

SECOND EDITION

# face2face

Upper Intermediate Teacher's Book

Chris Redston & Theresa Clementson with Gillie Cunningham



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## Welcome to face2face Second edition!

### face2face Second edition

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

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

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

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

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

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

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

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

## face2face Second edition Upper Intermediate Components

### Student's Book with Self-study DVD-ROM

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

The **Self-study DVD-ROM** is an invaluable resource for students with over 300 exercises in all language areas and a Review Video for each unit, *My Test* and *My Progress* sections where students evaluate their own progress (see p11–p13) and an interactive Phonemic Symbols chart. In addition there is an e-Portfolio with *Grammar Reference*, *Word List*, *Word Cards*, plus a *My Work* section where students can build a digital portfolio of their work.

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

### Class Audio CDs

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

### Workbook

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

### Teacher's Book with Teacher's DVD

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

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

### Website

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



# A Guide to the Student's Book

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

The menu lists the language taught in each lesson.

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

**2A It's bad for you!**

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

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

**Speaking, Reading and Listening**

**1** a Write a list of six types of food that are good for you and six that aren't. Then work in pairs and compare lists.  
 b Answer these questions.  
 1 Why do you think your items of food are good or bad for you?  
 2 In your opinion, is your national diet generally healthy? Give reasons.  
 3 Do you think governments should give nutritional advice? Why?/Why not?

**2** Read the introduction to an article about nutritional advice. Answer these questions.  
 1 Why are people confused about which types of food are and aren't good for them?  
 2 Why do you think the writer mentions organically grown food?

**3** a Look at the photos of Guy and Jasmin, two people who took part in a survey about eating habits. Who do you think says sentences 1–3 and who do you think says sentences 4–6?  
 1 I think I'm pretty healthy and I just eat what I like.  
 2 Most mornings I'll have toast with a lot of peanut butter and jam.  
 3 My mom's always complaining about my diet.  
 4 But I used to be so unfit and I used to eat burgers and fries all the time.  
 5 And I'd get an ice cream or something on the way home from school every day.  
 6 And then I read a lot of stuff about healthy eating and I knew my diet had to change.  
 b **CD 1**–14 Listen and check.  
 c Listen again. Answer these questions.  
 1 What does Guy think of government advice on food?  
 2 Has Guy's attitude to food ever changed?  
 3 Who is healthier, Guy or his mother?  
 4 Does Jasmin ever eat things that are unhealthy?  
 5 Why did she decide to get fit?  
 6 What does she say about Japanese and American eating habits?  
 d Work in pairs. Compare answers. Whose attitude to food is most like yours, Guy's or Jasmin's?

**Should I eat it or not?**

Eating should be one of life's pleasures, but we are constantly bombarded with contradictory information about which foods are healthy and which aren't. It can be difficult to know what a nutritious meal consists of these days. One minute milk and red meat are good for us, the next they're not! And when you have sorted that out, then comes the question of whether we should only eat organically grown food or whether industrially farmed food is just as healthy. Government agencies are quick to advise us about what and what not to eat, but how much notice do we really take?

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

- 4** a Look at the verb forms in bold in sentences 1–3 in 3a. Complete these rules with Present Simple, will + infinitive or Present Continuous.
- We use the \_\_\_\_\_ to talk about present habits, repeated actions and states.
  - We often use the \_\_\_\_\_ with always to talk about present habits and repeated actions that annoy us or happen more than usual.
  - We can use \_\_\_\_\_ to talk about repeated and typical behaviour in the present. We don't usually use this verb form with state verbs for this meaning.
- b** Look at these sentences. Which talks about repeated and typical behaviour? Which talks about a future action?
- 1 Sometimes I'll eat junk food if I'm with friends.  
 2 Tonight I'll probably have a pizza.
- c** Look at the verb forms in bold in sentences 4–6 in 3a. Complete these rules with Past Simple, would + infinitive or used to + infinitive.
- We use the \_\_\_\_\_ and \_\_\_\_\_ to talk about past habits, repeated actions and states.
  - We can use \_\_\_\_\_ to talk about past habits and repeated actions. We don't usually use this verb form with state verbs.
- TIP** • We don't use *used to* or *would* + infinitive for something that only happened once: I gave up smoking in May, not I used to give up smoking in May.
- d** Check in **GRAMMAR 21** p130.



