

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 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 Books 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** Starter Student's Book provides approximately 60 hours of core teaching material, which can be extended to 90 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** Starter covers level A1 (see p13).

face2face Starter Components

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

The Student's Book provides 40 double-page lessons in 10 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. The free Starter CD-ROM/Audio CD also contains all the new language drills from the Student's Book, so students can practise their pronunciation at home. 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

The three Class Audio CDs contain all the listening material for the Student's Book, including conversations, drills and the listening sections of the *Progress Tests* for units 5 and 10.

Workbook

The Workbook provides further practice of all language presented in the Student's Book. It also includes a 20-page *Reading and Writing Portfolio* based on the *Common European Framework of Reference for Languages*, which can be used either for extra work in class or for homework.

Teacher's Book

This Teacher's Book includes *Teaching Tips*, *Teaching Notes* and photocopiable materials: 29 *Class Activities* (p100–p146), 10 *Vocabulary Plus* worksheets (p147–p160) and 10 *Progress Tests* (p161–p175).

Website

Visit the **face2face** website www.cambridge.org/elt/face2face for downloadable word lists, placement tests, sample materials and full details of how **face2face** covers the language areas specified by the CEF.

The face2face Approach

Listening

A typical listening practice activity checks students' understanding of gist and then asks questions about specific details. The innovative *Help with Listening* sections in **face2face** Starter take students a step further by focusing on the underlying reasons why listening to English can be so problematic. Activities in these sections:

- introduce the concept of stress on words and phrases
- focus on sentence stress and its relationship to the important information in a text
- explain why words are often linked together in natural spoken English
- help students to identify and understand contractions
- introduce some common weak forms
- show students how these features of connected speech combine to give spoken English its natural rhythm.

For *Teaching Tips* on Listening, see p18.

Speaking

All the lessons in **face2face** Starter and the *Class Activities* photocopiables provide students with numerous speaking opportunities. Many of these activities focus on accuracy, while 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 stage 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 p19.

Reading and Writing

In the **face2face** Starter Student's Book, reading texts from a variety of genres are used both to present new language and to provide reading practice. There are also 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 20-page *Reading and Writing Portfolio* in the **face2face** Starter Workbook. This section contains 10 double-page stand-alone lessons, one for each unit of the Student's Book, which are designed for students to do in class or at home. The topics and content of these lessons are based closely on the CEF reading and writing competences for level A1. At the end of this section there is a list of 'can do' statements that allows students to track their progress.

Vocabulary

face2face Starter recognises the importance of vocabulary in successful communication. There is lexical input in every lesson, which is consolidated for student reference in the *Language Summaries* in the back of the Student's Book. The areas of vocabulary include:

- lexical fields (*a teacher, a doctor, an actor, a manager*, etc.)
- collocations (*go on holiday, go to the beach, take photos*, etc.)
- sentence stems (*Would you like ... ?, Can I have ... ?,* etc.)
- fixed and semi-fixed phrases (*See you soon., Not for me, thanks.*, etc.)

In addition, each unit in **face2face** Starter includes at least one *Help with Vocabulary* section. These sections are 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. These stand-alone worksheets introduce and practise new vocabulary that is **not** included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p19.

Grammar

Grammar is a central strand in the **face2face** Starter 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 are often asked to focus on the meaning and form of the structure for themselves before checking with the teacher or in the appropriate *Language Summary*. All new grammar forms are practised in regular recorded pronunciation drills and communicative speaking activities, and then consolidated through written practice.

For *Teaching Tips* on Grammar, see p19.

Functional and Situational Language

face2face Starter places great emphasis on the functional and situational language students need to communicate effectively in an English-speaking environment. Each unit has a double-page *Real World* lesson that introduces and practises this language. Typical functions and situations include:

- functions: greetings, saying goodbye, making suggestions
- situations: in a café, in a shop, in a restaurant, at a station.

Pronunciation

Pronunciation is integrated throughout **face2face** Starter. Drills for all new vocabulary, grammar structures and *Real World* language are included on the Class Audio CDs and indicated in the Student's Book and Teacher's Book by the icon **P**. These drills are also included on the CD-ROM/Audio CD, allowing students to practise their pronunciation at home.

