

# 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 at the back of this book. 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 Intermediate Student's Book completes the B1 level and starts B2 (see p14–p19).

## face2face Second edition Intermediate Components

### Student's Book with Self-study DVD-ROM

The **Student's Book** provides 48 double-page lessons in 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 review video for each unit, customisable *My Test* and *Progress* sections where students evaluate their own progress, and an interactive Phonemic Symbols chart. In addition there is an e-Portfolio with fully searchable *Grammar and Real World Reference* and *Word List*, a *Word Cards* practice tool, 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, 4 *Study Skills* worksheets and 12 double-page *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](http://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!

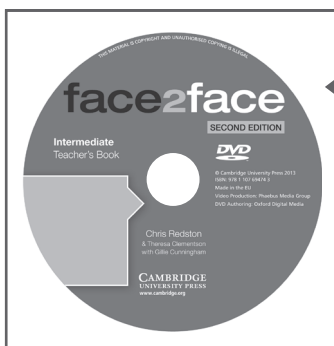
# New Features of face2face Second edition Intermediate



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

**2 a VIDEO 3 CD1 26** Look at the photo on p29. Ella and Mike are going on a trip to Delhi. They're asking Rebecca and Charlie for recommendations. Watch or listen to their conversation and tick the topics they talk about. Which two topics don't they talk about?

- the best time to visit
- things (not) to see in the city
- things to see outside Delhi
- dangers and problems
- getting around
- changing money
- places to eat
- places to stay



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

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

**HELP WITH PRONUNCIATION** The letters or letters or. Listen again and practise.

**1 a CD1 40** Listen and notice three ways we say the letters or. Listen again and practise.

- 1 /ɔː/ organised morning divorced
- 2 /ə/ forget opportunity stubborn
- 3 /ɜː/ worse world workaholic

**b** Look at the words in 1a again. How do we say the letters or: when this syllable is stressed? when this syllable is not stressed? after the letter w?

**2 a** Work in pairs. Match the letters or in these words to sounds 1, 2 or 3 in 1a.

correct	2	worst	enormous	information	snoring
worth	gorilla	gorgeous	boring	motorbike	homework
unfortunately	uniform	mirror			

**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 8**

**8A p42**

**1** Find 10 words for bad weather and natural disasters (4+)

**2** Read the text and match the words to the definitions.

**3** Write the words in the correct form.

**4** Write a short story using as many of the words as you can.

**8B p43**

**1** Read the text and match the words to the definitions.

**2** Write the words in the correct form.

**3** Write a short story using as many of the words as you can.

**8C p44**

**1** Write the opposites of these adjectives by adding a prefix.

**2** Write the words in the correct form.

**3** Write a short story using as many of the words as you can.

**8D p45**

**1** Read this conversation. Fill in the gaps with these phrases.

**2** Write a short story using as many of the phrases as you can.

**Progress Portfolio 8**

**1** Tick the things you can do in English.

**2** Write a short story using as many of the things as you can.

**face2face Intermediate DVD-ROM**

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

**NEW Extra Reading** photocopiable worksheets in the back of this Teacher's Book provide extended reading practice in class or for self-study.

**3 A unique experience**

**1** Do you prefer going on holiday to new places or to places you've been to before? Why? When did you last go to a new holiday destination? What was it like? Would you recommend it? Why?

**2** Look at the photos of four unusual holiday destinations. What do you think is unusual about them?

**3** Read the web page. Check your answers to 2a and match phrases 1a–3b to these places.

**4** Read the web page again. Are these sentences true (T) or false (F)?

**5** Which place would you most like to visit? Why?

**Holidays With A Difference!**

**Dazzling landscapes** Visit Salar de Uyuni in south-western Bolivia to see the world's largest salt flat, which has 300 miles of white and shimmering salt. It's like a giant's foot. Take an unforgettable trip across 10000 square miles of pure white salt and enjoy the Dalcaña salt train, which is made entirely out of salt. Every November, Salar de Uyuni is the breeding ground for flamingos. It's these pink creatures against the dazzling white landscape a sight to behold! [See more...](#)

**Unforgettable experiences** Visit Thailand during the Songkran Festival in mid-April to celebrate the traditional New Year in an unusually wet year. As part of the clearing and purification ritual, which are central to the festival, you'll see four people enthusiastically take part in the extremely popular water-throwing festival. Consider the fact that you'll be getting wet from anyone who passes (including motorcyclists and tourists), joining in the massive water fight is an experience you will never forget! [See more...](#)

**Romantic mysteries** Visit Death Valley, California, to witness the mysterious Salton Slides. You can clearly see the long tracks left by stones weighing up to several tons which have moved across the flat dry landscape of Death Valley. So what is it that pushes them along? For decades no one had actually witnessed a rock moving, but a recent video shows some of the rocks rattling in mud on and leaving a trail as they are driven across the surface by strong winds. There's something sinister about the Salton Slides, which is one of the most barren and inhospitable places on Earth, seem to have a life of their own. [See more...](#)

**Family fun** Wanderland Kalkar is a unique family fun park in the heart of a new solar nuclear power plant in Kalkar, Germany. Construction of the plant began in 1972, but when it was completed over 13 years later, authorities decided to put the plant on the 54 billion project. In 1995, Dutch businessmen Henne van der Meer bought what was left of the Kalkar plant for only €2 million. He managed to turn a toxic and unprofitable entertainment park with over 40 rides that is visited by over 600000 people every year. Among the most interesting features are the sunny ride set up inside the cooling tower and the climbing wall on its outer wall. A trip to Wanderland Kalkar is a treat for the whole family. [See more...](#)

**NEW Self-study DVD-ROM** with over 300 practice exercises, review video, customisable tests, e-Portfolio and much more!

# 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 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.

**7A Have a go!**

**QUICK REVIEW** Discussion language  
Decide if you agree or disagree with these sentences: 1 Video games are bad for children. 2 People depend on computers too much. 3 Twenty is too young to get married. Then work in groups and discuss the sentences.

**Vocabulary and Speaking**  
Goals and achievements

1 a Look at these questions. Which of the words/phrases in bold do you know? Check new words/phrases in **VOCABULARY 7A** p143.

- Would you like to **have the opportunity** to travel more than you do now?
- Do you know any people who have **achieved their goals** in life?
- What do you **put a lot of effort into**?
- Have you ever **messed up** an exam or an interview?
- Do you ever **dream** of becoming rich or famous?
- Do you think you've **made the most of** the opportunities you've had in life?
- Do you always try to **do your best** at everything you do?
- Think of a time when you weren't successful at something. What **went wrong**?
- Do you enjoy **taking part in** competitive sports?
- Do you think that parents should always **encourage** their children to do what they want in life?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

Would you like to have the opportunity to travel more than you do now? Yes, definitely.

Where would you like to go?

**Speaking and Reading**

2 Work in new pairs. Discuss these questions.

- Do you ever watch reality TV programmes? If so, which ones do you watch? If not, why don't you watch them?
- Would you like to appear on a reality TV programme yourself? If so, which programme? If not, why not?

**Vocabulary goals and achievements**  
Grammar ability: *be able to, manage, be useless at, etc.*

**Have a go!** is a new reality TV show where members of the public have just four weeks to learn a new skill before they perform live in front of a studio audience. Here's how last week's contestants felt about the experience.

**Vicky, opera singer**  
Four weeks ago I didn't have a clue how to sing opera. I'd never sung in public in my life, apart from karaoke, and I'd never dreamed of singing onstage. Luckily I had a fabulous teacher, Irene, who's been an opera singer for over twenty years. She's very good at encouraging people and I was determined to make the most of the opportunity. At first I found it impossible to breathe and sing at the same time, but the more I practised, the better I got. The hardest part was learning the words, which were in Italian! I was useless at learning languages at school and I was terrified of forgetting the words. Fortunately I was able to give a good performance – and I couldn't believe it when they told me I'd won! It shows that if you put a lot of effort into something, you can achieve your goals.

**Ben, magician**  
I used to love magic when I was a kid, but I had no idea how to do any magic tricks. So when I had the opportunity to become a magician I jumped at the chance. My teacher, Silvio, is a very talented magician and he knows how to do some really amazing tricks. The most important part of being a magician is misdirection – making people look where you want them to. I found some of the tricks quite easy to learn, but I'm no good at doing card tricks – they always seem to go wrong! Before I went onstage yesterday I was incredibly nervous, but I managed to do all the tricks without messing them up. I was disappointed that I wasn't able to win, but I did my best and really enjoyed taking part in the programme. I'm going to continue doing magic – and I'll always be popular at kids' parties!

**HELP WITH GRAMMAR** Ability

4 a Look at the words/phrases in blue on the web page. Match them to these meanings.

- things you can or could do
- things you can't or couldn't do

b Look at this sentence. Then answer the questions.

*I managed to do all the magic tricks successfully.*

- Did Ben do all the magic tricks successfully?
- Was this easy or difficult for him?

c Look at the web page again. Then complete these phrases with *infinitive, infinitive with to or verb-ing*.

- not have a clue how + *infinitive with to*
- be quite/very/really good at + ...
- find something impossible/quite easy + ...
- be useless at + ...
- (not) be able to + ...
- have no idea how + ...
- know how + ...
- be no good at + ...
- manage + ...


d Which other adjectives can we use with: **be + adjective + at**?

*be brilliant at be hopeless at*

e Check in **GRAMMAR 7A** p144.

5 **CD2-16 PRONUNCIATION** Listen and practise. Copy the stress and weak forms.

