

## Laser Intermediate Teacher's Book

**Laser****Intermediate****TEACHER'S BOOK**

Unit 3	The Law's the Law	24
Unit 4	Meet the Stars	24
	Revision Units 3-4	24
Unit 5	The Space Race	24
Unit 6	It Takes All Sorts	24
	Revision Units 5-6	24
Unit 7	Going Out and Staying In	24
Unit 8	The Problem Page	24
	Revision Units 7-8	24
Unit 9	It's the Way You Tell 'em!	24
Unit 10	Fair Play	24
	Revision Units 9-10	24
Unit 11	The Land of Plenty?	24
Unit 12	CU@8	24
	Revision Units 11-12	24
Unit 13	Getting By	24
Unit 14	Away From Home	24
	Revision Units 13-14	24
Unit 15	Make or Break	24
Unit 16	Buy, Buy, Buy!	24
	Revision Units 15-16	24
Appendices		111
Teacher's Book Key		121
Book Answer Key		136



MACMILLAN

# Contents

## Laser Intermediate Teacher's Book

<b>Introduction</b>	4
<b>Student's Book contents map</b>	6
<b>Unit 1</b> Welcome Back	10
<b>Unit 2</b> The World and the Unexplained	17
Revision Units 1–2	23
<b>Unit 3</b> The Law's the Law	24
<b>Unit 4</b> Meet the Stars	30
Revision Units 3–4	36
<b>Unit 5</b> The Space Race	37
<b>Unit 6</b> It Takes All Sorts	43
Revision Units 5–6	49
<b>Unit 7</b> Going Out and Staying In	50
<b>Unit 8</b> The Problem Page	55
Revision Units 7–8	60
<b>Unit 9</b> It's the Way You Tell 'em!	61
<b>Unit 10</b> Fair Play	67
Revision Units 9–10	72
<b>Unit 11</b> The Land of Plenty?	73
<b>Unit 12</b> CU@8	79
Revision Units 11–12	85
<b>Unit 13</b> Getting By	86
<b>Unit 14</b> Away From Home	92
Revision Units 13–14	97
<b>Unit 15</b> Make or Break	98
<b>Unit 16</b> Buy, Buy, Buy!	104
Revision Units 15–16	110
<b>Tapescripts</b>	111
<b>Workbook Key</b>	121
<b>Test Book Answer Key</b>	136

# 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!

# Contents

Unit	Reading	Dictionary Corner 1	Grammar 1	Listening
<b>1</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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> )	<i>-ing</i> 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> It's the Way You Tell 'em! 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> Fair Play 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> The Land of Plenty? page 98	recognising discourse markers (FCE Reading Part 3)	topic vocabulary (the environment)	the passive	main points (FCE Listening Part 3)
<b>12</b> C U @ 8! 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> Getting By page 116	deducing meaning (FCE Reading Part 4)	topic vocabulary (employment)	reported questions	prediction (FCE Listening Part 2)
<b>14</b> Away From Home 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> Make or Break 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> Buy, Buy, Buy! 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)

**Laser Intermediate Composition**

Planners 1-16

Role-play activities

page 152

page 168

**List of patterns and collocations**

List of phrasal verbs

List of irregular verbs

page 170

page 172

page 173

# Unit 1

# Welcome Back!

## Target Language

- Grammar:** present simple and present continuous / stative verbs
- Lexis:** patterns / education vocabulary
- Reading skills:** scanning for specific information
- Listening skills:** listening for specific information
- Speaking skills:** giving personal information
- Writing skills:** paragraphing / informal letter
- Pronunciation skills:** /t/ and /i:/ recognition

- Ask students what the unit title is.
- Elicit the meaning of *welcome* and ask them what *back* refers to.
- Elicit any other expressions they know with *back* (eg *come back*, *give back*).
- Elicit suggestions as to what the unit is about (school and education).

