

LBRIS

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books

NEW

Total English

ADVANCED

Teacher's Book with Resource Disc

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Overview

Lead-in	Vocabulary: Challenges
1.1	<p>Can do: Discuss your language-learning experiences</p> <p>Grammar: Verbs/adjectives/nouns with prepositions</p> <p>Vocabulary: Learning languages</p> <p>Reading: Great language learners</p> <p>Listening: Language learning</p>
1.2	<p>Can do: Say how much you know/don't know about things</p> <p>Grammar: Passives: distancing</p> <p>Vocabulary: Knowledge</p> <p>Speaking and pronunciation:</p> <p>How to... say how much you know/don't know</p> <p>Word stress (1)</p> <p>Listening: Who did it first?</p> <p>Reading: News headlines</p>
1.3	<p>Can do: Talk about your achievements</p> <p>Grammar: Perfect aspect</p> <p>Vocabulary: Achievement</p> <p>Speaking and pronunciation:</p> <p>How to... talk about an achievement</p> <p>Reading: Ambitious people</p> <p>Listening: Challenging activities</p>
Vocabulary	Prefixes
Communication	Respond in detail to a questionnaire
Writing bank	Write a promotional leaflet
	How to... write a promotional leaflet/promote something
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 1.1 Discuss your language-learning experiences
 - 1.2 Say how much you know/don't know about things
 - 1.3 Talk about your achievements
- Communication** Respond in detail to a questionnaire
- Writing bank** Write a promotional leaflet

CEFR Portfolio ideas

- a) Think about your best and worst experiences of learning English or another foreign language. Discuss your experiences with others.
- b) How has your life changed because you can speak English well? Write about your achievements in a short article.
- c) Write ten quiz questions about different topics. Try the quiz with other people.
- d) Prepare a website for a business which you know well. Explain the services offered by the business or the items they sell. Think about the questions that customers will ask. Make them feel confident about using the business.

Lead-in

OPTIONAL WARMER

Write the word *challenge* on the board. In pairs, Ss write a definition of the word. Ss read out their definitions to the rest of the class. Ss then decide, as a class, which of the definitions is the best. Write the following questions on the board for the Ss to discuss in pairs:

- 1 *What challenges did you face as a child/teenager?*
- 2 *What challenges do you face now as an adult?*
- 3 *What was the last challenge you faced? Were you successful?*

Get feedback from different pairs.

1 ► Focus Ss' attention on the photos. In pairs, Ss discuss the different challenges illustrated in each one. Ss can then tell their partners if they have ever faced challenges like the ones shown and if these are the types of challenges they are likely to face in the future. Get feedback from the whole class.

2 ► Ss match sentence beginnings 1–8 to endings a–h. Let them compare with a partner. Check Ss' answers as a class and make sure that Ss understand the meaning of the underlined phrases.

Answers

1 c	4 e	7 d
2 f	5 a	8 b
3 g	6 h	

3 ► Ask Ss to discuss the questions in groups of three or four. Encourage Ss to use the phrases from exercise 2 where possible. Monitor the conversations carefully for errors. Get feedback from the whole class and write any errors the Ss have made on the board. Ask different Ss to correct the errors. Finally, focus Ss' attention on any interesting language they used in the conversation, and congratulate them on its use.

EXTEND THE LEAD-IN

Focus Ss' attention on the four photos again. In pairs, Ss rank the challenges that the photos illustrate in order of difficulty. Ask Ss to work with a different student so that they are working with a new partner. Ss explain the order they have chosen to their new partners, giving reasons. Get feedback from various Ss, then get the whole class to try and decide on an order. This may start a debate between Ss as to whether a physical, mental or emotional challenge is the most difficult. If such a discussion starts, do not push for all Ss to agree on an order.

1.1 Polyglots

In this lesson, Ss read a text about famous polyglots. They go on to look at vocabulary from a text about learning languages. They listen to a person talking about his experiences as a language learner. Ss then look at prepositions which collocate with different verbs, nouns and adjectives.

OPTIONAL WARMER

In the previous lesson, or for homework prior to the lesson, ask Ss to do some research either using the Internet or an encyclopaedia. The topic is languages around the world. Ss find interesting facts about, for example, which language is spoken by the most/least people, the language spoken in an obscure country, etc. Ss bring their facts to the next class, and in pairs, create a quiz from their facts. Ss ask another pair their quiz questions and note the score. Get feedback from the whole class by asking which pair got the highest score and which quiz was the most difficult.

