

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*:

1. Nothing is more **banana** than riding a bike.

2. 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.



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

TOP TIP!

Do lots of listening activities in class. Use the listenings from Hot English magazine. This is a key language learning skill. Also, start every lesson by going over vocabulary from the previous class (or previous classes). You can make this into a game. Simply put your students into teams then give a definition of a word. The first person to shout out the word or expression correctly gets a point for their team.

Famous One-Liners

Dictate some famous film quotes to your class, without mentioning the names of the people / films. For example:

1. "May the force be with you."
Hans Solo, *Star Wars*
2. "Toto, I've got a feeling we're not in Kansas anymore."
Dorothy Gale, *The Wizard of Oz*
3. "Play it again, Sam."
Rick Blaine, *Casablanca*
4. "Shaken, not stirred."
James Bond, *Goldfinger*
5. "Keep your friends close, but your enemies closer."
Michael Corleone, *The Godfather, Part II*
6. "I do wish we could chat longer, but I'm having an old friend for dinner",
Hannibal Lecter, *The Silence of the Lambs*

Next, put your students into teams so they can compare notes. Then, ask for volunteers to write the quotes up on the board. Ask if anyone knows the names of the films that the quotes are from.

True-False

Dictate five sentences about you (a mixture of true and false ones) with a variety of present tenses. Include as many present forms as possible.

Sample sentences:

1. I jog in the park every weekend. (False)
2. I'm staying in a hotel for a few days. (False)
3. My flat is being decorated. (True)
4. A world-famous wine is produced in my hometown. (False)
5. I love hot, spicy food. (True)

Tell your students to ask you questions in order to get more details. Then, they decide which sentences are true and which are false. Remind them not to ask you direct questions.

When you've finished, write out some of the sentences on the board. Ask for volunteers 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.

Film Descriptions

Think of ten films that you think your students may have seen recently. Or, brainstorm the names of films. Then, using present tenses, describe one of the films. The first student to call out the name of the film gets a point for his/her team. Later, students can play this in pairs. Remind them to use present tenses. If you haven't already done the opening page of the unit, you could use these descriptions.

Students play either the true-false game, or the film description game to practise using present tenses.

Right or Wrong?

Give your students this quiz of typical general knowledge mistakes. As you read out the sentences, your students should write down either TRUE or FALSE. After you've finished, ask your students if they know of any other typical general knowledge mistakes.

1. Water drains "backwards" in the southern hemisphere due to the earth's rotation. False – water whirlpools both ways depending on the sink's structure, not the hemisphere.
2. A large percentage of US currency is contaminated with

traces of cocaine. True

3. The Great Wall of China is the only man-made structure visible from the moon. False
4. Lightning never strikes the same place twice. False
5. The capital of Australia is Sydney. False – it's Canberra
6. The cheetah is the fastest animal on the planet. True
7. Australia is a continent. True – although some say Oceania (including other countries) is the continent – it isn't entirely clear.
8. Queen Victoria is the longest ruling monarch. False – it was Louis XIV

Story Time

Tell your students that you're going to tell them what you did last 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, last Monday I went out for a meal after work. There were six of us and we went to a Mexican restaurant. While we were eating, there was a band playing music. On Tuesday, I went go-karting with some friends. It was great fun as I'd never been before. I didn't do very well, but we all had a great time. There was a prize for the winner. On Wednesday, I played tennis with the boss... and lost. I'm definitely better than her, but I didn't think it would be a good idea to win. On Thursday, I went to the cinema with my brother. The film was quite good, but the person sitting next to me was eating popcorn really loudly. It was so annoying. On Friday, I went out for a drink with some colleagues after work. We were chatting and telling stories. I left at about 11 and went home. At the weekend, I just relaxed, stayed at home and did a bit of DIY."

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

- a) Where did I go on Monday?
- b) Who did I go to the cinema with on Thursday?

Then, write out some of the sentences 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.

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

REMINDER!

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REMINDER!

Do lots of listening activities in class. Use the ones from the magazine. You will need a CD or MP3 player. Ask the DOS or ADOS to get one for you if you need one.

TOP TIP!

Before teaching any new vocabulary or language, elicit anything students already know. This will boost their confidence and remind them of how much they already know.

Insurance Claim Brainstorm

Put your students into teams. Give the teams three minutes to brainstorm things that you can submit an insurance claim for. Write a few ideas on the board to get them thinking about it. For example: *a lost camera, a missing bag, a broken window, a leak from an upstairs flat...*
The team with the most words wins.

True / False

Tell your students that you're going to interview someone. 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.

Ask for a volunteer and ask this student about 6 questions. Tell them to invent answers to make it more interesting, and to give any details using past tenses. For example:

- Have you ever met anyone famous?
- Have you ever been arrested?
- Have you been trying to call someone today?
- Have you been reading a good book lately?
- Have you ever been awarded a prize?
- Have you helped anyone today?
- Have you ever ridden a powerful motorbike?

When you've finished, make statements based on this information. However, make

sure 3 of them are true and 3 are false.

For example:

- (Josh) says that he's met Brad Pitt.
- (Josh) assures us that he's never been arrested.

The first student to correctly identify the true or false statement gets a point for his/her team.

Then, write out on the board some of the questions and answers with Present Perfect tenses. 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.

True-False

In pairs, students do the "True-False" game from the Presentation stage.

Find someone who...

Write the following on the board:
Find someone who...

- ...has filed an insurance claim.
 - ...has received any money from an insurance company.
 - ...has had to report a stolen item to the police.
- Etc.

