

Laser Intermediate Teacher's Book

# Laser

## Intermediate

### TEACHER'S BOOK

Unit 3 The Law the Law

Unit 4 Meet the Stars

Revision Units 3-4

Unit 5 The Space Race

Unit 6 It Takes All Sorts

Revision Units 5-6

Unit 7 Going Out and Staying In

Unit 8 The Problem Page

Revision Units 7-8

Unit 9 It's the Way You Tell 'em!

Unit 10 Fair Play

Revision Units 9-10

Unit 11 The Land of Plenty?

Unit 12 CU@8

Revision Units 11-12

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# Introduction: Welcome to *Laser Intermediate*!

*Laser Intermediate* is designed to make your job as easy and stress-free as possible. To this end, it's worth spending a few minutes reading this introduction to see what the course provides you with in terms of materials, and how it is structured.

## Components

A number of different components make up the *Laser Intermediate* course:

- the *Laser Intermediate Student's Book*
- this *Laser Intermediate Teacher's Book*
- the *Laser Intermediate Grammar Bank Booklet* (inserted into the back cover of the Student's Book)
- the *Laser Intermediate Test Booklet*
- the *Laser Intermediate Workbook* (with and without Key editions)
- class cassettes and CDs

Let's look at each of them in turn.

## the *Laser Intermediate Student's Book*

- This starts off with a two-page fun quiz to introduce your students to the course, and to familiarise them with the Student's Book.
- There are sixteen topic-based units. Each contains the following sections:
  - ▶ **Get warmed up!**: a short warm-up and lead-in to the topic
  - ▶ **Reading**: developing key reading skills
  - ▶ **Dictionary Corner**: focusing on topic-based lexis and lexico-grammar from the reading text
  - ▶ **Grammar 1**: focusing on one key grammar point
  - ▶ **Listening**: developing key listening skills
  - ▶ a second **Dictionary Corner**: usually focusing on patterns, collocations, word formation or phrasal verbs
  - ▶ **Grammar 2**: focusing on another key grammar point
  - ▶ **Soundstation**: focusing on phonetic production and reception
  - ▶ **Speaking**: developing key speaking skills
  - ▶ **Use your English!**: revising, consolidating and building on language from the unit within a Cambridge FCE Use of English task-type
  - ▶ **Writing**: developing key writing skills
  - ▶ **Get Ready to Write**: working towards the production of a composition

- **Homework** sections throughout the Student's Book indicate when and which Workbook exercises should be assigned. Further information regarding this is given in the Teacher's Book.
- After every two units, there is a 2-page revision section.
- At the back of the book, there are 16 **Composition Planners** (one for each unit), unit by unit **role-play activities**, a list of **phrasal verbs**, a list of key **collocations and patterns** and **irregular verbs**.

## the *Laser Intermediate Teacher's Book*

The Teacher's Book contains:

- detailed guidelines for teachers on how to use the material in the Student's Book most effectively, including what to write **On the Board**, and sections entitled **Errors To Watch Out For** and **Background Information** within the notes.
- a **key** to all exercises with **additional explanation** of answers where appropriate.
- a choice of **additional tasks** based on the exercises in the unit, which can be used to expand the lesson according to time available.
- the **tapescripts** for all listening activities
- the **Workbook Key**
- the **Test Book Key**

Each unit of the Teacher's Book begins with a **Target Language** section, which presents the language areas to be covered in the unit and should be referred to closely by the teacher when planning the lesson. The teaching notes for each exercise should be read through when planning the lesson and consulted throughout the lesson where necessary. The teacher may choose to omit certain parts of an activity (eg a follow-up task), depending on the time available and the needs of his or her students. The Additional Tasks are mainly fun, communicative activities designed to consolidate an aspect of language that has just been covered. Again, the teacher can choose to use some, all or none of these with their class depending on time constraints and student needs.

## the *Laser Intermediate Grammar Bank Booklet*

- This contains all the grammar presentation for the course. It is a reference guide for both the teacher and the students, and is written in language that the students will be able to understand.
- The order of presentation follows exactly the order of Grammar Points in the Student's Book.

