

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 Upper Intermediate Student's Book completes B2 (see p14–p19).

face2face Second edition Upper 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, 4 *Study Skills* worksheets and 12 *Progress Tests*.

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

Website

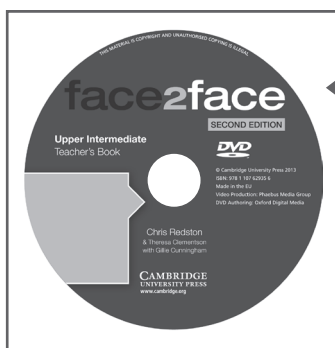
Visit www.cambridge.org/elt/face2face for bilingual Word Lists, sample materials, full details of how **face2face** Second edition covers the grammatical and lexical areas specified by the CEFR and much more!

New Features of face2face Second edition Upper Intermediate



2 a **VIDEO** 2 **CD1** 20 Look at the people in the photo and watch or listen to their conversation. What are the two main topics they discuss?

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



NEW Teacher's DVD with all the Real World video presentation material, Teaching 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 Sounds (1): final letters se

- a** Work in pairs. How do you say the final letters *se* in these words, /s/ or /z/?

 - promise // house // purse // purpose // sense //
 - advertise // noise // vase //
 - close v. // close adj. // use v. // use n. //

b **CD1** 12 Listen and check. Then practice.

c Look at the words in 1a again. Complete rules a-c with /s/ or /z/.

 - se = / / after the sounds /t/ /au/ /s/ /z/ /n/ /n/
 - se = / / after the sounds /ai/ /ai/ /ai/
 - When a verb has the same form as a noun or adjective -se = / / in verbs and / / in nouns and adjectives
- a** **CD1** 13 Look at the final *se* in pink. Which sound is different? Listen and check.

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

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 5

5A p40

- Write the adjectives.
 - excite
 - grumpy
 - friendly
 - careless
 - clever
 - disappointed
 - excitedly
 - noisy
 - gave
 - dislike
- Fill in the gaps with the correct word.
 - I'm not nearly as scared of spiders as I used to be.
 - The older I get, the less exercise I do.
 - I'm always as intelligent as my sister.
 - I'm a bit taller than my parents.
 - The more I practise English, the more confident I get.
 - I eat a lot less than I used to.
 - My life is getting busier and busier.
 - I'm as happy now as when I was a child.
- Choose the correct particles.
 - The football stadium was packed with people.
 - I don't want to watch the game, but Joe talked me into watching it.
 - I pass by the post office. I can collect your parcel.
 - I really need cheering out! Congratulations!
 - Of course you're not putting us on! We'll take you to Italy.
 - I don't care what we wear. I'll sit with you.
 - Go ahead and book the flight. I'm going to the library. I've got to catch up on my reading.
- Correct the mistakes in these sentences.
 - I didn't know Joe was back. I'm giving her a call.
 - I see Jan tomorrow at school. Shall I ask her to call you?
 - I've just seen a football jacket. I think it'd be a good buy.
 - I've made an appointment and I see the doctor at 4 p.m. tomorrow.
 - Perhaps it's best to wait until I'm in Paris next week.
 - See you tomorrow. I'm calling you before I leave.
- Read this email to a newspaper. Then choose the correct meanings of words 1-10.

I was 'stunned' when the council 'revealed' its plan to 'demolish' the town hall and 'rebuild' 100 luxury flats in its place. They say the old building's 'facade' is still so 'impressive' that it can't be 'demolished'. And another thing that 'surprised' me is I can't understand why the council doesn't 'seem' it necessary to consult the local community on such 'matters'. It would be much more 'convenient' to build a 'referendum' and let local people 'decide'.

Language Summary 5 p137

5B p42

- 5B** p42

 - very pleased
 - showed
 - knock down
 - spare
 - disgusted
 - very ugly
 - beauty
 - imagine
 - confuse
 - vote
 - issues
 - vote
 - meeting
- 5B** p44

Read this email to a newspaper. Then choose the correct meanings of words 1-10.

I was 'stunned' when the council 'revealed' its plan to 'demolish' the town hall and 'rebuild' 100 luxury flats in its place. They say the old building's 'facade' is still so 'impressive' that it can't be 'demolished'. And another thing that 'surprised' me is I can't understand why the council doesn't 'seem' it necessary to consult the local community on such 'matters'. It would be much more 'convenient' to build a 'referendum' and let local people 'decide'.

Progress Portfolio 5

- Tick the things you can do in English.
- I can compare two or more people or things in different ways.
 - I can talk in detail about different aspects of the future.
 - I can understand back referencing in a text.
 - I can take part in a discussion and respond to other people's ideas.

What do you need to study again? See Self-study DVD-ROM 5.

NEW Extra Reading

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

6 Tattoo

- Think of reasons why people might get a tattoo.
- Read the information on a website about tattoos. Match each section 1-3 to a topic.

attitude: history personal stories
- Read the website again. Choose the correct option, a, b or c, to complete the sentences.
 - From the evidence, it is safe to say Ozai's body a was tattooed. b contained markings. c is the earliest proof of tattooing.
 - Early tattoos a represented places visited. b were done after death. c became popular around the world.
 - Tattoos showed the wearer's status for a Tahitians. b women in Rome. c the Maori.
 - People regularly had more than one tattoo in a Polynesia. b Tahiti. c Rome.
 - Based on her story, Lella can best be described as a calm. b decisive. c enthusiastic.
- What are the attitudes of people you know towards tattoos? What do you think?

The art of tattooing

With tattoos gaining in popularity around the world, there is a growing demand for information and advice.

In 1991, high up in the Alps and perfectly preserved by the ice, a mummified human body dating back 5,300 years was found known as Ötzi 'The Iceman', many believe that the dots, lines and cross markings his skin are tattoos. There are 61 in total and they are believed to have been medicinal. If these are genuine, they represent the earliest known evidence of tattoos. Others believe tattooing originates in Egypt, with tattoos found on Egyptian and Nubian mummies dating from about 2000 BC. As the Egyptian Empire spread, so did the art of tattooing and around this time it reached China. Sailors travelling to exotic foreign lands began to collect tattoos in memory of their journey but, in 1845, a doctor showed that the sailor had served in China and tattoo parlours sprung up in port cities around the globe. Tattooing was rediscovered by modern Europeans when captives brought them into contact with Polynesians and American Indians. The word tattoo comes from the Tahitian word *tatau*, which means 'to mark'.

The meaning associated with tattoos has varied from people to people and place to place. However, tattooing has been often used as a sign of social status, as a mark on one's passage through life, or simply as a way to decorate the body. For many people, tattoos have served as a modification of the wearer's rank or status in a group. For example, the early Roman tattooed slaves and criminals, while tattoos served as a sign of passage, telling the history of the wearer's life. Boys reaching manhood received one tattoo to mark the occasion, while men had another inked above when they returned. In Rome, women bore a symbol on their arms to represent their specific skills, thus increasing their chances of marriage, while tattoos worn around the fingers and wrist were said to prevent illness. The Polynesians employed tattoos to show status, tribal connections and rank. They carried this art to New Zealand where a facial tattoo, *moko*, was developed. Among the Maori, who raised tattooing to artistic heights, the practice served to distinguish between the social classes.

Lella was quite old when she got her first tattoo. "It was a thick birthday gift, but to mark the two years in exile from my mind about what I wanted and when, so I was 42 by the time I got my tattoo. I'd been in New Zealand for a while for my freedom, a time I hope one day to see about. The first time my mother saw it she said I'd regret it, but I obviously love it and know I'll regret it. It's my mark, so I forget it's there, but when I catch sight of it, it gives me pleasure. When friends see it, they're usually surprised and a little jealous. I enjoy that too!"

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.

2A It's bad for you!

QUICK REVIEW Keeping a conversation going. Work in pairs. Take turns to tell each other what you did last weekend. Ask each other short questions and try to keep each conversation going for a minute. **A** I went camping. **B** Did you? Who with?

Speaking, Reading and Listening

1 a Write a list of six types of food that are good for you and six that aren't. Then work in pairs and compare lists.
b Answer these questions.

- Why do you think your items of food are good or bad for you?
- In your opinion, is your national diet generally healthy? Give reasons.
- Do you think governments should give nutritional advice? Why?/Why not?

2 Read the introduction to an article about nutritional advice. Answer these questions.

- Why are people confused about which types of food are and aren't good for them?
- Why do you think the writer mentions organically grown food?

3 a Look at the photos of Guy and Jasmin, two people who took part in a survey about eating habits. Who do you think says sentences 1-3 and who do you think says sentences 4-6?

- I think I'm pretty healthy and I just eat what I like.
- Most mornings I'll have toast with a lot of peanut butter and jam.
- My mom's always complaining about my diet.
- But I used to be so unfit and I used to eat burgers and fries all the time.
- And I'd get an ice cream or something on the way home from school every day.
- And then I read a lot of stuff about healthy eating and I knew my diet had to change.

b **GO!** 14 Listen and check.

c Listen again. Answer these questions.

- What does Guy think of government advice on food?
- Has Guy's attitude to food ever changed?
- Who is healthier, Guy or his mother?
- Does Jasmin ever eat things that are unhealthy?
- Why did she decide to get fit?
- What does she say about Japanese and American eating habits?

d Work in pairs. Compare answers. Whose attitude to food is most like yours, Guy's or Jasmin's?

Vocabulary expressing frequency
Grammar present and past habits, repeated actions and states

HELP WITH GRAMMAR Present and past habits, repeated actions and states

4 a Look at the verb forms in bold in sentences 1-3 in 3a. Complete these rules with Present Simple, will + infinitive or Present Continuous.

