

Welcome to face2face Second edition!

face2face Second edition

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

The **face2face** Second edition syllabus integrates the learning of new language with skills development and places equal emphasis on vocabulary and grammar. The course uses a guided discovery approach to learning, first allowing students to check what they know, then helping them to work out the rules for themselves through carefully structured examples and concept questions.

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

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

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

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

The vocabulary selection in **face2face** Second edition has been informed by the *English Vocabulary Profile* (see p15) as well as the *Cambridge International Corpus* and the *Cambridge Learner Corpus*.

face2face Second edition is fully compatible with the *Common European Framework of Reference for Languages* (CEFR) and gives students regular opportunities to evaluate their progress. The Pre-intermediate Student's Book reviews CEFR A2 and takes students well into B1 (see p14–p19).

face2face Second edition Pre-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 a Review Video for each unit, *My Test* and *My Progress* sections where students evaluate their own progress (see p11–p13) and an interactive Phonemic Symbols chart. In addition there is an e-Portfolio with *Grammar Reference*, *Word List*, *Word Cards*, plus a *My Work* section where students can build a digital portfolio of their work.

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

Class Audio CDs

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

Workbook

The **Workbook** provides further practice of all language presented in the Student's Book. It also includes a 24-page *Reading and Writing Portfolio* based on the *Common European Framework of Reference for Languages*, which can be used either for homework or for extra work in class.

Teacher's Book with Teacher's DVD

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

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

Website

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

A Guide to the Student's Book

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

The menu lists the language taught in each lesson.

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

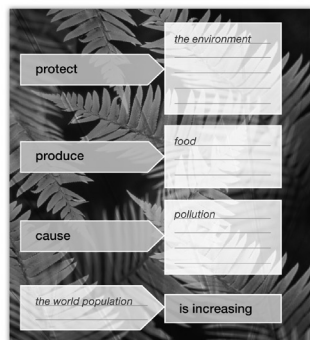
5A A crowded planet

QUICK REVIEW Present Perfect Work in pairs. Ask questions with *Have you ever ... ?* and find three things you've done in your life that your partner hasn't done. Ask follow-up questions if possible.

Vocabulary and Speaking The environment

1 Work in pairs. Fill in the gaps in the diagram with these words/phrases about the environment. Check in **VOCABULARY 5.1** p136.

the environment the world population food
pollution rainforests the cost of living oil and gas
floods green energy wildlife global warming
the planet climate change the Earth



- 2 a Look at these sentences. Tick the ones that you think are true for your country.
- The cost of living is increasing.
 - There is more pollution than there was 10 years ago.
 - Most people want to protect wildlife and the environment.
 - My country produces most of its own food.
 - There are more floods than there were 10 years ago.
 - Our country produces more green energy than it did 10 years ago.
- b Work in groups. Discuss the sentences in 2a.



Listening and Speaking

3 a CD2-1 Listen to an interview with Dr Andrew Scott, an expert on the environment. Tick the things he talks about.

- the world population in 2030
- the world population in 1930
- the number of people over 65
- cities in the future
- food and water
- global warming and climate change
- green energy
- protecting wildlife
- protecting rainforests

b Listen again. Which of these sentences does Dr Scott think are true about the year 2030? Correct the false sentences.

- The planet will be very crowded.
- There will be about 8.2 billion people on the planet.
- China will have a bigger population than India.
- We might have 10 cities with populations of over 20 million.
- It won't be easy to produce food for everybody.
- Green energy will be very important.

c Work in pairs. Do you agree with Dr Scott's predictions? Why?/Why not?

Vocabulary the environment
Grammar will for prediction; might



HELP WITH GRAMMAR

will for prediction; might

4 a Look again at the sentences in 3b. Then answer the questions.

- Do we use *will* to predict the future or talk about personal plans?
 - Which verb form comes after *will*?
 - What is the negative form of *will*?
 - Which verb do we use to say *will possibly*?
- b Make questions with these words. What are the positive and negative short answers to these questions?
- use / more people / green energy / Will?
 - more people / Do you think / green energy / use / will?
- c Check in **GRAMMAR 5.1** p137.

5 a Look at these other ideas about the year 2030. Write sentences you think are true. Use *will*, *won't* or *might*.

- water / be more expensive than oil
I (don't) think water will be more expensive than oil.
Water won't/might be more expensive than oil.
- most people / live in cities
- all our homes / use green energy
- most people in the world / speak Chinese
- children / have all their lessons online
- people / have computers inside their heads
- air travel / be too expensive for most people
- most people / have 3D TVs in their homes

b Work in pairs. Compare sentences. Give reasons for your ideas if possible.

6 Work in new pairs. Student A p105. Student B p111.

HELP WITH LISTENING 'I'll and won't

7 a CD2-2 Listen to how we say these phrases. Notice the difference.

- I stay I'll stay
- you have you'll have
- we go we'll go
- they have they'll have
- I want I won't

b CD2-3 Listen to these sentences. Circle the words you hear.

- I'll stay at home all day.
- They'll have their own families.
- We'll have two children.
- I'll speak English fluently.
- We want to/won't be in England.
- I want to/won't have children.

8 a CD2-4 Listen to some people talking about life in the year 2030. Match conversations 1-4 to the things they talk about a-d.

- work and studies
- living abroad
- his/her future family
- age and appearance

b Listen again. Make notes on what each person says.

c Work in pairs. Compare notes. Do you have the same information?

9 CD2-5 PRONUNCIATION Listen and practise. Copy the contractions (I'll, etc.).

I'll /ai/ stay at home all day.

Get ready ... Get it right!

10 Write five sentences with *will*, *won't* or *might* about you or your family's life in 2030. Use these ideas or your own.

- job
- home
- appearance
- retired
- married or single
- English
- money
- children
- free time

11 a Work in groups. Compare sentences. Are any the same?

b Tell the class two of your group's predictions.

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.

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

5B

Never too old

QUICK REVIEW *will* for prediction Write five sentences with *will, won't* or *might* about your life in three years' time. Work in pairs. Take turns to say your sentences. Whose life do you think will change more?

Vocabulary Collocations (2)

1 a Choose the correct verbs in these collocations. Check in VOCABULARY 5.2 p136.

- 1 *(take)* / make photos
- 2 *live* / leave abroad
- 3 *make* / move house
- 4 *say* / write a blog
- 5 *get* / have a fantastic time
- 6 *spend* / give time doing (something)
- 7 *learn* / want how to do (something)
- 8 *make* / do a course in (something)

b Work in pairs. Test your partner on the collocations.

photos take photos

Reading, Listening and Speaking

2 Work in pairs. Discuss the questions.

- 1 At what age do people usually retire in your country?
- 2 What do you think are the good and bad things about being retired?
- 3 Do you know anyone who is retired? How do they spend their time?

3 a Look at photos A-C. Match the people to their plans for when they retire (1-3).

- 1 We're going to drive across the USA. We're planning to spend about six months travelling and I'm sure we'll have a fantastic time.
- 2 I'm hoping to retire before I'm 50, but I'm not going to stay in this country. I want to live abroad, somewhere that's hot all year.
- 3 I'm looking forward to spending more time in the garden. I'm thinking of doing a course in wildlife photography and I'd like to go to Africa next year.

b CD2 6 Listen and check.

Vocabulary collocations (2)
Grammar *be going to*, plans, hopes and ambitions

HELP WITH GRAMMAR
be going to: plans, hopes and ambitions

4 a Look at these sentences. Then answer questions 1-3.

We're going to drive across the USA.
I'm sure we'll have a fantastic time.

- 1 Do both sentences talk about the future?
- 2 Which is a prediction? Which is a plan?
- 3 Which verb form comes after *be going to*?

b How do we make negatives, questions and short answers with *be going to*?

c Check in GRAMMAR 5.2 p137.

