face2face

Advanced Teacher's Book

Nick Robinson, Lindsay Warwick, Johanna Stirling, Craig Thaine and Helen Naylor 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.

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.

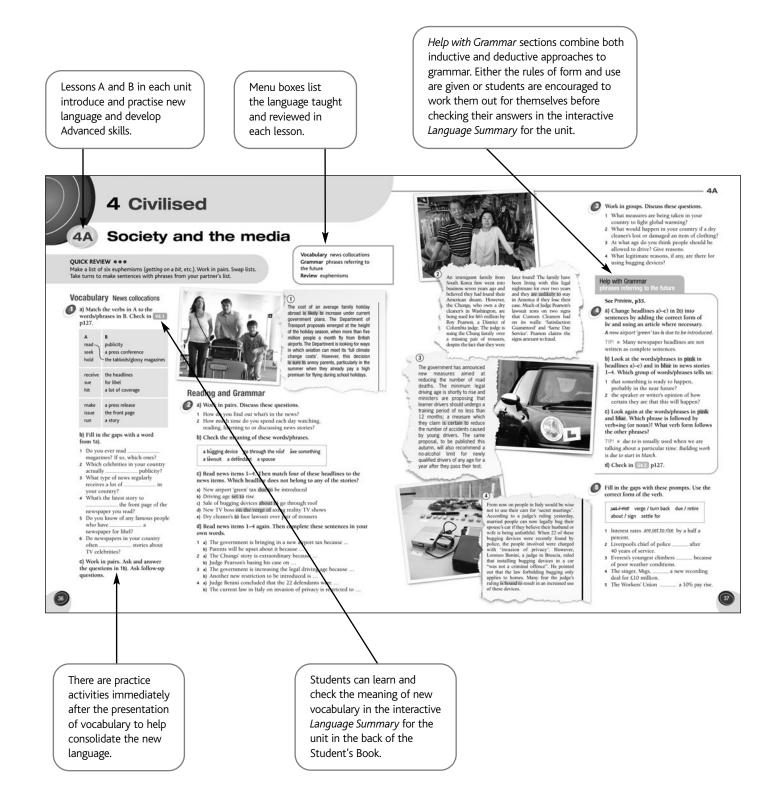


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More information

The Student's Book





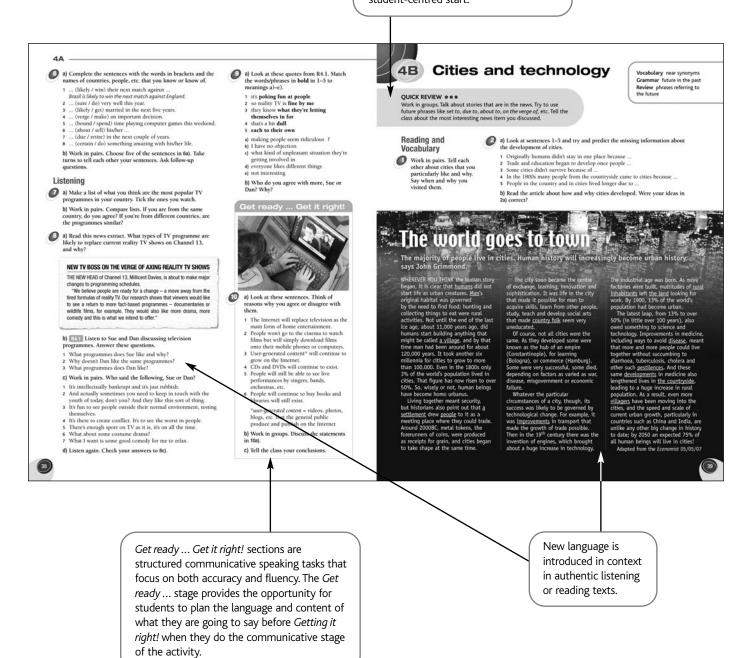
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The Student's Book

