for example, in the reading and listening lessons, not just when they are 'doing vocabulary' in the lesson. It is equally important that they use the new vocabulary as much as possible in both their writing and speaking activities if they are going to be able to remember it and access it when they need it.
- Encourage students to work out new meanings for themselves as much as possible, either by using the context or by looking at the word itself.
- Encourage students to use monolingual or bilingual dictionaries as much as possible, and show them how to use them – that is, how to find whether a noun is countable or uncountable, where the stressed syllable is, how to find out whether a word is inappropriately formal or informal, etc.
- Review and recycle vocabulary at every opportunity in class, using the *Reviews*, the *Language Summaries* and the *Class Activities*.
- Use the *Vocabulary Plus* worksheets to introduce and practise vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson.

Grammar

At this level, although students may have covered a lot of the basic grammar, they still need practice in using it accurately and appropriately. They also need to extend their range by using more complex structures in appropriate situations.

- Work through the *Preview* exercise(s) first and do any revision necessary before starting on the related area(s) in the following unit. *Preview* exercise(s) can be done as a 'filler', or set for homework before doing the 'new' area of grammar.
- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs. This gives students the opportunity to try to work out the grammar rules, if that is appropriate, before checking their answers in the *Language Summaries*. You can then check students have understood the main points with the whole class, as shown in the *Teaching Notes* for each lesson.
- If your students don't already know grammatical terms (e.g. cleft sentences, past participle), it would be useful to teach them when the opportunity arises. This helps students become more independent and allows them to use grammar reference books more effectively.
- If you know the students' first language, highlight grammatical differences between their language and English. This raises their awareness of potential problems if they try to translate. It is also useful to highlight grammatical similarities to show students when a structure in English is the same as in their own language.

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Tell students they are going to listen to part of a book club meeting where the members are discussing Carnegie's book.

61.1 Play the recording (SB p148). Students listen and answer the question.

They compare answers in pairs.

Check answers with the class.

Smile at people.
Make the other person feel important.
If you want people to like you, you've got to learn to really pay attention to what they're saying.
Encourage the other person to talk about themselves, by asking questions – showing you're interested in them.
Remember people's names.
If you don't feel like smiling, force yourself to.

EXTRA IDEA

- Before doing **4b)**, ask students to make a list of things that they think can help you 'win friends and influence people'. Students then listen to the recording and see how many of their ideas are mentioned.

c) Play the recording again. Students listen and answer the questions.

They check their answers in pairs.

Check answers with the class.

1 a) Her brother has been telling her to read it for ages.
  b) Because the advice it contains is quite basic.
2 a) No. This is the first time he's read a book like this.
  b) That, as a rule, we aren't good listeners.
3 a) No, he didn't.
  b) Because John is very good at remembering people's names.
4 a) Smiling at everyone you come into contact with for a week.
  b) Very positively – he's been really chatty ever since.

d) Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

EXTRA IDEAS

- Write these words from the recording on the board: *self-help, attentive, whatsoever, loo, scowl, chatty, mindset*. Ask students to look at R1.1, SB p148 and guess the meaning of the words from the context. Ask what helped them guess.
- Ask students to look at R1.1, SB p148 and underline all of the instances of *I mean*. Point out that people often say *I mean* before they start or continue a sentence in informal speech. The expression has no real meaning; it is used as a filler.

Help with Grammar Time expressions with Past Simple and Present Perfect

- Help with Grammar boxes help students to examine examples of language and discover the rules of meaning, form and use. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the class as necessary. For more information on the face2face approach to Grammar, see p5.

Remind students of Preview 1, SB p6 if necessary.

5 a)–d) Students do the exercises on their own or in pairs and check their answers in 61.2 SB p118.

Check answers with the class.