5 a Find these phrases in 1-3 in 3a. Which verb form comes after each phrase: the infinitive with *to* or *verb+ing*?

a We're planning ...	infinitive with to	d I'm looking forward to ...
b I'm hoping ...	e I'm thinking of ...	
c I want ...	f I'd like ...	

b Answer these questions.

- 1 Which phrase in 5a means 'I'm excited about this and I'm going to enjoy it when it happens'?
- 2 Which is more certain: *I'm planning ...* or *I'm thinking of ...*?
- 3 Which is less certain: *I'm going to ...* or *I'm hoping ...*?

c Check in GRAMMAR 5.3 p137.

Derek

Heidi

Meryl Ryan

7 CD2 8 **PRONUNCIATION** Listen and practise. Copy the stress.

writing a blog →
Meryl's thinking of writing a blog.

HELP WITH LISTENING *going to*

8 a CD2 9 Listen and notice the two different ways we say *going to*. Both are correct.

- a I'm going to /*gəʊntə*/ buy a new camera.
- b We're going to /*gəʊntə*/ buy a camper van.

b CD2 10 Listen to these people's sentences. Do you hear: 1 /*gəʊntə*/ or 2 /*gəʊntə*/?

- a We're going to drive across the USA.
- 2 He's going to live abroad.
- c I'm going to write a blog.
- d They're going to have a great time.
- e She's going to retire next year.
- f When are you going to retire?

9 a Write six sentences about your plans, hopes and ambitions. Use *be going to* and phrases from 5a.

I'm going to study Chinese next year.
I'm thinking of buying a new laptop.

b Work in groups. Tell each other your sentences from 9a. Which are the most unusual?

Get ready ... Get it right!

10 Make yes/no questions with *you*.

- 1 *be / going to / visit friends next month?*
Are you going to visit friends next month?
- 2 *would / like / be famous?*
Would you like to be famous?
- 3 *be / planning / move house this year?*
- 4 *be / looking forward / do / something special?*
- 5 *want / live abroad in the future?*
- 6 *be / thinking / change / your job or course?*
- 7 *be / going to / take any exams this year?*
- 8 *would / like / learn how / fly a plane?*
- 9 *be / hoping / retire early?*
- 10 *be / planning / go on holiday soon?*

11 a Ask other students your questions. Try to find someone who answers yes to each question. Then ask two follow-up questions.

b Tell the class about two people's plans, hopes or ambitions.

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

Get ready ... Get it right! sections are structured communicative speaking tasks that focus on both accuracy and fluency. The Get ready ... stage provides the opportunity for students to plan the language and content of what they are going to say before Getting it right! when they do the communicative stage of the activity.

A Guide to the Student's Book

Lesson C 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.

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

VOCABULARY AND SKILLS

5C Conservation works

QUICK REVIEW Plans, hopes and ambitions Write one thing you: are thinking of doing tonight, are looking forward to, are hoping to do next year, are planning to do soon. Work in pairs. Tell your partner your ideas. Ask follow-up questions.

Reading and Speaking

1 Work in groups. Discuss these questions.

- Have you ever been to a wildlife park or a zoo? If so, what was it like?
- Where do people go in your country to see wildlife? Which animals can you see there?
- Have you ever seen animals in the wild? If so, which ones? If not, which animals would you like to see?

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

cut down a species
extinct disappear
a national park DNA

b Read the article. Answer these questions.

- Where do mountain gorillas live?
- Why are the gorillas a 'good news story'?
- Did Kathryn enjoy the first day of her holiday? Why?/Why not?

c Read the article again. Find these numbers in the article. What do they describe?

- 1 km²
- 100
- 350
- 700
- \$3 million
- \$17 million
- \$2,000
- seven
- 22
- 98.4%

d Work in pairs. Compare answers. Which facts do you think are surprising?

Face-to-face with a gorilla

Our wildlife reporter Kathryn Miller travels to Uganda to meet some mountain gorillas – and discovers an environmental success story.

We hear stories about the disappearing natural world all the time. 1 km² of rainforest is cut down every three minutes and 100 species of plants, insects and animals become extinct every day. It's all very worrying – but sometimes there's good news too.

One important success is the mountain gorilla, which lives in the rainforests of Central Africa. Twenty years ago there were only 350 gorillas left in the wild and their mountain home was disappearing fast. But thanks to organisations like the World Wide Fund for Nature (WWF), there are now over 700 gorillas in the wild and the rainforests where they live are national parks. One reason why gorillas haven't become extinct is, surprisingly, tourism. Every year tourists spend \$3 million on visiting national parks in Uganda and Rwanda and another \$17 million on food, transport and accommodation. This gives local people a reason to protect the gorillas and their forest homes.

I've always wanted to meet a gorilla, so last month I flew to Uganda and paid about £2,000 for a seven-day 'gorilla tour'. On the first day we went on a trip to the Volcano Bwindi National Park. We walked through the rainforest for two hours and looked for gorillas. It was hot, humid and very hard work – and then suddenly I was face-to-face with a gorilla! And not just one – a family of 22 gorillas were watching us from all sides. We took photos of them as they ate, climbed trees and played with their young. They weren't frightening – instead, it was incredible how similar they were to us. We spent an hour with the gorillas before we went back to our forest camp. At dinner that night, we talked about the day and everyone said it was one of the most incredible experiences of their lives.

The future for the gorillas isn't certain, but at least they still have a future. We share 98.4% of our DNA with these amazing animals and they are one of our closest living relatives. If we can't protect them, what hope is there for the rest of the natural world?

6 a Before you listen to the rest of the interview, check these words/phrases with your teacher.

an area of land a path a village
destroy a corridor solve a problem

b CD2-12 Listen to the whole interview. Are these sentences true or false?

- The forests where elephants live are getting smaller. T
- Elephants walk along the same paths as their grandparents.
- They never go into villages on the paths.
- They sometimes destroy people's homes.
- There aren't any villages in an 'elephant corridor'.
- The people in the villages don't want to move.

HELP WITH LISTENING Sentence stress (2)

7 a CD2-12 Listen to the beginning of the interview again. Notice the sentence stress.

Today on Wildlife World we're talking to John Burton, the director of the World Land Trust, who's here to talk about elephants in Asia. First of all, John, there's something I'd like to ask you. How can you tell the difference between an African and an Asian elephant?

b Work in pairs. Look again at 7a. Which of these types of words are stressed (S)?

nouns and names S auxiliaries
main verbs articles (a/an, the)
adjectives question words

c Look at Audio Script CD2-12 p158. Listen to the interview again and follow the sentence stress.

8 a Work on your own. Think of five ways you can help the environment and wild animals.

b Work in pairs. Compare ideas. Choose the best five ideas from both lists.

c Work in large groups or with the whole class. Make a final list of five ideas.

HELP WITH VOCABULARY Verbs and prepositions

3 Verbs and prepositions often go together. Look at the verbs in bold in the article. Then fill in the gaps with the correct prepositions.

- hear (a story) about something
- spend money on something
- fly to a place
- pay an amount of money for something
- go on a trip to a place
- look for something you want to find
- take photos of somebody or something
- spend time with somebody
- go back to the place where you started
- talk about a topic

VOCABULARY 5.3 p136

4 Work in pairs. Student A p103. Student B p109.

Listening and Speaking

5 a Work in pairs. How much do you know about elephants? Guess the correct words in these sentences.

- African elephants are bigger/smaller than Asian elephants.
- The ears of an Asian elephant are like a map of Africa/India.
- There are more African/Asian elephants than African/Asian elephants.
- Elephants have very good/bad memories.

b CD2-11 Listen to the first part of an interview with John Burton from the World Land Trust, a conservation charity. Check your answers to 5a.

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.

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.