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



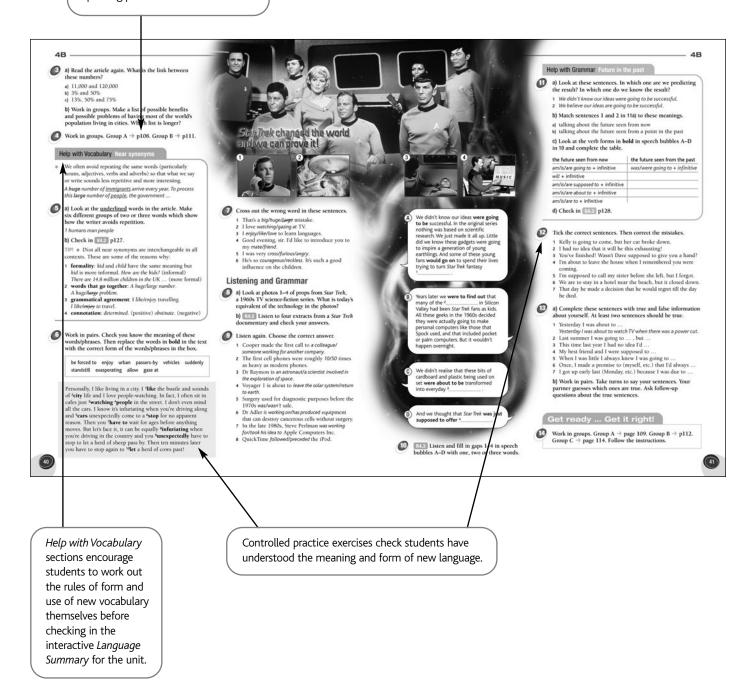
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The Pair and Group Work section on p108–p116 of the Student's Book provides further communicative speaking practice activities.





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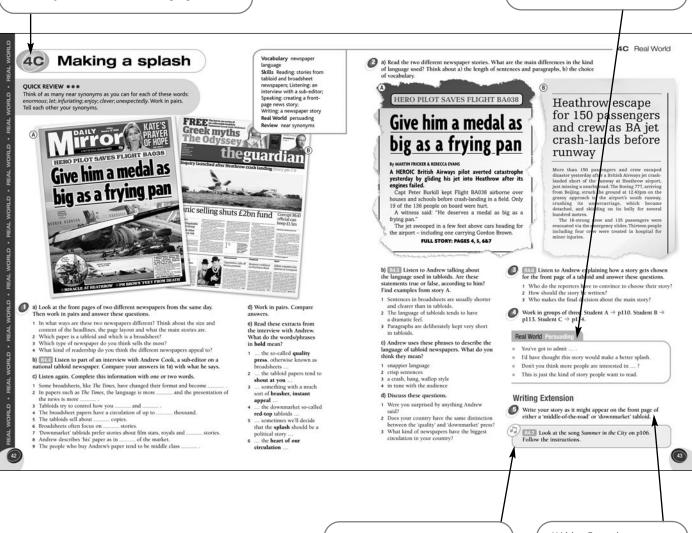
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More information

The Student's Book

Lesson C in each unit provides students with opportunities to work with different types of authentic listening and reading texts, and then to develop their speaking and writing skills. In the even-numbered units these lessons focus on integrated skills practice. In the odd-numbered units they focus on functional language.