- We use the _____ to talk about present habits, repeated actions and states.
- We often use the _____ with always to talk about present habits and repeated actions that annoy us or happen more than usual.
- We can use _____ to talk about repeated and typical behaviour in the present. We don't usually use this verb form with state verbs for this meaning.

b Look at these sentences. Which talks about repeated and typical behaviour? Which talks about a future action?

- Sometimes I'll eat junk food if I'm with friends.
- Tonight I'll probably have a pizza.

c Look at the verb forms in bold in sentences 4-6 in 3a. Complete these rules with Past Simple, would + infinitive or used to + infinitive.

- We use the _____ and _____ to talk about past habits, repeated actions and states.
- We can use _____ to talk about past habits and repeated actions. We don't usually use this verb form with state verbs.

TIP • We don't use used to or would + infinitive for something that only happened once: *I gave up smoking in May; not I used to give up smoking in May.*

d Check in **GRAMMAR 21** p130.

5 Look at these sentences. Are both verb forms possible? If not, choose the correct one.

- Last night I'd have// had two burgers for dinner and I used to feel// felt a bit sick afterwards.
- I hardly ever drink coffee now, but at one time it'd be// used to be my favourite drink.
- I don't usually pay attention to government reports about food because they'd change// they're always changing their advice.
- I walk// I'll walk to work just for the exercise and I frequently go// am going to the gym.
- I eat// I'll eat vegetables occasionally, but only because I'll know// I know they're good for me.
- I always worry// I'm always worrying about my diet.
- Once I used to try// I tried not adding salt to my food. It tasted awful!
- When I was younger, I didn't use to like// I wouldn't like coffee.

Vocabulary and Speaking Expressing frequency

7 a Put the words/phrases in bold in 6a into these groups. Check in **VOCABULARY 21** p130.

lower frequency	higher frequency
seldom	most days

b Write four true and four false sentences about your eating habits. Use words/phrases from 6a.

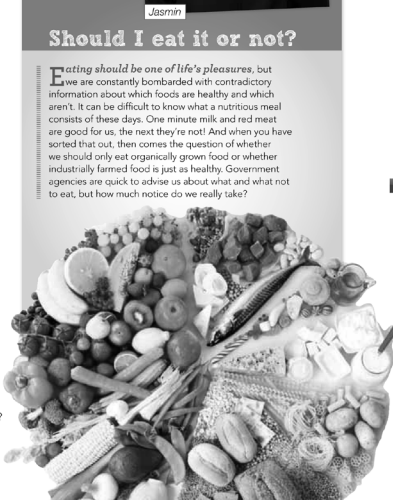
c Work in pairs. Tell each other your sentences. Guess which of your partner's sentences are true.

Get ready ... Get it right!

8 Make notes on the differences between your life five years ago and your life now. Use these ideas or your own.

- sleeping habits
- free time activities
- sport and exercise
- annoying habits
- taste in music/films/TV/books
- time with friends and family
- work or study
- places you have lived

9 Work in groups. Discuss how your life now is different from your life five years ago. Use the language from 4 and 7.



6 a Read about Guy's parents, Bernie and Ellen. Fill in the gaps with the correct form of the verbs in brackets. Sometimes there is more than one possible answer.

Bernie and I ¹ _____ (want) to buy a place before we ² _____ (start) a family so **most days** we ³ _____ (work) 12 hours a day to earn extra money. **More often than not** when we ⁴ _____ (get) home from work, we ⁵ _____ (be) so tired that we ⁶ _____ (just have) a sandwich. We ⁷ _____ (seldom watch) TV in the evening and we ⁸ _____ (rarely go) to bed later than 10 p.m. However, **once in a while** Bernie ⁹ _____ (take) me to a local café for a treat. Bernie ¹⁰ _____ (always tell) Guy how hard life ¹¹ _____ (be) back then, and it's true, but **most of the time** Bernie and I ¹² _____ (be) happy, though **every now and again** I ¹³ _____ (get) upset because we ¹⁴ _____ (not have) much money. Then in 1981 we ¹⁵ _____ (buy) a small apartment and ten months later we ¹⁶ _____ (have) Guy. Now that we have more money we ¹⁷ _____ (eat out) quite often. And **every so often** we ¹⁸ _____ (go) to a restaurant we ¹⁹ _____ (love), called Sam's, even though Bernie ²⁰ _____ (always say) we can't afford it!

b Work in pairs. Compare answers.

Get ready ... Get it right!

8 Make notes on the differences between your life five years ago and your life now. Use these ideas or your own.

- sleeping habits
- free time activities
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9 Work in groups. Discuss how your life now is different from your life five years ago. Use the language from 4 and 7.

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.

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.

2B Life's different here

QUICK REVIEW Present and past habits
Choose three friends. Write a sentence about each friend's present or past habits or routines. Take turns to tell your partner about your friends. Ask follow-up questions if possible.
A My friend Lara is always worrying about work.
B Oh, why's that?

Vocabulary and Speaking
Feelings and opinions

1 a Look at the adjectives in bold. Then choose the correct prepositions. Check in **GRAMMAR 2.2** p130.

- I'm **terrified** *for/of* flying.
- I'm **fascinated** *by/for* other cultures.
- I always get **excited** *of/about* travelling to new places.
- I'm usually **satisfied** *for/with* the service I get on planes.
- I'm **shocked** *by/with* how little some people know about my country.
- I was quite **disappointed** *in/of* the last place I went to on holiday.
- I was **impressed** *of/by* the facilities at the last hotel I stayed in.
- I'm not **aware** *to/of* any dangers for travellers in my country.
- My country is **famous** *for/about* its historical buildings.
- I grew very **fond** *with/of* the people I met on holiday.
- I'm not **sure** *for/about* the need for so many security checks at airports.
- I'm **sick** *of/at* wasting time at airports because of delays or cancellations.

b Tick the sentences in 1a that are true for you.

c Work in pairs. Take turns to say the sentences you ticked. Ask follow-up questions.

I'm terrified of flying. Really? Why's that?

Speaking and Reading

2 a Look at the photos of Mongolia. What do you know about this country's geography, sports, food and weather?
b Read the article. What does the writer think are the hardest things to deal with in Mongolia?

Letter from abroad
by Lottie Clarkson

I've always been fascinated by exotic countries, so imagine how excited I was about having the opportunity to work as a volunteer nurse in Mongolia. Before I came here, all I knew about the country was that it was full of wide open spaces and nomadic people moving from place to place, tending their animals and living in tents, known as gers. My work mainly takes me to the rural parts of Mongolia and although sleeping in a ger seemed very strange to me at first, I'm used to staying in these wonderful tents now.

The one thing I really wasn't prepared for was how different Mongolian food is, but I'm slowly getting used to it. The diet is mainly milk-based in summer (yoghurt, cheese etc) with a shift to meat in winter. It took me a while to get used to eating so much meat, especially as it's usually served without vegetables. And I certainly wasn't used to the lumps of fat my Mongolian friends ate with such pleasure. But this amount of fat in the diet is necessary because Mongolians have to withstand viciously cold winters. It can go as low as -40°C. I'll never get used to being outside in these temperatures!

The highlight of my stay in Mongolia so far has been the Naadam festival, which happens every year in July. All over the country you'll see people in their spectacular traditional dress, taking part in wrestling, archery and horse racing. It's a fantastic event, particularly the horse races which are 15 to 30 kilometres long. The jockeys riding these horses are fearless children – boys and girls, aged between 5 and 13!

Oh, one more thing about Mongolia – I still haven't got used to Airag, which is made from fermented horse's milk. It's been the Mongolian traditional alcoholic drink for 5000 years. I'm told it's an acquired taste!

Vocabulary feelings and opinions
Grammar be used to, get used to

3 a Read the article again. What does Lottie Clarkson say about these things?
a the way of life outside the cities d the Naadam
b seasonal changes in the diet e horse races
c why fat is important in the diet f Airag

b Work in groups. Discuss these questions.
1 In what ways is Mongolia different from your country?
2 What festivals do you have in your country? What happens at these festivals?
3 Think of other countries with very different cultures from yours. Which would you most like to visit and why?

HELP WITH GRAMMAR
be used to, get used to

4 a Look at phrase 1 in bold in the article. Answer these questions.
1 When Lottie first stayed in a Mongolian tent, did it feel strange to her?
2 Does it feel strange to her now?
b Look at phrases 1 and 2 in the article. Complete these rules with get used to and be used to.

- We use _____ to talk about things that are familiar and no longer strange or difficult for us.
- We use _____ to talk about things that become familiar, less strange or less difficult over a period of time.

c Look at phrases 1–6 in the article. Choose the correct words/phrases in these rules.

- After be used to and get used to we use the **infinitive/verb+ing**.
- After be used to and get used to we **can/can't** use a noun or a pronoun.

d Match phrases 1–6 in the article to these forms of be used to or get used to.

- Present Simple
- Present Continuous
- Present Perfect Simple
- Past Simple
- will + infinitive
- infinitive with to

e What is the difference in meaning between these two sentences?
1 I used to live in Mongolia.
2 I'm used to living in Mongolia.

f Check in **GRAMMAR 2.2** p131.

5 **CD 1** 15 **Pronunciation** Listen and practise. Copy the stress.
I'm **used to** /'ju:stə/ staying in these wonderful tents now.

6 a Look at the photos of Japan and Iceland. Then fill in the gaps with the correct positive or negative form of be used to or get used to. Sometimes there is more than one possible answer.