## the *Laser Intermediate Test Booklet*

This contains:

- 16 Unit Tests
- Term Test 1 (units 1-5), Term Test 2 (units 6-10), Term Test 3 (units 11-16)
- End-of-course Final Test

## the *Laser Intermediate Workbook*

- This follows the grammar, vocabulary and writing syllabus of the Student's Book exactly, and is designed to further practise and consolidate the work done in the Student's Book.
- All Workbook exercises are designed so that they can be assigned for homework.
- The structure of the Workbook is as follows:
  - ▶ **Dictionary Corner:** consolidating the lexis and lexicogrammar of the first Dictionary Corner section of the Student's Book
  - ▶ **Grammar 1:** consolidating the grammar of the first Grammar Point Section of the Student's Book
  - ▶ **Dictionary Corner:** consolidating the lexis and lexicogrammar of the second Dictionary Corner section of the Student's Book
  - ▶ **Grammar 2:** consolidating the grammar of the second Grammar Point Section of the Student's Book
  - ▶ **Writing:** consolidating the skills developed in the Writing Section of the Student's Book
- There are **revision sections** after every two units of the Workbook. After units 2, 4, 6, 10, 12 and 14, these are out of 20 or 25 and focus on the grammar and lexis of the previous two units. After units 8 and 16, the revision section is out of 50 and focuses on all grammar and lexis from the previous 8 units.

## Do the *Laser Intermediate Quiz*

- This section is designed to be a fun introduction to the course, and to help familiarise students with the Student's Book.
- Either ask students to do the quiz individually or in pairs.
- Encourage them to do the quiz as quickly as they can. You may wish to make it a competition, with the winning student/pair getting ten points, the next student/pair to complete it getting nine points, and so on.
- You may wish to read through the questions first with students to ensure understanding.

## the class cassettes and CDs

- These contain all the listening activities for the Student's Book.
- The CDs contain exactly the same material as the cassettes.

I very much hope you and your students enjoy *Laser Intermediate* as much as I enjoyed writing it. If you or your students have any comments or questions about the course, please feel free to contact me through the publisher. I would love to hear from you.

Have a great school year!

Malcolm Mann  
Athens, Greece

- |                                 |                      |
|---------------------------------|----------------------|
| 1 Rob, o                        | 8 skateboarding, s   |
| 2 phrasal verbs, a              | 9 Malcolm Mann, m    |
| 3 it, t                         | 10 e                 |
| 4 We're Talking Rubbish, r      | 11 Chadd Brothers, c |
| 5 Amy Baxter, e                 | 12 cartoons, o       |
| 6 Laser Composition Planners, e | 13 l                 |
| 7 Away From Home, W             | 14 L                 |

Welcome To Laser!



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Unit	Reading	Dictionary Corner I	Grammar I	Listening
<b>1 Welcome Back!</b> page 8	scanning for specific information (FCE Reading Part 4)	patterns	present simple and present continuous	listening for specific information (FCE Listening Part 2)
<b>2 The Weird and the Unexplained</b> page 16	reading for gist (FCE Reading Part 1)	topic vocabulary (mysteries)	past simple and past continuous	listening for location (FCE Listening Part 1)
<b>units 1 and 2 • Revision page 24</b>				
<b>3 The Law's the Law</b> page 26	logical cohesion (FCE Reading Part 3)	topic vocabulary (crime)	countable and uncountable nouns	listening for location (FCE Listening Part 3)
<b>4 Meet the Stars</b> page 34	reading for specific information (FCE Reading Part 2)	topic vocabulary (the media)	present perfect (simple and continuous)	listening for specific information (FCE Listening Part 2)
<b>units 3 and 4 • Revision page 42</b>				
<b>5 The Space Race</b> page 44	summarising points (FCE Reading Part 1)	patterns	<i>will and be going to</i>	listening for specific information (FCE Listening Part 4)
<b>6 It Takes All Sorts</b> page 52	grammatical referencing (FCE Reading Part 3)	topic vocabulary (people)	modals 1 (ability, obligation, advice, permission)	listening for attitude, purpose, intention (FCE Listening Part 1)
<b>units 5 and 6 • Revision page 60</b>				
<b>7 Going Out and Staying In</b> page 62	text type and function (FCE Reading Part 4)	topic vocabulary (entertainment)	modal perfect	listening for attitude and purpose (FCE Listening Part 3)
<b>8 The Problem Page</b> page 70	distinguishing fact and opinion (FCE Reading Part 2)	topic vocabulary (relationships)	zero, first and second conditionals	listening for gist (FCE Listening Part 4)
<b>units 7 and 8 • Revision page 78</b>				

