

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.

This language can now be presented using video material on the Teacher's DVD. For more on the **face2face** approach, see p20.

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 p15) 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 Elementary Student's Book reviews CEFR A1 and takes students to the end of A2 (see p14–p19).

face2face Second edition Elementary Components

Student's Book with Self-study DVD-ROM

The **Student's Book** provides 49 double-page lessons: a Welcome lesson and 12 thematically linked units, each with four lessons of two pages. Each lesson takes approximately 90 minutes (see p6–p9).

The **Self-study DVD-ROM** is an invaluable resource for students with over 300 exercises in all language areas and a Review Video for each unit, *My Test* and *My Progress* sections where students evaluate their own progress (see p11–p13) 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.

You can help students to get the most out of the Self-study DVD-ROM by giving them the photocopiable user instructions on p11–p13.

Class Audio CDs

The three **Class Audio** CDs contain all the listening material for the Student's Book, including drills, *Real World* conversations and the listening sections of the *Progress Tests* for units 6 and 12.

Workbook

The **Workbook** provides further practice of all language presented in the Student's Book. It also includes a 24-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 with Teacher's DVD

This **Teacher's Book** includes *Teaching Tips*, *Classroom Activities and Games* and *Teaching Notes* for each lesson. There is also an extensive bank of photocopiable materials (see p3): 35 *Class Activities*, 12 *Vocabulary Plus* worksheets, 12 *Extra Reading* worksheets, 5 *Study Skills* worksheets and 12 *Progress Tests*.

The **Teacher's DVD** contains video presentation material for all the *Real World* lessons in the Student's Book, as well as printable PDFs of all the Teaching Notes and photocopiable materials (see p10). The DVD by default opens the Video menu, where you will find help on how to access the PDFs.

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 Elementary

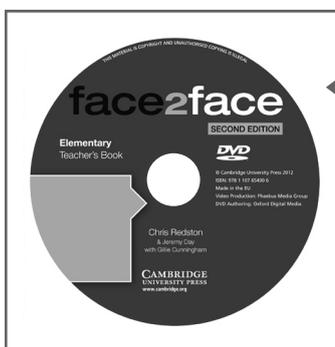


NEW optional **VIDEO** presentation material for all **REAL WORLD** lessons in the Student's Book.

8 a VIDEO 12.2 CD3 53 Watch or listen to Daisy saying goodbye to her parents at the airport. Answer the questions.

- Which country is she going to?
- Who is she going to send a postcard to?
- How long is she going away for?

b Watch or listen again. Tick the sentences in **6** that you hear.



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

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 7

7A p56

1 Find 12 places in a town or city. (4-)

S B M A R K E T
T A U E H D A O
A R S P O G B S
T H E A T R E O
O U R E W A U
N S F L A T H R
E K R D A D E

2 Read about Catford in London. Fill in the gaps with There's, There are, There isn't or There aren't.

- There's a theatre in Catford.
- There are two stations.
- There is a square.
- There is a nice park.
- There are any museums.
- There is a lot of shops.
- There are any big hotels.

- 3** Choose the correct words.
- There are a theatre in Catford.
 - Is there any big hotels?
 - Is there a cinema?
 - Is there any museums?
 - Is there any shops?
 - Is there a park?
 - Is there a square?

4 Look again at 2. Write short answers for the questions in 3a.

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A Guide to the Student's Book

Lessons A and B in each unit introduce and practise new vocabulary and grammar in realistic contexts.

The menu lists the language taught in each lesson.

Help with Listening sections focus on the areas that make spoken English so difficult to understand and teach students how to listen more effectively.

9A Holiday South Africa

QUICK REVIEW Adjectives and adverbs Write six adjectives. Work in pairs. Take turns to say your adjectives. Your partner says the adverb and a sentence with that adverb: **A** *fluent* **B** *fluently*. *My sister can speak Russian fluently.*

Vocabulary and Speaking Holiday activities

1 a Work in pairs. Fill in the gaps with these verbs. Then check new words/phrases in **VOCABULARY 9.1** p147.

have go on stay go to rent go travel

- have a picnic a good/great/fantastic time
- stay in a hotel with friends or family
- rent a car a bike a boat
- go sightseeing diving skiing camping museums the beach
- go to a holiday a boat trip a guided tour
- go by public transport around
- go to a picnic a good/great/fantastic time

b Work in pairs. Which of the things in **1a** do you usually do on holiday?

Vocabulary holiday activities
Grammar infinitive of purpose

2 a Make Past Simple questions with these words.

- did / last / you / When / on / holiday / go ?
When did you last go on holiday?
- did / go / Where / you ?
- a good time / you / Did / have ?
- with / you / Who / go / did ?
- do / did / there / What / you ?
- did / stay / you / Where ?
- you / travel / did / around / How ?
- you / What else / do / did ?

b Work in pairs. Ask and answer the questions. Give more information if possible.

Listening and Speaking

3 a What do you know about Cape Town?
b Before you listen, check these words/phrases with your teacher.

a tourist a cable car a wildlife park
an elephant a prison a cell a whale

c **CD3-1** Jessica is asking her friend Andy about his last holiday. Listen and put photos A–D in order.
d Listen again. Are these sentences true (T) or false (F)?

- Andy went to Cape Town for three weeks.
- He went there with a friend from university.
- They walked up Table Mountain.
- They stayed in a hotel in Cape Town.
- They rented a car for the first week.
- They went on a boat trip on the last day of their holiday.

HELP WITH LISTENING Weak forms: review

- Remember: we often say words like *was*, *you*, *of*, etc. with a schwa /ə/. These are called weak forms.

4 a Work in pairs. Look at these sentences. Underline the words you hear as weak forms.

- I went to Cape Town for two weeks.
- Nigel, a friend from university.
- And where did you stay?
- I took lots of photos.
- Yes, it was amazing.

b **CD3-2** Listen and check.
c Look at **Audio Script CD3-1** p162. Listen again and notice the weak forms of the words in pink.

HELP WITH GRAMMAR Infinitive of purpose

5 a Look at sentences 1 and 2. Do they have the same meaning?

- We drove to a wildlife park to see some elephants.
- We drove to a wildlife park because we wanted to see some elephants.

b Choose the correct words in the rule.

- To say why we do something, we often use the *infinitive/infinitive with to*.

TIP • We often answer *Why ... ?* questions with the infinitive with **to**: **A** *Why did you go there?* **B** *To see some elephants.*

GRAMMAR 9.1 p148

6 **CD3-3** **PRONUNCIATION** Listen and practise. *to see some elephants → We drove to a wildlife park to see some elephants.*

7 a Make sentences about why tourists go to these places. Use these verbs.

see stay take learn see go (x2)

Tourists go to:

- Nevada / the Grand Canyon
Tourists go to Nevada to see the Grand Canyon.
- Hawaii / diving
- Dubai / in amazing hotels
- Agra / the Taj Mahal
- Switzerland / skiing
- Kerya / photos of animals
- London / English

b Work in pairs. Ask your partner why tourists go to the places in **7a**.

Why do tourists go to Nevada? To see the Grand Canyon.

8 a Complete these sentences. Use the infinitive with *to* and your own ideas. Write true sentences if possible.

- I need some money ...
- I often go online ...
- I'm studying English ...
- Last weekend I went into town ...
- Last night I phoned my friend ...
- Yesterday I went to the supermarket ...

b Work in pairs. Take turns to say your sentences. Ask follow-up questions if possible.

Get ready ... Get it right!

9 Write four places you went to in the last four weeks (cities, countries, places, shops, etc.). Think why you went there.

Rome France my parents' house the post office

10 a Work in pairs. Ask why your partner went to the places on his/her list. Ask follow-up questions.

Why did you go to Rome? To visit my sister.

When did you go there? A week ago.

b Tell the class about one place your partner went to.

A week ago Reza went to Rome to visit his sister.

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.

Key vocabulary in listening and reading texts is pre-taught before students listen or read.

Students are often asked to refer to the *Audio and Video Scripts* in the back of the Student's Book to help develop their ability in both listening and pronunciation.

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

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

The integrated pronunciation syllabus includes drills for all new grammar structures.

9B A trip to Egypt

QUICK REVIEW Adjectives Work in pairs. Write six adjectives that can describe places (*crowded, safe, etc.*). Take turns to say sentences about places you know. Use the adjectives on your list: *The town centre is very crowded on Saturdays.*

Vocabulary and Speaking
Natural places

1 Tick the words you know. Then do the exercise in **VOCABULARY 9.2** p147.

the countryside a mountain a hill
a forest a wood a river an island
a lake the sea the desert

b Think of three famous natural places in your country. Use vocabulary from 1a and your own ideas.

c Work in groups. Tell other students about the natural places you chose.

There's a beautiful lake in Hungary called Lake Balaton.

Reading

2 a Before you read, check these words/phrases with your teacher.

the Pyramids a mosque
go snorkelling a coral reef a camel

b Read a holiday brochure about two holiday places in Egypt. Choose one place for a holiday. Tell another student why you chose it.

c Read about the places again. Find three things you can do in each place.

3 Read these sentences. Which sentence is false?

a The Sels Hotel is **smaller** than the Shokran Hotel.

b Cairo is **hotter** than Sharm El Sheikh.

c Cairo is probably **noisier**.

d Cairo is **more crowded** than Sharm El Sheikh.

e The holiday in Cairo is **more expensive**.

Vocabulary natural places
Grammar comparatives



Cairo

Egypt's busy capital city is a wonderful place to visit. Most people come to Cairo to see the Pyramids at Giza and the famous Egyptian Museum. You can also go on a guided tour of Old Cairo to see the beautiful mosques and old buildings, or go shopping in the famous Khan al-Khalili market. In the evening you can enjoy traditional Egyptian food in restaurants all over the city, or you can go on a boat trip and have dinner on the River Nile. Come to Cairo – and have the holiday of a lifetime!