- **a)** All of the sentences are talking about time up to and including now. The **Present Perfect Simple** (sentences 1, 2, 4) and **Present Perfect Continuous** (sentence 3) are used.
- **b)** 2 I've read about 150 pages so far.
  3 During the last couple of weeks I've actually been trying out some of Carnegie's suggestions.
  4 Up until now, I've never really had any contact with the guy in the ticket office.
- Remind students that we use the Past Simple with definite time expressions in the past (*yesterday, a few weeks ago, last year*, etc.).
- Remind students that the following time expressions are used with both the Present Perfect Simple and the Present Perfect Continuous: *for, since, just, yet, already, still, ever, never, recently* and *lately*.
- **c)** 2 Speaker A uses the **Past Simple** because the event (reading the book) was completed at a definite time in the past (during the summer holidays). Speaker B uses the **Present Perfect** because the time period (during the last month) is still continuing.
  3 Speaker A uses the **Past Simple** after *since* because the event (Ann's suggestion) was completed at a definite time in the past. Speaker B uses the **Present Perfect** because the event (being unemployed) is continuing to happen.
  4 Speaker A uses the **Past Simple** because the event (reading the book/magazine, etc.) was completed at a definite time in the past. Speaker B uses the **Present Perfect** because the event (reading the book) started in the past but is continuing to happen.
- Remind students that after *as soon as* the **Present Perfect** refers to future events.
- Point out that we can replace *as soon as* with *once/when/after*: *I'll lend it to you once I've finished it.*
- Tell students that we can use *during* or *in + the last few days/weeks*, etc.
- Highlight that we can use *up until now* and *until/till/up to + now*: *I've written four pages* ***up to now.***

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- Also highlight that we use *it's (not) the first time* with the Present Perfect to talk about the first instance of something happening: ***It's the first time*** *I've read a book like this, really.*
- Point out that we can also say *This is (not) / That's (not) the first (second, etc.) time … :* ***This is the fourth time*** *I've written a review of a book.*

EXTRA IDEA

- Write these time expressions on the board: *this week/month/year, during, since, as soon as*. Ask students to write a pair of sentences for each time expression, using both the Past Simple and the Present Perfect.

6 a)–b) Students do the exercises on their own and compare answers in pairs.

Check answers with the class.

1 Both are possible. *I spoke to him this morning* = the speaker considers the period of time (this morning) as finished – that is, it's now the afternoon or evening; *I've spoken to him this morning* = the speaker considers the period of time (this morning) as continuing – that is, it's still morning.
2 Both are possible. *I've seen her during the last few months* = the speaker considers the period of time (the last few months) as continuing; *I saw her during the last few months* = the speaker considers the period of time (the last few months) as finished (e.g. the period of someone's life or someone's stay somewhere). This is less likely than the Present Perfect, but possible.
3 Only *I'll call you as soon as she's arrived* is possible. After *as soon as* the Present Perfect, not the Past Simple, is used to refer to future events.
4 Only *She came here a lot last month* is possible. We use the Past Simple with a definite time in the past (last month).
5 Only *During last night's performance, several people walked out* is possible. As the event (last night's performance) is definitely completed, the Present Perfect is not possible here.
6 Both are possible. *There have been a lot of changes since I worked for them* = the event (working for them) was completed at a definite time in the past – that is, the speaker doesn't work for them any more; *There have been a lot of changes since I've worked for them* = the event (working for them) is continuing to happen – that is, the speaker still works for them.
7 Only *Once I met her, I really liked her* is possible. As the event (meeting her) is definitely complete, the Present Perfect is not possible here.
8 Only *I've been skiing twice since I saw you last* is possible. As the event (seeing you last) is definitely complete, the Present Perfect is not possible here.

Reading

7 a) Introduce the topic by asking students what they understand by *good/bad service* (being treated well/badly in customer service situations, such as shops or restaurants). Students do the exercise in pairs.

When students have finished, elicit their suggestions and write them on the board.

b) Focus students on the article. Be prepared with definitions, examples, etc. to pre-teach *fake, pushy, perfectly disgusting* and *turn-off*. Students do the exercise on their own or in pairs.

Check answers with the class.

Because she doesn't think that their niceness is sincere; she thinks that it's fake.

EXTRA IDEA

- Before students read the article, ask them to read the title and predict what they think it will be about. After students have read the article, they compare their predictions with the actual article.

c) Students do the exercise on their own or in pairs. Check answers with the class.

2 T
3 F She thought that it was 'perfectly disgusting' – that is, 'absolutely disgusting'.
4 F She thought that it would make her friend feel uncomfortable if she told the waitress what she thought about the food.
5 F She mentions other studies which have the same view as hers – that is, that customers find being treated as a friend by shop assistants a turn-off.
6 T

EXTRA IDEA

- Write these words and phrases from the article on the board: *blissfully, every bit as (rude), perky, gritted teeth*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

8 a) Focus students on the words and phrases in bold in the article. Ask students what words are missing from each phrase. Check answers with the class and write them on the board.