Dictionary Corner 2	Grammar 2	Sound-station	Speaking	Use your English!	Writing Skills	Get Ready to Write
topic vocabulary (education)	stative verbs	/i:/ and /ɪ/ recognition	giving personal information (FCE Speaking Part 1)	unit revision (FCE Use of English Part 1)	paragraphing	informal letter (FCE Writing Part 2)
collocations	<i>used to</i> and <i>would</i>	/i:/ and /ɪ/ production	describing photographs (FCE Speaking Part 2)	unit revision (FCE Use of English Part 2)	descriptive language	short story (FCE Writing Part 2)
phrasal verbs (with <i>off</i> )	articles	opinion expression stress production	expressing opinion, giving reasons 1 (FCE Speaking Part 3)	unit revision (FCE Use of English Part 3)	discursive words and phrases	discursive composition (FCE Writing Part 2)
word formation (prefixes)	comparatives and superlatives	/ə/ recognition and production	giving examples (FCE Speaking Parts 1 and 4)	unit revision (FCE Use of English Part 5)	interpreting notes	informal transactional letter (FCE Writing Part 1)
topic vocabulary (technology)	present simple and present continuous for the future	/æ/, /ɑ:/ and /ʌ/ recognition	expressing opinion, giving reasons 2 (FCE Speaking Part 3)	unit revision (FCE Use of English Part 4)	using set phrases	formal transactional letter (FCE Writing Part 1)
collocations	modals 2 (possibility, probability, certainty)	/æ/, /ɑ:/ and /ʌ/ production	comparing and contrasting (FCE Speaking Part 2)	unit revision (FCE Use of English Part 2)	layout and text structure	report (FCE Writing Part 2)
phrasal verbs (with <i>up</i> )	-ing form or full infinitive?	recognition of /nd/ and /d/, /ŋg/ and /g/	suggesting and recommending (FCE Speaking Part 3)	unit revision (FCE Use of English Part 4)	awareness of target reader	article (FCE Writing Part 2)
word formation (suffixes)	time clauses	production of /nd/ and /d/, /ŋg/ and /g/	formality (FCE Speaking Part 1)	unit revision (FCE Use of English Part 5)	making suggestions	letter of advice (FCE Writing Part 2)



Unit	Reading	Dictionary Corner I	Grammar I	Listening
<b>9</b> <b>It's the Way You Tell 'em!</b> page 80	reading for gist (FCE Reading Part 4)	topic vocabulary (humour)	third conditional	listening for specific information (FCE Listening Part 2)
<b>10</b> <b>Fair Play</b> page 88	distinguishing main concepts (FCE Reading Part 1)	collocations	conditionals revision and <i>unless</i>	main points (FCE Listening Part 1)
<b>units 9 and 10 • Revision page 96</b>				
<b>11</b> <b>The Land of Plenty?</b> page 98	recognising discourse markers (FCE Reading Part 3)	topic vocabulary (the environment)	the passive	main points (FCE Listening Part 3)
<b>12</b> <b>C U @ 8!</b> page 106	understanding sentence function (FCE Reading Part 2)	topic vocabulary (communication)	past perfect (simple and continuous)	deducing meaning (FCE Listening Part 4)
<b>units 11 and 12 • Revision page 114</b>				
<b>13</b> <b>Getting By</b> page 116	deducing meaning (FCE Reading Part 4)	topic vocabulary (employment)	reported questions	prediction (FCE Listening Part 2)
<b>14</b> <b>Away From Home</b> page 124	lexical referencing (FCE Reading Part 1)	topic vocabulary (travel)	future perfect simple and future continuous	roles and relationships (FCE Listening Part 1)
<b>units 13 and 14 • Revision page 132</b>				
<b>15</b> <b>Make or Break</b> page 134	lexical linking devices (FCE Reading Part 3)	topic vocabulary (success)	<i>prefer, would rather, had better</i>	listening for intention (FCE Listening Part 3)
<b>16</b> <b>Buy, Buy, Buy!</b> page 142	implication (FCE Reading Part 2)	topic vocabulary (shopping and money)	question tags	listening for specific information (FCE Listening Part 4)
<b>units 15 and 16 • Revision page 150</b>				