*I didn't have a clue how to /ta/ sing opera.*  
*She's very good at /a/ encouraging people.*



**Zoe and Vince, ballroom dancers**  
**ZOE** I was quite good at <sup>1</sup> *dancing* (dance) at school and Vince knows how <sup>2</sup> \_\_\_\_\_ (salsa), but neither of us had a clue how <sup>3</sup> \_\_\_\_\_ (do) ballroom dancing. Our teacher, Evelyn, spent four weeks trying to teach us a three-minute dance sequence. I was able to <sup>4</sup> \_\_\_\_\_ (learn) the dance quite quickly, but Vince found it difficult <sup>5</sup> \_\_\_\_\_ (remember) all the steps and he had no idea how <sup>6</sup> \_\_\_\_\_ (catch) me correctly. We practised and practised, but unfortunately it all went wrong on the night. Halfway through the dance Vince missed a catch and I fell onto the floor. We managed <sup>7</sup> \_\_\_\_\_ (carry on) and finish the dance, but I was really upset that Vince had messed up our big opportunity to become famous. I didn't think he'd be so hopeless at <sup>8</sup> \_\_\_\_\_ (dance) in public. My friends had a good laugh about it, though!

6 a Read about Zoe and Vince. Did Zoe enjoy appearing on *Have a go*? If not, why not?  
b Read about Zoe and Vince again. Put the verbs in brackets in the correct form.

7 a Rewrite these sentences using the words in brackets.

- I can play tennis quite well. (good)  
*I'm quite good at playing tennis.*
- I can't remember people's names. (useless)
- I don't know how to cook. (clue)
- I can understand songs in English. (find / easy)
- I was able to run 15 km last weekend. (manage)
- I have no idea how to change a wheel on a car. (clue)
- I can't type without looking at the keyboard. (find / impossible)
- I find it hard to make decisions. (no good)
- I know someone who can play guitar very well. (brilliant)

b Work in pairs. Compare sentences. Are any true for you?

**Get ready ... Get it right!**

8 Write three true sentences and three false sentences about things you can and can't do. Use a different phrase from 4c in each sentence.

*I'm quite good at doing crosswords.*  
*I have no idea how to ride a motorbike.*

9 a Work in pairs. Take turns to say your sentences. Your partner can ask two questions about each sentence. Then guess if your partner's sentences are true or false.  
b Tell the class two things your partner can or can't do. Which student has the most interesting or unusual ability?

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.

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

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.

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

### 7B What would you do?

Vocabulary computers (I)  
Grammar second conditional

**QUICK REVIEW** Ability Write one thing: you're quite good at; you're haven't got a clue how to do; you were able to do when you were a child; you know how to do; you never managed to do. Work in pairs. Tell each other about the things on your list.

**Vocabulary and Speaking**  
Computers (I)

1 a Work in pairs. Which of these words/phrases connected to computers do you know? Check new words/phrases in VOCABULARY 72 p143.

a password install software back up store a hard drive a memory stick spam an attachment a virus crash copy in forward delete print scan WiFi

b Work on your own. Write five questions about computers to ask your partner. Use vocabulary in 1a. Do you store all your photos on your hard drive? When did you last install some software onto your computer?

c Work with your partner. Ask and answer your questions. Ask follow-up questions if possible.

Do you store all your photos on your hard drive? No, I store them online.

**Speaking and Listening**

2 a Work in pairs. Look at the photos. Why do you think the internet is important to each person's company?


b CD2-17 Listen and check your answers. What disadvantage of the internet does each person talk about?

c Work with your partner. Match these sentences to the people in the photos.


1 If I lost my laptop, I'd probably lose my job!  
2 If the internet didn't exist, I wouldn't have a business.  
3 If we didn't have WiFi, this place would be empty.  
4 We'd lose a lot of customers if our website crashed.  
5 If they turned off their computers, they might make some new friends.  
6 If we didn't have so many online meetings, I could get out of the office more often.

d Listen again and check.


**Judy, company director**



**Wesley, café owner**



**Frank, sales manager**



**HELP WITH GRAMMAR** Second conditional

3 a Look at sentences 1-4 in 2c. Choose the correct words/phrases in these rules.

- We use the second conditional to talk about real/imaginary situations.
- The second conditional talks about the present or future/ the past.
- In the *if* clause/main clause we use the Past Simple.
- In the *if* clause/main clause we use 'd, would or wouldn't + infinitive.

b Look at these sentences. Then answer the questions.

A If I had enough money, I'll buy a new laptop.  
B If I had enough money, I'd buy a new laptop.

1 Which sentence is a real possibility (the person might buy a new laptop)?  
2 Which sentence is an imaginary situation (the person can't buy a new laptop)?

TIP • We can say *if I/he/she/it was ...* or *if I/he/she/it were ...* in the second conditional.

c Look at sentences 5 and 6 in 2c. Which modal verb can we use in the main clause to mean: would perhaps? would be able to?

d Fill in the gaps in these questions with *if*, *do* or *would*. What are the short answers for question 2?

1 What \_\_\_\_\_ you \_\_\_\_\_ you lost your laptop?  
2 \_\_\_\_\_ someone asked you to lend them your computer, \_\_\_\_\_ you \_\_\_\_\_ it?

e Check in GRAMMAR 72 p144.

4 CD2-18 PRONUNCIATION Listen and practise. Copy the stress and contractions (I'd, etc.).

I'd probably lose my job →  
If I lost my laptop, I'd probably lose my job!

5 a Fill in the gaps with the correct form of the verbs in brackets. Then complete the sentences for you.

1 If I \_\_\_\_\_ (win) a holiday anywhere in the world, I \_\_\_\_\_ (go) to ...  
2 If I \_\_\_\_\_ (not live) where I do, I \_\_\_\_\_ (be) to live in ...  
3 If I \_\_\_\_\_ (can) change places with one person in the world, I \_\_\_\_\_ (choose) ... to make a film with ...  
4 If I \_\_\_\_\_ (be) a film star, I \_\_\_\_\_ (like) to make a film with ...  
5 If I \_\_\_\_\_ (live) in a different country, I \_\_\_\_\_ (miss) ...  
6 If I \_\_\_\_\_ (can) talk to a famous person from history, I \_\_\_\_\_ (talk) to ... about ...

b Work in pairs and compare sentences. Continue the conversations if possible.

If I won a holiday, I'd go to Africa.  
What would you do there?  
I'd go on a safari.

6 Work in new pairs. Student A p105. Student B p110.

**HELP WITH LISTENING**  
First or second conditional

7 a CD2-19 Listen to these sentences. Notice the difference between the verb forms. What is the difference in meaning?  
If I have time, I'll help you.  
If I had time, I'd help you.

b CD2-20 Listen to six pairs of sentences. Which do you hear first: the first conditional or the second conditional?

8 a Choose the correct words in these conversations.

1  
PETE Oh, dear. I'll never finish these T-shirts by 5 o'clock.  
JUDY Sorry, I'll help you if I don't/didn't have all these calendars to do.  
PETE If Megan visits here, she can/could do some of them, but she's still on holiday.  
JUDY Well, don't worry. If you don't/didn't finish them, I'll/would email the customer and explain.

2  
FRANK What time's my online meeting with the sales reps?  
RUTH It's at 3.30. But Brian emailed to say that he might not be able to do it. If he misses/missed the meeting, I'll/would ask him to call you tomorrow.  
FRANK Great, thanks. And can you help me back up these documents online? I won't/wouldn't ask if I know/knew how to do it, but I'm useless at this kind of thing.  
RUTH Yes, of course. If you give/gave me your laptop, I'll/would do it now.

b CD2-21 Listen and check.

**Get ready ... Get it right!**

9 a Write these things on a piece of paper. Don't write them in order.

- three of your possessions that you couldn't live without
- three things you don't have, but would like to have a laptop a car

b Write second conditionals about how your life would be different with or without these things.

If I didn't have a laptop, I couldn't work on the train.  
If I had a car, I'd go away for the weekend more often.

10 a Work in pairs. Swap papers. Take turns to ask and answer questions about the things on your partner's paper.

Have you got a laptop? Yes, I have.  
Why is it important to you? Because I travel a lot for work. If I didn't have a laptop, ...

b Tell the class two things about your partner.

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

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 so that they can Get it right! when they do the communicative stage of the activity.

# A Guide to the Student's Book

Lesson C 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.

VOCABULARY AND SKILLS

Social networking

Vocabulary computers (2); articles: a, an, the, no article

Skills Reading: a magazine article; Listening: an informal conversation

**QUICK REVIEW** Second conditional  
Decide what you would do if you: won the lottery, were the leader of your country, spoke English fluently, were ten years younger. Work in groups and compare ideas. Which students have the same ideas as you?

**Vocabulary and Speaking Computers (2)**


1 a Look at these sentences. Which of the words/phrases in bold do you know? Check new words/phrases in **VOCABULARY 7C** p143.

- I'm on a **social networking site** such as Facebook, Google+ or Twitter.
- I **update** my status every day.
- I change my **profile** quite often.
- I've **downloaded** one or two new apps recently.
- I sometimes **upload** videos to websites like YouTube.
- I sometimes **post comments** on news sites and forums.
- I'm on Twitter and I **tweet** quite often.
- I also **follow** some famous people on Twitter.
- I often share **links** to interesting websites, blogs or videos with my friends.

b Work on your own. Tick the sentences that are true for you.

c Work in pairs. Compare sentences. Ask follow-up questions if possible.

**The lonely generation?**



These days, millions of people organise their lives on social networking sites like Facebook, Google+ or Twitter, and many of them can't go a day – or even an hour – without checking for status updates. But what effect is this having on society and how is it changing the way we see our friends?