- 6** a Read about Guy's parents, Bernie and Ellen. Fill in the gaps with the correct form of the verbs in brackets. Sometimes there is more than one possible answer.
- Bernie and I <sup>1</sup> \_\_\_\_\_ (want) to buy a place before we <sup>2</sup> \_\_\_\_\_ (start) a family so **most days** we <sup>3</sup> \_\_\_\_\_ (work) 12 hours a day to earn extra money. **More often than not** when we <sup>4</sup> \_\_\_\_\_ (get) home from work, we <sup>5</sup> \_\_\_\_\_ (be) so tired that we <sup>6</sup> \_\_\_\_\_ (just have) a sandwich. We <sup>7</sup> \_\_\_\_\_ (seldom watch) TV in the evening and we <sup>8</sup> \_\_\_\_\_ (rarely go) to bed later than 10 pm. However, **once in a while** Bernie <sup>9</sup> \_\_\_\_\_ (take) me to a local café for a treat. Bernie <sup>10</sup> \_\_\_\_\_ (always tell) Guy how hard life <sup>11</sup> \_\_\_\_\_ (be) back then, and it's true, but **most of the time** Bernie and I <sup>12</sup> \_\_\_\_\_ (be) happy, though **every now and again** I <sup>13</sup> \_\_\_\_\_ (get) upset because we <sup>14</sup> \_\_\_\_\_ (not have) much money. Then in 1981 we <sup>15</sup> \_\_\_\_\_ (buy) a small apartment and ten months later we <sup>16</sup> \_\_\_\_\_ (have) Guy. Now that we have more money we <sup>17</sup> \_\_\_\_\_ (eat out) quite often. And **every so often** we <sup>18</sup> \_\_\_\_\_ (go) to a restaurant we <sup>19</sup> \_\_\_\_\_ (love), called Sam's, even though Bernie <sup>20</sup> \_\_\_\_\_ (always say) we can't afford it!
- b** Work in pairs. Compare answers.

**Vocabulary and Speaking** Expressing frequency

- 7** a Put the words/phrases in bold in 6a into these groups. Check in **VOCABULARY 21** p130.
- |                           |                               |
|---------------------------|-------------------------------|
| lower frequency<br>seldom | higher frequency<br>most days |
|---------------------------|-------------------------------|
- b** Write four true and four false sentences about your eating habits. Use words/phrases from 6a.
- c** Work in pairs. Tell each other your sentences. Guess which of your partner's sentences are true.

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

- 8** Make notes on the differences between your life five years ago and your life now. Use these ideas or your own.
- sleeping habits
  - free time activities
  - sport and exercise
  - annoying habits
  - taste in music/films/TV/books
  - time with friends and family
  - work or study
  - places you have lived
- 9** Work in groups. Discuss how your life now is different from your life five years ago. Use the language from 4 and 7.

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

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

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

## 2B Life's different here

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

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

### Letter from abroad

by Lottie Clarkson



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

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

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

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



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

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

**HELP WITH GRAMMAR**  
**be used to, get used to**

**a** Look at phrase 1 in bold in the article. Answer these questions.  
 1 When Lottie first stayed in a Mongolian tent, did it feel strange to her?  
 2 Does it feel strange to her now?

**b** Look at phrases 1 and 2 in the article. Complete these rules with **get used to** and **be used to**.  
 e We use \_\_\_\_\_ to talk about things that are familiar and no longer strange or difficult for us.  
 e We use \_\_\_\_\_ to talk about things that become familiar, less strange or less difficult over a period of time.

**c** Look at phrases 1–6 in the article. Choose the correct words/phrases in these rules.  
 e After be used to and get used to we use the **infinitive/verb + ing**.  
 e After be used to and get used to we **can/can't** use a noun or a pronoun.