Dictionary Corner 2	Grammar 2	Sound-station	Speaking	Use your English!	Writing Skills	Get Ready to Write
patterns	relative clauses	recognition of numbers	comparing and contrasting (FCE Speaking Part 2)	unit revision (FCE Use of English Part 1)	developing a narrative	short story (FCE Writing Part 2)
topic vocabulary (sport)	<i>so, such, too, enough</i>	production of numbers	asking and answering (FCE Speaking Parts 1, 3 and 4)	unit revision (FCE Use of English Part 3)	awareness of purpose	informal letter (FCE Writing Part 2)
phrasal verbs (with <i>out</i> )	the causative	homophones	agreeing and disagreeing (FCE Speaking Part 3)	unit revision (FCE Use of English Part 1)	complex sentences	discursive composition (FCE Writing Part 2)
word formation (irregular forms)	reported speech	stress mobility	discourse management (FCE Speaking Part 4)	unit revision (FCE Use of English Part 5)	selecting appropriate style	informal transactional e-mail
patterns	indirect questions	recognition of /s/ and /ʃ/	expressing future intention (FCE Speaking Part 1)	unit revision (FCE Use of English Part 3)	using set phrases	letter of application (FCE Writing Part 2)
collocations	<i>wish</i> and <i>if only</i>	production of /s/ and /ʃ/	speculation (FCE Speaking Part 2)	unit revision (FCE Use of English Part 2)	interpreting information	letter of complaint (FCE Writing Part 1)
phrasal verbs with other particles	direct and indirect objects	recognition and production of /ɔ:/ and /ʌ/	prioritising (FCE Speaking Part 3)	unit revision (FCE Use of English Part 4)	using the correct register	article (FCE Writing Part 2)
word formation (verbs, nouns and noun phrases)	<i>although, even though, despite, in spite of</i>	reception and production of question tag intonation	expressing preference (FCE Speaking Part 4)	unit revision (FCE Use of English Part 5)	punctuation and capitalisation	report (FCE Writing Part 2)



## Target Language

**Grammar:** past simple and past continuous / *used to* and *would*

**Lexis:** mysteries / collocations

**Reading skills:** reading for gist

**Listening skills:** listening for location

**Speaking skills:** describing photographs

**Writing skills:** descriptive language / short story

**Pronunciation skills:** /t/ and /i:/ production

- Ask students what the unit title is.
- Ask them to think of something weird (eg aliens, a dream they once had, a type of music).
- Ask them if they've ever had any weird experiences.
- Elicit any synonyms they know for *weird* and write them on the board (give them the first letter or two of the words if they're having difficulties).

### ► On the Board

*strange, unusual, odd, peculiar, mysterious, bizarre*

## Get warmed up!

**Aim:** to introduce the topic of strange experiences through personal responses

- Write the key structures for answering the questions on the board:

### ► On the Board

*I'd be ..., I'd ...*

- Elicit what *I'd* is a short form of (*I would*) and why it is used here (because it refers to an unreal event, i.e. the answers are hypothetical).
- Give students a short time to discuss the questions in pairs or in small groups.
- Address the three questions to the class as a whole and elicit answers from different students.

### Students' answers.

## Reading

**Aim:** to give practice in reading for gist

- 1 • Ask students to look at the pictures and elicit suggestions as to what the text they are going to read might be about.
- Read (or ask a student to read) the title and introductory sentence of the text and explain any vocabulary students are unfamiliar with (eg *fearless*, *investigates*).
- Ask students to read the text as quickly as possible and match the four stories to the pictures. (Tell them they shouldn't read every single sentence word for word to find the answers. Explain that they will have another chance later on to read the text in more detail.)
- Check answers orally and/or by writing them on the board.

1c 2d 3a 4b

- 2 • Go through the possible headings for the stories with students, explaining any words they are unfamiliar with (eg *witnesses*).
- Ask students to read the article in more detail this time and to decide with their partners which heading is the most suitable for each story.
- Check answers orally and/or by writing them on the board, getting students to justify their choices and give reasons why the other headings are unsuitable.

1b 2a 3c 4c

- 3 • Ask different students to read the sentences aloud, explaining any unfamiliar vocabulary (eg *colleagues*, *community*, *vanished*) as you go along.
- Pause after each sentence to give students time to jot down their answers. (They should refer back to the text if necessary.)
- Check answers orally and/or by writing them on the board.

1c 2e 3a 4b

## Additional Task

- Choose one student from each pair in the class and assign him / her the role of one of the people in the stories (eg Jimmy Carter, Christopher Davis, one of the flight attendants, etc).
- Tell the other students in the pairs that they are going to play the role of reporters and interview their partner about their strange experience.
- Give students a few minutes to prepare their roles (i.e. those playing the people in the stories should refamiliarise themselves with the information about 'themselves' and those playing the reporters should note down the questions they want to ask in their interview).
- Ask students to carry out the interviews with books closed, while you monitor them closely.
- Give feedback on students' performances, pointing out general strengths and weaknesses.
- Ask one or two pairs to come to the front of the class to perform their role-play.

