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Chris Redston and Theresa Clementson With Gillie Cunningham
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SECOND EDITION

face2face

Intermediate Teacher’s Book

Chris Redston & Theresa Clementson with Gillie Cunningham



CAMBRIDGE
UNIVERSITY PRESS

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Contents

Welcome to
face2face
Second edition!

face2face Second edition	p4
face2face Second edition Intermediate Components	p4
New Features of face2face Second edition Intermediate	p5
A Guide to the Student's Book	p6
Teacher's DVD Instructions	p10
Self-study DVD-ROM Instructions	p11
The Common European Framework (CEFR)	p14
English Vocabulary Profile	p15
CEFR Tables: Listening and Reading	p16
CEFR Tables: Speaking and Writing	p18
The face2face Approach	p20
Teaching Tips	p21
Classroom Activities and Games	p24

Teaching Notes

Lessons 1A–D	p26
Lessons 2A–D	p38
Lessons 3A–D	p47
Lessons 4A–D	p57
Lessons 5A–D	p67
Lessons 6A–D	p77
Lessons 7A–D	p86
Lessons 8A–D	p96
Lessons 9A–D	p106
Lessons 10A–D	p115
Lessons 11A–D	p124
Lessons 12A–C	p133

Photocopiable Materials

Class Activities

Instructions	p141
1A Our free time	p155
1C Preposition bubbles	p156
1D Make it snappy!	p157
2A World rules	p158
2B Opening night	p159
2C The absolutely amazing game!	p161
3B The world's greatest traveller	p162
3C Suffix dominoes	p163
3D Blockbuster	p164
4A Celebrity engagement	p167
4B Rainforest adventure	p168
4C Adjective crossword	p169
5A House hunting	p170
5B Look into the future	p171
5C Who said what?	p172
6A Men and women	p173
6C Synonyms bingo	p174
6D Round the board	p175
7A Guess my name	p177
7B The conditional game	p178
7C Article auction	p179
8A Passive knowledge	p180
8B The airport	p181
8C Beginnings and endings	p183
9A Fighting fit	p184
9B Perfect circles	p185
9D Noughts and crosses	p186
10A Excuses, excuses!	p188
10B Where's Robin?	p189
10C Go up the ladder	p190
11A Work dominoes	p191
11B Teach your own language	p192
11C Spy school	p193
12A Wish list	p194
12B get stories	p196

Vocabulary Plus

Instructions	p197
1 -ed/-ing adjectives	p201
2 Food and drink	p202
3 Travelling by car	p203
4 Compound adjectives for character	p204
5 Shopping	p205

6 Antonyms	p206
7 Computer and TV verbs	p207
8 Weather conditions	p208
9 Injuries and health problems	p209
10 Moods and relationships	p210
11 Working life	p211
12 Phrasal verbs for plans	p212

Extra Reading

Instructions	p213
1 Happiness	p217
2 Sleepwalkers	p218
3 A unique experience	p219
4 Born to sail	p220
5 Trash or treasure?	p221
6 Great failures	p222
7 Christian the lion	p223
8 Riding the waves	p224
9 Brain food	p225
10 Lost and found	p226
11 Jobs you didn't know you wanted	p227
12 Turning points	p228

Study Skills

Instructions	p229
1 Independent learning	p231
2 Using dictionaries for pronunciation	p232
3 Developing reading skills	p233
4 Collocations	p234

Progress Tests

Instructions	p235
Answer Key and Audio Scripts	p235
Progress Test 1	p240
Progress Test 2	p242
Progress Test 3	p244
Progress Test 4	p246
Progress Test 5	p248
Progress Test 6	p250
Progress Test 7	p252
Progress Test 8	p254
Progress Test 9	p256
Progress Test 10	p258
Progress Test 11	p260
Progress Test 12	p262

Welcome to face2face Second edition!

face2face Second edition

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

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

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

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

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

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

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

face2face Second edition is fully compatible with the *Common European Framework of Reference for Languages* (CEFR) and gives students regular opportunities to evaluate their progress. The Intermediate Student's Book completes the B1 level and starts B2 (see p14–p19).

face2face Second edition Intermediate Components

Student's Book with Self-study DVD-ROM

The **Student's Book** provides 48 double-page lessons in 12 thematically linked units, each with four lessons of two pages. Each lesson takes approximately 90 minutes (see p6–p9).