**d** Match phrases 1–6 in the article to these forms of **be used to** or **get used to**.  
 a Present Simple  
 b Present Continuous  
 c Present Perfect Simple  
 d Past Simple  
 e will + infinitive  
 f infinitive with to

**e** What is the difference in meaning between these two sentences?  
 1 I used to live in Mongolia.  
 2 I'm used to living in Mongolia.  
**f** Check in **GRAMMAR 2.2** p131.

**5 CD 19 PRONUNCIATION** Listen and practise. Copy the stress.  
 I'm **used to** /justa/ staying in these wonderful tents now.

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

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

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

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

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

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

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

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

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

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

# A Guide to the Student's Book

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

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

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

**VOCABULARY AND SKILLS 2C**

**At a glance**

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

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

**Speaking and Listening**

1 Work in pairs. Discuss these questions.

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



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

a job interview a divorce  
 a wedding anniversary salaries  
 first impressions

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

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

**Reading, Vocabulary and Speaking**

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

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

b Read the article again. Choose the correct answer.

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

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

**HELP WITH VOCABULARY**  
 Word building (1): suffixes

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

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

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

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

c Check in **VOCABULARY 2.3** p130.

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

originate originality origin original originally

8 Work in pairs. Look at p110.

**Trust your instincts**

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

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

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

As an example of good rapid cognition, Gladwell talks about the ability to make a quick decision with a small amount of data and says "A little bit of knowledge goes a long way." He tells the story of the Emergency Room doctors at Cook County Hospital in Chicago. A few years ago, the hospital changed the way they diagnosed heart attacks. They instructed their doctors to gather less information on their patients. They told them to ignore the patient's age, weight and medical history etc. and to concentrate only on a few really significant pieces of information, e.g. blood pressure and heart rate. And what happened? Cook County is now one of the best places in the United States for diagnosing chest pain. It's **responsible** for saving the lives of thousands of people.

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

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

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

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

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

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

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

**REAL WORLD**  
 I see your point  
 Real World discussion language (1): agreeing and disagreeing politely

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

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

**2** **VIDEO** 2 **CD1** 20 Look at the people in the photo and watch or listen to their conversation. What are the two main topics they discuss?  
**a** Work in pairs. Fill in the gaps with Colin, Val or Amanda.  
 1 \_\_\_\_\_ seems worried about how much his/her child has eaten.  
 2 \_\_\_\_\_ believes the way to encourage children to eat is to make meal times fun.  
 3 \_\_\_\_\_ and \_\_\_\_\_ don't let the children help them prepare food.  
 4 \_\_\_\_\_ and \_\_\_\_\_ agree that if you let children help you, it probably slows things down.  
 5 \_\_\_\_\_ doesn't think boys would want to help in the kitchen.  
 6 \_\_\_\_\_ says boys should learn to cook.  
**c** Watch or listen again. Check your answers. Who do you agree with most, Colin, Val or Amanda?

**REAL WORLD** Discussion language (1): agreeing and disagreeing politely  
**a** Look at these sentences. Are they ways of agreeing (A) or disagreeing (D)?  
 1 I don't know about that. *D*  
 2 I can't really see the point of (forcing kids to eat).  
 3 Oh, do you think so?  
 4 I see what you mean.  
 5 Oh, I wouldn't say that.  
 6 I see your point.  
 7 I suppose that's true, actually.  
 8 That's a good point.  
 9 You might be right there.  
 10 Well, I'm still not convinced.  
 11 Well, I can't argue with that.  
 12 I suppose you've got a point there.  
**TIP** • We often follow an agreement phrase with *but* to challenge the other person's opinion: *I see what you mean, but I think it's much better to let them eat when they want.*  
**b** Check in **REAL WORLD 2.1** p131.