## Additional Task

- Assign one of the four stories to each pair of students.
- Ask them to come up with a logical explanation for what happened in the story they have been given.
- Taking each story in turn, ask one student from each pair to explain to the rest of the class what 'really' happened.
- When each pair has spoken, take a class vote on which was the most believable explanation for each story.

## Unit 2

### Dictionary Corner

**Aim:** to introduce and practise vocabulary on the topic of mysteries

- Ask students to do the exercise in pairs.
- Check answers orally and/or by writing them on the board.

- 1 odd
- 2 weird
- 3 bizarre
- 4 vanished
- 5 appeared
- 6 scared
- 7 experience
- 8 incident

### Errors To Watch Out For

- Students often use the wrong adjectival form, eg *scared* instead of *scary*, *frightened* instead of *frightening*. If they make this mistake, point out that the *ed* forms are used to describe people's feelings and the other forms to describe things, experiences and situations.

### Homework

- Assign exercises 1,2,3 on page 9 of the Workbook.

### Grammar 1

#### Past simple and past continuous

**Aim:** to consolidate students' understanding of the functions and usage of the past simple and continuous tenses

- 1 • Go through **Grammar Bank 3** on pages 4,5 and 6 of the **Grammar Bank** booklet with students, drawing their attention in particular to irregular verbs in the past simple, the emphatic past simple and the different uses of the past simple and past continuous forms.
- Ask students to do this exercise on their own and then compare their answers with their partner's.
- Check answers orally and/or by writing them on the board.

The following should be underlined:

(story 1) three consecutive sentences from: He was waiting to suddenly disappeared.

(story 2) one sentence: In 1988, seventeen-year-old ... across a field.

(story 3) one sentence: Pilot Bob Loft ... Florida in 1972.

(story 4) one sentence: Cooking pots ... left at all.

Example of the emphatic past simple: a fire did break out (story 3, final sentence)

### Additional Task

- Write the following on the board:

#### ► On the Board

- 1 I was sitting at my desk when ...
- 2 ... a spaceship landed in the garden.
- 3 As I was eating my lunch ...
- 4 ... the lights suddenly went off.

- Ask students to complete the missing halves of the sentences as imaginatively as possible, using the correct tenses.
- Ask different students to read out their answers.

- 2 • Elicit the answer to question 1 and write it on the board as an example:

#### ► On the Board

1 Did Naomi see a UFO last week?  
Naomi did not / didn't see a UFO last week.

- Ask students to complete the exercise on their own.
- Check answers to 2-6 orally and/or by writing them on the board.

- 1 Did Naomi see a UFO last week?  
Naomi did not / didn't see a UFO last week.
- 2 Was Bob Loft flying the plane?  
Bob Loft was not / wasn't flying the plane.
- 3 Were the people standing there amazed?  
The people standing there were not / weren't amazed.
- 4 Did the ghosts suddenly disappear?  
The ghosts did not / didn't suddenly disappear.
- 5 Was it the planet Venus?  
It was not / wasn't the planet Venus.
- 6 Was he driving his car when he saw the creature?  
He was not / wasn't driving his car when he saw the creature.

- 3 • Ask students to look at the picture and say what they think happened.
- Elicit the simple past tenses and present participles of the verbs *sit, see, feel, find, run, hear* and write them on the board:

#### ► On the Board

sat – sitting  
saw – seeing  
felt – feeling  
found – finding  
ran – running  
heard – hearing



- Ask them to complete the exercise, working with their partner if necessary.
- Check answers orally and/or by writing them on the board.

1 had	11 closed
2 was sitting	12 was going
3 was	13 was
4 turned	14 opened
5 got	15 found
6 looked	16 ran
7 was	17 heard
8 was walking	18 was
9 saw	19 happened
10 felt	

### Homework

- Assign exercises 1,2,3,4 on pages 9 and 10 of the Workbook.

### Listening

**Aim:** to give practice in listening for location

- 1 • Elicit the place each of the pictures shows.

