

Teacher's Guide



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TEACHING WITH THE LEARN HOT ENGLISH METHOD

Now let's look at the components that form part of the Learn Hot English method.

Language (structures, grammar, vocabulary)

Most language for levels Pre-Intermediate (A2) to Advanced (C1) is introduced indirectly through the reading and listening texts in English Unlocked and Hot English magazine. Students are exposed to the target language, which is embedded within the reading and listening texts or in the activities or games. Later, there are more specific and controlled language exercises in the language section of English Unlocked.

Controlled practice

Students practise language structures through controlled language practice exercises. There are ideas for these in the Teacher's Guide, plus there are Fluency Practice drills in every unit. These drills are excellent for building up students' confidence and fluency with regard to the target structure. Aside from the ones in the book, you could invent your own drills. However, keep them fast and dynamic and pick on students at random to answer the questions. Some of the revision drills may seem a bit basic. However, many Advanced-level students frequently make mistakes with the basics and need these short, sharp practice sessions to revise the use of numbers, dates, percentages, spelling, etc. The drills can be teacher-led (this is often best the first time you do it), but can also be done as pair-work activities.

Speaking

The speaking tasks (on the last page of each unit of English Unlocked) provide students with an opportunity to put their newly-acquired language into practice. For all of these tasks, make sure that students have enough time to prepare for their role/presentation, etc. before actually carrying it out. While the students are carrying out the speaking task, make notes on the *Error Correction Sheet*. During the speaking task, students should be focusing on their ability to communicate a message, and not worrying too much about accuracy. However, you *must* go over these errors after they've finished.

Reading

There are reading activities in English Unlocked and Hot English magazine. Remember, it is essential to do the Pre-Reading exercises so that your students can activate their existing knowledge of the topic before doing the actual reading. The exercises include a mixture of quick skimming type tasks, and more extensive comprehension-based exercises.

Listening

There are listening activities in English Unlocked and

Hot English magazine. Listening is a **key** language skill – possibly the most important. However, many students try to avoid it because it's difficult and it can be frustrating. It's your job to remind students that they can benefit greatly from learning how to focus on the general message (not the exact meaning of every word). Also, remind your students that the more they practise listening, the more progress they'll make. You must make sure that you have the right equipment to do these listening exercises. Some company training rooms include a stereo system, but not all. We can provide CD or MP3 players if you need them. Or you could use an iPad or tablet hooked up to some external speakers. Please ask the DOS or ADOS if you need anything. It is your responsibility to ensure the listenings are done **REGULARLY** in class.

Pronunciation

There are ideas for exercises that focus on specific areas of pronunciation in the Teacher's Guide and English Unlocked. The exercises are based on standard British English pronunciation. You may have a different way of pronouncing the words. Of course, there is no right or wrong answer, so you may need to check and adapt this beforehand.

Homework

Give students at least one task/exercise to complete outside class every week. Even if your students tell you they don't have the time to do the work, you must still set the homework. Constantly remind students that doing homework is an excellent way of reinforcing and developing language skills, and as a way for students to take more control of their learning – something that is essential if they want to see real progress. You could use the exercises from English Unlocked to complete as homework, or assign an article from Hot English.

Exams

The exams ("Progress Tests") are our official way of recording students' progress by formally evaluating students' language skills. There are two exams during an academic year. The exams consist of Reading, Listening and Speaking activities similar to the ones that are carried out in class, the only difference being that the results are recorded, and the activities are carried out under exam conditions. In addition, there are also language and writing tasks.

Tests provide teachers, students and HR managers with valuable information. They are especially good for students as they can see what progress they have been making, and where they may need a bit more help. They are also useful for evaluating the progress of the class in general and for seeing whether there are any gaps in learning. At the end of the academic year, we have to send the Progress Reports to the HR departments. These reports **MUST** contain results for both exams. It is therefore **IMPERATIVE** that they are done.



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GOLDEN RULES

Things you must remember!

- You absolutely **MUST** follow the Learn Hot English Method (unless you have had clear approval / instructions not to do so by management). Following the Learn Hot English Method will ensure that your students have structure on which to base their learning.
- Make the class interesting and above all useful.
- Ensure that everyone participates. Don't let any one student dominate the class.
- Set objectives at the start of every class: "In this lesson, we're going to..."
- Create lesson plans for every class. Use the template in this guide.
- At least once a week, ask your students how they feel about the class and the progress they're making. If they aren't happy, you need to address any issues they may have.
- Set homework every week – even for students who tell you they don't have the time to do it.
- Do listening activities as they are key to language learning. If you need a CD or MP3 player, let the DOS or ADOS know asap.
- Use the first and last five minutes of each lesson to revise language structures or problem areas.
- Praise your students as a form of encouraging and motivating them.
- Refer any problems to the DOS immediately.
- Always arrive at the class before the lesson is due to start, and make any photocopies *beforehand*. Don't ever finish the class early.
- Never try to answer a question you aren't sure about. Just tell your students that you'll look into it later, and then get back to them with your response.
- Make sure you're always clean and well-dressed (smart casual is the norm). No jeans, T-shirts or tracksuits! Personal hygiene is also important!
- Never laugh at, ridicule or humiliate a student, and never "punish" them (it's happened before!).

Important things to remember

- All students are different in terms of character, learning styles, learning ability, etc.
- All students have different needs.
- All students are motivated by different things.
- All students have different learning styles.
- Making mistakes is part of the learning process.
- We can all learn a language – we've all learnt one.

Feedback from our Students

The ideas in this course have been developed by top language training professionals and expert writers over a number of years. The course is dynamic and is up-dated every year in order to meet our students' needs. Twice a year, we carry out extensive market research to find out exactly what our students and teachers like and dislike. Here are some of the comments we've received from students. They will help you learn a lot about the reasons behind some of the features in the course and method.

Complaints

- "By just talking we don't learn anything."
- "I think the teacher should correct our pronunciation more."
- "I wish the teacher would go over our errors more."
- "We should revise grammar or errors from the previous lesson."
- "We never practise forming grammatically correct sentences."
- "We never practise using the grammar, or forming sentences or conjugating verbs."
- "The teacher never explains anything."
- "We never practise writing."
- "We never do listening exercises."
- "The teacher doesn't seem to plan classes."
- "There doesn't seem to be a syllabus that we are following." (Not surprisingly, that teacher was **NOT** following the method.)

Positive comments

- "It's really useful when we listen to CDs as you can hear other accents."
- "I like the variety of things we do in class."
- "It's obvious that the teacher has put some time into preparing the class."
- "I like the conversations we have with the teacher as we have to make an effort to understand what's being talked about."
- "It's nice to have up-to-date material to study."
- "I like discussing the articles in the magazine."
- "I like it when the teacher makes us guess the meaning of a word."
- "The teacher works really hard and the classes are really complete."
- "I like the balance between grammar and conversation."
- "I like doing the listening exercises then reading over the transcript to check our understanding. That's really useful."
- "The teacher makes an effort to make the classes fun and dynamic."

Comments about Learn Hot English magazine

- "It's fun and I like the content. The audio content is great."
- "It's great for learning vocabulary."
- "It helps me with my understanding and to learn vocabulary and expressions."
- "I learn a lot from it."
- "I read it and enjoy it."
- "I like the magazine because it looks at current affairs, and up-to-date topics."
- "I like it when we use the magazine in class because it's entertaining and you can learn while you're having fun."
- "It helps me with my listening and pronunciation."
- "The articles are really interesting."
- "I love the magazine, especially the articles about current affairs and famous people."

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LEARNING A LANGUAGE

No one is really sure how we learn languages. However, there are some general ideas on language learning that make practical sense:

The greater the exposure to comprehensible input the greater the learning. The Reading and Listening exercises from Learn Hot English are a great source of language input. Having a chat in English is good, but there is very little in the way of language input. Try to include a text of some kind (either a reading or a listening exercise) in every lesson – something tangible to remind your students that they are there to learn.

Repetition is a useful language-learning technique.

Memory plays a key role in language learning. Students should be attempting to memorise useful expressions and vocabulary.

Vocabulary and useful expressions should be learnt as chunks of language. Individual items of language are very rarely found in isolation – they are found in expressions along with other words. Tell your students to focus on these chunks of language and to learn them as a fixed expression. For example, “It’s up to you. / I’m fed up of it. / There aren’t any left.” Etc.

Learning how structures are formed is useful for generating language. However, grammar alone will not help you communicate in a language.

Listening is key to language learning. Students should learn to listen holistically (in a general way) in order to get the gist of things, without concentrating on every single word. This is a key language skill to develop and something which we do in our own native languages. Of course, in order to motivate students, they need to listen to texts that are pitched at their level. However, students can also benefit from listening to all types of English at native speaker level. This is an excellent way of developing an ear for the language. Once students have developed a good ear for the language, they’ll learn much more rapidly and effectively. This will help them to internalise and assimilate structures and language without effort – something that children do when they learn their first language.

Errors form a natural part of language learning. And when it comes to spontaneous speaking, errors are common with native speakers too, as any analysis of a transcript of a native-speaker conversation will show. So, try not to be too harsh on your students. Remember, when it comes to communication, the most important thing with language is the message and how well and effectively it’s transmitted.

