

Cambridge University Press  
0521613965 - face2face: Pre-Intermediate Teacher's Book  
Chris Redston, Rachel Clark and Anna Young  
Frontmatter  
[More information](#)

# face2face

**Pre-intermediate** Teacher's Book

Chris Redston, Rachel Clark & Anna Young  
with Gillie Cunningham  
Tests by Anthea Bazin



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Teacher's Book Contents

Welcome to face2face!

face2face	4
face2face Pre-intermediate Components	4
The face2face Approach	5
The Student's Book	6
The CD-ROM/Audio CD: Instructions	10
The Common European Framework (CEF)	13
Teaching Tips	18
Classroom Activities and Games	21

Teaching Notes

1 Work, rest and play	23
2 Beginnings	32
3 The world of work	40
4 That's entertainment!	48
5 Into the future	56
6 Family and friends	64
7 You need a holiday!	72
8 Different cultures	80
9 Life isn't perfect	88
10 Shop till you drop	96
11 Gossip and news	104
12 Achieving your goals	113

Photocopiable Materials

Class Activities

Instructions	120
1A Ask me!	136
1B Stress dominoes	137
1C An active life?	138
2A Richard Branson	140
2B Husbands and wives	141
2C Androcles and the lion	142
3A Guess the job	143
3C Which word?	145
3D What do you know?	146
4B The music party	147
4C Entertainment crossword	149
4D Q&A: Children and mobiles	150
5A The crystal ball	151
5B My personal future	152
5C Preposition pelmanism	153
6B Where's Emma staying?	154
6C Word formation snap	156
6D Noughts and crosses	157
7A Kanga Tours	159
7B Holiday habits	160
7C Ski Canada	161
8A Rose Avenue	162
8B What should I do?	163
8C Find someone who ...	164
9A Volunteers	165
9C The new building	167
9D Get rich quick!	169
10A Auction house	171
10B www.irememberyou.com	173
10C Articles snakes and ladders	175
11B Crime crossword	176
11C The face2face newsroom	177
11D Echo questions dominoes	178
12A Gap year travellers	179
12B Would you or wouldn't you?	180

Vocabulary Plus

Instructions	181
1 Sport	185
2 Weddings	186
3 Jobs	187
4 Describing films	188
5 Prepositions	189
6 Physical appearance	190
7 Holidays	191
8 In the kitchen	192
9 Phrasal verbs	193
10 Clothes	194
11 Phrases with get	195
12 Money	196

Study Skills

Instructions	197
1 Using a monolingual dictionary	201
2 Your vocabulary notebook	202
3 Reviewing vocabulary	203
4 Spelling rules	204
5 Words with different meanings	206

Progress Tests

Instructions	207
Answer Key and Recording Scripts	207
Progress Test 1	211
Progress Test 2	212
Progress Test 3	213
Progress Test 4	214
Progress Test 5	215
Progress Test 6	216
Progress Test 7	218
Progress Test 8	219
Progress Test 9	220
Progress Test 10	221
Progress Test 11	222
Progress Test 12	223

# 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. 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** Pre-intermediate takes students well into B1 (see p13).

## face2face Pre-intermediate Components

### Student's Book with 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 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 progress. Help students get the most out of the CD-ROM/Audio CD by giving them the photocopiable instructions on p10–p12.

### Class Audio Cassettes and Class Audio CDs

The two Class Audio Cassettes and three Class Audio CDs 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 5 *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.

### Elementary and Pre-intermediate DVD

The Elementary and Pre-intermediate DVD contains all the video sequences from the Elementary and Pre-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 the stress system in English and its relationship to the main information in a text.
- examine features of connected speech.
- prepare students for what people in public places say.
- raise awareness of features of informal spoken English.
- highlight how intonation conveys mood and feelings.
- 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** Pre-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 and this preparation is incorporated into the *Get ready ... Get it right!* activities.

For *Teaching Tips* on Speaking, see p18.

### Reading and Writing

In the **face2face** Pre-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** Pre-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 B1. At the end of this section there is a list of 'can do' statements allowing students to track their progress.

### Vocabulary

**face2face** Pre-intermediate recognises the importance of vocabulary in successful communication. There is lexical input in every lesson, 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 (*stubborn, helpful, selfish*, etc.)
- collocations (*have a great time, spend time with someone*, etc.)
- sentence stems (*Shall I ... ?, Why don't we ... ?, etc.*)
- fixed and semi-fixed phrases (*I'm not sure about that.*, 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** Pre-intermediate includes at least 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–p19.

### Grammar

Grammar is a central strand in the **face2face** Pre-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 and Situational Language

**face2face** Pre-intermediate places great emphasis on the functional and situational 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 and situations include:

- functions: apologies, asking for opinions, agreeing and disagreeing, invitations, making arrangements.
- situations: at a hotel, in a shop, on the phone, at a party.

### Pronunciation

Pronunciation is integrated throughout **face2face** Pre-intermediate. Drills for every new grammar structure and all new *Real World* language are included on the Class Audio Cassettes/Class Audio CDs and indicated in the Student's Book and Teacher's Book by the icon **P**. These drills focus on sentence stress, weak forms, intonation and other phonological features.

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.

Help with Listening sections often focus on typical phrases that students will hear others say in day-to-day situations.

**11 Gossip and news**

**11A Guess what?**

**QUICK REVIEW** ●●●  
Work in pairs. Take turns to role-play a conversation between a shop assistant and a customer in a clothes shop. Try to continue each conversation for two minutes.

**Vocabulary**  
Verb-noun collocations (3)  
a) Cross out the incorrect words/phrases. Check in p141.  
1 get sacked/an accident/promoted/lost  
2 have an accident/an operation/18 years old/a problem  
3 lose or find an exam/a job/a wallet/your keys  
4 pass or fail a driving test/a job/an exam/a course  
b) Use the verbs and words/phrases in 1a) to make four sentences about yourself.  
c) Work in pairs. Listen to your partner's sentences. Ask follow-up questions.  
I got promoted last year.  
Really? What's your new job?