Accommodation
Shokran Hotel ★★★ (126 rooms)
Cost per week (including flight): €1,490
Average temperature (April–May): 30°C



HELP WITH GRAMMAR Comparatives

4 a Look at the comparatives in bold in 3. Then complete the rules.

- Most 1-syllable adjectives (*small, old*) → add **-er**.
- 1-syllable adjectives ending in consonant + vowel + consonant (*hot, big, etc.*) → double the last consonant and add **-er**.
- 2-syllable adjectives ending in **-y** (*noisy, happy, etc.*) → change the **-y** to **-i** and add **-er**.
- Other 2- and 3-syllable adjectives (*crowded, expensive, etc.*) → put **-er** before the adjective.
- The comparatives for *good* and *bad* are irregular: *good* → **better**, *bad* → **worse**.

b Look at sentences a, b and d in 3. Which word do we often use after the comparative?

c Check in **GRAMMAR 9.2** p148.

Sharm El Sheikh

People come to Sharm El Sheikh from all over the world to go diving and snorkelling in the Red Sea – the beautiful coral reefs and colourful fish are amazing! You can also rent a motorbike and go into the desert to see the red mountains, or maybe go on a camel ride instead. And at the end of the day you can enjoy fresh seafood in one of Sharm El Sheikh's excellent restaurants and then go clubbing with your friends. Whatever you want from your holiday, it's here in Sharm El Sheikh!

Accommodation
Sels Hotel ★★★★ (39 rooms)
Cost per week (including flight): €1,670
Average temperature (April–May): 26°C



5 Write the comparatives.

1 safe	4 big	7 dangerous	10 easy
2 clean	5 dirty	8 fast	11 difficult
3 boring	6 good	9 bad	12 lucky

Listening and Speaking

6 a **CD3** ▶ 4 Listen to Patrick and Juliet planning a holiday in Egypt. Where does each person want to go? Find one reason why they want to go there.

b Fill in the gaps with the comparative form of the adjectives in brackets. Use *than* if necessary.

1 Sharm's **more beautiful than** Cairo. (beautiful)
2 Cairo's _____ (interesting)
3 Sharm looks _____ Cairo. (nice)
4 Cairo's _____ Sharm. (busy)
5 The hotel in Cairo is _____ (cheap)
6 Cairo's _____ Sharm. (good)
7 Sharm's probably _____ (safe)
8 Sharm's _____ with young people. (popular)

c Work in pairs. Compare sentences. Who says each sentence in 6b – Patrick or Juliet?

d Listen again and check.

7 **CD3** ▶ 5 **Pronunciation** Listen and practise the sentences in 6b. Copy the stress and weak form of *than*.
Sharm's more beautiful than /ðən/ Cairo.

8 **CD3** ▶ 6 Where do you think Patrick and Juliet went on holiday? Listen and check.

Get ready ... Get it right!

9 Write five sentences comparing two friends or two people in your family. Use these words/phrases or your own ideas.

young old beautiful tall short friendly
happy busy rich famous popular
a good/boring/interesting job a big/small/nice house
a difficult/easy/busy/interesting life

Carlos is younger than Diego.
Diego's got a more interesting job.

10 a Work in pairs. Tell your partner about the people you chose in 9. Give more information if possible.

Carlos is younger than Diego.
Carlos is 27 and Diego is 30.

b Tell the class two things about the people your partner chose.

Help with Grammar sections encourage students to work out the rules of form and use for themselves before checking their answers in the interactive Language Summary for the unit.

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

Lesson C REAL WORLD lessons focus on the functional and situational language students need for day-to-day life.

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

Real World sections help students to analyse the functional and situational language for themselves before checking in the interactive *Language Summary* for the unit.

REAL WORLD
9C WORLD

A day out

QUICK REVIEW Natural places Write all the words for natural places that you know (a mountain, etc.). Work in pairs. Compare lists. Then tell your partner about the last time you went to two of the places on your list.

Two places to go

1 a Work in pairs. Which of these animals do you know? Then do the exercise in VOCABULARY 9.3 p147.

a lion a chicken a tiger a cow
a monkey a sheep a wolf a rabbit
a mouse a snake a bird a gorilla

b Put the animals from 1a into these groups. Some animals can go in more than one group.

1 wild animals
2 farm animals
3 pets

c Work in pairs. Compare groups. Are they the same?

d Work in the same pairs. Which other animals do you know? Add them to your groups.

2 a Read about two places in the UK where people go for a day out. Which place is more interesting, do you think? Why?

b Read the articles again. Answer the questions.

LONGLEAT

1 How do you travel around the Safari Park?
2 Which animals can you see there?
3 Can you visit Longleat House?
4 Where does the gorilla live?

REGENT'S PARK

5 When did London Zoo first open?
6 Is the theatre open in October?
7 How many places to eat are there in the park?
8 Where can you hire boats from?

c Work in pairs. Compare answers.

Real World deciding what to do
Vocabulary animals

WHAT'S ON IN REGENT'S PARK

LONDON ZOO
This world-famous zoo first opened in 1828 and is now home to 12,000 animals. You can see tigers, camels, snakes, colourful birds and lots more – and don't forget to visit the exciting rainforest area. For more information, go to www.zsl.org.

THE OPEN AIR THEATRE
The theatre is open from May to September. One of the plays this season is Shakespeare's *A Midsummer Night's Dream*. You can book tickets at www.openairtheatre.org.

EVENTS IN THE PARK
There are sometimes free concerts in the afternoons and guided bird walks at the weekend. See www.royalparks.gov.uk for more details of what's on this week.

FOOD AND DRINK
There are six excellent cafés and restaurants in Regent's Park. The Boathouse Café is a popular place for lunch, and the Garden Café is a great place for a meal before going to the open air theatre.

BOAT HIRE
You can hire boats on the lake from March to October from the Boathouse Café.

REAL WORLD

REAL WORLD Deciding what to do

4 a Look at these questions and answers. We use them when we're deciding what to do.

asking people what they want to do saying what you want to do

What would you like to do? I'd like (to go to the beach).
Where do you want to go? I want (to go to Longleat).
Would you like (to go to London)? Yes, that's a good idea.
Do you want (to go to Regent's Park)? Not really. I'd rather (stay at home).

TIPS • *Would like* is more polite than *want*.
• We use *I'd rather* to say *I want to do this more than something else*.

b Complete the rules with *would/d like, want and would/d rather*.

• After _____ we use the infinitive (go, do, etc.).
• After _____ and _____ we use the infinitive with to (to go, to do, etc.).

REAL WORLD 8.1 p148

5 **CDS - 6 PRONUNCIATION** Listen and practise the sentences in 4a. Copy the stress.
What would you /wʊdʒə/ like to dɔː?
I'd /rɑːd/ like to gɔː to the beɪtʃ.

6 a Work in pairs, A and B. Take turns to ask your partner what he/she would like to do.

Would you like to go to the cinema? I'd rather watch a DVD.

1 A go to the cinema? B watch a DVD
2 B go for a walk? A ✓
3 A play tennis? B go swimming
4 B watch TV? A go out
5 A go shopping? B ✓
6 B go out for a meal? A go out for a drink

b Take turns to make and respond to three more suggestions.

7 a Choose a place near where you are now for a day out. Think of three reasons why you want to go there.
b Work in groups of three. Decide what to do for your day out. Talk about these things.

which place when to go what you can do there
where and when to meet how to get there

Where would you like to go? I'd like to go to ...

I'd rather go to ...

c Tell the class about your group's day out.

Add variety to your lessons by presenting Real World language visually using the new video clips on the **face2face** Second edition Elementary Teacher's DVD.

The integrated pronunciation syllabus includes drills for all new *Real World* language.

Free-speaking activities at the end of the lesson enable students to practise Real World language communicatively in a personalised context.

Lesson D VOCABULARY AND SKILLS lessons develop students' range of receptive skills by providing opportunities to see and hear new words and phrases in extended reading and listening texts.

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.

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

VOCABULARY 9D AND SKILLS

Time for a change

Vocabulary verb patterns (like doing, would like to do, etc.)
Skills reading: a magazine article

QUICK REVIEW Comparatives Write eight adjectives. Work in pairs. Take turns to say your comparatives. Your partner says a sentence using the comparative form: **A Tall. B My sister is taller than me.**

- Work in groups. Discuss these questions.
 - Do you live in a city or in the country?
 - Do you like where you live? Why?/Why not?
 - Would you like to move house? If yes, where to? Why?
- Work in the same groups. Which of these sentences do you agree with? Give reasons if possible.
 - People have an easier life in the country.
 - It's more difficult to find jobs in the country.
 - It's cheaper to live in the country than the city.
 - Public transport is better in the city.
 - Life in the city is more interesting.
 - The city is more dangerous for young people.
- Work in pairs. Look at the photos of the people. Who agrees with the sentences in 2, do you think – Neil or Barry?
 - Read the article and check your answers.
- Read the article again and answer the questions.
 - When did the Price family decide to move house?
 - Why does Neil want to move to the country?
 - How often does Neil see his children?
 - Do all the Price family want to move to the country?
 - Was it easy for Barry to find a job in the city?
 - Has he got a car?
 - Does he sleep well, do you think?
 - Where does he want to live in the future?
 - Work in pairs. Compare answers.

HELP WITH VOCABULARY

Verb patterns (like doing, would like to do, etc.)

- Look at these sentences. What verb form comes after *like*? What verb form comes after *'d like*? Teenagers like going out on their own. I'd like to go back to the country one day.
- Find these verbs in the article. What verb form comes after them? Write the verbs in the table.

decide	want	enjoy	need	love
stop	hate	would/'d like		

+ verb+ing	+ infinitive with to
like	would/'d like

- Check in **VOCABULARY 9.A** p148.
- Fill in the gaps with the correct form of the verb in brackets.
 - I like reading fashion magazines. (read)
 - My sister hates getting up early. (get up)
 - I want to buy some new clothes. (buy)
 - My son loves playing video games. (play)
 - I need to find a new job. (find)
 - I'd like to go out this evening. (go out)
 - Last night Tim decided to leave his job. (leave)
 - I'd love to go to Australia. (go)
 - My parents enjoy visiting new places. (visit)
 - I stopped smoking three years ago. (smoke)
- Work in pairs. Compare answers.
- Fill in the gaps with the correct form of these verbs.

live	watch	go	travel	buy
------	-------	----	--------	-----

 - I'd like to live in the USA.
 - I like to travel by train.
 - I like to watch the cinema.
 - I'd like to buy a new computer.
 - I like to go to football on TV.
 - I'd like to go to a famous!
- Make questions with you from the sentences in 7a. Then write two more questions, one with *like* and one with *would like*.
Would you like to live in the USA?
 - Work in pairs. Ask and answer the questions. Give reasons if possible.