The English Language

Remember, there is no official body governing the English language (as there is with other languages such as French or Spanish). This means that there is, in effect, often no right or wrong answer. On the positive side, this gives the language a greater degree of flexibility and dynamism as new words are constantly entering into common usage. However, it also means that there are grey areas when it comes to certain aspects of language, grammar and pronunciation. Acceptable and standard forms of language have evolved over time. On top of that, there are many variations of English, and all of them are equally valid – even ones that for you may sound unusual or “wrong”. Language becomes standard through usage, not because of any rules that have been imposed on us.

Learning Styles

You, as a teacher, should be aware of the different learning styles that your students may have. Of course, many of us have a mixture of learning styles and preferences, but some styles are clearly stronger and more dominant within us than others. Here are some of the principal learning styles:

Intrapersonal – people who prefer this style of learning like to reflect on their own learning, and are aware of what they can do, and what they want to do. They like to work on their own.

Interpersonal – these learners like interacting with others and enjoy role plays and pair-work tasks.

Verbal/linguistic – these learners are good at expressing themselves, and prefer to do so verbally (as opposed to communicating in written form).

Logical/mathematical – these learners like systems and understanding the logic behind the language. They often think in terms of numbers, quantities and operations.

Visual/spatial – these learners like to be shown how things work. They learn best when analysing photos / pictures / drawings / diagrams, charts, etc.

Musical intelligence – these learners are good at assimilating information and language aurally (by listening). They are good at identifying patterns.

Bodily kinaesthetic – these learners like to use their hands, and move about, making things, cutting things up, etc.

A lesson that includes a listening, a language explanation, some individual work, a role play and a reading exercise would, for example, appeal to a number of different learning styles. Try to think about this when planning your lessons.

Error Correction Sheet

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Error Correction Sheet

Keep these sheets and use them for quizzes, games and revision. This record of your students' errors and the language they require will form a valuable resource that can be used in class.

Teacher: _____

Group: _____

Language feedback from class on (date): _____

Errors
(mistakes made; grammar, expressions, etc):

New vocabulary
(words learnt in class):

Pronunciation
(words that students mispronounce):

Some ideas for using Hot English magazine in class.

Hot English magazine is great to use in class. Here are a few ideas for exploiting the material. If you have any other ideas, please write to: andyc@hotenglishmagazine.com

Warmers

Here are a few ideas for fun activities to do in class before you actually look at the articles or do the listening activities. These activities will help students activate their existing knowledge of the topic. This, in turn, will help them with their understanding of the main text, and will allow them to predict content and guess the meaning of words, expressions, phrasal verbs and idioms.

Guess the topic

Before your students start working on the text or article, write the title and subtitle on the board. Ask your students to guess what the article might be about. Then, read out the first sentence of each paragraph and tell your students to guess what they think each paragraph will be about. Afterwards, they can read the article to compare their ideas.

Picture Fun

Before the class, find and print off pictures related to the topic or theme of the article. Stick the pictures up on the wall in the classroom, or place them on the table/s. Students comment on the pictures and discuss any issues related to them.

Vocabulary guessing

Before your students read the article or listen to the conversation, write on the board some of the bolded vocabulary words/expressions from the article. Tell your students to guess the meaning of the words and to imagine what the article might be about. This is a good way of preparing students for the article, and activating any existing knowledge related to the topic.

Pros & Cons

Photocopy and cut up (or copy out on slips of paper) Pros and Cons based on a topic in the article. Then, put your students into pairs or small groups (or do it as a class). Mix up the slips of paper on a table and tell your students to decide which sentences are "Pros" and which ones are "Cons". Afterwards, ask your students to report on their findings. Can they think of any more pros and cons?

Brainstorm & ranking

Tell your students to brainstorm a list of 10 tips based on the topic of the article or conversation. Write the ideas up on the board and then tell your students to rank the ideas according to how effective they could be.

Name it!

Brainstorm a list of words related to the topic / theme in the article. Write these on the board. Then, rub the words off and start the game. Say one of the words related to the theme and point to a student. This student has to say another, different word. Those who can't think of a word are eliminated.

Story keyword invention

Before doing the listening or reading the article, write up on the board key words or phrases that are either directly from the text or that are somehow related to it. In pairs or individually, tell your students to invent a story based around these words. This could also be used as a writing activity.

Quiz

Use the internet or an encyclopaedia to create a quiz based on a topic from the article or conversation. Put your students into

teams. For each question dictated, students have one minute to confer. If students get the question right, they win a certain number of points. If they're wrong, they lose points. Keep track of the points gained and lost, and add up the total at the end. To make it easier, write up the answers in random order on the board. Then, the first team to call out the correct answer gets a point for their team.

True or false quiz

Read out statements based on the topic or theme of the article. Make sure some of them are false. Students say whether they are true or false. This can be played as a game. Simply put your students into two teams. Keep a tally of their scores. The team with the most points wins.

Paragraph fun

Put your students into groups of four (if you have fewer students, simply give some students more than one paragraph). Print off and cut up paragraphs from an article and hand out a different paragraph to each student (or in some cases you may want to give more than one paragraph to a particular student). Tell your students to read each paragraph carefully. When they're ready, students take turns reporting their findings back to the class or a partner without referring to the text (they have to either memorise it or refer to some notes they've made on it). Together, they have to reconstruct the article.

Whisper chain

Use sentences from an article or conversation to start a whisper chain. Choose between one and four students to come to the front of the class (depending on the size of your class). Then, whisper a different sentence to each student. Tell these students to pass on the messages around the class by whispering them to other students. Remind students that they can only whisper once, and that they cannot write anything down. The last student to hear the sentence writes it on the board. Then, students compare the original sentences with the final ones.

Paragraph fun II

Photocopy and cut up an article into Part A and Part B. Next, put your students into two groups - Group A and Group B. Then, distribute the first half of the article to all the students in Group A, and the second half of the article to all the students in Group B. Students in each group read and discuss their part of the article together. Unknown words, phrases, or sentences should be checked and understood as a group. After a few minutes, students in each group work together in order to create a coherent summary for their portion. When they are ready, students from opposite groups pair up so that a student from Group A works with a student from Group B. Student A explains the contents of their half of the article. It's important that they focus on the key ideas and provide supporting information. Next, student B explains the contents of their portion of the article. Now that all students understand the key information for the whole article, ask your students some questions to check their comprehension.

Debate

Put your students into two groups: Group A and Group B. Students in Group A are in favour of something mentioned or discussed in the article / conversation (you decide on this). Students in Group B aren't in favour of it. Students in both groups think of arguments to back up their ideas. After a few minutes, regroup your students so that one student from Group A works with one student from Group B. Students have to convince one another that their ideas are the best. Alternatively, hold a class debate, with all students contributing to a general discussion. Give everyone a chance to voice their opinion before opening the floor to any comments.



Class survey

Students prepare questions for a survey based on a topic or theme in the article / conversation. In pairs, students think of five questions to ask their classmates about this topic. Remind students that they should give possible answers for their classmates to choose from. In this case, the options could be:

a. yes b. no

When they're ready, students walk around the class and ask their questions, making a note of the answers. After a few minutes, tell your students to sit down again. Students report back to the class with any interesting findings.

Speak out

First, choose a topic or theme from the article. Then, write out controversial statements about the topic on slips of paper. Next, prepare some more slips of paper with the words "agree / disagree" on them. Put your students in pairs. Individually, students choose one controversial statement and one of the "agree / disagree" cards. Students have one minute each to discuss their topic. For example, if they pick up a card that says "agree", they have to defend the statement... even if they don't agree with it. Time a minute and shout out "stop" when the time expires. Then, the next student speaks for a minute. When their time is up, the following student speaks, etc. Play until everyone has had a turn.

Dictionary race

Take two dictionaries to class and put them outside the classroom. Put your students into teams and tell them that you're going to select some difficult words from the article and write these on the board. Write about ten that you're fairly sure your students won't have seen before. In each group, there's a "Writer" and a "Runner". Ask the "Runners" to come to a point in the classroom – the imaginary "starting line". When you say "Go!", the "Runners" go to the dictionary (as fast as possible without it being dangerous), look up one of the words and then run back and dictate (whispering) as much of the definition as possible to their partner, the "Writer". The "Writer" then writes the text as carefully and quickly as possible. The winning team is the first to write down the definition.

Find someone who...

Do this activity based on a topic or theme in the article. For example, if the topic were shopping or fashion, you could write the following on the board:

Find someone who...

1. ...goes clothes shopping once a week.
2. ...only buys branded clothing.
3. ...has ever done some modelling.
4. ...was once a model.

Etc.

Then, tell your students to transform the sentences into questions. For example, number one would be, "Do you go clothes shopping once a week?" You might like to go through all the questions like this first before starting the activity. Then, in pairs, students think of their own questions (or copy out some of the ones from the board). When they're ready, they walk around the room asking one another questions. They write names next to each sentence if someone responds affirmatively. When students have finished, they report back to you and the rest of the group and comment on any interesting findings.

Scattergories

Write a list of categories on the board, including one or two that tie into the topic or theme in the article or listening text. For example: *animals, food and drink, sports, school subjects...*

Students work in teams. Say a letter of the alphabet. Students have two minutes to think of a word from each category beginning with that letter. When the time is up, students say their words. The group with the most words from all the categories wins.