The scientist Robin Dunbar suggests that the largest number of active social relationships a person's brain can deal with is 150. However, most people have hundreds, sometimes even thousands, of Facebook friends, partly because making friends online is so easy. When you receive a friend request, you just click 'Confirm' and you have a new person to add to your collection of online friends. But do you really want to be friends with the person, or are you just trying to appear more popular? To illustrate the point, the Burger King chain of restaurants in the USA offered to give people a free burger if they deleted 10 friends from their Facebook page. Amazingly, over 530,000 people did just that, which shows how little some people value many of these online friendships.

Experts are also concerned that spending so much time online is making children feel lonelier than ever before. According to a children's charity in the UK, the number of calls they receive about loneliness from teenage boys has gone up by 500% compared to five years ago. The charity also reports that online bullying is also increasing. In another report, a third of people at university said they spent too much time communicating online and not enough in person. So it's not surprising that young people who are addicted to social networking sites find it harder to form strong, long-lasting relationships. For them, to be offline is to be disconnected from their network of friends, which can be very hard to cope with.

Of course, you don't have to be at school or university to use social networking sites. Many professional people use networking sites like LinkedIn to make work contacts. And of course being part of a global professional network means that people can make the most of opportunities anywhere in the world. So if you're a designer working in Dublin or an engineer who's moving to Egypt, the online community is one of the most effective ways to help your career.

Social networking sites are one of the most amazing success stories of the internet and Facebook now has over a billion users all over the world. However, the effect these sites are having on our friendships is changing our society forever.

**Speaking and Reading**


2 a Work in groups. Discuss these questions.

- In what ways do social networking sites help people's social lives?
- What problems can social networking sites cause?
- How is social networking affecting teenagers and children, do you think?

b Before you read, check these words/phrases with your teacher or in a dictionary.

a collection   lonely   loneliness  
bullying   be addicted to

c Read the article. Which of the ideas that you discussed in 2a are mentioned in the article?



Jenny   Gary   Simon

**HELP WITH VOCABULARY**  
Articles: a, an, the, no article

4 a Look at the words/phrases in blue in the article. Match one word/phrase to each of these rules.

- We use **a or an**:
  - when we don't know, or it isn't important, which one. a day
  - with jobs.
  - to talk about a person or thing for the first time.
- We use **the**:
  - to talk about the same person or thing for the second/ third/fourth, etc. time.
  - when there is only one (or only one in a particular place).
  - with countries that are groups of islands or states.
  - with superlatives.
- We **don't use an article**:
  - for most towns, cities, countries and continents.
  - to talk about people or things in general.
  - for some public places (school, hospital, etc.) when we talk about what they are used for in general.

b Check in **VOCABULARY 7C** p143.

**HELP WITH LISTENING** Weak forms (2)

- Remember: in sentences we say many small words with a schwa /ə/ sound. These are called weak forms.

8 a Work in pairs. How do we say the strong and weak forms of these words?

	strong	weak	strong	weak
are	/ɑː/	/ə/	but	/bʌt/
was	/wɒz/	/wəz/	as	/æz/
were	/wɜːz/	/wəz/	from	/frɒm/
your	/jɔː/	/jə/	them	/ðem/

b CD2-23 Listen and notice the difference between the strong and weak forms of these words.

c Look at these sentences from the conversation. Which words do we hear as weak forms?

- Here are your drinks. We were lucky to get a table, weren't we?
- But I was spending hours and hours on it and it wasn't as much fun as it used to be.
- No, but I like reading tweets from film stars and footballers and people like that.
- Well, my wife posts videos of the children so our relatives can watch them.

d CD2-24 Listen and check.

e Look at Audio Script CD2-22 p165. Listen to the conversation again. Follow the sentence stress and notice the weak forms.

9 a Work in groups. Write a survey about the internet and social networking. Write at least five questions. Use words/phrases from 1a or your own ideas.

- Which social networking sites are you on?
- Ask other students in the class. Write the answers.
- Work in your groups. Compare answers.
- Tell the class what you found out about other students' social networking and internet habits.

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

The Pair and Group Work section at the back of the Student's Book provides numerous communicative speaking practice activities.

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.

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

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

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

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

**REAL WORLD 7D** Can you tell me ...? Real World indirect and direct questions

**QUICK REVIEW** Computers Write eight words/phrases connected to computers (update your status, blog, etc.). Work in pairs. Compare lists. Then say when you last did some of the things on both lists: I updated my Facebook status last night.

**1** a Look at the photos. Where is Charlie in each photo? What do you think the people are talking about?  
 b **VIDEO 7 CD2 25** Watch or listen to Charlie's conversations with a colleague, Tanya, and his wife, Rebecca. Then choose the correct words/phrases in these sentences.  
**Conversation 1**  
 a Charlie and Tanya are discussing a meeting/conference next week.  
 b Their clients are arriving on Monday/Tuesday from London/New York.  
 c Charlie and Tanya are going to take the clients for lunch in a hotel/pub.  
 d Barry Mackenzie is definitely/might be coming to the meeting.  
**Conversation 2**  
 e Harry's first birthday party is at one/three o'clock on Friday/Saturday.  
 f Rebecca's parents are/aren't staying with Charlie and Rebecca.  
 g They know/don't know how many people are coming to the party.  
 h Charlie gets on/doesn't get on well with Rebecca's uncle.

**2** a **VIDEO 7 CD2 25** Watch or listen again. Put these questions in the order you hear them.  
**Conversation 1**  
 a Do you think you tell me what time it starts?  
 b Have you any idea if he's been invited?  
 c Can you tell me when they're arriving?  
 d Do you know whether we've booked them a hotel room?  
 e Do you think we should email everyone again?  
**Conversation 2**  
 f When are they arriving?  
 g What time does it start?  
 h Should we email everyone again?  
 i Has he been invited?  
 j Have we booked them a hotel room?  
 b Work in pairs. Compare answers. Then match questions a-e to questions f-j.

**REAL WORLD** Indirect and direct questions  
**3** a Look at indirect questions a-e and direct questions f-j in 2a. Then choose the correct word in this rule.  
 • In more formal situations we often use indirect/direct questions because they sound more polite.  
 b Look again at questions a-e in 2a. Notice the phrases in *blue* that we use to introduce indirect questions. Then choose the correct word/phrase in these rules.  
 • We use *if* or *whether* in indirect questions when there is/isn't a question word.  
 • In indirect questions, *if* and *whether* are the same/different.  
 • We use *don't* use *if* or *whether* with *Do you think ...*?  
 c Look at the phrases in pink in questions a-e in 2a. Then choose the correct word in the rule.  
 • In indirect questions, the main verb is in the positive/question form.  
 d Check in **REAL WORLD 7E** p144.

**HELP WITH LISTENING** Intonation (2): being polite  
 • We know if people are being polite by how much their voices move up and down. If their voices are flat, they often sound rude or impatient.  
**4** **CD2 26** Listen to the same questions said twice. Which sounds more polite, a or b?  
 1 @ b 3 a b 5 a b  
 2 a b 4 a b  
**5** **CD2 27** **PRONUNCIATION** Listen and practise the questions in 2a. Copy the polite intonation. *Could you tell me what time it starts?*  
**6** Put these words in order to make indirect questions.  
 1 whether / you / this / office / is / me / Can / tell / Mr Maxwell's?  
 Can you tell me whether this is Mr Maxwell's office?  
 2 think / the meeting / be / will / you / Do / Elizabeth / at / tomorrow?  
 3 Could / been / 's / me / how long / you / he / here / tell / working?  
 4 Is/nay and All / holiday / you / Do / going / are / on / know / when?  
 5 idea / Have / if / went / Wayne / you / any / away / weekend / last?  
 6 whether / you / Manchester / me / to / Can / goes / train / this / tell?  
 b Work in pairs. Compare answers.  
**7** a Look at these direct questions that tourists often ask. Rewrite the questions as indirect questions. Use these phrases.  
 1 Is there a bookshop near here?  
 Do you know ...  
 2 How do I get to the station?  
 Could you tell me ...  
 3 Should I give taxi drivers a tip?  
 Do you think ...  
 4 What time do the banks close?  
 Have you any idea ...  
 5 Where's the nearest post office?  
 Can you tell me ...  
 b Imagine you're a tourist in the town/city you're in now. Write three more indirect questions to ask someone who lives here.  
 c Work in pairs. Take turns to be the tourist. Ask and answer the questions from 7a and 7b.  
 Excuse me. Do you know if there's a bookshop near here? Yes, there is. Go along this road ...

**HELP WITH PRONUNCIATION** Natural rhythm  
**1** a **CD2 28** Listen to these sentences. Notice the sentence stress, linking and weak forms in pink. These help to give English its natural rhythm.  
 1 Where would you live if you had a lot of money?  
 2 I've been living in England for one and a half years.  
 3 While I was on my way home, I met an old friend.  
 4 Who do you think I should invite to the wedding?  
 b Listen again and practise.  
**2** a Work in pairs. Mark the stress and linking in this conversation. Then circle the weak forms.  
 ANN: Hi, Tom. What are you doing at the moment?  
 TOM: I'm trying to download an attachment, but my laptop keeps crashing. Do you think it's got a virus?  
 ANN: Maybe. Perhaps the software's a bit out of date. When did you last update it?  
 TOM: I can't remember. And it slows down every time I try to send an email.  
 ANN: I think it's time to get yourself a new computer. I was thinking exactly the same thing!  
 b Look at Audio Script **CD2 29** p166. Then listen and check. Listen again and practise each line of the conversation.  
 c Work in pairs. Practise the conversation in 2a. Check your partner's pronunciation. Take turns to be Tom.

