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Theresa Clementson With Gillie Cunningham and Jan Bell
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SECOND EDITION

face2face

Advanced Teacher's Book

Theresa Clementson
with Gillie Cunningham and Jan Bell



CAMBRIDGE
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Welcome to face2face Second edition!

face2face Second edition

face2face Second edition is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world. Based on the communicative approach, it combines the best in current methodology with innovative new features designed to make learning and teaching easier. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

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

There is a strong focus on listening and speaking throughout **face2face** Second edition. Innovative *Help with Listening* sections help students to understand natural spoken English in context and there are numerous opportunities for communicative, personalised speaking practice. The *Real World* lessons in each unit focus on the functional and situational language students need for day-to-day life.

For more on the **face2face** approach, see p11.

All new language is included in the interactive *Language Summaries* in the back of the Student's Book and is regularly recycled and reviewed. Students can also review new language in the *Extra Practice* section in the Student's Book, on the Self-study DVD-ROM and in the Workbook.

The Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the inclusion of the photocopiable materials and extra ideas in this Teacher's Book.

The vocabulary selection in **face2face** Second edition has been informed by the *English Vocabulary Profile* (see p17) as well as the *Cambridge International Corpus* and the *Cambridge Learner Corpus*.

face2face Second edition is fully compatible with the *Common European Framework of Reference for Languages* (CEFR) and gives students regular opportunities to evaluate their progress. The Advanced Student's Book completes C1 (see p16–p21).

face2face Second edition Advanced Components

Student's Book with Self-study DVD-ROM

The **Student's Book** provides 10 units with three lessons. A and B lessons have extended reading and listening texts and a self-contained full-page Writing activity. Lesson C is a double-page spread that includes Real World language.

The **Self-study DVD-ROM** is an invaluable resource for students with over 250 exercises in all language areas, a Review Video for each unit, My Test and My Progress sections, where students evaluate their own progress, and an interactive Phonemic Symbols chart. In addition there is an e-Portfolio with Grammar Reference, Word List, Word Cards, plus a My Work section where students can build a digital portfolio of their work. (See the photocopiable user instructions on p13–p15.)

Teacher's Book with Teacher's DVD

This **Teacher's Book** includes *Teaching Tips*, *Classroom Activities* and *Teaching Notes* for each lesson, as well as an extensive bank of photocopiable materials (see p3). The **Teacher's DVD** contains video presentation material for the bank of Video worksheets in the Student's Book, as well as printable PDFs of all the Teaching Notes and photocopiable materials (see p12).

Class Audio CDs

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

Workbook and Online 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 CEFR. The **Online Workbook** provides students with the same Workbook exercises in an easy-to-use online format, as well as additional audio and supporting activities. It also allows teachers to monitor students' work online.

Testmaker CD-ROM and Audio CD

The **Testmaker** enables teachers to create, edit, save and print their own tests, choosing exercises from the Progress Tests and a bank of extra questions. Testmaker also allows teachers to produce two versions of each test to prevent students from sharing answers.

Website

Visit www.cambridge.org/elt/face2face for bilingual Word Lists, sample materials, full details of how **face2face** Second edition covers the grammatical and lexical areas specified by the CEFR and much more!

New Features of face2face Second edition Advanced

NEW VIDEO
 worksheets for each unit. (Video presentational material is on the Teacher's DVD.)

VIDEO Unit 2: Remarkable!

1 Work in groups. Discuss these questions.

- When you visit a new city or country, do you like sightseeing? If so, what kind of sights do you particularly like or dislike visiting?
- Which buildings in your city or country have an interesting history?
- What do you know about these well-known sights in London: the Tower of London; Big Ben; Buckingham Palace.
- Do you know about any other sights in London?

2 Watch the whole video about the Tower of London and choose the best title (1–3).

- London's Most Remarkable Tower
- The Tower of London – 800 years of history
- Tower of London – from palace to prison to crown jewel

3 Work in pairs. Take turns to explain what title you chose and why.

3 Watch again. Make notes on these questions.

- Why were Elizabeth and Isabella impressed by the Tower of London?
- Why had Daniel been asked to explain the history of the Tower?
- Why did William the Conqueror build the Tower?
- Why was the Tower very different to most other buildings in England at that time?
- Work in pairs and compare answers.