In **face2face** Starter there is also a *Help with Sounds* section at the end of each unit. These sections present and practise sounds that are often problematic for students. These drills are also included on the CD-ROM/Audio CD.

For *Teaching Tips* on Pronunciation, see p20.

Reviewing and Recycling

We believe that regular reviewing and recycling of language are essential and previously taught language is recycled in every lesson. Opportunities for review are also provided in the *Quick Review* sections at the beginning of every lesson, the *Review* sections at the end of each unit, and the 10 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 ask students to focus on the rules of form and use for themselves before checking with the teacher or in the Language Summary.

6 Towns and cities

6A My home town

QUICK REVIEW ***
 Write sentences about things that you always, usually, sometimes, never do on Saturday. Work in pairs. Tell your partner your sentences.
A I always get up late on Saturday. B Me too. / Oh, I usually get up early.

Vocabulary: places in a town or city (1)
Grammar: a, some, a lot of; there is / there are; positive
Review: frequency adverbs; Present Simple; adjectives (1)

6A Vocabulary and Grammar

5 a) Look at these sentences about Bath. Fill in the gaps with *is* or *are*.

- There is a beautiful river.
- There are two cinemas.
- There is a bus station.
- There are some hot springs.
- There is a nice café near the station.
- There are two five-star hotels.
- There is a famous restaurant called Sally Lunn's.
- There are a lot of trains to London every day.

b) **6A.3** Listen and check. Notice how we say *there's* and *there are*.

There's (is) a beautiful river.
There are (are) two cinemas.

c) **6A.4** Listen again and practise.

6 a) Choose the correct words.

- There's (2) / some station.
- There are (2) / three parks.
- There are (2) / some good museums.
- There's (1) / some bus station.
- There are (2) / a beautiful buildings.
- There's (1) / an old theatre.
- There are (2) / a lot of very good restaurants.
- There are (2) / a nice hotels.

b) Work in pairs. Compare answers. Which sentences are true for the town or city you are in now?

Get ready ... Get it right!

7 Write sentences about a town or city you know (not the town or city you're in now). Use *there is, there are* and words from 1a).

In ... there are some beautiful parks.
There are a lot of nice restaurants.
There's a big shopping centre.

8 a) Work in pairs. Tell your partner about your town or city in 7.
 b) Tell the class two things about your partner's town or city.

The **P** icon indicates a drill or a practice activity designed to improve students' pronunciation. The integrated pronunciation syllabus includes drills for all new vocabulary and grammar.

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

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

New vocabulary is usually presented visually. Students are often asked to match words to pictures before checking with their teacher or in the Language Summary.

6B Are there any shops?

QUICK REVIEW ***
 Work in pairs. Say sentences about the town or city you are in now. Use *there is* and *there are*: A *There are some good restaurants in the centre.* B *Yes, and there's a nice park.*

Vocabulary places in a town or city (2)
 Grammar *there is / there are*: negative, *yes / no* questions and short answers; *any*
 Help with Listening linking (1)
 Review *a, some, a lot of, there is / there are*: positive

Places in a town or city (2)
 1 Match these words to pictures 1–9.
 a road 3 a post office
 a chemist's 4 a bank
 a market 5 a supermarket
 a bus stop 6 a square
 a cashpoint / an ATM
 b) Listen and practise.
 c) Work in pairs. Test your partner.
 What's picture 3?
 It's a road.

Welcome to my home
 2 a) Listen. Look at the photo of Susan and her friend, Isabel. Listen to their conversation. Put these things in the order they talk about them.
 Susan's flat 7
 restaurants
 shops
 trains and buses
 banks
 b) Listen again. Choose the correct words.
 1 Susan likes / doesn't like living in her flat.
 2 There are some / a lot of shops in Susan's road.
 3 There's a cashpoint at the supermarket / post office.
 4 It's a mile / two miles to the centre of Bath.
 5 There are buses to the centre of Bath every ten / twenty minutes.
 6 There are some nice restaurants near Susan's house / in the centre.
 c) Work in pairs. Compare answers.