5D REAL WORLD

A charity event

WORLD offers, suggestions and requests

QUICK REVIEW *be going to* Work in pairs. Ask and answer *yes/no* questions with *be going to* about next weekend. Find four things you're both going to do. **A** *Are you going to do some sport next weekend?* **B** *Yes, I am./No, I'm not.*

1 Work in groups. Discuss these questions.

- What are the biggest charities in your country?
- Have you (or people you know) ever raised money for a charity? If yes, what did you/they do?
- What kind of charity is the World Wide Fund for Nature (WWF)?

2 **VIDEO** **5** **CD2** 13 Look at the photo. Then watch or listen to these people planning a charity event for the WWF. Which of these events are they planning?

a concert a 10 km run a quiz night
 a karaoke night a sponsored walk

b Watch or listen again. Tick the things they plan to do.

• organise tickets	• get food and drink
• make posters	• have a band
• get tables and chairs	• write quiz questions
• put an advert in the local paper	• hire a karaoke machine

REAL WORLD Offers, suggestions and requests

3 a Write these headings in the correct places a–d in the table.

making suggestions making requests making offers responding to offers	
a I'll do that, if you like. Shall I make some posters? Do you want me to do that? Can I give you a hand?	b Yes, that'd be great. Yes, that's a good idea. Yes, if you don't mind. No, don't worry. Thanks anyway.
c Shall we start? Let's decide who does what. Why don't we ask Jason?	d Could you give me a hand? Will you organise that? Can you do that?

b Which verb form comes after the phrases in bold? Which verb form comes after *Do you want me ...*?

c Check in **REAL WORLD 5.1** p137.

4 Look at Audio and Video Script **VIDEO** **5** **CD2** 13 p158. Read the conversation and find all the offers, suggestions, requests and responses.

5 **CD2** 14 **PROMINENCE** Listen and practise the sentences in **3a**. Copy the stress and intonation.

I'll do that, if you like.

Natalia
Carol
Liam
David

14

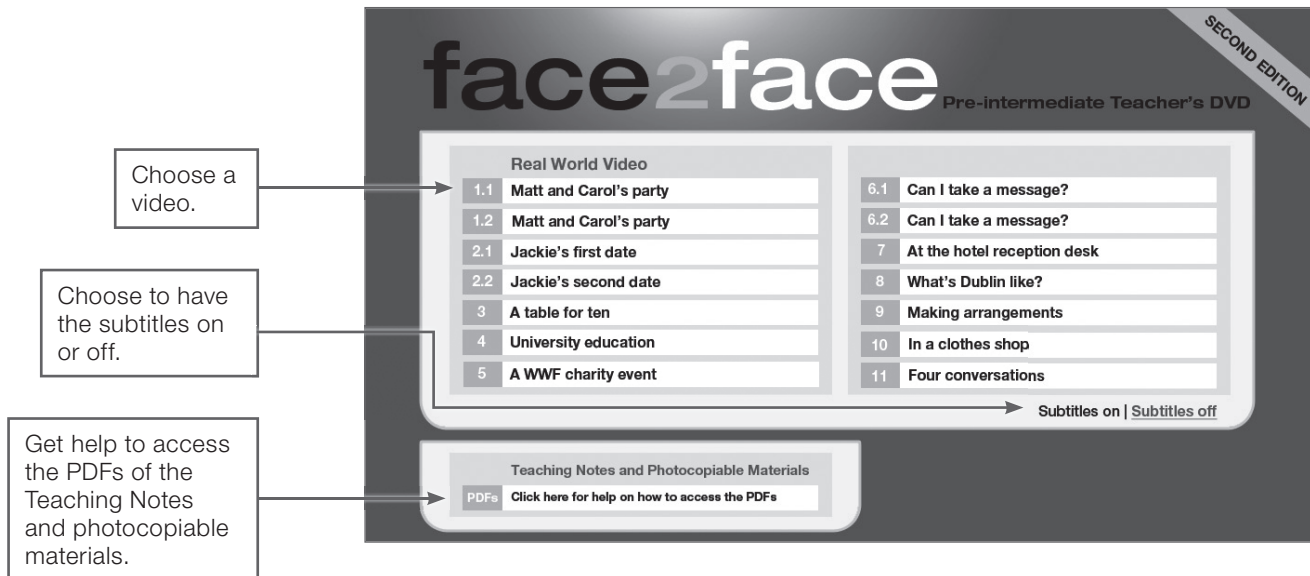
Help with Pronunciation
sections help students
with specific areas of
pronunciation that they often
find problematic.

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

Teacher's DVD Instructions

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

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

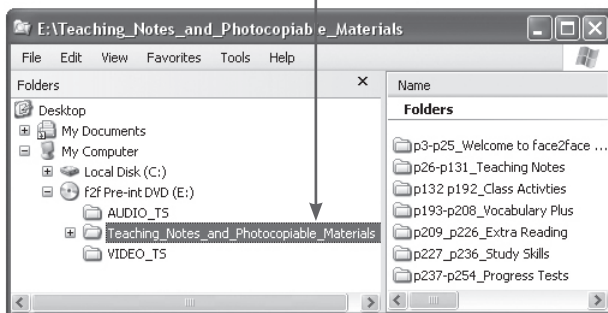


Choose a video.

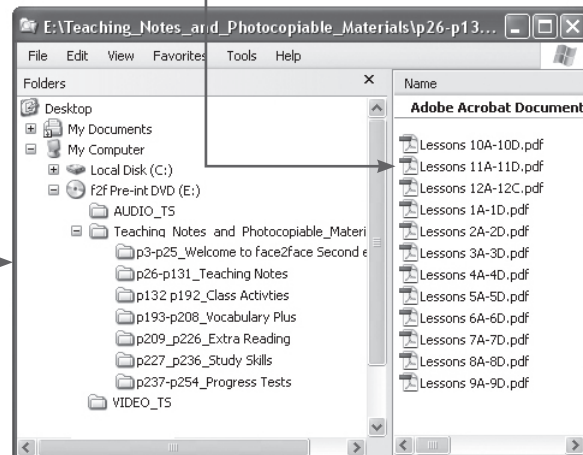
Choose to have the subtitles on or off.

Get help to access the PDFs of the Teaching Notes and photocopiable materials.

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.

Self-study DVD-ROM Instructions

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

- Insert the **face2face** Second edition Pre-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

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.

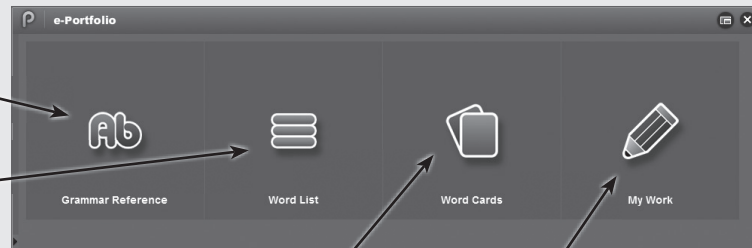
Start the activity again.

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.



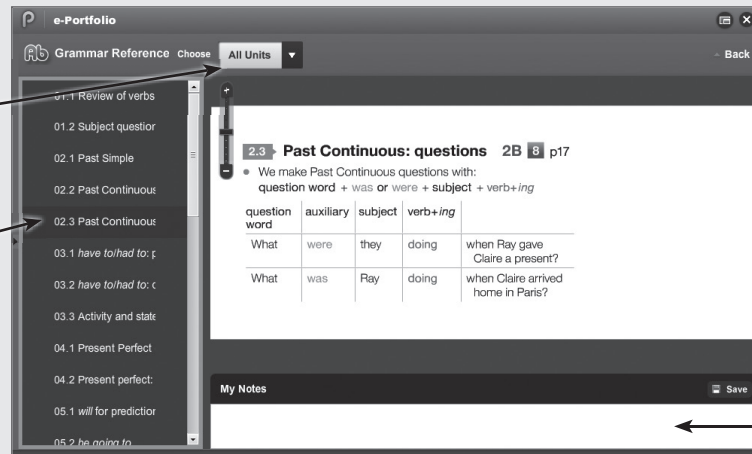
Check you know the words and phrases from the Student's Book.

