

# Welcome to face2face!

## face2face

**face2face** is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world.

**face2face** is based on the communicative approach and it combines the best in current methodology with special new features designed to make learning and teaching easier.

The **face2face** syllabus integrates the learning of new language with skills development and places equal emphasis on vocabulary and grammar.

**face2face** 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.

All new language is included in the interactive *Language Summaries* in the back of the **face2face** Student's Book and is regularly recycled and reviewed.

There is a strong focus on listening and speaking throughout **face2face**.

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

The **face2face** Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the photocopiable resources and extra ideas in this Teacher's Book. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

The vocabulary selection in **face2face** has been informed by the *Cambridge International Corpus* and the *Cambridge Learner Corpus*.

**face2face** is fully compatible with the *Common European Framework of Reference for Languages* (CEF) and gives students regular opportunities to evaluate their progress. **face2face** Upper Intermediate completes B2 (see p13).

## face2face Upper Intermediate Components

### Student's Book with free CD-ROM/Audio CD

The Student's Book provides 48 double-page lessons in 12 thematically linked units, each with 4 lessons of 2 pages. Each lesson takes approximately 90 minutes.

The free CD-ROM/Audio CD is an invaluable resource for students, with over 200 exercises in all language areas, plus video, recording and playback capability, a fully searchable *Grammar Reference* section and *Word List*, all the sounds in English, customisable *My Activities* and *My Test* sections, and *Progress* sections where students evaluate their own progress. Help students to get the most out of the CD-ROM/Audio CD by giving them the photocopiable instructions on p10–p12.

### Class Audio CDs and Class Audio Cassettes

The three Class Audio CDs and three Class Audio Cassettes contain all the listening material for the Student's Book, including conversations, drills, songs 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

This Teacher's Book includes *Teaching Tips*, *Teaching Notes* and photocopiable materials: 35 *Class Activities*, 12 *Vocabulary Plus* and 4 *Study Skills* worksheets, and 12 *Progress Tests*.

### Network CD-ROM

The Network CD-ROM is a network version of the CD-ROM material from the Student's Book CD-ROM/Audio CD for use in school computer laboratories by up to 30 users.

### Intermediate and Upper Intermediate DVD

The Intermediate and Upper Intermediate DVD contains all the video sequences from the Intermediate and Upper Intermediate Student's Book CD-ROMs. The User Guide accompanying the DVD gives ideas for exploiting the video material in class.

### Website

Visit the **face2face** website [www.cambridge.org/elt/face2face](http://www.cambridge.org/elt/face2face) for downloadable activities, sample materials and more information about how **face2face** covers the language areas specified by the CEF.

## The face2face Approach

### Listening

A typical listening practice activity checks 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:

- focus on how sentence stress, weak forms, linking and extra sounds combine to give spoken English its natural rhythm.
- help students to recognise features of redundancy, e.g. fillers.
- raise awareness of emphatic stress and back referencing.
- focus on different native English speakers' accents.
- encourage students to make the link between the written and the spoken word by asking them to work with the *Recording Scripts* while they listen.

For *Teaching Tips* on Listening, see p18.

### Speaking

All the lessons in **face2face** Upper Intermediate 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, take risks 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. This preparation is incorporated into the *Get ready ... Get it right!* activities at the end of each A and B lesson.

For *Teaching Tips* on Speaking, see p18.

### Reading and Writing

In the **face2face** 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 also extensively practised. In addition there are a number of writing activities, which consolidate the language input of the lesson.

For classes that require more practice of reading and writing skills, there is the 24-page *Reading and Writing Portfolio* in the **face2face** Upper Intermediate Workbook. This section contains 12 double-page stand-alone lessons, one for each unit of the Student's Book, which are designed for students to do at home or in class. The topics and content of these lessons are based closely on the CEF reading and writing competences for level B2.