Running dictation

Before the class, stick a paragraph from the text on the wall inside or outside the classroom (check with your neighbours first as it can get noisy). If possible, blow up the text on the photocopier so it's bigger. Make sure that your students can see where you put the text. Also be careful that it is not too near any particular pair of students. Put your students into pairs. Explain that in each pair there is a "writer" and a "runner". Demonstrate with yourself as the "writer" and with one of the students as the "runner". Walk (or run, hence the name) to the text, make a show of reading it carefully and memorising as much as possible, then come back to the "runner" and dictate whatever you can remember, which the "writer" writes down. Then go back and do the same thing again (students sometimes think they can only go up to the text once, and that they have to try to memorise everything). Tell the students to swap roles when they are about halfway through the text. Remind them that this activity will enable them to practise the four key skills, as well as their pronunciation and possibly the alphabet (they may have to spell words that their partners don't understand). If you have more than three pairs in the class, stick more texts on the walls so they don't crash into one another or crowd around the text. Tell your students that the runner can't do any of the writing!

Follow-up activities

Here are a few ideas for fun activities for doing after your students have read the text or done the listening activities. Remember, if you're doing a speaking activity, you should use the Error Correction Sheet to make a note of any mistakes. Later, go over these with your students. Also, keep the Error Correction Sheets for mini-quizzes in future classes.

Dialogue fun

Cut up lines from the conversations / dialogues from the Tapescript page and see if your students can put them back together in the correct order.

Scrambled Sentences

Select a sentence from the article, and write it up on the board with the words in random order. Then, time a minute and see who can unscramble the sentence first.

Yes, but...

Prepare a list of debating topics based on the article and write these on slips of paper. Put your students into pairs and hand out copies of the slips. Student A reads out one of the statements. Student B listens and then comments on it, beginning with the phrase, "Yes, but..." (effectively contradicting the statement). Student B should try to speak for at least one minute. Then, when Student B has finished, he/she reads out one of his/her statements.

Mini-interview

In pairs, students prepare a mini-interview between a journalist and a character from the article or conversation. Tell your students that they have to use as many of the ideas from the article / conversation as they can. Tell your students to make the dialogue as funny / silly / ridiculous / serious, etc. as they like. When they're ready, students perform their interviews in front of the class.



Bingo

Write words from the article or conversation on the board in random order. Tell your students to choose four and to write them down on a slip of paper. When you're ready, start calling out the words in random order. Students cross out any words on their piece of paper that you say. The first student to cross out all their words calls out *Bingo!* and wins the game. Remember to keep track of the words you call out in case there's a discrepancy.

Dictation

After working on the article or conversation, choose three to four sentences to dictate to your students. See who can write down the sentences word-for-word without making any mistakes. Read the sentences out just twice and speak at fairly natural speed.

Definitions

Read out a word, phrase or expression. Give three possible definitions of it, one of which is correct. Students get a point for choosing the correct definition. Afterwards, students can prepare their own versions of this and play in pairs.

Punctuation nightmare

Copy out a paragraph or section from the article without any punctuation. Students have three minutes to correct it.

Missing words

Read out sentences from the article/conversation with one word missing. The first student to tell you the missing word gets a point for their team.

Definitions

Read out definitions of words from the glossary box. The first person to correctly identify the word / expression gets a point for their team.

Presentation

Individually, in pairs or in small groups, students give a mini-presentation based on a topic or theme from the article. Tell your students to make the presentation as persuasive as possible. When they're ready, students give their presentations to the rest of the class. Other students listen and then ask questions.

Role-play conversation

Put your students into pairs. Using a topic or theme from the article or conversation, students prepare a mini-conversation. Tell them to make it as funny, silly, serious, etc. as they like. When they're ready, students can perform the conversations in front of the class.

Picture representation

Students draw a picture that sums up their feelings towards the topics or themes in the article.

Article attack

Tell your students to read over the text / transcript once again. When your students have finished, ask rapid-fire questions based on the text. Students have to answer the questions as quickly as possible. This can be done as a game. Put your students into two teams. The first person to call out the answer gets a point for their team.

Article grammatical error

Read out sentences from the article/conversation with deliberate grammatical errors in them. Tell your students to correct the sentences. This can be done as a game. Put your students into two teams. The first person to call out the correct answer gets a point for their team.

Article content error

Tell your students to read over the text again. Then, read out sentences from the article / conversation with deliberate content / information / factual / numerical errors in them. Students must correct the errors. This can be played as a game. Put your students into two teams. The first student to correct the information gets a point for their team.

Did we read that?

Tell your students to read over the text quickly. When your students are ready, read out sentences from the article. Most of the sentences should be read out directly (and be repeated word for word). However, some of the sentences should be slightly different (you could change verbs, names, adjectives, etc.). This can be done as a game. Put your students into two teams. The first student to identify the incorrect or sentences gets a point for their team.

Article memory

Tell your students to read over the text quickly. When they're ready, read out sentences from the article/conversation with gaps. Students offer suggestions for the missing words. This can be done as a game. Put your students into two teams. The first student to say the missing word/s gets a point for their team. The gaps could be verbs, nouns, prepositions, etc.

Article termination

Choose a sentence from the article/conversation. Read the first half of it, pausing to allow each team to finish the sentence. While your students are doing this, they should try to use as many of the original words as they can. A captain from each team can write down each team's response. Check the answers and award points if they're correct (or as close to the original as possible). Demonstrate how it works so they can get the hang of it before actually playing the game.

Article question formation

Read out a sentence from the article/conversation. Students must transform the sentence into a question. For example:

Teacher: If she'd had enough time, she would have gone to the bank.

Student: Would she have gone to the bank if she'd had enough time?

Memory

Tell your students to read the article again and to try to memorise three or four of the sentences or statements. Tell your students to repeat them word-for-word to a partner.

Noughts and Crosses

Play noughts and crosses with words from the article or conversation. Draw a 3 x 3 grid (with 9 squares) on the board. Next, write any of the words in each square of the grid. Divide the class into two teams: Noughts (o) and Crosses (X). First, a member of Noughts comes to the board, chooses a square and makes a sentence using that word. If the sentence is more or less logical and grammatically correct, rub out the word and put a nought in the square. If not, the word remains. Continue like this, alternating teams. The first team with three noughts or crosses in a row wins.

Board rub

On the board, write up a paragraph or section from an article or conversation. Give your students a few minutes to remember it. When your students are ready, rub out between six and 10 of the words. See who can remember what the words were. Write the words back in again. Then, repeat the process with different words. After a while, start rubbing out complete phrases or



lines and ask who can remember what they were. Finally, rub out all the text. See if you can reconstruct it as a class, or if your students can do it in teams. Give prompts to help them out now and then.

Conversation memory

Tell your students to read over the transcript. Give them a few minutes to do this. Then, tell your students to cover the text and to try to recreate the conversation in pairs, using as many of the ideas / words / expressions as possible. Tell your students that it doesn't matter if they can't remember much – they just need to have fun and try to do as much as possible. For homework, they could read over the conversation again and try to learn as much of it as possible. Then, in a following class they can perform the conversations / dialogues in front of the rest of the class.

Newsreaders

Students prepare a TV news report based on the ideas in the article or conversation. When they're ready, students present the news story as if they were two reporters on a TV news programme, with both of them sitting in front of the camera in a studio. Tell your students to watch this short clip of a news report to see how it's done: <http://www.youtube.com/watch?v=OfNGoUPjxgA>

Vocabulary building

Put the following table on the board and put your students into pairs. Use words from the articles to create word beginnings and word endings. For example, from the word "courtroom", you could have "court" (word beginning) and "room" (word ending). Students try to match the beginnings with the endings in just three minutes. Before mixing up the beginnings and endings, create an answer key, then use this to make the exercise.

Answer key: 1 2 3 4 5 6 7 8

Word beginnings	Word endings
1.	a.
2.	b.
3.	c.
4.	d.
5.	e.
6.	f.
7.	g.
8.	h.

Memory chain

Students form a circle. Student 1 says a sentence based on a topic, theme or language point from the article. Student 2 repeats the sentence and adds another item. Student 3 repeats all the previous items and adds a new item... and so on. For example, in order to practise the Past Simple, you could do this:
S1: I went to the bank yesterday and withdrew some money.
S2: I went to the bank yesterday and withdrew some money and cashed a cheque.
S3: I went to the bank yesterday and withdrew some money and cashed a cheque and paid some bills...
 Students continue in this way around the circle until someone forgets an item. Then start a new chain.

Back to the board

Play "Back to the Board" with vocabulary / expressions from the article or conversation. Put your students into two teams. A member from each team goes into the "hot seat" with their backs to the board. Now, write a word or expression on the board. Other students describe the word by defining it but without actually saying the word. The first student in the hot seat to say the correct word gets a point for his/her team. To make it more challenging, you could have some "taboo" words (words that the students can't use). For example, if the target word is "film", one of the taboo words could be "cinema".

Taboo

The objective of Taboo is to describe a word for teammates to guess correctly. To prepare for the game, write key words from the article/conversation on little cards or slips of paper. Under each key word, include four taboo words (words that students can't use while describing the key word). For example, for the key word "teacher", you could include the "taboo" words "teach, school, class, lesson," etc. When they're ready, students take turns defining their key words, using any words EXCEPT the taboo words on the cards. They continue describing the key word until someone guesses correctly.

