

CAMBRIDGE

rs

SECOND EDITION

Nicholas Tims with Chris Redston & Gillie Cunningham

face2face



Intermediate
Workbook with Key

SECOND EDITION

face2face

Intermediate Workbook with Key

Nicholas Tims with Chris Redston & Gillie Cunningham



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9781107609549

© Cambridge University Press 2013

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 2013

Printed in Italy by L.E.G.O. S.p.A.

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-60954-9 Workbook with Key
ISBN 978-1-107-60955-6 Workbook without Key
ISBN 978-1-107-42210-0 Student's Book with DVD-ROM
ISBN 978-1-107-69474-3 Teacher's Book with DVD
ISBN 978-1-107-42212-4 Class Audio CDs (3)

Cambridge University Press has no responsibility for the persistence or
accuracy of URLs for external or third-party internet websites referred to in
this publication, and does not guarantee that any content on such websites is,
or will remain, accurate or appropriate. Information regarding prices, travel
timetables and other factual information given in this work is correct at
the time of first printing but Cambridge University Press does not guarantee
the accuracy of such information thereafter.

Contents

Vocabulary		Grammar and Real World		Reading and Writing	
Lessons 1A-D p5				Portfolio 1 p64	
VOCABULARY → weekend activities; likes and dislikes; adjectives (1): feelings; prepositions with adjectives	GRAMMAR → question forms; positive and negative verb forms, words and phrases	REAL WORLD → question tags	Describing a holiday Reading an email about a holiday Writing informal writing: ellipsis of words		
Lessons 2A-D p10				Portfolio 2 p66	
VOCABULARY → collocations (1): work; food and ways of cooking; sleep; gradable and strong adjectives; adverbs	GRAMMAR → <i>be able to, be supposed to, be allowed to</i> , modal verbs (1); Present Continuous and Present Simple	REAL WORLD → showing concern, giving and responding to advice	Notices at work Reading notices Writing notices: abbreviations		
Lessons 3A-D p15				Portfolio 3 p68	
VOCABULARY → phrasal verbs (1): travel; phrases with <i>travel, get and go on</i> ; word building (1): suffixes for adjectives and nouns	GRAMMAR → Present Perfect Simple; Present Perfect Continuous and Present Perfect Simple	REAL WORLD → asking for and making recommendations	Holiday arrangements Reading a formal letter Writing formal writing: American and British English		
Lessons 4A-D p20				Portfolio 4 p70	
VOCABULARY → collocations (2): music; adjectives (2): character; guessing meaning from context	GRAMMAR → Past Simple and Past Continuous; <i>used to</i> ; Past Perfect	REAL WORLD → softening opinions and making generalisations	Reviewing a novel Reading book reviews Writing book reviews: organisation, useful phrases		
Lessons 5A-D p25				Portfolio 5 p72	
VOCABULARY → homes; phrasal verbs (2); verb patterns (1); materials	GRAMMAR → making comparisons; the future: <i>will, be going to</i> , Present Continuous	REAL WORLD → explaining what you need	Emails with news Reading an informal email Writing short emails and notes: useful phrases		
Lessons 6A-D p30				Portfolio 6 p74	
VOCABULARY → <i>make and do</i> ; reflexive pronouns; synonyms	GRAMMAR → first conditional; future time clauses; zero conditional; conditionals with imperatives and modal verbs; <i>in case</i>	REAL WORLD → discussion language	Letters to a newspaper Reading an article and two comments Writing giving an opinion		
Lessons 7A-D p35				Portfolio 7 p76	
VOCABULARY → goals and achievements; computers (1) and (2)	GRAMMAR → ability; second conditional; articles: <i>a, an, the</i> , no article	REAL WORLD → indirect and direct questions	Giving instructions Reading instructions Writing connecting words (1); useful phrases		
Lessons 8A-D p40				Portfolio 8 p78	
VOCABULARY → bad weather and natural disasters; containers; word building (2): prefixes and opposites, other prefixes and suffixes	GRAMMAR → the passive; quantifiers	REAL WORLD → warnings and advice	Problems and solutions Reading letters to an online newspaper Writing organising a letter/email: connecting words (2), the passive		
Answer Key pi-viii					
Lessons 9A-D p45				Portfolio 9 p80	
VOCABULARY → health; collocations (3): the news; body movements and responses; connecting words; health problems, symptoms and treatment	GRAMMAR → relative clauses with <i>who, that, which, whose, where</i> and <i>when</i> ; Present Perfect Simple active and passive for recent events	REAL WORLD → what doctors and patients say	Applying for a job Reading a job advertisement; an application email Writing application emails: organisation, useful phrases		
Lessons 10A-D p50				Portfolio 10 p82	
VOCABULARY → contacting people; describing people; phrasal verbs (3): meanings and grammar	GRAMMAR → <i>was/were going to, was/were supposed to</i> ; modal verbs (2): making deductions	REAL WORLD → asking for, giving and refusing permission	Describing people Reading a description of a friend Writing describing people: organisation, useful phrases		
Lessons 11A-D p55				Portfolio 11 p84	
VOCABULARY → things people do at work; adjectives (3): jobs; reporting verbs; verb patterns (2): reporting verbs	GRAMMAR → reported speech: sentences, questions, requests and imperatives	REAL WORLD → checking information	Telling a story Reading a story about an interview Writing verb forms in stories		
Lessons 12A-C p60				Portfolio 12 p86	
VOCABULARY → informal words and phrases; phrases with <i>get</i> ; word building (3): word families (1) and (2)	GRAMMAR → wishes; third conditional	Life changes Reading descriptions of important moments Writing common mistakes; an important moment			
Intermediate Reading and Writing Progress Portfolio p88					