HELP WITH PRONUNCIATION

Silent letters

- CD3 9 In some words we don't pronounce every letter. Listen to these words. Notice the silent letters in brackets ().
is(ten) came(e)ra dau(gh)ter sui(tcase) int(er)esting sigh(t)seeing (k)now gran(t)father choco(late) fru(j)t
- Listen again and practise.
 - Put brackets () round the silent letters in these words.

1 (w)rite	7 sandwich
2 island	8 hour
3 friend	9 bread
4 vegetables	10 different
5 building	11 white
6 two	12 half
 - Work in pairs. Compare answers.
- CD3 10 Listen and practise the words.
 - CD3 11 Listen and write the words. Be careful of the silent letters!
I wrote
 - Work in pairs. Compare your spelling. Put brackets () round the silent letter in each word.
 - Check your spelling in Audio Script CD3 11 p163.

The Grass Is Always Greener

They say that the grass is always greener on the other side of the fence. But can moving house really solve your problems? We asked two people from different parts of the UK why they decided to change the way they live.



Neil Price

A month ago I got a job as a National Park manager, so we decided to sell our house in the city and move to the country. We want to have an easier life and I'd like to spend more time with my family. I really enjoy spending time with my two children, but I only see them on Sundays at the moment. I work six days a week because you need to have a lot of money to live in the city. Everything's more expensive here, especially if you have children. But the kids aren't very happy about moving. They love living in the city, but my wife and I think the country is safer for them. Of course, teenagers like going out on their own, but it can be quite dangerous around here, especially at night.



Barry Robson

I moved to the city two years ago because I needed to get a job. I stopped looking for work in the country because there weren't any jobs, but when I moved here I found one in the first week. I enjoy living in the city because there are more things to do in your free time – life in the country can be quite boring. Also public transport is a lot better in the city, so I don't need to have a car. But houses are more expensive, so generally the cost of living is about the same. Sometimes I hate living in the city – it's dirty, crowded and noisy at night – and I'd like to go back to the country one day. When I'm old, I'd love to have a little place in the mountains where it's really quiet.

continue2learn

- Vocabulary, Grammar and Real World
 - Extra Practice 9 and Progress Portfolio 9 p123
 - Language Summary 9 p147
 - 9A–D Workbook p45
 - Self-study DVD-ROM 9 with Review Video
- Reading and Writing
 - Portfolio 9 Places to go Workbook p80
 - Reading tourist information
 - Writing describing places: paragraphs (3); phrases with and without the

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

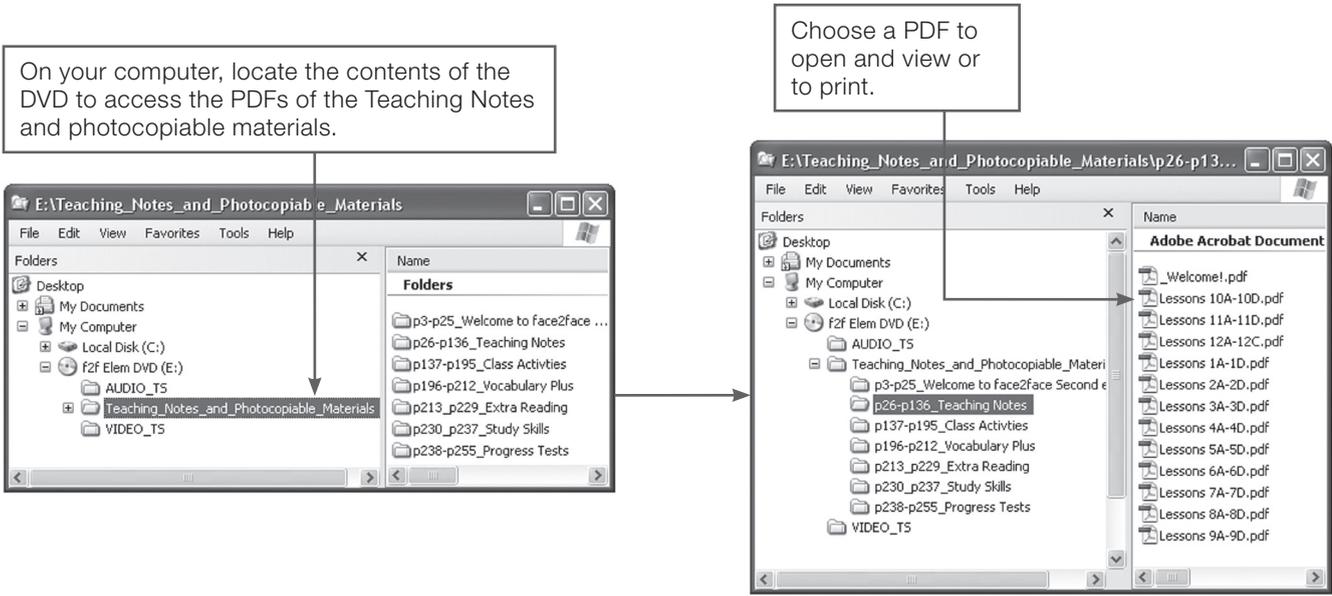
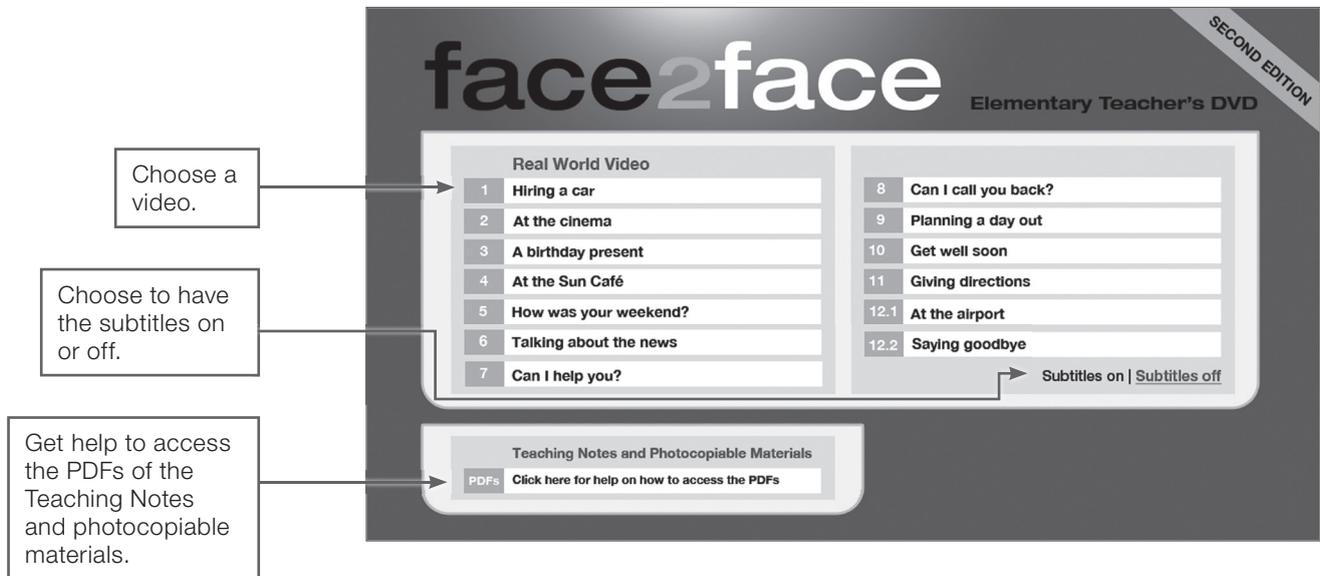
There is a full-page *Extra Practice* section in the back of the Student's Book, which provides revision of key language from the unit. Students can also monitor their progress by completing the *Progress Portfolio*, which is based on the requirements of the *Common European Framework of Reference for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

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

Teacher's DVD Instructions

The Teacher's DVD contains the *Real World* video presentation material as well as printable PDFs of all the Teaching Notes and photocopiable materials from this Teacher's Book.

- To play the *Real World* video presentation material you can use the DVD in a DVD player or in a computer. Insert the DVD and follow the instructions on the main menu.
- To access the PDFs on a Windows operating system, double-click **My Computer**. Right click on the CD/DVD drive and choose *Explore*. Open the "Teaching Notes and Photocopiable Materials" folder and double click on the PDFs you want to view or print.
- To access the PDFs on a computer with a Mac operating system, double-click on the DVD icon on the desktop. Open the "Teaching Notes and Photocopiable Materials" folder and double-click on the PDFs you want to view or print.



To view or print the Teaching Notes and photocopiable materials you will need a software program that can read PDFs such as Adobe® Reader®, which is free to download and install at www.adobe.com.

Self-study DVD-ROM Instructions

Installing the Self-study DVD-ROM to your hard disk

- Insert the **face2face** Second edition Elementary Self-study DVD-ROM into your CD/DVD drive. The DVD-ROM will automatically start to install. Follow the installation instructions on your screen.
- On a Windows PC, if the DVD-ROM does not automatically start to install, open **My Computer**, locate your CD/DVD drive and open it to view the contents of the DVD-ROM. Double-click on the *CambridgeApplicationInstaller* file. Follow the installation instructions on your screen.
- On a Mac, if the DVD-ROM does not automatically start to install, double-click on the **face2face** DVD icon on your desktop. Double-click on the *CambridgeApplicationInstaller* file. Follow the installation instructions on your screen.