- I _____ all the customs yet – like it's rude to blow your nose in public.
- It was hard to _____ just eating rice for breakfast.
- I _____ sleeping in daylight, so I find it difficult in the summer when it never gets dark.
- I don't think I'll ever _____ the written language – it has three alphabets.
- The summers here aren't very warm and I _____ temperatures of about 35°C in the summer.
- I _____ finding my way around new places using a map, but I can't read the street signs here.

b Work in pairs. Compare answers. Which sentences in 6a refer to Japan? Which refer to Iceland?

Get ready ... Get it right!

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

Something that you:

- are used to doing during the week
- don't think you'll ever get used to
- will have to get used to in the future
- would find it impossible to get used to
- are getting used to at the moment
- weren't used to doing at one time, but you are now

8 Work in pairs. Swap papers. Take turns to ask your partner about the things he/she has written. Ask follow-up questions if possible.

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

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 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.

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

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


At a glance

QUICK REVIEW Feelings and opinions. Write two true and two false sentences about yourself using these adjectives: *terrified, fascinated, excited, disappointed, impressed, sick*. Work in pairs. Swap papers. Guess which of your partner's sentences are true. Ask follow-up questions about the ones that are true: *Why are you so terrified of spiders?*

Speaking and Listening

1 Work in pairs. Discuss these questions.

- Can you think of anyone you've met that you instantly liked or disliked? Do you generally trust your instincts?
- Have you ever changed your initial opinion of someone? If so, why?
- Do you believe in love at first sight? Why?/Why not?



2 a **CD1** 16 Listen to Tracy, Hal and Ann. Which of these things do they **not** talk about?

a job interview	a divorce
a wedding anniversary	first impressions
salaries	

b Listen again. Then work in pairs and answer these questions.

- Which job was advertised?
- What did Hal think of the first person he saw? Why?
- Why does Malcolm Gladwell's book, *Blink*, come up in the conversation?
- Does Gladwell believe we follow our instincts too often?
- Do you think Ann believes in love at first sight? Why?/Why not?

Vocabulary word building (1): suffixes
Skills: Listening: a conversation between colleagues; Reading: a book review

3 Match the beginning of sentences in A to the end of sentences in B. Then check your answers in Audio Script **CD1** p158. Talking about first impressions

<p>A</p> <p>I made my mind up I just had There was just Can't put We should go with</p>	<p>B</p> <p>something about him. my finger on it, really. mind up in about 10 seconds. our gut feelings. a hunch.</p>
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HELP WITH LISTENING
Linking (1): consonant-vowel links; linking /r/ sounds

- We usually link words that end in a consonant sound with words that start with a vowel sound. In British English, when a word ends in -r or -re, we only say the /r/ sound when the next word begins with a vowel sound.

4 a **CD1** 17 Listen to these words/phrases. Notice the linking /r/ sounds.

1 later	later...on	4 more	more...often
2 far	far...away	5 another	another...hour
3 better	better...idea	6 sure	sure...about

b **CD1** 18 Listen again to the beginning of the conversation in 2a. Notice the consonant-vowel links and linking /r/ sounds.

TRACY Are you still advertising for another accountant?

HAL Yes, and we've started interviewing. Peter and I saw a couple of people this morning.

c Work in pairs. Look at what Hal says next. Draw the consonant-vowel links and linking /r/ sounds.

And there are a few more applicants on the list. I'm seeing another two later on this afternoon, actually.

d Look at Audio Script **CD1** p16 p000. Check your answers. Then listen again to the conversation. Notice the linking.

Reading, Vocabulary and Speaking

5 a Read the article about Gladwell's book, *Blink*. Which paragraph 1-4 talks about:

- a positive example of first impressions
- the aim of the book
- a negative example of first impressions
- the content of the book

b Read the article again. Choose the correct answer.

- Gladwell says rapid cognition happens
 - a all the time
 - b in lots of situations
 - c only when you meet people
- He _____ what his critics say.
 - a totally accepts
 - b ignores
 - c partially agrees with
- He believes there are reasons why height should influence the choices we make when we employ people.
 - a valid
 - b no obvious
 - c understandable
- He says doctors _____ when making a diagnosis.
 - a don't always need lots of information
 - b take too long
 - c need lots of information
- He hopes his book will convince people that rapid cognition is _____.
 - a usually correct
 - b worth studying
 - c more reliable than deliberate thought

c Work in pairs. Compare answers. If you disagree, explain why you chose your answer.

HELP WITH VOCABULARY

Word building (1): suffixes

6 a Complete the table with words in bold in the article.

verb	noun	adjective	adverb
conclude	1 _____	conclusive	conclusively
criticise	criticism	critical	critically
2 _____	originality	original	originally
3 _____	origin		
4 _____	realism	real	realistically
5 _____	reality		really
6 _____	recognition	recognisable	recognisably
7 _____	weaken	weak	weakly
8 _____	prefer	preferable	preferably
9 _____	judge	judgemental	judgementally
10 _____	responsibility		responsibly
11 _____	conviction	convincing	convincingly

b Look at the table again. Do we use these suffixes for verbs (V), nouns (N), adjectives (Adj) or adverbs (Adv)?

-ion	N	-able	Adj	-ence	-ly	-ive	-ate	-ity	-al	-ism
-ic	-ally	-ed	-ing	-lity	-ible	-en	-ness	-ment	-ise	

c Check in **VOCABULARY 2.3** p130.

7 **CD1** 19 **Pronunciation** Listen and practise. Notice how the stress changes on the words.

originate originality origin original originally

8 Work in pairs. Look at p110.

Trust your instincts

Gladwell's book, *Blink*, is all about first impressions and what he calls 'rapid cognition'. In his own words, "It's a book about the kind of thinking that happens in a blink of an eye. When you meet someone for the first time or walk into a house you are thinking of buying or read the first few sentences of a book, your mind takes about two seconds to jump to a series of **conclusions**."

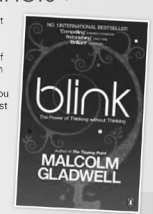
Gladwell's **critics** point out that most scientific tradition is based on a great deal more than two seconds thought. But he would argue that years of scientific study can **originate** from an instant observation - such as Archimedes' 'eureka' moment. However, Gladwell himself is **realistic** about rapid cognition and he does **recognise** there is a basic **weakness** - some first impressions don't seem to be based on anything. For example, he noticed that Americans show a strong **preference** for the taller candidates in their presidential elections. In fact, since 1900, only four candidates have beaten men who are taller than themselves. With this in mind Gladwell contacted 500 companies in the US and found that almost all of their directors were tall. Gladwell commented,

"Now that's weird. There is no correlation between height and intelligence or height and **judgement**... But for some reason corporations overwhelmingly choose tall people for leadership roles. I think that's an example of bad rapid cognition."

As an example of good rapid cognition, Gladwell talks about the ability to make a quick decision with a small amount of data and says: "A little bit of knowledge goes a long way." He tells the story of the Emergency Room doctors at Cook County Hospital in Chicago. A few years ago, the hospital changed the way they diagnosed heart attacks. They instructed their doctors to **gather** less information on their patients.

They told them to ignore the patient's age, weight and medical history etc. and to concentrate only on a few really significant pieces of information, e.g. blood pressure and heart rate. And what happened? Cook County is now one of the best places in the United States for diagnosing chest pain. It's **responsible** for saving the lives of thousands of people.

Overall, Gladwell believes the power of first impressions should be investigated further. "The first task of *Blink* is to **convince** you of a simple fact: decisions made very quickly can be every bit as good as decisions made cautiously and deliberately."



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

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

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

Lesson D REAL WORLD lessons focus on the functional and situational language 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.

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

REAL WORLD

I see your point

Real World discussion language (1): agreeing and disagreeing politely

QUICK REVIEW Word building Write three verbs that can be made into nouns, adjectives and adverbs. Work in pairs. Take turns to ask your partner what the nouns, adjectives and adverbs are for your verbs. *A prefer B preference, preferable, preferably.*

1 Work in groups. Discuss these questions.

- Were your parents strict about food and meal times when you were a child? If so, in what way?
- Were you a fussy eater as a child? If so, what food would/wouldn't you eat?
- Do you think children naturally have a preference for food that tastes sweet or savoury? If so, give examples of the types of food.
- What kind of things do children in your country eat these days? What don't they eat? Has this changed over the years?

2 **a** VIDEO 2 CD1-20 Look at the people in the photo and watch or listen to their conversation. What are the two main topics they discuss?

b Work in pairs. Fill in the gaps with *Colin*, *Val* or *Amanda*.

- _____ seems worried about how much his/her child has eaten.
- _____ believes the way to encourage children to eat is to make meal times fun.
- _____ and _____ don't let the children help them prepare food.
- _____ and _____ agree that if you let children help you, it probably slows things down.
- _____ doesn't think boys would want to help in the kitchen.
- _____ says boys should learn to cook.

c Watch or listen again. Check your answers. Who do you agree with most, Colin, Val or Amanda?

REAL WORLD

Discussion language (1): agreeing and disagreeing politely

3 **a** Look at these sentences. Are they ways of agreeing (A) or disagreeing (D)?

- I don't know about that. D
- I can't really see the point of (forcing kids to eat).
- Oh, do you think so?
- I see what you mean.
- Oh, I wouldn't say that.
- I see your point.
- I suppose that's true, actually.
- That's a good point.
- You might be right there.
- Well, I'm still not convinced.
- Well, I can't argue with that.
- I suppose you've got a point there.

TIP * We often follow an agreement phrase with *but* to challenge the other person's opinion: *I see what you mean, but I think it's much better to let them eat when they want.*

b Check in **REAL WORLD 21** p131.

4 **a** Fill in the gaps in this conversation between Colin, Amanda and Val with words from **3a**.

VAL I wasn't strict about many things, but I was strict about bedtime. I think children under eight should go to bed at seven.

