

Cambridge University Press  
978-1-107-63330-8 – face2face Pre-intermediate  
Chris Redston and Jeremy Day With Gillie Cunningham  
Frontmatter  
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SECOND EDITION

# face2face

**Pre-intermediate Teacher's Book**

Chris Redston & Jeremy Day with Gillie Cunningham



**CAMBRIDGE**  
UNIVERSITY PRESS

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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 Pre-intermediate Student's Book reviews CEFR A2 and takes students well into B1 (see p14–p19).

## face2face Second edition Pre-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, 5 *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 Listening sections focus on the areas that make spoken English so difficult to understand and teach students how to listen more effectively.

**5A A crowded planet**

**QUICK REVIEW** Present Perfect Work in pairs. Ask questions with *Have you ever ... ?* and find three things you've done in your life that your partner hasn't done. Ask follow-up questions if possible.

**Vocabulary and Speaking** The environment

1 Work in pairs. Fill in the gaps in the diagram with these words/phrases about the environment. Check in **VOCABULARY** p136.

the environment	the world population	food
pollution	rainforests	the cost of living
floods	green energy	wildlife
the planet	climate change	the Earth

**Listening and Speaking**

3 a **CD2** 1 Listen to an interview with Dr Andrew Scott, an expert on the environment. Tick the things he talks about.

- the world population in 2030
- the world population in 1930
- the number of people over 65
- cities in the future
- food and water
- global warming and climate change
- green energy
- protecting wildlife
- protecting rainforests

b Listen again. Which of these sentences does Dr Scott think are true about the year 2030? Correct the false sentences.

- The planet will be very crowded.
- There will be about 8.2 billion people on the planet.
- China will have a bigger population than India.
- We might have 10 cities with populations of over 20 million.
- It won't be easy to produce food for everybody.
- Green energy will be very important.

c Work in pairs. Do you agree with Dr Scott's predictions? Why?/Why not?

Vocabulary the environment  
Grammar will for prediction; might

**HELP WITH LISTENING 'I' and 'won't'**

7 a **CD2** 2 Listen to how we say these phrases. Notice the difference.

- I stay / I'll stay
- you have / you'll have
- we go / we'll go
- they have / they'll have
- I want / I won't

b **CD2** 3 Listen to these sentences. Circle the words you hear.

- I / I'll stay at home all day.
- They / They'll have their own families.
- We / We'll have two children.
- I / I'll speak English fluently.
- We want to / won't be in England.
- I want to / won't have children.

8 a **CD2** 4 Listen to some people talking about life in the year 2030. Match conversations 1–4 to the things they talk about a–d.

a work and studies	c his/her future family
b living abroad	d age and appearance

b Listen again. Make notes on what each person says.

c Work in pairs. Compare notes. Do you have the same information?

9 **CD2** 5 **Pronunciation** Listen and practise. Copy the contractions (I'll, etc.).

I'll / at / stay at home all day.

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

10 Write five sentences with *will*, *won't* or *might* about you or your family's life in 2030. Use these ideas or your own.

• job	• home	• appearance
• retired	• married or single	• English
• money	• children	• free time

11 a Work in groups. Compare sentences. Are any the same?  
b Tell the class two of your group's predictions.

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.

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.

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

**5B** Never too old

**QUICK REVIEW** *will* for prediction Write five sentences with *will*, *won't* or *might* about your life in three years' time. Work in pairs. Take turns to say your sentences. Whose life do you think will change more?

**Vocabulary Collocations (2)**

**1** a Choose the correct verbs in these collocations. Check in **VOCABULARY** p136.

- take* / make photos
- live* / leave abroad
- make* / move house
- say* / write a blog
- get* / have a fantastic time
- spend* / give time doing (something)
- learn* / want how to do (something)
- make* / do a course in (something)

b Work in pairs. Test your partner on the collocations.

photos take photos

**Reading, Listening and Speaking**

**2** Work in pairs. Discuss the questions.

- At what age do people usually retire in your country?
- What do you think are the good and bad things about being retired?
- Do you know anyone who is retired? How do they spend their time?

**3** a Look at photos A-C. Match the people to their plans for when they retire (1-3).

- We're going to drive across the USA. We're planning to spend about six months travelling and I'm sure we'll have a fantastic time.
- I'm hoping to retire before I'm 50, but I'm not going to stay in this country. I want to live abroad, somewhere that's hot all year.
- I'm looking forward to spending more time in the garden. I'm thinking of doing a course in wildlife photography and I'd like to go to Africa next year.

b **CD2** 6 Listen and check.

Vocabulary collocations (2)  
 Grammar *be going to*; plans, hopes and ambitions





**HELP WITH GRAMMAR**  
*be going to*; plans, hopes and ambitions

**4** a Look at these sentences. Then answer questions 1-3.

We're going to drive across the USA.  
 I'm sure we'll have a fantastic time.

- Do both sentences talk about the future?
- Which is a prediction? Which is a plan?
- Which verb form comes after *be going to*?

b How do we make negatives, questions and short answers with *be going to*?

c Check in **GRAMMAR** 5 p137.