Support

If you need help with installing the DVD-ROM, please visit: www.cambridge.org/elt/support

System requirements

Windows

- Intel Pentium 4 2GHz or faster
- Microsoft® Windows® XP (SP3), Vista® (SP2), Windows 7
- Minimum 1GB RAM
- Minimum 750MB of hard drive space
- Adobe® Flash® Player 10.3.183.7 or later

Mac OS

- Intel Core™ Duo 1.83GHz or faster
- Mac OSX 10.5 or later
- Minimum 1GB RAM
- Minimum 750MB of hard drive space
- Adobe® Flash® Player 10.3.183.7 or later

Unit menus

Choose a unit. (Points to the unit navigation bar at the top)

Practise the new language from each lesson. (Points to lesson 1A: How are you?)

Listen and practise new language. You can also record your own pronunciation. (Points to the 'Listen and practise' option in lesson 1A)

Watch the Review Video and do the activities. (Points to the 'Review Video' option in lesson 1A)

Use the navigation bar to go to different areas of the DVD-ROM. (Points to the top navigation bar)

Create vocabulary and grammar tests for language in the Student's Book. (Points to the 'Class audio' section)

Listen to the main recordings from the Student's Book and read the scripts. (Points to the 'Class audio' section)

Go to the home screen. (Points to the Home icon)

Look at the Phonemic Symbols chart and practise the pronunciation of vowel and consonant sounds. (Points to the Phonemic Symbols icon)

Check My Progress to see your scores for completed activities. (Points to the My Progress icon)

Explore the e-Portfolio. See p12. (Points to the e-Portfolio icon)

Go to Cambridge Dictionaries Online. (Points to the Dictionaries icon)

Get help on using the Self-study DVD-ROM. (Points to the Help icon)

Activities

Read the instructions. (Points to the activity instructions at the top)

Click play to listen to the audio. (Points to the audio player controls)

Record your own pronunciation of words and sentences. Send these recordings to the My Work section of the e-Portfolio. See p13. (Points to the 'SEND TO PORTFOLIO' button)

Check your answers. Sometimes activities then give you extra help or the Audio Script. (Points to the 'CHECK' button)

Submit your answers when you have finished the activity. Your score is recorded in My Progress. (Points to the 'SUBMIT' button)

After submitting your answers, see the correct answers. (Points to the 'SHOW ANSWERS' button)

Start the activity again. (Points to the 'START AGAIN' button)

Self-study DVD-ROM Instructions

e-Portfolio

Find all the Grammar Reference from the Student's Book.

Find words and phrases from the Student's Book.

Check you know the words and phrases from the Student's Book.

Build a portfolio of your work as you progress through the course.

Grammar Reference

Choose a unit to see all the grammar in that Student's Book unit.

Choose a grammar point from the Student's Book.

Click **Back** to return to the e-Portfolio menu.

Add a note to a grammar point and click **Save** to see the note the next time you start the program.

Word List

Choose a lesson to see the words from the Student's Book. Then choose a topic to see the main vocabulary sets in each lesson.

Choose a word to see its definition, an example sentence and the lesson in the Student's Book where it first appears. Listen to the word in British or American English.

Click **Add** to add a new word to the Word List.

Click **Back** to return to the e-Portfolio menu.

Add a note to a word or phrase and click **Save**.

Word Cards

Choose the number of words.

Choose to have the Word Cards in alphabetical order or shuffled.

Click **Start Again** to move all the cards back to the middle pile and start again.

Choose a unit.

Click **Back** to return to the e-Portfolio menu.

Click **●** to turn the card over and check the definition.

Drag a card to the correct pile, *I don't know this!* or *I know this!*

The interface shows three piles: 'I don't know this!' (6 cards), 'Do you know this word? Put the word in the correct group.' (middle pile), and 'I know this!' (9 cards). The top bar includes 'Choose: All Units', 'Choose number: 838', 'Show Definition', 'Shuffle', 'Start Again', and 'Back'.

My Work

Add a new piece of work that you have saved on your computer.

Click **Back** to return to the e-Portfolio menu.

Open the folders to see the list of work that you have saved in the *My Work* section of the e-Portfolio. Click twice to edit or open a file.

Note: Recordings you have saved from exercises using the **Send to e-Portfolio** are saved in *My Work*. See p11.

The interface shows folders for 'Reading', 'Writing', and 'Speaking'. Under 'Writing', there are entries for 'Personal details' and 'My family'. Under 'Speaking', there are entries for 'introducing myself', 'Phone numbers', and 'asking people to repeat things'. Each entry shows a date and time.

My Tests

Give your test a name.

Choose the number of questions you want to do.

Click to add a time to your test.

Choose the Vocabulary and Grammar that you want in your test.

Click **OK** to save your test.

The interface shows a 'Create your test' form with fields for 'Test name' (My test 1), 'Number of questions' (25), and 'Units'. The 'Units' section is expanded to show 'Unit 1 (50)' with 'Vocabulary (25)' and 'Grammar (25)' selected. There are 'Select all' and 'Collapse all' buttons. At the bottom, there is a 'Use timer?' checkbox (checked) with '(12 minutes, 30 seconds)' and 'OK' and 'Cancel' buttons.

The Common European Framework (CEFR)

What is the Common European Framework (CEFR)?

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 European country. *Waystage 1990*¹, *Threshold 1990*² and *Vantage*³ detail the knowledge and skills required at different levels of ability. In 2001, the contents of these documents were further developed into sets of ‘can do’ statements or ‘competences’ and officially launched as the *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*⁴. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the ‘can do’ statements.

face2face Second edition has been developed to include comprehensive coverage of the requirements of the CEFR. The table above right shows how **face2face** Second edition relates to the CEFR 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).

CEFR level:	Cambridge ESOL exams:	
	face2face	
C1	Advanced	Advanced (CAE)
B2	Upper Intermediate	First FCE
B1 +	Intermediate	Preliminary (PET)
B1	Pre-intermediate	
A2	Elementary	Key (KET)
A1	Starter	

In the spirit of *The European Language Portfolio* developed from the CEFR, **face2face** Second edition provides a Progress Portfolio for each unit in the Student’s Book. Students are encouraged to assess their ability to use the language they have learned so far and to review any aspects they are unsure of by using the Self-study DVD-ROM. In the Workbook there is a 24-page *Reading and Writing Portfolio* section (two pages for each unit) linked to the CEFR and a comprehensive list of ‘can do’ statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

face2face Second edition Elementary and CEFR levels A1 and A2

		A1	A2
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance, (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
SPEAKING	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I’m trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can’t usually understand enough to keep the conversation going myself.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example, thanking someone for something.

The table above describes the general degree of skill required at levels A1 and A2 of the CEFR. Details of the language knowledge required for A2 are listed in *Waystage 1990* and the ‘can do’ statements for both A1 and A2 are listed in *The Common European Framework of Reference for Languages: Learning, teaching, assessment*.

The Listening, Reading, Speaking and Writing tables on p16–p19 show where the required competencies for levels A1 and A2 are covered in **face2face** Second edition Elementary. Full details of how this level covers the grammatical, lexical and other areas specified by *Waystage 1990* can be found on our website: www.cambridge.org/elt/face2face.

¹Waystage 1990 J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978 0 521 56707 7

²Threshold 1990 J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978 0 511 66717 6

³Vantage J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978 0 511 66711 4

⁴Common European Framework of Reference for Languages: Learning, teaching, assessment (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press ISBN 978 0 521 00531 9

What is the English Vocabulary Profile?

The English Vocabulary Profile is part of English Profile, a ground-breaking and innovative programme which is shaping the future of English language learning, teaching and assessment worldwide. Endorsed by the Council of Europe, English Profile provides a unique benchmark for progress in English by clearly describing the language that learners need at each level of the Common European Framework (CEFR).

The CEFR is already widely used around the world to assess language ability. However, because it is 'language neutral' it needs to be interpreted appropriately for each language. English Profile makes the CEFR even more relevant to English language teachers by showing the specific vocabulary, grammar and functional language that students can be expected to master at each level in English. By making the CEFR more accessible in this way,

it provides unparalleled support for the development of curricula and teaching materials, and in assessing students' language proficiency.

The English Vocabulary Profile shows, in both British and American English, which words and phrases learners around the world know at each level – A1 to C2 – of the CEFR. Rather than providing a syllabus of the vocabulary that learners *should* know, the English Vocabulary Profile verifies what they *do* know at each level. CEFR levels are assigned not just to the words themselves, but to each individual meaning of these words. So, for instance, the word *degree* is assigned level A2 for the meaning *temperature*, B1 for *qualification*, B2 for *amount* and C2 for the phrase *a/some degree of sth*. The capitalised guidewords help the user to navigate longer entries, and phrases are listed separately within an entry.

face2face Second edition Elementary and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Elementary has been informed by the English Vocabulary Profile to ensure that the majority of the new words and phrases taught in the Student's Book are A2 (or A1).

To find out more about the English Vocabulary Profile and the English Profile project or to get involved, visit www.englishprofile.org.