AMANDA Oh, I _____ you think _____? Why not let them go to bed when they're tired?

COLIN I don't _____ about _____. Kids never admit they're tired.

VAL That's a _____ . And kids like routines.

C You _____ be _____ there.

A Well, I _____ really _____ the _____ of forcing kids to go to bed.

C But if you don't, parents never have any time on their own.

A I _____ what you _____. But I'm _____ not _____. As a working mum, I'd hardly ever see my kids if they went to bed at seven.

VAL But if they're up late, they get bad-tempered.

C Yes, you can't _____ with _____.

A Yes, I _____ that's _____ actually. But anyway it's too late to change now.

VAL Oh, I _____ say _____. It's never too late.

b Work in pairs. Compare answers.

5 **a** Fill in the gaps with a phrase from **3a**. There is more than one answer.

1 AMANDA School holidays are much too long.

COLIN _____ . They're certainly difficult for working parents.

VAL _____ . Kids need a break from studying!

2 C Holidays are always better abroad.

V _____ . They're more interesting.

A _____ . You spend too much of your holiday travelling.

3 C Travelling by train is more relaxing than driving.

V _____ . You can sit and read a book.

A _____ . You don't always get a seat.

4 A It's better for kids to read books than watch TV.

V _____ . They have to use their imagination more.

C _____ . It takes too long to finish a book.

b Work in pairs. Compare answers. Who do you agree with in each conversation?

6 **a** Look at these sentences. Think of at least two reasons why you agree or disagree with them.

- TV and video games make children violent.
- Children under ten shouldn't be allowed to have mobiles.
- 20 is a good age to get married.
- Friends give the best advice.

b Work in groups. Discuss the sentences in **6a**.

HELP WITH PRONUNCIATION

Word stress (1): suffixes

1 **a** CD1-21 Listen to these words. Mark the stress. Then listen again and practise.

responsible	responsibility	imagine	imagination
courage	courageous	danger	dangerous
disappoint	disappointment	foolish	foolishness
Japan	Japanese	interview	interviewee
mountain	mountaineer	industry	industrious
meaning	meaningful	meaningless	
economy	economical		

b Look again at the words in **1a**. Then match suffixes a-c to rules 1-3.

a	-ous	-ment	-ness	-ful	-less
b	-ity	-ion	-eous	-ious	-ical
c	-ese	-ee	-eer		

- The stress is often on these suffixes.
- These suffixes don't usually change the word stress.
- The stress is usually on the syllable before these suffixes.

2 CD1-22 Work in pairs. Where is the stress on these words? Listen and check. Then listen again and practise.

creativity	adventurous	geographical	trainee
development	advantageous	volunteer	
Vietnamese	refugee	cleverness	familiarity
mysterious	humourless	forgetful	

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 2 and Progress Portfolio 2 p116
- Language Summary 2 p130
- 2A-D Workbook p10
- Self-study DVD-ROM 2 with Review Video

Reading and Writing

- Portfolio 2 Letters to a newspaper Workbook p66
- Reading two letters to a newspaper Writing giving emphasis

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

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

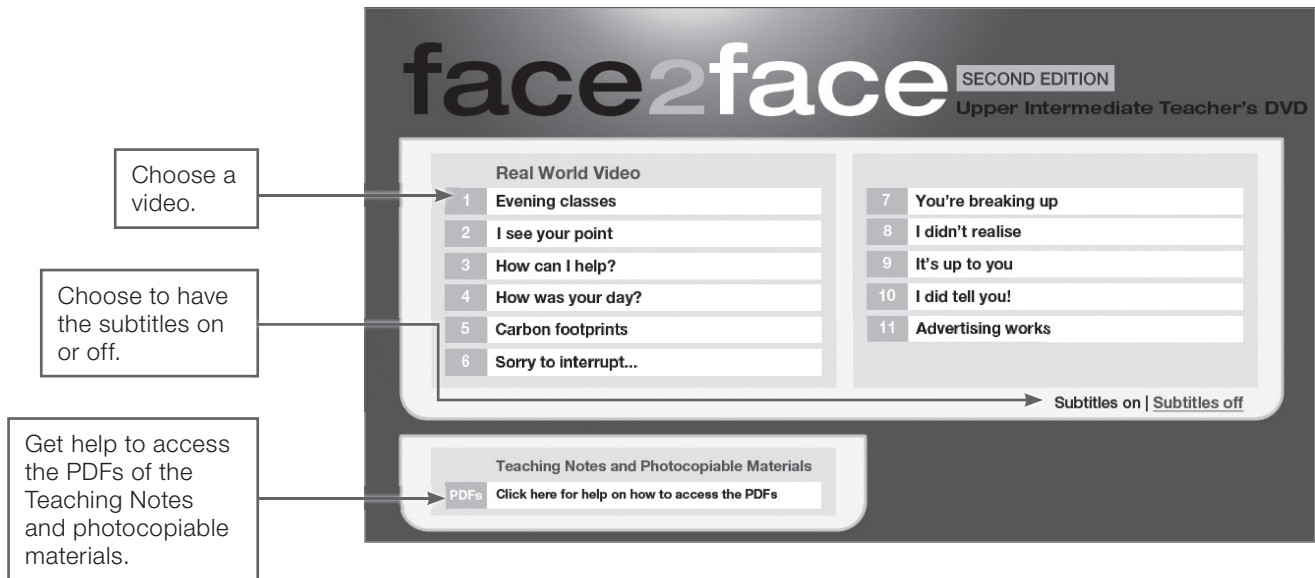
There is a full-page *Extra Practice* section in the back of the Student's Book, which provides revision of key language from the unit. Students can also monitor their progress by completing the *Progress Portfolio*, which is based on the requirements of the *Common European Framework of Reference for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

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

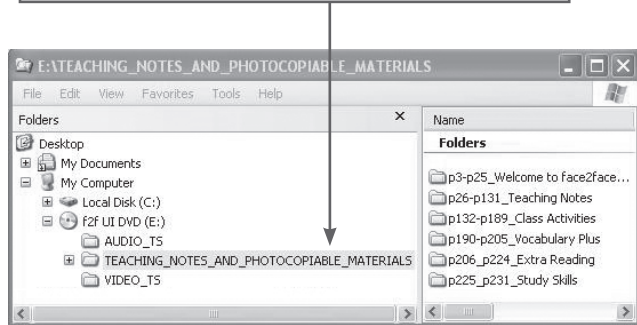
Teacher's DVD Instructions

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.

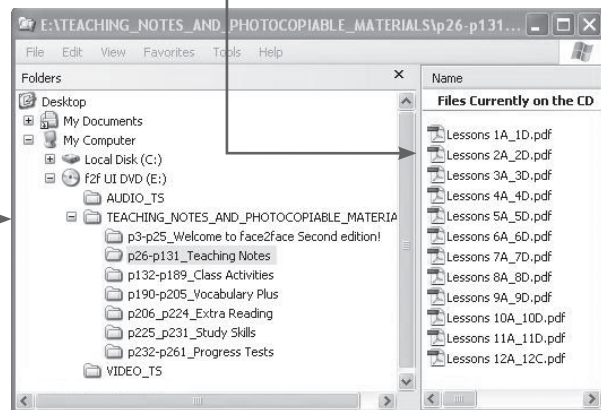
- To play the *Real World* video presentation material you can use the DVD in a DVD player or in a computer. Insert the DVD and follow the instructions on the main menu.
- To access the PDFs on a Windows operating system, double-click **My Computer**. Right click on the CD/DVD drive and choose *Explore*. 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.



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 Upper 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.

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

Support

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

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.

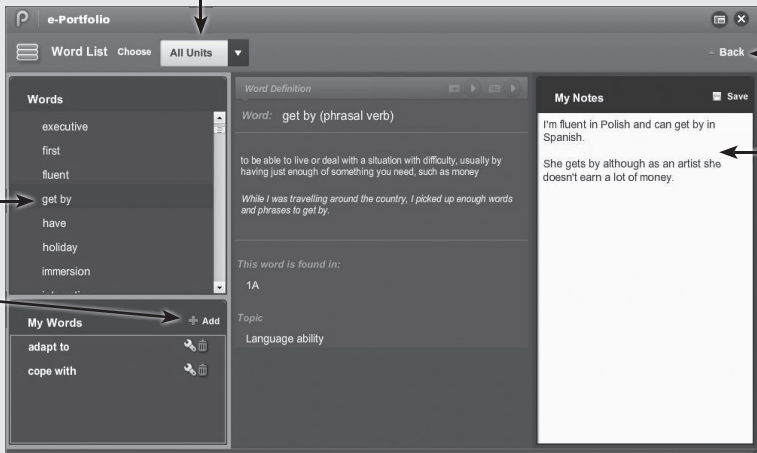
Choose a grammar point from the Student's Book.

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.

passive verb form	be	past participle
Present Simple	am/are/is	held
Present Continuous	am/are/is being	shown
Past Simple	was/were	given

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 screenshot shows the 'Word Cards' interface with three piles: 'I don't know this!' (3 cards), 'Do you know this word? Put the word in the correct group.' (1 card), and 'I know this!' (4 cards). The cards are 'a great deal', 'absent-minded', and 'a piece of cake'. The interface includes a 'Choose number' dropdown set to '10', 'Show Definition', 'Shuffle', 'Start Again', and 'Back' buttons.

My Work

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

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

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

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

The screenshot shows the 'My Work' section with folders for 'Reading', 'Writing', 'Listening', and 'Speaking'. The 'Writing' folder is expanded, showing a list of files with columns for 'File Name' and 'Date'. Files include 'Using connecting words in sentences' and 'Making deductions'.