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.

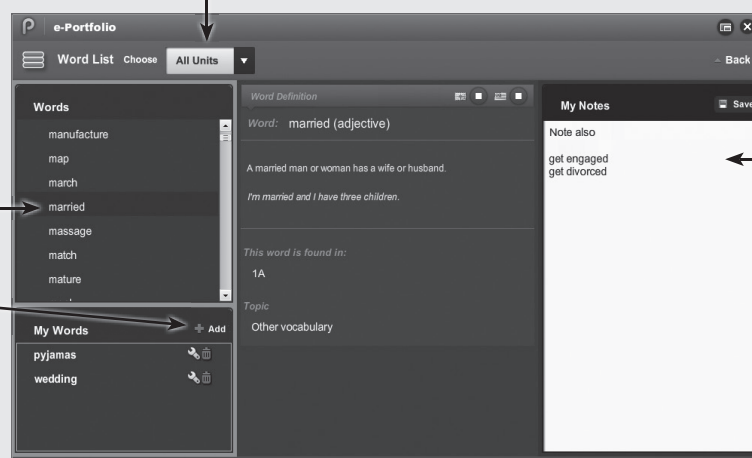
Add a note to a grammar point and click **Save** to see the note the next time you start the program.

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 to turn the card over and check the definition.

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

The interface shows three piles: 'I don't know this!' with 10 cards, 'Do you know this word? Put the word in the correct group.' with 25 cards, and 'I know this!' with 11 cards. The middle pile contains cards with the words '(in) trouble', '(the) public', and '(the) future'.

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 are saved in *My Work*. See p11.

The interface shows folders for Reading, Writing, Listening, and Speaking. Under Writing, there are files like 'Questions with auxiliary verbs' and 'My freetime activities'. Under Listening, there are files like 'Starting and ending conversations' and 'Talking about travel'.

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 interface shows a 'Create your test' form with fields for 'Test name' (My test 1), 'Number of questions' (25), and 'Units'. The 'Units' section has checkboxes for 'Vocabulary (25)' and 'Grammar (25)' under each of four categories. There is also a 'Use timer?' checkbox and 'OK' and 'Cancel' buttons at the bottom.

The Common European Framework (CEFR)

What is the Common European Framework (CEFR)?

Since the early 1970s, a series of Council of Europe initiatives has developed a description of the language knowledge and skills that people need to live, work and survive in any European country. *Waystage 1990*¹, *Threshold 1990*² and *Vantage*³ detail the knowledge and skills required at different levels of ability. In 2001, the contents of these documents were further developed into sets of 'can do' statements or 'competences' and officially launched as the *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*⁴. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the 'can do' statements.

face2face Second edition has been developed to include comprehensive coverage of the requirements of the CEFR. The table above right shows how **face2face** Second edition relates to the CEFR and the examinations which can be taken at each level through University of Cambridge ESOL Examinations (Cambridge ESOL), which is a member of ALTE (The Association of Language Testers in Europe).

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

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

face2face Second edition Pre-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 Pre-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.

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

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

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

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

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.

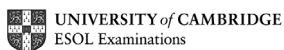
face2face Second edition Pre-intermediate and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Pre-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 A2).

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

The screenshot shows the English Vocabulary Profile website. At the top, it says 'English Vocabulary Profile'. Below this, there are two tabs: 'British English (D, J, K)' and 'American English (D, J, K)'. Under the 'British' tab, there is 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. Below this is a 'Browse A-Z' link. There is an 'OR' section with a text input field 'Enter a word or phrase' containing the word 'degree'. Below the input field is an 'ADVANCED SEARCH' button with a dropdown arrow. At the bottom left of the search area is a checkbox labeled 'Hide culturally sensitive words'. On the right side, it says 'Search results for A1-C2 (4 matches)'. Under 'Core results:', there are four entries: 'degree noun TEMPERATURE A2', 'degree noun QUALIFICATION B1', 'degree noun AMOUNT B2', and 'a/some degree of sth C2'.

English Profile is a collaborative project between:



CEFR Tables: Listening and Reading

Listening

A language user at level B1 can:	1	2	3
follow clearly articulated speech in everyday conversation			
follow the main points of a clearly articulated discussion between native speakers		2B 2D	3D
understand a short narrative and form hypotheses about what will happen next			
understand the main points of recorded materials on familiar subjects	1B 1C		3A 3C
catch the main points in TV and radio programmes on familiar topics			
follow films in which the visuals and action carry much of the storyline			
follow in outline straightforward short talks on familiar topics			

Reading

A language user at level B1 can:	1	2	3
understand the main points in short newspaper articles	1A		3C
distinguish fact from comment in columns or interviews in newspapers and magazines			
skim short texts to find relevant facts and information	1C	2A 2C WB2A WB2B	
understand information in everyday material such as brochures and letters	1B	2D	3B
understand simple messages			
understand standard letters			3B WBP3
understand descriptions of events, feelings and wishes in private letters	WBP1	WBP2	3B
understand the plot of a clearly structured story		2A WB2C	WB3C
guess the meaning of single unknown words from their context			
understand straightforward instructions			
understand a simple personal letter about aspects of everyday life*	WBP1		
skim small advertisements in newspapers and identify the most important information*			WBP3
understand short narratives about everyday things dealing with topics which are familiar*		WBP2	WB3C

* refers to descriptors for A2, which are revised and extended in **face2face** Second edition Pre-intermediate

1A = **face2face** Second edition Pre-intermediate Student's Book Lesson 1A

WB1A = **face2face** Second edition Pre-intermediate Workbook Lesson 1A

WBP1 = **face2face** Second edition Pre-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 4C 4D	5D	6B 6C 6D	7A 7B	8B 8D	9D	10D	11D	12A
		6C					11B	
	5A 5C				9B 9C	10B	11B 11C	
		6C			9C	10B		
This competence is practised throughout the course on the Self-study DVD-ROM.								
4D					9C			

4	5	6	7	8	9	10	11	12
4A 4C	5C	6A WB6C	7C	8C WBP8		10C WB10B WB10C	11C WB11B WB11C	12C WB12C
WB4C				8C WB8C	WB9C	WB10C WBP10		
4C	5C WB5C	6A 6C WB6C	WB7C			10C	11C WB11C	WBP12
WB4A	WBP5		7A WB7A					
		WB6D WBP6					11A	WBP12
			WBP7		9C			
					WBP9		11A	
WBP4							WBP11	
							11C WB11C	
			WB7A WBP7					

CEFR Tables: Speaking and Writing

Speaking

A language user at level B1 can:	1	2	3
enter unprepared into conversation on familiar topics	1A 1B	2A	3B 3C
start, maintain and close a simple face-to-face conversation on familiar topics	1C 1D	2D	
deal with most situations likely to arise when travelling			
make a complaint			
express and respond to feelings such as surprise, happiness, sadness, interest and indifference			
make his/her opinions and reactions clear as regards finding solutions to problems or practical questions			3B 3D
give or seek personal views and opinions in an informal discussion with friends		2B 2D	
agree and disagree politely		2D	
express beliefs, views and opinions in discussing topics of interest		2A 2D	3A 3B
use a prepared questionnaire and make spontaneous follow-up questions	1A 1B 1C	2A	3A 3B
narrate a story		2B 2C	
relate the plot of a book or film and describe his/her reactions			
give detailed accounts of experiences, describing feelings and reactions		2A 2B	
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	1A 1B	2A	3C

Writing

A language user at level B1 can:	1	2	3
write simple connected texts on a range of topics and express personal views and opinions			
link a series of discrete items into a connected linear sequence of points		WBP2	
narrate a story			
write a description of an event – real or imagined		WBP2	
write accounts of experiences, describe feelings and reactions	WBP1		
write notes conveying simple information			
write personal letters describing experiences, feelings and events in some detail	WBP1	WBP2	
convey information and ideas on abstract as well as concrete topics, and ask about and explain problems			
express feelings such as grief, happiness, interest, regret and sympathy in a letter			
describe in a personal letter 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 about products			
write his/her CV in summary form			WBP3

1A = face2face Second edition Pre-intermediate Student's Book Lesson 1A

WBP1 = face2face Second edition Pre-intermediate Workbook Reading and Writing Portfolio 1

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

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

The face2face Approach

Listening

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

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

For *Teaching Tips* on Listening, see p21.