The **Self-study DVD-ROM** is an invaluable resource for students with over 300 exercises in all language areas and review video for each unit, customisable *My Test* and *Progress* sections where students evaluate their own progress, and an interactive Phonemic Symbols chart. In addition there is an e-Portfolio with fully searchable *Grammar* and *Real World Reference* and *Word List*, a *Word Cards* practice tool, plus a *My Work* section where students can build a digital portfolio of their work.

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

Class Audio CDs

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

Workbook

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

Teacher's Book with Teacher's DVD

This **Teacher's Book** includes *Teaching Tips*, *Classroom Activities and Games* and *Teaching Notes* for each lesson. There is also an extensive bank of photocopiable materials (see p3): 35 *Class Activities*, 12 *Vocabulary Plus* worksheets, 12 *Extra Reading* worksheets, 4 *Study Skills* worksheets and 12 double-page *Progress Tests*.

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

Website

Visit www.cambridge.org/elt/face2face 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!

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New Features of face2face Second edition Intermediate



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, Teacher's Notes and photocopiable materials from this Teacher's Book.

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

HELP WITH PRONUNCIATION The letters or

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

1 /ɜ:/ organised morning divorced
2 /ə/ forget opportunity stubborn
3 /ɜ:/ worse world workaholic

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

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

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



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

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

NEW full-page **Extra Practice and Progress Portfolio** sections for each unit in the back of the Student's Book provide further controlled practice of all new language.

Extra Practice 8

8A p42 Find 10 words for bad weather and natural disasters (1-10).

8B p44 Write the containers.

8C p46 Make the opposites of these adjectives by adding a prefix.

8D p48 Read this conversation. Fill in the gaps with these phrases.

Progress Portfolio 8

Tick the things you can do in English.

What do you need to study again? See self-study DVD-ROM 8.

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

3 A unique experience

Do you prefer going on holiday to new places or to places you've been to before? Why? When did you last go to a new holiday destination? What was it like? Would you recommend it? Why? Why not?

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

b Read the web page. Check your answers to 2a and match photos A-D to these places.

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

Which place would you most like to visit? Why?

Holidays With A Difference!

Dazzling landscapes Visit Sal de Uyuni in south-western Bolivia to see the world's largest salt flat, which lies 3,600 metres above sea level and contains about 10 billion tons of salt. Take an unforgettable trip across 10,000 square kms of salt. Take an unforgettable trip across 10,000 square kms of salt. Take an unforgettable trip across 10,000 square kms of salt. Take an unforgettable trip across 10,000 square kms of salt.

Unforgettable experiences Visit Thailand during the Songkran Festival in mid-April to celebrate the traditional New Year in an unusually wet way. As part of the clearing and purification rituals which are central to the festival, you see local people enthusiastically take part in the extremely popular water throwing festival. Clouds line the roads ready to spray jets of water over anyone who passes (including motorcycles and tourists). Joining in this massive water fight is an experience you will never forget!

Romantic mysteries Visit Death Valley, California, to witness the mysterious Salton River. You can clearly see the long tracks left by stones weighing up to several kilos which have moved across the flat dry landscape of Death Valley. So what is it that pushes them along? For decades no one had actually witnessed a rock moving, but a recent video shows some of the rocks trapped in melting ice and bearing a trail as they are driven across the surface by strong winds. There's something spooky about the Salton River, which is one of the most barren and inhospitable places on Earth, seem to have a life of their own.

Family fun Wonderland Kalkar is a unique family fun park in the east of Germany. The park was built in 1972, but when it was completed over 10 years later, activities were decided to put the park on the map. In 1995, Dutch businessman Henner van der Horst bought what was left of the Kalkar plant for only €2 million. He managed to turn it into a profitable amusement park with over 40 rides that is visited by over 600,000 people every year. Among the most interesting features are the swing ride set up inside the cooling tower and the climbing wall on its outer wall. A trip to Wonderland Kalkar is a blast for the whole family.