Help with Grammar *there is / there are*: negative, *yes / no* questions and short answers; *any*
 3 a) Fill in the gaps with *aren't* or *isn't*.
 NEGATIVE (-)
 1 There _____ a station near here.
 2 There _____ any good restaurants near here.
 b) Fill in the gaps with *is*, *are*, *isn't* or *aren't*.
 YES / NO QUESTIONS (?) SHORT ANSWERS
 Is there a bank? Yes, there _____.
 No, there _____.
 _____ there any shops? Yes, there are _____.
 No, there _____.
 c) Look again at the sentences in 3a) and 3b). Then choose the correct word in this rule.
 * We use *some / any* in negatives and questions with *there are*. 6B.2 p111

Help with Listening Linking (1)
 4 a) Listen to these sentences. Notice the linking between the consonant sounds and the vowel sounds.
 1 There's an expensive market.
 2 There are some old buildings.
 3 There isn't an airport.
 4 There aren't any museums.
 5 Is there a post office?
 6 Are there any nice old cafes?
 b) Listen and practise the sentences in 4 and the short answers.
 There's an expensive market.
 c) Write sentences about places near Susan's flat.
 1 (✓) a supermarket
 There's a supermarket.
 2 (X) a shopping centre
 There isn't a shopping centre.
 3 (✓) a market
 4 (X) any museums
 5 (✓) a park
 6 (X) a square
 7 (X) any nice cafes
 8 (✓) a lot of old houses
 b) Work in pairs. Compare answers.
 7 Work in the same pairs. Student A → p86. Student B → p92.

Get ready ... Get it right!
 6 Look at the picture and the places (a cinema, hotels, etc.) Write eight questions to ask another student about places near his / her home. Use *Is there a ... ?* and *Are there any ... ?*.
 Is there a cinema near your home?
 Are there any hotels?
 a cinema hotels
 shops a park a post office
 a supermarket a shopping centre
 good restaurants a station
 nice cafes a market a bus stop
 old buildings
 a) Work in pairs. Ask your questions from 6. Make notes on your partner's answers. Give more information about places near your home if possible.
 Is there a cinema near your home? Yes, there is. It's five minutes away.
 b) Work in new pairs. Talk about places near your first partner's home.
 There's a cinema near Gabi's home, but there aren't any hotels.

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

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.

The Student's Book

Lesson C *Real World* lessons focus on the functional and situational language students need to communicate effectively in an English-speaking environment.

Real World sections focus on the language that students need in a particular situation or context, often using easy-to-follow flow charts.

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

6C Tourist information

QUICK REVIEW ●●●
 Write all the words you know for places in a town or city (a museum, a park, etc.). Work in pairs. Compare lists. Which places are near your school? A There's a museum near the school.

1 Listen and match conversations 1–3 to a)–c).

a) the Roman Baths Museum
 b) a map of the city centre
 c) the Thermae Bath Spa

2 Listen again. Choose the correct answers.

1 Isabel wants a map / a guide book.
 2 The maps are free / a pound.
 3 The Roman Baths Museum is open from 9 / 10 a.m. to 5 / 6 p.m.
 4 It's open / closed on Mondays.
 5 The Thermae Bath Spa is in Hot Bath Street / Hot Bath Street.
 6 It's about five / fifteen minutes away.

3 Listen and practise.

4 Work in pairs. Which things in 1a) do you have with you?
 I have some money with me. Yes, me too.

When is it open?

5 Check these words with your teacher.

a tourist free open closed
 (seven) a.m. (seven) p.m. a street

b) Look at photo B. Isabel is at the tourist information centre in Bath. Which things from 1a) can you see in the photo?

Vocabulary things in your bag (2)
Real World at the tourist information centre
 Review places in a town or city; telling the time

Real World At the tourist information centre

4 Read these conversations. Fill in the gaps with these words.

help minutes have map much day open

TOURIST Good morning.
 Yes, please.
 Do you have a (map of the city centre)?
 Thank you. How much is it?
 When is the (Roman Baths Museum) open?
 Is it closed on (Mondays)?
 Where's the (Thermae Bath Spa)?
 Can you show me on this ?
 Thank you very much.