- a a school science lab
- b a record shop
- c a bedroom
- d an office
- e a theatre

- 2 • Explain to students that they are going to listen to four people talking and have to match the experience described with the picture (a, b, c, d or e) that shows where it took place.
- Play the recording once.
- Check answers orally and/or by writing them on the board.

Speaker 1: b  
Speaker 2: e  
Speaker 3: a  
Speaker 4: c  
(picture d not referred to)

- 3 • Give students a couple of minutes to read through the questions.
- Make sure they understand that only one out of the three answer choices is correct for each question.
- Play the recording again.
- Check answers orally and/or by writing them on the board, and elicit why the other answer choices are wrong (eg 3c – we don't know that the clock broke because they looked at it. It could have been a coincidence).

1c 2b 3b 4a

### Additional Task

- Write the following words on the board and ask students to match them to the speaker who used them when describing their strange experience:

#### ► On the Board

fireman    smashed    CDs  
storm    play    hypnotist

fireman: speaker 2  
smashed: speaker 3  
CDs: speaker 1  
storm: speaker 4  
play: speaker 2  
hypnotist: speaker 2

### Dictionary Corner

**Aim:** to introduce and practise collocations

- 1 • Explain that in English certain words are used together.
- Write the following on the board and ask students to fill in the gaps in the sentences with the appropriate adjectives:

#### ► On the Board

good / fine / lovely  
That's a \_\_\_\_\_ dress.  
How are you? \_\_\_\_\_, thanks.  
I wish you all \_\_\_\_\_ luck in the test!

- Explain that even though the three adjectives have similar meanings, they cannot be used interchangeably to describe these nouns.
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board, making sure students understand the meanings of the phrases.

1 awake	6 time
2 asleep	7 cut
3 temperature	8 motion
4 escape	9 voice
5 away	10 trouble

- 2 • Explain any vocabulary you think students will have a problem with (eg woods, panic, clap).
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.
- Elicit ideas as to what the meaning of the dream could be.

## Unit 2

- Ask students to tell you about any strange dreams they have had and invite interpretations from other members of the class.

- 1 had a high temperature
- 2 was fast asleep
- 3 take a short cut
- 4 for a long time
- 5 be far away
- 6 in slow motion
- 7 in a deep voice
- 8 be in big trouble
- 9 a narrow escape

### Additional Task

- Tell students they are going to describe some dreams (real or imaginary) and should try and use some of the phrases from exercise 1 in their descriptions.
- Ask each student to take a piece of paper and write down the first sentence, which should set the scene for the dream.
- They then pass the piece of paper on to the person next to them, who reads what is written and adds the next sentence.
- The pieces of paper get passed around until each student has added something to them all.
- Ask each student to read out the dream they have in front of them.

### Homework

- Assign exercise 1 on page 11 of the Workbook.

## Grammar 2

### Used to and would

**Aim:** to introduce *used to* and *would* to refer to the past

- 1 • Go through **Grammar Bank 4** on page 7 of the **Grammar Bank** booklet with students, drawing their attention in particular to the difference in usage between the two and the negative and question forms of *used to*.
  - Ask students to do the exercise in pairs and to underline the mistakes in the incorrect sentences.
  - Check answers orally and/or by writing them on the board, eliciting the mistakes in the incorrect sentences.

The following sentences should be ticked: 1, 4, 5  
The others are incorrect for the following reasons:  
2: *would* should be *used to* 3: *thought* should be *think*

- 2 • Make sure students understand that they shouldn't change the form of the word given in any way.
  - Ask students to do the exercise on their own.
  - Check answers orally and/or by writing them on the board.

1 used to say 2 never used to believe 3 would do 4 used to see

### Additional Task

- Write the following on the board:

#### ► On the Board

When I was younger, I ...

sleep	eat	carrots	fairy stories
like	be	naughty	worms
		with the light on	

- Ask students to make three sentences about themselves using some of the information on the board and either *used to* or *would*, eg *When I was younger, I used to / didn't use to / would / wouldn't eat worms.*

### Homework

- Assign exercises 1,2,3,4,5,6 on pages 11 and 12 of the Workbook.