**Reading and Grammar**  
2 Read Sharon's messages A-D. Answer the questions.  
1 Why is Tim in hospital?  
2 What has Ted done that Jill hasn't?  
3 What does Robin Hall want?  
4 Who got sacked?  
5 Which people are happy and which people aren't?

**Vocabulary verb-noun collocations (3)**  
Grammar Present Perfect for giving news with just, yet and already  
Help with Listening /t/ at the end of words (2)  
Review will

**Help with Grammar** Present Perfect for giving news with just, yet and already  
a) Look at the sentences in bold in Sharon's messages. Which verbs are in the Present Perfect? Which verb is in the Past Simple?  
b) Choose the correct verb forms in the rules.  
• We use the Present Perfect/Past Simple for giving news about things that happened in the past, but are connected to now. We don't say the exact time they happened.  
• We use the Present Perfect/Past Simple when we say the exact time something happened.  
c) Look at the email (A) again. Find just, yet and already. Then fill in the gaps in the rules with these words.  
• We use \_\_\_\_\_ to say something hasn't happened, but we think it will happen in the future.  
• We use \_\_\_\_\_ to say something happened a short time ago but we don't know exactly when.  
• We use \_\_\_\_\_ to say something happened some time in the past (perhaps sooner than we expected).  
d) Find just, yet and already in messages B-D. Then answer the questions.  
1 Which of these words do we usually use in: positive sentences? negative sentences? questions?  
2 Which words usually go: a) between the auxiliary and the past participle? b) at the end of the sentence or clause?  
e) Check in p142.

**11A Vocabulary and Grammar**  
6 a) p112 Listen to Sharon talking to Pippa. Has Pippa got any good news?  
b) Listen again and tick the things Pippa's already done.  
**To do**  
• clear desk  
• check bank account  
• tell Andrew the news  
• phone Ed Burrows  
• look for holiday on the Net  
• book holiday  
c) Work in pairs. Compare answers. What hasn't Pippa done yet?  
**Help with Listening** /t/ at the end of words (2)  
• Remember: in spoken English sometimes you don't hear /t/ at the end of a word when the next word starts with a consonant sound.  
7 a) p112 Listen to these sentences. In which sentences do you hear the t in bold?  
1 I've just got your message.  
2 And what about Andrew?  
3 He isn't back from Germany until Friday.  
4 I've just opened an email from Ed Burrows.  
b) p112 Look at R11.2, p155. Listen to Sharon and Pippa's conversation again. Notice when we don't say /t/ at the end of words.  
8 a) Make sentences with these words. Use the Present Perfect.  
1 I / lunch / have / just  
I've just had lunch.  
2 yet / I / a holiday / not book / this year  
3 already / this year / I / on holiday / go  
4 what to do / yet / I / not decide / next weekend  
5 a new job / just / I / find  
6 look at / already / I / for this lesson / the CD-ROM  
b) Tick the sentences that are true for you. Compare answers with a partner.  
**Get ready ... Get it right!**  
9 Work in pairs. Student A → p102. Student B → p110. Follow the instructions.

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

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

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

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

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

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.

11B Murder mystery

QUICK REVIEW

Think of four pieces of news about you and people you know. Work in groups. Tell the other students your news: *My sister's just taken some exams. Ask questions about your partners' news: Has she got the results yet?*

Vocabulary Crime

1

Work in groups. Discuss these questions.

1

Do you like watching TV crime dramas or programmes about real-life crime? If yes, which ones?

2

Do you ever read crime novels? If yes, which authors and books are your favourites?

2

Tick the words you know. Then do the exercise in [V11.3](#) p141.

rob

steal

burgle

murder

break into

shoot

bullets

arrest

a victim

a suspect

3

Fill in the gaps in the table with these words. Check in [V11.3](#) p141.

steal

murderer

burglar

robbery

thief

robber

murder

burglary

verb

criminal

crime

rob

steal

theft

murder

burglar

4

Choose the correct words in these sentences.

1

Three men robbed/stole a bank in London last night and robbed/stole over £500,000. This was the third bank robbery/burglary in the city this month.

2

Last night my car was burgled/broken into and my CD player was robbed/stolen.

3

A man was stolen/murdered yesterday in Los Angeles. The police have arrested/robbed two suspects/victims in connection with the murder/murderer.

4

My brother's ill was stolen/burgled last week and his TV was stolen/burgled.

Listening and Grammar

5

a) [R11.4](#) There has been a murder in Yately, a village in England. Listen to the conversation and match the people to their descriptions.

Mary

Alice

Barry Clark

Ellen

Jack Miller

Adam

the murder victim

the new person in the village

Ellen and Jack's son

the owner of the flower shop

Jack's wife

Jack's business partner

b) Work in pairs. Who are the people in pictures A-C?

A

B

C

Vocabulary crime

Grammar relative clauses with who, which, that and where

Review Present Perfect; Past Simple passive

6

[R11.4](#) Listen again and answer these questions.

1

When did the murder happen?

2

Where was the body found?

3

When did the Garden Centre open?

4

How was the victim killed?

5

What were Jack and Barry arguing about yesterday?

6

Who wanted to get divorced?

7

Why was Adam sent to prison?

8

When did he come out of prison?

Help with Grammar. Relative clauses with who, which, that and where

7

a) Look at these sentences. The underlined clauses are called relative clauses. They tell you which person, thing or place we are talking about.

That's the place where they found the body.

He's the man who/that was murdered.

Her marriage is the only thing which/that makes her happy.

b) Complete the rule with the words in bold.

• To introduce relative clauses we use:

a) who or that for people.

b) which or that for things.

c) where for places.

c) Check in [G11.2](#) p142.

8

Complete these sentences with who, which, that or where. Sometimes more than one answer is possible.

1

Jack Miller is the man who was murdered.

2

The big house at the end of the village is where the Miller family lives.

3

Alice is the woman who owns the flower shop.

4

The only person who has been in prison is Adam.