Reading

A polyglot is a person who has a high degree of proficiency in several languages. For different reasons, it can be very difficult to calculate accurately how many languages a person speaks. Perhaps most importantly, it is very difficult to define what it actually means to speak a language. For example, a four-year-old Spanish girl would usually be considered able to speak Spanish fluently, but may not have as accurate a command of the subjunctive as a foreign student of the language. There have been many famous people who have been credited with being polyglots. James Joyce, the author of *Ulysses*, reputedly spoke 13 languages, including Danish, Dutch, French and Irish. J.R.R. Tolkien, the author of *The Lord of the Rings*, apparently also knew 13 languages. Pope John Paul II learned as many as 11 languages in his lifetime.

1 ▶ Ask Ss to discuss questions 1–4 in pairs or small groups. Get feedback and discuss Ss' ideas as a class.

2a ▶ Focus Ss' attention on questions 1–6. Ss read through the questions first, then read the article and answer the questions. Tell Ss not to worry about any words or expressions they don't know, as you will deal with any difficult vocabulary later.

b ▶ Ss compare their answers with a partner. Check the answers, and the paragraphs they are found in, with the class.

Suggested answers

- 1 He mingled with the international community on a trip to Russia.
- 2 He came from a multilingual family. His father was also a linguist.
- 3 They have a talent similar to that of a musician.

- 4 It can be easy if you already know related language.
- 5 'Garbling' languages (getting them confused). They may start speaking in one language and accidentally drift into another language.
- 6 Bonuses: he has appeared on television, and was able to help the police to identify the nationality of a man. Problems: he was suspected of being a terrorist because he spoke Chinese and Russian.

▶ Ask Ss if there are any words or phrases from the text that they don't understand. Encourage Ss to answer each others' questions or consult a dictionary before you explain the vocabulary to the class.

3 ▶ Focus Ss' attention on the questions. Ss discuss the questions in pairs or small groups. Get feedback from various Ss and discuss the Ss' ideas with the whole class. Finally, write any errors from the Ss' discussions in exercises 1 and 2 on the board. Look at the errors with the class and encourage different Ss to correct them. Focus Ss' attention to any interesting language that they have used and praise them on its use.

Vocabulary | learning languages

4 ▶ Ss cover definitions a–h. In pairs, Ss discuss the meaning of words and expressions 1–8. They can look back at the article if necessary and try to work out the meaning from the context. Ss then uncover definitions a–h and match them to the words and expressions. Get Ss to compare their answers with another pair. Check the answers with the whole class.

Answers

1 e	4 h	7 a
2 b	5 f	8 c
3 g	6 d	

5a ▶ Ss use the words and expressions from exercise 4 to complete sentences 1–8. Check the answers with the whole class.

Answers


- 1 It's easy to let foreign languages slide if you don't use them regularly.
- 2 In many countries, people can understand the standard form of their language and also a local dialect.
- 3 The best way to pick up new vocabulary is by reading a lot.
- 4 It may be impossible to master a foreign language completely.
- 5 For most students, more than ten new words per lesson equals information overload.
- 6 Many language learners find that native speakers speak unintelligibly – they use lots of idioms and colloquial expressions.
- 7 When babies babble, they are imitating adult language.
- 8 If you know three or more languages, you're more likely to garble your words.

b ▶ Ss tick the sentences that they agree with. Ss compare their ideas with a partner. Get feedback from the different pairs and discuss the sentences with the whole class.

Listening

OPTIONAL WARMER

Ask Ss to look at questions 1–5 in exercise 6a. Ask Ss to make notes about these areas, focusing on their own experiences as language learners. Ask Ss to exchange this information with a partner. Get feedback from various Ss. Then get Ss to tell the class about their partner's language-learning experiences. Decide, with the class, who has had the most interesting language-learning experiences, and which of the Ss speaks the most useful languages. Tell Ss that they are going to listen to someone talking about his language-learning experiences.

6a ▶  1.02 Focus Ss on questions 1–5. Now play the recording. Ss listen to Mark Spina talking about his experiences as a language learner, and make notes on each of the questions.

b ▶ Play the recording again. Ss compare their answers with a partner.

Answers

- 1 seven
- 2 classes, travel (for example, he spent a lot of time in Russia) and private study
- 3 memory training, watching films in their original language, sticking lists of words around the house
- 4 He loves languages.
- 5 Occasionally it gets confusing. He's speaking in one language and suddenly a word from another language slips out.