### Soundstation

**Aim:** to give practice in producing the sounds /i/ and /i:/

- 1 • Write the following words from Soundstation in Unit 1 on the board. Elicit the differences in pronunciation between them:

#### ► On the Board

pill, peel	grin, green	filling, feeling
ship, sheep	lid, lead	chick, cheek

- 2 • Explain to students that they are going to play a game.
  - Go round the class in turn. When it is a student's turn, he/she secretly writes down one of the words from the list.
  - Then, he/she says a sentence aloud, starting with *What an incredible* and finishing with the word that has been written down. For example, *What an incredible feeling.*
  - The rest of the class vote for which word he/she said. If the whole class votes for the right word, the student gets 10 points. If one student votes (incorrectly) for, say, 'filling', the student who said the sentence only gets 9 points, etc. Every student who votes for the correct word gets five points.
  - Students keep their own score, and the winner is the person with the most points at the end of the game.

### Speaking

**Aim:** to introduce *used to* and *would* to refer to the past

- 1 • Ask one or two students to briefly describe the two pictures.
  - Ask students to read through the phrases for Students 1 and 2 and say whether any of them were used just now by the students who spoke.
  - Tell them they are going to listen to two students describing the pictures and should tick any of the phrases they hear.
  - Play the recording once and again if necessary.

Phrases to be ticked:

Student 1: this is a picture of; I don't think

Student 2: I'm not really sure; it seems to be; Perhaps it's a; it could be; it's difficult to tell



- 2 • Ask students to note down what they think pictures c-f show.  
• Check answers orally and/or by writing them on the board.

- c a UFO  
d a spoon moving  
e a human monster/beast (the Yeti)  
f a rope moving

- 9 went  
10 away  
11 them  
12 vanished  
13 took  
14 Did  
15 never

### Background Information

- The Yeti (also known as the Abominable Snowman) is said to be a large, hairy creature that lives in the highest mountains of the Himalayas.

- 3 • Ask students to discuss the pictures in pairs while you monitor them closely. You may wish to have one student describing a picture while the other students listen.  
• Give feedback on the performances in general.  
4 • Explain to students that they are going to have a conversation with their partner based on the information on page 168.  
• Allocate the roles of Friend A and Friend B for each pair.  
• Give them a couple of minutes to think about their roles and write the following phrases on the board:

#### ► On the Board

Guess what?      It was really scary      No way!  
You'll never believe it but...      You're kidding!      What did it look like?

- Elicit which phrases might be used by Friend A and which by Friend B.
- Give students about five minutes to do the role-play activity, using some of the phrases on the board if they want, while you go round the class monitoring.

### Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Elicit what the photo is of (a military ship) and read through the introductory part of the report with students, making sure they understand the words *case*, *experiment* and *location*.
- Ask a student to read the first line of the text, ignoring the gap for the moment, then elicit the meaning of 'c \_\_\_\_ out' (= 'did'). You may need to explain the word *invisible*.
- Ask students to read the rest of the text, filling in the gaps with words they have met in the unit so far. (Ask them to try to work out the meanings of any words they don't know as they read rather than ask you.)
- Check answers orally and/or by writing them on the board.
- Elicit suggestions as to what really happened to the ship.

- 1 carried  
2 watching  
3 disappeared  
4 were  
5 stopped  
6 felt  
7 know  
8 did

### Additional Task

- Tell students they are going to recount a weird event (either real or unreal) to the class.
- Give them five minutes to note down a few details of the event.
- Ask different students to recount their weird event.
- When they have finished, other students can ask them some questions about it to try and work out whether or not it was true.
- For each one, take a class vote on whether it was true or false, before the narrator reveals the answer.

### Writing

#### Descriptive language

**Aim:** to give students practice in using descriptive language

- 1 • Explain to students that it is important to use a variety of words when they write in order to make their writing interesting to read.  
• Explain that they are going to find words in the list that have a similar meaning to those in 1 - 6, and write them in the appropriate box.  
• Do number 1 with them as an example, telling them to find any words in the list that involve the action of saying.  
• Ask them to complete the rest of the exercise individually or in pairs.  
• Check answers orally and/or by writing them on the board.

- 1 state, answer, whisper, explain, scream, shout, promise, claim, ask, wonder, reply, suggest  
2 glimpse, stare, notice, watch, glance, gaze  
3 wonderful, great, fantastic, terrific, excellent, brilliant, amazing, marvellous  
4 terrible, disastrous, awful, dreadful, horrible, rubbish  
5 huge, enormous  
6 tiny

### Additional Task

- Tell students they will have to describe the things you say in one word without using the words *good*, *bad*, *big* or *small* (i.e. using synonyms of these adjectives from the previous exercise).
- Say the following and choose different students to give you an adjective: *the weather today*; *English homework*; *the last English composition you wrote*; *pizza*; *the Loch Ness Monster*; *a mosquito*.