**5** a Find these phrases in 1-3 in 3a. Which verb form comes after each phrase: the infinitive with *to* or verb+ing?

a We're planning ... infinitive with <i>to</i>	d I'm looking forward to ...
b I'm hoping ...	e I'm thinking of ...
c I want ...	f I'd like ...

b Answer these questions.

- Which phrase in 5a means 'I'm excited about this and I'm going to enjoy it when it happens'?
- Which is more certain: *I'm planning ...* or *I'm thinking of ...*?
- Which is less certain: *I'm going to ...* or *I'm hoping ...*?

c Check in **GRAMMAR** 5 p137.

**6** a Complete paragraphs 1-3 with the correct form of the verbs in the boxes. Which people in photos A-C said them, do you think?

buy visit write drive

- We're going to <sup>a</sup> buy a camper van and <sup>b</sup> from San Francisco to New York. We're hoping <sup>c</sup> some old friends on the way, and Meryl's thinking of <sup>d</sup> a blog about our journey.

get up learn spend buy

- I'm planning <sup>a</sup> a house by the sea, either in Thailand or Barbados, and I'm looking forward to <sup>b</sup> late every day. I'm hoping <sup>c</sup> every afternoon at the beach and I'd like <sup>d</sup> how to dive.

meet go buy learn

- I'm going to <sup>a</sup> a new camera and I'm looking forward to <sup>b</sup> how to take photos of animals in the wild. I'm also thinking of <sup>c</sup> on holiday to Uganda. I want <sup>d</sup> a gorilla face-to-face.

b **CD2** 7 Listen and check.

**7** **CD2** 8 **PRONUNCIATION** Listen and practise. Copy the stress.

writing a *blɒg* →  
 Meryl's thinking of writing a *blɒg*.

**HELP WITH LISTENING** *going to*

**8** a **CD2** 9 Listen and notice the two different ways we say *going to*. Both are correct.

- I'm going to /*gəʊntʊ*/ buy a new camera.
- We're going to /*gəʊnə*/ buy a camper van.

b **CD2** 10 Listen to these people's sentences. Do you hear: 1 /*gəʊntʊ*/ or 2 /*gəʊnə*/?

- We're going to drive across the USA. 2
- He's going to live abroad.
- I'm going to write a blog.
- They're going to have a great time.
- She's going to retire next year.
- When are you going to retire?

**9** a Write six sentences about your plans, hopes and ambitions. Use *be going to* and phrases from 5a.

*I'm going to study Chinese next year.*  
*I'm thinking of buying a new laptop.*

b Work in groups. Tell each other your sentences from 9a. Which are the most unusual?

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

**10** Make yes/no questions with you.

- be / going to / visit friends next month?  
 Are you going to visit friends next month?
- would / like / be famous?  
 Would you like to be famous?
- be / planning / move house this year?
- be / looking forward / do / something special?
- want / live abroad in the future?
- be / thinking / change / your job or course?
- be / going to / take any exams this year?
- would / like / learn how / fly a plane?
- be / hoping / retire early?
- be / planning / go on holiday soon?

**11** a Ask other students your questions. Try to find someone who answers yes to each question. Then ask two follow-up questions.

b Tell the class about two people's plans, hopes or ambitions.

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.

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.

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

**VOCABULARY AND SKILLS 5C**

**Conservation works**

Vocabulary verbs and prepositions  
 Skills Reading: a magazine article; Listening: an interview

**Face-to-face with a gorilla**

Our wildlife reporter Kathryn Miller travels to Uganda to meet some mountain gorillas – and discovers an environmental success story.

We **hear** stories about the disappearing natural world all the time. 1 km<sup>2</sup> of rainforest is cut down every three minutes and 100 species of plants, insects and animals become extinct every day. It's all very worrying – but sometimes there's good news too.

One important success is the mountain gorilla, which lives in the rainforests of Central Africa. Twenty years ago there were only 350 gorillas left in the wild and their mountain home was disappearing fast. But thanks to organisations like the World Wide Fund for Nature (WWF), there are now over 700 gorillas in the wild and the rainforests where they live are national parks. One reason why gorillas haven't become extinct is, surprisingly, tourism. Every year tourists **spend** \$3 million on visiting national parks in Uganda and Rwanda and another \$17 million on food, transport and accommodation. This gives local people a reason to protect the gorillas and their forest homes.

I've always wanted to meet a gorilla, so last month I **flew** to Uganda and **paid** about £2,000 for a seven-day 'gorilla tour'. On the first day we **went** on a trip to the Volcano Bwindi National Park. We **walked** through the rainforest for two hours and **looked** for gorillas. It was hot, humid and very hard work – and then suddenly I was face-to-face with a gorilla! And not just one – a family of 22 gorillas were watching us from all sides. We **took** photos of them as they ate, climbed trees and played with their young. They weren't frightening – instead, it was incredible how similar they were to us. We **spent** an hour with the gorillas before we **went back** to our forest camp. At dinner that night, we **talked** about the day and everyone said it was one of the most incredible experiences of their lives.