7 ▶ Ss discuss if they have any similar experiences of language learning to Mark Spina.

Grammar | verbs/adjectives/nouns with prepositions

OPTIONAL GRAMMAR LEAD-IN

Write the following verbs on the board: *mingle*, *work*, *ask*. Organise Ss into groups of three to think of prepositions that can collocate with each verb. Ss then share their ideas with another group. Get feedback from different groups and write Ss' ideas on the board. Now get Ss to scan the article on pages 8–9 quickly to check which prepositions collocate with these verbs. Finally, discuss with the class how they might be able to keep a record in their notebooks of words and their dependent prepositions.

8a ▶ Focus Ss on the Active grammar box. Ss underline the preposition in examples 1–5. Ss then decide what type of word each preposition follows (a verb, an adjective or a noun). Point out that there is sometimes more than one preposition in each example.

Active grammar

- 1 succeeded in (verb)
- 2 stems from (verb); joy of (noun)
- 3 benefited from (verb)
- 4 nervous about (adjective)
- 5 difficult to (adjective); distinguish between (verb)

b ▶ Focus Ss on rules A and B in the Active grammar box. Ss answer the questions and then compare their answers with a partner. Check answers with the whole class. Then draw Ss' attention to the Reference on page 19. Give Ss time to read through the section relating to this language point. Answer any questions that might arise. Alternatively, Ss could read this for homework.

Active grammar

A

- 1 learning Swedish, Sanskrit and Persian
- 2 the joy of solving the puzzle
- 3 the fact that he came from a multilingual family
- 4 garbling their languages
- 5 distinguish between related languages

B

sentences 1 and 4

9a ▶ Organise Ss into groups of three or four. In their groups, Ss complete sentences 1–10 with the correct prepositions from the box. Tell Ss that if there are any expressions they haven't seen before they can check them in their dictionaries. Check answers with the whole class.

Answers

- | | |
|--------|---------|
| 1 in | 6 from |
| 2 for | 7 to |
| 3 from | 8 about |
| 4 in | 9 about |
| 5 with | 10 from |

b ▶ In pairs, Ss match questions 1–10 from exercise 9a to possible answers a–j. Ss compare their answers with another pair. Check answers with the whole class.

Answers

- | | |
|-----|------|
| 1 c | 6 a |
| 2 f | 7 d |
| 3 i | 8 b |
| 4 h | 9 j |
| 5 e | 10 g |

Speaking

10a ▶ Ss work in pairs to discuss questions 1–10 from exercise 9a and the suggested answers from exercise 9b. They decide if the answers are true for them or not, explaining why/why not. Monitor the conversations and take note of any important errors.

b ▶ Get feedback and ask various Ss to tell the class what they have found out about their partners. Write any important errors you have heard on the board and ask different Ss to correct them.

OPTIONAL EXTENSION

Ask Ss to suggest five methods they think are the best to improve their level of English. Ss compare their ideas with a partner and explain why they think the methods they have chosen are the best. Ss then compare ideas with another pair. Get feedback from different pairs and discuss as a class which of the methods are the most practical and why.

1.2 Famous firsts

In this lesson, Ss look at expressions for saying how much they know/don't know about things. Ss do a quiz about the first people to do important things, and look at the grammar of passives. They listen to some news headlines before going on to write a news bulletin.

OPTIONAL WARMER

Make sure that Ss are familiar with the concept of a 'famous first', giving examples if necessary. Ss decide what they consider to be the most important 'famous first' in history. Ask Ss to work in groups of four to share their ideas and justify their choices. Each group should try to reach agreement about what the most important 'famous first' is. Re-group Ss into new groups of four to share their ideas with three Ss from different groups. Get feedback and ask the class to try to agree on the three most important 'famous firsts' in history.

Vocabulary | knowledge

1 ▶ Ss choose the correct words in sentences 1–12. Ss compare answers with a partner. Check answers with the class.

Answers

1 a clue	7 by
2 head	8 out
3 I don't know	9 next
4 heard	10 idea
5 hand	11 certain
6 sure	12 positive

2a ▶ Ss put the underlined expressions from exercise 1 into the correct section of the How to... box. Ss compare their answers with a partner. Check answers with the whole class.

Answers

I know

I'm pretty sure
I know it like the back of my hand
I know it by heart
I know it inside out
I'm fairly certain it is
I'm positive it is

I don't know

I haven't a clue
I don't know off the top of my head
I don't know offhand
I've never heard of him
I know next to nothing about it
I haven't the faintest idea