### Vocabulary

**face2face** Upper Intermediate recognises the importance of vocabulary in successful communication. There is lexical input in most lessons, all of which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book. The areas of vocabulary include:

- lexical fields (*a review, a critic, subtitled, dubbed*, etc.)
- collocations (*make a living, work freelance*, etc.)
- word families (*prefer, preference, preferable, preferably*, etc.)
- sentence stems (*Why on earth ... ?, Well, no wonder ...*, etc.)
- fixed and semi-fixed phrases (*It drives me crazy*, etc.)
- phrasal verbs and idioms (*make sth up, sleep like a log*, etc.)

When students meet a new vocabulary area, they are often asked to tick the words they know before doing a matching exercise or checking in the *Language Summaries*. This is usually followed by communicative practice of the new vocabulary. In addition, each unit in **face2face** Upper Intermediate includes one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English. Students study contextualised examples and answer guided discovery questions before checking in the *Language Summaries*.

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

For *Teaching Tips* on Vocabulary, see p18.

### Grammar

Grammar is a central strand in the **face2face** 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. Therefore in the *Help with Grammar* sections students work out the meaning and form of the structure for themselves before checking 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 p19.

### Functional Language

**face2face** Upper Intermediate places great emphasis on the functional language students need to use immediately in their daily lives. Each unit has a double-page *Real World* lesson that introduces and practises this language in a variety of situations. Typical functions include keeping a conversation going, giving your opinion, making polite interruptions, apologising, and making and responding to suggestions.

### Pronunciation

Pronunciation is integrated throughout **face2face** Upper Intermediate. Drills for new grammar structures and *Real World* language are included on the Class Audio CDs/ Cassettes and indicated by the icon **P**. New *Help with Fluency* sections also help students to become more fluent by focusing on phonological aspects of spoken English.

For *Teaching Tips* on Pronunciation, see p19.

### Reviewing and Recycling

We believe that regular reviewing and recycling of language are essential and language is recycled in every lesson. Opportunities for review are also provided in the *Quick Review* sections at the beginning of every lesson, the comprehensive *Review* sections at the end of each unit, and the 12 photocopiable *Progress Tests* in this Teacher's Book.

For *Teaching Tips* on Reviewing and Recycling, see p20.

# The Student's Book

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

Menu boxes list the language taught and reviewed 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.

**7 Small world**

**7A At the airport**

**QUICK REVIEW** ●●●  
 Think of three ways you can ask to interrupt someone and three ways you can refuse permission to interrupt. Work in pairs. Imagine you are both working in an office. Take turns to interrupt each other. Continue the conversations if possible: A Can I have a word? B Sorry, I'm a bit tied up just now. A When would be a good time?

**Vocabulary State verbs**

1 Tick the verbs in **bold** that you know. Check new verbs in **V7A** p128.

- I **own** ..... that usually **belong** to .....
- I really **respect** people who .....
- I think my friend ..... **deserves** to be successful in life.
- My job/course **involves** quite a lot of .....
- I **trust** ..... completely.
- The colour ..... doesn't **suit** me.
- I **suspect** that I make more mistakes when I ..... than I **realise**.
- I **envy** people who can ..... .
- If ..... saw me now, he/she probably wouldn't **recognise** me.
- I **adore** ....., but I really **detest** .....

b) Complete the sentences in 1a) for yourself.

c) Work in pairs. Take turns to tell each other your sentences. Ask follow-up questions if possible.

**Listening and Grammar**

2 Work in groups. Discuss these questions.

- Do you like flying? Why?/Why not?
- What was the last flight you took? Where did you go?
- Have you ever had to wait a long time at an airport? If so, why?

**Vocabulary state verbs**  
**Grammar** simple and continuous aspects; activity and state verbs  
**Review** polite interruptions

**Help with Grammar** Simple and continuous aspects; activity and state verbs

3 a) Look at these activities. Tick the ones you've done to pass the time at an airport.

• read	• phone family or friends	• do some shopping
• sleep	• have a meal	• talk to other passengers
• people-watch	• work or study	
• have a coffee	• text friends	

b) Work in pairs. Compare answers. Which things have you both done?

4 a) **87.1** Listen to part of a radio news programme. Tick the things in 3a) that some people waiting at an airport talk about.

b) Listen again. Fill in the gaps with one word.