The future for the gorillas isn't certain, but at least they still have a future. We share 98.4% of our DNA with these amazing animals and they are one of our closest living relatives. If we can't protect them, what hope is there for the rest of the natural world?

**6 a** Before you listen to the rest of the interview, check these words/phrases with your teacher.

an area of land a path a village  
 destroy a corridor solve a problem

**b CD2-12** Listen to the whole interview. Are these sentences true or false?

- The forests where elephants live are getting smaller. 7
- Elephants walk along the same paths as their grandparents.
- They never go into villages on the paths.
- They sometimes destroy people's homes.
- There aren't any villages in an 'elephant corridor'.
- The people in the villages don't want to move.

**HELP WITH LISTENING** Sentence stress (2)

**7 a** **CD2-12** Listen to the beginning of the interview again. Notice the sentence stress.

Today on Wildlife World we're talking to John Burton, the director of the World Land Trust, who's here to talk about elephants in Asia. First of all, John, there's something I'd like to ask you. How can you tell the difference between an African and an Asian elephant?

**b** Work in pairs. Look again at 7a. Which of these types of words are stressed (S)?

nouns and names S auxiliaries  
 main verbs articles (a/an, the)  
 adjectives question words

**c** Look at Audio Script **CD2-12** p158. Listen to the interview again and follow the sentence stress.

**8 a** Work on your own. Think of five ways you can help the environment and wild animals.

**b** Work in pairs. Compare ideas. Choose the best five ideas from both lists.

**c** Work in large groups or with the whole class. Make a final list of five ideas.

**QUICK REVIEW** Plans, hopes and ambitions Write one thing you are thinking of doing tonight, are looking forward to, are hoping to do next year, are planning to do soon. Work in pairs. Tell your partner your ideas. Ask follow-up questions.

**Reading and Speaking**

**1** Work in groups. Discuss these questions.

- Have you ever been to a wildlife park or a zoo? If so, what was it like?
- Where do people go in your country to see wildlife? Which animals can you see there?
- Have you ever seen animals in the wild? If so, which ones? If not, which animals would you like to see?

**2 a** Before you read, check these words with your teacher.

cut down a species  
 extinct disappear  
 a national park DNA

**b** Read the article. Answer these questions.

- Where do mountain gorillas live?
- Why are the gorillas a 'good news story'?
- Did Kathryn enjoy the first day of her holiday? Why?/Why not?

**c** Read the article again. Find these numbers in the article. What do they describe?

- 1 km<sup>2</sup>
- 100
- 350
- 700
- \$3 million
- \$17 million
- £2,000
- seven
- 22
- 98.4%

**d** Work in pairs. Compare answers. Which facts do you think are surprising?

**HELP WITH VOCABULARY** Verbs and prepositions

**3** Verbs and prepositions often go together. Look at the verbs in bold in the article. Then fill in the gaps with the correct prepositions.

- hear** (a story) about something
- spend** money on something
- fly** to a place
- pay** an amount of money for something
- go** on a trip to a place
- look** for something you want to find
- take** photos of somebody or something
- spend** time with somebody
- go back** to the place where you started
- talk** about a topic

**VOCABULARY 5.3** p136

**4** Work in pairs. Student A p103. Student B p109.

**Listening and Speaking**

**5 a** Work in pairs. How much do you know about elephants? Guess the correct words in these sentences.

- African elephants are **bigger/smaller** than Asian elephants.
- The ears of an Asian elephant are like a map of Africa/India.
- There are more **African/Asian** elephants than African/Asian elephants.
- Elephants have very **good/bad** memories.

**b** **CD2-11** Listen to the first part of an interview with John Burton from the World Land Trust, a conservation charity. Check your answers to 5a.

**WORLD LAND TRUST**

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.

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

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.

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.

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

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

Add variety to your lessons by presenting Real World language visually using the new video clips on the **face2face** Second edition Pre-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.

Reduced sample pages from the **face2face** Second edition Pre-intermediate Student's Book

## Teacher's DVD Instructions

The Teacher's DVD contains the *Real World* video presentation material as well as printable PDFs of all the Teaching Notes and photocopiable materials from this Teacher's Book.

- To play the *Real World* video presentation material you can use the DVD in a DVD player or in a computer. Insert the DVD and follow the instructions on the main menu.
- To access the PDFs on a Windows operating system, double-click **My Computer**. Right click on the CD/DVD drive and choose *Explore*. Open the "Teaching Notes and Photocopiable Materials" folder and double click on the PDFs you want to view or print.
- To access the PDFs on a computer with a Mac operating system, double-click on the DVD icon on the desktop. Open the "Teaching Notes and Photocopiable Materials" folder and double-click on the PDFs you want to view or print.

Choose a video.

Choose to have the subtitles on or off.

Get help to access the PDFs of the Teaching Notes and photocopiable materials.

On your computer, locate the contents of the DVD to access the PDFs of the Teaching Notes and photocopiable materials.

Choose a PDF to open and view or to print.

To view or print the Teaching Notes and photocopiable materials you will need a software program that can read PDFs such as Adobe® Reader®, which is free to download and install at [www.adobe.com](http://www.adobe.com).