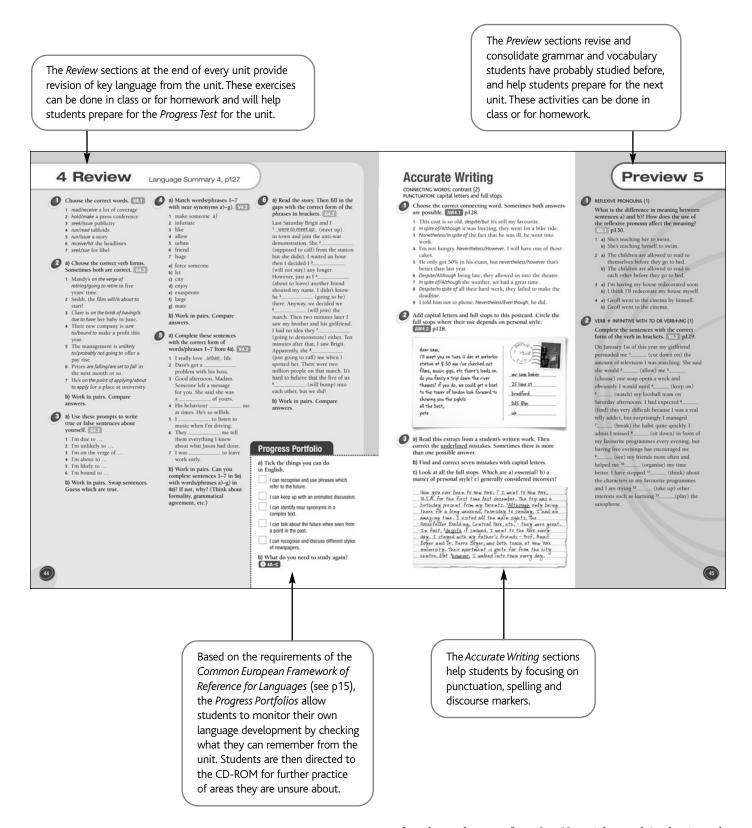
Real World sections focus on the functional language students need for day-to-day life.



The Songs section on p106–p107 of the Student's Book contains fun activities based on popular songs appropriate for Advanced students.

Writing Extension activities offer creative writing practice based on the theme of the lesson. Each activity encourages students to write in a different genre, for example, a report, a short story or a personal action plan.

The Student's Book



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More information

The CD-ROM: Instructions



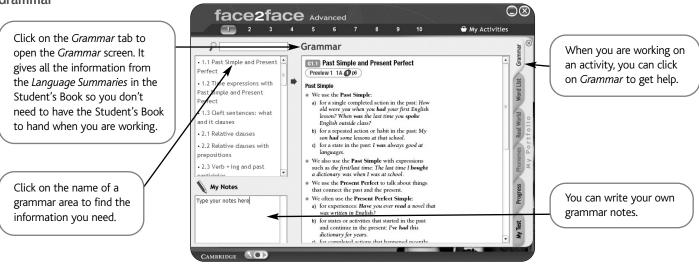
 Use the CD-ROM in your computer to practise language from the Student's Book.

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.



How to use My Portfolio





Two screen grabs from face2face Advanced CD-ROM

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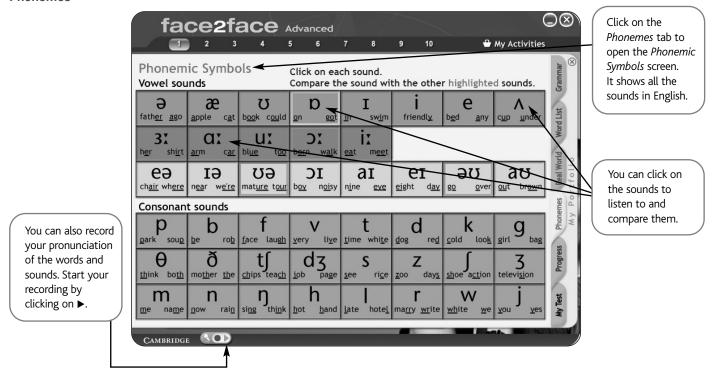
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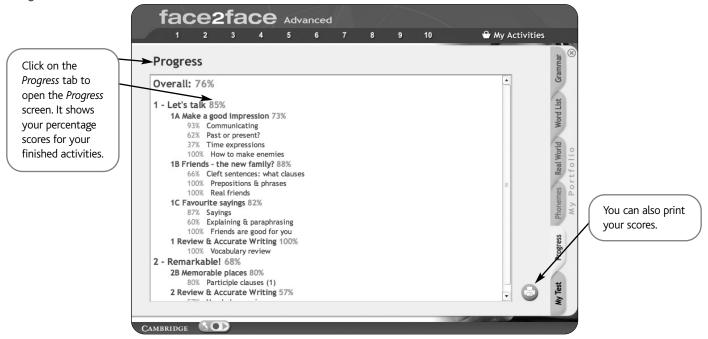
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The CD-ROM