In informal written and spoken English, unstressed words can be missed out at the start of a sentence, as long as the meaning is still clear; this is called *ellipsis*. Some of the most common words which can be left out are personal pronouns and auxiliary verbs, as shown in most of the examples from the article (*Having a good day? Been shopping all morning?*). Unstressed forms of *be* are sometimes left out, too (*Fine.*).

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Check answers with the class.

1F They usually start by talking about current affairs, but then talk about something much less serious, for example lists of favourite cars or films. 2T 3F They tend to meet about once a week. 4T 5T 6F She's unhappy that he's started confiding in her. 7T 8T

d) Students discuss the questions in pairs. Elicit ideas from the class.

EXTRA IDEA

- Write these words and phrases from the recording on the board: *snatch (about half an hour), go through, get in a flap*. Ask students to look at R1.2, SB p148 and guess the meaning of the words from the context. Ask what helped them guess.

Help with Grammar Cleft sentences: *what* and *it* clauses

Go through the introductory bullet with the class and check students understand what a cleft sentence is.

3 a)–c) Students do the exercises on their own or in pairs and check their answers in G1.3 SB p119.

- **a)** 1 (We'll have a drink and talk afterwards.) **What** we talk about **isn't** deep and meaningful, though.
  2 *be/isn't*
- Highlight that in cleft sentences with *what*, the information that we already know comes after the word *what*, and the new information follows the verb *be*. If students are finding this concept difficult, underline the word *talk* in the example sentences. This will help highlight that we already know that they talk (it's explained in the first sentence); what we don't know is what they talk about.
- Point out that cleft sentences can focus on an action, using *what* + subject + *do* + *be* (+subject) + infinitive clause: *What I do if I get stressed is talk to my friends*.
- Point out that in order to focus on a whole sentence, we use *what* + *happens* + *be* + subject + infinitive clause: *What happens is we bottle things up*.
- Go through the TIPS! in the *WHAT* CLAUSES section in G1.3 SB p119 with the class and check students understand them.
- **b)** 1 The speaker emphasises the information in the *it* clause.
  2 The verb that follows *it* is *be*.
- Go through the TIPS! in the *IT* CLAUSES section in G1.3 SB p119 with the class and check students understand them.

4 a) Students do the exercise on their own or in pairs.

2 It was after leaving my last job that I began to work freelance. 3 What you should do is write a letter and refuse to pay. 4 It's Tim who's/that's the problem, not Jo. 5 The person (who/that) I wanted to speak to was Ben. 6 What happened was I forgot the map.

b) R1.3 Play the recording (SB p148). Students listen and check their answers.
Check answers with the class.

c) Play the recording again. Students listen and practise the sentences.

5 a) Do the first question as an example, using information about yourself. Students do the exercise on their own.

b) Put students into groups. Students take turns to say their sentences. Encourage students to ask follow-up questions if possible. Ask groups to share one or two of their sentences with the class.

EXTRA IDEA

- If the class know each other well, ask each student to write one sentence on a piece of paper and give it you. Read the sentences out loud and see if the rest of the class can guess who wrote the sentence.

Reading and Vocabulary

6 a) Introduce the topic by asking students who their close friends are and where they met (at school, at work, etc.).
Put students into pairs and ask them to make a list of different types of friends they could meet at different stages of their life.
Ask students to share some of their ideas with the class.

b) Students discuss the questions in pairs.
Elicit ideas from the class and write them on the board.

c) Tell students they are going to read an article called 'Friendship overload'. Be prepared with definitions, examples, etc. to pre-teach *mate, confidant, second division* and *keep track of*. Pay particular attention to the pronunciation of *confidant* /ˈkɒnfɪdænt/.
Students read the article and compare their ideas from **6b)**.

'Friendship overload' means having too many friends. The writer thinks that friendship overload might be a problem because it's impossible to keep in contact with everyone; some 'friendships' won't last long; other friends you barely ever meet; some you like a lot more than others; some are not really friends, just people you meet out of habit; you can feel out of your depth, or over-committed; your closest friends might be the people you see the least.

d) Students do the exercise on their own before checking in pairs. Check answers with the class.