- I usually buy a **paperback** ..... and just go and sit somewhere quiet.
- Once I got so involved in the book I **was reading** that I ..... my plane.
- I **have been sitting** here for nearly ..... hours.
- I've also **called** my ..... to say goodbye.
- Luckily, I only **live** ..... minutes away.
- I'm **doing** a part-time ..... management course at the moment.
- I'm supposed to **be seeing** some ..... as soon as I arrive, but I **see** the flight's been delayed.
- I **have** three kids and I never get time to stop for ....., so I'm **having** a great time today.
- I'm also **thinking** of buying a ....., but I **think** they might be cheaper online.
- My youngest **is** usually very good, but he's **being** very ..... today.

**Help with Grammar** Simple and continuous aspects; activity and state verbs

5 a) Answer these questions about the sentences in 4b).

- Look at sentences 1 and 2. Which describes something that is: repeated? in progress at a specific point in time?
- Look at sentences 3 and 4. Which describes something that is: completed? unfinished?
- Look at sentences 5 and 6. Which describes something that is: permanent? temporary?

b) Look at these verbs. Do they usually describe activities (A) or states (S)? Do we usually use state verbs in continuous verb forms?

hate	S	play	A	fly	A	know	S	travel	A	listen	S	seem	S
run	A	understand	S	work	A	sit	S	dislike	S	need	S	study	A
prefer	S	want	A	wait	A	forget	A	mean	S	agree	S	cost	S

c) Look at sentences 7–10 in 4b). What is the difference in meaning between the verb forms in **bold** in each sentence?

d) Check in **67.1** p129.

**7A Vocabulary and Grammar**

6 Read about Fiona. Fill in the gaps with the correct simple or continuous form of the verbs in brackets. Sometimes there is more than one possible answer.

I <sup>1</sup> **have been working** (work) as a flight attendant for seven years and I <sup>2</sup> ..... (love) my job. At the moment I <sup>3</sup> ..... (wait) to fly to Rome, so I <sup>4</sup> ..... (phone) some friends to pass the time. I <sup>5</sup> ..... (never have) a really scary experience although once we <sup>6</sup> ..... (fly) across the Atlantic and one of the engines <sup>7</sup> ..... (stop) working. Luckily it <sup>8</sup> ..... (happen) while most people <sup>9</sup> ..... (sleep) and we <sup>10</sup> ..... (manage) to land safely. I <sup>11</sup> ..... (suppose) the best thing about the job is the discounts. Next month I <sup>12</sup> ..... (fly) to Australia on holiday and the flight only <sup>13</sup> ..... (cost) me £95! And the worst thing? I <sup>14</sup> ..... (hate) security checks – I <sup>15</sup> ..... (go) through about 20 this week already!

7 Fill in the gaps with the correct form of these verbs. Use the same verb for both sentences in each pair.

be	have	think	see
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- What ..... you ..... of this dress?
- I ..... of going away next week.
- I ..... lunch with my boss when I got your text.
- We ..... this car since 2004.
- I ..... you ..... that new Spielberg film yet?
- Mr Jones ..... a customer at the moment.
- Rick ..... tall, good-looking and very friendly.
- Tricia ..... rather bad-tempered today – she's usually so easy-going.

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

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

Something that you ...

- have wanted to do for ages
- are worrying about at the moment
- are thinking of doing next weekend
- have forgotten to do this week
- own that really suits you
- are looking forward to

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

b) Tell the class two things that you found out about your partner.

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

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.

**7B The new superpower**

**QUICK REVIEW** ●●●  
Think of an interesting plane, train or bus journey you've been on. Work in pairs. Take turns to tell your partner about the journey. Use simple and continuous verb forms.

**Reading and Grammar**

**1** a) Work in pairs. What do you know about China? Discuss these ideas or your own.  
● languages  
● famous places  
● history and culture  
● sport and entertainment  
b) Work in groups or with the whole class. Compare ideas.