Anagrams

Do an anagram activity with words from the text. Write an anagram (a scrambled version of a vocabulary word) on the board. For example, the anagram of the word "head" could be "deah" (a scrambled version of the word "head"). This can be played as a game. Put your students into two teams. The first person to call out the correct word gets a point for their team. The winning team is the team with the most points.

Hangman

Choose an item of key vocabulary (or an expression) from the text. Mark dashes on the board to represent each letter of the word. For example, "butterfly": _ _ _ _ _ _ _ _ . Also, draw the start of a "gallows" on the board (an upside-down "L"). Students take turns saying letters of the alphabet. If the letter appears in the word, write it on all the corresponding dashes where it appears. If not, draw one part of a stick figure on the "gallows" for each wrong guess. Students win if they guess the word before the figure is completed.

Note: If you have chosen a multi-word expression, add backslashes (/) to mark the division between words. For example, "take down" would be: _ _ _ _ / _ _ _ _

Pictionary

Put your students into two teams. In each team, assign an "artist". Give the artists board pens. When they're ready, flash a word to the artists. The artists then race to draw the objects on the board. The first team to say the word wins a point. Alternatively, just one artist draws, and anyone from either team can shout out the answer. The person who shouts out the correct answer first gets a point for their team.

Banana!

Dictate five or six sentences from the article or conversation, substituting a key vocabulary item with the word *banana*:

- Nothing is more **banana** than riding a bike.
- The **banana** is manufactured in Sheffield.

Stress the word *banana* in each sentence. Students copy the sentences into their notebooks, then, in pairs, they work together to try to remember the actual word, or to think of an appropriate word without referring to the article.



Charades

Select some words or phrases from the article or listening text. Ask for a volunteer to come to the front. Whisper one of the words or expressions to him/her. This student then has to mime the word or expression. The first student to guess what the word or expression is acts out the next word or expression for the class to guess.

Spelling competition

Divide the class into two teams. Choose a word that is difficult to spell and say it out loud. Point to someone from Team A. This person has to say the first letter of the word. Then, point to someone from Team B, and this person has to say the second letter of the word... and so on.

Auctions / betting / gambling

Divide your students into teams and give each team €300. Using structures or language structures from the article or conversation, write sentences on the board, making sure that some of them have errors. Students decide if the sentences are correct or not and bid on them. Teams write down their bids on slips of paper. Collect these in. Those who win get double their money; those who lose, give you their money. Keep a running total on the board of the amounts each team has.

Post-it race

For this activity, you will need some Post-it notes. First create an answer grid. For example, if you are going to have 10 words, you need to write out the numbers from 1 to 10 and then put letters from "a-j" in random order next to them. In the end, your answer grid will look something like this (with different number-letter combinations, of course): 1e 2j 3f 4a 5b 6g 7d 8h 9i 10c. Now, write the numbers 1 to 10 on ten different Post-it notes. Then, on each Post-it note write a word or expression from the article or conversation. Then, while referring to Post-it note number one, take another Post-it note and write the corresponding letter on it ("e" in this example), plus a definition or translation of the word (you could also write synonyms, antonyms or anything else for the matching activity). Next, stick all the Post-it notes in random order on walls around the class. Once your students have arrived, tell them to go around the room matching the numbered Post-it notes to the ones with letters on them. Your students should make a note of the numbers and their matching letters. After they've finished, check the answers. The student with the most correct answers is the winner.

Article summary

Tell your students to read over the text again quickly and to make notes so they can give a quick summary of it. When they're ready, students give a short, oral summary of the article/conversation.

Parts of speech

Choose a word from the article (for example "stressful"). In small groups or pairs, students think of all the other parts of speech for this word. For example, from the word "stressful" (adjective) you can get the following parts of speech: "stress" (noun); "stressed" (adjective); "stress-free" (adjective); "to stress" (verb); "to stress out" (phrasal verb), etc. When they've finished, students make sentences / questions with the words.

Article tense search

Tell your students to find an example of a particular tense in the article/conversation. This can be done as a game. Put your students into two teams. The first person to find an example of

the tense you have named, gets a point for his/her team.

For example:

Teacher: Find me an example of the Second Conditional in the article.

Student: If I were you, I'd leave now.

Teacher: Perfect!

What's the word?

Give a definition of a word or expression from the text. Your students have to tell you which word / expression you are referring to. For example:

Teacher: This word is used to say that you are very, very tired.

Student: Exhausted.

Alternatively, give the translation of the word and tell your students to find the corresponding word in English from the text. For example, "Find a word that means X in Y language."

Pronunciation

Here are some fun ideas for doing punctuation activities based on articles and conversations in Hot English magazine.

Phoneme fun

Write a word from the text / article / transcript on the board (*suit* for example). Write the corresponding phonetic script next to the word (*su:t*). Then, do a listen and repeat activity with the word, getting your students to repeat the word after you several times so they get used to the sound and pronunciation. Then, tell your students to think of more words with the same sound.

Minimal pairs

Write two words on the board: one with a sound you've previously focussed on (the target sound), and another with a similar sound but not the exact same one. For example: *suit/sort*. Read out pairs of words: one with the target sound; and another word with a similar sound (but not the same one). Students decide which word contains the target sound. They get a point for their team if they guess correctly. Continue with different sounds or words.

Which word next?

Write a word from the text / article / transcript on the board (*play* for example). Then, write other words on the board with the same sound. For example: *braid, stay, take, pay*, etc. Students have to think of more words with this sound. Then, do the same for another sound. Finally, on the board, write up a pool of words with the two different sounds. Write the words in random order. Then, read out a word. The first student to say another word with the same sound gets a point for his/her team.

Similar sounds & bingo

Write out words from an article or conversation. Then, tell your students to think of other words with similar sounds (pick on a vowel or consonant sound from within the word). For example:

- Intend (e): lend, bend, tend...
- Learn (ɜ:): turn, stern, burn...
- Decide (aɪ): like, Mike, bike...
- Hope (əʊ): cope, broken, spoken...

Then, play Bingo with the words. First, write all the words up on the board in random order. Then, tell your students to pick three of the words with the same sound. When your students are ready, call out words in random order. Make a note of the words you mention. Students cross off the words they've chosen if you mention them. The first student to cross off all three of their words wins.



Syllable stress

Write a multi-syllable word from the article / conversation on the board (for example, *celebrate*). Ask for a volunteer to pronounce the word with the stress on the correct syllable (for example, *celebrate*). Then, tell your students to think of more words with the same stress pattern (this word has the stress on the first syllable). This can be played as a game. Put your students into two teams. Using the article / audio script, write words with a variety of stress patterns on the board. Pick on students at random to pronounce the words. Students get a point for their team if the person nominated says the word with the correct stress.

Connected speech

Write a sentence from the article/conversation on the board. Tell your students to repeat it after you as you say it at natural speed. When speaking, you should use connected speech, merging word-ending sounds with word-beginning sounds. For example, "I've got a lot of work" would be, "I've go ta lo tof work." Also, stress the key words and glide over the unstressed words (using a "schwa" sound where appropriate). Then, write another sentence on the board. Ask for a volunteer to read it out with connected speech. Help the student where necessary. Next, play a game. Put your students into two teams. Write a sentence on the board. Ask for a volunteer from each team to say the sentence with connected speech. If they're correct or they do it well (you be the judge of that), they get a point. If not, they don't get any points.

Emotional outburst

Before the class, prepare slips of paper with the names of emotions on them. For example: *happy, sad, nervous, frustrated, tired, anxious, angry, disappointed, excited, shy*. Hand out one of these to each student. Next, put your students into pairs. Then, using one of the dialogues or conversations from the magazine, tell your students to read over the text, taking one of the roles each. However, each student must speak according to the emotion they've been given. For example, if their slip of paper says "Happy", they have to speak in a happy voice. When they've finished, students guess which emotion their partner was representing. Demonstrate this with a volunteer so your students are clear what you want them to do. Afterwards, ask for volunteer pairs to perform parts of their "emotional" dialogues in front of the class.

Emphasis

On the board, write a sentence from an article or conversation. Then, ask for a volunteer to read out the sentences. Tell him/her to put emphasis on certain words. Then, ask for another volunteer and tell them to put emphasis on a different word. For example:

- a) You want **ME** to give you the money.
- b) You want me to give you the **MONEY**.
- c) You want me to **GIVE** you the money.

Students practise saying the sentence using different emphasis. Ask your students if they can tell you why someone would want to stress these words. What would the effect / meaning be? What inferences are being made? Then, put your students into pairs. Using a conversation / dialogue from the Skills Booklet or Hot English magazine, tell your students to practise the conversation putting emphasis on different words and experimenting with inferred meanings.

Sentence stress

Dictate sentences from an article or conversation in the magazine. Read them out at natural speed. If you say them fairly fast, the stress should fall on the key words: nouns, verbs, adjectives, etc. Ask for a volunteer to write up the sentences on the board. Then, ask your students to identify any key words –

words that are stressed in the sentence. These are usually the main verbs, adverbs, adjectives and any nouns. Then, tell your students to repeat the sentences after you as you say them at natural speed, putting emphasis on the key words (in bold). This is a good way of developing your students' fluency.