4 Watch again. Are these statements true, false or there is no information given? Correct the false statements.

- The White Tower was the last part of the tower to be built.
- It took 10 years to build.
- It was the most impressive castle in England at one time.
- King William lived in the Tower.
- The arches over the windows had a special function.
- Most people are interested in the Tower because it was a place of punishment.
- This was the only castle King William built in England.

5 Watch again. Tick the events of Anne Boleyn's life that are mentioned.

• how old she was when she met Henry VIII	• her children with Henry VIII
• how she met Henry VIII	• why Henry VIII turned against her
• her wedding day	• her trial
• the night before her	• her execution
• her coronation	

6 Watch again and make notes on the events you ticked.

7 This was the only castle King William built in England.

8 Discuss these questions.

- How well you attract visitors to your exhibition?
- How much about visitors pay for admission?
- How well information is made accessible to people who speak different languages? Which languages will be easiest for?
- How well the exhibition is in contact to the?

9 Work in groups with another pair. Tell the other pair about your exhibition and the exhibits you chose. Do you agree with each other's ideas?

10 Present your group's best ideas to the rest of the class.

See the video and script on the Self-study DVD-ROM.

NEW Teacher's DVD with all the video presentation material, Teaching Notes and photocopiable materials from this Teacher's Book.



NEW Help with Pronunciation sections in the Student's Book enable students to improve their pronunciation and help them to communicate more effectively.

HELP WITH PRONUNCIATION
 Speech units and stress

11 Listen to the definition of 'impostor syndrome' again and write down exactly what you hear.

12 Look at Audio Script CD1 15 p166 and check what you wrote. What problems did you have (for example, not hearing some words)?

12 Listen again. Divide the text on p166 into speech units (//) and mark the word which is stressed most in each speech unit.

TIP We stress certain words because they carry important information or because they are ideas that we wish to focus on.

Have you heard of // impostor syndrome? //

Practise saying the definition.

NEW full-page Extra Practice and Progress Portfolio sections for each unit in the back of the Student's Book provide further controlled practice of all new language.

Extra Practice 2

2A p16

1 Fill in the gaps with these interesting adjectives.

cheerily silently

- I got frustrated when I'm stuck in a traffic jam.
- I remember my first day at school.
- I always feel disappointed when my country loses an important football match.
- I agree that men and women should have equal opportunities.

2B p20

2 Complete these sentences with a present participle, a past participle or a perfect participle.

eat

- Eating in moderation chocolate is good for you.
- In restaurants all week, Lucy pretends to cook for herself at the weekends.
- with a dog each earlier that day, I don't feel like any dinner.
- the film three times already, she decided to give it a miss.
- her ex-boyfriend approaching, she ran and hid.
- from a distance, she looks like a 20-year-old!

read

- the instruction book, I began to assemble the desk.
- out loud, the poem sounded much better.
- the report so quickly, I missed a lot of mistakes.

give

- the chance, I'd love to learn how to ski.
- the job to Fred, she immediately regretted her decision.
- myself an extra day, I should be able to finish the job.

12 Rewrite sentences 1–12 in the past tense. Use the appropriate tense. Make any other necessary changes.

If it was a case in moderation, chocolate is good for you.

2C p24

2 Complete these adjectives to describe places.

- spacious, ...
- attractive, ...
- well-lit, ...
-
-
-

Progress Portfolio 2

Tick the things you do in English:

- I can define and give extra information in a formal and informal way.
- I can emphasize verbs and adjectives using a range of appropriate adverbs.
- I can identify content of detail in a complete newspaper article.
- I can write concise descriptions using complex clauses.
- I can describe places in detail using accurate adjective order.

What do you need to study again? See Self-study DVD-ROM 2.

face2face Advanced DVD-ROM

Click on the numbers above for Grammar, Vocabulary, Video, Pronunciation, Real World and Listening activities.

NEW Self-study DVD-ROM with over 250 practice exercises, Review Video, My Test and My Progress sections, e-Portfolio and much more!

NEW full-page Writing sections for each unit help students by focusing on punctuation, spelling and discourse markers.