5

The police never found the money which Adam stole.

6

Mary thought Yately was a sleepy village where nothing ever happened.

9

a) Work in groups. Make a list of suspects. Who murdered Jack Miller, do you think? Why?

b) Compare answers with the whole class.

11B Vocabulary and Grammar

Get ready ... Get it right!

10

Work in two groups. Group A → p108. Group B → p116. Follow the instructions.

11

a) Work in pairs with a student from the other group. Take turns to point to the things in the picture and tell your partner what you know about them. Use relative clauses.

This is the person who ...

This is the gun that ...

That's the place where ...

b) Who do you think murdered Jack Miller now? How and why did the murderer do it, do you think?

12

a) [G11.5](#) Listen to a news report about the murder trial. Who is the murderer?

b) Look at [R11.5](#), p156. Read and listen to the news report again. How did the murder happen? Why did the murderer kill Jack Miller?

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

Reduced sample pages from face2face Pre-intermediate Student's Book

7

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

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

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

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/ situational language students need for day-to-day life.

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 help students prepare for the Progress Test for the unit.

11D Did you?

QUICK REVIEW

Work in pairs. Make a list of all the crime words you know (rob, thief, etc.). Compare lists with another pair. Which words are: verbs, criminals, crimes?

1

a) Look at the picture. Where are the people? What are they doing?  
b) Complete conversations A–D with these echo questions.  

Didn't you? Are you?  
Doesn't he? Has she?

  
c) Listen and check.

2

Listen again. Choose the correct answers.  
1 The old man is going to Rome to study/live.  
2 Max's family's owned the company for 18/80 years.  
3 Angus used to live/work with his friend, Josh.  
4 Hannah's had two boys/girls.

Real World Echo questions

3 a) Choose the correct phrase in the rule.  
• We use echo questions when we are interested or surprised/ didn't hear what people said.  
b) Look again at conversations A–D. Then choose the correct words in the rules.  
• We usually use the main verb/auxiliary in echo questions.  
• We only use names/subject pronouns in echo questions.  
• If the sentence is positive, the echo question is positive/negative.  
• If the sentence is negative, the echo question is positive/negative.  
c) What are the echo questions for these sentences?  
1 I work for a TV company. Do you?  
2 His mother really likes it here.  
3 They went to Sydney last week.  
4 He's got four sisters.  
5 My car's twenty years old.  
d) Check in p142.

Help with Listening Intonation (3)

Remember: we know if people are interested or surprised by how much their voices move up and down.

4

Listen to six conversations. Which people sound interested (I) or not interested (NI)? Notice the intonation in the echo questions.  

1	I	NI	4	I	NI
2	I	NI	5	I	NI
3	I	NI	6	I	NI

5

Listen and practise. Copy the intonation.  
Has she ...

6

Which people from conversations A–D said these sentences, do you think?  
1 I'm going to live with an Italian family.  
2 Her brother's got twins too.  
3 The company lost £6 million last year.  
4 She wants to have six children.  
5 I've never been to Italy before.  
6 He can't borrow any more from the bank.

Real World echo questions

Help with Listening Intonation (3)

Review auxiliary verbs; crime words

1

I didn't go to work today.  
Max doesn't want to sell the company.  
I'm going to Rome next month.  
Have you heard? Hannah's had twins!

11 Review

Language Summary 11, p141

1

a) Choose the correct verb.  
1 get/have sacked  
2 lose/pass a driving test  
3 fall/have an accident  
4 pass/have an operation  
5 have/get lost  
6 get/lose promoted  
b) Work in pairs. Which things have happened to you?

2

Fill in the gaps with the correct form of the verb. Put just, yet and already in the correct place in the sentences.  
1 Sharon has just been to the bank. (go, just)  
2 She was to the supermarket. (not go, yet)  
3 She is Deborah. (phone, already)  
4 She sent an email to Tim. (send, just)  
5 She has written a letter to Jill. (write, already)  
6 Did she invite Pippa to dinner? (invite, yet)

3

a) Fill in the missing letters for these crimes.  
1 m \_ r \_ d \_ r    3 r \_ h \_ c \_ y  
2 b \_ u \_ g \_ a \_ r \_    4 t \_ h \_ f \_  
b) Work in pairs. Write the criminal and the verb for each crime in 3a).  
c) Fill in the gaps with a word from 3a) or 3b).  
1 My house was burgled last week. There have already been three thefts in our area this month.  
2 There was a bank robbery yesterday. The thief had guns.  
3 A man was murdered, but they haven't caught the killer yet.  
4 I was stopped in the street. The thief stole my bag.

4

a) Complete the sentences for you with something surprising.  
1 My best friend has got ...  
2 Last weekend I went to ...  
3 I'm never going to ... again.  
4 I used to ...  
5 I didn't use to ...  
b) Work in pairs. Take turns to say your sentences. Respond with an echo question and follow-up questions.

Progress Portfolio

a) Tick the things you can do in English.  

<input type="checkbox"/>	I can talk about things I've done or haven't done yet.
<input type="checkbox"/>	I can understand simple messages.
<input type="checkbox"/>	I can talk about different crimes.
<input type="checkbox"/>	I can say which person, thing or place I am talking about.
<input type="checkbox"/>	I can understand the main points of simple news items.
<input type="checkbox"/>	I can show I'm interested in a conversation.

  
b) What do you need to study again?

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

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

The *Songs* section on Student's Book p100–p101 contains fun activities based on popular songs appropriate for Pre-intermediate students.

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 Pre-intermediate Student's Book

9

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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 and to review language at the end of each lesson.
- Use the CD-ROM/Audio CD in CD players at home or in your car. 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.