### Get warmed up!

**Aim:** to introduce the topic of the unit through personal responses

- Ask students to write down all the subjects they do at school. You may wish to set a time limit of one or two minutes for this.
- Ask them to number them in the order in which they enjoy them most ('1' for their favourite, '2' for their next favourite, etc).
- Give students a short time to discuss the questions in pairs or in small groups.
- Ask two or three students to tell you their three favourite subjects.
- Elicit from them why they like one or two of these subjects.
- Write some of their answers on the board.

#### ► On the Board

**Students' answers,** eg *Science is fun*, *History is interesting*.

- Ask two or three students to tell you their least favourite subjects.
- Elicit from them why they don't like them.
- Write some of their answers on the board.

#### ► On the Board

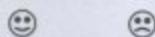
**Students' answers,** eg *English is difficult*, *Maths is boring*.

### Additional Task

- Tell the class you are going to do a survey to see which subjects are the most and least popular.
- Write a vertical list of about six subjects that have been mentioned by students on the board, then two more columns, one with a smiley face at the top, another with a non-smiley face at the top.

#### ► On the Board

• (subjects should be ones that have come up in the lesson – see example table)



Maths		
English		
P.E.		
History		
Geography		
Science		

- Ask Whose favourite subject is (eg *maths*)?
- Count the number of students who raise their hands and write this number next to *maths* in the table on the board, in the column with the smiley face.
- Do the same for the other subjects.
- Now go through the subjects in the same way, this time asking Whose *least favourite subject* is (eg *maths*)? and write the scores under the non-smiley face in the table.
- Elicit an interpretation of the results from students, asking Which is the class's favourite subject? and Which is the class's least favourite subject?

### Background Information

- P.E. is the abbreviation used to refer to physical education lessons in British schools.

### Reading

**Aim:** to give practice in scanning a text for specific information

- 1 • Briefly revise countries and nationalities by asking students where they are from and what nationality they are.

#### ► On the Board

(countries and nationalities of students in class) eg

France – French  
Greece – Greek  
Sweden – Swedish

- Ask students to look at the photos of the four children they are going to read about and guess where they might be from.
- Go through the table with students and explain that the missing information is to be found in the text they are going to read.
- Give students about two or three minutes to scan the text for the information they need to complete the table. Tell them not to read everything in detail, but just to focus on the specific information they need.
- Elicit answers orally and write them on the board if you wish.

name	age	nationality	Does he/she enjoy learning English?
Katerina	13	Greek	yes
Pedro	14	Spanish	no
Dana	12	Polish	yes
Okò	15	Ghanaian	yes

- 2 • Tell students to look at the six statements and then read the article again, this time focusing on finding whether the information in the statements is true or false. Point out that the statements are not necessarily in the order they appear in the article.
- Give them three or four minutes to do the exercise.
  - Go over the answers orally, asking students to read out the sentence containing the relevant information.

- 1 T: 'We're always talking to each other, so sometimes the teachers have to tell us to be quiet!' (paragraph 4)  
 2 T: 'But I want to be a doctor when I'm older and these days doctors have to be able to speak English.' (paragraph 3)  
 3 F: 'I go to a language school several times a week, usually in the afternoons and evenings.' (paragraph 2)  
 4 T: 'You have to do a lot of the work yourself.' (paragraph 5)  
 5 F: 'Both my parents speak English quite well, so they help me with my homework when I get stuck.' (paragraph 4)  
 6 F: 'I'm in D class now, so we're starting a new book and beginning to prepare for the Cambridge First Certificate Exam, which we'll take in a couple of years or so.' (paragraph 2)

- 3 • Tell students to read through the questions and then scan the article for the answers. They should be quite familiar with the text by now, so they should only need a couple of minutes for this.
- Go over the answers orally.