Sentence stress mini-dialogues

Using dialogues or conversations from the magazine, read out extracts at natural speed. Ask for volunteers to copy the way you do it, with the correct rhythm and intonation and stress. This will help your students get used to the rhythm and intonation of spoken English. Afterwards, students practise the conversations or dialogues in pairs.

Weak / unstressed forms

Write four sentences on the board from an article or conversation in the magazine. Read out the sentences at natural speed. For example:

- a) I've got some apples in my bag.
- b) She's got some money in her pocket.

Draw your students' attention to the weak, unstressed forms such as *some* (səm), *a* (ə), *can* (kən), *an* (ən), etc. In particular, focus on words with the schwa sound (ə). Students listen and repeat the sentences with you, practising saying them at natural speed and with natural rhythm. Then, dictate four more sentences for your students to write down.

Merging sounds

On the board, write questions from an article or conversation in the magazine. Read them out at natural speed. Ask for volunteers to mark any connected speech (where sounds merge to form a new sound), particularly between the auxiliary verbs and "you". For example:

- a) Do you like it?
- b) Did you go there?

Then, tell your students to repeat the sentences after you as you say them at natural speed. This is a good way of developing your students' fluency.

Contractions

Dictate sentences from an article or conversation in the magazine. Choose sentences with contractions. Say them at natural speed. For example:

1. If she wanted to use it, I'd let her.
2. If they called, we'd tell them where we are.

Ask for a volunteer to write the sentences on the board. Then, ask for another volunteer to identify the full forms from the contractions. Then, tell your students to repeat the sentences after you as you say them at natural speed. This is a good way of developing your students' fluency.





Record your students!

Record students with a voice recorder. Then, analyse their speaking. This is a great activity and really useful for students. You could use the mini-recorder on your smartphone for this, or take in a digital recorder.

Question-answer sessions!

Ask your students lots of questions in class as this is a great way of getting them to speak. Use the reading or listening texts from English Unlocked or Hot English magazine or any of the vocabulary or language sections for this. After asking them questions, get your students to practise asking one another questions. They'll find this useful as forming questions is quite a linguistic challenge for them.

Language analysis

While your students are speaking, take notes on how they're doing and go over any mistakes or difficulties about 10 or 15 minutes before the end of the class. This will provide them with some immediate feedback and give them something to take away from the lesson! You can use the Error Correction Sheet in future lessons to do a quick test on any mistakes or tricky grammatical structures.

Input

Remember to go into class with a reading or listening activity for them and a related speaking or writing task. This will provide your students with the necessary input for learning and the practise opportunities too.

LIE

Remember the **LIE** formula: Light, Informative, Entertaining. Here are some top tips for keeping it LIE! Don't be afraid to use a little humour in your classes. There should be a healthy balance of work and play when it comes to learning. Use music in your class. Find out what kind of music your students like and play it in the background during free speaking tasks. Studies show that music by Mozart improves learning. You might want to try that, too. Use realia whenever you can. Take in books/photos/brochures, etc. to introduce new themes in lessons. It's a good idea to set time limits when students are doing a task. It keeps the pace up and makes the class more dynamic. Keep it personal! Students like to hear stories about their teacher and are genuinely interested in finding out more about you. Keep them motivated and keen to return to class by saying things such as, "Next week, I'll tell you how I..." And finally, vary the activities. Create interesting lessons with a variety of skills practice, including reading, speaking, listening, etc.



Teacher's Guide



HOW TO TEACH ADVANCED STUDENTS!

Advanced students seem to know it all, but there's still a lot that you can teach them. Here are a few ideas for teaching **Advanced students***. You can...

Listenings!

- Make the listening tasks more challenging by limiting the amount of work on Pre-listening activities.
- Play the recordings just once and then ask rapid-fire questions.
- Tell students to give you a summary of the text using the target language after listening to it just once.
- Give them recordings that are hard to follow because they involve multiple-speakers, there's substantial background noise or the speakers have heavy accents.
- Get them to do precision listening: play a segment of a recording, then ask them to tell you exactly what the speaker said.
- Give them films or episodes of TV series to watch for the following class. Or assign a film or TV series to watch over a set period of time. Allow some time in class to discuss the movie or TV series.

Readings

- Set a short limited period of time to read the text. Then, ask rapid-fire questions on it.
- Tell students to give you a summary of the text using the target language.
- Ask them to identify any collocations, phrasal verbs or idiomatic expressions in the text after giving them a definition.
- Pick a word from the text, then tell your students to create different parts of speech from it (a verb, a noun, an adjective, an adverb, etc.), or to tell you any antonyms or synonyms.
- Give them short stories to read for the following class. Or assign a class book (a classic or a high-level graded reader) to read over a set period of time. Set aside some time in class to discuss the book or to do some work on the text.

Speaking

- Speak naturally (don't modulate your speech) so students will have to listen carefully to follow what you're saying.
- Use complex language and phrasal verbs that will force your students to concentrate in order to understand you.
- Stop every now and then to check that your students are following you by asking them to identify an expression, phrasal verb or idiomatic phrase you've just used.
- Ask them to give oral presentations on topics

of their choice or ones that you assign to them, especially on topics they aren't familiar with.

- Ask them to give instructions on something or to explain how to do something.
- Do question formation activities with them that oblige them to create a question from an answer.
- Ask them quick questions using complex structures (with phrasal verbs, idiomatic phrases, etc.) and get them to respond with the same structures.

Pronunciation

- Get them to identify any examples of connected speech and sentence stress in recorded material.
- Ask them to listen out for any intonation patterns and to explain how these can affect meaning.
- Give them a text and ask them to read it out with the "correct" word stress, intonation, sentence stress and connected speech. Later, students can compare their attempt with a native English speaker version.
- Ask them to identify foreign accents and to explain some of the features of this accent.

Writing

- Get them to work on a variety of text genres so they become familiar with a wide range.
- Ask them to identify any features of cohesion or linking in a piece of writing, and to incorporate these into their own writing.
- Get them to do some peer revision on writing tasks that you've assigned in class.
- Give them some practice proofreading documents and doing some error correction.
- Tell them to transform a text from one genre to another. For example, converting a news report into a short story, or a fact sheet into an article.



Teacher's Guide



Games

Here are a few games you could use with Advanced students:

Two-minute debates!

Put your students into pairs or groups and give them a debating topic written out as a statement. Tell one pair or group they have to agree with the statement (even if they don't), and the other group to disagree with it. Students have one minute to confer with other students in their group in order to make a brief outline of their argument, and only two minutes to debate it. After two minutes, say "stop" and move onto another debating topic.

One-minute presentations!

Give your students a list of presentation topics to choose from and two minutes to prepare their speech. Then, in turns, get your students to stand up and talk about their topic for one minute. Alternatively, assign a topic to each student and get them to talk about it without any preparation. Students vote on the best improvised speeches.

Ridiculous definitions!

Choose a list of complex words or expressions that you'd like your students to remember or learn. Give one word to each student and tell him/her to write out three definitions of it: one true and two false. When they're ready, students read out their three definitions. Other students have to guess which definition is the correct one.

Spontaneous role plays!

Write out some basic role play cards based on a listening or reading text you've been working on. For example, for a reading text on lawsuits, you could assign one student the role of a lawyer and the other a defendant. Put your students in pairs and give them a role card each with an element of conflict: Student A wants X, but Student B wants Y, etc. Students have two minutes to prepare their role, then they act out a scene. This will force them to improvise in English, which can be quite difficult.

Creative thinking!

Write out a list of unusual questions for which there's no right or wrong answer. For example, "Why is the sky blue? / If you were a box of cereal, what would you be? / Why are manhole covers round? Does a duck with one leg swim in circles?" Give each student one of the questions. Students have two minutes to prepare their answers, then one minute to present it to the class. When they've all finished, the class votes on the most creative answers.

Any ideas?

Have you got any lesson plans, top tips or advice for teaching Advanced students? We'd love to hear about them! Please send any ideas to andy@learnhotenglish.com

*Advanced students

Here are some of the things an Advanced student should be able to do:

Listening

- Understand a wide range of demanding, longer texts on abstract or complex topics.
- Understand a wide range of audio material, including some with non-standard language.

Speaking

- Express him/herself fluently and spontaneously, using language flexibly and effectively for social purposes.
- Give clear, detailed descriptions and presentations on complex subjects

Writing

- Produce well-structured texts on complex subjects with the controlled use of connectors and cohesive devices.
- Put forward proposals with supporting points of view, subsidiary points and relevant examples.

Reading

- Understand in detail lengthy, complex texts on topics outside their own area of speciality.
- Follow long factual or literary texts and grasp the meaning of technical instructions.

Remember

Remember, the overall aim is to help Advanced students...

- Increase their range of vocabulary, particularly phrasal verbs, collocations and idiomatic expressions.
- Improve their speaking fluency and ability to discuss a variety of topics.
- Improve their ability to understand high-level listening tasks.
- Increase their understanding of the subtleties of language: register, irony, sarcasm, implicit meaning, jokes, allusion, etc.
- Do all the things they already know how to do but a lot better and a lot faster.



Here are some ideas on how to exploit the material in class.

REMINDER!

Remember to use the Error Correction Sheet, especially during speaking tasks. In future lessons, you can use the errors you've made a note of to do a quick test on any mistakes or tricky grammatical structures.