1 Because we often live too far away from our families. 2 We see them regularly, help each other, are on the same wavelength, have kids at the same school and have a lot in common. 3 Friends we are not so close to, who are not our 'best' friends. 4 Because we travel more, and move jobs and houses more frequently. 5 They are split between people you see a lot in phases and those that you see regularly; those that you see regularly might include people that you like less than other friends, but who live very close. 6 Because a real friend recognises how stressful it is having so many friends and won't put pressure on you to see them.

e) Students do the exercise in pairs. Encourage students to give reasons.

Ask pairs to share some of their ideas with the class.

EXTRA IDEA

- Turn this topic into a class debate. Create two teams and leave some of the class as the audience. The teams will debate the motion 'People these days have too many friends'.
- The rest of the class will be asked to vote at the end of the debate.
- Give the teams ten minutes to prepare their arguments. While they are doing that, the audience discusses the motion among themselves.
- The teams take turns to put forward their arguments. Set a time limit for each speaker. At the end, ask the audience to vote on the motion. The team with the most votes is the winner.

Help with Vocabulary Prepositions and phrases

- Help with Vocabulary boxes help students to explore and understand how vocabulary works, often by focusing on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, and then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Vocabulary, see p5.

Go through the introductory bullet with the class. Remind students what chunks are (groups of two or more words).

7 **a)** Students do the exercise on their own or in pairs and check their answers in V1.2 SB p117.

Encourage students to try and guess the meaning of the phrases from the context of the article before looking at the definitions.

Check answers with the class.

1 on purpose 2 out of habit 3 in the long run
4 on the same wavelength 5 in phases
6 out of your depth

b) Students do the exercise on their own or in pairs and check their answers in V1.2 SB p117.

Check answers with the class.

on	in	out of
good terms	control	control
a regular basis	fashion	fashion
average	touch	necessity
	common	touch
	contact	

c)–d) Students do the exercise in pairs and check their answers in V1.2 SB p117.

Check answers with the class.

out of fashion being unpopular at a particular time, especially clothes, hair, etc.
on a regular basis happening or doing something often
in common sharing interests, experience or other characteristics with someone or something
on good terms have a good relationship with one another
on average typically
in touch in communication (with)
out of control not under the authority or power of someone
out of necessity because of a need
in contact communicating with someone

- Highlight that the following pairs of phrases are antonyms: *in control/out of control, in fashion/out of fashion, in touch/out of touch, on good/bad terms*. Also point out that *in touch/in contact* are synonyms.
- Check that students understand the difference in meaning between *on a regular basis* and *in phases*. (*I go to the gym on a regular basis* = I go to the gym regularly, e.g. once a week; *I go to the gym in phases* = I go to the gym regularly for periods of time and then don't go again for a while.)

EXTRA IDEA

- Draw three circles, containing *in*, *on* and *out of*, on the board. Draw two lines radiating from each circle, and then write the phrases next to the lines; for example, *the long run* next to the *in* circle. Encourage students to record phrases with prepositions like this in their vocabulary notebooks.

8 **a)** Students do the exercise on their own before checking in pairs.

Check answers with the class.

1 in 2 in 3 out of 4 in 5 on 6 out of
7 out of 8 on

b) Students do the activity in pairs. They take turns to ask each other the questions. Encourage students to ask follow-up questions if possible.

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1 Review

- The Review section reviews the key language taught in the unit. It includes communicative and personalised speaking stages as well as controlled grammar and vocabulary practice.
- This section is designed to be used in class after students have finished lesson C, but individual exercises can be used as 'fillers' if you have a few minutes left at the end of a lesson. The Extra Practice and Homework boxes list which exercises are relevant to each lesson.
- The icons refer to the relevant sections in the Language Summary. Students can refer to these if they need help when doing the exercises.
- For more information on the face2face approach to Reviewing and Recycling, see p5.