Acknowledgements

Nicholas Tims would like to thank all those involved in *face2face* for all their work, in particular Greg Sibley (Managing Editor), Andrew Reid and Sally Cooke (freelance editors) and Chris Williams (Production Controller) for their invaluable editorial and production skills. Thanks also to Chris Redston and Gillie Cunningham for their support and advice.

The authors and publishers are grateful to the following contributors:

Blooberry Design Ltd: text design and page make-up
Hilary Luckcock: picture research

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

p5(L): Thinkstock/istockphoto; p5(R): Shutterstock/iofoto; p6: Getty Images/Siri Stafford; p7: Getty Images/Fridh, Conny; p8: Kerstin Rodgers; p9: Glowimages; p10(L): Alamy/Tetra Images; p10(R): Punchstock/Images Source; p12(T): Corbis/Owen Franken; p12(B): Rex Features/Ray Tang; p13: Alamy/Corbis Bridge; p15: Bubbles Photo Library; p16: Image State/Dave Houser; p17: Getty Images; p18: Nicholas Tims; p20(TL): istockphoto/Manley099; p20(TR): Corbis/Bettmann; p20(B): Alamy/Allstar Picture Library; p23: Thinkstock/istockphoto; p28(main photo): Thinkstock/Bananastock; p28(candle): istockphoto/etesan; p31: Getty Images/Photodisc; p32: Bubbles Photo Library/Chris Rout; p33(T): Getty Images Entertainment; p36(TL): istockphoto/mariusFM77; p36(BL): istockphoto/Valeriya; p36(TR): istockphoto/Vladru; p36(BR): istockphoto/wdstock; p38(TL): Thinkstock/istockphoto; p38(twitter icon): Twitter.com; p38(BL): Shutterstock/wavebreakmedia; p38(CR): Reuters/Robert Galbraith; p40(A): istockphoto/Nature247; p40(B): Fotolia/Minerva Studio; p40(C): istockphoto/negapion; p40(D): istockphoto/gdagys; p40(E): istockphoto/Reniw-Imagery; p40(F): istockphoto/Claudiad; p40(G): Shutterstock/Ev Thomas; p40(H): istockphoto/Mac59; p41: Getty Images/Stocktrek Images; p43: Thinkstock/istockphoto; p48: Thinkstock/istockphoto; p49: Punchstock/Brand X; p56: Shutterstock/Monika Wisniewska; p58: istockphoto/5806224; p60: Punchstock/Bananastock; p63: Ken Andre; p64: Getty Images; p66(A): Alamy/MBI; p66(B): Shutterstock/Africa Studio; p66(C): Thinkstock/istockphoto; p66(D): Thinkstock/Hemera; p66(E): Shutterstock/Andresr; p66(F): Alamy/Martin Shields; p74: Fotolia/cult12.