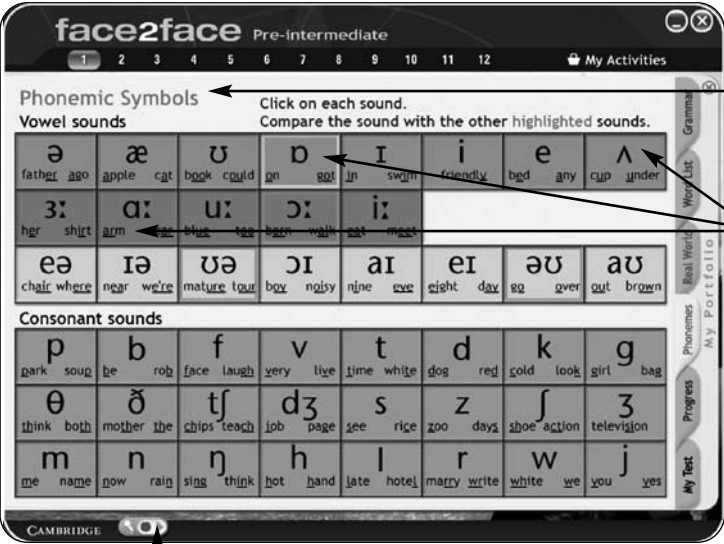
When you are working on an activity, you can click on *Grammar* to get help.

You can write your own grammar notes.

Two screen grabs from **face2face** Pre-intermediate CD-ROM/Audio CD

The CD-ROM/Audio CD

Phonemes

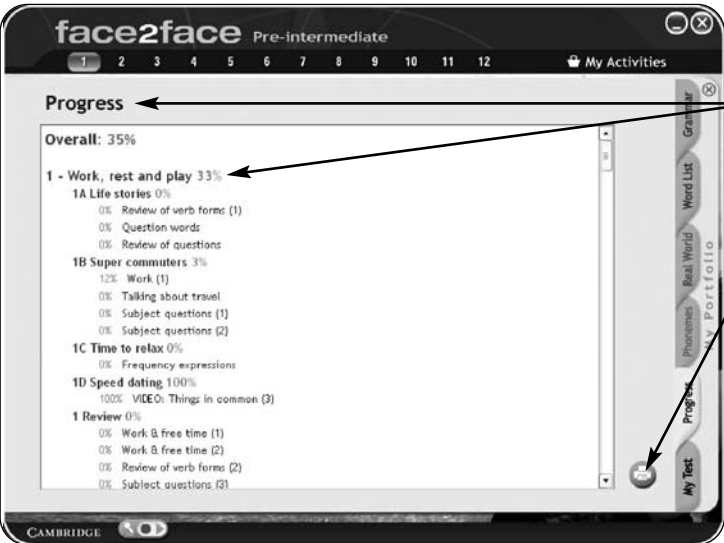


Click on the *Phonemes* tab to open the *Phonemic Symbols* screen. It shows all the sounds in English. It is the same list as on Student's Book p159.

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

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

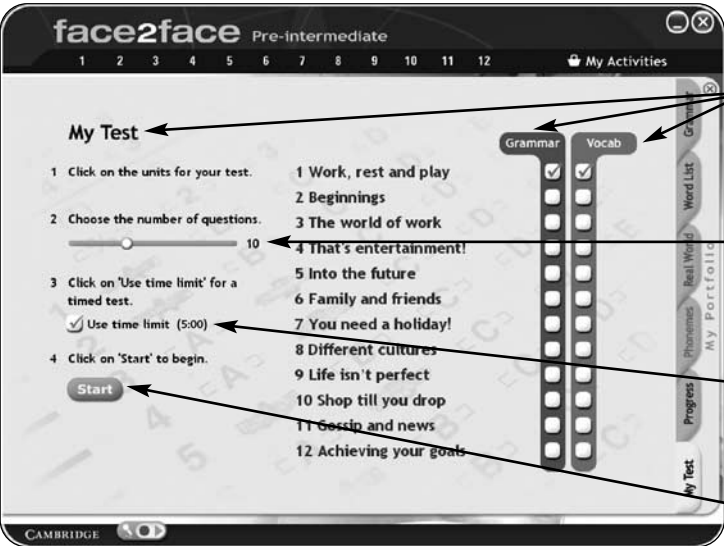
Progress



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 screen grabs from **face2face** Pre-intermediate CD-ROM/Audio CD



The CD-ROM/Audio CD

How to practise new language

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 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 also see the correct answers by clicking on the key 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.

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 screen grabs from **face2face** Pre-intermediate CD-ROM/Audio CD



The Common European Framework (CEF)

What is the Common European Framework?

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 European country. *Waystage 1990*<sup>1</sup>, *Threshold 1990*<sup>2</sup> and *Vantage*<sup>3</sup> detail the knowledge and skills required at different levels of ability.

In 2001 the contents of these documents were further developed into sets of ‘can do’ statements or ‘competences’ and officially launched as the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEF)<sup>4</sup>. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence 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
Elementary	A1		<i>Breakthrough</i>
	A2	KET Key English Test	<i>Waystage</i>
Pre-intermediate	B1	PET Preliminary English Test	<i>Threshold</i>
Intermediate			
Upper Intermediate	B2		<i>Vantage</i>
		FCE First Certificate in English	

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 24-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 Pre-intermediate and CEF level B1

B1		
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

The table on the left describes the general degree of skill required at level B1 of the CEF. Details of the language knowledge required for B1 are listed in *Threshold 1990*. The ‘can do’ statements for B1 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

The Listening, Reading, Speaking and Writing tables on p14–p17 show where the required competences for level B1 are covered in **face2face** Pre-intermediate. For more information about how **face2face** covers the areas specified by the Common European Framework, see our website [www.cambridge.org/elt/face2face](http://www.cambridge.org/elt/face2face).