English Vocabulary Profile

British English (D, J, K) American English (D, J, K) Search results for A1-C2 (4 matches)

Choose level:

- A1
- A1-A2
- A1-B1
- A1-B2
- A1-C1
- A1-C2
- A2 only
- B1 only
- B2 only
- C1 only
- C2 only

Browse A-Z

OR

Enter a word or phrase

degree

ADVANCED SEARCH

Hide culturally sensitive words

Search

Core results:

- degree noun TEMPERATURE **A2**
- degree noun QUALIFICATION **B1**
- degree noun AMOUNT **B2**
- a/some degree of sth **C2**

English Profile is a collaborative project between:



CEFR Tables: Listening and Reading

Listening

A language user at A1 and A2 can:	W	1	2	3
manage simple, routine exchanges	W	1A 1B 1C	2C 2D	3A 3B
identify the topic of/information in a discussion				3C
handle simple business in shops, post offices or banks			2C	
understand directions				
extract essential information from short recorded passages		1B 1C	2A 2C 2D	3B 3C 3D
identify the main points of TV news items				
understand the main point in short, clear messages and announcements				

Reading

A language user at A1 and A2 can understand and find simple information in these types of text:	W	1	2	3
directions, signs, notices and instructions	W			
posters and advertisements			2C	
brochures, leaflets, guides				
price lists, tickets, menus				
radio, theatre, TV programmes, timetables				
maps				
forms		1C WB1D WBP1		
personal correspondence: letters, notes, postcards, etc.			WB2D	WB3B WBP3
articles				3A 3D
weather forecasts				

W = **face2face** Second edition Elementary Student's Book Welcome! lesson

1A = **face2face** Second edition Elementary Student's Book Lesson 1A

WB1A = **face2face** Second edition Elementary Workbook Lesson 1A

WBP1 = **face2face** Second edition Elementary Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
4A 4B 4D	5A 5B 5C		7A	8B 8C	9A	10C	11A 11B 11C	12A 12C
	5A 5C	6A 6C	7A	8A		10A 10B	11B 11D	12B
4C			7C					12C
							11C	
4A 4B 4C 4D	5A 5B	6B 6C	7B	8A 8C	9A 9B 9C	10A 10B	11A 11B 11C 11D	12A 12B 12C
		6C		8B				
4C				8C				

4	5	6	7	8	9	10	11	12
		WB6B				WB10A	WB11C	WBP12
WBP4	WBP5	WBP6	7B WBP7	8C 8D WBP8			11C	
		WB6D	WB7D		9B 9C WB9B WB9C WBP9		WBP11	
4C								
		WBP6						WBP12
			WB7A		WBP9		11C WB11C	
WB4B								
4A WBP4	5C WB5D	WBP6	WBP7	8C 8D WB8A WB8D WBP8	WB9A	WBP10	11C 11D WB11B WBP11	WBP12
WB4D	5B 5D WB5B WBP5	6A 6B 6C 6D WB6A WB6C	7D WB7D		9D WB9D	10A 10D	WB11D	12A WB12A
						10D WB10D		

CEFR Tables: Speaking and Writing

Speaking

A language user at A1 and A2 can:	W	1	2	3
make an introduction and use basic greetings and leave-taking expressions	W	1A		
ask how people are and react to news		1A		
make and respond to invitations, suggestions and apologies				3C
say what he/she likes and dislikes			2A	3B
discuss what to do in the evening/at the weekend				
agree and disagree with others				3B 3C
exchange relevant information and give his/her opinion				
make simple purchases by stating what is wanted and asking the price				
get simple information about travel and buy tickets			2C	
give and receive information about quantities, numbers and prices		1B 1C 1D	2C	3C
order a meal				
ask and answer questions about themselves and other people, where they live, people they know, things they have		1A 1B	2A 2B 2C	3A 3B 3C 3D
indicate time by such phrases as next week, last Friday, in November, three o'clock			2C	3B 3C 3D
ask for and give directions referring to a map or plan			2D	
ask for and provide personal information	W	1A 1B 1C	2A 2B	
use simple techniques to start, maintain or end a short conversation			2A 2C	3C
ask for repetition and say he/she didn't follow		1C		

Writing

A language user at A1 and A2 can write these simple types of text and perform the following written functions:	1	2	3
forms	1C WBP1		
standard letters			
personal correspondence			WBP3
notes and messages relating to everyday life			
describe events and activities			
describe plans and arrangements			
express likes and dislikes		WBP2	
describe family and living conditions			WBP3
relate personal experiences			

W = **face2face** Second edition Elementary Student's Book Welcome! lesson

1A = **face2face** Second edition Elementary Student's Book Lesson 1A

WBP1 = **face2face** Second edition Elementary Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
				8C				12C
	5C	6C				10C		
4C				8C	9C			
4B 4D		6B 6D	7C 7D		9D	10D		12A
4A			7A	8D	9A 9C		11A 11B	
4B 4D	5D	6A			9C			
4B	5B 5C 5D	6C	7A	8A 8D	9A 9B 9C 9D	10A 10B 10D	11A 11B 11C 11D	12A 12B
4C			7C					
				8B				12C
			7C	8C		10D		12A
4C								
4A 4B 4C	5A 5B 5C	6A 6B 6C 6D	7A 7B 7C 7D	8A 8B 8D	9A 9D	10A 10B 10C	11B	12A 12B 12C
4A	5A 5B 5C	6B		8B	9A	10A	11A 11B	12C
							11C	
	5A	6B				10C		
4C	5C	6C		8C 8D				

4	5	6	7	8	9	10	11	12
			WBP7	WBP8				
WBP4			WBP7	WBP8			WBP11	WBP12
		WBP6				WBP10	11D	
	WBP5				WBP9		WBP11	
WBP4							WBP11	WBP12
			WBP7					
	WBP5						WBP11	WBP12

The face2face Approach

Listening

A typical listening practice activity in most coursebooks checks students' understanding of gist, and then asks questions about specific details. The innovative *Help with Listening* sections take students a step further by focusing on the underlying reasons why listening to English can be so problematic. Activities in these sections help students by:

- focusing on the stress system in English.
- examining features of connected speech.
- preparing them for what people in public places say.
- highlighting how intonation conveys mood and feelings.
- encouraging students to make the link between the written and the spoken word by asking them to work with the *Audio and Video Scripts* while they listen.

For *Teaching Tips* on Listening, see p21.

Speaking

All the lessons in the Elementary Student's Book and the *Class Activities* photocopiables provide students with numerous speaking opportunities. Many of these activities focus on accuracy, while the fluency activities help students to gain confidence and try out what they have learned. For fluency activities to be truly 'fluent', however, students often need time to formulate their ideas before they speak, and this preparation is incorporated into the *Get ready ... Get it right!* activities.

For *Teaching Tips* on Speaking, see p21.

Reading and Writing

In the Elementary Student's Book, reading texts from a wide variety of genres are used both to present new language and to provide reading practice. Reading sub-skills, such as skimming and scanning, are extensively practised and there are also controlled writing activities to consolidate the language input of the lesson.

For classes that require more reading and writing, there is a 24-page *Reading and Writing Portfolio* in the Elementary Workbook. This section contains 12 double-page stand-alone lessons 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 levels A1 and A2. There are also 12 *Extra Reading* photocopiable worksheets (p213), which can be used in class or given for homework.

Vocabulary

face2face recognises the importance of vocabulary in successful communication. There is lexical input in every lesson, which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book. In addition, each unit in the Student's Book includes at least one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English.

For longer courses and/or more able students, this Teacher's Book also contains one *Vocabulary Plus* worksheet for each unit (p196). These worksheets introduce and practise new vocabulary that is not included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p21.

Grammar

Grammar is a central strand in the **face2face** Second edition Elementary syllabus and new grammar structures are always introduced in context in a listening or a reading text. We believe students are more likely to understand and remember new language if they have actively tried to work out the rules for themselves, rather than just being given them. Therefore in the *Help with Grammar* sections students are asked to work out the meaning and form of the structure for themselves, before checking their answers in the *Language Summaries*. All new grammar forms are practised in regular recorded pronunciation drills and communicative speaking activities, and consolidated through written practice.

For *Teaching Tips* on Grammar, see p22.

Functional and Situational Language

face2face places great emphasis on the functional and situational language that students need to use immediately in their daily lives. Each unit contains a double-page *Real World* lesson that introduces and practises this language in a variety of situations. This language can now be presented either by using the video clips on the Teacher's DVD or by using the recordings on the Class Audio CDs.

Pronunciation

Pronunciation is integrated throughout **face2face** Second edition Elementary. Drills for every new grammar structure and all new *Real World* language are included on the Class Audio CDs. These drills focus on sentence stress, weak forms, intonation, etc. Students also practise specific phonological features and problem sounds in the *Help with Pronunciation* sections at the end of each unit.

For *Teaching Tips* on Pronunciation, see p22.

Reviewing and Recycling

We believe that regular reviewing and recycling of language are essential to students' language development, so language is recycled in every lesson of the Elementary Student's Book. Opportunities for review are also provided in the *Quick Review* sections at the beginning of every lesson, the full-page *Extra Practice* section and the 12 photocopiable *Progress Tests* in this Teacher's Book.

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

QUICK REVIEW This activity reviews the Past Simple and adjectives with *very*, *really*, *quite* and *too*. Give students a few moments to think of three places they went to last year. Put students into pairs. Students take turns to tell each other about the places. Encourage students to ask follow-up questions to find out more information.

Vocabulary and Speaking The internet

- 1 a** Highlight the title of the lesson. Point out that Google is a popular search engine and that it can also be used as a verb *Why don't you google it?*. Students work on their own and choose the correct verb in each sentence, then check in **VOCABULARY 6.1** SB p140.

Check answers with the class. Point out that we can *get* or *receive* emails and that we download videos or music *onto* a computer. You may want to point out that the opposite of *download* is *upload*. Also point out that we can say *chat to* or *chat with someone*. Highlight that *email*, *download*, *video*, *chat* and *blog* can be nouns or verbs: *I email my brother a lot. She blogs every day.*

Model and drill the words/phrases. Pay particular attention to the pronunciation of *download* /daʊn'ləʊd/ and *WiFi* /'waɪfaɪ/.

2 send 3 get 4 read 5 download 6 go
7 have 8 chat 9 have 10 use

b Put students into pairs. Students ask and answer the questions in **1a**. Encourage them to continue the conversation by asking follow-up questions if possible. Ask students to share any interesting information with the class.

Reading and Speaking

- 2 a** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article and exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book. Model and drill the words/phrases with the class, highlighting the pronunciation of *launch* /lɔːntʃ/. Point out that the main stress on *computer science* is on the second word in the phrase, *science*, but on the first in *bank account*.
- b** Focus students on the photo. Ask students who they think the two people are (the people who started Google). Students read the article and match the headings to the paragraphs. Set a time limit of two minutes to encourage students to read for gist. Check answers with the class and elicit students' reasons for their choices.