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

A Guide to the Student's Book

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

The menu lists the language taught in each lesson.

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

7A

Have a go!

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

Vocabulary and Speaking Goals and achievements

a Look at these questions. Which of the words/phrases in bold do you know? Check new words/phrases in **VOCABULARY 21** p143.

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

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

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

Speaking and Reading

2 Work in new pairs. Discuss these questions.

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

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

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

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

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

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

HELP WITH GRAMMAR Ability

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

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

b Look at this sentence. Then answer the questions.

I managed to do all the tricks without messing them up.

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

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

- 1 not have a clue how + infinitive with to
- 2 be quite/very/really good at + ...
- 3 find something impossible/quite easy + ...
- 4 be useless at + ...
- 5 (not) be able to + ...
- 6 have no idea how + ...
- 7 know how + ...
- 8 be no good at + ...
- 9 manage + ...

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

be brilliant at be hopeless at

e Check in **GRAMMAR 21** p144.

CD2-16 PRONUNCIATION Listen and practise.
Copy the stress and weak forms.
I didn't have a clue how to /ta/ sing opera.
She's very good at /at/ encouraging people.

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

7 a Rewrite these sentences using the words in brackets.

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

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

Get ready ... Get it right!

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

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

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

Students can learn and check the meaning of new vocabulary in the interactive *Language Summary* for the unit in the back of the Student's Book.

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

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

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

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

7B

What would you do?

Vocabulary computers (1)
Grammar second conditional

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

Vocabulary and Speaking Computers (1)

1 a Work in pairs. Which of these words/phrases connected to computers do you know? Check new words/phrases in **CD2-16** p143.

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

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

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

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

Speaking and Listening

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

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

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

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

2 If the internet didn't exist, I wouldn't have a business.

3 If we didn't have WiFi, this place would be empty.

4 We'd lose a lot of customers if our website crashed.

5 If they turned off their computers, they might make some new friends.

6 If we didn't have so many online meetings, I could get out of the office more often.

d Listen again and check.

Judy, company director

HELP WITH GRAMMAR Second conditional

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

• We use the second conditional to talk about real/imaginary situations.

• The second conditional talks about the present or future/ the past.

• In the if clause/main clause we use the Past Simple.

• In the if clause/main clause we use 't, would or wouldn't + infinitive.

b Look at these sentences. Then answer the questions.

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

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

1 Which sentence is a real possibility (the person might buy a new laptop)?

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

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

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

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

1 What _____ you _____ you lost your laptop?

2 _____ someone asked you to lend them your computer, _____ you _____ it?

e Check in **GRAMMAR 7.2** p144.

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

I'd probably lose my job →

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

Wesley, café owner

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

1 If I _____ (win) a holiday anywhere in the world, I _____ (go) to ...

2 If I _____ (not live) where I do, I _____ (like) to live in ...

3 If I _____ (can) change places with one person in the world, I _____ (choose) ...

4 If I _____ (be) a film star, I _____ (like) to make a film with ...

5 If I _____ (live) in a different country, I _____ (miss) ...

6 If I _____ (can) talk to a famous person from history, I _____ (talk) to ... about ...

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

If I won a holiday, I'd go to Africa.

What would you do there?

I'd go on a safari.

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

HELP WITH LISTENING

First or second conditional

7 a **CD2-19** Listen to these sentences. Notice the difference between the verb forms. What is the difference in meaning?

If I have time, I'll help you.

If I had time, I'd help you.

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

8 a Choose the correct words in these conversations.

1

PETE Oh, dear. I'll never finish these T-shirts by 5 o'clock.

JUDY Sorry, I'd help you if I don't have all these calendars to do.

PETE If Megan is here, she can't do some of them, but she's still on holiday.

JUDY Well, don't worry. If you don't finish them, I'd email the customer and explain.

2

FRANK What time's my online meeting with the sales reps?