REMINDER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

TOP TIP!

Remind your students to talk in English all the time during the class. Insist from the very beginning of the course.

Presidents Quiz

Put your students into two teams. Read out the questions and the options. Keep a running score for each team. The team with the most points wins the game. Answers in bold.

- This third president of the US, and also principal author of the US Constitution, could often be seen walking his pet bear cubs on the White House lawn. Which president was it?
a) George Washington.
b) John Adams.
c) **Thomas Jefferson.**
- William Howard Taft, the 27th president, (also known as "Big Bill") weighed around 140 kilograms and was 190cm tall. He is infamous for getting stuck where?
a) **In the bathtub.**
b) In his car.
c) In his desk chair.
- Warren Harding, the 29th (and who many consider the worst) president, once lost the White House china on a game of cards. Who did he give a seat in his cabinet to?
a) His wife.
b) **His dog.**
c) His mother.
- Herbert Hoover, the nation's 31st president, was the first to have what on his desk?
a) A bust of Winston Churchill.
b) **A telephone.**
c) A TV.
- The 39th president, Jimmy Carter, was the first US president to be born where?
a) In a zoo.
b) In Washington, DC.
c) **In a hospital.**

Famous leaders

Dictate the following sentences about famous women world leaders to your students. Each sentence has one piece of false information.

Students identify this and correct it.

- Cleopatra** was the Queen of Persia from 69 to 30 BC. (Egypt – not Persia)
- Lili'uokalani** had been the monarch of New Zealand until she was overthrown by American colonists. (Hawaii – not New Zealand)
- Madeleine Albright**, the first woman to become United States Secretary of State, was born in Hungary. (Czechoslovakia – not Hungary)
- Golda Meir** became Israel's first female Chief of Defence. (Prime minister – not Chief of Defence)
- Corazon Aquino** was the first democratically-elected head of a South American country. (Asian (the Philippines) – not South American)
- Benazir Bhutto** was Pakistan's first female prime minister. She was assassinated in 1997. (2007 – not 1997)
- Indira Ghandi**, India's first female prime minister, was assassinated in 2004. (1984 – not 2004)
- Margaret Thatcher** was branded "The Steel Lady" by Soviet leader Mikhail Gorbachev. (Iron – not Steel)

When you've finished, write up on the board some of the sentences with past tenses. Ask if anyone can identify the tenses. Then, refer your students to the grammar pages from this unit.

Practice

Students prepare their own mini-quiz on famous people, changing one of the facts so there's an error. Then, they play the game in pairs.

Where on Earth

Put your students into teams. The first student to call out the correct answer gets a point for their team. Answers are shown in bold.

- It's a vast monolith in Australia that used to be called Ayers Rock. These days, it's known by its aboriginal name. What is it?
a. Wollongong
b. **Uluru**
c. Woomera
- Those who want to attempt an ascent of Mount Everest often fly to Kathmandu. Which country is Kathmandu the capital city of?
a. **Nepal**
b. India
c. Burma
- You're right next to the Danube in a city where many great composers have lived, including Johann Strauss, Beethoven and Mozart. Where are you?
a. Munich
b. Strasburg
c. **Vienna**
- You're watching the Mardi Gras festivities in the French Quarter of a city whose main

area lies between the Mississippi River and Lake Ponchartrain. Where are you?

- Memphis
 - New Orleans**
 - St Louis
- You're in a French-speaking city in North America, but you may spot some English signs. Expo 67 was held here, and it's the home of McGill University. Where are you?
a. **Montreal**
b. Quebec
c. Buffalo
 - You're on safari in Africa in the Serengeti National Park, observing the wild animals. Not too far away is the mountain that inspired one of Ernest Hemingway's short stories. What's the name of the mountain?
a. K2
b. Everest
c. **Kilimanjaro**

Dilemmas

Brainstorm a few typical dilemmas and write these on the board. Write a few of these ideas on the board to get your students thinking along the right lines.

- You see someone drop an envelope of cash on the bus.
- Your paycheque is twice the normal amount.
- You find out that a colleague is selling inside information to another company.
- Your colleague leaves her personal e-mail on screen while she pops out of the office. You happen to notice your name in one of the e-mails.
- A shop assistant in a large department store gives you too much change.

Then, tell your students to write two dilemmas each. They can invent these. When they're ready, ask for a volunteer to come to the front. Tell the rest of the students to listen carefully because you're going to test them on their comprehension when you've finished. Remind them that they can't make notes. When you're ready, tell the volunteer to read out their dilemma. Then, proceed to talk about it, using conditional structures. For example:

Student: My 14-year-old son wants to go to a concert with his friends. I'm not sure what to do.

Teacher: If that were my son, I'd tell him that he could only go if I could take him there and pick him up straight afterwards.

When you've finished, ask a couple of comprehension questions. For example:

- What did I tell (**Sam**) to do?
- What advice did I give (**Keira**)?

Then, on the board, write out some of the conditional sentences that you used. Ask for a volunteer to identify the tenses / structures, and to say how they're formed and when they're used. Then, refer your students to the grammar pages in this unit.

Here are some ideas on how to exploit the material in class.

REMINDER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

REMINDER!

Learning grammar alone will not help you communicate in a language. Reading and listening are the best ways of absorbing large amounts of language.

TOP TIP!

Students like it when you reveal something about your likes/tastes/preferences. Tell stories and anecdotes as a way of presenting any new language.

Interesting Music Facts

Make copies of and stick up these interesting music facts. Give your students five minutes to read over them and talk about them. Then, remove them. Alternatively, read them out, but tell your students to pay attention because you're going to ask them questions based on the information.

1. To win a gold disc, an album needs to sell 100,000 copies in Britain, and 500,000 in the United States.
2. 40 billion songs are downloaded illegally every year.
3. The music industry generates about \$4 billion from online music sales, but loses about \$40 billion to illegal downloads.
4. Elvis was an avid gun collector and among his collection of 40 weapons he had M-16s and a Thompson submachine gun.
5. The world's largest disco was held at the Buffalo Convention Centre, New York, 1979, with more than 13,000 people.
6. Peter Stewart of Birmingham, UK set a world record by disco dancing for more than 400 hours.
7. Ireland has won the Eurovision song contest 7 times.
8. In May 1997, Paul McCartney broke his own world record by obtaining his 81st gold disc.
9. One of the top selling singles of all time was Bing Crosby's "White Christmas", which sold 30 million copies.

10. DVD discs are the same diameter (120mm) and thickness (1.2mm) as Compact Discs (CD) but DVDs can store a lot more data.

When you've finished, put your students into pairs or teams. Then, call out a number or figure from one of the items of trivia. The first student who tells you what the number or figure refers to gets a point for their team. For example:

Teacher: 13,000

Student: The number of people who went to the disco in New York.

Song Completion

Students complete the opening part of this song with any words of their choice. They can do this in pairs. Then, play the song once so they can check their answers. Search YouTube for "Jason Mraz- Lucky". If you don't have access to YouTube, you can still do the activity. After students have thought about possible choices for the gaps, write the options on the board in random order and see if they can complete it correctly.

Lucky by Jason Mraz

Do you hear me? I'm (1) _____ you,
Across the water across the (2) _____,
Under the open sky, oh my, baby (3) _____.
Boy, I hear you (4) _____,
I feel your whisper (5) _____,
I keep you with me (6) _____,
You make it easier when life (7) _____.
I'm lucky I'm in love with my (8) _____,
Lucky to have been where I have been,
Lucky to be (9) _____,
Ooh ooh ooh.

Answers: 1. talking to; 2. deep blue ocean; 3. I'm trying; 4. in my dreams; 5. across the sea; 6. in my heart; 7. gets hard; 8. best friend; 9. coming home

After listening to the song, tell your students to identify any collocations in the song: **talk to someone, deep blue ocean (sea), in my dreams**, etc. Students say which words go together. Are the word combinations fixed, semi-fixed or fairly loose combinations? What other word-combination can they make with any of the individual words? For example: **talk to someone, talk with someone, talk down to someone, talk about something...**

Debates!

On slips of paper, copy out some of the controversial debate statements or photocopy the entire list (see below). Next, put your students into two groups: Group A and Group B. Students in Group A agree with the statements – they should think of reasons why. Students in Group B don't agree with the statements – they should think of reasons why. In their respective groups, students think of all their arguments. After a few minutes, regroup your students so that one student from "Group A" works with one student from "Group B". Students have to convince each other that they have the best argument. Alternatively, hold the debate as a class discussion, with all students contributing. Give everyone a chance to voice their opinion before you open the floor to any general comments.

Debating Statements

1. Objective beauty exists.
2. Humans are no different from animals.
3. The practice of tipping service industry workers should be stopped immediately.
4. Zoos do more harm than good.
5. Vegetarianism is wrong.
6. Filming any type of interaction with police officers should not be against the law.
7. It should be a criminal offence for a politician to lie.
8. School uniforms ought to be worn in all primary and secondary schools.
9. There is no universal moral standard.
10. Drugs should be decriminalised.
11. Two heads are better than one.
12. Sweatshops are ethical.
13. Tobacco smoking should be banned.
14. You cannot prove that Santa Claus doesn't exist.
15. Soothsaying for financial gain should be outlawed.
16. Human expansion into space is a must.



NOTES

REMINDER!