1c 2b 3d 4a

c Focus students on the example. Students read the article again, tick the true sentences and correct the false sentences.

2F 1995 3T 4T 5F BackRub 6T

EXTRA IDEA

- ✍ Write the following years/dates on the board: 1995, 1997, 1998, August 1998, 2004. Tell students to close their books. Students work in pairs and try to remember what happened on each date. Students compare answers with another pair, then open their books and check answers.

1995: Page and Brin met; 1997: Page and Brin left Stanford; 1998: Page and Brin launched the Google search engine; August 1998: a businessman wrote a cheque to Google Inc for \$100,000; 2004: Page and Brin were billionaires

HELP WITH GRAMMAR

Past Simple (3): negative

- 3** Students do the exercise on their own or in pairs. Check answers with the class.

- To make the Past Simple negative of the verb *be*, we use *wasn't* or *weren't*.
- To make the Past Simple negative of all other verbs, we use *didn't* + infinitive.
- Check students understand that *didn't* is the contracted form of *did not*.
- Point out that we use *didn't* for all subjects (*I, you, he, she, it, we, they*) and highlight the word order: subject + *didn't* + infinitive + ...
- Also highlight that we use the infinitive after *didn't*, not the Past Simple form. We say *They didn't like each other at first.* not ~~*They didn't liked each other at first.*~~

- 4 a** Students work on their own and find six more Past Simple negatives in the article.
- b** Students compare answers in pairs. Check answers with the class.

wasn't; weren't; didn't finish; didn't have;
didn't get; didn't have

- 5** Focus on the example sentence and highlight that *didn't* is always stressed. Point out that all negative auxiliaries are stressed because they carry meaning.

CD2 ▶ 17 PRONUNCIATION Play the recording (SB p159). Students listen and repeat the sentences. Check students copy the sentence stress correctly.

- 6 a** Focus students on the example. Show how sentence 1 has been made negative. Students do the exercise on their own.
- b** Students work in pairs and compare sentences to find out how many are the same. Encourage them to ask follow-up questions where possible. Ask pairs to share one or two of their sentences that are the same with the class.

Listening and Speaking

- 7 a** Tell students they are going to listen to a radio interview with a writer, Wes Clark.
- CD2 ▶ 18** Play the recording (SB p159). Students listen and put the people, places and things in the box in the correct order. Check answers with the class.

Russia 2 Sergey's mother 3 Sergey's father 4 Maryland University 5 Michigan State University 6 Larry's parents 7

- b** Play the recording again. Students listen and answer the questions. Check answers with the class.

- 1 No, he didn't. (He left Russia in 1979.)
2 Yes, he did.
3 Yes, they were.
4 No, he didn't. (He went to Michigan State University.)
5 Yes, they did.
6 Yes, he was.

• **HELP WITH GRAMMAR** Past Simple (3):
yes/no questions and short answers

- 8** Students do the exercise on their own or in pairs. Check answers with the class.

- Both questions start with *Did*; the short answers are *Yes, he did./No, he didn't.* and *Yes, they did./No, they didn't.*
- Highlight the word order in Past Simple *yes/no* questions: *Did + subject + infinitive + ...*
- Point out that we don't repeat the infinitive in short answers: *Yes, he did.* not *Yes, he did leave.*

- 9 a** Focus students on the example. Students do the exercise on their own, then check answers in pairs. Check answers with the class.

- 2 Did they like each other at first?
3 Did Sergey go to Maryland University?
4 Did Larry's parents teach mathematics?
5 Did Sergey study computer science?
6 Did Sergey and Larry launch Google in 1999?

- b** Focus students on the questions in **9a**.

CD2 ▶ 19 PRONUNCIATION Play the recording (SB p159). Students listen and repeat the questions and short answers. Check students copy the stress correctly.

- c** Put students into pairs. Students ask and answer the questions in **9a**.

1 No, they didn't. (They met in 1995.) 2 No, they didn't. 3 Yes, he did. 4 No, they didn't. (They taught computer science.) 5 Yes, he did. (He studied mathematics and computer science.) 6 No, they didn't. (They launched Google in 1998.)

EXTRA IDEA

- Hold a class quiz. Put students into pairs, A and B. Write the mixed-up questions from **9a** on cards and add two more questions so there are eight questions in total (four questions on each card), for example *Did Sergey and Larry finish their course at Stanford University? Did they have a bank account in August 1998?* Give the student As one card and the student Bs the other card and ask them to put the questions in order. Students then ask their partner their questions.

Get ready ... Get it right!

- 10** Focus students on the example. Students work on their own and write questions with *you* using the prompts. Tell them to use the verbs in the box. While they are working, check their sentences for accuracy.

- 2 Did you read a good book last month?
3 Did you watch sport on TV last weekend?
4 Did you go to a concert last month?
5 Did you play tennis or football last week?
6 Did you watch a DVD last weekend?
7 Did you go to the cinema last week?
8 Did you have dinner at home last night?

- 11 a** Students move around the room asking other students their questions, or ask as many people as they can sitting near them. Tell them to find one person who did each thing. When they find a student who did one of the things, they write the person's name next to the question. Students should try and find a different student for each question. Remind them to ask follow-up questions, for example *What did you buy?*

- b** Focus students on the speech bubble. Remind students to use the Past Simple of the verbs. Finally, students tell the class two things about the people they talked to.

EXTRA IDEA

- Students write two pieces of information about each person they talked to in **11a**.

WRITING

Students research information about, for example Apple or Microsoft on the internet and make notes about the people who started these companies. Students write a short article describing the beginnings of the company.

 Write these paragraph headings on the board: *Starting the business, The man behind the company, Where the company is today.*

FURTHER PRACTICE

Ph **Class Activity** 6A My partner's past p168
(Instructions p142)

Extra Practice 6A SB p120

Self-study DVD-ROM Lesson 6A

Workbook Lesson 6A p30

6B**Changing technology**

Student's Book p50–p51

Vocabulary mobile phones and TVs;
past time phrases

Grammar *can/can't, could/couldn't*

QUICK REVIEW This activity reviews Past Simple *yes/no* questions. Students write five *Did you ...* questions about yesterday on their own. Put students into pairs, but don't let them talk to each other yet. Students guess if their partner will answer *yes* or *no* to their five questions. Students then work in pairs and take turns to ask and answer their questions. Ask students how many of their guesses were correct.

EXTRA IDEA

-  Write the three group headings from **1b** on the board. Use these to have a *Board Race* (see p24).

Vocabulary and Speaking

Mobile phones and TVs

- 1 a** Students work in pairs and say which words they know, then check in **VOCABULARY 6.2** SB p140. Highlight that we can say *get* or *receive a text* and that *TV programme* is *TV show* in American English. Check that students understand that *app* is short for *application software*, but that we always say *an app* in this context. Also check they understand that *GPS* stands for *Global Positioning System*, but again, we always say the shortened form *GPS*.

Model and drill the words and phrases. Pay particular attention to the pronunciation of *battery* /'bætəri/ and *record* /rɪ'kɔ:d/. Highlight the stressed syllable on *record* and point out the difference between the verb *record* /rɪ'kɔ:d/ and the noun *record* /'rekɔ:d/.

Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b Students work on their own and put the words and phrases in the correct group.

c Students compare answers in pairs. Check answers with the class.

TVs: a channel; a TV programme; record
mobile phones: send/get a text; charge your phone;
GPS; a battery; an app
TVs and mobile phones: turn on; turn off

- 2 a** Students work on their own and put the past time phrases in order.

Students check answers in pairs. Check answers with the class and highlight the following points.

- We use **ago** with the Past Simple to talk about a time in the past. We say *I went there two years ago*. not *I went there before two years*.
- We use **last** with days, months and with the words *night, week, weekend, month, year, century*.
- Point out that we say *last night* but *yesterday morning/afternoon/evening*, not *last morning*, etc.
- Also highlight that we don't use a preposition with *last*. We say *last month* not *in last month*.
- We use **in** with years and months.
- We use **in the** with decades and centuries.

You can refer students to **VOCABULARY 6.3** SB p140 to read about *ago, last* and *in* during the lesson before checking the above points with the class.

2 yesterday 3 the day before yesterday
4 last Monday 5 last year 6 two years ago
7 in May 2002 8 in the nineties 9 in 1986
10 in the eighteenth century

b Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

2 last 3 in 4 in 5 last 6 ago 7 in/last 8 ago

c Students work on their own and tick the sentences in **2b** that are true for them. Tell them to change the time phrases in the other sentences to make them true.

d Students work in pairs and compare their sentences to find out how many are the same.

Ask pairs to share one or two of their sentences that are the same with the class.

Reading and Speaking

3 a Pre-teach the vocabulary. Model and drill the words with the class. Highlight the pronunciation of *live* /laɪv/ in *live TV*.

b Focus students on the photos of Gavin and the family. Elicit that the family photo was taken in 1974. Students work in groups and discuss how TV was different in the 1970s. Point out that colour TV was available in the UK from 1966, but most people didn't own a colour TV until the mid-1970s. Check answers with the class.

There were only three channels.
You couldn't record programmes.
There weren't any programmes after midnight.

c Students read the article again and answer the questions. Check answers with the class.

1 two (a son and a daughter) 2 in the 1970s 3 June 1974 4 They watched TV until midnight with biscuits and cups of hot chocolate. 5 a 3D TV

EXTRA IDEA

- Students note down five or six new words from the article and look them up in a dictionary. They then write a sentence for each new word to illustrate the meaning. Encourage students to do this when learning vocabulary, as it will help them to remember the words.

HELP WITH GRAMMAR

can/can't; could/couldn't

4 a-d Students do the exercises on their own or in pairs, then check in **GRAMMAR 6.3** SB p141. Check answers with the class.