**4** **a** Fill in the gaps in this conversation between Colin, Amanda and Val with words from 3a.  
 VAL I wasn't strict about many things, but I was strict about bedtime. I think children under eight should go to bed at seven.  
 AMANDA Oh, 1 \_\_\_\_\_ you think \_\_\_\_\_? Why not let them go to bed when they're tired?  
 COLIN I don't 2 \_\_\_\_\_ about \_\_\_\_\_. Kids never admit they're tired.  
 VAL That's a 3 \_\_\_\_\_ . And kids like routines.  
 C You 4 \_\_\_\_\_ be \_\_\_\_\_ there.  
 A Well, I 5 \_\_\_\_\_ really \_\_\_\_\_ the \_\_\_\_\_ of forcing kids to go to bed.  
 C But if you don't, parents never have any time on their own.  
 A I 6 \_\_\_\_\_ what you \_\_\_\_\_. But I'm 7 \_\_\_\_\_ not \_\_\_\_\_. As a working mum, I'd hardly ever see my kids if they went to bed at seven.  
 VAL But if they're up late, they get bad-tempered.  
 C Yes, you can't 8 \_\_\_\_\_ with \_\_\_\_\_.  
 A Yes, I 9 \_\_\_\_\_ that's \_\_\_\_\_ actually. But anyway, it's too late to change now.  
 VAL Oh, I 10 \_\_\_\_\_ say \_\_\_\_\_. It's never too late.  
**b** Work in pairs. Compare answers.

**5** **a** Fill in the gaps with a phrase from 3a. There is more than one answer.  
 1 AMANDA School holidays are much too long.  
 COLIN \_\_\_\_\_. They're certainly difficult for working parents.  
 VAL \_\_\_\_\_. Kids need a break from studying!  
 2 C Holidays are always better abroad.  
 VAL \_\_\_\_\_. They're more interesting.  
 A \_\_\_\_\_. You spend too much of your holiday travelling.  
 3 Travelling by train is more relaxing than driving.  
 VAL \_\_\_\_\_. You can sit and read a book.  
 A \_\_\_\_\_. You don't always get a seat.  
 4 A It's better for kids to read books than watch TV.  
 VAL \_\_\_\_\_. They have to use their imagination more.  
 C \_\_\_\_\_. It takes too long to finish a book.  
**b** Work in pairs. Compare answers. Who do you agree with in each conversation?

**6** **a** Look at these sentences. Think of at least two reasons why you agree or disagree with them.  
 1 TV and video games make children violent.  
 2 Children under ten shouldn't be allowed to have mobiles.  
 3 20 is a good age to get married.  
 4 Friends give the best advice.  
**b** Work in groups. Discuss the sentences in 6a.

**HELP WITH PRONUNCIATION**  
 Word stress (1): suffixes  
**1** **a** **CD1** 21 Listen to these words. Mark the stress. Then listen again and practise.  
 responsible responsibility imagine imagination  
 courageous courageous danger dangerous  
 disappoint disappointment foolish foolishness  
 Japan Japanese interview interviewee  
 mountain mountaineer industry industrial  
 meaning meaningful meaningless  
 economy economical  
**b** Look again at the words in 1a. Then match suffixes a-c to rules 1-3.  
 a -ous -ment -ness -ful -less  
 b -ity -ion -eous -ious -ical  
 c -ese -ee -eer  
 1 The stress is often on these suffixes.  
 2 These suffixes don't usually change the word stress.  
 3 The stress is usually on the syllable before these suffixes.

**2** **CD1** 22 Work in pairs. Where is the stress on these words? Listen and check. Then listen again and practise.  
 creativity adventurous geographical trainee  
 development advantageous volunteer  
 Vietnamese refugee cleverness familiarity  
 mysterious humourless forgetful

**continue2learn**  
**Vocabulary, Grammar and Real World**  
 ■ Extra Practice 2 and Progress Portfolio 2 p116  
 ■ Language Summary 2 p130  
 ■ 2A-D Workbook p10  
 ■ Self-study DVD-ROM 2 with Review Video

**Reading and Writing**  
 ■ Portfolio 2 Letters to a newspaper Workbook p66  
 ■ Reading two letters to a newspaper  
 ■ Writing giving emphasis

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

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

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

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