Phonemes



Progress



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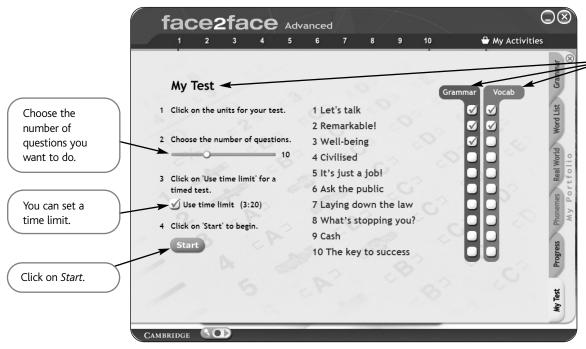
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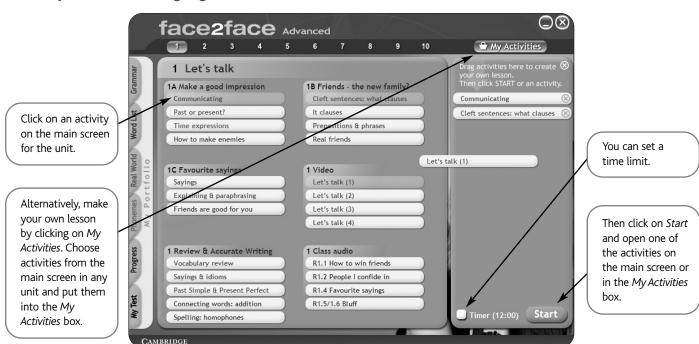
The CD-ROM

My Test



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



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The CD-ROM -





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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 1990¹, Threshold 1990² and Vantage³ 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 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

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

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.

U N D E R S	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.
A N D I N G	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.
S P E A K	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.
I N G	Spoken Production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
W R I T I N G	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

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



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



The CEF -

Listening

A language user at level C1 can:	1	2	3
follow extended speech on abstract and complex topics beyond his/her own field	1C	2A 2B 2C	3A
follow extended speech which is not clearly structured and when the message is not given explicitly	1B		3A 3B
recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	1A 1C	2A	3A 3B
easily follow complex interactions in group discussions and debates, even when the topic is complex and unfamiliar	1A 1C	2B	3B
easily follow most lectures, discussions and debates		2C	
understand complex technical information			
understand a wide range of recorded and broadcast audio material, including some which uses non-standard language, and identify finer points of detail such as	1C	2A	
implicit attitudes and relationships between speakers	This compete	ence is practise	d throughout

Reading

A language user at level C1 can:	1	2	3
understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	1A 1B WBP1	2A WB2A WBP2	3A WBP3
understand any correspondence given the occasional use of a dictionary		WBP2	WB3B
identify finer points of detail including attitudes and implied as well as stated opinions	1A 1B WBP1	2B	
understand in detail lengthy, complex instructions or procedures			
scan quickly through long or complex texts, locating relevant details		2A 2B WBP2	3A WBP3
quickly identify the content and relevance of texts on a wide range of topics, deciding whether closer study is worthwhile		2A 2C	3B

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





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Frontmatter More information

The CEF

4	5	6	7	8	9	10
4B 4C	5A 5B	6A 6B 6C	7A 7B	8A 8B	9B 9C	10A 10B
4A	5B	6A 6B	7B	8A 8C		10C
	5B 5C	6A 6B	7C	8C		10C
	5C	6A			9A	
4A 4B 4C	5C	6C	7A		9B 9C	
4B		6C	7A			
4B		6C	7A 7C	8B	9B	10A
the course on th	e interactive CD-R			I		

4	5	6	7	8	9	10
4A 4B 4C WB4B WB4C WBP4	5A 5B WB5A WB5B WBP5	6A 6B WB6B WB6C	7A 7B WBP7	8A 8B WBP8	9A 9B WB9B WBP9	10A 10B 10C WB10C WBP10
		WBP6		WBP8	WB9A	
4B 4C WB4C WBP4	5A WBP5	6A WB6C WBP6	7A WBP7	8A 8B 8C WBP8	9A 9B	10B WB10C WBP10
					WBP9	
4A 4B WBP4	5A WBP5	6A 6B 6C WBP6	7A 7B		WBP9	10A WBP10
4C WB4C	5B					



The CEF -

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	This competence is practised in all the			
the recipients	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
rpand and support points of view at some length with subsidiary points, reasons was relevant examples		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



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Frontmatter More information

The CEF

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.					1
4C	5C	6C	7C		9C	10C
the Student's Bo	ook.					
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		

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 evennumbered 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

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

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- 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.