1a) 2 butt in 3 chat 4 bicker 5 come into contact with 6 overheard
2 1b) 2a) 3b) 4a) 5a) 6b) 7a) 8b)
3 2 moved 3 have seen 4 have already come 5 bumped into 6 worked/has been working/has worked 7 has always preferred/always preferred 8 was recently offered/has recently been offered 9 has tried 10 has moved
4 2 What they did was sell the house. 3 It was us who were responsible. 4 The reason she's tired is because she didn't go to bed until 2 a.m. 5 It wasn't until I reached 40 that I started exercising. 6 It's fried food that I can't stand. 7 What really annoys me is when people talk during a film. 8 It was Julie who was brought up in Scotland.
5 1 in 2 on 3 out of 4 out of 5 in 6 in
6 1 day 2 shy 3 speak 4 meat 5 gained 6 late

Progress Portfolio

- Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again. Note that the *I can …* statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEF) for level C1. For more information on the CEF, see p15.

a) Students work through the list of *I can …* statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish.
Students can also work in pairs or groups and compare which statements they have ticked.

b) Students work on their own or in pairs/groups and decide which areas they need to study again. Encourage students to use the CD-ROM lessons 1A–C to help them improve in these areas. For more information on the CD-ROM, see p11.
There is also further practice of all the key language taught in the Student's Book in the face2face Advanced Workbook.

Accurate Writing

CONNECTING WORDS: addition
SPELLING: homophones

- The Accurate Writing section helps students to fine-tune their writing, by focusing on discourse markers and common mistakes of spelling and punctuation.
- This section follows a 'test-teach-test' approach, which differs from the other grammar and vocabulary boxes in the course, which follow a guided discovery principle. Students do an initial exercise (the test) before reading a summary of the rules of that area (connecting words or spelling/punctuation) in the Language Summary (the teaching). They then do a final exercise, where they find and correct mistakes in a piece of student's work (the test).

1 Introduce the topic by asking students what the words in the box have in common (they are all connecting words used to add information).
Students do the exercise on their own or in pairs and check their answers in AW1.1 SB p119.
Check answers with the class.
Point out that we do not usually use *also*, *too* or *as well* in negative clauses. Instead we use phrases such as *either*: *I haven't read the Harry Potter books either.*

1 as well/too **2** as well/too **3** Besides/What's more/Also **4** also **5** not only **6** Besides/What's more/Also

EXTRA IDEA
- Once students have read AW1.1 SB 119, ask them to close their books. Write these headings on the board: *Used at the end of a clause*, *Used at the beginning of a clause* or *Used in the middle of a clause*. Students copy the headings onto a piece of paper and list the connecting words from **1** in the correct columns.

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2 Focus students on the words in italics in sentences 1–5. Ask students if they notice anything about the pairs of words. Explain that the words are *homophones* – words which sound the same but have different spellings and different meanings.

Drill the homophones in sentences 1–5 chorally and individually.

Students do the exercise on their own or in pairs and check their answers in AW1.2 SB p119.

Check answers with the class.

1 who's 2 they're 3 've 4 your 5 their

EXTRA IDEA

- Divide the class into teams. Give each team five minutes to list as many homophones as they can. The team which lists the most is the winner. A fairly exhaustive list of English homophones can be found here: http://www.bifroest.demon.co.uk/misc/homophones-list.html

3 **a)** Focus students on the extract. Explain that in addition to the two underlined mistakes, there are five common spelling mistakes involving homophones.

Students do the exercise on their own and check their answers in pairs.

Check answers with the class.

1 Besides/What's more/Also 2 as well/too

b) Students do the exercise on their own and check their answers in pairs.

Check answers with the class.

~~there~~ they're the kind of people …
about ~~you're~~ your problems.
~~They're~~ Their names are …
might ~~of~~ have/'ve lost contact …
It's Jess ~~whose~~ who's my oldest friend …

EXTRA PRACTICE AND HOMEWORK

Workbook Accurate Writing Exercises 1 and 2 p84

Preview 2

RELATIVE CLAUSES
GRADABLE AND NON-GRADABLE ADJECTIVES; ADVERBS
VERB+*ING* AND PAST PARTICIPLES

The Preview section helps students prepare for some of the grammar and vocabulary which appear in the unit. It revises language from earlier levels of face2face with controlled grammar and vocabulary practice.

The Extra Practice and Homework boxes at the end of each lesson list which exercises in the Preview section relate to the following lesson. For example, the box in lesson 1C (p31) refers to **1** and **2** in Preview 2 as these exercises revise areas of grammar and vocabulary which are then covered in more depth in lesson 2A. The reference in the Extra Practice and Homework box in lesson 2A (p36) is to **3** in Preview 2 as this topic is covered in lesson 2B.