**2** a) Look at the photo. Which city do you think this is? Would you like to go there? Why?/Why not?  
b) Read the article. Find three ways in which Shanghai has changed.  
c) Read the article again. Tick the true sentences. Correct the false ones.

- There weren't any skyscrapers in Pudong 25 years ago.
- There are more skyscrapers in Shanghai than in the whole of the USA.
- Liu Zhang doesn't think that the city has changed a lot.
- China now manufactures more products than any other country.
- More people in Beijing are cycling to work these days.
- The writer thinks China will have a big influence on the world in the future.

**Our Asia correspondent David Earle reflects on how fast the world's most populated country is changing.**

I've visited many amazing cities over the years, but Shanghai is the most spectacular I've ever seen in my life. Today I've been walking around the Pudong area of the city, and I'm both exhausted and exhilarated by the experience. When you see Pudong's incredible collection of space-age skyscrapers up close, it's almost impossible to believe that in 1990 there was nothing there but fishermen's huts. I've been coming to China for nearly 20 years, and while Beijing is still China's cultural and political centre, Shanghai is now seen as the symbol of the country's new capitalist economy. The city already has more than 2,000 buildings over 150 metres high, more than on the entire west coast of the USA. Even Chinese people I've known for years are amazed at how fast things have changed. Liu Zhang, a property developer who has been working in Shanghai for ten years, says, "My company has been building skyscrapers here since 1993, and business is still booming. This year we've built three new apartment blocks and are planning to build another five. I hardly recognise the city any more." Shanghai has also attracted a lot of foreign investment. There's a huge Armani store on the Bund, the city's main pedestrian street, and you can't walk very far without coming across a McDonald's or a Starbucks. After 25 years of rapid industrial development, China is now the biggest producer of manufactured goods in the world. However, such rapid economic change has also created environmental problems, and many of China's biggest cities have become more polluted due to increased car ownership. For example, 60% of people in Beijing cycled to work in 1998 – now the figure is less than 20%. I've just got back to my hotel room, which is 'only' on the fifty-fourth floor. And as I look across the Huangpu River at the millions of lights shining from Pudong's skyscrapers, one thing seems certain – what happens in China in the next ten years will affect us all.

**7B Vocabulary and Grammar**

**Help with Grammar** Present Perfect Simple and Present Perfect Continuous

**3** a) Look at the verb forms in pink in the article. Which are in the Present Perfect Simple and which are in the Present Perfect Continuous?  
b) Match the verb forms in pink in the article to these meanings.

- We often use the **Present Perfect Simple**:
  - for experiences in our lives up to now 'we visited'
  - for states that started in the past and continue in the present 'has been working'
  - for longer actions that have recently finished, but have a result in the present
  - for actions that happened repeatedly in the past and still happen in the present
- We often use the **Present Perfect Continuous**:
  - for longer actions that started in the past and continue in the present 'has been working'
  - for longer actions that have recently finished, but have a result in the present
  - for actions that happened repeatedly in the past and still happen in the present

c) Look at these sentences from the article. Then answer questions a)–c).

- My company has been building skyscrapers here since 1993.
- This year we've built three new apartment blocks.

a) Which sentence talks about how long something has been happening?  
b) Which talks about how many things have been completed?  
c) How do we make a question with *How long* for sentence 1 and *How many* for sentence 2?  
d) Check in 672 p130.

**4** a) Put the verbs in brackets in the Present Perfect Simple or Present Perfect Continuous.

- a) I \_\_\_\_\_ Kim and told him where to meet. (call)
- b) I \_\_\_\_\_ Kim all day, but he never answers his phone. (call)
- a) David \_\_\_\_\_ his novel all evening. (write)
- b) David \_\_\_\_\_ three novels in the last two years. (write)
- a) I \_\_\_\_\_ the garage, so we can put the car in there now. (clear out)
- b) I \_\_\_\_\_ the garage. It's a mess in there! (clear out)
- a) You \_\_\_\_\_ down trees all day. You must be tired. (cut)
- b) You \_\_\_\_\_ your finger. (cut)
- a) I \_\_\_\_\_ this book. Do you want to borrow it? (read)
- b) I \_\_\_\_\_ this book and I'm really enjoying it. (read)

b) Work in pairs. Compare answers. Explain why you chose each verb form.