TOP TIP!

REMINDER!

Film scene

Book extract

Sound effects

Convincing stories

Film taglines

Homophone fun

Song

A small cartoon character with a round head, a simple face, and a body wearing a white shirt and a dark tie. It is holding a large yellow pen in its right hand.

NOTES

Here are some ideas on how to exploit the material in class.

REMINDER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

REMINDER!

Set homework at least once a week.

TOP TIP!

Reserve a space on your board for a vocabulary column. As new words come up in the class, add them to the vocabulary column. Remember to mark any word stress, and use the phonetic chart to explain any difficult aspects of pronunciation.

What's your "car personality"?

Read the following four personality descriptions A to D (without mentioning the types of car at the end.) Or, get students to read out the descriptions. Ask your students to decide which personality description best matches their own personality and why. Afterwards, explain which car types match the personality types and find out if any of your students actually have these car types.

A: Life is short, and for you this means there's no time like the present to get what you want. Some people may see this as unconventional, maybe even a little reckless, but you know that it's this quality that makes you successful in life. **Corresponding car:** Sports car

B: You're the type to play it safe, but once in a while, you do go in the fast lane. You might have a classically decorated living room, for example, but it doesn't stop you from buying the quirky bean bag chair for the den. Your balanced nature gives you a classy vibe that others love. **Corresponding car:** Convertible

C: Friends call you energetic, while enemies may call you domineering. But it all comes down to one

simple truth: nothing gets past you. When you're around, deadlines are met, tasks are completed and, most importantly, people get out of your way! **Corresponding car:** A four-wheel drive / an SUV

D: Your down-to-earth practicality makes you a breath of fresh air to everyone around you. In your straightforward way, you deal with life's hiccups without over-thinking them. Everyone's too tired to cook? Let's get some pizzas! Some guests coming over to stay? Get that spare mattress out of the basement.

Corresponding car: a minivan / a people carrier

Afterwards, tell your students to write out other "car personality" descriptions. Later, they can read them out for the class.

News stories

Bring in a selection of newspaper articles and hand these out so each student or pair of students has one or two articles. On the word go, students have two minutes to find as many words with suffixes or prefixes as they can. The group, pair or team with the most wins.

Hangman

Choose a selection of words with prefixes or suffixes from this unit and use these to play hangman.

Practice

Students use words from this unit to write questions. They write six each, then go around the class asking the questions. Later, they report back with their findings. For example:

1. What's the most illogical thing you've done this week?
2. When was the last time you acted immaturely? What did you do?

Guessing game

Put your students into pairs or groups. Read out the sentence endings (1 to 24) quickly one after another, pausing for a few seconds as your students write down their ideas. Tell your students that you will only read the sentence endings once, so they must listen carefully. Students work in pairs and think of a topic / person / object for each sentence. Demonstrate this. For example:

Teacher: ...is played by the musician.

Student: The guitar!

Students get a point for a logically correct answer and two points if they manage to guess the same subject that you have. Explain that this is completely arbitrary and not based on any skill, but that it's just the nature of the game.

Present Simple Passive:

1. ...is washed once a month. **Object:** The car
2. ...are made in Japan. **Object:** The computers
3. ...are made in Belgium. **Object:** The chocolates
4. ...is placed into a high-interest savings account. **Object:** The money

Present Continuous Passive:

5. ...are being driven to the station. **Object:** The trains
6. ...is being baked by my uncle. **Object:** The cake
7. ...is being fixed by the technician. **Object:** The computer
8. ...are being tasted by the food experts. **Object:** The sweets

Present Perfect Passive:

9. ...have been repaired by the construction workers. **Object:** The roads
10. ...has been operated on. **Object:** The patient
11. ...have been planted by the farmer. **Object:** The seeds
12. ...has been ridden. **Object:** The horse

Past Perfect Passive:

13. ...had been sent yesterday. **Object:** The e-mails
14. ...had been reached by the jury. **Object:** A decision
15. ...had been repaired by the builder. **Object:** The house
16. ...had been borrowed by my friend. **Object:** The tennis racket

Future Passive with will:

17. ...will be signed by the president. **Object:** The documents
18. ...will be made by the housekeeper. **Object:** The beds
19. ...will be written up. **Object:** The report
20. ...will be hidden under the bed. **Object:** The money

Future Perfect Passive:

21. ...will have been completed by next week. **Object:** The work
22. ...will have been sent by Monday. **Object:** The invitations
23. ...will have been released by June 2012. **Object:** The film
24. ...will have melted by 2pm. **Object:** The ice

Here are some ideas on how to exploit the material in class.

REMINDER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

REMINDER!

Review grammar and vocabulary from previous lessons. Use any notes you made on the Error Correction Sheets for review games/quizzes.

TOP TIP!

Always end the class on a high: with a fun speaking exercise where students practise everything they've learnt in the lesson or a game where they go over what they've learnt so far.

Video

Watch this YouTube interview giving advice on how to lie. Tell your students to watch the video carefully because you're going to ask them some questions when it's finished. As your students are watching, write down a couple of comprehension questions, or use these:

1. What is step I on how to lie effectively?
2. What is step II?
3. What is step III?
4. What is step IV?
5. What is step V?
6. What is step VI?

Search YouTube for "How to Lie and Get Away with It".

No access to YouTube?

No problem, simply brainstorm top tips for lying. Then, tell your students to come up with a six-step plan on how to lie.

News report fun!

Tell your students to watch this news report (see below for the link). As they're watching it, write down some comprehension questions to ask them. Try to make sure that the answers to the questions require the use of a preposition. For example:

A: Where did the robbery take place?

B: In the high street in Marlborough. Search YouTube for "Live report for BBC Points West on an attempted robbery on a jewellery shop in Wiltshire".

News reports

Students find their own TV news report on a robbery (1-2 minutes maximum) or invent one and write it out. Then, they write comprehension questions for the story. When they're ready, they either play the video for other students to watch, or read out the story as if they were newsreaders. The other students listen and answer the questions.

Dictation race

Make a photocopy of a news report about a robbery. Blank out any prepositions. Stick the text outside the classroom or on a wall. In pairs, students have to recreate the text and complete it with the correct prepositions. One student has to race to the text and remember as much as possible. Then, run back to his/her partner and dictate it to the other student, who writes it down. Together, they add in the correct prepositions. The first pair to finish wins.

Voicemail messages!

Using a mobile or smartphone, record three voicemail messages using as many phrasal verbs (preferably ones from this unit) as you can. Play the messages and tell your students to transcribe them word for word. Play them just once. For example:

Hi, Sam. I'm on the 21:30 train – I missed the earlier one as I got caught up in traffic on the way to the station. So, I'll be getting in at 23:15 and I should be at your house by about 12 midnight. Don't wait up! Oh, and could you send me a text message with your address please. I can't find it anywhere. See you later.

Afterwards, ask for a volunteer to write up the voicemail message. See if they can identify any phrasal verbs. What do they mean?

Practice

Students write and record their own voicemail messages, using as many phrasal verbs as they can. Tell them to make the messages as funny / silly / serious / original, etc. as they can. When they're ready, they play them for other students to hear and transcribe. Afterwards, vote on the best / funniest / most original voicemail messages.

Presentation

Read out the following sentences. Students have to identify any phrasal verbs. The first student to do so gets a point for his/her team.

1. I was involved in a complex series of negotiations over a big contract. Things were going well and we seemed to have **come up with** a win-win situation for both sides.
2. Right at the last minute, the other party changed their mind. They said that they needed some more time to **think over** the details.
3. They said that they weren't happy with the payment schedule that we'd **drawn up**.
4. My colleague wanted to **walk away**, but I talked her into **sticking with it**.
5. After a few days, both parties agreed to **get together** again to try to come to an agreement. Fortunately, it all **turned out** well in the end.

Then, write out some of the sentences with phrasal verbs on the board. Ask for a volunteer to identify the phrasal verbs. Then, refer your students to the grammar pages in this unit.

Practice

Write about 20 different phrasal verbs on pieces of paper (pick the ones you'd like to revise), and put them in a bag or a hat. Tell your students to take out three, four or five of the phrasal verbs. Then, they have to write a story, a news article, a conversation or a film script incorporating the phrasal verbs into it.

UNIT 6 A difference of opinion! Teacher's Guide

Here are some ideas on how to exploit the material in class.

REMINDER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

REMINDER!

Remind students to do their homework! Also, they should study the grammar and vocabulary for each unit before going to class.

TOP TIP!

Reserve a space on your board for a vocabulary column. As new vocabulary comes up during the class, add the words to the column. Remember to mark where the stress falls and to include the phonetic script for any difficult sounds.

Video

Watch this YouTube interview in which TV presenter Michael Parkinson is talking to Rowan Atkinson about his character, Mr Bean. Tell your students to watch the video carefully because you're going to test them on their comprehension when it's finished. Watch the video up until about 2:10 (2 minutes and 10 seconds). As your students are watching, write down a couple of comprehension questions, or ask these:

1. What does Rowan Atkinson like about Mr Bean?
2. What anecdote does he use to illustrate the worldwide popularity of Mr Bean?
3. Why did they decide to set the comedy series Blackadder in the past?

Search YouTube for "Rowan Atkinson interview - Parkinson – BBC".

No video or internet?