- **a-b** We use **can + infinitive** to say that something is possible in the present.
- We use **could + infinitive** to say that something was possible in the past.
- For positive sentences, we use subject + *can/could* + infinitive.
- For negative sentences, we use subject + *can't/couldn't* + infinitive.
- Highlight the **TIP** and point out that *can/can't* and *could/couldn't* are the same for all subjects (*I, you, he, she, it, we, they*).
- **c 1** can; can't **2** Could; could; couldn't
- Highlight the word order in questions: (question word) + *can/could* + subject + infinitive + ...
- Remind students that we also use *can* for ability (*My sister can speak Russian.*), requests (*Can you help me?*) and offers (*Can I help you?*).

HELP WITH LISTENING *can* and *can't*

This *Help with Listening* section helps students to hear the weak and strong forms of *can* (/kən/ and /kæn/) and the pronunciation of *can't* /kɑːnt/.

5 a CD2 20 Focus on the example sentences, then play the recording. Elicit when *can* is stressed (in short answers). Ask students why *can't* is stressed (because it's negative). Point out that *can* is usually pronounced in its weak form in positive sentences and questions and that the vowel sound is a schwa /ə/. You can also teach students the American English pronunciation of *can't* /kænt/.
b CD2 21 Play the recording (SB p159). Students listen and decide if they hear *can* or *can't* in each sentence. Play the recording again, pausing after each sentence to check answers with the class.

2 can 3 can't 4 can 5 can't 6 Can

6 CD2 22 Focus students on the example and play the beginning of the recording (SB p159).

PRONUNCIATION Play the whole recording (SB p159). Students listen and repeat the sentences. Check students are pronouncing *can* and *can't* correctly and are copying the stress and weak form of *can*.

7 a Focus students on the photo and text. Elicit that the person is holding a mobile phone. Students do the exercise on their own. Make sure students understand the plus sign (+) means they should put in a positive answer (*can* or *could*) and the negative sign (-) means they should put in a negative answer (*can't* or *couldn't*).

b CD2 23 Play the recording. Students listen and check their answers. Check answers with the class.

2 could 3 could
4 could 5 couldn't
6 could 7 couldn't
8 can't 9 can
10 can 11 can't

8 a Focus students on the example sentences. Students work on their own and write four sentences about their first mobile.
b Students work in pairs and compare their sentences. Ask pairs to share one or two of their sentences that are the same with the class.

EXTRA IDEAS

- Students do a class survey about people's first mobile phone. Students write four or five questions to find out information, for example *When did you buy your first mobile? What could you do with your first mobile? What can you do with your mobile now?* Students move around the room and ask other students their questions, then give feedback to the class.
- With a strong class, students can write up their findings from the class survey.

Get ready ... Get it right!

- 9** Focus students on the example. Students work on their own and make notes on what they can and can't do for the three things in the list. Make sure they include as many ideas as possible. While they are working, check their notes and help with any vocabulary.
- 10 a** Put students into pairs. Focus students on the speech bubbles and drill the example with the class. Students ask and answer questions to find out what they can do with their things, but their partners can't. While they are working, monitor and check their pronunciation.
- b** Finally, students tell the class two things they found out about their partner's mobile, computer or TV.

WRITING

Students look back at the article in **3b**. Students write an email to a friend describing the time they first did something new, for example played a video game, used a new app, watched a film in 3D, etc.

FURTHER PRACTICE

- Ph** Vocabulary Plus 6 Verbs and prepositions p206 (Instructions p198)
- Ph** Extra Reading 6 How to remember names p223 (Instructions p215)
- Extra Practice 6B SB p120
- Self-study DVD-ROM Lesson 6B
- Workbook Lesson 6B p31

6C REAL WORLD

The news

Student's Book p52–p53

Real World talking about the news
Vocabulary verbs from news stories

QUICK REVIEW This activity reviews past time phrases. Students work in pairs and take turns to ask and answer about the things in the list. Tell students to ask follow-up questions where possible and have a short conversation. Ask students to share the information they found out about their partner with the class.

The one o'clock news

- 1** Pre-teach *the news* and point out that this word looks plural but takes a singular verb: *What time is the news on?* not *What time are the news on?*. Students then discuss the questions in groups. Ask students to share interesting answers with the class.

EXTRA IDEA

- With a strong class, bring in some articles from English newspapers or the internet. Put students in pairs and give one article to each pair. Students read their article and try to understand the main points of the story. Help students with vocabulary as necessary. Students work in groups or with the whole class and tell one another about their articles.

- 2 a** Students work in pairs and say which verbs they know, then say the Past Simple forms of the irregular verbs. Students check in **VOCABULARY 6.4** SB p140.

Point out that *damage*, *sail* and *crash* can be nouns as well as verbs: *There was a lot of damage. The boat had several sails. They were in a terrible car crash.* The adjective form of *damage* is *damaged*: *The boat was damaged.*

Highlight the difference between *say* and *tell*.

Model and drill the words. Pay particular attention to the pronunciation of *damage* /'dæmɪdʒ/, *receive* /rɪ'si:v/ and *lose* /lu:z/.

Check answers with the class.

buy/bought; lose/lost;
find/found; put/put;
say/said; tell/told

- b** **CD2** **24 PRONUNCIATION** Play the recording (SB p159). Students listen and repeat the verbs and their Past Simple forms.

EXTRA IDEA

- Students work in pairs and take turns to test each other on the Past Simple forms of the verbs in **2a**. One student says the infinitive, for example *put*, and his/her partner says the Past Simple form, for example *put*.

- 3 a** Tell students that they are going to listen to some TV news stories. Pre-teach the vocabulary, which students will need to understand the news stories.

Point out that *a couple* = a husband and wife in the third news story, but can also mean *two*. Check students know where the places mentioned in the stories are (Edinburgh in Scotland, Florida in the USA and Sydney in Australia).

Model and drill the words. Pay particular attention to the pronunciation of *couple* /'kʌpəl/, *coast* /kəʊst/ and *envelope* /'envələʊp/.

b Focus students on the photos A–D of some TV news stories. Students work in pairs and try to match the words from **3a** to the stories.

✍ Check suggested answers with the class or write students' suggested answers on the board and then check them after students have listened to the recording and read the news reports. See the Extra ideas box after **7b**.

A a storm **B** an envelope **C** a storm, a helicopter; a boat; a couple, missing at sea; the coast **D** a train; a hospital

4 a **CD2** ▶ **25** Play the recording (SB p159). Students listen and put photos A–D of the news stories in order. Check answers with the class.

1D 2A 3C 4B

b Give students time to read the pairs of sentences 1–4. Play the recording again. Students listen and choose the correct answers. Check answers with the class.

1 a 60 b Scotland 2 a Florida b 53 3 a 80
b missing at sea 4 a £13 b His dog

EXTRA IDEA

- Put students into pairs, A and B. Play **CD2** ▶ **25** (SB p159). Student As listen for the answers to questions 1 and 2, student Bs listen for the answers to questions 3 and 4. Play the recording again. Students listen and check each other's answers.

HELP WITH LISTENING Sentence stress (3)

This *Help with Listening* section reviews sentence stress and highlights that we stress the important words.

5 a Remind students that in English the important words are usually stressed and the 'grammar' words like *a*, *the*, *with* are usually unstressed.

CD2 ▶ **25** Focus students on the examples and play the first two sentences of the recording again (SB p159). Students listen and notice the stress. Use these examples to illustrate that the words that carry meaning are usually stressed.

b Students turn to Audio Script **CD2** ▶ **25**, SB p159. Play the recording again. Students listen and notice the stressed words.

Read all about it!

6 Focus students on the news reports on SB p53 and use these to teach *headline*. Establish that these two news reports are from the day after the TV news reports. Ask students which news stories they are about (1 = photo C; 2 = photo B). Do not allow students to read the stories yet.

7 a Put students into two groups, group A and group B. Focus students in group A on report 1 and questions 1–5. Focus students in group B on report 2 and questions a–e. Tell students to cover the report that they are not reading.

Students read their report and answer the questions, then check their answers with someone from the same group.

b Put one student from group A with a student from group B. Students ask their partners the questions about each other's report from **7a**.

Check answers with the class.

1 A hundred miles from the Australian coast.
2 Sydney. 3 About a hundred and fifty miles from Sydney. 4 Because it was damaged. 5 Two years ago.
a He received a cheque for over £13 million. **b** The numbers 1–50. **c** In different places in his house.
d They had a dog biscuit in each one. **e** To find him a girlfriend.

EXTRA IDEAS

- When students have finished the activity, give students time to read the other report.
- Check students' suggested answers from **3b** if you didn't check them earlier.

What happened?

8 a Ask students to remind you what the four news stories in photos A–D are about. Tell students they are going to watch or hear four conversations. In each conversation the people are talking about one of these news stories.

VIDEO ▶ **6 CD2** ▶ **26** Play the video or audio recording (SB p159). Students watch or listen and match the conversations to the news stories/photos.

1 the lottery winner (B) 2 the train crash (D)
3 the storm (A) 4 the couple missing at sea (C)

b Give students time to read sentences 1–6 and responses a–f from the conversations. Establish that a–f are typical things that native speakers say in response to news.

Play the video or audio recording again. Students watch or listen and match the sentences to the responses.

2c 3a 4f 5d 6e

REAL WORLD Talking about the news

9 a-c Pre-teach *surprising*. Students do exercises **9a** and **9b** on their own or in pairs, then check in **REAL WORLD 6.1** → SB p141.

Check answers with the class.

- **a 1** A hear B was; 2 A about B happened
- **b good news:** Oh, that's good. **bad news:** Oh no, that's terrible.; Yes, isn't it awful?; Oh, dear. Are they OK? **surprising news:** You're joking!
- Check students understand that *awful* and *terrible* have the same meaning (= *very bad*).
- Note that we say *What happened?* not ~~*What did happen?*~~ in this context. This is because *What* is the subject of *happened*, and in subject questions we use the Past Simple form, not *did* + infinitive. However, we suggest you teach this as a lexical phrase and don't draw students' attention to this unless they ask.