**continue2learn**  
**Vocabulary, Grammar and Real World**  
 • Extra Practice 7 and Progress Portfolio 7 p121  
 • Language Summary 7 p143  
 • 7A-D Workbook p35  
 • Self-study DVD-ROM 7 with Review Video  
**Reading and Writing**  
 • Portfolio 7 Giving instructions Workbook p76  
 Reading instructions  
 Writing connecting words (1): useful phrases

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

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, customisable tests and e-Portfolio section.

# Teacher's DVD Instructions

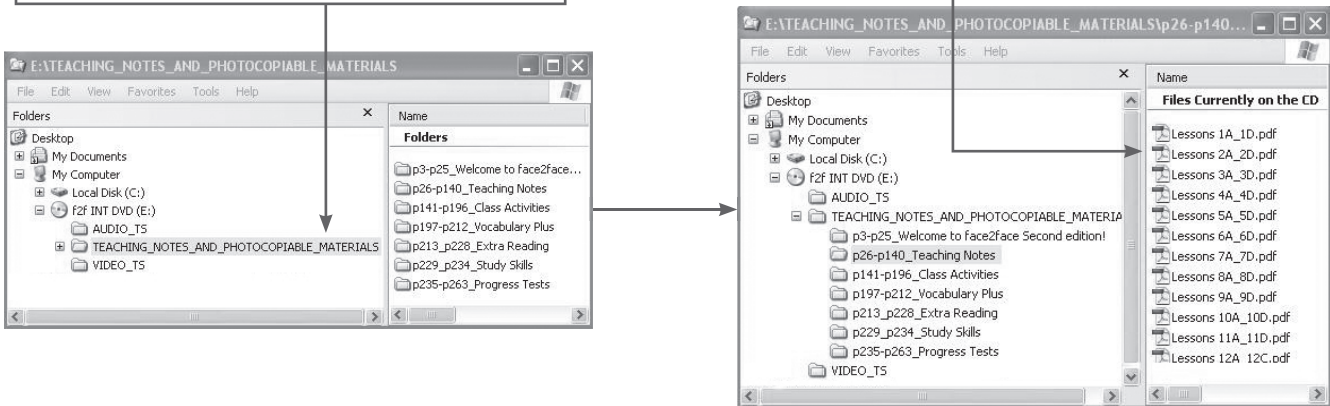
The Teacher's DVD contains the *Real World* video presentation material as well as printable PDFs of all the Teaching Notes and photocopiable materials from this Teacher's Book.

- 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.



On your computer, locate the contents of the DVD to access the PDFs of the Teaching Notes and photocopiable materials.

Choose a PDF to open and view or to 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](http://www.adobe.com).

# Self-study DVD-ROM Instructions

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

- Insert the **face2face** Second edition Intermediate 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](http://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.

Practise the new language from each lesson.

Listen and practise new language. You can also record your own pronunciation.

Watch the Review Video and do the activities.

Use the navigation bar to go to different areas of the DVD-ROM.

Create vocabulary and grammar tests for language in the Student's Book.

Listen to the main recordings from the Student's Book and read the scripts.

Go to the home screen.

Look at the Phonemic Symbols chart and practise the pronunciation of vowel and consonant sounds.

Check *My Progress* to see your scores for completed activities.

Explore the e-Portfolio. See p12.

Get help on using the Self-study DVD-ROM.

Go to Cambridge Dictionaries Online.

## Activities

Read the instructions.

Click play ▶ to listen to the audio.

Record your own pronunciation of words and sentences. Send these recordings to the *My Work* section of the e-Portfolio. See p13.

Check your answers. Sometimes activities then give you extra help or the Audio Script.

Submit your answers when you have finished the activity. Your score is recorded in *My Progress*.

After submitting your answers, see the correct answers.

Start the activity again.



# 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 **Flip** 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!*

## 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.

## My Tests

Give your test a name.

Choose the number of questions you want to do.

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

Click to add a timer to your test.

Click **OK** to save your test.

# 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*<sup>1</sup>, *Threshold 1990*<sup>2</sup> and *Vantage*<sup>3</sup> 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)<sup>4</sup>. 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 English 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 (2 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 Intermediate and CEFR level B1

		B1
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

The table on the left describes the general degree of skill required at level B1 of the CEFR. Details of the language knowledge required for B1 are listed in *Threshold 1990*. The ‘can do’ statements for B1 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 competences for level B1 are covered in **face2face** Second edition Intermediate. For more information about how **face2face** covers the areas specified by the Common European Framework of Reference for Languages, see the **face2face** website: [www.cambridge.org/elt/face2face](http://www.cambridge.org/elt/face2face).

<sup>1</sup>*Waystage 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 0 521 56707 6

<sup>2</sup>*Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 0 521 56706 8

<sup>3</sup>*Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 0 521 56705 X

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

# English Vocabulary Profile

## 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 Intermediate and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Intermediate 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 B1 (or B2).

To find out more about the English Vocabulary Profile and the English Profile project or to get involved, visit [www.englishprofile.org](http://www.englishprofile.org).

The screenshot shows the English Vocabulary Profile website interface. At the top, it says "English Vocabulary Profile". Below that, there are two tabs: "British English (D, J, K)" and "American English (D, J, K)". The search results are for "A1-C2 (4 matches)". The search results are listed as follows:

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

The interface also includes a "Choose level:" section with radio buttons for A1, A1-A2, A1-B1, A1-B2, A1-C1, A1-C2, A2 only, B1 only, B2 only, C1 only, and C2 only. There is a "Browse A-Z" link, an "OR" section, and a search box with the word "degree" entered. There is also an "ADVANCED SEARCH" button and a checkbox for "Hide culturally sensitive words".

English Profile is a collaborative project between:



# CEFR Tables: Listening and Reading

## Listening

A language user at level B1 and B2* can:	1	2	3
follow clearly articulated speech in everyday conversation			
follow the main points of a clearly articulated discussion between native speakers	1C 1D	2D	3C 3D
understand a short narrative and form hypotheses about what will happen next			
understand the main points of recorded materials on familiar subjects	1A 1B	2A 2C	3A 3C
catch the main points in TV and radio programmes on familiar topics			3C
follow in outline straightforward short talks on familiar topics			
follow films in which the visuals and action carry much of the storyline			
understand TV and radio programmes, and identify the speaker's mood and tone*			
use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues*			

## Reading

A language user at level B1 and B2* can:	1	2	3
understand the main points in short newspaper articles	1A 1C WB1C	2B 2C WB2C	3B WB3C 3C
distinguish fact from comment in columns or interviews in newspapers and magazines	1B		3C
skim short texts to find relevant facts and information		WBP2	3C
understand information in everyday material such as brochures and letters		WBP2	
understand simple messages			WBP3
understand standard letters			WBP3
understand descriptions of events, feelings and wishes	WBP1	2C	3C
guess the meaning of single unknown words from their context			
understand straightforward instructions			
identify the main conclusions in clearly signalled argumentative texts			
understand in a narrative the motives for the characters' actions and their consequences for the development of the plot*			
understand articles on current problems in which the writers express specific attitudes and points of view*			

\* refers to descriptors for B2

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

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

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

4	5	6	7	8	9	10	11	12
This interactive competence is practised throughout the course, in particular in the <i>Get ready ... Get it right!</i> sections.								
4B 4D	5A 5B 5D	6A 6C 6D	7D	8B 8D	9D	10A 10B 10D	11A 11B 11D	12A
4C							11C	
4A 4C	5C		7B	8C	9B 9C	10C		12B
4C				8C	9C	10C		
			7C					
This competence is practised throughout the course on the interactive CD-ROM/Audio CD.								
						10C	11C	12C
						10A 10B 10C	11C 11D	12B 12C

4	5	6	7	8	9	10	11	12
4A 4C WB4C	5B 5C	6B 6C WB6C	WB7C	8A 8C	9A 9C WB9C	10C	WB11C	12C
		6B WBP6		WBP8				
4C WB4C	5A 5C WB5C WBP5		7C	8A 8C	WB9C WBP9	10C	WB11C	WB12C
	5A		7A		WBP9			
	WBP5		7C	8A 8C	9A	10C WBP10	WBP11	WB12C WBP12
4C WB4C						10C		
			WBP7					
WBP4		WBP6						
				8C	9C	10C WB10C WBP10	11C WBP11	WB12C WBP12
				WBP8 8A	9A			

# CEFR Tables: Speaking and Writing

## Speaking

A language user at level B1 and B2* can:	1	2	3
enter unprepared into conversations on familiar topics		2B 2D	3B 3C
start, maintain and close a simple face-to-face conversation on familiar topics	1A 1B 1D	2B 2D	3A
deal with most situations likely to arise when travelling			3A 3D
express and respond to feelings (surprise, happiness, sadness, interest, etc.)	1A 1B	2C 2D	
make his/her opinions/reactions clear as regards finding solutions to problems, etc.	1C	2D	3D
agree and disagree politely			
express beliefs, views and opinions in discussing topics of interest	1A 1B 1C	2A 2C	3C 3D
use a prepared questionnaire and make spontaneous follow-up questions	1A 1D	2B	3A 3B
narrate a story			
give detailed accounts of experiences, describing feelings and reactions	1C		3B 3C
describe dreams, hopes and ambitions			
explain and give reasons for his/her plans, intentions and actions			
paraphrase short written passages orally in a simple fashion			
give straightforward descriptions on a variety of familiar subjects		2A	
ask someone to clarify or elaborate what he/she has just said			
use a simple word with a similar meaning when he/she can't think of the exact word			
help a discussion along on familiar ground, confirming comprehension, etc.*			
speculate about causes, consequences, hypothetical situations*			
initiate, maintain and end discourse naturally with effective turn-taking*			