Speaking

All the lessons in the Pre-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 Pre-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 Pre-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 level B1. There are also 12 *Extra Reading* photocopyable worksheets (p209–p226), 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 (p193–p208). 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 Pre-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 to use immediately in their daily lives. Each unit contains a double-page *Real World* lesson that introduces and practises this language in a variety of situations. This language can now be presented either by using the video clips on the Teacher's DVD or by using the recordings on the Class Audio CDs.

Pronunciation

Pronunciation is integrated throughout **face2face** Second edition Pre-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 reviewing and recycling of language are essential to students' language development, so language is recycled in every lesson of the Pre-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.

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

QUICK REVIEW This activity reviews language for finding things in common. Students work on their own and write sentences beginning with the prompts. Students take turns to say their sentences in pairs and say if it is the same or different for them. Ask students to share interesting answers with the class.

Vocabulary and Speaking Employment

- 1 a** Focus students on the title of the section and check students understand that *employment* = paid work.
- Students work in pairs and say which phrases they know, then check in **VOCABULARY 3.1** SB p131.
- Establish that we use *job* to talk about a particular work activity and that it is a countable noun:
A *What's his job?* **B** *He's a doctor.*
- We use *work* to talk about something you do as part of your job: *I've got a lot of work to do today.* Point out that it is an uncountable noun: *He's looking for work.* not *He's looking for a work.* We can also use *work* as a verb: *I work in London.* not *I job in London.*
- You could point out that the word *coworker* is common in American English to talk about a *colleague*.
- Model and drill the phrases. Pay particular attention to the pronunciation of *colleagues* /'kɒli:gz/ and *job security* /'dʒɒb sɪkjʊərəti/.
- Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.
- b** Focus students on the example phrases and the phrases in **1a**.
- Students do the exercise on their own.
- c** Students compare their ideas in pairs and find out how many of the things are the same.
- Ask each pair to tell the class about the things that are the same for both students.

Listening and Speaking

- 2 a** Focus students on photos A–C. Ask if they can match the people in the photos to the jobs. Students check answers in pairs. Check answers with the class.
- A** Rick is an interpreter. **B** Lorna is a paramedic.
C Bernie is a football referee.
- b** Students work in pairs and choose phrases from **1a** that they think are true for each job. Ask students to share their ideas with the class.
- 3 a** Check students remember *have a degree*. Students work on their own and match sentences 1–3 to photos A–C.

- b CD1 28** Play the recording (SB p155). Students listen and check their answers.

1B 2C 3A

HELP WITH GRAMMAR

have to/had to: positive and negative

- 4 a–d** Check students understand *necessary*. Students do the exercises on their own or in pairs, then check in **GRAMMAR 3.1** SB p132.

Check answers with the class.

- a** **a** have to have **b** don't have to go
c had to study **d** didn't have to pay
- b** have to; has to; don't have to; doesn't have to
- Have to* is followed by the infinitive: *I have to go.*
- c** The Past Simple positive form is *had to*. The Past Simple negative form is *didn't have to*.
- Also point out that *had to* is the same for all subjects: *I/you/he/she/it/we/they had to ...*
- Highlight that we use *don't have to* and *didn't have to* to say something isn't or wasn't necessary, not ~~*haven't to*~~ or ~~*hadn't to*~~: *I don't/didn't have to do that.* not ~~*I haven't/hadn't to do that.*~~
- We can use *have to* or *have got to* in the present: *I have to go.* = *I've got to go.* *Have got to* is very common in spoken British English. Also establish that we can't use *have got to* in the past: *I had to work last night.* not ~~*I had got to work last night.*~~

HELP WITH LISTENING *have to* and *have*

This *Help with Listening* section helps students to hear the difference between *have to* and *have* in sentences.

- 5 a** Give students time to read sentences 1–3.
- CD1 29** Play the recording. Students listen and notice the difference in pronunciation between *have to* /hæftə/ and *have* /hæv/.
- Highlight that the *v* in *have to* is pronounced /f/, while the same letter in *have* is pronounced /v/. Also point out that *to* in *have to* is pronounced with a schwa /ə/.
- b CD1 30** Play the recording (SB p155). Students listen and write the sentences they hear. Play the recording again if necessary. Check answers with the class.
- 1 They have to study for a long time.
2 We have a lot of training.
3 I have to work at home a lot.
4 You don't have to go to university.
5 I have to have a degree.
6 We don't have any exams.

- 6 **CD1 ▶ 31 PRONUNCIATION** Play the recording (SB p155). Students listen and repeat the sentences. Check students copy the pronunciation of *have to* and *have* correctly.

EXTRA IDEA

- Ask students to turn to Audio Script **CD1 ▶ 31**, SB p155. They can then notice the sentence stress and the pronunciation of *have to* and *have* as they listen and repeat.

- 7 Focus students on the photo of Bernie (the football referee) and tell students they are going to read about his training.

Point out that *referee* can be a noun and a verb. You could also check students understand *laws*, *rules*, *practical exam*, *deal with*, *backwards* and *decisions*. Note that students don't need to understand these words in order to do the exercise.

Students do the exercise on their own. Early finishers can check answers in pairs. Check answers with the class.

3 don't have to 4 has to 5 have to 6 had to
7 didn't have to 8 had to 9 has to
10 doesn't have to 11 has to 12 has to

- 8 **a** Students read the text about Bernie again and answer questions 1–5.
b Students check answers in pairs. Check answers with the class.

- 1 He/She has to learn 130 pages of rules.
- 2 No, they don't have to pay very much.
- 3 Yes, he had to do practical and written exams.
- 4 He had to give a player a red card.
- 5 He has to practise running backwards.

EXTRA IDEA

- Students discuss what they think is the most surprising thing about a football referee's training.

HELP WITH GRAMMAR

have to/had to: questions and short answers

- 9 **a–c** Students do the exercises on their own or in pairs, then check in **GRAMMAR 3.2** SB p132. Check answers with the class.

- **a** We make Present Simple questions with: (question word +) *do/does* + subject + *have to* + infinitive +
- We make Past Simple questions with: (question word +) *did* + subject + *have to* + infinitive +
- In the Present Simple we can make questions with *have to* or *have got to*: *Do you have to go?* = *Have you got to go?*
- Point out that we can't use *have got to* in Past Simple questions: *Did you have to work last night?* not *Had you got to work last night?*

- Also highlight that we can't make questions with *Have you to ...?* or *Had you to ...?*
- **b 1** Yes, you do./No, you don't. **2** Yes, he does./No, he doesn't. **3** Yes, she did./No, she didn't.
- Use the examples to point out that we use the auxiliaries *do/does/did* in short answers, not *have/has/had*.

- 10 **a** Focus students on the photos of Rick and Lorna again and check they remember what their jobs are. Check that students realise that they have both finished their training and are now fully qualified. Students do the exercise on their own, then check in pairs. Check answers with the class.

- 2 Why do interpreters have to work in pairs?
- 3 How many words does an interpreter have to translate in 30 minutes?
- 4 Do you have to go to university to become a paramedic?
- 5 What's the main thing a paramedic has to do?
- 6 What did Lorna have to do yesterday?

b Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the recording that follows. The vocabulary is not in the Language Summary in the Student's Book.

Model and drill the words and phrases. Pay particular attention to the pronunciation of *calm* /kɑ:m/.

c **CD1 ▶ 32** Play the recording (SB p155). Students listen and answer the questions in **10a**. Play the recording again if necessary.

d Students work in pairs and compare answers. Check answers with the class.