2 Writing

1 Work in pairs. What do you know about Venice?

2 Read extract A. Find and correct eight mistakes with apostrophes.

3 Read extract B. From another review. Add one apostrophe to sentences 1–4.

4 Choose a place you would like to visit that you would recommend to tourists. Make notes on these topics:

- what the place is known for
- a description of the place
- your personal experience of using these
- when to visit and what to see

5 Work in pairs. Discuss your notes. Would you like to visit your partner's place? Why/Why not?

6 Write a review of the place you discussed in 4b, which would be suitable for a travel website.

7 Check your writing for the correct use of these features:

- apostrophes
- connecting words/phrases
- adjective word order
- interesting adverbs

8 Read other students' reviews. Choose two places you would prefer to visit.

9 Write a review of the place you chose.

10 Which place is the most popular? Why?

11 For more Writing practice: Portfolio 2, Workbook p27.

A Guide to 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.

2A Exceptional people

Vocabulary intensifying adverbs
 Grammar relative clauses with prepositions

QUICK REVIEW Sayings
 Work in pairs. Give the beginning of four English sayings. Your partner completes and explains them. A We'll cross that bridge ... B We'll cross that bridge when we come to it. What this means is ...

Reading

1 a Look at the book cover and the definition of savant. What do you think Daniel Tammet's unusual abilities are?
 b Read the article. Name two things Daniel can do exceptionally well and two things he finds difficult.
 c Read the article again and choose the best ending for these sentences.

1 Daniel didn't speak much as a child because he ...
 a was shy.
 b was more interested in the numbers in his head.
 c found it difficult to learn to talk.

2 Daniel finds mental arithmetic easy because he ...
 a enjoys working out the answers.
 b doesn't have to write anything down.
 c can see the answers in his head.

3 Regarding savants, scientists are not able to tell us ...
 a the reasons for their skills.
 b the type of skills they often have.
 c how many savants exist.

4 Daniel is unusual for a savant because ...
 a he has a range of abilities.
 b his abilities are exceptional.
 c he can offer insights into his abilities.

5 Working independently is important for Daniel because ...
 a flexibility is a priority for him.
 b it enables him to do things in his own way.
 c he prefers working directly with his clients.

6 Nowadays, Daniel finds it ...
 a easier to appreciate his individuality.
 b harder to deal with painful experiences.
 c harder to cope with life's ups and downs.

d Work in pairs. Discuss these questions.

1 Why do you think Daniel finds Pi as beautiful as the Mona Lisa or a Mozart symphony?
 2 Daniel says: "I would have traded everything for normality. But I've since learned that being different isn't necessarily a bad thing." Why do you think his attitude has changed?
 3 Which do you think is more important in life: academic brilliance or emotional intelligence? Give reasons.

A GENIUS EXPLAINS

Born on a Blue Day
 Daniel Tammet

savant /'sævənt/ someone who has unusual, often exceptional, abilities or knowledge

While many savants have restricted vocabulary and are not able to explain their abilities, this is clearly not the case with Daniel. Not only can he describe how his mind works, but he can also speak ten languages, including Lithuanian and Welsh. He is even creating his own language: Miant, meaning a type of tree.

However, Daniel's condition also has its limitations. "I had to teach myself to look into people's eyes," he explains. "Before that, I used to look at their mouth, because it was the part of their face that was moving." He would find it impossible to fit a 9-5 job around his daily tasks, all of which he does in the same order every day. For instance, he drinks his five cups of tea at exactly the same time each day and feels upset and anxious if his routine is interrupted. In order for work to fit in with his particular needs, he set up his own business, writing internet courses for private clients in language learning, numeracy and literacy, which he does at home. This has the advantage of being in his control and allowing him to work autonomously.

Daniel's condition was not diagnosed until he was 25. Growing up as an undiagnosed savant was not easy and he was often lonely. It was difficult being at school surrounded by children, none of whom understood his condition. "I was desperate for a friend. My brothers and sisters had friends and I used to watch them playing, to try to work out what they did and how friendship worked. I would have traded everything for normality. But I've since learned that being different isn't necessarily a bad thing."

Daniel feels he is progressing towards 'outgrowing' his autism. He cried for the first time in his adult life a few years ago, when his cat died. He is getting better at social interaction.

"Every experience I have I add to my mental library, and hopefully life should then get easier." In this, he seems to sum up the progress we all hope for.

*autistic = having a mental condition that makes people unable to communicate well

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

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.