## Writing

A language user at level B1 and B2* can:	1	2	3
write simple connected texts on a range of topics, express personal views/opinions			
link a series of discrete items into a connected linear sequence of points		2C	
narrate a story			
write a description of an event – real or imagined	WBP1		
write accounts of experiences, describe feelings and reactions			
write very brief reports to a standard conventionalised format			
write notes conveying simple information		WBP2	
write personal letters describing experiences, feelings and events in some detail	WBP1		
convey information/ideas on abstract and concrete topics, ask about/explain problems			WBP3
express feelings such as grief, happiness, interest, regret and sympathy in a letter	WBP1		
describe the plot of a film or a book or give an account of a concert			
reply in written form to adverts and ask for more information			
convey short simple factual information to friends/colleagues or ask for information			WBP3
describe how to do something, giving detailed instructions			
write detailed descriptions on a range of familiar subjects			
write about events/real or fictional experiences in a detailed and easily readable way*			
make a note of 'favourite mistakes' and consciously monitor his/her work for them*			

\* refers to descriptors for B2

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

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

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

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

4	5	6	7	8	9	10	11	12
4C WBP4	5C WBP5	WBP6		WBP8			WBP11	WBP12
WBP4	5C	6B WBP6	WBP7				11C	
4C						WBP10	11C WBP11	WBP12
4C	WBP5						11C WBP11	WBP12
						WBP10	WBP11	WBP12
	5C	WBP6						
			WBP7				11D	
	WBP5			WBP8				
			WBP7					
WBP4								
					WBP9			
	WBP5							
			WBP7					
						WBP10	WBP11	
							11C WBP11	WBP12
								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 to listen more effectively by:

- focusing on the stress system in English.
- examining features of connected speech, such as linking, weak forms and elision.
- preparing them for typical features of informal spoken English.
- focus on different native speakers' accents.
- highlighting how intonation conveys moods 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 Intermediate Student's Book and the *Class Activities* photocopyables 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 Intermediate 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 Intermediate 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 B1 and B2. There are also 12 *Extra Reading* photocopyable worksheets (p217–p228), 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 (p197–p212). 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 Intermediate 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 in their daily lives. Each unit contains a *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 Intermediate. 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 revision and recycling of language are essential to students' language development, so language is recycled in every lesson of the **face2face** Intermediate 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 photocopyable *Progress Tests* in this Teacher's Book (p235–p263).

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

**QUICK REVIEW** This activity reviews discussion language. Give students a minute or two to decide if they agree or disagree with sentences 1–3. Put students into groups of three or four. Students discuss the sentences in groups, using the discussion language from lesson 6D where appropriate. ✍ You can write some of the language from **REAL WORLD 6.1** SB p142 on the board before they begin. Briefly ask groups whether they agreed or disagreed with the sentences, giving reasons for their answers.

## Vocabulary and Speaking

### Goals and achievements

**1 a** Focus students on the phrases in bold in sentences 1–10. Students work on their own and decide which of these phrases they know, then check new phrases in **VOCABULARY 7.1** SB p143. Tell students to only focus on the phrases in bold and not to answer the questions at this stage.

Check students understand all the phrases, using the examples in the dictionary box in the Language Summary to clarify meaning if necessary.

Highlight the preposition *into* in the phrase *put a lot of effort into something* (which was taught in lesson 6A), and point out that we can also say *make an effort to do something*.

Point out that we say *have an/the opportunity to do something*, not ~~*have a/the possibility to do something*~~, and highlight that *have the opportunity* is followed by the infinitive with *to*.

Remind students that we can say *make a mess of something* instead of *mess something up*, and point out that both of these phrases are informal.

You can also teach students that after *encourage* we use an object and the infinitive with *to*: *My friends encouraged me to write a novel*.

Model and drill the phrases, paying particular attention to the pronunciation of *achieve* /ə'tʃi:v/ and *encourage* /ɪn'kʌrɪdʒ/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

**b** Students work in pairs and take turns to ask and answer the questions in **1a**. Encourage students to ask follow-up questions if possible, as shown in the speech bubbles.

Ask students to share any interesting things they have found out about their partner with the class.

#### EXTRA IDEA

- Before putting students into pairs in **1b**, give students two minutes to think of their own answers to the questions. Tell students they can make brief notes of their answers, but not write complete answers.

## Speaking and Reading

**2** Students discuss the questions in new pairs. Ask students to share their ideas with the class and find out how many people would like to appear on a reality TV programme.

**3 a** Focus students on the web page and the photos of Ben and Vicky. Tell the class that *Have a go!* is a new reality TV programme and that Ben and Vicky recently appeared on the programme. Use this context to pre-teach *a contestant*. Also use the photo of Ben to pre-teach *a magic trick*.

Students do the exercise on their own. Tell students not to worry about the phrases in blue at this stage. Early finishers can compare answers in pairs. Check answers with the class.

Ask students if they would like to be contestants on *Have a go!*, and if so, what skills they would like to learn for the programme.

2 ... over twenty years. 3 ... learning the words.  
4 ... they told her she'd won. 5 ... misdirection.  
6 ... card tricks. 7 ... continue doing magic.

**b** Students do the exercise on their own before comparing answers in pairs.

Check answers with the class by asking individual students to say a sentence which contains the words/phrases in **1a**.

**VICKY** I'd never dreamed of singing onstage. She's very good at **encouraging** people. I was determined to **make the most of** the opportunity. It shows that if you **put a lot of effort into something** you can **achieve your goals**.

**BEN** So when I **had the opportunity** to become a magician, I jumped at the chance. They always seem to **go wrong**. I managed to do all the tricks without **messing them up**. I **did my best** and really enjoyed **taking part in** the programme.

#### HELP WITH GRAMMAR Ability

**4 a-e** Students do the exercises on their own or in pairs, then check answers in **GRAMMAR 7.1** SB p144. Check answers with the class.

- **a** Things you **can** or **could** do: *'s very good at; was able to; knows how; found (some of the tricks) quite easy; managed.*
- Things you **can't** or **couldn't** do: *found it impossible; was useless at; had no idea how; didn't have a clue how; 'm no good at; wasn't able to.*
- Point out that all these phrases can be used in the past, present or future.

- **b** 1 Yes, he did. 2 It was difficult for him.
- Check students understand that we use *manage to do sth* to talk about something you do successfully, but is difficult.
- **c** 2 verb+ing 3 infinitive with *to* 4 verb+ing 5 infinitive 6 infinitive with *to* 7 infinitive with *to* 8 verb+ing 9 infinitive with *to*
- Point out that we can also use *find something impossible/quite easy* without 'infinitive with *to*': *I find performing in public really difficult.*
- Highlight that we can also use a noun or a pronoun after *be good at, be useless at, etc.:* *Tim's hopeless at tennis, but Ian's brilliant at it.*
- **d** We can also use: *be brilliant/great/excellent/not bad at doing sth* to say people are good at something and *be hopeless/bad/terrible/awful/rubbish at doing sth* to say people are bad at something.
- Highlight that we can also say *find something difficult/hard to do.*
- Point out that we often say: *I'm not bad at something.* when we're actually very good at it.

**5** **CD2 ▶ 16 PRONUNCIATION** Play the recording (SB p164). Students listen and practise. Check students copy the sentence stress and the weak forms of *to* /tə/, *at* /ət/ and *was* /wəz/.

You can ask students to look at Audio Script **CD2 ▶ 16** (SB p164). Play the recording again. Students listen and practise while following the stress and weak forms.

**6** **a** Focus students on the photo of Zoe and Vince. Tell students that they were also contestants on *Have a go!* and ask what they are doing in the photo (ballroom dancing).

Students do the exercise on their own. Tell students not to fill in the gaps at this stage. You can set a time limit of one or two minutes to encourage students to read for gist.

Check answers with the class.

Zoe and Vince didn't enjoy appearing on *Have a go!* because it all went wrong on the night. Halfway through the dance Vince missed a catch and Zoe fell onto the floor.

**b** Students do the exercise again. Early finishers can compare answers in pairs. Check answers with the class.

2 to salsa 3 to do 4 learn 5 to remember 6 to catch 7 to carry on 8 dancing

**7** **a** Go through the example with the class. Students do the exercise on their own.

**b** Students compare sentences in pairs and decide if any of the sentences are true for them.


Check answers with the class. Ask students to tell the class which sentences are true for them.

2 I'm useless at remembering people's names. 3 I have no idea how to cook. 4 I find it easy to understand songs in English. 5 I managed to run 15 km last weekend. 6 I don't have a clue how to change a wheel on a car. 7 I find it impossible to type without looking at the keyboard. 8 I'm no good at making decisions. 9 I know someone who is brilliant at playing the guitar.

## Get ready ... Get it right!

**8** Students do the exercise on their own, as shown in the examples. Encourage them to use a different phrase from **4c** in each sentence. Also tell them not to write the sentences in order. While students are working, monitor and correct any mistakes you see.

### EXTRA IDEA

-  If you think that your students might have problems thinking of ideas in **8**, write some prompts on the board, for example: *musical instruments, machines in the home, computers and mobile phones, mornings, cooking, cars, languages, saving money, remembering birthdays, choosing presents for people, doing exams, jobs around the house, singing, dancing, sports.*

**9** **a** Put students into pairs. Students should not allow their partner to see their paper. Students take turns to say one of their sentences from **8**. Their partner can ask two questions only about each sentence before guessing if it is true or false. The student who gets most guesses right wins.

**b** Ask students who got the most guesses right in each pair.

Finally, ask students to tell the class about any interesting or unusual abilities they discovered about their partner.

### WRITING

Students write about the things that people in their family can/can't/could/couldn't do. Students should write about at least three people and use a new paragraph for each person. Encourage them to use all the phrases from **4a** if possible.