The icons refer to the relevant sections in the Language Summary for the unit. Students can refer to these if they need help when doing the exercises.

RELATIVE CLAUSES

1 Students do the exercise on their own or in pairs and check their answers in G2.1 SB p121.

Check answers with the class.

a) 1 what → that/who 2 who → that/which
3 at where → where/at which 4 her → whose
5 ~~his~~ 6 Jones, 7 that → which

b) 1, 2

GRADABLE AND NON-GRADABLE ADJECTIVES; ADVERBS

2 Students do the exercise on their own or in pairs and check their answers in V2.1 SB p120.

Check answers with the class.

1 interesting 2 terrified 3 surprised
4 difficult/impossible 5 tired

VERB+*ING* AND PAST PARTICIPLES

3 Students do the exercise on their own or in pairs and check their answers in G2.3 SB p122.

Check answers with the class.

2 leaving 3 trying 4 spoiling 5 opening 6 built
7 written 8 bored

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2 Remarkable!

Student's Book p16–p25

2A Exceptional people

Vocabulary intensifying adverbs
Grammar relative clauses with prepositions
Review sayings

QUICK REVIEW ●●●

This activity reviews common English sayings. Students do the activity in pairs. They take turns to say the first part of one of the sayings in lesson 1C and ask their partner to complete it and say what it means. Ask students to do four sayings each.

Reading and Grammar

1 a) Introduce the topic by asking students who they think 'the cleverest man on earth' is (or might have been).

Focus students on the title and introduction of the article and on the picture of Kim Peek. Students discuss what questions they want to ask in pairs. Elicit ideas from the class.

b) Students do the exercise on their own.

c) Students do the exercise on their own or in pairs. Check answers with the class.

1F Kim hasn't appeared in a well-known film but the film *Rain Man* was based on his life.
2T
3T
4F Doctors advised putting him in an institution, but his parents took him home instead.
5F Although Kim is charming and affectionate, he hasn't always been socially confident.
6T

d) Students do the exercise on their own or in pairs. Check answers with the class. Point out that *gait* /geɪt/ is a formal word for describing a way of walking and is not very common in day-to-day English; for example, instead of saying *He has an abnormal gait*, we would probably say *He walks funnily*. However, *gait* is commonly used by medical professionals.

Also point out that in the context of walking, *shuffle* /ˈʃʌfəl/ means 'walk by pulling your feet slowly along the ground instead of lifting them'.

1 transformed 2 intimidating 3 simultaneously
4 keeps an eye on 5 shuffling gait 6 flits

e) Students discuss the questions in pairs. Elicit ideas from the class.

EXTRA IDEAS

- Younger students may not have heard of *Rain Man* or may not recognise the name of the film if it was translated into their own language when the film was released. Download and print a copy of the film poster from the Internet and ask any students who have seen the film to try and recount the plot.
- Write these words and phrases from the article on the board: *bellow of laughter, bespectacled, lightning speed, sought out, bear hug, marked*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

Help with Grammar Relative clauses with prepositions

Ask students to do **1** in Preview 2, SB p15 if necessary.

2 a)–e) Students do the exercises on their own or in pairs and check their answers in G2.2 SB p121.

Check answers with the class.

- **a)** More formal, usually written English: *He is looked after by his father Fran, on whom he totally depends. It's Kim's life on which an Oscar-winning film was based.*
  Less formal, usually spoken English: *He is looked after by his father Fran, who he totally depends on. It's Kim's life that an Oscar-winning film was based on.*
- Point out that one sentence in each pair comes from the article they have just been reading. Also point out that the meaning of the two sentences in each pair is the same; it is the register that is different.
- **b)** In more formal, usually written English, *who* changes to **whom** after a preposition and *that* changes to **which**.
- Point out that in order to transform informal sentences of this type into more formal sentences, we: change *that* or *who* to *whom* if it refers to a person; change *that* to *which* if it refers to a thing; move the preposition from the end of the sentence to before the relative pronoun.
- Highlight that *whom* is rarely used in spoken English, where it would sound very old-fashioned.
- Remind students that *whom* should always be the object of the sentence, not the subject.

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