Help with Pronunciation sections help students with specific areas of pronunciation that they often find problematic.

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.

HELP WITH GRAMMAR
Relative clauses with prepositions

2 a Match the sentences to these styles of English.

- more formal, usually written English
- less formal, usually spoken English

1 a Daniel has described how he does it in a book in which he writes about his life.
 Daniel has described how he does it in a book that he writes about his life in.

2 a One skill for which all savants are known is an extraordinary memory.
 b One skill that all savants are known for is an extraordinary memory.

b Complete these rules.

In more formal, usually written English ...

1 that changes to _____ after a preposition.
 2 the preposition comes _____ the relative pronoun.

c Look at the phrases in bold in sentences a and b and answer the questions.


a Daniel's condition allows him to achieve extraordinary mathematical feats, all of which he finds simple.
 b It was difficult being at school, surrounded by children, none of whom understood his condition.

1 What does what change to when it comes after a preposition?
 2 Which ideas do the phrases in bold refer to?
 3 Which phrase in bold is the subject of the clause that follows?
 4 Which phrase in bold is the object of the clause that follows?
 5 What additional determiners (all, none, etc.) can combine with of which or of whom in non-defining relative clauses?

TIP • When we are speaking informally, we can use none of them, all of them, etc. Notice the change in word order.
 He would find it impossible to fit a 9–5 job around his daily tasks. He does all of them in the same order every day.
 He would find it impossible to fit a 9–5 job around his daily tasks, all of which he does in the same order every day.

d Check in **GRAMMAR 2.1** p138.

3 a Complete each gap in the article with a preposition, and which or whom.
 b Work in pairs. Change the gapped sentences to a more informal spoken style.



KIM PEEK, who died in 2009, was known as a 'megasavant' due to his exceptional memory. At the age of four, although no school would accept him, he sought out encyclopaedias, atlases and telephone directories, all _____ he memorised. As a result of his motor deficiencies, Kim was looked after by his father. _____ he totally depended. It was Kim's life _____ the Oscar-winning film, Rain Man, was based. Following the film's success, Kim was invited to take part in public appearances. On some of these occasions, screenwriter Barry Morrow, _____ Kim had collaborated, gave him the Oscar statuette to carry. These appearances increased Kim's self-confidence. He thoroughly enjoyed meeting people and had a marked sense of humour. He also loved showing strangers his remarkable ability for calendar calculations, by telling them _____ day of the week they were born.

HELP WITH PRONUNCIATION
Speech units

6 a **CD1** • 8 Listen and notice how the presenter organises what he is saying into speech units. The speech units are marked with //.

The transformation in Tommy has been quite // remarkable. So // what happened six years ago // to bring it about? //

The extraordinary answer // is // a brain haemorrhage. //

One day Tommy was in the bathroom // when he remembers something // popping in his head.

TIP • Speech units help us to organise what we say by dividing it into groups of words. Speech units can vary in length in order to emphasise particular words.
 // popping in his head //

b Listen again and practise.

c Work in pairs. How do you think the extract below can be organised into speech units? (There are many possible answers.)

A few days later, he was sent home with a bag full of tablets. I didn't know what to do – he couldn't walk, or feed himself, or do anything really. Sometimes he didn't even know where he was. It was awful. He was totally frustrated angry, and in pain.

d **CD1** • 9 Listen to Jan. Practise saying the extract in 6c, paying attention to speech units.

Vocabulary Intensifying adverbs

7 a Which adverb does not go with these adjectives or verbs? Check in **VOCABULARY 2.1** p137.

- 1 I **utterly**/thoroughly/really enjoy ...
- 2 I'd be **deeply**/strongly/totally frustrated if ...
- 3 It's **highly**/completely/extremely (unlikely) that ...
- 4 I **strongly**/firmly/highly believe that ...
- 5 I was **bitterly**/deeply/perfectly regret ...
- 6 I was **completely**/utterly/extremely disappointed when ...
- 7 I **completely**/intently/highly agree ...
- 8 I **vividly**/distinctly/perfectly remember ...

b Use five of the adverbs and adjectives/verbs to make true or false sentences about you. Think about how to organise your sentences into speech units.

c Work in pairs. Take turns to say your sentences. Guess which of your partner's sentences are false.

Get ready ... Get it right!