### FURTHER PRACTICE

**Ph** **Class Activity** 7A Guess my name p177 (Instructions p148)

**Extra Practice** 7A SB p121

**Self-study DVD-ROM** Lesson 7A

**Workbook** Lesson 7A p35

**QUICK REVIEW** This activity reviews ways of expressing ability. Students do the first part of the activity on their own. Put students into pairs. Students tell each other about the things on their lists. Encourage students to ask follow-up questions if possible. Ask a few students to share interesting things they have found out about their partner with the class.

## Vocabulary and Speaking

### Computers (1)

**1 a** Students do the exercise in pairs, then check new words/phrases in **VOCABULARY 7.3** SB p143.

Check students understand all the vocabulary, referring to the definitions in the dictionary box in the Language Summary if necessary. You may wish to teach further vocabulary related to computers that is relevant for your students at this stage.

Point out that we can say *a memory stick*, *a USB drive* or *a USB stick*. Note that there are other names for this piece of equipment, such as *a pen drive*, *a flash drive* and *a key drive*.

Also highlight the prepositions in *install software onto a computer*, *copy somebody in (on an email)* and *forward something to someone*.

Also point out that we can say *print* or *print out*: *Can you print (out) this document for me, please?*

Model and drill the words/phrases with the class, highlighting the pronunciation of *virus* /'vaɪrəs/.

**b** Focus students on the example questions and ask which words/phrases from **1a** are in each question (*store*, *hard drive*, *install software*).

Students do the exercise on their own. While they are working, monitor and check their questions for accuracy.

**c** Students ask and answer their questions in pairs, as shown in the speech bubbles. Encourage students to ask follow-up questions if possible. They can begin their conversation by asking their partner what type of computer they have (a desktop computer, a laptop, a tablet computer/an iPad, etc.).


Students can share interesting or surprising answers with the class.

#### EXTRA IDEAS

- If you don't think all your students have computers, ask them to work on their own and write five sentences with gaps for the words in **1a**, for example, *Oh no! My computer's got a ..... ; Can you help me ..... this software?*, etc. Put students into pairs. Students swap sentences and try to fill in the gaps in their partner's sentences.
- For a simple gapfill to use instead, see Exercise 3 in Extra Practice 7, SB p121.

## Speaking and Listening

**2 a** Focus students on the three photos. Students do the exercise in pairs.

 Elicit students' ideas onto the board. Don't tell them if they are correct at this stage.

**b** **CD2** **17** Pre-teach *a disadvantage*, then play the recording (SB p164). Students listen, check their answers to **2a**, and also find one disadvantage of the internet that each person talks about. Note that Judy is from Scotland and Wesley is from Birmingham, England's second biggest city.

Students can compare answers in pairs. Check answers with the class by referring to the idea written on the board.

**JUDY** The internet is important to her company because all of her customers order online. She says that one disadvantage of the internet is that she never talks to customers any more.

**WESLEY** The internet is important for his café because customers come in for a coffee and then use the WiFi to check their email. He thinks that one disadvantage of the internet is that people talk to each other less than they used to because they are all online in their own little worlds.

**FRANK** The internet is important for his company because he has lots of meetings online nowadays, which saves a lot of time. One disadvantage is that he hardly ever travels for work any more, which he used to enjoy.

**c** Students do the exercise in the same pairs. Don't check answers at this stage.

**d** Play the recording again. Students listen and check their answers. Check answers with the class.

1 Frank 2 Judy 3 Wesley 4 Judy 5 Wesley 6 Frank

## HELP WITH GRAMMAR

### Second conditional

**3 a-e** Tell the class that the sentences in **2c** are called second conditionals. Students do the exercises on their own or in pairs, then check their answers in **GRAMMAR 7.2** SB p144. Check answers with the class.

- **a** We use the second conditional to talk about imaginary situations.
- The second conditional talks about the present or future.
- In the *if* clause we use the Past Simple.
- In the main clause we use *'d*, *would* or *wouldn't* + infinitive.
- We often use the second conditional to talk about the opposite of what is true or real: *If we didn't have WiFi, this place would be empty.* (But we have WiFi, so this is an imaginary situation.)

- Also point out that the *if* clause can be first or second in the sentence. When the *if* clause is first, we use a comma: *If our website crashed, we'd lose a lot of customers.*
- **b** 1 Sentence A. 2 Sentence B.
- Point out that sentence A is a first conditional, which students studied in lesson 6A.
- Check students understand that first conditionals talk about real possibilities and that second conditionals talk about imaginary situations.
- Also point out that we can use *was* or *were* with *I*, *he*, *she* or *it* in the *if* clause in the second conditional: *If I was/were rich, I'd buy a big house in the country.*
- **c** We use *might* + infinitive in the main clause to mean 'would perhaps'.
- We use *could* + infinitive in the main clause to mean 'would be able to'.
- **d** 1 What **would** you **do** if you lost your laptop? 2 If someone asked you to lend them your computer, **would** you **do** it?
- Use sentence 1 to highlight that we often ask questions in the second conditional with *What would you do if ... ?*. Also point out that we can begin questions with the *if* clause: *If you lost your laptop, what would you do?*
- Use sentence 2 to highlight that we can also make *yes/no* questions in the second conditional. Point out that the short answers to these *yes/no* questions are *Yes, I would.* and *No, I wouldn't.* We can also say *(Yes,) I might.*

**4** **CD2** ▶ **18 PRONUNCIATION** Play the recording (SB p165). Students listen and practise. Check that students copy the sentence stress and contractions (*I'd*, etc.) correctly. Play the recording again if necessary. You can also ask students to turn to Audio Script **CD2** ▶ **18**, SB p165. They can then follow the sentence stress as they listen and practise.

**5** **a** Students do the exercise on their own. Before they begin, point out that they should fill in the gaps with the correct verb forms, but they can complete the sentences in any way they like. Check the answers to the verb forms only with the class.

1 won; 'd go 2 didn't live; 'd like  
3 could; 'd choose 4 was/were; 'd like  
5 lived; 'd miss 6 could; 'd talk

**b** Put students into pairs. Students take turns to say their sentences from **5a**. Encourage students to continue the conversations if possible, as shown in the speech bubbles. Ask students to share interesting or surprising sentences with the class.

**6** Put students into new pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p110. Check students are all looking at the correct exercise.

**a** Pre-teach a *karaoke* /kæri'əʊki/ *bar* and a *personal diary* (a diary in which you write your personal thoughts, feelings and experiences).

Students fill in the gaps in the questions on their own.

If necessary, check the answers with the class. Only check the words they need to fill in the gaps, so that the other group doesn't hear the questions they are about to be asked.

**Student A** 1 would ... do; became 2 didn't study; would ... like 3 had to; would ... sing 4 would ... be; lived 5 could; would ... choose  
**Student B** a weren't; would ... be b would ... do; found c had to; would ... take d would ... change; became e found; would ... do

**b** Students work with their partner and take turns to ask their questions. Remind students to ask follow-up questions if possible. While they are working, monitor and correct any mistakes you hear.

At the end of the activity, ask students to share interesting answers with the class.

## HELP WITH LISTENING

### First or second conditional

This *Help with Listening* section helps students to hear the difference between first and second conditionals.

- 7** **a** **CD2** ▶ **19** Play the recording. Students listen and notice the difference between the verb forms in the example sentences. Play the recording again, highlighting the difference in pronunciation between *have* and *had*, and the contractions *I'll* and *I'd*. Ask students to explain the difference in meaning between the two sentences (the first sentence is a first conditional and talks about a real possibility, while the second sentence is a second conditional and talks about an imaginary situation).
- b** **CD2** ▶ **20** Play the recording (SB p165). Students listen to the six pairs of sentences and decide which they hear first, the first conditional or the second conditional. Play the recording again if necessary. Check answers with the class.

1 first conditional 2 second conditional  
3 second conditional 4 first conditional  
5 first conditional 6 second conditional

### EXTRA IDEA

- Play the recording again and ask students to write the sentences. Students can check their answers in pairs or in Audio Script **CD2** ▶ **20**, SB p165.

- 8** **a** Remind students who Judy and Frank are by focusing on their photos. Tell the class that they are each talking to a colleague at work. Students do the exercise on their own, then compare answers in pairs. Don't check answers at this stage.

**b** **CD2** ▶ 21 Play the recording. Students listen and check their answers.

Check answers with the class. You can ask students to explain why the speaker uses the first or the second conditional in each case.

1 I'd 2 didn't 3 was 4 could 5 don't 6 I'll 7 misses  
8 I'll 9 wouldn't 10 knew 11 give 12 I'll

### Get ready ... Get it right!

**9 a** Check students understand the phrase *couldn't live without something*. Students do the exercise on their own. Tell them to write the six things in random order, not in two groups of three. Students can use words/phrases from **1a** or their own ideas.

**b** Students write second conditionals about how life would be different with or without each of the things on their list. Make sure students **don't** write these sentences on the same piece of paper as their lists from **9a**.

While students are working, monitor and correct any mistakes you see in students' second conditionals.

**10 a** Students work in pairs and swap papers. Make sure that students don't give their partner the second conditionals they have prepared. Students ask questions about the things on their partner's paper, as shown in the speech bubbles. Students should include the second conditionals from **9b** in their conversations.

**b** Finally, students tell the class two things that they have found out about their partner.

#### EXTRA IDEA

- Demonstrate **9a** by writing your own ideas on the board in random order. Also prepare second conditionals to explain why your life would be different and think of reasons why your life would be different with or without these things. Before students do **10a**, they can ask you questions about the things you have written on the board.