- |            |            |                 |
|------------|------------|-----------------|
| 1 Dana     | 2 Katerina | 3 Katerina, Oko |
| 4 Katerina | 5 Oko      | 6 Pedro         |

#### Additional Task

- Write the following answers on the board and tell students to write the questions for them, referring back to the article if necessary:

#### ► On the Board

- |                       |  |
|-----------------------|--|
| 1 Fifteen years old.  | 4 A bit boring.                                |
| 2 Greece.             | 5 Because there are lots of kids in the class. |
| 3 An English teacher. |  |

- If the students are finding it difficult to come up with the correct question forms, write the following question words on the board to help them:

#### ► On the Board

How  
Where  
What  
How  
Why

### Dictionary Corner

**Aim:** to develop an awareness of patterns

- Write this sentence on the board:

#### ► On the Board

*My Mum made me to apologise to my brother.*

- Ask a student to come up to the board and circle the mistake in the sentence. (extra word to)
- Now write a second sentence on the board:

#### ► On the Board

*She didn't \_\_\_\_\_ me go to the party.*

- Elicit the missing word in the sentence (*let*).
- Explain that this is one pattern verbs can take (verb + object + bare infinitive), but there are others.
- Explain that adjectives take different patterns too (eg *able to do*, *capable of doing*).
- Ask students to do the exercise, referring back to the article to find the missing words if necessary.
- Explain that the words in bold show what the pattern is.
- Go over the answers orally.

1 good 2 help 3 able 4 fond 5 forward 6 beginning

#### Additional Task

- Elicit the general patterns and ask students to write them in their vocabulary book.

be good at doing  
help someone with something  
be able to do  
be fond of doing  
look forward to doing  
begin to do

#### Additional Task

- Ask students to write or say their own sentences using these patterns.

#### Homework

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

# Unit 1

Welcome Back!

## Grammar 1

### Present simple and present continuous

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

- Go through **Grammar Bank 1** on pages 2-3 of the **Grammar Bank** booklet with students, drawing their attention in particular to the emphatic present simple and the use of the present continuous to describe annoying actions and changing situations.

### Additional Task

- Ask students to close their books.
- Write the first two letters of six adverbs on the board and spaces for the remaining letters as follows:

#### ► On the Board

so _ _ _ _ _	al _ _ _ _
of _ _ _ _	us _ _ _ _ _
ju _ _	ne _ _ _ _

- Ask for volunteers among students to come up to the board and fill in the missing letters of the words (don't tell them at this stage what the words have in common).
- Elicit from students what the six words have in common (they are all adverbs of frequency).
- Ask students to make some example sentences about themselves using these adverbs.

sometimes, often, just, always, usually, never

- Ask students to complete the exercise.
- Go over the answers orally.

1 usually last	5 is always telling
2 we're revising	6 is getting
3 They're working out	7 does work
4 never shout	

### Additional Task

- Write the following sentences on the board and ask students to correct them orally, using the emphatic present simple and beginning *No, actually ...*

#### ► On the Board

1 Most children don't like chocolate.	3 It doesn't rain in England.
2 Britney Spears isn't a good singer.	4 We don't like holidays.
	5 It's time to go home.

- No, actually most children do like chocolate.
- No, actually Britney Spears is a good singer.
- No, actually it does rain in England.
- No, actually we do like holidays.
- No, actually it isn't time to go home.

- Ask students to complete the exercise.
- When checking the answers, you may wish to write them on the board.

1 sometimes forgets	4 always tells
2 'm/am trying	5 are getting
3 have just started	6 often takes

- Go through number 1 of the exercise with students, writing the answer on the board.

#### ► On the Board

Does Katerina want to see her teachers again?  
Katerina doesn't want to see her teachers again.

- Ask students to do the rest of the exercise on their own.
- Go over the answers orally.

- Does Katerina want to see her teachers again?  
Katerina does not / doesn't want to see her teachers again.
- Do Pedro, Dana and Oko have plans for the future?  
Pedro, Dana and Oko do not / don't have plans for the future.
- Am I the youngest in the class?  
I am not the youngest in the class.
- Is Dana sitting next to Alicia?  
Dana is not / isn't sitting next to Alicia.
- Are you starting a new book this year?  
You are not / aren't starting a new book this year.
- Are they getting ready to go home?  
They are not / aren't getting ready to go home.