RUTH It's at 3.30. But Brian emailed to say that he might not be able to do it. If he misses the meeting, I'd ask him to call you tomorrow.

FRANK Great, thanks. And can you help me back up these documents online? I won't ask if I know how to do it, but I'm useless at this kind of thing.

RUTH Yes, of course. If you give me your laptop, I'll do it now.

b **CD2-21** Listen and check.

Get ready ... Get it right!

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

• three of your possessions that you couldn't live without

• three things you don't have, but would like to have

a laptop a car

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

If I didn't have a laptop, I couldn't work on the train.

If I had a car, I'd go away for the weekend more often.

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

Have you got a laptop? Yes, I have.

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

b Tell the class two things about your partner.

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

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

Reduced sample pages from the face2face
Second edition Intermediate Student's Book

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7

A Guide to the Student's Book

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

Help with Vocabulary sections encourage students to work out the rules of form and use of new vocabulary themselves, before checking in the interactive Language Summary for the unit.

VOCABULARY AND SKILLS

7C

Social networking

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

Vocabulary and Speaking Computers (2)

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

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

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

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

Speaking and Reading

2 a Work in groups. Discuss these questions.

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

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

a collection **lonely** **loneliness** **bullying** **be addicted to**

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

The lonely generation?

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

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

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

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

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

Vocabulary computers (2); articles: a, an, the, no article
Skills Reading: a magazine article; Listening: an informal conversation

HELP WITH VOCABULARY

Articles: a, an, the, no article

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

• We use **a** or **an**:

- when we don't know, or it isn't important, which one. a day
- with jobs.
- to talk about a person or thing for the first time.

• We use **the**:

- to talk about the same person or thing for the second/ third/fourth, etc. time.
- when there is only one (or only one in a particular place).
- with countries that are groups of islands or states.
- with superlatives.

• We don't use an article:

- for most towns, cities, countries and continents.
- to talk about people or things in general.
- for some public places (school, hospital, etc.) when we talk about what they are used for in general.

b Check in VOCABULARY 7C p143.

5 a Look at the words/phrases in pink in the article. Match them to rules a–j in 4a. There is one word/phrase for each rule.

b Work in pairs. Compare answers.

6 Work in new pairs. Student A p104. Student B p109.

Listening and Speaking

7 a CD2 222 Look at the photo of three work colleagues, Jenny, Simon and Gary. Then listen to them talking about how they use social networking sites. Put these topics in the order they talk about them.

- videos and YouTube
- how Jenny uses Facebook
- today's office meeting
- Twitter and tweeting
- number of Facebook friends
- how often Simon goes on Facebook

b Listen again. Are these sentences true or false?

- All three people went to the meeting.
- Simon goes on Facebook five times a day.
- Jenny doesn't use Facebook as much as she used to.
- She saw her friends more often because of Facebook.
- Simon says that his sister has more Facebook friends than Jenny.
- Gary likes following famous people on Twitter.
- Simon watches videos of baby animals on YouTube.

c Work in pairs. Compare answers. If a sentence is false, explain why.

HELP WITH LISTENING Weak forms (2)

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

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

do you at for of and to can

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

	strong	weak		strong	weak
are	/ɑː/	/ə/	but	/bʌt/	/bət/
was	/wɒz/	/wəz/	as	/æz/	/əz/
were	/wɜːz/	/wəz/	from	/frɒm/	/frəm/
your	/jɔː/	/jə/	them	/ðɛm/	/ðəm/

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

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

d CD2 24 Listen and check.

e Look at Audio Script CD2 222 p165. Listen to the conversation again. Follow the sentence stress and notice the weak forms.

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

- Which social networking sites are you on?

b Ask other students in the class. Write the answers.

c Work in your groups. Compare answers.

d Tell the class what you found out about other students' social networking and internet habits.