#### WRITING

Students write about how their life would be different if they suddenly became extremely rich, married someone famous or lived in a different country (students can choose which country).

#### FURTHER PRACTICE

**Ph** **Class Activity** 7B The conditional game p178 (Instructions p148)

**Extra Practice** 7B SB p121

**Self-study DVD-ROM** Lesson 7B

**Workbook** Lesson 7B p36

## 7C VOCABULARY AND SKILLS

### Social networking Student's Book p58–p59

**Vocabulary** computers (2);  
articles: *a, an, the*, no  
article

**Skills** Reading: a magazine  
article; Listening: an  
informal conversation

**QUICK REVIEW** This activity reviews the second conditional. Students work on their own and decide what they would do in these situations. Students compare their ideas in groups and find out if anyone has the same ideas. Ask students to share interesting ideas with the class.

### Vocabulary and Speaking

Computers (2)

- 1 a** Students do the exercise on their own or in pairs, then check the meanings of any words they don't know in **VOCABULARY 7.3** SB p143. Tell students to only check the vocabulary in bold at this stage.

Check any new words with the class, referring to the sentences in the Language Summary if necessary to clarify meaning.

Point out that we say *a forum* or *a message board*, and that *tweet* can be a noun or a verb.

Also highlight that we *upload something onto* a website and *download something from* a website. Check students remember *an app* and remind them you can also download apps onto mobile phones. Model and drill the words/phrases with the class if necessary.


**b** Students do the exercise on their own.

**c** Students compare the sentences they have ticked in pairs, asking follow-up questions if possible.

Ask students to share some of the sentences that are true for them with the class and find out which social networking site is the most popular with your students.

## Speaking and Reading

**2 a** Students discuss the questions in groups.

 While they are working, draw three columns on the board with the headings 1, 2 and 3.

Ask students to share their ideas for each question with the class and write them on the board under the appropriate question number.


**b** Be prepared with definitions, examples, translations, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves.

Note that the aim of this box is to highlight which words you need to pre-teach in order to help students understand the article they are about to read. This vocabulary is not in the Language Summary.

Check students understand the difference between *alone* (when you are not with other people) and *lonely* (when you feel unhappy because you are alone).

Also point out that *bullying* (hurting or frightening someone who is smaller or less powerful than you) is an uncountable noun and that a person who bullies someone is called *a bully* /'buli/. Highlight that *bully* is also a regular verb.

**c** Students read the article and decide which of the ideas they discussed in **2a** are mentioned. Tell students not to worry about the words/phrases in blue and pink at this stage. Early finishers can compare ideas with their partners.

 Check answers with the class by asking students which of the topics on the board were mentioned in the article.

**3 a** Students do the exercise on their own.

**b** Students compare answers in pairs and decide if they agree with the points discussed in the article, giving reasons for their answers.

Check answers with the class. Ask students to share their opinions about the points raised in the article. Encourage students to comment on the effect of social networking on their lives and on the lives of people they know.

1 Because he thinks that the largest number of active social relationships a person's brain can deal with is 150. 2 Because making friends online is so easy. 3 They had to delete 10 friends from their Facebook page. 4 The number of calls they receive about loneliness from teenage boys has gone up by 500% compared to five years ago, and online bullying is also increasing. 5 Being offline, because they feel that they are disconnected from their network of friends. 6 Because they can use them to make work contacts around the world.

## HELP WITH VOCABULARY

Articles: *a, an, the*, no article

**4 a–b** Focus students on the words/phrases in blue in the article. Students do the exercises on their own or in pairs, then check their answers in **VOCABULARY 7.4** SB p143.

Check answers with the class.

- **a** a designer **b** a new person **c** the person **e** the internet **f** the UK **g** The largest **h** Egypt **i** society **j** school
- Point out that we use *the* with public places (school, hospital, university, college, prison, church, etc.) when we talk about the building. Compare these two sentences: *His mother's in hospital.* (She's ill and needs medical treatment: we are thinking of hospital as a general idea). *He's gone to the hospital to visit his mother.* (He's gone to the building: we're thinking of a specific hospital in a particular place).
- Remind students that we use *the* in some fixed phrases: *in the morning/afternoon, at the weekend, go to the cinema/the theatre/the bank/the shops, the news*, etc.

**5 a** Focus students on the words/phrases in pink in the article. Students do the exercise on their own. Point out that there is one word/phrase for each rule a–j in **4a** before they begin.

**b** Students compare answers in pairs, giving reasons for their choices.

Check answers with the class.

**a** an hour **b** an engineer **c** a children's charity **d** the charity **e** the world **f** the USA **g** the most amazing **h** Dublin **i** children **j** university

**6** Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

**a** Students fill in the gaps on their own.

While they are working, monitor and correct any mistakes you see.

If necessary, check answers with the class. Only check the gaps, so that the other group doesn't hear the questions they are about to be asked.

**Student A** 1 a 2 a; the 3 –; – 4 the; the 5 the; – 6 – 7 a; an  
**Student B** a an; a; the b –; – c – d –; the e the; the f a g a; an; a

**b** Students work with their partner and take turns to ask and answer their questions. Encourage students to ask follow-up questions if possible.

Ask students to share interesting answers with the class.

## Listening and Speaking

- 7 a** Focus students on the photo of Jenny, Simon and Gary. Tell the class that they are work colleagues and they are having a drink after work together.

**CD2** **22** Give students a few moments to read the bullet points, then play the recording (SB p165). Students listen and put the topics in the order the people talk about them.  
Check answers with the class.

1 today's office meeting 2 how often Simon goes on Facebook 3 how Jenny uses Facebook 4 number of Facebook friends 5 Twitter and tweeting 6 videos and YouTube

**b** Give students time to read sentences 1–7, then play the recording again. Students listen and decide if they are true or false.

**c** Students compare answers in pairs, giving reasons why they think sentences are false.

Check answers with the class. Ask students if they agree with any of the people's views about social networking.

1F Jenny went to the meeting, but Gary didn't. (We don't know if Simon went to the meeting or not.)  
2F Simon goes on Facebook about ten or fifteen times a day. 3T 4F She saw her friends less often because of Facebook. 5F Simon says that his sister's rabbit has more Facebook friends than Jenny.  
6T 7F Jenny watches videos of baby animals on YouTube.

### HELP WITH LISTENING Weak forms (2)

This *Help with Listening* section reviews and extends students' knowledge of weak forms, which they first studied in lesson 2C.

- 8 a** Focus students on the introductory bullet point and check students remember what a weak form is. Point out that most weak forms contain the schwa /ə/ sound.

Students work in pairs and decide how we say the strong and weak forms of the words in the box, all of which they studied in lesson 2C. If students are having difficulty, you can refer them back to **5a**, SB p18.

Check answers with the class.

	strong	weak		strong	weak
do	/duː/	/də/	of	/ɒv/	/əv/
you	/juː/	/jə/	and	/ænd/	/ən/
at	/æt/	/ət/	to	/tuː/	/tə/
for	/fɔː/	/fə/	can	/kæn/	/kən/

#### EXTRA IDEA

- Check answers to **3a** by asking students to look back at **5a**, SB p18 and playing recording **CD1** 14.

**b CD2** **23** Focus students on the tables, then play the recording. Students listen and notice the difference between the strong and the weak forms of the words. Highlight the schwas in the weak forms.

**c** Focus students on the sentences from the conversation and on the circled example of a weak form in sentence 1.

Students work on their own or in pairs and circle the words they think we hear as weak forms.

While students are working, copy the sentences onto the board ready for checking.

**d** Ask students which words they think we hear as weak forms and circle these words on the board.

**CD2** **24** Play the recording. Students listen and check their answers.

Check the sentences on the board and make any changes that are needed. Play the recording again if necessary. Ask students if weak forms are ever stressed (they aren't).

- 1 Here (are your) drinks. We (were) lucky (to) get a table, weren't we?  
2 (But I) (was) spending hours (and) hours on it (and) it wasn't (as) much fun (as) it used (to) be.  
3 No, (but) I like reading tweets (from) film stars (and) footballers (and) people like that.  
4 Well, my wife posts videos (of) the children so our relatives (can) watch (them).

#### EXTRA IDEA

- Put students into pairs and ask students to predict which words in the sentences on the board are stressed. Elicit their answers and mark the stress on the board. Students can check their answers when they turn to Audio Script **CD2** 22, SB p165 in **8e**.

**e** Ask students to turn to Audio Script **CD2** 22, SB p165. Play the recording again. Students listen, follow the sentence stress and notice the weak forms. Note that only the weak forms that students have studied so far in the course are marked in the Audio Script.

- 9 a** Put students in groups of three or four, with people they haven't worked with so far in the lesson. Give each group a letter (A, B, C, etc.).

Ask students to write a survey about the internet and social networking. They should write at least five questions, as shown in the example, and use vocabulary from **1a** if possible.

Tell students that all the questions in their survey don't have to be about social networking and that they can write questions about other aspects of the internet if they wish.

While they are working, monitor and help students with any vocabulary or grammar they need.



**b** Students move around the room and ask other students their questions. Tell students to say their group's letter (A, B, C, etc.) to their interviewees before they start asking the questions. If a student has already talked to someone from that group, they should not answer the same questions again. Before they begin, point out that all students should write their interviewees' answers, as they will need them to compile their results.

**c** Students compare answers in their groups and compile their results.

**d** Ask each group to tell the class what they have found out about other students' social networking and internet habits.

Finally, ask each group what they thought was the most interesting thing they found out.

#### EXTRA IDEA

- Consider setting up a social networking page or a blog for your class. Students can then post comments, photos, etc. on the site and keep in touch with each other (and yourself) outside class.