Realia images: p21(Floral star), p33(pot of gold and rainbow), p53(confetti), p68(Tourism logo): all Thinkstock/istockphoto

Front cover photos by: Corbis/Laura Doss (TR); Glowimages (TL, TCL, TC, LC, BCL, BCR); Shutterstock/Tyler Olson (UC); Shutterstock/ZINQ Stock (BL); Thinkstock/Jupiterimages (TCR, UCL, LCL); Thinkstock/ Lite Productions (UCR); Thinkstock/Bananastock (BC); Thinkstock/George Doyle (BR).

We have been unable to trace the copyright holder of the photo on p33(B) and would welcome any information enabling us to do so.

The publishers would like to thank the following illustrators:

Fred Blunt, Dirty Vectors, Mark Duffin, Graham Kennedy, NAF (c/o Meiklejohn Illustration Agency), Lucy Truman (c/o New Division).

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

English Profile

This product is informed by the English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge ESOL and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org

Weekend activities VOCABULARY 1.1

1 a Choose the correct words/phrases. There are two for each verb.

- 1 go out *festivals* (*for a meal*) (*with friends*)
- 2 have a *lie-in* / *people round for dinner* / *the flat*
- 3 do *exercise* / *yoga* / *relatives*
- 4 go to *concerts* / *friends online* / *gigs*

b Match the incorrect words/phrases in **1a** to these words/phrases to make four more weekend activities.

go to visit chat to tidy up

- 1 go to festivals
- 2 _____
- 3 _____
- 4 _____

Question forms GRAMMAR 1.1

2 Make questions with these words.

- 1 did / When / at home / Friday night / a quiet / last have / you ?
When did you last have a quiet Friday night at home?
- 2 chat / you / do / Who / to online ?

- 3 do / eat / with / Who / you / out ?

- 4 phones / Who / weekends / the most at / you ?

- 5 mornings / What / do / you / do / on / Sunday ?

- 6 did / you / How / go / many / to / museums / last year ?

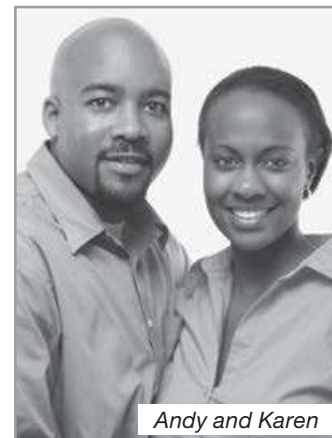
- 7 to / been / you / have / gigs / many / How / month / last / the / in ?

- 8 dinner / often / have / for / How / you / do / people round ?

3 Read the answers and write a question from **2** in the correct places 1–5.



Megan



Andy and Karen

1 When did you last have a quiet Friday night at home?

MEGAN I haven't had one since I was a teenager! I'm out every night at the weekend.

ANDY A few days ago! We prefer to go out on Saturday nights.

2 _____

MEGAN Never. But last month I ate out with friends at least five times.

KAREN About once a month. My husband always cooks. This weekend we're visiting friends for dinner.

3 _____

MEGAN I've been to several. I'm really looking forward to seeing my best friend's new band on Friday.

ANDY None. We all went to a festival in the summer but I hardly ever go to them these days.

4 _____

MEGAN Sleep! I'm never out of bed before 11.

KAREN The children are up by seven every day so we never have lie-ins! We usually go swimming.

5 _____

MEGAN My best friend, Jenny. She calls and texts me a lot at the weekends.

KAREN Andy's mum. She calls on Saturdays and Sundays to talk to the children. She lives in Brazil so we don't see her very often. She's getting a computer soon so we'll be able to chat online.

4 a Complete these questions with an auxiliary if necessary.

- 1 When did Megan last have a quiet Friday night in?
- 2 Which night _____ Andy and Karen prefer to go out on?
- 3 How many times _____ Megan eat out last month?
- 4 Who _____ cooks when Karen and Andy have friends round for dinner?
- 5 What _____ Megan going to do on Friday?
- 6 How often _____ Andy go to gigs?
- 7 Why _____ Karen and Andy get up early on Sundays?
- 8 Who _____ lives in Brazil?

b Answer the questions in **4a**.

- 1 She last had a quiet Friday night in when she was a teenager.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

1B

Love it or hate it

Likes and dislikes VOCABULARY 1.2

1 a Match sentence beginnings 1–10 to endings a–j.