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 screenshot shows the 'Create your test' dialog box. It includes a 'Test name' field with 'My test 1', a 'Number of questions' dropdown set to '25', and a list of units with checkboxes for 'Vocabulary' and 'Grammar'. There is also a 'Use timer?' checkbox and 'OK' and 'Cancel' buttons.

The Common European Framework (CEFR)

What is the Common European Framework (CEFR)?

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

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

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

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

face2face Second edition Upper Intermediate and CEFR level B2

		B2
UNDERSTANDING	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING	Spoken interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
WRITING	Writing	I can write clear, detailed text on a wide range of subjects related to my interest. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

The table on the left describes the general degree of skill required at level B2 of the CEFR. Details of the language knowledge required for B2 are listed in *Vantage 1990*. The ‘can do’ statements for B2 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 B2 are covered in **face2face** Second edition Upper 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.

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

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

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

⁴*Common 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 Upper Intermediate and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Upper 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 B2.

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 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 term "degree" is entered in the search box. The 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**

English Profile is a collaborative project between:



CEFR Tables: Listening and Reading

Listening

A language user at level B2 can:	1	2	3
understand in detail what is said to him/her in standard spoken language even in a noisy environment			
catch much of what is said around him/her by native speakers	1B 1C 1D	2C 2D	3B 3C 3D
understand the main ideas of complex speech on both concrete and abstract topics delivered in standard dialect			
follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is signposted by explicit markers	1C	2A 2C	
understand most broadcast materials, including radio documentaries, delivered in standard dialect and can identify the speaker's mood and tone			3C
understand plays and the majority of films in standard dialect			
use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues	1C 1D	2C 2D	3B 3C 3D
generally follow complex lectures, talks and reports and other forms of presentation			
keep up with an animated conversation between native speakers		2D	3D

Reading

A language user at level B2 can:	1	2	3
understand articles on current problems in which the writers express specific attitudes and points of view	1A 1C WBP1	2B WBP2	3C WB3C
quickly grasp the content and significance of news, articles and reports on topics connected with his/her interests or job, and decide if closer reading is worthwhile	1C WB1C	2C	WBP3
scan quickly through long and complicated texts, locating relevant details	1A 1C	2B WB2C	3C
understand in a narrative the motives for the characters' actions and their consequences for the development of the plot			
understand reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points		2C	
read correspondence relating to his/her field of interest and readily grasp the essential meaning		WBP2	
understand in detail texts within his/her field of interest or academic and professional speciality	1C		3B
understand specialised articles outside his/her own field with the occasional help of a dictionary			
guess the meaning of single unknown words from their context*			

WB1A = **face2face** Upper Intermediate Workbook unit 1 lesson A

WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

4	5	6	7	8	9	10	11	12
This interactive competence is practised throughout the course.								
4C 4D	5B 5D	6B 6D	7A 7D	8A 8C 8D	9C 9D	10D	11A 11B 11C	12A 12C
	5C 5D	6C						
4A	5D		7C			10A	11D	
			7A					
This competence is practised throughout the course on the interactive CD-ROM/Audio CD.								
4A 4C 4D	5B 5C 5D	6B 6C	7A 7C 7D	8A 8C 8D	9B 9C 9D	10A 10C 10D	11A 11B 11C	12A
	5C							
4C 4D	5B 5D	6D	7C 7D	8D	9B 9D	10C 10D	11D	12C

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

CEFR Tables: Speaking and Writing

Speaking

A language user at level B2 can:	1	2	3
engage in extended conversation in a participatory fashion on most general topics	1B 1C 1D	2A 2B 2D	3A 3C 3D
initiate, maintain and end discourse naturally with effective turn-taking	1A 1B 1D	2B 2C 2D	3A 3B 3C 3D
exchange detailed factual information on matters within his/her field of interest	1D		
account for and sustain his/her opinions by providing relevant arguments, etc.		2A 2C 2D	3A 3C
express his/her thoughts about abstract and cultural topics such as music and films*			
take an active part in discussions, evaluate proposals and respond to hypotheses		2D	3C
help a discussion along on familiar ground, confirming comprehension, etc.		2D	
convey degrees of emotion and highlight the personal significance of events		2B	3B 3D
use stock phrases to gain time and keep the turn		2D	
carry out a prepared interview, checking information and following up replies*	1A		
take initiatives in an interview and expand and develop ideas	1C		3A 3C
summarise and give his/her opinion on a short story, article, talk, discussion or interview, and answer further questions in detail*		2C	3C
give clear detailed descriptions on subjects related to his/her field of interest			
give detailed accounts of experiences describing feelings and reactions*	1C	2B	3B
give detailed presentations and respond to a series of follow-up questions			
explain a viewpoint giving the advantages and disadvantages of various options		2C	3B
narrate a story*			3B
summarise the plot and sequence of events in an extract from a film or play			
summarise short extracts from news items, etc. containing opinions and discussion			
construct a chain of reasoned argument linking ideas logically			
speculate about causes, consequences and hypothetical situations			3A 3B 3C
use some cohesive devices to link his/her utterances into clear, coherent discourse			

Writing

A language user at level B2 can:	1	2	3
write clear and detailed texts on various subjects related to his/her field of interest	WBP1		
write about events and experiences in a detailed and easily readable way		WBP2	
write reports and essays which develop an argument, giving reasons for or against a point of view, and explaining the advantages and disadvantages of various options	WBP1	WBP2	
develop an argument, emphasising decisive points and including supporting details		WBP2	
write letters conveying degrees of emotion, highlighting the personal significance of events and commenting on the correspondent's news and views			
express news and views in writing and relate to those of others			WBP3
write a review			
convey factual information to friends/colleagues or ask for information*			
make a note of 'favourite mistakes' and consciously monitor his/her work for them			
take notes on important points during a lecture on a familiar topic			

WBP1 = **face2face** Upper Intermediate Workbook Reading and Writing Portfolio 1

* refers to descriptors for B1

1A = **face2face** Upper Intermediate Student's Book unit 1 lesson A

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

4	5	6	7	8	9	10	11	12
WBP4	WBP5	WBP6		WBP8		WBP10		WBP12
				WBP8	WBP9			
	WBP5				WBP9			
							WBP11	WBP12
		WBP6						
					WBP9			
			WBP7			WBP10	WBP11	WBP12
This competence is practised in all the Workbook Portfolio writing tasks.								
4C 4D	5C			8C				12C

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

For *Teaching Tips* on Speaking, see p21.

Reading and Writing

In the Upper 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 Upper 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 B2. There are also 12 *Extra Reading* photocopiable worksheets (p213–p224), 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 (p194–p205). 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 Upper 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 Upper Intermediate. Drills for grammar structures 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 Upper 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 photocopiable *Progress Tests* in this Teacher's Book.

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

QUICK REVIEW This activity reviews ways of agreeing and disagreeing politely. Check students understand *social networking sites*, *graffiti* and *reality TV*. Give students a minute or two to make notes on their opinions of the five topics. Put students into pairs. Students discuss each topic in turn. Remind students to use the language in **REAL WORLD 2.1** SB p131 in their conversations. Ask students to share any differences of opinion with the class.

Vocabulary and Speaking

Crime

1 a Students work in pairs and say which words they know, then check new words in **VOCABULARY 3.1** SB p132. Check answers with the class.

Highlight the difference between *robbery* (stealing money from banks), *theft* (stealing money and things), *burglary* (stealing from houses and flats) and *shoplifting* (stealing from a shop while it is open).

Check students understand the meaning of the other types of crime. Point out that all these types of crime are uncountable nouns and that *robbery*, *theft*, *burglary*, *mugging*, *kidnapping* and *murder* can also be used as countable nouns: *There was a robbery last night*.

Model and drill the words, highlighting the pronunciation of *burglary* /'bɜːgləri/, *fraud* /frɔːd/, *bribery* /'braɪbəri/, *murder* /'mɜːdə/ and *terrorism* /'terərizəm/.

Point out that the stress on all the multi-syllable words here is on the first syllable (*shōplifting*, *kidnapping*, etc.).

b Students do the exercise on their own or in pairs, then check in **VOCABULARY 3.2** SB p132.

✍ While students are working, draw a three-column table on the board and write the headings *crime*, *criminal* and *verb* at the top of each column. Then write the crimes in **1a** in the first column.

✍ Check answers with the class by eliciting the criminal and the verb for each crime and writing them in the correct columns on the board.

Point out that there is no word for a criminal who bribes someone. Also highlight that we say *commit fraud*, *commit arson* and *commit an act of terrorism*.

Tell students that we can also say *I was burgled* to mean 'my house was burgled'.

Remind students that the plural of *thief* is *thieves* /θiːvz/ and point out that all the verbs are regular verbs, apart from *steal* (*stole*, *stolen*).

Model and drill the word families with the class (*robbery*, *robber*, *rob*, etc.). Highlight the pronunciation of *thief* /θiːf/, *burglar* /'bɜːglə/, *burgle* /'bɜːgəl/ and *fraudster* /'frɔːdstə/.

c Students discuss the questions in groups. If you have a multilingual class, put students from different countries in each group.

Ask each group to share interesting answers with the class.

Reading and Speaking

2 Check students understand *flout* (deliberately refuse to obey a rule or custom), *speed limit*, *a security guard* /gɑːd/ and the verb *pull over* (stop your car by the side of the road).

Focus students on the questionnaire and ask them to read the introductory paragraph. Elicit what the aim of the questionnaire is (to find out how honest you are).

Students do the activity on their own. Check answers to question 1 with the class.

1 speeding, eating, using mobiles whilst driving, not wearing seatbelts, illegally downloading music or films, smoking in non-smoking areas, dropping litter, cycling on pavements

3 a Students do the questionnaire on their own.

b Students compare answers in pairs. Students look at the key on SB p114 to find out how honest they are, according to the questionnaire.