ASSISTANT Hello. Can I help you?
 Yes, of course. Here you are.
 It's (a pound).
 It's (from) (nine) a.m. to (five) p.m.
 No, it's open every (day).
 It's in (Hot Bath Street).
 Yes, of course. Here it is. It's about (five) minutes away.

6C Real World

5 a) Listen and practise the sentences in 4.
 Good morning.
 Hello. Can I help you?
 b) Work in pairs. Practise the conversations in 4. Take turns to be the tourist.

6 a) Cover the conversations in 4. Then choose the correct words or phrases in these conversations.

A
TOURIST Good morning.
ASSISTANT Hello. Can I help you?
T Yes, please. Do you have a map in / of the UK?
A Yes, of course. Where you are / Here are you.
T Thank you. How much is it / it?
A No, it's open every day / days.
T Thanks a lot.

B
T Good afternoon / night. When is / are the Jane Austen Centre open?
A It's open from / to 9.45 a.m. from / to 5.30 p.m.
T Is it / is closed on Mondays?
A No, it's open every day / days.
T Thanks a lot.

C
A Hello. Can I show / help you?
T Yes, please. Where's / There's the bus station?
A It's in / at Mansvers Street.
T Can you show me on this card / map?
A Yes, of course. Here is it / Here it is. It's about ten minutes away.
T Thank you very much.
b) Listen and check.
c) Work in pairs. Practise the conversations in 6a). Take turns to be the tourist.

7 Work in new pairs. Student A → p98. Student B → p96.

New vocabulary that students need for a listening or reading text is always pre-taught, enabling the students to complete the comprehension tasks successfully.

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

The Student's Book

Lesson D *Vocabulary in Context* lessons present and practise new vocabulary through visual contexts and reading texts.

Help with Sounds sections present and practise sounds that are often problematic for learners of English.

The *Review* sections 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 (see p161–p175 of this book).

6D It's my favourite

QUICK REVIEW ***
 Work in pairs. What things do you both have with you today? A. Do you have any money with you? B. Yes, I do. A. Me too. B. Do you have an ID card with you?

1 a) Look at the photos. Match these words to clothes 1–14.
 a suit 3 a tie a shirt a T-shirt a jumper a jacket a coat
 a skirt a dress trousers jeans shoes trainers boots

b) Listen and practise.
 c) Work in pairs. Test your partner.
 What's number 1? It's a shirt.

2 Listen and practise these colours.
black white yellow
grey brown pink red blue
green

a) Look at the photos for two minutes. Remember the people's names, their clothes and the colours.
 b) Work in pairs. Student A close your book. Student B, ask what colour the people's clothes are. Then change roles.
 What colour are Lisa's shoes? They're brown.

3 a) Look again at the photos. Listen and put the people in the order you hear them.
 b) Listen again. What does each person never wear?

a) Which clothes and colours do you usually wear, sometimes wear, never wear? Write three lists.
 b) Work in groups. Compare lists.

Help with Vocabulary favourite
 a) Fill in the gaps with *This, These, My, Who or What*.
 1 _____ favourite colour is pink.
 2 _____ is my favourite jacket.
 3 _____ are my favourite boots.
 4 _____ year favourite colour?
 5 _____ year favourite actor?
 b) Listen and practise.
 c) Work in pairs. Look at p99.

6 Review

Help with Sounds /f/ and /t/
 a) Look at the pictures. Listen to the sounds and words.
 /f/ cheese cheap much chips chocolate chicken children picture sandwich French
 /t/ orange juice jeans jumper jacket manager page job vegetables language japanese
 b) Listen again and practise.

a) Listen to these words. Notice how we say the pink and blue letters.
 male female
 jack john jane jan
 james jim jessica jenny
 jason jeremy julia juliet
 joe justin joanna jill
 Geoff George Gillian Gina
 b) Listen and check. Listen again and practise.

Many English first names start with /t/. Work in pairs. How do we say these names?
 male female
 jack john jane jan
 james jim jessica jenny
 jason jeremy julia juliet
 joe justin joanna jill
 Geoff George Gillian Gina
 b) Listen and check. Listen again and practise.