1 (He had to learn to) listen and speak at the same time. 2 (They have to work in pairs) because it's impossible for one person to interpret for more than half an hour. 3 (They have to translate) about 4,000 words in 30 minutes. 4 No, you don't have to (go to university to become a paramedic). 5 (The main thing a paramedic has to do is) stay calm in an emergency. 6 (She had to) help a man who fell off a roof.

e Students work in groups and discuss the question. Ask students to tell the class which job they would most like to do, giving reasons for their answers.

EXTRA IDEA

- ✍ Write a list of about 20 jobs on the board. Put students into groups. One student in the group chooses a job from the list. The other students ask him/her *yes/no* questions to find out what job it is, using *have to* and vocabulary from **1a**: *Do you have to get up early?* *Do you have your own office?* etc. The turn then passes to another student in the group.

Get ready ... Get it right!

11 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p112. Check they are all looking at the correct exercise.

a Students work on their own and tick the things they have to do in the week and at the weekend in both of the *you* columns. Students should tick all the *in the week* questions first, then go on to *at the weekend*.

b Focus students on the examples. Point out that all the questions are in the Present Simple. Students do the exercise on their own. While students are working, check their questions for accuracy and help with any problems.

c Students work with their partner and take turns to ask and answer the questions about the things they have to do in the week and then about the things they have to do at the weekend. Point out that they must tick the things their partner has to do in the *your partner* column. At the end of the activity, students work out how many things they both have to do.

d Check students understand *stressful*. Students then decide whose life is the most stressful and why. Finally, ask students to share their conclusions with the class, giving reasons for their answers.

WRITING

Students write a paragraph about their job or a job they would like to do.

Alternatively, students write a short profile about two friends or family members. They should write what they do and say what qualifications or training they had to have or do in order to get the job. Encourage students to add details about the jobs, using the vocabulary in **1a**. Also encourage them to say whether the people like/don't like their job and give reasons.

FURTHER PRACTICE

Ph **Vocabulary Plus** 3 Jobs p199 (Instructions p194)

Ph **Class Activity** 3A Guess the job p155 (Instructions p135)

Extra Practice 3A SB p117

Self-study DVD-ROM Lesson 3A

Workbook Lesson 3A p15

3B

Job-hunting

Student's Book p24–p25

Vocabulary looking for a job

Grammar Present Continuous and Present Simple; activity and state verbs

QUICK REVIEW This activity reviews *have to*. Give students a minute or two to think of two people they know with jobs. Students then work in pairs and share information about the people. Students also decide which person has the best job and why. Ask students to share their answers with the class.

Vocabulary and Speaking

Looking for a job

1 **a** Students work in pairs and say which phrases they know, then check new words/phrases in **VOCABULARY 3.2** SB p131.

Point out that the American English word for a CV is a *résumé*, and that we can say *fill in a form* or *fill out a form*.

Also establish that *unemployed* is an adjective, so we say: *He is unemployed*. not ~~*He is an unemployed*~~.

Tell students that in the UK, if you are unemployed, you get some money from the government each week to live on. This is called *unemployment benefit* and is often called *the dole* in informal English.

Check students understand the difference between *earn money* (by doing a job) and *win money* (by winning a competition, a lottery or a bet).

Model and drill the phrases. Pay particular attention to the pronunciation of *apply* /ə'plai/, *earn* /ɜ:n/ and *experience* /ɪk'spiəriəns/.

EXTRA IDEA

- Do this as a Know, Might Know, Don't Know activity, p24.

- b** Students work on their own and put the phrases in **1a** in order. Check students understand that there is more than one possible order.
- c** Students compare answers in pairs. Check answers with the class.

Suggested order: 2 be unemployed
3 get unemployment benefit 4 look for a job
5 apply for a job 6 write a CV 7 fill in an application form 8 go for an interview 9 find a job
10 have some experience 11 earn a lot of money

Reading

- 2 a** Focus students on photos 1 and 2 and the two letters. Ask students where the letters are from (a newspaper). Check students understand *engineering* and *frustrating*. Students read and find out why each person is unemployed. Set a time limit of thirty seconds to encourage skim reading. Check answers with the class. You can also use the situation in the second letter to check students understand *count* in the phrase *experience doesn't count*.

Bonnie is unemployed because she hasn't got any experience and companies always say they want people with experience.
Harry is unemployed because people think he's too old.

- b** Focus on the example. Students read the letters again, then tick the true sentences and correct the false ones. Students check answers in pairs. Check answers with the class.

b She's looking for her **first** job.
c She looks at the job adverts online **every day**.
d ✓ **e** ✓ **f** He lost his job **four** months ago.
g He **never** gets an interview. **h** ✓

HELP WITH GRAMMAR

Present Continuous and Present Simple;
activity and state verbs

- 3 a–e** Students do the exercises on their own or in pairs, then check in **GRAMMAR 3.3** SB p132. Check answers with the class.

- a Present Continuous:** 1, 3, 5 and 6.
Present Simple: 2, 4, 7 and 8.
- b Present Continuous:** a I'm writing
b she's looking; I'm applying
Present Simple: a She goes; I never get
b she needs; people think
- c Activities:** work, write, eat, run, do; **States:** hate, know, remember, understand, believe, need

- We don't usually use state verbs in the Present Continuous (or other continuous verb forms). Focus students on the list of common state verbs in **GRAMMAR 3.3** SB p132.
- d Negatives:** Present Continuous: subject + 'm not/isn't/aren't + verb+ing + Present Simple: subject + don't/doesn't + infinitive +
- Questions:** Present Continuous: (question word +) am/is/are + subject + verb+ing + Present Simple: (question word +) do/does + subject + infinitive +
- Refer students to **GRAMMAR 3.3** SB p132 for more examples of the form of the Present Continuous and Present Simple, including *yes/no* questions and short answers.
- Point out that we often use the Present Continuous with *now, at the moment, today* and the Present Simple with frequency words/phrases like *always, never, usually, every week, once a month*, etc.

- 4 CD1 33 PRONUNCIATION** Play the recording (SB p155). Students listen and repeat the sentences. Check students copy the stress correctly. You can also ask students to turn to Audio Script **CD1 33**, SB p155. They can then follow the stress as they listen and repeat.

- 5 a** Check students understand *parts* (for cars) and that they remember *responsibility*. Focus students on the email. Ask who the email is from and who it is to (it's from Harry to a friend, Frank). Focus students on the example. Students do the exercise on their own. Don't check answers yet. Elicit where Harry is working now (he's working for a local engineering company).
- b** Students compare answers in pairs, explaining why they chose the Present Continuous or the Present Simple. Focus students on the example answer and elicit that *have got* is a state verb so it is in the Present Simple. Check answers with the class.

2 Do ... remember (state verb) 3 makes (things they always do) 4 sell (things they always do)
5 're doing (temporary/happening around now)
6 want (state verb) 7 're trying (temporary/happening around now) 8 like (state verb) 9 have (routine) 10 'm not working (happening at the moment of writing) 11 'm writing (happening at the moment of writing) 12 work (daily routine) 13 don't work (daily routine) 14 's ringing (happening at the moment of writing)

Speaking

- 6** Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Check students understand *products*.

Give students time to read their information about Bonnie's new job and deal with any problems.

b Focus students on the example. Students do the exercise on their own. While they are working, check their questions for accuracy and help with any problems.

Student A: **2** Is the company doing well at the moment? **3** What time does Bonnie start work? **4** What does she like about the job? **5** Where is she working today?

Student B: **b** How much does she earn every week? **c** What time does she finish work? **d** Is she doing any training at the moment? **e** What is she doing now?

c Students work with their partner and take turns to ask and answer their questions. Student A starts. While they are working, monitor and correct any mistakes you hear.

d Students discuss in pairs which job is better, and think of reasons for their choice. Ask students to share their ideas with the class.