Ask each student to tell the class their results.

Make sure that you keep this stage light-hearted so that students don't feel that their honesty is being seriously questioned.

EXTRA IDEA

- Do the questionnaire as a whole-class activity. ✍ Write the question numbers and option letters (a, b, c) on the board. Read each question and answer options, while students follow the text in their books. After each option, ask students to raise their hand if they would choose that option. Keep a note of the number of students who chose each option by putting a number next to each one on the board. At the end of the questionnaire, find out which options were the most popular. Students then look at the key on SB p114 to find out how honest the class is, according to the questionnaire.

HELP WITH GRAMMAR

Second conditional; alternatives for *if*

- 4 a-d** Students do the exercises on their own or in pairs, then check in **GRAMMAR 3.1** SB p133. Check answers with the class.

- a** 1 imaginary situations 2 b) the present/the future
3 *if* + subject + Past Simple, subject + 'd (= *would*)/*wouldn't* + infinitive 4 *could*; *might*
- Ask students to identify the *if* clause and the main clause in the three example sentences in **bold** in the questionnaire. Use these examples to highlight that the *if* clause can come first or second in the sentence and that we use a comma if the *if* clause is first.
 - Remind students that we can use *could* or *might* in the main clause of second conditionals instead of *would* to mean 'would perhaps'.
 - Point out that *even if* = it doesn't matter whether the situation in the *if* clause exists or not: **No, I *wouldn't*, *even if* *helshe* got angry with me.**
 - Also remind students that in second conditionals we can say *If I/heshe/it was ...* or *If I/heshe/it were ...*: ***If I washwere rich, I'd buy a Ferrari.***
- b** 1 ***Provided*** and ***as long as*** mean 'only if (this happens)'. 2 ***Assuming*** means 'accepting that something is true'.
- Point out that we often use *provided*, *as long as*, *assuming*, *imagine* and *suppose* instead of *if* in conditionals.
 - Tell students that *as long as* is usually pronounced /əz'lonʒəz/.
- c** *Imagine* and *suppose* have the **same meaning** (= form a picture in your mind about what something could be like).
- We can use *imagine* and *suppose* as an alternative for *if* in **questions**.
 - Also highlight that we can say *provided* or *providing* and *suppose* or *supposing*, but that the first word in each pair is more common. Focus students on question 4 and answer 5b in the questionnaire for examples of second conditionals with *supposing* and *provided*.
 - Point out that we can also use *provided*, *as long as*, *assuming*, *imagine* and *suppose* in other types of conditionals to talk about real situations.
 - Tell students we can use *that* after *provided*, *imagine* and *suppose*: ***Provided (that) there weren't any police cars around, of course I would.***
 - Highlight that questions with *imagine* and *suppose* can also be written as two sentences: ***Imagine you saw a ten-year-old boy shoplifting. Would you tell a security guard?.***

EXTRA IDEA

- As a class, choose four rules or laws different from those in the questionnaire in **3**. Put students in four groups and give one rule or law to each group. Tell students to write a questionnaire question (with three options) for their rule or law. Then as a class, students do the questionnaire.

- 5 a** Students do the exercise on their own.

EXTRA IDEA

- With a lower-level class, ask students to circle *if* in each sentence before they begin. This will help them use the correct verb forms in the appropriate places.

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

1 offered; would ... accept 2 *wouldn't* take; didn't want 3 was/were; 'd/would ... accept 4 might go; wasn't/weren't 5 didn't offer; *wouldn't* take 6 got; didn't like; 'd/would come

- 6 a** Students do the exercise on their own. Before they begin, point out that sometimes both words/phrases are possible.

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

Students take turns to ask each other the questions. Students answer for themselves.

1 Suppose; assuming 2 Imagine; provided
3 If/Suppose; even if 4 Imagine/If; as long as/
provided

Get ready ... Get it right!

- 7** Put students into two groups, group A and group B. Students in group A turn to SB p104 and students in group B turn to SB p107.

- a** Check students understand *a park bench* and *drop something*.

Put students into pairs with someone from the same group. Students do the exercise in pairs.

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

Student A 1 hit; would ... leave 2 found; would ... hand 3 paid; would ... keep 4 got; realised; would ... take 5 borrowed; dropped; would ... tell

Student B a wanted; would ... try b asked; thought; would ... tell c found; would ... give d gave; would ... give e asked; would ... buy

- b** Reorganise the class so that a student from group A is working with a student from group B. Students take turns to ask and answer their questions, as in the speech bubbles. Tell students to make brief notes to help them remember their partner's answers, as they will need these for the next stage of the activity.

EXTRA IDEA

- ✍ While students are doing **a**, write these prompts on the board: *Yes, I would, as long as/ provided/providing ...* ; *Yes, I would, assuming/if ...* ; *It would depend on ...* ; *No, I wouldn't, even if ...* . Encourage students to use these phrases when answering the questions in **b**.

c Reorganise the class again so that students are working with the person they worked with in **a**. Students discuss how their partners from the other group answered each question, referring to their notes where necessary. Students decide if their answers were similar and which student from the other group is more honest.

Finally, ask each pair to share their conclusions with the class, giving reasons for their choices.

FURTHER PRACTICE

- **Ph** **Vocabulary Plus** 3 Word pairs p196 (Instructions p190)
- **Extra Practice** 3A SB p117
- **Self-study DVD-ROM** Lesson 3A
- **Workbook** Lesson 3A p15

3B**It shouldn't be allowed**

Student's Book p26–p27

Vocabulary crime and punishment collocations
Grammar third conditional

QUICK REVIEW This activity reviews alternatives for *if*. Students work on their own and answer the questions. Put students into pairs. Students take turns to tell each other their answers to the questions. Encourage students to ask follow-up questions to find out more information.

Vocabulary

Crime and punishment collocations

- 1 a** Students do the exercise in pairs, then check in **VOCABULARY 3.3** SB p132.

✍ Check answers with the class by eliciting the complete phrases and writing them on the board. Point out that the phrases are organised in a logical order, from committing the crime to types of sentence handed out in court. Check students understand the meanings of any new words/phrases. Highlight the different prepositions in the phrases (*arrest someone for a crime*, etc.) by underlining or circling them on the board. Point out that *convict* is the opposite of *acquit*. Establish that *arrest*, *charge*, *sentence* and *fine* are also nouns, and that the opposite of *guilty* is *innocent*.

Also teach students that *a court* is a large room where lawyers formally present all the evidence about a crime: *He's appearing in court today*. Point out that we also use *a court* to refer to all the people in the courtroom: *Please tell the court what happened*.

Remind students that the process of deciding if somebody is guilty or innocent is called *a trial*: *The trial has already lasted three weeks*.

Model and drill the phrases with the class, highlighting the pronunciation of *guilty* /'gilti/ and *acquit* /ə'kwɪt/.

b Check students remember *judge* /dʒʌdʒ/, *jury* /'dʒʊri/ and *witness*. Point out that *judge* and *witness* are also verbs. Model and drill these words.

Focus students on the example, then ask students to do the exercise in pairs.

✍ Check answers with the class by writing *a criminal*, *the police*, etc. in front of the phrases written on the board in **1a**. Also establish that if there is a jury, it is the jury members' responsibility to deliver the *verdict* (say if someone is guilty or not guilty), but the judge decides on the type of punishment. If there isn't a jury, the judge (or panel of judges) decides on the verdict.

- **the police** arrest someone for a crime; charge someone with a crime; take someone to court; give evidence
- **the judge** sends someone to prison (for 10 years); sentences someone to (10 years) in prison; fines someone (£500)
- **the judge/the jury** finds someone (not) guilty; acquits/convicts someone of a crime
- **a witness** gives evidence

EXTRA IDEA

- If you have a multilingual class, ask students to explain what they know about their country's legal system to the rest of the class.

Listening and Speaking

2 a Focus students on pictures A and B. Tell students that both pictures show a real incident that took place in the US. Use picture A to teach the American English phrase *a parking lot* (UK = *a car park*). Students do the exercise in pairs. Ask students to share their ideas with the class. Don't tell students if they are correct at this stage.

b Tell students that they are going to listen to three friends talking about what happened. Also point out that both stories are true.

CD1 ▶ 23 Play the recording (SB p159). Students listen and check their answers from **2a**. Check answers with the class.

A A woman thought four men were stealing her car, so she pulled out a gun and threatened to shoot them. After they'd run away she realised that the car wasn't hers and that her identical car was parked nearby.

B A man was so annoyed by the sound of a car alarm going off at night that he shot the car's tyres.

EXTRA IDEA

- Before students listen to the recording in **2b**, tell them to look at the prompt words for each story in **3a**. Students work in pairs and use the words to predict the story for each picture. Then play the recording and do **2b**.

3 a Students do the activity in pairs. Encourage students to use all the words/phrases in the boxes and to include as much detail as they can remember.

b Play the recording again. Students listen and check if their versions of the stories were correct. Check any remaining comprehension problems with the class.

4 Students discuss the questions in groups. If possible, include students from different countries in each group. Ask each group to share their ideas with the class.

Alternatively, discuss the questions with the whole class.

HELP WITH GRAMMAR

Third conditional

5 a–d Students do the exercises on their own or in pairs, then check in **GRAMMAR 3.2** SB p133.

Check answers with the class.

a 1 No, she didn't. **2** No, she didn't.
• We use the third conditional to talk about **imaginary** situations in the past.

• Highlight that the third conditional often describes the opposite of what really happened: *If the woman had shot the men, she'd have been in serious trouble.* (The woman didn't shoot the men, so she didn't get in serious trouble.)

b We use the Past Perfect Simple in the *if* clause. We use 'd (= would)/wouldn't + have + past participle in the main clause.