6 Review Language Summary 6, p110
 a) Write the letters.
 1 p _ a _ k
 2 s h _ p _ _ g _ c _ nt _ e
 3 t _ cat _ e
 4 s _ at _ n
 5 t _ w _
 6 a _ _ _ _ t
 7 h _ ld _ ng
 8 b _ s _ s _ at _ n
 9 m _ se _ m

b) Fill in the gaps with *is, are, isn't or aren't*.
 1 There *is/are* a lot of old buildings in Bath.
 2 There *are some/a* nice parks.
 3 There *is/are* four theatres.
 4 There *are a/a lot of* good hotels.
 5 There *is/are* a station.
 6 There *is/an* airport.
 b) Work in pairs. Are the sentences true or false? Then check on p46.

c) Write the places in a town or city.
 1 dora road
 2 sub spot h _ _ s _ _
 3 kahn h _ _ _ _
 4 kennar m _ _ _ _
 5 repucentar s _ _ _ _
 6 stop focile p _ _ o _ _
 7 rasque s _ _ _ _

a) Fill in the gaps with *is, Are, a or any*.
 1 *Are* there *any* shops in Barton?
 2 *Are* there *any* supermarkets?
 3 *Are* there *any* nice parks?
 4 *Are* there *any* old buildings?
 5 *Are* there *any* post office in lan's road?
 6 *Are* there *any* bank in lan's road?
 7 *Are* there *any* cafes near lan's house?
 8 *Are* there *any* restaurants near lan's house?
 c) Work in pairs. Ask and answer the questions. Use the correct short answers.

Find 14 words for clothes (→↓).
 J A C K E T S C
 E T V O Q R K O
 A S U I T A I A
 N Z T S H I R T
 S D B J E N T L
 T R O U S E R S
 E E O M X R B H
 K S T P O S U O
 G S S E M T I E
 S H I R T F N S

a) Tick (✓) the things you can do in English.
 I can talk about places in a town or city.
 I can ask about other towns or cities.
 I can say what is in my bag.
 I can ask for information at a tourist information centre.
 I can talk about clothes and colours.
 I can talk about my favourite things and people.
 b) What do you need to study again? → 6A–6

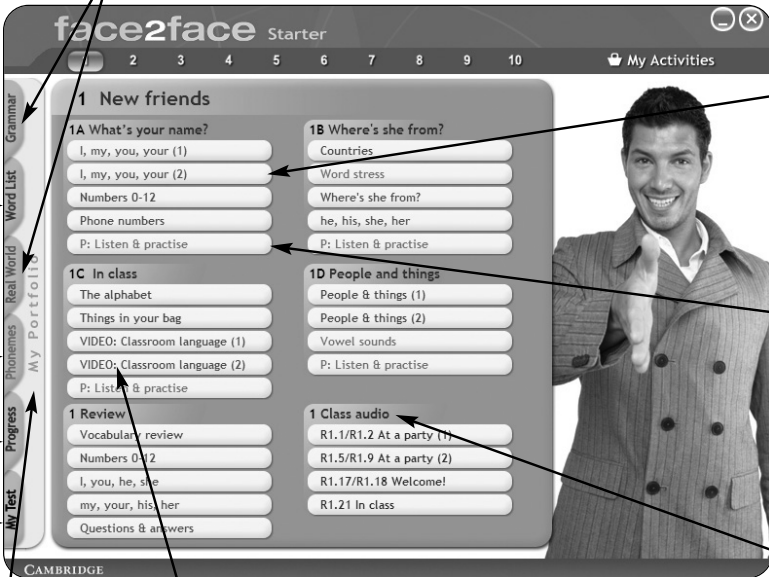
There are practice activities immediately after the presentation of vocabulary to help consolidate the new language.

Help with Vocabulary sections ask students to focus on the form and use of new vocabulary themselves before checking with the teacher or in the *Language Summary*.

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.

The CD-ROM/Audio CD: Instructions

- Use the CD-ROM/Audio CD in your computer to practise all the new language from the Student's Book.
- Use the CD-ROM/Audio CD in CD players at home or in your car. You can practise the language from the *Real World* lessons (lesson C 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 500 questions.

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

Listen and record yourself saying example sentences and words from the Student's Book.

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.