**5** Work in new pairs. Student A → p106. Student B → p109. Follow the instructions.

**Vocabulary** Business and trade

**6** a) Look at the words in blue in the article. Are they nouns or adjectives? Do the nouns refer to people or things?  
b) Work in pairs. Write the other nouns and adjectives for the words in blue in the article if possible. Check in 672 p128.  
*political* → a politician, politics

**7** a) Choose the correct words in these sentences.

- I've never lived in an *industry/industrial* city.
- I don't understand *economical/economics*.
- I like reading about *politics/political*.
- I think my home town is quite *pollution/polluted*.
- My country's always had a *capitalism/capitalist* system.
- I think buying a house is a good *investor/investment*.
- I like trying new hair *products/production*.
- I worry about *environment/environmental* issues.

b) Tick the sentences in 7a) that are true for you.  
c) Work in groups. Compare sentences. Ask follow-up questions where possible.

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

**8** Write sentences about how things have changed in your country in the last five years. Use these ideas or your own.

- the economy
- unemployment
- public transport
- pollution
- new buildings
- inflation
- cost of living
- traffic
- education
- industry
- the price of food/ petrol/property
- tourism

*The economy has been getting stronger recently. The price of petrol has gone up a lot this year. Unemployment's been rising.*

a) Work in groups. Take turns to tell each other your sentences. If you're from the same country, do you agree? If you're from different countries, how many of your sentences are the same?  
b) Tell the class two interesting changes that your group discussed.

New grammar structures are always presented in context in a listening or a reading text.

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.



## The Student's Book

Lesson C Vocabulary and Skills lessons develop students' range of receptive skills by providing opportunities to work with different types of semi-authentic text, then exploring and developing areas of lexical grammar.

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

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

### 7C Life in cyberspace

**QUICK REVIEW**

Work in pairs. What are the nouns for the people and the adjectives for these things: *economy; development; industry; pollution; product; politics*? Take turns to make sentences that include one word from each group.  
*My brother's an economist. It's an economical car.*

**Reading and Vocabulary**

1 a) Tick the words/phrases connected to the Internet that you know. Check new words/phrases in **V7.3** p128.

a search engine a chat room a forum  
 an online encyclopedia an online dating agency  
 a blog an online RPG a webcam an MP3 file  
 a podcast anti-virus software wireless/Wi-Fi

b) Work in pairs. Which of the things in 1a) have you used, visited or downloaded? What else do you use the Internet for?

2 a) Read the article. Match headings a)–e) to paragraphs 1–5.

a) Connecting people d) It's our Internet  
 b) How the Internet started e) Taking the Internet to the people  
 c) We can't live without it

b) Read the article again. What does it say about these dates, people and things?

the 1980s	Al Gore	ARPANET	Charles Kline
1972	the World Wide Web	1990	news blogs

c) Work in pairs. Compare answers.

**Help with Vocabulary Word building (2): prefixes**

3 a) Look at the words in bold in the article. Underline the prefixes. Then complete the table with these meanings and the words in bold.

**fer** against do something again many before not do something incorrectly not enough too much of/by yourself used to be

prefix	meaning	example
pro-	for	pro-hunting
anti-		
pre-		
post-		
under-		
over-		
multi-		
re-		
mis-		
ex-		
self-		
non-		

b) Work in pairs. Which prefixes can you use with these words? Sometimes there is more than one possible answer.

war	stop	government	cultural
millionaire	colleague	calculate	
decorate	build	smoker	wife
understand	qualified	rated	
defence	discipline		

c) Check in **V7.4** p129.

**Help with Listening Recognising redundancy**

6 In spoken English there are often words and phrases that we can ignore, for example fillers (*um, you know, etc.*) and false starts (*It's ... It's about the only thing ...*, etc.).

7 a) Look at these sentences from R7.2. Underline the fillers and false starts.