8 Think of someone who should win an award for being exceptional (someone famous or someone you know). Write five reasons.

9 a Work in groups. Take turns to tell each other about the person you chose.

I firmly believe my cousin Julia should win the award. She was ill for a while and made redundant, neither of which put her off starting her own business.

b Vote for the person you think should win the award. Then tell the class.

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.

A Guide to 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.

2B Memorable places

Vocabulary adjective word order
Grammar participle clauses

QUICK REVIEW Relative clauses with prepositions; intensifying adverbs. Think of two famous places you have visited. Prepare to describe them. Work in pairs. Your partner tries to guess the place you're describing. *A I thoroughly enjoyed visiting this Spanish city, in which you can find Gaudi's famous cathedral. B Is it Barcelona?*

Speaking and Reading

1 Work in pairs. Which three reasons are most important to you when choosing a holiday, and why?

- the climate
- the tourist facilities
- the landscape
- the local culture
- the accommodation
- the cost of the holiday
- the nightlife

2 a Look at the photo of Kerala on p21. What do you think the writer loved about this place?
 b Read the article on p21 and check your ideas.
 c Read the article again. Answer these questions.

- 1 Why did the writer choose January to visit Kerala?
- 2 What did the writer find surprising about Kerala?
- 3 What does the writer predict will happen to Kerala soon?
- 4 Which is the best way to travel if you want to see the 'real' Kerala?
- 5 What is unusual about the way people fish in Cochin?
- 6 Why are some famous people attracted to Kerala?

d Work in pairs. In which place, if any, have you 'lost your heart'? What made it so wonderful? How would you spend a perfect day there?

HELP WITH GRAMMAR Participle clauses

- Participle clauses can be used to give more information about things, events or ideas in a sentence. They are often used to make a piece of writing more varied and sophisticated.

3 a Look at participle clauses 1–5 in the article. Which ones use the forms below?

- a present participle
- a past participle
- a perfect participle

b Compare examples a–e below with clauses 1–5 in the article. What changes occur when we use participle clauses?

- a ... so they act as a vital means of communication between remote villages and crowded towns.
- b **While** you glide silently along in a canoe, you get to see a rural Kerala preserved through the ages.
- c **Because** it's caught locally every day, it's always wonderfully fresh.
- d **After** I'd had an indulgent lunch, I'd lie in a hammock.
- e If it's poured very slowly across your forehead, the oil feels like a cow is licking you.

TIP • When we use *not* in a participle clause, it usually comes before the participle.
Not knowing much about Kerala, we bought a guidebook.
not Knowing-not-much about Kerala, ...

c Match the words in bold in a–e in 3b to meanings 1–4.

- 1 cause 3 condition
- 2 result 4 time


d Complete the rule.
 Past participles are used in passive/active clauses, and present participles are used in passive/active clauses.

e Check in **GRAMMAR 22** p139.

4 Rewrite these sentences, starting with a participle clause.

- 1 Because I didn't know my way round Kerala, I headed straight for the Tourist Information office.
- 2 The rain was very heavy at that time of year, so it caused flooding everywhere.
- 3 If it is visited out of season, Kerala is not full of tourists.
- 4 As we drove through the Periyar Wildlife Sanctuary, I was lucky enough to spot wild elephants.
- 5 After walking in the Wildlife Sanctuary, I took a boat trip on Periyar Lake.
- 6 After I'd had breakfast, I went swimming in the lake.

5 a Think of an interesting experience you have had. Write a short paragraph, using participle clauses, to describe the ideas, events and things that happened.
 b Work in groups. Read about the experiences and ask questions to find out more.



I lost my heart in ...
KERALA

WHY?
It's incredibly beautiful and hypnotic, with lush vegetation, white beaches and vividly green countryside. Entire communities live along the canals and lagoons, which stretch over 1,900 km, **acting as a vital means of communication** between remote villages and crowded towns. In order to avoid the monsoon season, I went in January. At that time of year, the weather is great and you are normally guaranteed warm days and cooler, comfortable nights.
I didn't expect to find it still so unspoilt, given that it's relatively close to Goa. People don't seem to have worked out yet that Kerala is a lot nicer and much less touristy. So you feel as if you're discovering somewhere entirely new, like you're on a totally different planet. However, since it's been nominated one of National Geographic's '50 must-see destinations of a lifetime', it's only a matter of time before all this now changes.