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

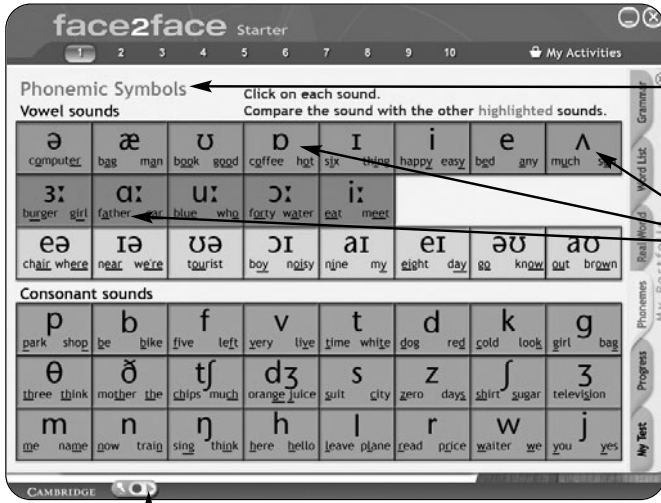
You can write your own grammar notes.

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

Two screenshots from face2face Starter CD-ROM/Audio CD

The CD-ROM/Audio CD

Phonemes

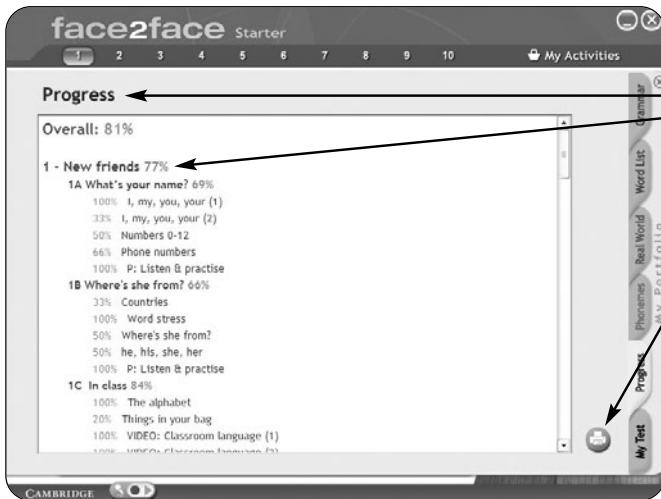


Click on the *Phonemes* tab to open the *Phonemic Symbols* screen. It shows all the sounds in English. It is the same table as on p126 of the Student's Book.

You can click on the sounds to listen to and compare them.

You can also record your pronunciation of the words and sounds.

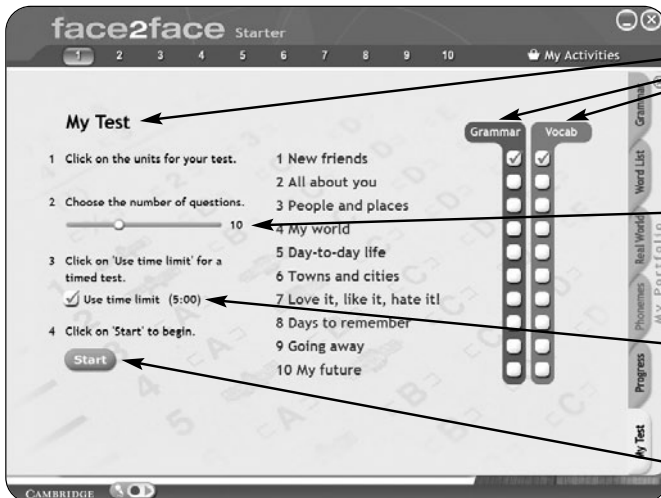
Progress



Click on the *Progress* tab to open the *Progress* screen. It shows your percentage (%) scores for your finished activities.

You can also print your scores.

My Test



Click on the *My Test* tab to open the *My Test* screen. You can choose the grammar and vocabulary that you want to be tested on.

Choose the number of questions you want to do.

You can set a time limit.

Click on *Start*.

Three screenshots from **face2face** Starter CD-ROM/Audio CD

The CD-ROM/Audio CD

How to practise new language

The image contains three screenshots of the face2face Starter software interface, each with callout boxes explaining various features and instructions.