## Unit 2

- 2 • Tell students to choose an appropriate word from exercise 1 to complete each gap. Verbs from boxes 1 or 2 may need to change form.

- Check answers orally and/or by writing them on the board.

A variety of answers are possible

### Homework

- Assign exercises 1,2,3,4 on page 13 of the Workbook.

### Get Ready to Write

#### Short story

**Aim:** to prepare students to write a short story

- 1 • Choose different students to read a paragraph each of the story.
- Elicit the answer to question 1.
  - Ask students to do questions 2-10 either individually or in pairs.
  - Check answers orally and/or by writing them on the board.

- 1 past simple
- 2 either *was travelling* (paragraph 1) or *was telling* (paragraph 3) should be underlined.
- 3 *explained, asked, promised* (paragraph 2) *telling* (paragraph 3) *reminding* (paragraph 4) *shouted* (paragraph 4)
- 4 past perfect
- 5 informal
- 6 formal
- 7 four
- 8 two
- 9 great
- 10 yes

- 2 • Make sure students understand that they must include the words given at the end of the composition they are going to write.
- Ask students to spend a few minutes making notes in answer to these questions, which will form the basis of their composition.
  - Go through the questions eliciting ideas from different students.
- 3 • Ask students to go to their Composition Planner on page 153 and give them about five minutes to write a brief plan for their story.

### Homework

- Assign the writing of the composition students have planned in their Composition Planner, telling them to write approximately 150 words.
- Tell students they will write a first version of this composition and give it to you. Their composition will be given back to them later with your comments and they will write a second, improved version of it.
- Remind them to tick the checklist (after the Composition Planner) before they hand in their composition to you.

### Additional Task

- Ask students to shut their books.
- Ask them to write down the following words that have come up in the unit, paying particular attention to spelling:  
1 disappear 2 creature 3 weird 4 ghost 5 deep 6 scientist  
7 great 8 horrible 9 scared 10 odd
- Ask students to swap their answers with their partner and mark them.
- Check answers by writing them on the board.



# Units 1 - 2 Revision

You may wish to use this section in any of the following ways with your class:

## As a test

- Warn students a few days in advance that they should revise the language from units 1 and 2.
- Go through the instructions for each exercise first, making sure students understand what is required of them.
- Give them approximately thirty minutes to complete the exercises in test conditions.
- Either collect students' books and mark the tests yourself, handing them back the following lesson or, alternatively, go over the answers in the same lesson and ask students to swap books with their partner and mark each other's work.
- The total number of marks for this test is 49 and the following should be taken as a rough guide to students' performance:

40 and over: **Brilliant!**

30 and over: **Not bad**

between 20 and 30: **Could be better**

under 20: **Should be better**

## As homework

- Assign all of the exercises after Units 1 and 2 have been completed.
- Alternatively, you may want to assign exercises 1, 3 and 4 after Unit 1 has been completed and exercises 2, 5, 6 and 7 after Unit 2 has been completed.
- Go through the instructions for each exercise when you assign them, making sure students understand what is required of them.
- You may want to ask students to do this section without referring back to the units at all.
- Check answers in class orally and/or by writing them on the board.

## As classwork

- You may wish to use exercises from this section as supplementary material, when, for example, you feel that a certain language area needs more work.
- Select the exercises which you feel best suit your students' needs and assign them either as pairwork or to be done alone.
- Check answers orally and/or by writing them on the board.

1

- of doing
- to going
- with
- at
- to write
- to understand

2

- 1e 2g 3b 4a 5h 6c 7d 8f

3

- 1 lesson
- 2 report
- 3 subject
- 4 revision
- 5 break
- 6 timetable
- 7 course

4

- 1 My sister **wants** me to help her with her homework.
- 2 correct
- 3 Tony often **forgets** to bring his books to class.
- 4 correct
- 5 Sarah **doesn't** really like her Geography teacher.
- 6 What **are** you **thinking** about at the moment?
- 7 Where **does** Dana Banach **live**?

5

- 1 jumped, tried
- 2 wrote
- 3 was watching, fell
- 4 Were you, heard
- 5 was not / wasn't driving, had

6

- 1 was
- 2 to
- 3 did
- 4 being
- 5 would
- 6 were

7

- 1 are doing
- 2 are
- 3 were playing
- 4 appeared
- 5 saw
- 6 was
- 7 had
- 8 flew
- 9 do not / don't believe
- 10 do think