- | | |
|-----------------------|----------|
| 1 I'm very interested | <u>e</u> |
| 2 I'm quite | — |
| 3 I don't | — |
| 4 I don't like going | — |
| 5 Tidying up my house | — |
| 6 I think lie-ins | — |
| 7 I'm not very keen | — |
| 8 I can't stand | — |
| 9 I enjoy having | — |
| 10 I think | — |
- a keen on joining my local gym.
 b mind going food shopping.
 c working at weekends.
 d a quiet night in.
 e in working abroad.
 f to the dentist at all.
 g drives me crazy.
 h on takeaway food.
 i reality TV shows are all right.
 j at the weekend are wonderful.

b Match the sentences in **1a** to A–C.

A phrases to say you like something

1 , _____ , _____ , _____

B phrases to say something is OK _____ , _____

C phrases to say you don't like something

_____ , _____ , _____ , _____

Positive and negative verb forms, words and phrases GRAMMAR 1.2

2 Read about something that Mark hates. Fill in the gaps. Choose a, b or c.

First of all, I ¹ b a problem with mobile phones. I think **everyone** ² _____ one. They ³ _____ part of daily life and I've **always** got mine with me. However, when people play music through them out loud – on the bus or in the street – it ⁴ _____ me crazy. And I'm not alone. **All** of my friends ⁵ _____ it gets on their nerves too. **Both of** my children are in their teens and have mobiles. They ⁶ _____ the same thing around the house too! OK, I **usually** ⁷ _____ the music but that isn't the point. What I **hate** is the sound quality. Music from a mobile phone ⁸ _____ terrible!



- | | | |
|----------------------|-----------------------|---------------|
| 1 a 'm not having | (b) don't have | c didn't have |
| 2 a needs | b is needing | c has needed |
| 3 a became | b become | c 've become |
| 4 a is driving | b has driven | c drives |
| 5 a are saying | b say | c said |
| 6 a do | b are doing | c 've done |
| 7 a don't like | b am not liking | c didn't like |
| 8 a has just sounded | b is just sounding | c just sounds |

3 Read about something that Ruth loves. Fill in the gaps with the verbs in brackets. Use the Present Simple, Present Continuous, Past Simple or Present Perfect Simple.



None of my friends ever ¹ agree (agree) with me about this but I just **love** cold weather. When I was in my teens, I ² _____ (live) in Singapore. I remember I **hardly ever** ³ _____ (feel) comfortable there. **No one** ever played sport outside of an air-conditioned building. It was just too hot! I ⁴ _____ (go) back to Ireland to go to university and I **never** returned. I can still remember the horrible feeling of getting to school in Singapore and looking like you ⁵ _____ (go) for a swim. **Neither of** my parents ⁶ _____ (have) a problem with it, though. At the moment I ⁷ _____ (book) flights to visit them. They still ⁸ _____ (live) there!

4 Match these phrases in bold from **2** with their opposites in bold in **3**.

- | | |
|------------|---------------|
| 1 everyone | <u>no one</u> |
| 2 always | _____ |
| 3 all | _____ |
| 4 both of | _____ |
| 5 usually | _____ |
| 6 hate | _____ |

5 Make these sentences positive or negative by changing the underlined words.

- 1 I hardly ever send emails from home.
I usually send emails from home.
- 2 He thinks the computer's got a virus.

- 3 We aren't using the latest software.

- 4 We never used our computer to do serious things.

- 5 There aren't many computers at my school.

- 6 Diane's repaired my laptop.

- 7 None of my colleagues can type quickly.

- 8 Neither of our parents can use computers.

- 9 He doesn't need a computer at home.

- 10 I understood everything he said.

Review: verb forms

6 Correct the mistake in each sentence.

- drive*
- 1 My parents **drives** me crazy at times.
 - 2 I'm **going** swimming about three times a week.
 - 3 Who **does works** with you?
 - 4 How many countries have you **gone** to?
 - 5 In the past, I **walk** to school.
 - 6 I **am think** you are correct.
 - 7 I'm **playing** a lot of tennis in my free time.
 - 8 I **live** in London for three years and I love it.
 - 9 I've **been** to Brazil last year.
 - 10 Who **does** they work with?