WHAT SHOULDN'T I MISS?
Take a trip along the backwaters. **Gliding silently along in a canoe**, you get to see a rural Kerala preserved through the ages and completely hidden from the road. You'll pass locals doing their laundry in the river, schoolteachers taking classes on the banks and so on, which is an enchanting experience. Make sure you take a camera. A stopover in the fascinating capital, Cochin, is also a must. A cluster of islands surrounded by a network of rivers and lakes, Cochin is home to a unique culture. There's extraordinary fishing on the coast there; people hang from their boats into the water and pick up fish with their teeth, before chucking them into enormous nets. In the evenings, go to a restaurant and try the wide variety of fish Kerala is so famous for. **'Caught locally every day'**, it's always wonderfully fresh.

A PERFECT DAY
I would probably wake up around 10 a.m. and tuck into a delicious Indian breakfast of pancakes with lots of curry powder. Then I'd take to the backwaters for three or four hours. Later on, **'having had an indulgent lunch'**, I'd lie in a hammock, sipping fresh coconut milk through a straw and reading a good book. I might follow in the footsteps of the Hollywood stars, who come to Kerala in search of Ayurveda, the natural Indian healthcare which dates back more than 3,000 years. The treatments use herbal oils made from the exotic spices that are so plentiful here. **'Poured very slowly across your forehead'**, the oil feels like a cow is licking you; this may sound revolting but is actually very enjoyable and is supposed to be good for people suffering from the stresses and strains of modern life. After supper, totally relaxed, I'd head for bed, not forgetting to put on an eye mask in order to avoid seeing any of the local spiders!

Frequent speaking opportunities give students the chance to work in pairs or groups to practise new language and prepare for activities.

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

The *Writing* sections help students by focusing on punctuation, spelling and discourse markers.

Listening

6 a **CD1**–10 **CD1**–11 Look at the photos and captions. Listen to two conversations. Did Bruce and Melissa enjoy their holidays?
 b **CD1**–10 Listen to Bruce again. Answer these questions about his comments.
 1 "They were quite grey." (What were? Give more information.)
 2 "It's brilliant for that." (What is it? What is it brilliant for?)
 3 "They're great." (What are they? What do they do?)
 4 "You can walk right up to them." (Up to what? Why can you do this?)
 c Look at these words/phrases Melissa uses. Which describe her expectations and which describe her actual experiences?
 1 a beautiful lodge 5 gravel
 2 driving, pounding rain 6 a very small dinghy
 3 a log cabin 7 choppy seas
 4 a sandy beach

7 **CD1**–11 Listen to Melissa again and check. Add details about her actual experiences.
 e Which of these places would you like to go to? Why?

HELP WITH VOCABULARY Adjective word order
 e When describing a noun, there is an order that adjectives usually follow. Notice that opinions come before facts, the general before the specific.

opinion	size	age	colour	origin	material	
beautiful			white		sandy	beaches
stark		modern			log	cabins
	massive	100-year-old				tortoises
charming				rustic	stone	cottages

*These are nouns used as adjectives.

7 a Look at these adjectives in bold. Do they describe opinion, size, age, colour, origin or material?
 1 **breath-taking** high snow-capped peaks
 2 **delicious** Thai fish and coconut curries
 3 **extravagant** white marble buildings
 4 **picture-book** medieval Italian villages
 b Look at these examples. When speaking, we try not to put too many adjectives in front of the noun. How do we avoid doing this?
 e rather **stupid-looking** **clumsy** birds, with **blue** feet and **long** necks
 e **charming** **rustic** cottages in stone
 e **delicious** Thai curries, (which were) **made** of fish and coconut
 c Check in **VOCABULARY 2.2** p137.

8 Add the extra information in brackets. Use a relative clause and/or with, and or in.
 1 a delightful Victorian cottage (six bedrooms, quiet area)
 2 a spacious, modern flat (well-decorated, inexpensive)
 3 a classic round-necked sweater (blue, cotton)
 4 a funny, well-written contemporary drama (original, superbly acted)
 5 a scruffy young writer (dark hair, beard)
 6 an Italian sports model (metallic grey, sun-roof)

2 Writing

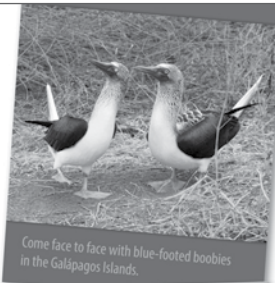
1 Work in pairs. What do you know about Venice?
2 Read extract A, from a review of Venice. Find and correct eight mistakes with apostrophes. **WRITING 2.1** p140.