<sup>1</sup> *Waystage 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press  
<sup>2</sup> *Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press  
<sup>3</sup> *Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press  
<sup>4</sup> *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press

The CEF

Listening

A language user at level B1 can:	1	2	3
follow clearly articulated speech in everyday conversation			
follow the main points of a clearly articulated discussion between native speakers		2B 2D	3D
understand a short narrative and form hypotheses about what will happen next		2C	
understand the main points of recorded materials on familiar subjects	1B 1C		3A 3C
catch the main points in TV and radio programmes on familiar topics			
follow films in which the visuals and action carry much of the storyline			
follow in outline straightforward short talks on familiar topics			

Reading

A language user at level B1 can:	1	2	3
understand the main points in short newspaper articles	1A		3C
distinguish fact from comment in columns or interviews in newspapers and magazines			
skim short texts to find relevant facts and information	1C	2A 2C WB2A WB2B	
understand information in everyday material such as brochures and letters	1B 1D		3B
understand simple messages			
understand standard letters			3B WBP3
understand descriptions of events, feelings and wishes in private letters	WBP1	WBP2	3B
understand the plot of a clearly structured story		2A 2C WB2C	WB3C
guess the meaning of single unknown words from their context			
understand straightforward instructions			
understand a simple personal letter about aspects of everyday life*	WBP1		
skim small advertisements in newspapers and identify the most important information*			WBP3C
understand short narratives about everyday things dealing with topics which are familiar*		WBP2	WB3C

\* refers to descriptors for A2, which are revised and extended in face2face Pre-intermediate  
1A = face2face Pre-intermediate Student's Book unit 1 lesson A

WB1A = face2face Pre-intermediate Workbook unit 1 lesson A  
WBP1 = face2face Pre-intermediate Workbook Reading and Writing Portfolio 1

The CEF

4	5	6	7	8	9	10	11	12
This interactive competence is practised throughout the course, in particular in the <i>Get ready ... Get it right!</i> sections.								
4B 4C	5D	6B 6C	7A 7B	8B 8D	9D			12A
		6C					11B	
	5A 5C			8C	9B 9C	10B	11B 11C	12C
4D		6C			9C	10B		
This competence is practised throughout the course on the interactive CD-ROM/Audio CD.								
4D					9C			

4	5	6	7	8	9	10	11	12
4A 4C	5C	6A WB6C	7C	8C WBP8		10C WB10B	11C WB11B WB11C	12C WB12C
WB4C				8C WB8C	WB9C	WB10C WBP10		
4C	5C WB5C WB5D	6A 6C WB6C	WB7C			10C	11C WB11C	WBP12
WB4A	WBP5		7A WB7A					
		WB6D WBP6					11A	WBP12
			WBP7		9C			
					WBP9		11A	
WBP4							WBP11	
							11C WB11C	
								12C WB12C
			WB7A WBP7					

The CEF

Speaking

A language user at level B1 can:	1	2	3
enter unprepared into conversation on familiar topics	1A 1B	2A	3B 3C
start, maintain and close a simple face-to-face conversation on familiar topics	1C 1D	2D	
deal with most situations likely to arise when travelling			
make a complaint			
express and respond to feelings such as surprise, happiness, sadness, interest and indifference			
make his/her opinions and reactions clear as regards finding solutions to problems or practical questions			3B 3D
give or seek personal views and opinions in an informal discussion with friends	1D	2B	
agree and disagree politely	1D		
express beliefs, views and opinion in discussing topics of interest	1D	2A 2C	3A 3B
use a prepared questionnaire and make spontaneous follow-up questions	1A 1B 1C	2A	3A 3B 3C
narrate a story		2B 2D	
relate the plot of a book or film and describe his/her reactions		2C	
give detailed accounts of experiences, describing feelings and reactions		2A 2B	
describe dreams, hopes and ambitions			
explain and give reasons for his/her plans, intentions and actions			
paraphrase short written passages orally in a simple fashion			
give straightforward descriptions on a variety of familiar subjects	1A 1B	2A 2D	3C 3D

Writing

A language user at level B1 can:	1	2	3
write simple connected texts on a range of topics and express personal views and opinions			
link a series of discrete items into a connected linear sequence of points		2C WBP2	
narrate a story		2C	
write a description of an event – real or imagined		WBP2	
write accounts of experiences, describe feelings and reactions	WBP1		
write notes conveying simple information			
write personal letters describing experiences, feelings and events in some detail	WBP1	WBP2	
convey information and ideas on abstract as well as concrete topics, and ask about and explain problems			
express feelings such as grief, happiness, interest, regret and sympathy in a letter			
describe in a personal letter the plot of a film or a book or give an account of a concert			
reply in written form to adverts and ask for more information about products			
write his/her CV in summary form			WBP3

1A = face2face Pre-intermediate Student's Book unit 1 lesson A  
WB1A = face2face Pre-intermediate Workbook unit 1 lesson A

WBP1 = face2face Pre-intermediate Workbook Reading and Writing Portfolio 1



The CEF

4	5	6	7	8	9	10	11	12
4B 4D		6B	7A	8B	9C		11B	12A
4A			7C	8D		10B 10D	11A 11D	
			7D			10D		
			7D					
					9B 9D		11D	
	5D	6C 6D			9C 9D		11B	
	5A	6A 6C		8C	9C	10C	11B	12C
4D	5D			8D	9A 9B			12B
4C 4D	5A 5C	6C	7A	8B 8D	9B	10B	11C	12B
4B 4C	5C			8A	9C			
							11C	
4A		6C						
4A		6A	7C 7D	8B	9B	10A 10B		12B
	5A 5B							12B
	5B 5D		7A		9A 9C			
			7A 7C	8C		10C		12C
4B 4C	5B 5D	6A 6B 6D	7A 7C	8A 8C 8D	9D	10A		12C

4	5	6	7	8	9	10	11	12
				WBP8		WBP10		
				WBP8		WBP10		
							WBP11	
					WBP9			
		WBP6						
			WBP7		WBP9			WBP12
					WBP9			
WBP4								
	WBP5							

## Teaching Tips

### Listening

- Make full use of the *Help with Listening* sections in the Student's Book, which are designed to help students understand natural spoken English and develop their ability to anticipate and understand what is being said.
- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for.
- Give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing a recording.
- Be sensitive to the difficulties that students might be having and play a recording several times if necessary.
- If you use a cassette recorder in class, don't forget to set the counter to zero each time.
- When you play a recording for a second or third time, you can ask students to read the *Recording Scripts* at the back of the Student's Book while they listen. This helps them to 'tune in' to spoken English and connect what they hear with what they read.
- When students need to listen and write their answers, you can stop the recording after each answer in second and subsequent listenings to give them time to write.
- Use the activities for the *Songs* on Student's Book p100–p101 at the points suggested in the course.
- Encourage students to listen again to the classroom recordings on their CD-ROM/Audio CD on their computer at home. Note that students can only listen to these classroom recordings on a computer, not on a CD player.