10 CD2 27 PRONUNCIATION Play the recording (SB p159). Students listen and repeat the questions in **9a** and the responses in **9b**.

Encourage students to copy the stress and intonation patterns in the responses and establish the importance of intonation in sounding interested when responding to news. Also check they pronounce *awful* /'ɔ:fəl/ correctly.

11 Pre-teach *tourist* /'tuərist/, *desert* /'dezət/, *jungle* /'dʒʌŋgəl/ and *ate* (Past Simple of *eat*). Model and drill these words.

Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a Students work on their own and read about the news stories. They should check any other problem words with you if necessary.

b Focus students on the phrase box, which reminds them of the Real World language in **9**.

Students work in pairs and take turns to tell each other about their news stories. Students should only give one piece of information about each story at a time. Their partner responds to each piece of information with an appropriate phrase from the box.

Make sure students use full sentences (for example *He gave the money to a hospital.*, *The dog ate his ticket.*, etc.) when talking about the news stories.

While students are working, check students' responses and intonation and help with any problems.

Finally, ask a few pairs to role-play their conversations for the class.

EXTRA IDEA

- For homework, students find a news item in an English newspaper or on the internet that interests them. Ask them to write notes to help them remember the main points of the story. At the beginning of the next class, put students in groups and ask them to tell their partners about their news stories.

FURTHER PRACTICE

Ph **Class Activity** 6C Lost in the Himalayas p169 (Instructions p143)

Extra Practice 6C SB p120

Self-study DVD-ROM Lesson 6C

Workbook Lesson 6C p33

VOCABULARY 6D AND SKILLS

Mario Man

Student's Book p54–p55

Vocabulary articles: *a*, *an* and *the*
Skills reading: a fact file; listening:
a radio programme

QUICK REVIEW This activity reviews irregular verbs and talking about the news. Students work in pairs and see how much they can remember about the four news stories from lesson 6C, making notes if necessary. Students compare ideas with another pair, then check on SB p52 and p53. Check answers with the class.

1 Focus students on the questions. Make sure students understand that if they play video games they discuss questions a–d, and if they don't, they discuss questions e–h.

Students discuss the questions in groups. Ask students to share interesting answers with the class.

EXTRA IDEA

- Do a classroom survey to find out how many people play video games. Ask students to give feedback to the class.

2 a Pre-teach the vocabulary. Highlight the pronunciation of designer /dɪ'zʌɪnə/, award /ə'wɔ:d/ and villain /'vɪlən/. Make sure students understand that a hero is the 'good guy' and a villain is the 'bad guy'.

b Focus students on the photos and the fact file. Students do the exercise on their own, then check answers in pairs. Check answers with the class.

1 a video game designer 2 Nintendo 3 in Kyoto (Japan) 4 at Kanazawa College of Art 5 Yes, he is. 6 a manager 7 No, he doesn't (play them very often). 8 Mario

3 **CD2** ▶ **28** Play the recording (SB pp159–p160). Students listen and fill in the gaps in the fact file. Play the recording again for students to check their answers.

1 1952 2 1975 3 France 4 bike
5 music 6 bad 7 1983

EXTRA IDEA

- If your students are finding the recording difficult, ask them to look at Audio Script **CD2** ▶ **28**, SB p159. Play the recording again. Students listen, read and check their answers.

HELP WITH VOCABULARY

Articles: *a*, *an* and *the*

4 **a–b** Focus students on the sentences. Students do **4a** on their own, then check in **VOCABULARY 6.5** ▶ SB p140.

- We use *the* when we know which thing, person, place, etc., because there is only one.
- We use *a* or *an* to talk about things or people for the first time.
- We use *the* to talk about a person or a thing for the second, third, fourth, etc. time.
- Point out that we also use *the* in some fixed phrases (*at the weekend*, *in the evening*, *go to the cinema*, etc.) and elicit other examples from students (*the news*, *go to the theatre*, *in the morning*, etc.).

5 Focus students on the words in bold in the last paragraph of the fact file. Students work in pairs and match the words to rules 1–3 in **4a**. Check answers with the class.

All Mario Bros. video games have a **story** (2). The **story** (3) always has a **hero** (2), a **princess** (2) and a **villain** (2). The **villain** (3) wants to marry the **princess** (3), so he takes her to a **place** (2) where the **hero** (3) can't find her. But the **hero** (3) always finds the **place** (3) and saves the **princess** (3) from the **villain** (3). And that's the **end** (1) of the game.

6 **a** Students do the exercise on their own.
b Students check answers in pairs. Encourage students to justify their reasons for choosing *a*, *an* or *the*, referring back to the rules in **4a**.

Check answers with the class.

2 the 3 The 4 a 5 the 6 a 7 an 8 a 9 The 10 the
11 the 12 the 13 the 14 the 15 the 16 the 17 a

7 **a** Students do the exercise on their own. Check answers with the class, again asking students to justify their answers if there is any disagreement.

1 a 2 a 3 the 4 the; the 5 the 6 a

b Students work in pairs and take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible. Finally, ask students to share interesting answers with the class.

EXTRA IDEA

- Write twelve sentences which include articles on a piece of paper. Six of these sentences should be correct and six should include incorrect use of articles, for example *I saw the great film last week.*, *Sue's not in a bedroom, she's in a kitchen.*, etc. Make one photocopy for each student in the class. Students work in groups and decide which sentences are correct and which are incorrect. Check answers with the class. The group with the most correct sentences wins. Alternatively, you can do this activity as a *Grammar Auction* (see p25).

WRITING

Students write a fact file about a famous person.

✍ Write the following headings on the board: *Occupation, Born, Education, Family life, Interesting facts*. Students use the fact file in **2** as a model.

FURTHER PRACTICE

Ph **Study Skills** 3 Using your English dictionary p235 (Instructions p231)

Ph **Class Activity** 6D Money, money, money! p170 (Instructions p143)

Extra Practice 6D SB p120

Self-study DVD-ROM Lesson 6D

Workbook Lesson 6D p34

Workbook Reading and Writing Portfolio 6 p74

Progress Test 6 p247

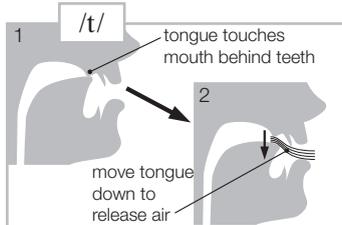
HELP WITH PRONUNCIATION

Past Simple of regular verbs

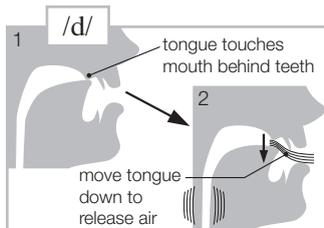
1 **a** Focus students on the phonemes /t/, /d/ and /ɪd/ and the verbs.
CD2 ▶ **29** Play the recording. Students listen to the regular verbs and their Past Simple forms, and notice how we say the *-ed* endings in the Past Simple.

Draw students' attention to the **TIP**. Point out that when a verb ends in a /t/ or /d/ sound, for example *hate* or *download*, the Past Simple *-ed* ending is pronounced /ɪd/ (*hated* /'heɪtɪd/, *downloaded* /daʊn'ləʊdɪd/).

b Play the recording again. Students listen and repeat the verbs and Past Simple forms. If students are having problems with the sounds, help them with the mouth position for each sound.



Point out that we make the /t/ sound by stopping the air with the tongue behind the teeth. Then we move the tongue down to release the air. Tell students to try holding a piece of paper in front of their mouth when they move their tongue down. The paper should move.



Point out that we make the /d/ sound in the same way, but a piece of paper held in front of the mouth shouldn't move. Highlight that /d/ is a voiced sound.

Also point out that if the verb ends in a /t/ or /d/ sound, we add the extra syllable in the Past Simple form /ɪd/, for example *wait* /weɪt/, *waited* /'weɪtɪd/.

2 a Focus students on the example. Students do the exercise in pairs. Encourage students to say the words out loud to help them decide which of the three Past Simple forms has an /ɪd/ ending.

b CD2 30 Play the recording. Students listen and check their answers. Check answers with the class. Play the recording again. Students listen and repeat the words.

2 downloaded 3 chatted 4 hated
5 recorded 6 visited

EXTRA IDEA

• Students work in pairs and decide whether the *-ed* ending in the other two words in each line is pronounced /t/ or /d/. Check answers with the class.

1 moved /d/; loved /d/ 2 liked /t/; played /d/
3 lived /d/; crashed /t/ 4 listened /d/; worked /t/
5 travelled /d/; finished /t/ 6 walked /t/;
phoned /d/

3 Students work in pairs and take turns to say a verb from **1a** or **2a**. Their partner says the Past Simple form. Finally, ask each student to say a verb from **1a** or **2a** and its Past Simple form. Check they say the *-ed* ending correctly and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p55.

See p36 for ideas on how to exploit this section.

Extra Practice 6

See p36 for ideas on how to exploit this section.

6A

1 2 emails 3 get 4 WiFi 5 use 6 search engine
7 download 8 chat 9 online; blog
2 2 didn't 3 didn't 4 wasn't 5 weren't 6 didn't
7 didn't 8 wasn't
3 2 did 3 went 4 did ... do 5 watched 6 Did ...
enjoy 7 didn't 8 was 9 Did ... stay 10 didn't
11 came

6B

4 1 send 2 turn off 3 app 4 channel 5 battery
6 charge 7 turn on; programme
5 2 He was born in the eighteenth century. 3 I went
out last night. 4 She arrived ten days ago. 5 My
parents went to Paris in 2011. 6 His father was
famous in the eighties.

6 2 couldn't 3 could 4 can't 5 can 6 couldn't
7 Can 8 couldn't 9 could 10 can't

6C

7 2 where 3 died 4 terrible 5 read 6 what 7 Really
8 joking

6D

8 2 the; the 3 the; the 4 a 5 a; an; The; the

Progress Portfolio 6

• See p37 for ideas on how to exploit this section.