A Venice is one of Europe's most romantic cities. I vividly remember the first time I saw it because it's so beautiful and there's nowhere else like it anywhere in the world. As soon as you come out of the station you see all the boat's going up and down the Grand Canal, which contributes to its' fairy-tale atmosphere.
 I fligt went there with my parents when I was ten, and I've been going there regularly for the last 20 years. When I arrive, I usually take the river bus and I'm still impressed by the stamning buildings which line the canals. In fact, the building's unique architecture makes Venice a real open-air museum. Then, I like to go for a wander around the city's colourful, narrow streets and drop in to the local people's bars for the best coffee in the world. While I sit drinking, life bustles on around me. Pure bliss.

b Read extract B, from another review. Add one apostrophe to sentences 1–6.

B Venice is a historic city of small islands, carved up by canals which have proved central to the city's development and economy. Today, the canals boats still provide the means for transport of goods and people within the city. The city is often threatened by the Adriatic Seas tides, which cause floods between autumn and early spring. During the 20th century, many wells were constructed to satisfy the local industries requirements and as a result, Venice began to subside. The sinking has slowed markedly since these wells were banned in the 1960s. However, the city is still threatened by low-level floods that have made many of Venices old houses uninhabitable. Some recent studies have suggested that the city's no longer sinking, but this is not yet certain.

4 a Choose a place you know well that you would recommend to tourists. Make notes on these topics.
 e what the place is known for
 e a description of the place
 e your personal experience of being there
 e when to visit and what to see
 b Work in pairs. Discuss your notes. Would you like to visit your partner's place? Why/Why not?
5 a Write a review of the place you discussed in 4b, which would be suitable for a travel website.
 b Check your writing for the correct use of these features.
 e apostrophes
 e connecting words/phrases
 e adjective word order
 e intensifying adverbs
6 Read other students' reviews. Choose two places you would prefer to visit.
7 a Work in groups. Discuss the places you chose.
 b Which place is the most popular? Why?
8 For more Writing practice: Portfolio 2, Workbook p57.



Get ready ... Get it right!

9 Think about a place that you have been to that you either love or hate. Use adjectives to describe it.

10 a Work in groups. Describe your place. Ask follow-up questions.
 The first time I visited this city I really disliked it because it was so noisy and chaotic, with a lot of traffic and pollution. But ...
 b Tell the class about the best or worst place you hear about.

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.

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.

VOCABULARY AND SKILLS
2C

Spoilt for choice

QUICK REVIEW Adjective order **Work in groups.** One person describes something, using one adjective. The next person adds an adjective in the correct order. A an old man B a nice old man C a nice old British man

- List places in China that you have heard of or been to. How much do you know about these places?
- Look at the photos and read the website extracts. Which areas or cities would you like to visit? Put them in order.
- Underline the words/phrases that you think the writer uses to make the areas sound interesting and attractive. Check in **VOCABULARY 2B**, p137.
- CD1 12 Listen to Cheng, a tourism specialist. What does he say about the two most popular tourist destinations?
- CD1 13 Listen to Cheng talking about the diversity that China has to offer as a holiday destination.
 - Make notes on additional information about the places on the map.
 - Find Guilin on the map.
 - Why does Cheng recommend it?
 - Work in pairs. Compare notes. Then listen again to check.
- CD1 14 Work in pairs. Listen to the next part then discuss the questions.
 - Which city offers the best nightlife?
 - Why is food in China so diverse?
 - Which place sounds the most interesting? Why?
- Think of three places a visitor should see to appreciate your country. Make notes on how you can describe them in an interesting way. Use these Real World phrases.
 - In (Shanghai), you must try the ...
 - If you enjoy (culture), there are ...
 - You can visit (Guilin), which is definitely worth seeing.
 - If it's (history) you're after/into, ...
 - You can't beat/do better than ...


REAL WORLD Making recommendations

- Work in groups. Tell each other about your places. Say why you chose them and who would enjoy them. If you are from the same country, did you choose the same places? Why?