### Speaking

#### Pair and Group Work

- Make full use of all the communicative speaking activities in the Student's Book, particularly the *Get ready ... Get it right!* sections.
- Help students with the language they need to do speaking tasks by drawing their attention to the 'transactional language' in the speech bubbles. If necessary, drill this language with the class before they do the speaking activity in their pairs or groups.
- Try to ensure that students work with a number of different partners during a class. If it is difficult for students to swap places in class, you can ask them to work with students in front of or behind them as well as on either side of them.
- It is often useful to provide a model of the tasks you expect students to do. For example, before asking students to talk about their family in pairs, you can talk about your family with the whole class to give students a model of what they are expected to do.
- Remember that students often find speaking activities much easier if they are personalised, as they don't need to think of ideas as well as language.

- Go around the class and monitor students while they are speaking in their pairs or groups. At this stage you can provide extra language or ideas and correct any language or pronunciation which is impeding communication.
- Avoid becoming too involved in speaking activities yourself unless you see students have misunderstood your instructions or you are asked for help. As soon as you join a group, students often stop talking to each other and talk to you instead.
- When giving feedback on speaking, remember to praise good communication as well as good English and focus on the result of the task as well as the language used.

### Correction

- When you hear a mistake, it is often useful to correct it immediately and ask the student to say the word or phrase again in the correct form. This is particularly effective if the mistake relates to the language you have been working on in the lesson.
- Alternatively, when you point out a mistake to a student you can encourage him/her to correct it himself/herself before giving him/her the correct version.
- Another approach to correction during a freer speaking activity is to note down any mistakes you hear, but not correct them immediately. At the end of the activity write the mistakes on the board. Students can then work in pairs and correct the mistakes. Alternatively, you can discuss the mistakes with the whole class.
- You don't have to correct every mistake when students are doing a freer speaking activity, particularly when the mistake is not specifically in the language they have been asked to practise. Effective communication is often just as important as accuracy.

### Vocabulary

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs. This gives students the opportunity to try to work out the rules themselves before checking in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Point out the stress marks (\*) on all new words and phrases in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only.
- When you write a new vocabulary item on the board, make sure students know the stress and part of speech. Students then copy new vocabulary into their notebooks.
- Make students aware of collocations in English (for example, *have a degree, job security*) by pointing them out when they occur and encouraging students to record them as one phrase in their notebooks.
- Encourage students to notice patterns in new vocabulary, for example, *go for/look for/apply for a new job*.

## Teaching Tips

- Review and recycle vocabulary at every opportunity in class, using the *Reviews*, the *Language Summaries*, the *Classroom Activities and Games* and the *Class Activities*.
- Use the photocopiable *Vocabulary Plus* worksheets to introduce and practise extra vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson. There is one *Vocabulary Plus* worksheet for each unit in the Student's Book.
- Use the photocopiable *Study Skills* worksheets to help students understand other aspects of vocabulary, such as grammatical terms, using a dictionary and how to record vocabulary items.

### Grammar

- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs. This gives students the opportunity to try to work out the grammar rules themselves before checking their answers in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Teach your students useful grammatical terms (for example *auxiliary*, etc.) when the opportunity arises. This helps students become more independent and allows them to use grammar reference books more effectively.
- Use different colour pens for different parts of speech when writing sentences on the board (for example, Present Simple questions). This helps students see the patterns in grammar structures.
- If you know the students' first language, highlight grammatical differences between their language and English. This raises their awareness of potential problems if they try to translate. It is also useful to highlight grammatical similarities to show students when a structure in English is the same as in their own language.
- After teaching a grammatical item, use reading and listening texts as reinforcement by asking students to find examples of that grammatical item in the text. This helps students to see the language in a realistic context.

### Pronunciation

- Make full use of the pronunciation drills on the Class Audio CDs/Class Audio Cassettes. These drills are marked with the pronunciation icon **P** in the Student's Book and Teacher's Book, and give standard British native-speaker models of the language being taught.
- Point out the stress marks on all new vocabulary in the vocabulary boxes in the lessons and the *Language Summaries*. Note that only the main stress in each new word or phrase is shown. For example, in the phrase *go on a date*, the main stress on *date* is shown, but the secondary stress on *go* is not. We feel this is the most effective way of encouraging students to stress words and phrases correctly.
- Also point out the example sentences in the Student's Book before using the pronunciation drills. Note that in the examples of sentences in *Grammar* or *Real World* drills, all stresses in the sentences are shown.

- When using the recordings of these drills, there are usually sufficient pauses for students to repeat chorally without stopping the recording. Alternatively, you can pause the recording and ask each student to repeat individually before continuing.
- For variety, model and drill the sentences yourself instead of using the recordings.
- Point out the stress, linking and weak forms marked in some of the *Recording Scripts* (Student's Book p145).
- Encourage students to listen to the audio component of the CD-ROM/Audio CD on their CD player. This contains *Real World* drills from each lesson D in the Student's Book.

### Helping students with sounds

- Consider teaching your students the phonemic symbols (Student's Book p159). This allows students to look up the pronunciation of the words and record difficult pronunciation in their notebooks. It is often easier to take a 'little and often' approach to teaching these symbols, rather than trying to teach them all in one lesson.
- Encourage students to use the phonemes section of the CD-ROM/Audio CD at home. This will help them to learn the symbols and allow them to practise the sounds.
- Highlight the phonemic transcriptions in the *Language Summaries*. Note that transcriptions are given only for vocabulary that is particularly problematic.
- Write the phonemic transcription for difficult words on the board. Ask students to work out the pronunciation.
- For sounds students often have problems with (for example, /θ/) you can demonstrate the shape of the mouth and the position of the tongue (or draw this on the board). Often students can't say these sounds simply because they don't know the mouth position required.
- Draw students' attention to the English sounds which are the same in their own language(s) as well as highlighting the ones that are different.