- Well, I've only ... I'd only been away from the office for like a week.
- Yeah, I generally, um, I buy a lot of things online too, especially, er, books and CDs and you know things like that.
- You see, it's ... it's just that I've never sort of found the time to work out how to do it.
- Most of ... a lot of my family live in the States, and we kind of, er, use the webcam to keep in touch.

b) **R7.2** Look at R7.2, p151. Listen to the first half of the conversation. Notice the fillers and false starts. Then listen to the second half of the conversation and underline the fillers and false starts.

7 a) Work in pairs. Write a survey to find out more about your class's Internet habits. Write at least four questions. Include three possible answers for each question.

- How much time do you spend on the Internet every week?
  - less than 2 hours
  - between 2 and 6 hours
  - more than 6 hours
- Work on your own. Interview four other students. Make notes on their answers.
- Work again with your partner from 7a). Compare notes. Then tell the class about the results of your survey.

**4** Work in new pairs. Student A → p105. Student B → p108. Follow the instructions.

**Listening**

5 a) Look at pictures A–D. What are the people doing in each one?

b) **R7.2** Listen to four people discussing how they use the Internet. Put pictures A–D in the order they talk about them.

c) Listen again. Answer these questions.

- Why was Ian surprised when he got to work this morning?
- Why does Molly like shopping online?
- Does Clive always pay for the songs he downloads?
- Why hasn't Ian worked out how to download songs?
- How many people can play an online RPG at any one time?
- Why does Olivia use her webcam a lot?

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

Students are often encouraged to refer to the Recording 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 language students need for day-to-day life.**

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

**The Review sections at the end of every D lesson provide revision of key language from the unit. These activities can be done in class or for homework and will help students prepare for the Progress Test for the unit.**

**7D You're breaking up**

**QUICK REVIEW** ●●●  
Write one word that begins with each of these prefixes: *pro-*; *anti-*; *pre-*; *post-*; *under-*; *over-*; *multi-*; *re-*; *mis-*; *ex-*; *self-*; *non-*. Work in pairs. Swap lists. Are your partner's words correct? Take turns to make sentences with four of your partner's words. Are your partner's sentences correct?

**1** a) Guess the meaning of the words/phrases in bold in these questions. Check in **17.5** p129.  
1 Is your mobile **pay-as-you-go** or do you have a **contract**?  
2 Which **network** are you with?  
3 What's the **reception** like where you live? Do you ever **get cut off**?  
4 How do you know when you're going to **run out of credit**?  
5 How many different ways can you **top up your phone**?  
6 Do you ever change the **ring tone** on your mobile?  
7 How often do you check your **voicemail** or **answervhile** messages?  
8 When was the last time you used a **payphone**?  
9 Is it usually cheaper for you to call a mobile phone or a **landline**?  
10 What do you usually say before you **hang up**?  
b) Work in pairs. Take turns to ask and answer the questions in 1a). Ask follow-up questions if possible.  
2) a) Work in groups. Discuss these questions.  
1 How many different phones do you use in your day-to-day life?  
2 Do you spend a lot of time on the phone? Who do you talk to most?  
3 What problems can people have when they're on the phone?  
b) **17.7** Listen and match Tony's conversations 1-3 to photos A-C. What is each person doing next Tuesday?  
c) Listen again. Answer these questions.  
1 Where is Greg calling from?  
2 What does Tony offer to do?  
3 What time does Greg's flight arrive?  
4 Why does Harry call Tony?  
5 Where and when is the meeting?  
6 Why does Tony call his wife, Jenny?  
7 What does Tony suggest doing on Tuesday evening?

**Real World Problems on the phone**

**3** a) Fill in the gaps with these words/phrases.  
*delay* any breaking up line run out catch speak up cut off credit losing reception

1 There's a bit of a *delay* on the line.  
2 Sorry, you're ..... a bit.  
3 I didn't ..... all of that.  
4 I'm just about to run out of ....  
5 Sorry, it's a bad .....  
6 You'll have to ..... a bit.  
7 The ..... isn't very good here.  
8 Sorry, I didn't get ..... of that.  
9 I keep ..... you.  
10 Sorry, we got .....  
11 I think my battery's about to .....

b) Put these words in order to make questions.  
1 your / Shall / you / call / landline / back / I / on ?  
2 phone / like / back / me / you / to / you / Would ?  
3 you / later / want / ring / Do / to / give / you / me / a ?

c) Check in **17.7.1** p130.