• ✍ Write the form of the third conditional on the board: *if* + subject + Past Perfect Simple, subject + 'd (= would)/wouldn't + have + past participle. Then also write the sentences in **5a** as an example.

• Point out that the third conditional is the same for all subjects (*I, we, he*, etc.).

• Also highlight that we don't usually use *would* in the *if* clause: *If I'd known, I'd have helped.* not *If I would have known, I'd have helped.*

c 1 *might* = 'would perhaps' and *could* = 'would be possible'

2 No, it isn't. As with other conditionals, the *if* clause can be first or second in the sentence: *I wouldn't have been too happy if the car alarm had woken me up.* Remind students that we use a comma when the *if* clause is first.

3 We make questions in the third conditional with: (question word) + *would* + subject + *have* + past participle ... *if* + subject + Past Perfect Simple: *What would he have done if he'd actually seen the owner of the car?.*

• Point out that we can also use *imagine* and *suppose* in third conditional questions: *Imagine/Suppose he'd seen you, what would you have done?.*

HELP WITH LISTENING

Third conditional

This *Help with Listening* section helps students to understand the third conditional in natural spoken English.

6 a CD1 ▶ 24 Focus students on sentences 1–4. Play the recording. Students listen and read the sentences. Point out how we say the contractions (*I'd, you'd*, etc.) and the weak forms of *have* /əv/ and *had* /əd/. Play the recording again if necessary.

b CD1 ▶ 25 Play the recording (SB p159). Students listen and write the five sentences. Play the recording again if necessary. Students check their sentences in pairs.

✍ Play the recording again, pausing after each sentence is said the second time to elicit students' answers and write the sentences on the board. Ask students to identify the contractions and the examples of the weak forms of *have* and *had*. Circle or underline them on the board.

1 If I hadn't gone to the party, I wouldn't have met her. 2 He wouldn't have known about it if you hadn't told him. 3 If you'd been more careful, she might not have got hurt. 4 If I could have helped her, I would have done. 5 If Dave had known when your flight was, he could have picked you up.

- 7** **CD1 ▶ 26 PRONUNCIATION** Play the recording and ask students to repeat. Check students copy the contractions and weak forms correctly.

EXTRA IDEA

- Before doing **7**, ask students to decide which words are stressed in the sentences they wrote in **6b**. Students can then listen to **CD1 ▶ 26** and check their answers.
✍ Elicit which words are stressed and mark them on the board.

- 8** **a** Tell students that they are going to read six sentences about Jim's terrible evening. Students do the exercise on their own.
b Students check answers in pairs. Check answers with the class.

1 might have been; 'd/had taken 2 had told; could have asked 3 wouldn't have parked; 'd/had known 4 hadn't left; might not have stolen 5 hadn't given; would have stayed 6 would have been; hadn't come
Last night Jim drove to Juliet's party. He parked his car in the street, but he left it unlocked and it was stolen. Mary gave him a lift home.

- 9** **a** Focus students on the text. Tell students that it is a true story. Check students understand *cash register* and the US English phrase *gas station* (UK = *petrol station*), and check students remember the meaning of *end up* (somewhere).
Students read the text and answer the questions. Students can compare answers in pairs. Check answers with the class.

1 Eight dollars. 2 They weren't from that town and they didn't have a map. 3 At the gas station that they had robbed. 4 To get directions. 5 They were probably arrested.

- b** Focus students on the example. Students then do the exercise on their own. While they are working, monitor and check students' sentences for accuracy.
c Students work in pairs and check that their partner's sentences are correct.

Possible answers

If they'd looked in the bag, they'd have seen that there was only \$8 in it. They might not have got lost if one of them had been from Poulsbo/that town. If they'd had a map, they wouldn't have got lost. They wouldn't have driven into that gas station if they'd realised it was the same one. If they'd seen the police car, they would have driven away. They might have got away if they'd asked someone else for directions. They wouldn't have got arrested if the salesgirl hadn't called the police.

Get ready ... Get it right!

- 10** **a** Students do the exercise on their own. Tell students to write notes, as in the examples, not complete sentences.
b Students do the exercise on their own.

EXTRA IDEA

- With a lower-level class, you can allow students to write the sentences in **10a** if they wish.

- 11** Students do the activity in pairs. Encourage students to ask follow-up questions if possible.
Finally, ask students to tell the class two interesting things they have found out about their partner's past.

WRITING

Students write a paragraph about the things that have happened to them in their life and how life would have been different if these things hadn't happened. Students use the notes they made in **10a**. Encourage students to add more information about each thing so that they write a cohesive text.

FURTHER PRACTICE

Ph **Class Activity** 3B The Unlucky Club p154 (Instructions p134)
Extra Practice 3B SB p116
Self-study DVD-ROM Lesson 3B
Workbook Lesson 3B p16

QUICK REVIEW This activity reviews the third conditional. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other their sentences. Encourage students to ask follow-up questions if possible.

Speaking and Listening

1 Students discuss the questions in groups.

2 a Tell students that they are going to hear a discussion about the prison population in the UK.

CD1 **27** Play the recording. Students listen and do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 Margaret Bolton is a Member of Parliament (an MP); David Gilbert is a Chief Superintendent (of Police) **2** They agree that there are too many people in prison, and that we have to stop criminals reoffending. They don't agree on the three strikes law as a deterrent. **3** It's a system where, if someone is found guilty on three different occasions, they are automatically sentenced to a minimum of 25 years to life in prison.

b Put students in pairs, A and B. Tell students A to look at the numbers in A and students B to look at the numbers in B. Play the recording again. Students listen and identify what their numbers refer to.

c Students work in their pairs and take turns to tell each other what the numbers refer to.

- £40,000 = the cost of keeping a person in prison for one year;
- £3.8 billion = the cost of keeping all the prisoners in the UK in prison for a year;
- £4,000 = the cost of keeping a person in prison for 45 days;
- 2.3 million = the prison population in the US
- 95,000 = the number of prisoners in the UK;
- 60,000 = the number of people sentenced in one year to less than a year in prison for minor crimes;
- 60% = the percentage of short-term offenders who commit another crime within a year;
- \$68 billion = the amount the US spends each year on prisons

HELP WITH LISTENING

Weak forms

This *Help with Listening* section reviews common weak forms and highlights the relationship between weak forms and sentence stress.

3 a Focus students on the words in the box. Check students remember the difference between strong and weak forms by eliciting the strong form and the weak

form of *can* (strong /kæn/, weak /kən/). Ask students whether we usually hear strong or weak forms of these words in natural spoken English (weak forms).

b CD1 **28** Play the recording. Point out that students will hear the strong form of each word first. Students listen and check their pronunciation. Check pronunciation with the class if necessary. Highlight that all of the weak forms contain a schwa sound (/ə/).

Point out what types of word are often pronounced in their weak forms (auxiliary verbs, the verb *be*, pronouns, prepositions, articles, etc.).

EXTRA IDEA

- Ask students to turn to **CD1** **28**, SB p160 and look at the table of strong and weak forms (as shown below). Play the recording again. Students listen and notice the pronunciation of the strong and weak forms of the words. Use the table to highlight the schwa sounds /ə/ in the weak forms.

	strong	weak		strong	weak
can	/kæn/	/kən/	an	/æn/	/ən/
was	/wɒz/	/wəz/	for	/fɔ:/	/fə/
were	/wɜ:/	/wə/	of	/ɒv/	/əv/
has	/hæz/	/həz/, /əz/	to	/tu:/	/tə/
have	/hæv/	/həv/, /əv/	from	/frɒm/	/frəm/
are	/ɑ:/	/ə/	as	/æz/	/əz/
do	/du:/	/də/	and	/ænd/	/ənd/
you	/ju:/	/jə/	that	/ðæt/	/ðət/
at	/æt/	/ət/	them	/ðem/	/ðəm/
the	/ði:/	/ðə/	your	/jɔ:/	/jə/
a	/eɪ/	/ə/	but	/bʌt/	/bət/

c Focus students on the first part of the radio programme and highlight that *that* is a weak form. Students work in pairs and circle the other weak forms.

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

d Ask students to look at **CD1** **27**, SB p160 to check their answers.

✍ Check answers with the class by circling the weak forms on the board.

Government figures out today show (that) (the) cost (of) keeping (a) person in prison (for) one year (has) risen (to) £40,000. So what (can) we do (to) reduce (the) prison population?

e CD1 **27** Play the whole recording again. Students look at **CD1** **27**, SB p160 and notice the relationship between the weak forms and sentence stress. Note that only the weak forms focused on in **3a** are marked in the recording. Ask students if weak forms are ever stressed (no).

Reading and Speaking

- 4** Focus students on the frequently asked questions. Point out that this phrase is usually shortened to *FAQ*. Check students understand *deterrent* (= something that makes you decide not to do something because you realise something horrible could happen to you) and *interpret* (= understand something in a particular way).

Students do the exercise on their own.
Students compare answers in pairs. Check answers with the class.

1c 2d 3a

EXTRA IDEA

- Ask students to say why the remaining questions in **4** don't match any of the paragraphs in the text.

b Although a particular state (California) is mentioned in paragraphs 2 and 3, there is no mention of Three Strikes Law not being an effective deterrent. **e** Although paragraph 1 mentions baseball, it is not about prisoners playing baseball.

- 5** **a** Put students into groups of three, A, B and C. Students A read about Leandro Andrade, students B read about Jerry Williams, and students C read about Santos Reyes. Students answer the questions for their text only.

b Students work in their groups and ask and answer the questions from **5a**.

Encourage students to give more information about each answer.