Simply invite a student to come to the front and interview him/her. Then, ask your students questions based on the answers given.

Sarcasm fun!

First, write Honest / Sarcastic / Witty on the board. Then, tell students to write down three questions. For example:

- Did you get the job you applied for?
- Did they blame you for the mess?
- Did Jim give back the money he borrowed from you?
- Did you find your keys?
- Did you manage to get all the work done?
- Did they thank you for your time and effort?
- Did you find time to visit the castle?
- Did you lend them the money?
- Did you talk to her at the party?

Then, ask for a volunteer to ask you a question. Tell your students to listen carefully as you answer the question. They have to guess whether you're being straightforward or ironic. You can do this by changing the tone of your voice or by the things you say. For example:

Student: Did you have a good time last night?

Teacher speaking normally: Yeah, it was great. We went out for a lovely meal.

Teacher being ironic/sarcastic: Yeah, it was great. I got sick, I lost my wallet and I got stopped by the police for drunk-driving.

Practice

In pairs, students play the game from the Presentation stage of the class. Go around the class and listen to their mini-dialogues.

Joke-telling session

Students find two jokes they like and practise telling them. Then, when they're ready, they take turns telling their jokes. Other students vote on the best-delivered jokes.

Sarcasm mini-dialogues

In pairs, students prepare mini-dialogues with one person being sarcastic. They write out the dialogues, then practise acting them out by heart. When they're ready, they act out their mini-dialogues in front of the class.

Witty comments

Students find examples of witty comments by famous people. Then, they think of

a witty response to the witty comment. When they're ready, they read out the famous comment and their follow-up comment. Other students vote on the funniest or best response.

Comedy scene

In pairs, students choose a scene from a comedy film or TV series. They either write out the dialogue for it word for word, or do their own version of it. When they're ready, they act out the scene without referring to any notes. Other students vote on the best or funniest scene.

Song

Play the song *Ironic* (by Alanis Morissette) in class. Tell your students to listen carefully and to write down any examples of ironic situations. For example: the old man who turns 98, wins the lottery, but then who dies the next day, etc. Then, in pairs or individually, ask your students to write another verse for the song, including some more ironic situations. When they're ready, they could read out (or sing it, if they're feeling brave) their new verse for the song. Other students could vote on the best ideas.



NOTES

Here are some ideas on how to exploit the material in class.

REMINDER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

REMINDER!

Always have some form of language input for each lesson: a reading activity, a listening, an article to look over, a grammar point to study, etc. As much as students enjoy chatting, they won't get much out of the course by just doing this.

TOP TIP!

Organise your board! A clear board makes everything you teach on it... clear.

A vegan diet, anyone?

Tell your students they're going to watch a video on the benefits of a vegan diet. First, brainstorm any vegan / vegetarian dishes or food. Then, watch the video. As they're watching it, students should make notes on the benefits. Afterwards, go over these and discuss the issue in general. Search YouTube for "Benefits of a vegan diet - Dr. Neal Barnard".

Problems!

Tell your students to think of, or invent, a disastrous or problematic situation that they were involved in. When they're ready, ask for a volunteer to come forward to explain one of these to the class. Tell your student to give you as many details as they can. Tell the other students to listen carefully because you're going to test them on their comprehension when you've finished. After the student has explained his/her problem, comment on it using Perfect Modal Verbs or the Third Conditional. Be as critical as you can. For example:

Student: Well, the other day I was having a picnic in the park, when this swarm of wasps attacked me. I got stung about six times.

Teacher: You shouldn't have taken any food to the park as it attracts wasps.

When they attacked you, you should have walked away calmly. If you'd done that, they wouldn't have stung you. And after being stung, you should have put some ointment on the area where you were stung.

Repeat with two other students. Then, ask a couple of quick comprehension questions. For example:

- What did I tell (**Jessica**) that she should have done?
- What advice did I give to (**Bert**)?

Next, on the board, write out some of the sentences with Perfect Modal verbs in them. Ask for a volunteer to identify the tense and to say how it's formed and when it's used. Then, refer your students to the grammar pages in this unit.

In pairs, students do an activity that is similar to the one they did for the Presentation stage of the lesson.

I could have...

Put your students into small groups and give them a dice each. Students take it in turns to roll the dice twice. The first roll of the dice represents the topic (see first column below), and the second roll represents the language that must be used (see second column below). Students then create a sentence according to the information they've been given.

For example: (Topic: Hometown; Language: I could have) = I could have stayed in my hometown and worked there, but I chose to go abroad for a few years and I haven't been back since then.

Topic	Language
1. Myself	1. I could have...
2. My friends and family	2. I should have...
3. My hometown	3. I can't have...
4. My country	4. I must have...
5. The world	5. I may/might have...
6. My job	6. I needn't have...

Doctor, doctor!

Students write out a dialogue between a doctor and a patient. They can make it as funny, silly or serious as they like. When

they're ready, they act out their dialogue. Other students vote on the best one.

Sleep well!

In pairs or individually, students prepare a mini-video clip on how to sleep well. They use their smartphones to film it. They should include at least five top tips on how to get a good night's sleep. When they're ready, they film their mini-guide. Other students vote on the best or most useful ones.

E-mail demands

Students imagine they've had a workplace accident. They write an e-mail to their boss demanding compensation, explaining clearly what happened, when it occurred, how it happened, why the company is to blame, etc.

Verbal demand

Students act out a dialogue between an employee who has had a workplace accident and a company manager. The employee should explain clearly what happened, when it occurred, how it happened, why the company is to blame, etc. He/She should also demand compensation. The manager must do his/her best to calm the employee down and avoid having to pay out anything in compensation. When students are ready, they can act out their dialogues in class. Other students can vote on the best ones.

**NOTES**

Here are some ideas on how to exploit the material in class.

REMINDER!

Prepare your lessons carefully. Always make photocopies before the class.

REMINDER!

Remember to use the Error Correction Sheet. Use the language and pronunciation errors for quick tests at the start or end of lessons.

TOP TIP!

Make the fluency drills fast and dynamic. Ask the questions quickly and pick on students at random. Keep the pace up and jump from student to student. Afterwards, you could give students a copy of the questions to ask one another in pairs. You can also tell them to ask you questions using this structure: "Ask me if... Ask me what time..." This is good for getting students to practise forming questions.

Video

Brainstorm any words related to corruption. Have your students heard of any recent cases of corruption? Watch this YouTube video on corruption in California. Tell your students to watch the video carefully because you're going to test them on their comprehension when it's finished. Use these questions or invent some of your own:

1. What's surprising about the city manager's salary?
2. Have police officers received any pay rises during this period?
3. How are the officials able to award themselves such high salaries?

Then, when the video is finished, ask your students to comment on the news report. Search YouTube for, "Political Corruption in California".

No access to YouTube?

If you don't have access to YouTube, simply focus on the discussion part of the class (see above).

Wall game!

Before the class, stick the news report from this page on the wall inside or

outside the classroom. You may need to make more copies if you have lots of students. Put your students into pairs. Explain that in each pair there is a "writer" and a "reader". The "reader" runs to the text, remembers as much as possible, and runs back to relay this information to the writer. The first pair to finish wins.

Breakfast Time

Some breakfast cereals are believed to contain as much sugar as chocolate bars, a report by the consumer group Which? says. It is claimed that three-quarters of cereals tested were high in sugar, as well as the 88% of the fifty-two products specifically targeted at children. Which? chief policy advisor Sue Davies said, "At a time when there's growing concern about childhood obesity and diet-related diseases in general, it is simply not good enough that cereals marketed directly at children were among the worst offenders for sugar." More than 275 different types of cereals are said to have been analysed. The amount of sugar, salt and fat per 100g is understood to have been compared to Food Standards Agency (FSA) guidelines.

When you've finished, write out on the board some of the sentences from the article with Passive Reporting Verbs. Ask for a volunteer to identify the structures, and to say how they're formed and when they're used. Then, refer your students to the grammar pages in this unit.

Practice

Students write up a news report including Passive Reporting Verbs. They also write a few comprehension questions to go with it. When they're ready, they take turns exchanging stories, asking the comprehension questions afterwards.

Story Time

Tell your students that you're going to talk about your plans for next week. Tell them to listen carefully because you're going to

test them on their comprehension when you've finished. Tell them that they can't make notes. This is a sample text - feel free to invent your own.

"Well, next Monday, we're holding interviews for a few vacancies in the business. I'm going to be talking to six potential candidates. On Tuesday, we're meeting up to discuss the candidates and to decide which ones we want to call back for a second interview. I think we'll have chosen about three strong candidates by the end of the day. On Wednesday, I'll be visiting another office and talking to the manager there. We'll be having lunch together at about 2pm, going through some potential changes. On Thursday, the conference is starting. I'm giving a talk at 1pm, and then I'm participating in the round table at about 6pm. On Friday morning, I'll be out visiting clients, and in the afternoon, I'm meeting a client to discuss an important contract. On Saturday, I'm playing golf with my boss."

When you've finished, ask a couple of comprehension questions. For example:

- a) What am I going to do on Monday?
- b) Where am I going to go on Friday?

Then, write out some of the sentences with future tenses on the board. Ask for a volunteer to identify the tenses and to say how they're formed and when they're used. Then, refer your students to the grammar pages in this unit.

**NOTES**