**Help with Fluency Sentence stress and weak forms (2)**

**5** a) **17.4** Look at R7.4, p152. Listen again and notice the sentence stress and weak forms.  
b) **17.2** Work in pairs. Practise the conversations in R7.4, p152 until you can remember them. Then close your books and have the conversations again. Try to use natural sentence stress and weak forms.

**5** a) Work in new pairs. Plan a conversation that includes some phone problems. Make notes, but don't write the whole conversation.  
b) Practise the conversation with your partner.  
c) Work with another pair. Role-play your conversations. Which phone problems did you hear?

**17.5** Look at the song *We Are the Champions* on p103. Follow the instructions.

**7 Review** Language Summary 7, p128

**1** a) Use these prompts to write true or false sentences about yourself. **17.1**

1 I deserve ....  
2 I don't own ...  
3 I adore ...  
4 ... doesn't suit me.  
5 I respect people who don't ...  
6 I don't envy people with ...  
7 Some of my possessions used to belong to ...  
8 I don't trust ...  
b) Work in pairs. Swap sentences. Guess which are true.

**2** Choose the correct verb forms. **17.1**

1 I go /'m going to the same place for my holiday every year.  
2 This *is/is being* a great book. I've read /'ve been reading nearly 100 pages already.  
3 Jo works /'s working in Rome this month. She *thinks/is thinking* of moving there permanently.  
4 She *'s/'s being* helpful today. That *'s/'s being* very unusual.  
5 She *has/'s having* two jobs, but today she *has/'s having* the day off.

**3** a) Fill in the gaps with the Present Perfect Simple or Present Perfect Continuous of these verbs. Use the continuous form if possible. **17.2**

go (x2) know have become study win look work

1 I ..... English for six or seven years.  
2 I ..... my neighbours since 2004.  
3 I ..... two holidays so far this year.  
4 I ..... never ..... to Ireland.  
5 I don't know anyone who ..... the lottery.  
6 I ..... to bed quite late recently.

7 In the last couple of months I ..... interested in politics.  
8 I ..... for my company since 2003.  
9 I ..... for a new job, but I haven't found one yet.  
b) Choose five sentences from 3a) and make them true for you.  
c) Work in pairs. Tell your partner your sentences.

**4** Work in pairs. Find eight words related to business and trade. Then write a noun or an adjective for each word. **17.2**

*polite, hardworking, confident, ambitious, energetic, motivated, hardworking, motivated, hardworking, motivated*

**5** Cross out the word that doesn't match the prefix. **17.4**

1 **over-** estimate/rated/cultural  
2 **multi-** decorate/cultural/national  
3 **anti-** smoker/war/government  
4 **mis-** understand/used/hunting  
5 **non-** smoker/scientific/valued  
6 **pre-** understand/war/view  
7 **pro-** hunting/government/stop  
8 **self-** qualified/discipline/reliant

**Progress Portfolio**

a) Tick the things you can do in English.

I can understand detailed information in a news programme.  
 I can talk about business and trade.  
 I can express in detail how things in the past connect to the present.  
 I can understand a text giving information about technology.  
 I can recognise fillers and false starts in everyday conversation.  
 I can deal with problems on the phone.

b) What do you need to study again?  
**17A-D**

Help with Fluency sections help students to become more fluent by focusing on phonological aspects of spoken English.

The Songs section on Student's Book p102–p103 contains fun activities based on popular songs appropriate for Upper Intermediate students.

The P icon indicates a practice activity or drill designed to improve students' pronunciation.

Based on the requirements of the Common European Framework of Reference for Languages (see p13), the Progress Portfolios allow students to monitor their own language development by checking what they can remember from the unit. Students are then directed to the CD-ROM for further practice of areas they are unsure about.