### Helping students with stress and intonation

- Drill all new words, phrases and sentences, and pay particular attention to words that sound different from how they are spelled.
- When you write words or sentences on the board, mark the stress in the correct place or ask the students to tell you which syllables or words are stressed.
- When you model sentences yourself, it may be helpful to over-emphasise the stress pattern to help students hear the stress. You can also 'beat' the stress with your hand.
- Emphasise that intonation is an important part of meaning in English and often shows how we feel. For example, a falling intonation on the word *please* can sound very impolite to a native English speaker.
- Show the intonation pattern of model sentences by drawing arrows on the board or making hand gestures.
- Hum the sentences you are focusing on. It is sometimes easier for students to hear the stress or intonation pattern when there are no words.

## Teaching Tips

### Drilling

- Make sure students know the meaning of new language before drilling this with the class.
- When you model a phrase or sentence, speak at normal speed with natural stress and contractions. Repeat the target language two or three times before asking the whole class to repeat after you in a 'choral drill'.
- After choral drilling it is usually helpful to do some individual drilling. Start with the strongest students and drill around the class in random order.
- As the aim of drilling is accuracy, you should correct students when they make a mistake. However, avoid making the students feel uncomfortable and don't spend too long with one student.
- Praise students for good/comprehensible pronunciation and acknowledge lower-level students' improvement, even if their pronunciation is not perfect.
- Use 'mumble' drills. Ask students to say the phrase or sentence to themselves initially, then increase the volume each time until they are speaking at a normal volume. Shy students often appreciate the chance to say things quietly until they feel more confident.
- Use chain drills to revise vocabulary. Students sit in a semi-circle. Give an object (or a picture) to the student at one end and ask *What's this?*. The student replies *It's a ...*, takes the object, turns to the next student, asks *What's this?* and so on. Meanwhile, give a new object to the student at the other end and repeat the process. At regular intervals, feed in more objects at each end so that there are several going around at the same time.

### Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of each lesson. They are easy to set up and should take no more than five to ten minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Review* sections at the end of each unit. They can be done in class when students have finished the unit, or set for homework (see the Extra practice and homework boxes in the *Teaching Notes*). Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the *Review* exercises are organised in lesson order.
- After a mid-lesson break, ask students to write down in one minute all the words they can remember from the first part of the lesson. These quick *What have we just learned?* activities help students to transfer information from their short-term to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put it in the box. The cards can be used for activities which review vocabulary, for example, Know, Might Know, Don't Know (see p21).
- Encourage students to use the **face2face** CD-ROM/Audio CD to review each lesson at home and to review new language by reading the *Language Summary* for the lesson.

- Set homework after every class. The **face2face** Pre-intermediate Workbook has a section for each lesson in the Student's Book, which reviews all the key language taught in that lesson.

### Teaching Mixed Level Classes

In Pre-intermediate classes, teachers are often faced with a mixture of Elementary and Pre-intermediate students. If this is the case in your class, try some of the following suggestions.

- Work at the pace of the average student. Try not to let the fastest or slowest students dictate the pace.
- To avoid stronger students dominating, nominate the quieter ones to answer easier questions.
- Allow time for students to check their answers in pairs or groups before checking with the whole class.
- Encourage stronger students to help weaker ones, for example, if a student has finished an activity, ask him/her to work with a slower student.
- Give students time to think by asking students to write down the answers rather than shouting them out. This helps avoid the more able students dominating the class.
- When monitoring during pair and group work, go to the lower-level students first to check if they have understood the instructions and are doing the activity correctly.
- Plan which students are going to work together in pair and group work. Mix stronger students with weaker ones when they can give help, for example, in a vocabulary matching activity. On other occasions, for example, in freer speaking activities, it is often a good idea to place stronger students in the same group. Lower-level students may feel more confident speaking with other students at their own level.
- In activities where students work on their own, ask them to put up their hands as they finish. Fast finishers can check answers together while they are waiting.
- Have ideas for extra activities to give early finishers to do while the slower ones are still working, for example, an exercise from a *Review* section or the Workbook.
- Don't feel that you have to wait for everyone in the class to finish an exercise. It is usually best to stop an activity when the majority of the class have finished.
- Vary the amount and type of correction you give according to the level of the student, in order to push stronger students and avoid overwhelming those who are less confident. Remember to praise successful communication as well as correct language.
- Grade the tasks you set students, for example, when students are practising conversations on the recordings, less able ones can read the recording script for support.
- Be flexible in the number of questions, sentences, etc., you expect different levels of students to produce.
- In progress checks, acknowledge improvement as well as final performance.
- Set weaker students extra homework from the Workbook or the CD-ROM/Audio CD to help them catch up with areas of language the rest of the class is confident with.



## Classroom Activities and Games

These *Classroom Activities and Games* can be used to practise a variety of different language areas in class. The *Teaching Notes* suggest when they can be used alongside the lessons in the Student's Book.

### Board Race

This activity is useful for revising vocabulary. You need a classroom where students can stand in two lines in the centre of the room, facing the board.

- Divide the class into two teams. Each team stands in a line facing the board. Divide the board into two columns with the headings *Team A* and *Team B*.
- Give the first student in each team a board pen.
- Give students a topic (for example food/drink or places in a town/city) and a time limit (for example, three minutes).
- Say *Go*. The first student in each team runs to the board, writes a word associated with the topic in his/her team's column, runs back and gives the pen to the second student, who does the same and so on. Students can help other members of their team.
- When the time is up, students sit down. Check answers with the whole class. Teams get one point for each answer, one point for each word/phrase that is spelled correctly and one point for each answer not in the other team's list. The team with the most points wins.