Leandro Andrade

1 California. 2 Stealing children's video tapes. 3 No, it didn't. 4 Theft and burglary. 5 Yes.

Jerry Williams

1 California. 2 Stealing a slice of pizza. 3 No, it didn't. 4 Robbery and car theft. 5 No.

Santos Reyes

1 California. 2 Taking the written part of a driving test for his cousin. 3 No, it didn't. 4 Burglary (stealing a radio) and robbery. 5 Yes, he is.

Students then discuss the questions in their groups. Ask each group to share their answers with the class.

EXTRA IDEA

- Students discuss the questions as a class and try to agree on whose sentence was the most unfair. Encourage them to give reasons for their decision.

HELP WITH VOCABULARY

Verbs and prepositions

- 6** **a-c** Students do the exercises on their own, then check in **VOCABULARY 3.4** SB p132. Check answers with the class.

a 2 on 3 on 4 of 5 against 6 about 7 with 8 to; about 9 in 10 to 11 to; for 12 to; for
Check students understand any new words/phrases.

b **object before the preposition:** *name; base; convince; reduce*
two prepositions: *complain; apologise; apply*

- 7** **a** Students do the exercise on their own. Check answers with the class.

1 protested against 2 applied for 3 apologised to; apologise for 4 cope with 5 complained about; complain to 6 named after 7 succeeded in 8 insist on 9 based on 10 reduced to 11 convince; of

b Students do the exercise in pairs. Ask students to tell the class one or two things they found out about their partner.

- 8** Tell students that they are going to read about four crimes that happened in the UK. Put students into groups of four. Student A in each group turns to SB p104, student B turns to p107, student C turns to p110 and student D turns to p111. If you have extra students, have one, two or three groups of three and make the strongest student in each of these groups student C. Ask these students to read about the crimes on p110 and on p111.

a Students do the exercise on their own.

b Students work in their groups and take turns to tell each other about their crimes, using the words/phrases they wrote in **a** as prompts. After each crime, students discuss what punishment they would have given if they had been the judge. Encourage students to come to a group decision if possible.

c Students turn to SB p114 and read what happened to the criminals.

Students work in their groups and discuss the sentences each criminal actually received.

Finally, ask the class how many people agreed with the sentences for each of the four crimes.

WRITING

Ask students to research a true crime story online. Students write a text about the crime, giving the important details, i.e. what the crime was, who committed the crime, whether the criminal was caught and what happened to him/her.

FURTHER PRACTICE

Ph **Class Activity** 3C Preposition pelmanism p156 (Instructions p134)

Extra Practice 3C SB p117

Self-study DVD-ROM Lesson 3C

Workbook Lesson 3C p18

QUICK REVIEW This activity reviews verbs and prepositions. Students do the first part of the activity on their own. Put students into pairs. Students complete the activity with their partner. Ask each student to tell the class one of his/her sentences.

- 1 Students discuss the questions in groups. Ask students to share interesting ideas with the class.
- 2 **a** Focus students on the photos. Remind students that they first saw Chloe in lesson 1D. Elicit what has happened. (Chloe's house has been burgled.) Give students time to read the list of topics and check they understand *fingerprints* and *home security*. **VIDEO ▶ 3 CD1 ▶ 29** Play the video or audio recording (SB p160). Students watch or listen then put the topics in the order in which they are first talked about. Check answers with the class.

1 the police 2 home security 3 a computer
4 fingerprints 5 Prague 6 a pet

b Play the video or audio recording again. Students make notes on the topics in **2a**.

c Students compare notes in pairs.

REAL WORLD

Making, refusing and accepting offers

- 3 **a–c** 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 1 Would 2 like 3 Let 4 help 5 don't 6 What 7 offering 8 better 9 manage 10 easier 11 be 12 mind 13 could 14 don't

b *Let me ...*, *Why don't I ...* and *I'd better ...* are followed by the infinitive.

- *Would it help if I ...*, *What if I ...* and *It'd be easier if I ...* are followed by the Past Simple.
- *Thanks for ...* is often followed by verb+ing.
- Highlight that we can also say: *It'd be great/nice/helpful/fantastic*, etc. *if you could*.

- 4 **CD1 ▶ 30 PRONUNCIATION** Play the recording (SB p160). Students listen and repeat. Check students copy the polite intonation correctly. Remind students that if their voices are too flat, they might sound rude or bored.

- 5 **a** Tell students that because of the burglary, Chloe has decided to move house. Her colleague Mark offers to help her. Students do the exercise in pairs.
b Students compare answers in pairs. Check answers with the class.

- 1
MARK Would you like me to help you move tomorrow?
CHLOE Are you sure you wouldn't mind?
M No, of course not.
C Thanks. That'd be a great help.
M Why don't I come over this evening and help you pack?
C It'd be wonderful if you could.
M What if I come at about seven?
C Yeah, that's good for me.
M I've got some old packing cases. Would you like me to bring some round?
C No, it's OK, I've got plenty. Thanks for offering.
- 2
M Let me help you pack those files.
C No, don't worry. I'd better do those myself.
M Well, what if I carried these heavy things downstairs for you?
C As long as you don't mind.
M Not at all. Then I'll pack up the computer and printer, if you like.
C Great. Then let's have something to eat and a cup of coffee.
M I'll help you make something if you like.
C No, it's OK, I've packed up all my kitchen stuff already. It'd be easier if I got a takeaway from the café.

Students practise the conversation in their pairs. Tell them to choose a role, Chloe or Mark. Encourage students to use natural sentence stress and weak forms.

Ask one or two pairs to role-play the conversations for the class.

EXTRA IDEA

- Students work in pairs, A and B. Student As write conversation A and Student Bs write conversation B. Tell students to swap papers and check each other's conversations. Then ask students to role-play their conversations.

- 6 Put students into pairs, Student A and Student B. Student As turn to SB p104 and Student Bs turn to SB p107.

a–b Students do the exercises on their own. After students have been working for a few minutes, tell them to move on to **b** if they haven't already done so.

c Students work with their partner and take turns to discuss the situation in **a**. Ask Student A in each pair to begin the conversation by telling his/her partner about the situation in his/her own words. Students

then continue the conversation by referring to their lists. Encourage students to use the ways of making, refusing and accepting offers from **3a** in their conversations.

Students then discuss Student B's situation in the same way. While students are working, monitor and correct students where necessary.

Finally, ask a few pairs to tell the class what they have agreed to do for their partners.

FURTHER PRACTICE

Ph Class Activity 3D Easy money! p157
(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 p242

HELP WITH PRONUNCIATION

Stress and rhythm (1): conditionals

This *Help with Pronunciation* section focuses on the stress and rhythm in conditional sentences and reviews the pronunciation of weak forms and contractions.

- Focus students on the sentences and the phonemes. Point out the pronunciation of *would you* (/wʊdʒə/) and *could have* (/kʊdəv/) in normal speech. Also remind students that when a word ends in a vowel and is followed by another vowel, the words are linked by a /w/, /j/ or /r/ sound. Point out that in

the phrase *would you have*, *have* is a weak form, so starts with a vowel sound /ə/. The contraction of all three words therefore becomes /wʊdʒju:əwəv/.

CD1 **31** Play the recording. Students listen and practise the sentences. Make sure they copy the stress, weak forms and contractions correctly.

- CD1** **32** Play the recording (SB p160). Students listen and write the answers to questions 1–4 in **1**.
 - Students compare answers in pairs. Ask students to decide which words are stressed in the answers. Tell students to turn to **CD1** **32** SB p160 to check their answers.

1 I'd probably give a lot of it away to charity.

2 I think I'd choose the president of the USA.

3 I'd have chosen Alex.

4 I'd have met up with friends for coffee.

c Play the recording again. Students listen again and repeat the sentences.

- Students work in pairs and practise the questions and answers in **1** and **2a**. Finally, ask students to say one sentence each. Check they use the correct stress and pronounce the weak forms and contractions correctly, and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p31. See p35 for ideas on how to exploit this section.

Extra Practice 3

See p35 for ideas on how to exploit this section.

3A

1	T	B	U	R	G	L	A	R	Y	M
	E	M	T	H	E	T	R	V	B	M
	R	U	W	L	L	H	S	A	L	U
	R	R	F	O	O	E	O	N	T	G
	S	D	R	O	T	F	N	D	M	G
	P	E	A	T	C	T	E	A	P	I
	Q	R	U	I	K	M	U	L	D	N
	K	I	D	N	A	P	P	I	N	G
	Z	L	F	G	F	R	A	S	V	H
	B	R	I	B	E	R	Y	M	S	X

- 1 As long as the robbers couldn't hear me, I'd call the police. 2 Suppose you could work for any company in the world, which would you choose? I'd like to work for H&M, provided I could have free clothes. 3 Imagine you had the chance to learn a new skill, what would it be? If I could afford it, I'd learn to fly. 4 Supposing you were a journalist, who would you most like to interview?

I'd like to interview Prince William, providing I could ask him anything. 5 Would you live abroad if you had the chance? Yes, I'd live in Denmark if I could get a job there. 6 Do you suppose Ella would make me a jacket if I asked her? As long as you paid her for it, I think she would make you one.

3B

3 2 commit 3 fine 4 send 5 charge 6 find 7 give
8 take

4 2 had flown 3 could have 4 would you have got
5 wouldn't have come

3C

5 2 on 3 about 4 to; for 5 about 6 after 7 on 8 of
9 to 10 in 11 with 12 against

3D

6 1 b can manage c be wonderful 2 a you like
b for offering c As long as 3 a it help b be better
c don't mind 4 a Let me b be easier c 'd be

Progress Portfolio 3

- See p36 for ideas on how to exploit this section.