### Additional Task

- Ask students to think of a question using the simple present or present continuous tense.
- Ask different pairs of students to ask and answer each other's questions.
- Ask the rest of the class to listen and note down any mistakes in the question forms they hear.
- Elicit any corrections after each pair has spoken.

### Homework

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

### Listening

**Aim:** to give practice in listening for specific information

- Elicit from students the subject shown in each picture.

- science / chemistry
- maths
- geography
- French
- PE.

- 2 • Explain to students that they are going to hear the four children they read about earlier talking about their school life. They must do two things: (1) match each speaker to the subject they talk about and (2) circle how often they do the subject from the choices given on the next page.
- Go over the expressions of frequency in the written part of the exercise (*every day, once a week, etc*) and make sure students understand them.
  - Play the listening text.
  - Check the answers orally.

1 e: once a week                      3 b: every day  
2 a: three times a week            4 d: four times a week

- 3 • Choose different students to read questions 1- 4 aloud.
- Tell students they must listen for the answers to these questions, but that they don't have to write full sentences.
  - Play the tape again.
  - Check the answers orally.

1 gymnastics 2 experiments 3 a calculator 4 French grammar

### Dictionary Corner

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

- 1 • Ask students to do the exercise in pairs.
- Check answers orally.

### Errors To Watch Out For

- The words *subject* and *lesson* are often confused by students. Make sure they understand that a subject is what a lesson teaches (eg *history, maths*), while a lesson is the actual period in which you have instruction on a subject.

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

- 2 • Ask students to complete the advertisement in pairs.
- Point out that although there are different possibilities for some of the gaps, they should find the most suitable word in each case and use each word only once.
  - Check the answers orally.

missing words in the following order:  
courses, revision, timetable, lessons, break, report, subject

### Additional Task

- Write the following verbs on the board:

#### ► On the Board

to have  
to write  
to do  
to take  
to learn  
to study

- Elicit from students which nouns from exercise 1 go with which of these verbs.

to have: a break, a lesson  
to write: a report  
to do: revision, a course, a subject  
to take: a course, a break  
to learn: a subject  
to study: a subject (NOT a lesson)

### Homework

- Assign exercises 1, 2 on page 6 of the Workbook.

### Grammar 2

#### Stative verbs

**Aim:** to introduce stative verbs and familiarise students with their functions and usage

- 1 • Go through **Grammar Bank 2** on page 4 of the **Grammar Bank** booklet with students, drawing their attention in particular to verbs that have different stative and non-stative meanings.
- Ask students to work with their partners to complete the exercise.
  - Go over the answers orally.

1x 2x 3✓ 4x 5✓ 6✓ 7x

#### Additional Task

- Write the following sentences on the board and ask students to complete them with an appropriate verb in the correct form (either present simple or continuous).

#### ► On the Board

- 1 I \_\_\_\_ you! Will you marry me?  
2 She \_\_\_\_ to work harder if she wants to go to university.  
3 He \_\_\_\_ very unhappy most of the time.  
4 I \_\_\_\_ of joining a gym.

1 love 2 needs / has 3 's/is / seems / appears / feels  
4 'm/am thinking

- 2 • Explain to students that this exercise is in the form of a school report written by a teacher about a student.
- Ask students to read the report and complete it with the correct form of the verbs in brackets, paying special attention to the verbs that have different meanings in their stative and non-stative forms.
  - Go over the answers orally.

1 am 2 seems 3 think 4 likes 5 are doing 6 is  
7 do want 8 believes 9 does not/doesn't 10 doubt  
11 know 12 is thinking 13 wish

# Unit 1

## Soundstation

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

- Ask students to look at the cartoon and elicit what the communication problem was.

She had said 'ship' but he had heard 'sheep'.

- 1 • Before listening, ask different students to read the pairs of words aloud.
  - Ask students to listen to the recording and pay attention to the difference in pronunciation between the two words in each pair.
  - Play the first part of the tape, stopping after the final word in the list of pairs, *cheek*.
  - For each pair, elicit which word contains the long vowel sound /i:/ and which the short vowel sound /ɪ/. (Don't, however, introduce them to the phonetic symbols for these sounds.)

words containing the short vowel sound /ɪ/ are: pill, ship, grin, lid, filling, chick

words containing the long vowel sound /i:/ are: peel, sheep, green, lead, feeling, cheek

NB The words 'filling' and 'feeling' both contain the /ɪ/ sound in the second syllable 'ing'.