- 7** Students work in groups and discuss the questions. If you have a multilingual class, put a mix of nationalities into each group. While students are working, monitor and help with any problems. At the end of the activity, ask students to share interesting answers with the class.

Get ready ... Get it right!

- 8** Focus students on the example and the pictures. Students work on their own and write *yes/no* questions with *you* from the prompts. While students are working, check their questions for accuracy and help with any problems. Check answers with the class.

2 Do you want to live in a different country? **3** Do you need to speak English every day? **4** Do you read a newspaper every day? **5** Are you reading a good book at the moment? **6** Do you get up before seven o'clock? **7** Are you studying for an exam at the moment? **8** Do you have an interesting job?

- 9** **a** Focus students on the speech bubbles and drill these examples with the class. Students move around the class, asking other students their questions, or ask as many people as they can sitting near them. When they find a student who answers yes, they write the person's name next to the question and ask two follow-up questions. Students should try to find a different student who answers yes for each question. While they are working, monitor and help with any problems.

b Students work in groups and tell one another three things they have found out about the class. Finally, ask students to share interesting answers with the class.

WRITING

Students write up the results of the class survey from **9a**. Tell them to write one paragraph about the things people are doing at the moment and one paragraph about people's daily routines and things they always do.

FURTHER PRACTICE

Ph **Study Skills** **2** Your vocabulary notebook p232 (Instructions p228)

Extra Practice **3B** SB p117

Self-study DVD-ROM Lesson **3B**

Workbook Lesson **3B** p16

3C VOCABULARY AND SKILLS

What a job!

Student's Book p26–p27

Vocabulary word building:
noun endings

Skills Listening: a radio interview;
Reading: a magazine article

QUICK REVIEW This activity reviews the Present Simple and Present Continuous. Students work on their own and write the names of three people they know well. Put students into pairs. Students take turns to ask what these people usually do in their free time and what they are doing at the moment. Ask students to share interesting answers with the class.

Speaking and Listening

- 1** **a** Give students a minute to think of three jobs they would like to do and three they would hate to do.
- b** Students compare their ideas in groups and find out if there are any jobs they would all like to do. Ask students to share interesting answers with the class.

WRITING

Students write a paragraph about a job they would like to do, and a paragraph about a job they would hate to do.

✍ To help them start each paragraph you could write these phrases on the board: *I'd like to be a ... because they don't have to ...; I'd hate to be a ... because they have to ...*

- 2 a Focus students on pictures A–C. Check students understand *golf ball* and *fortune cookie*.

Tell students they are going to listen to a writer, Paul Owen, talking about his new book, *Is That a Real Job?*, which is about strange jobs.

CD1 ▶ 34 Play the recording (SB p155). Students listen and put the pictures in order. Check answers with the class.

1C
2B
3A

b Give students time to read sentences 1–6, then play the recording again. Students listen and do the exercise on their own.

Students check answers in pairs. Check answers with the class. Ask the class which job they think is the most unusual. If you have a strong class, encourage students to say why.

- 1 F Paul doesn't think testing furniture is an interesting job.
- 2 ✓
- 3 F It makes 4.5 million fortune cookies a day.
- 4 F Fortune cookies started in Japan in the 19th century.
- 5 ✓
- 6 F In the UK, golfers lose about 20 million balls a year.

HELP WITH LISTENING

Linking (1): consonant-vowel

This *Help with Listening* section introduces consonant-vowel linking and helps students to understand that we often link words together in natural spoken English.

- 3 a CD1 ▶ 34 Play the beginning of the interview again. Ask students to listen and notice the consonant-vowel linking in the example sentences. Use the examples of linking in these sentences to show that we usually link words that end in a consonant sound with words that start with a vowel sound.

b Ask students to turn to Audio Script CD1 ▶ 34, SB p155. Play the recording again. Students listen, read and notice the linking.

Note that it is the final sound that is important, not the spelling. For example, in Paul's first sentence in the recording, *people* ends in the consonant sound /l/, so links to the next word *in*: ... *people in* ...

HELP WITH VOCABULARY

Word building: noun endings

- 4 a–c Students do the exercises on their own or in pairs, then check in VOCABULARY 3.3 SB p131.

✍ While students are working, draw the table from 4a on the board so that you are ready to check their answers. Check answers with the class.

- a Check the table with the class (see the table in VOCABULARY 3.3 SB p131).
- Note that there are no useful rules for which ending we use to make nouns from verbs.
- b We use *-or*, *-ant* and *-er* for people's jobs.
- Focus students on the TIP. Point out that we can also make jobs by adding *-ist* or *-ian* to nouns: *art* → *artist*; *music* → *musician*.

- 5 a Students work in pairs and write all the jobs they know with these endings.

b Students compare their lists with another pair.

EXTRA IDEA

- ✍ Find out which pair has the most words and write them on the board. Ask if other pairs have any different words and add them to the list.

- 6 a Students do the exercise on their own. Remind students to look at the endings of the words to help them do the exercise.

b Students check answers in pairs. Check answers with the class and help students with any new vocabulary.

Model and drill the new words. Pay particular attention to the pronunciation of *examination* /ɪɡˌzæmɪˈneɪʃən/, *discussion* /dɪˈskʌʃən/ and *politician* /pəˈlɪtʃən/. Highlight that all the endings are pronounced the same, /ʃən/, despite the different spellings, apart from the ending of *decision* which is pronounced differently /dɪˈsɪʒən/.

Establish that *a cook* is a person and *a cooker* is something in the kitchen you cook with.

Check students understand the difference between *discuss* (talk about a topic with someone and tell each other your ideas and opinions) and *argue* (to speak angrily to someone when you disagree with them). Point out the spelling of *argument* (it loses the *e* from *argue*).

Nouns: interviewer, examination, argument, discussion, information, visitor, guitarist, politician, examiner, employment; **Verbs:** decide, employ, discuss, argue, inform; **Both:** cook, visit

EXTRA IDEA

- Put students into pairs. Students take turns to say a verb from 4a or 6a. Their partner says the noun. For example, one student says *decide*, and his/her partner says *decision*.

- 7 a** Students work on their own and choose the correct words. Check answers with the class.

1 interview 2 collection 3 argue
4 decision 5 discuss 6 improve

b Students work in pairs and take turns to ask and answer the questions. Encourage students to ask follow-up questions to find out more information. Ask students to share answers with the class.

Reading and Speaking

- 8 a** Focus students on the photo and check students understand *traffic warden*. Students work in pairs and discuss the questions. Ask students for their opinions and encourage them to give reasons.

b Pre-teach the vocabulary. Pay particular attention to the pronunciation of *uniform* /'ju:nɪfɔ:m/ and *excuse* /ɪk'skju:s/. Point out the difference between the noun *excuse* /ɪk'skju:s/ and the verb *excuse* /ɪk'skju:z/.

c Focus students on the interview with William McBride and questions 1–6. Establish that these are the questions asked by the interviewer. Students read the interview and put questions 1–6 in the correct gaps a–f in the article. Check answers with the class.

a4 b6 c1 d5 e2 f3

EXTRA IDEA

- Students work on their own or in pairs and find words from **4a** and **6a** that appear in the first two paragraphs of the article. Students then decide if the words are nouns or verbs. Check answers with the class.

Nouns: employment, decision, information
Verb: collect

- 9 a** Focus students on sentences 1–6. Establish that students have to find and underline the part of the article that gives this information.

Students do the exercise on their own.

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

1 The department accepts about 60% of these excuses, so those people don't have to pay. 2 We also help the police when they are looking for stolen cars. In fact, we collect a lot of local information for the police – it's an important part of our job. 3 And now some wardens actually have video cameras as part of their uniforms. So, if anyone gets aggressive, it's on camera. 4 When I lost my job in the shipbuilding industry it was hard to find new employment and this was the only job I could get. 5 Someone even said he paid for a ticket, put it in the car, but his parrot ate it! 6 And not everyone hates us. Some people think we do a good job.

c Ask students if they still have the same opinion about traffic wardens and encourage them to give reasons.