Screenshot 1: Main Screen
 This screen shows a grid of activities under the heading '1 New friends'. Activities include '1A What's your name?', '1B Where's she from?', '1C In class', '1D People and things', '1 Review', and '1 Class audio'. A 'My Activities' box on the right allows users to drag activities to create a custom lesson. A 'Timer (0:30)' and 'Start' button are visible at the bottom right.

Screenshot 2: Activity in Progress
 This screen shows activity '1C Welcome to the class'. It includes a video player, a list of names (Zeynep, Ahmed, Fernando, Emma), and a 'Watch the video. Match the names to the people.' instruction. A 'Help' icon is present in the bottom left corner.

Screenshot 3: Feedback Screen
 This screen shows the results for activity '1C Welcome to the class', indicating a score of 2/4. It includes a 'Feedback' box with 'Welcome to the class You scored 2/4 - 50%' and a list of 'Books' and 'My Portfolio References'. An 'Extra help!' box is also visible, providing a 'Recording Script' of the recorded activities.

Callout Boxes:

- Click on an activity on the main screen for the unit.
- Alternatively, make your own lesson by clicking on *My Activities*. Choose activities from the main screen in any unit and put them into the *My Activities* box.
- You can set a time limit.
- Then click on *Start* and open one of the activities on the main screen or in the *My Activities* box.
- Read the instructions and questions for the activity.
- You can click for help with how to do the activity.
- If necessary, start the recording by clicking on ▶.
- Click on or move an answer.
- When you have finished, check which answers you got right/wrong.
- You can do the activity again and correct your wrong answers.
- When you have finished the activity, you can get your final score by clicking on the chequered flag icon.
- You can check your score for the activity and find the Student's Book page numbers that the language comes from in the *Feedback* box.
- You can also see the correct answers by clicking on the key icon.
- If necessary, you can click on the question mark icon for *Extra help!*, where you can also see the *Recording Script* of the recorded activities.

Three screenshots from *face2face* Starter CD-ROM/Audio CD

The Common European Framework (CEF)

What is the Common European Framework (CEF)?

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 country or environment where the main language of communication is different from their own language.

*Waystage 1990*¹, *Threshold 1990*² and *Vantage*³ detail the knowledge and skills required at different levels of ability.

The contents of these language specific documents served as the basis for the more general *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEF)⁴ which was officially launched by the Council of Europe in 2001 and includes sets of 'can do' statements or 'competences'. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competences against the 'can do' statements.

The **face2face** series has been developed to include comprehensive coverage of the requirements of the CEF. The table above right shows how **face2face** relates to the CEF 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).

face2face Student's Book	CEF level	Related examinations	Council of Europe document
Starter	A1		<i>Breakthrough</i>
Elementary	A2	KET Key English Test	<i>Waystage</i>
Pre-intermediate	B1	PET Preliminary English Test	<i>Threshold</i>
Intermediate			
Upper Intermediate	B2	FCE First Certificate in English	<i>Vantage</i>
Advanced			

In the spirit of *The European Language Portfolio* developed from the CEF, **face2face** provides a *Progress Portfolio* at the end of every Student's Book unit. Students are encouraged to assess their ability to use the language they have learned so far and to review any aspects by using the CD-ROM/Audio CD. In the Workbook there is a 20-page *Reading and Writing Portfolio* section linked to the CEF and a comprehensive list of 'can do' statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

face2face Starter and CEF level A1

The table on the right describes the general degree of skill required at A1 of the CEF. Details of the language knowledge required for A1 are listed in *Breakthrough*. The 'can do' statements for A1 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

face2face Starter covers level A1. The Listening, Reading, Speaking and Writing tables on p14–p17 show where the required competences for level A1 are covered in **face2face** Starter.

More information about how **face2face** Starter covers the grammatical, lexical and other areas specified for A1 by *Breakthrough* can be found on our website: www.cambridge.org/elt/face2face

U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

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 978-0-521-56706-0

³ *Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 987-0-521-56705-3

⁴ *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press ISBN 978-0-521-80313-7 © Council of Europe