- 2 • Give students a minute to look through the sentences.
  - Explain that they will hear only one of the two words in bold on the tape and that they have to circle the one they hear.
  - Play the second part of the tape.
  - When checking the answers, you may wish to write them on the board.

1 peel 2 ship 3 grin 4 lid 5 feeling 6 chicks

## Additional Task

- Elicit any more minimal pairs students know containing the sounds /ɪ/ and /i:/ and write them on the board.

### ► On the Board

**Students' answers,** eg *it / eat, sit / seat, fit / feet, lip / leap*

- Ask a student (Student A) to pronounce one of the words on the board or from exercise 1.
- Ask a different student (Student B) to spell out the word they hear.
- Student A then confirms whether this was indeed the word they meant to say.
- Repeat with different pairs of students.

## Homework

- Assign exercises 1,2,3,4,5 on pages 6 and 7 of the Workbook.

## Speaking

**Aim:** to give practice in asking about and giving personal information

- 1 • Elicit from students who Katerina Xentidi is.
  - Tell students they are going to listen to an interview with her, but that they should focus not so much on what she says, but how she says it.
  - Go through questions 1-3 with students.
  - Play the recording.
  - When going over the answers, point out that in natural speech people do use one-word answers sometimes, but that it's good to get into the habit of giving fuller answers in preparation for the FCE speaking test.
  - Also point out that words like *well* and *oh* are useful words to use in speech when you are trying to think about what to say next.

1 no 2 no 3 yes

- 2 • Go through the list of questions, addressing them to different students.
  - Stop after each question to give all students time to note down their own answers. (They should leave the column for their partner's answers blank for the moment.)
- 3 • Ask students to look back at the questions in exercise 2 and use them to interview their partner, noting down his/her answers in the spaces provided.
  - Tell them they should avoid giving one-word answers and should try and use fillers like *well* and *oh* in the way that Katerina did on the tape.
  - They should then swap roles and let their partner interview them.
  - Go round the class asking different students questions about their partners (eg *What's Nina's favourite subject? Why?*)
  - Alternatively, you could ask students to copy their notes about their partner onto a separate piece of paper and collect them. You could then read out different sets of interview notes about different members of the class (eg *He or she usually plays football at the weekend. He or she wants to be a singer*). The rest of the class have to guess who is being described in each case.

## Additional Task

- Tell the class they are going to have a chance to interview you!
- Ask them to think of a question (which is not too personal!) that they would like to ask you and write it down.
- Go round the class, responding to each student's question.

## Use your English!

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

- Ask students if they keep or have ever kept a diary and elicit different reasons why someone might want to do so.
- Ask students to look briefly at the text and say if there's anything unusual about it (the date of the diary entry is 2075 AD!).
- Go through the first couple of sentences of the text with students and elicit the missing words for gaps 1-3.
- Ask students to work in pairs to complete the exercise. Tell them they can refer back to previous exercises if necessary.
- Go over the answers orally.

1 b 2 a 3 c 4 b 5 a 6 d 7 b 8 a 9 b 10 d

## Additional Task

- Elicit spoken answers to the following comprehension questions about the text:

- 1 What is telepathy?
- 2 What do the letters PLS stand for?
- 3 What's the writer's favourite subject?
- 4 What do you think you learn in Efficient and Effective Shopping?
- 5 What's the subject of the writer's geography test the next day?

- 1 communication without words / mind reading
- 2 Practical Living Skills
- 3 Efficient and Effective Shopping
- 4 probably, how to shop sensibly
- 5 tourist resorts on Mars

## Additional Task

- Ask students to try and think up another school subject, apart from those mentioned in the text, that might exist in the future and give it a title. Encourage them to be as imaginative as possible.
- Choose different students to write the name of their futuristic subject on the board, while the rest of the class tries to guess what it involves.