- 10** Students work in groups and discuss the questions. If you have a multilingual class, put a mix of nationalities into each group. While students are working, monitor and help with any problems. At the end of the activity, ask students to share interesting answers with the class.

FURTHER PRACTICE

Ph **Class Activity** 3C Which word? p157
(Instructions p135)

Ph **Extra Reading** 3 Famous first jobs p217
(Instructions p210)

Extra Practice 3C SB p117

Self-study DVD-ROM Lesson 3C

Workbook Lesson 3C p18

3D REAL WORLD

I'm really sorry Student's Book p28–p29

Real World apologies,
reasons and promises

QUICK REVIEW This activity reviews noun endings. Students do the activity in pairs. Set a time limit of two minutes. Students swap lists with another pair, then write verbs for the nouns, if possible. ✍ Find out which pair has the most nouns and write them on the board. Ask the class to tell you the verbs and write them next to the corresponding nouns. Elicit other noun/verb pairs from other students and write them on the board.

- 1** Focus students on pictures A–C. Students work in pairs and discuss who they think is doing each thing. Ask students to share interesting answers with the class.

- 2 a** **VIDEO** 3 **CD1** 35 Play the video or audio recording (SB p156). Students watch or listen and fill in the gaps with the correct name from photos A–C. Check answers with the class.

a David b Carol c Matt d Carol e Amy f Jackie

b Students work in pairs and try to remember who said sentences 1–7.

c Play the video or audio recording again. Students watch or listen again and check their answers.

1 Carol 2 Amy 3 Carol 4 Amy
5 Carol 6 Carol 7 Amy

REAL WORLD

Apologies, reasons and promises

- 3 a–e Check students understand *apology* and *promise*. Drill these words with the class. Students do the exercises on their own or in pairs, then check in **REAL WORLD 3.1** SB p133. Check answers with the class.

- a Apologies: 1, 2 Reasons: 3, 4, 5 Promises: 6, 7
- b 1c 2b 3a
- Point out that there is often a pattern in this type of conversation: we apologise → we give a reason → we make a promise.
- c All these words/phrases are followed by the infinitive.
- d 1 worry 2 time 3 happened 4 right; that
- Point out that we often use *Oh, right*. when we are disappointed or angry.

EXTRA IDEA

- Ask students to look at Audio and Video Script **VIDEO 3 CD1 35**, SB p156. Students work in pairs, underlining all the apologies, reasons and promises. Check answers with the class.

Apologies: I'm sorry, David, I couldn't finish it this morning.; I'm really sorry, but I can't come to the concert.; I'm sorry, Matt.; I'm sorry, but I can't prepare the tables for this evening.; I'm really sorry, but I can't say no to my mum.

Reasons: I had to help Henry.; I have to take some clients out for dinner.; I have to phone the restaurant.; So I have to go home and look after my little brother.

Promises: I'll finish it now and email it to you.; I'll be back before eight thirty, I promise.

- 4 **CD1 36 PRONUNCIATION** Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress and intonation.

- 5 a Students do the exercise on their own.
b **CD1 37** Play the recording. Students listen and check their answers. Check answers with the class.

2 couldn't come 3 don't worry 4 had to
5 What happened 6 I'm sorry 7 can't come
8 have to 9 Another time 10 I'll call

c Put students in pairs and ask them to choose a role, Ed or Bob. Students practise the conversation, then change roles and practise the conversation again. Remind students to copy the stress and intonation. While they are working, monitor and help students with their pronunciation.

- 6 a Put students into new pairs. Students choose situation 1 or 2 and plan what they want to say. Students then write the conversation. Make sure they use phrases from **3b** and **3d**. While they are working, monitor and help with any problems.
- b Students practise their conversation until they can remember it. While they are working, monitor and correct any mistakes you hear.
- c Put students into groups of four. Students take turns to role-play their conversations. Finally, ask one or two pairs to role-play their conversation for the class.

EXTRA IDEA

- Organise the class so that students sit in pairs with their backs to each other. Students will then have to listen to the 'phone call' without being able to see their partner, as in a real phone call.

WRITING

Give students a list of things they were supposed to do last week, but which they couldn't do. Students write short emails apologising to people, explaining why they couldn't do each thing. Ask them to make promises if appropriate. You could use these ideas: *Monday: You had an appointment with a client, but you didn't go. Tuesday: It was your best friend's birthday, but you didn't send a birthday card. Wednesday: You promised to send a report to a colleague, but you didn't. Thursday: You promised to meet a friend for a drink, but you forgot. Friday: You had tickets for a concert, but you lost them.*

FURTHER PRACTICE

Ph Class Activity 3D What do you know? p158 (Instructions p135)
Extra Practice 3D SB p117
Self-study DVD-ROM Lesson 3D
Workbook Lesson 3D p19
Workbook Reading and Writing Portfolio 3 p68
Progress Test 3 p243

HELP WITH PRONUNCIATION

Word stress (1)

- 1 **a** Focus students on the words and the stress patterns.
Students work in pairs and match the words to the correct stress pattern.
- b** **CD1** **38** Play the recording. Students listen and check their answers. Check answers with the class. Elicit which stress pattern is more common for two-syllable nouns (stress pattern 1).

1 airline; language; college; colleague; yoga; concert; cleaner; reason; promise 2 degree; campaign; excuse; report; Japan
- c** Play the recording again. Students listen and repeat the words. Check that students stress the correct syllable in each word.
- 2 **a** Students work in pairs and mark the stress on each word. Encourage students to say the words out loud to help them decide which syllable is stressed. While they are working, move around the room and help students with any problems.

- b** **CD1** **39** Play the recording. Students listen and check their answers. Check answers with the class. Focus on the words ending in /ʃən/. Ask students where the stress is on these words (the syllable before /ʃən/).

discussion application government collection
conversation interview promotion information
musician engineering argument decision
unexpected examination

- c** Play the recording again. Students listen and repeat the words. Check that students stress the correct syllable in each word.
Finally, ask students to say one or two of the words. Check they stress the correct syllable and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p29.
See p34 for ideas on how to exploit this section.

Extra Practice 3

See p35 for ideas on how to exploit this section.

- 3A**
- 1 job security; friendly colleagues; holiday pay; opportunities for travel; my own office; sick pay; long holidays; a good salary; flexible working hours; lots of responsibility; a company car
 - 2 **a** 2 don't have to 3 had to 4 have to 5 had to 6 don't have to 7 have to 8 didn't have to 9 had to 10 had to
b 3 Did Lorna have to get up early for work every day last week? Yes, she did. 4 Do referees have to learn all the rules? Yes, they do. 5 Did Rick have to go home early yesterday? Yes, he did. 6 Do we have to go to work tomorrow? No, we don't. 7 Do you have to fly to New York tomorrow morning? Yes, I do. 8 Did we have to pay for the food last night? No, we didn't. 9 Did Claire have to sell her house last year? Yes, she did. 10 Did you have to do on-the-job training last month? Yes, I did.

- 3B**
- 3 2 lost 3 's 4 gets 5 wrote 6 applying for 7 went for 8 have
 - 4 2 I never finish 3 is cooking 4 he really likes 5 I don't think 6 I need
- 3C**
- 5 2 visitors 3 improvements 4 decision 5 argument 6 employment 7 cook 8 discussion
- 3D**
- 6 **a** 2 I have to work late. 3 I'm sorry, but I can't come to the meeting. 4 I have to take my son to the doctor's. 5 I'll call you later. 6 I'm sorry, I couldn't finish the report yesterday. 7 I had to help a colleague.
b 2R 3A 4R 5P 6A 7R

Progress Portfolio 3

- See p35 for ideas on how to exploit this section.