Encourage students to notice how language is used when
they are reading and listening, not just in dedicated
'grammar lessons'. Expect them to use a range of verb
forms, modals, etc. in speaking and writing activities and
refer back to work done in these areas. Point out that being
an advanced learner means using all they have learned and
self-monitoring and self-correcting at all times.

Pronunciation

Be aware that some students do not wish to sound like a native speaker of English and they are happy to retain their accent. As long as the student is comprehensible, this preference should be respected. To determine how much correction of pronunciation you should use with individual students it is wise to ascertain at the beginning of the course how 'English' they want to sound.

Helping students with sounds

- Consider teaching your students the phonemic symbols. This allows students to look up the pronunciation of the words and record difficult pronunciation themselves in their notebooks. It is often easier to take a 'little and often' approach to teaching these symbols, rather than trying to teach them all in one lesson.
- Encourage students to use the phonemes section of the CD-ROM at home. This will help them to learn the symbols and allow them to practise the sounds.
- Highlight the phonemic transcriptions in the *Language Summaries*. Note that transcriptions are given only for vocabulary that is particularly problematic.
- Write the phonemic transcription for difficult words on the board and ask students to work out the pronunciation.
- For any individual sounds which your students are having problems with (e.g. $/\theta$) try demonstrating the shape of the mouth (but not actually saying the sound) as sometimes students can't say certain sounds simply because they don't know the mouth position required.
- Draw students' attention to the English sounds which are the same in their own language(s) as well as highlighting the ones that are different.

Helping students with stress and intonation

- Emphasise that intonation and pitch level are important to meaning in English and often indicate the mood or attitude of the speaker. For example, whereas a high fall can often indicate enthusiasm (e.g. great), a low fall may appear ironic or sarcastic (e.g. great).
- People can often recognise a language by its intonation and rhythm (the 'music' of the language) even if they don't actually understand the language. In monolingual classes in particular, you can exploit this by comparing English to the students' native language. Play a short section (four to six lines) from a C lesson recording focusing on functional language. Ask the students to translate that into their language and, if possible, record them. Then play back and compare the two versions and ask students to identify similarities and differences. If you can't record the students, ask two students to say the conversation in their language and then play the recorded version for comparison.

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Drilling

At Advanced level there is probably less need to drill words, phrases or sentences unless students are having particular problems. However, check a few students around the class to get an indication of how good their pronunciation is. This will help you assess whether you need to work on their pronunciation.

- If you decide to model a phrase or sentence, make sure that you speak at normal speed using natural stress, contractions and weak forms. Repeat the target language two or three times (you can beat the main stress with your hand), before asking the students to say it. Then again check a few students to see if there has been an improvement.
- If you drill students, correct them when they make a
 mistake, since the aim of any drill is accuracy. However,
 avoid making the students feel uncomfortable and don't
 spend too long with one student.
- When you write words or sentences on the board, mark the stress in the correct place or ask the students to tell you which syllables or words are stressed.
- Praise students for good/comprehensible pronunciation and acknowledge weaker students' improvement, even if their pronunciation is not perfect.

Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of the lessons. They are easy to set up and should take no more than five to eight minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Review* sections at the end of the units. They can be done in class when students have finished the unit, or set for homework. Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the *Review* exercises are organised in lesson order.
- After a mid-lesson break, ask students to write down in one minute all the words or phrases they can remember from the first part of the lesson. These quick What have we just learned? activities are very important for helping students transfer information from their short-term memory to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put the cards in the box. The cards can be used for revision in later classes.
- Encourage students to use the face2face CD-ROM to look again at each lesson at home. Also encourage students to review new language by reading the Language Summary for the lesson.
- Set homework after every class. The **face2face** Advanced Workbook has a section for each lesson in the Student's Book, which reviews all the key language taught in that lesson