## Writing

## Paragraphing

**Aim:** to develop an understanding of paragraphing in letters

- 1 • Explain that the paragraphs of the letter are in the wrong order.
  - Ask students to find the introductory part of the letter (*Dear Donna*).
  - Ask them to work in pairs to do the rest of the exercise.
  - Go over the answers orally, getting different students to read out different paragraphs.

1 C 2 F 3 G 4 B 5 D 6 E 7 A

- 2 • Make sure students realise that parts 1,2,3 etc refer to the letter after it's been ordered correctly (eg part 1 is C in exercise 1). They can write their answers from 1 to the left of the numbers to help them.
  - Give students a couple of minutes to match up the parts with their purpose.
  - When checking answers, you may wish to write them on the board.

1 d 2 b 3 f 4 a 5 c 6 e

## Additional Task

- Ask students to close their books.
- Ask different students to tell you one fact about Penny they can remember from her letter.

## Homework

- Assign exercises 1,2,3 on page 8 of the Workbook.

# Unit 1

## Get Ready to Write

### Informal letter

**Aim:** to prepare students to write an informal letter to a penfriend

- 1 • Elicit the meaning of the word *informal* and ask students what the opposite is (*formal*).
  - Ask them for examples of informal types of writing (eg a letter to a friend, some magazine articles, some adverts) and formal types of writing (eg a letter applying for a job, a newspaper article).
  - Ask them whether the letter they read in exercise 1 was formal or informal (informal).
  - Elicit from students what contractions are. Write some examples of uncontracted phrases on the board and elicit the contracted forms:

#### ► On the Board

*he does not, they have got, we are not, you are*

- Point out that contractions tend to be used more in informal than formal writing.
- Choose different students to read a paragraph each of the letter aloud, while the rest of the class follow in their books.
- Ask students a few comprehension questions (eg *What do we find out about the writer's interests? What is he going to do after writing the letter?*).
- Ask students to work through the exercise in pairs.
- Go over the answers orally.

- 1 Gary
- 2 Adam
- 3 The following should be underlined: How's (line 2), can't (line 6), wasn't (line 8), I'm (line 11), we've (line 13), We're (line 14), we've (line 15), I'd (line 17), I've (line 17)
- 4 Either of the following should be underlined: *Sounds like you had a great time in Switzerland.* (line 3) *Boring!* (line 6)
- 5 The punctuation around the word *unfortunately* (line 18) should be circled (the use of brackets to add a comment and the exclamation mark are very chatty in style).
- 6 a How's it going? b Thanks a lot. c we've got d loads of
- 7 a Write soon! b All the best,
- 8 Four

- 2 • Go through the questions that students will have to answer in the letter they write and elicit example answers for each one.

- 1 eg Emma / Juan / Dominic
- 2 eg say you hope their sister is better / thank them for the birthday present they sent you
- 3 eg awful / great / not as bad as I expected
- 4 eg I saw all my friends again / I've got a new teacher
- 5 eg I'm having a party next week / I'm going to a pop concert
- 6 eg Dinner's ready / I've got to take the dog for a walk

- 7 eg (first) Write soon / Take care / Stay in touch (second) All the best / Lots of love
- 8 their own names, eg Kostas / Nancy / Bettina

- 3 • Tell students they should follow the general paragraph layout of the two model letters in their plan.
  - Ask students to go to their Composition Planner on page 152 and give them about five minutes to write a brief plan for their letter.
  - Check their plans.

### Homework

- Assign the writing of the composition students have planned in their Composition Planner, telling them to write approximately 120 - 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter 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 letter 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 language
  - 2 beginning
  - 3 revision
  - 4 filling
  - 5 usually
  - 6 course
  - 7 sheep
  - 8 uniform
  - 9 friendly
  - 10 unfortunately
- Ask students to swap their answers with their partner and mark them.
- You may wish to write the words on the board for them to check.