#### WRITING

Students write a summary of their results from their social networking and internet survey in **9**. These can be put up around the room at the beginning of the next class for other students to read.

Alternatively, students write a paragraph about the different ways they use social networking sites and the internet.

#### FURTHER PRACTICE

**Ph** **Class Activity** 7C Article auction p179  
(Instructions p148)

**Ph** **Vocabulary Plus** 7 Computer and TV verbs p207  
(Instructions p199)

**Extra Practice** 7C SB p121

**Self-study DVD-ROM** Lesson 7C

**Workbook** Lesson 7C p38

## ▶ REAL 7D WORLD

### Can you tell me ... ?

Student's Book p60–p61

Real World indirect and direct questions

**QUICK REVIEW** This activity reviews computer vocabulary. Students do the first part of the activity on their own. Put students into pairs. Students compare their lists and say when they last did some of the things on their lists, as in the example.

**1 a** Focus students on the photos. Check students remember Charlie and Rebecca, and tell the class that Tanya is a colleague of Charlie's at Getaway Holidays.

Ask students where Charlie is in each photo (in an office, in his kitchen at home) and what they think the people are talking about (possible answers: Tanya and Charlie – a meeting they've had or are going to have, a new contract/client for Getaway Holidays, recent sales figures, etc. Rebecca and Charlie: what Rebecca is making, Charlie's day at work, what's for dinner, where Harry is, etc.).

Alternatively, this activity can be done in pairs.

**b** **VIDEO** ▶ **7 CD2** ▶ **25** Give students time to read sentences a–h, then play the video or audio recording (SB p165). Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book. Students watch or listen to the conversations, then choose the correct words/phrases in sentences a–h. Students can compare answers in pairs. Check answers with the class.

a meeting b Monday; New York c pub  
d might e three; Saturday f aren't  
g don't know h doesn't get on

**2 a** **VIDEO** ▶ **7 CD2** ▶ **25** Give students time to read questions a–j, then play the video or audio recording again. Students listen and put the questions in the order they hear them.

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

**b** Students compare answers in pairs and then match questions a–e to questions f–j. Check answers with the class.


a and g; b and i; c and f; d and j; e and h

#### REAL WORLD

Indirect and direct questions

**3 a–d** Tell students that questions a–e in **2a** are called indirect questions and questions f–j are called direct questions.

Students do the exercises on their own or in pairs, then check in **REAL WORLD 7.1** ▶ SB p144.

 While students are working, draw the table from **REAL WORLD 7.1** ▶ SB p144 on the board ready to check their answers. Check answers with the class.

- **a** In more formal situations we often use indirect questions because they sound more polite. For example, *Could you tell me what time it starts?* sounds more polite than *What time does it start?*
- **b** ✍ Focus students on the table on the board and ask them which parts of questions a–d in **2a** go in each column. Write students' answers in the table (see **REAL WORLD 7.1** > SB p144).
- Use the sentences in the table to highlight the phrases we use to introduce indirect questions: *Could you tell me ... ?*; *Do you know ... ?*; *Have you got any idea ... ?*; *Can you tell me ... ?*.
- Point out we don't use *if/whether* in indirect questions when there isn't a question word.
- In indirect questions, *if* and *whether* are the same: *Do you know if/whether he's been invited?*
- We don't use *if/whether* with *Do you think ... ?*: *Do you think we should email everyone again?* not ~~*Do you think if/whether we should email everyone again?*~~
- **c** In indirect questions, the main verb is in the positive form, not the question form. We say: *Can you tell me when they are arriving?* not ~~*Can you tell me when are they arriving?*~~
- Focus students on the other phrases in pink in questions a–e in **2a** (or on the board) to show that we use the positive verb form in each one, not the question form.

## HELP WITH LISTENING

Intonation (2): being polite

This *Help with Listening* section introduces students to polite intonation patterns for asking indirect questions.

- 4** Focus students on the introductory bullet point. Highlight the importance of using polite intonation when asking indirect questions. Many students have problems achieving the required voice movement, so it is worth stressing that if their voices are flat, they often sound rude or impatient to native English speakers.

**CD2** > **26** Play the recording (SB p166). Students listen and decide which sentences sound polite. Check answers with the class by playing the recording again and pausing after each pair of sentences to elicit students' answers. Point out that in the polite versions the speaker's voices start at a higher pitch and move up and down more.

2b 3a 4b 5b

- 5** **CD2** > **27 PRONUNCIATION** Play the recording. Students listen and practise the indirect questions in **2a**. Check students copy the polite intonation and sentence stress. Play the recording again if necessary.

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

**2** Do you think Elizabeth will be at the meeting tomorrow? **3** Could you tell me how long he's been working here? **4** Do you know when Ismay and Ali are going on holiday? **5** Have you any idea if Wayne went away last weekend? **6** Can you tell me whether this train goes to Manchester?

- 7** **a** Check students understand *give someone a tip* (for example, waiters, taxi drivers, etc.). Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

**1** Do you know if/whether there's a bookshop near here? **2** Could you tell me how I get to the station? **3** Do you think I should give taxi drivers a tip? **4** Have you any idea what time the banks close? **5** Can you tell me where the nearest post office is?

**b** Students do the exercise on their own. While students are working, monitor and check their questions for accuracy.

**c** Put students into pairs. Students take turns to be the tourist and ask their questions from **7a** and **7b**. Students should answer with the correct information if they know it. Encourage students to continue each conversation if appropriate and to thank the person for their help at the end.

While they are working, monitor and correct any mistakes that you hear.

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

## FURTHER PRACTICE

**Ph** **Study Skills** 3 Developing reading skills p233 (Instructions p230)

**Extra Practice** SB p121

**Self-study DVD-ROM** Lesson 7D

**Workbook** Lesson 7D p39

**Workbook** Reading and Writing Portfolio 7 p76

**Ph** **Progress Test** 7 p252–p253

## HELP WITH PRONUNCIATION

Natural rhythm

- 1** **a** **CD2** > **28** Focus students on sentences 1–4, then play the recording. Students listen and notice the sentence stress, linking and the weak forms in pink. Point out that these features help to give English its natural rhythm.

Note that only consonant–vowel links are practised in this *Help with Pronunciation* section, not linking with extra sounds. These are practised at the end of Unit 10, SB p85.

**b** Play the recording again. Students listen and practise. Encourage them to copy the sentence stress, linking and weak forms.

Play the recording again if necessary, pausing after each sentence to allow individual students to repeat each one.

**2 a** Focus students on the first line of the conversation and highlight the stress blobs, the linking symbols and the circles around the three weak forms. Students do the exercise on their own.

**b** Ask students to look at Audio Script **CD2 ▶ 29** SB p166. Play the recording and ask students to check their answers.

Play the recording again, pausing after each sentence for students to repeat. Again encourage them to copy the sentence stress, linking and weak forms.

ANN Hi, Tom. What are you doing at the moment?

TOM I'm trying to download an attachment, but my laptop keeps crashing. Do you think it's got a virus?

ANN Maybe. Perhaps the software's a bit out of date. When did you last update it?

TOM I can't remember. And it slows down every time I try to send an email.

ANN I think it's time to get yourself a new computer.

TOM I was thinking exactly the same thing!

**c** Put students into new pairs if possible. Students practise the conversation in **2a**, taking turns to be Ann. Encourage students to check their partner's pronunciation.

- While they are working, monitor and help students with any pronunciation problems.
- Finally, ask a few pairs to practise the conversations for the class, praising students' natural rhythm and correcting errors if necessary.

#### EXTRA IDEAS

- While students are doing **2a**, write the conversation on the board. Before playing the recording in **2b**, elicit students' answers and mark the stress blobs, linking and weak forms on the board. Then play **CD2 ▶ 29** and ask students to check their answers against the marked-up version on the board, rather than the Audio Script in the back of the Student's Book.
- Assign each student a role, Ann or Tom, and ask them to practise the conversation until they can remember it. Then students close their books and practise the conversation from memory.

## continue2learn

Focus students on the *continue2learn* section on SB p61. See p36 for ideas on how to use this section in class.

## Extra Practice 7 SB p121

See p37 for ideas on how to use this section in class.

### 7A

- 1 2 achieve 3 encouraged 4 to have 5 make  
6 messed up 7 dream 8 to go 9 did 10 taken
- 2 2 Karen has no idea how to cook Japanese food. 3 We weren't able to understand what he was saying. 4 Henrietta's no good at reading maps. 5 We managed to get to the meeting on time. 6 Christopher's really good at playing football. 7 Mark's useless at playing video games. 8 My mum didn't have a clue how to speak Italian. 9 My parents are able to pick us up at the airport. 10 My brother finds it impossible to keep a secret.

### 7B

- 3 2 attachment 3 crashed 4 virus 5 back  
6 documents 7 memory stick 8 delete  
9 hard drive 10 store 11 install 12 software
- 4 2 What would you do if you lost your mobile?  
3 If I lived in the USA, I'd be able to speak English fluently. 4 He'd come out tonight if he didn't have to work. 5 If you could go anywhere in the world, where would you go? 6 If I knew the answer, I wouldn't need to ask.

### 7C

- 5 2 link 3 profile 4 update 5 posted 6 tweet  
6 1 a; an; the; -; the; the 2 -; - 3 -; the  
4 a; the; the; the

### 7D

- 7 2 Could you tell me when it starts? 3 Have you any idea where Pete went? 4 Do you know if/whether this bus goes to Ely? 5 Do you think we should leave now? 6 Can you tell me if/whether this is Ali's number? 7 Have you any idea what it's called? 8 Do you think she's lost her job?

## Progress Portfolio 7

- See p37 for ideas on how to use this section in class.