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

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

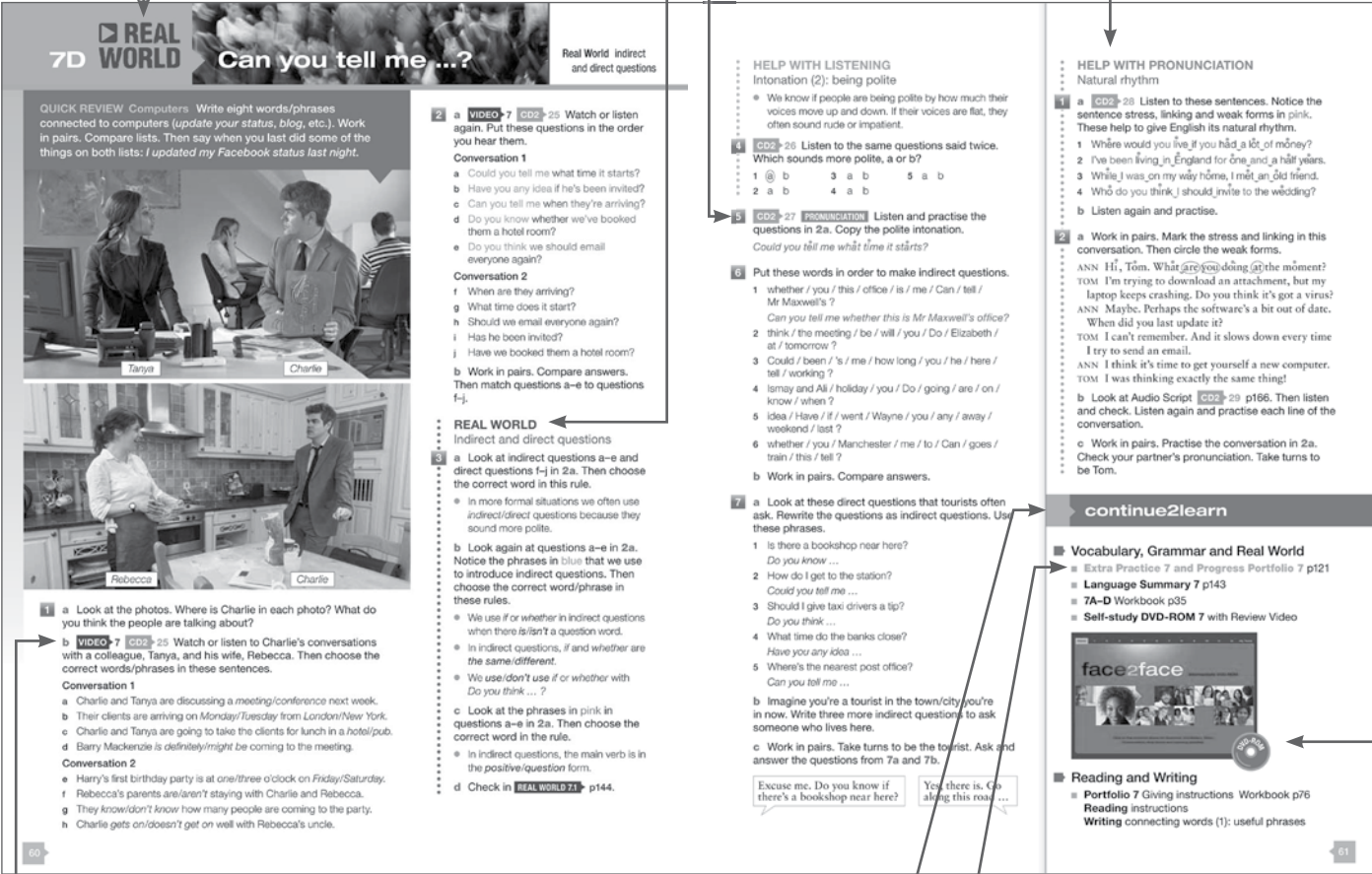
Students are often asked to refer to the Audio and Video Scripts in the back of the Student's Book to help develop their ability in both listening and pronunciation.

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

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

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

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



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

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

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

The Self-study DVD-ROM provides further practice activities, review video, drills, customisable tests and e-Portfolio section.

Reduced sample pages from the **face2face**
Second edition Intermediate Student's Book