Vocabulary describing places
 Skills Reading: tourist information;
 Listening: interview about tourism
 Real World making recommendations


Chengdu, south-west China

Chengdu is a modern city, full of traffic and high-rise department stores. So why visit? In Chengdu's teahouse culture, you can enjoy tea while people-watching and playing mahjong. It is the best place in the world to see the Giant Panda, with 85% of the world's remaining pandas living in reserves in Sichuan. Beyond the city, you can experience the spectacular Huanglong Valley (Yellow Dragon Valley). Bordered by snow-clad peaks and glaciers, the valley's numerous ponds are strewn with gold-coloured limestone deposits; this means that in sunlight, a golden dragon seems to surge forth from the forest, giving rise to the valley's name.




Xi'an, north-west China


Were China a tree, Beijing would be the crown, while Xi'an would be its deep roots. As the saying goes, "Go to Shanghai and you will find a 100-year-old China; go to Beijing and you will find a 1000-year-old China; go to Xi'an and then you will find a 3000-year-old China". Xi'an records the great changes of the country just like a living history book. Home to the Terracotta Army, the city has a historical heritage second to none. Today, despite the searing summer heat and the freezing winters, Xi'an is a joy to visit.



Beijing, north China

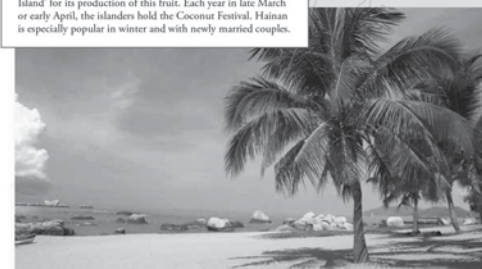
Many people say that the real culture of Beijing, China's capital city, lies in the winding lanes known as *hutong* (meaning 'water well') and the courtyards. The *hutong* originated during the Yuan Dynasty (1271–1368) when people settled around the water wells, leaving a passageway between two courtyards to make entering them more convenient. There are tens of thousands of *hutong* surrounding the Forbidden City, once home to the emperors. Shut away from the hustle and bustle of the city outside, the *hutong* dwellers enjoy a peaceful existence. Come and wander round these lanes, and you'll get a true taste of Beijing.





Hainan Island, south coast

While northern China is snowy and icebound, in Hainan it is possible to swim in the sea and enjoy warm sunshine all year round. Hainan is a tropical paradise, and is known as the 'Eastern Hawaii'. In addition to stunning golden beaches, it boasts such tropical scenery as the Dongjiao Coconut Plantation. In fact, Hainan Island is also called 'Coconut Island' for its production of this fruit. Each year in late March or early April, the islanders hold the Coconut Festival. Hainan is especially popular in winter and with newly married couples.



continue2learn

- Vocabulary, Grammar and Real World
 - Extra Practice and Progress Portfolio 2 p115
 - Video (*Remarkable!*) p125
 - Language Summary 2 p137
 - Workbook 2 p9
 - Self-study DVD-ROM 2 with Review Video
- Reading and Writing
 - Portfolio 2 Competition entries Workbook p57
 - Reading a competition about inspirational people
 - Writing using monolingual dictionaries

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

The continue2learn sections show students where they can continue practising and extending their knowledge of the language taught in the unit.

There is a full-page Extra Practice section in the back of the Student's Book, which provides revision of key language from the unit. Students can also monitor their progress by completing the Progress Portfolio, which is based on the requirements of the Common European Framework of Reference for Languages.

The Self-study DVD-ROM provides further practice activities, Review Video, drills, My Test, My Progress and e-Portfolio sections.

Reduced sample pages from the face2face
 Second edition Advanced Student's Book

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The face2face Approach

Listening

A typical listening activity in **face2face** Second edition 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 p22.

Speaking

All the lessons in **face2face** Advanced and the *Class Activities* worksheets 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 p22.

Reading

In the **face2face** Second edition 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** Second edition 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 CEFR 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 p23.

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 p23.

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** Second edition 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 p24.

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 p24.

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

In **face2face** Second edition Advanced opportunities for review are provided in the *Quick Review* sections at the beginning of lessons, the comprehensive *Extra Practice* sections for 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 p25.