### Know, Might Know, Don't Know

This activity helps you to find out what vocabulary students already know. It is a good activity for mixed level classes, as stronger students can teach lower-level students vocabulary that they don't know.

- Before the lesson, write a worksheet containing 15–20 words or phrases you want to teach or review.
- Photocopy one worksheet for each student.
- In class, give each student a copy of the worksheet. Tell students to divide the words into three groups: *Know* (I know this word/phrase and can give an example or definition), *Might Know* (I think I know this word/phrase but I'm not sure) and *Don't Know* (I don't know this word/phrase).
- Students work in pairs or groups and compare their answers. If one student knows a word, he/she should teach it to his/her partner or the other members of the group. Alternatively, students can move around the room and talk to various students.
- When they have finished, students say which words/phrases they still don't know. Encourage other groups to give definitions to help them, or give the meanings and examples yourself.
- Allow time for students to record any new vocabulary in their notebooks.

### Dialogue Build

This activity focuses on grammatical accuracy as well as giving students confidence in speaking.

- Before the lesson, prepare a 6- to 8-line conversation based on language the students should know. Find a magazine picture of each person in the conversation (or draw two people on the board).
- In class, set the context, for example, on the telephone. Put the two speakers' pictures on either side of the board.
-  Draw a speech bubble from the person who speaks first and insert a prompt, for example, *speak/please?* Elicit the target sentence, for example, *Can I speak to Mr Jones, please?* Model and drill the target language with the whole class and then individually. Don't write the sentence on the board at this stage.
- Draw a reply speech bubble from the other person and insert a prompt, for example, *sorry/message?* Elicit the target sentence and continue as above, establishing one line each time until the conversation is complete.
- Students practise the conversation in pairs. They then change roles and practise the conversation again.
-  Re-elicite the whole conversation, writing each line on the board by the appropriate prompt. Give students time to copy the conversation into their notebooks.

### Running Dictation

This activity involves all four skills (reading, writing, speaking and listening) and is a good way to inject some energy into a class.

- Before the lesson, choose a short text. This text can be used to introduce a topic in a lesson, provide a context for new language, review a language area already covered or simply provide extra reading practice.
- Photocopy one copy of the text for each student.
- In class, divide students into pairs, one reporter and one secretary. Secretaries sit near the back of the class with pen and paper.
- Put one copy of the text on the board. With larger classes, put other copies on the wall at the front of the class.
- When you say *Go*, the reporters go to the board, remember as much as they can of the text, then run back to their partners, who must write down the exact words they hear. When a reporter has told his/her secretary all he/she can remember, he/she goes back to the board and repeats the process.
- In the middle of the activity, clap your hands and tell students to change roles.
- The first pair to complete the text wins. Continue the activity until most or all of the students have finished.
- Give a copy of the text to each student. Students then check their version of the text against the original.

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### Pelmanism

This is a student-centred activity which can be used to review vocabulary or grammar.

- Before the lesson, prepare a set of 10 pairs of cards for each pair of students (for example, *bright/intelligent*, *considerate/helpful*, etc.).
- In class, put one set of cards on the table arranged face-down in five rows of four cards each.
- Demonstrate how to play the game by turning over two cards. If they don't match, put them back in the same places, face-down. Explain that if a student has a successful match, he/she has another turn.
- Give a set of cards to each pair. Students take turns to turn over two cards until all the pairs are matched. The student with the most pairs of cards wins.

### Grammar Auction

This is a fun grammar revision activity which involves the whole class.

- Before the class, prepare a worksheet with 10–12 sentences on it, based on the grammar areas you have covered with your class. Some of the sentences should be correct English and some should contain mistakes.
- Photocopy one worksheet for each student.
- In the lesson, divide the class into teams of four or five. Give one worksheet to each student. Students discuss in their groups which sentences are correct and which are incorrect. Students should speak quietly so that other teams can't hear them.
- Check that they know what an auction is and how to buy something. Tell the class each group has £20,000 to spend. Act as the auctioneer and sell the sentences one at a time.
- Students try to buy the correct sentences. They can also use tactics to persuade other teams to buy the incorrect ones, for example, bidding for incorrect sentences to put doubt into the minds of the other students.
- When a group buys a sentence, they mark that sentence on their worksheet. Students must stop bidding when they have no more money.
- When all the sentences have been sold, check which are correct with the class. The team with the most correct sentences wins. In the case of a tie, the team with the most money left wins.
- At the end of the auction, students work in their groups and correct the incorrect sentences. Check answers with the class.

### Pyramid Discussion

This activity encourages students to exchange ideas and opinions in a fun, student-centred way.

- Set a context (for example, tell students they are going on a trip to the desert and need to decide what to take with them).
- Give each student a list of 10–15 items or write them on the board.
- Students work on their own and choose the 5 most useful items to take with them. Students should also think of a reason for choosing each one.
- Each student then shows their list of 5 items to a partner. Together they must agree on only 5 items from both their lists.
- Students work in groups of four and repeat the previous stage so that they end up with a new list of only 5 items. If you have a big class, you can then put students into groups of eight, and so on.
- Finally, the whole class share their ideas and try to agree on the best 5 answers.

### Consequences

This activity gives students freer practice of collaborative writing. It allows them to be creative while practising language taught in the lesson (for example, Past Simple and Past Continuous or connecting words).

- Give each student a clean piece of paper to write on (or ask each of them to take one page from their notebooks).
- Give students a series of instructions about what to write (for example, a woman's name, a man's name, where and how they met, what they were doing when they met, what they said to each other, what they did next, when they saw each other again, what happened in the end). Check that students are writing full sentences.
- After each student has written an answer to each instruction, they fold their paper just enough to hide what they have written and pass it on to the student on their left.
- When students have finished the story, they fold the paper one more time and pass it to the person on their left. This student opens it and reads it. Ask students to read out any funny or interesting examples to the class.
- Display the stories around the class for everyone to read. Students decide which one is the best and why.