Reduced sample pages from face2face Upper Intermediate Student's Book

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## The CD-ROM/Audio CD: Instructions

- Use the CD-ROM/Audio CD in your computer to practise language from the Student's Book.
- Use the CD-ROM/Audio CD in CD players at home or in your car. You can listen to and repeat the day-to-day language from the *Real World* lessons (lesson D in each unit).

Look at the *Language Summary* reference for the *Grammar* and *Real World* language you have learned in the lessons. You can also add your own notes.

Read, listen and record yourself saying any word or phrase from the Student's Book.

Learn the phonemic symbols and practise saying the sounds.

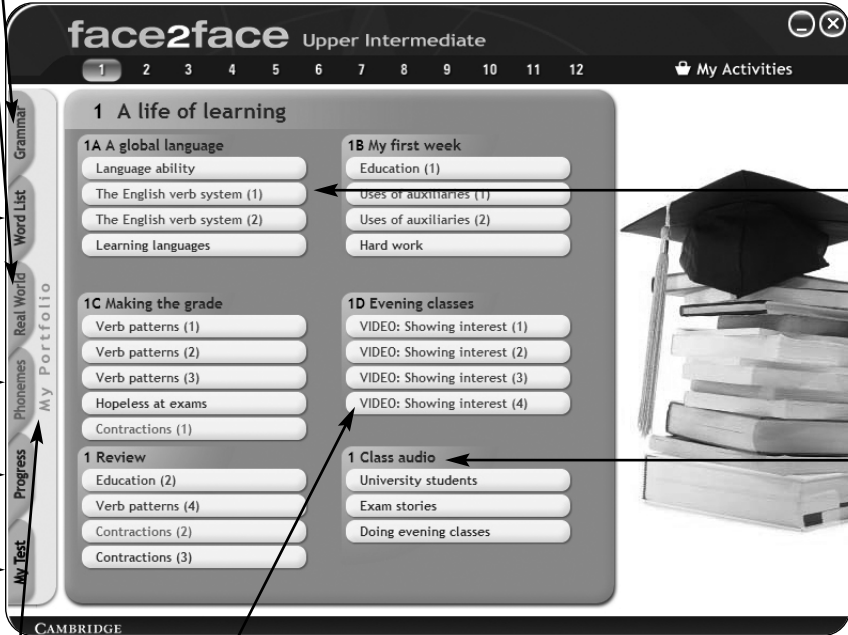
Check your progress.

Make your own *Tests* from over 600 questions.

Practise the language from the Student's Book in over 200 different activities.

Read and listen again to the main recordings from the Student's Book.

Watch video clips which recycle language learned in the *Real World* lessons in the context of a story. You can also record yourself speaking the conversations.



### How to use *My Portfolio*

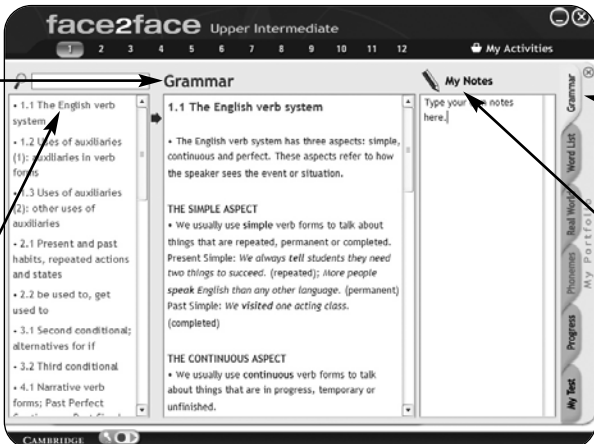
#### Grammar

Click on the *Grammar* tab to open the *Grammar* screen. It gives all the information from the *Language Summaries* in the Student's Book so you don't need to have the Student's Book to hand when you are working.

Click on the name of a grammar area to find the information you need.

When you are working on an activity, you can click on *Grammar* to get help.

You can write your own grammar notes.



Two screen grabs from **face2face** Upper Intermediate CD-ROM/Audio CD