Then, ask students if they can transform the sentences into questions. For example, number one would be, "Have you ever filed an insurance claim?" Then, tell your students to prepare a questionnaire similar to the one on the board, and to practise forming questions from the information. Then, when your students are ready, they mingle in the classroom and ask the questions, making a note of any answers. Later, students report back to the rest of the class and comment on any interesting findings.

Crime words!

Brainstorm a list of crime words and write these on the board. Spend about two minutes on this and get as many words as you can (at least 20). Some words to include on the board could be: crime, criminal, robber, burglar, mugger, shoplifting, judge, court, trial, arson, vandalism, pickpocket, prison, prisoner...

Then, play a game. Read out a definition of a word. The first person to shout out the correct word gets a point for his/her team. For example:

Teacher: The 12 people who decide whether someone is innocent or guilty.

Student: The jury.

Problems

Tell your students to write down 6 things they're having problems with. Tell them to invent if necessary. Write a few ideas on the board to get them thinking along the right lines. For example:

- I've spent all my salary and it's only the 15th of the month.
- I've been offered a part in a film but it means I'll have to leave my job.
- My band are going on tour around Asia next month, but I'd promised my partner that we'd go on holiday together.

Then, ask for a volunteer to come to the front of the class. The volunteer tells you his/her problems. Listen and then give advice using modal verbs. Use a wide range of verbs. Tell your students 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.

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

- What was (Jack's) first problem?
- What did I tell (Beth) that she should do?

Then, write out some of the sentences with modal verbs on the board. Ask for a volunteer to identify the modal verbs and to say what functions they perform. Then, refer your students to the grammar pages in this unit.

Practice

In pairs, students practise giving advice to one another, using the problems they wrote down from the Presentation stage of the class.



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!

Make the class dynamic! Change a topic immediately if it isn't working.

TOP TIP!

Tell your students to memorise roles from dialogues / conversations in the Skills Booklets. Later, they can perform the dialogues / conversations in front of the class. Memorising language is a good way of developing learning.

Left-Over Stew

On slips of paper, write items of food such as "chicken, rice, beef, carrots, green beans", etc. Make about 20 food cards. Also include four "Run to the Shop" cards that can be used as "Wild Cards". Put all the cards into a container. Each team chooses ten cards. Then, they have two minutes to create a recipe using at least five of the ingredients. If they have a "Run to the Shop" card they can use any other ingredient they want. They can use all the seasoning they require (salt, oil, herbs, pepper, etc.). When they're ready, students present their recipe ideas to the class. Take a class vote on the best one.

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 I'm going to play in a football tournament. On Tuesday, I'm having lunch with my agent. She says she's got a few concerts lined up for us. On Wednesday, I'll probably go bowling with my friends, but I'm not sure as we've got a concert next Saturday,

and we'll probably need to rehearse. On Thursday, I'm going to have some photos taken with the rest of the band. We've booked a photographer to come along to the rehearsal studio. Then, on Friday, we're rehearsing after work. We've got to get ready for the concert on Saturday. On Saturday morning, I'm playing golf with Jessica, and then for lunch, we're going to my favourite Indian restaurant. After that, I'll probably just relax and get ready for the concert that evening. It's going to be great!"

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

- What am I going to do on Monday?
- 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.

Grammar note

In many cases, the Present Continuous and *be + going to* are interchangeable. However, we generally use *be + going to* when we are talking about an intention to do something. For example, "I'm going to give up smoking this year." On the other hand, the Present Continuous is generally used for fixed plans with another person. For example, "I'm playing tennis with Janet tonight."

Practice

Students do an activity similar to the one in the Presentation stage.

Celebrity chef

Students find an extract they like from a TV show that involves cooking or celebrity chefs: Kitchen Nightmare, etc. Then, in pairs, they write up the dialogue for the extract or do their own version of it. When they're ready, they act out the scene. Other students vote on the best one.

Recipe presentation

Students choose a recipe they like. Then, they prepare a mini-presentation on it, explaining how to make it. When they're ready, they could either give their presentation in the class, or film it on a smartphone to show other students later.

Other students listen and ask questions. Then, they vote on the best ones.

Homophone Fun

On the board, write "fair/fare". Elicit the meaning and pronunciation of these two words. Tell your students that these words are homophones - words that have the same sound but different spellings and meanings. Next, copy the following sentences on the board (or copy them to hand out). Put your students into pairs. Students choose the correct word for each sentence.

- You're going to (**meet/meat**) Craig later.
- Chris (**missed/mist**) the bus.
- Louise was (**bored/board**), so she went to the shopping centre.
- Cindy had a long (**wait/weight**) for the bus.
- Could you (**poor/pour**) the wine, please?

Then, students write their own sentences with homophone choices. When they're ready, they swap sentences and try to identify the correct words. Here are some more homophones to choose from:

peek-peak; here-hear; ring-wring; knot-not; know-no; where-wear; allowed-aloud; red-read; past-passed; plane-plain; they're-their-there

**NOTES**

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

REMINDER!

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REMINDER!

Create great lesson plans for every class. Use the template in this guide.

TOP TIP!

Use the language/pronunciation errors you mark down on the Error Correction Sheet as a basis for team games or quizzes. Keep all the Error Correction Sheets and use them as end-of-lesson quizzes or mini-tests. Also, make a poster of some of the most common errors. Focus on a few at a time and try to get your students to eliminate these ones.

Word Tennis

Elicit the names of countries. Once you've got about 15, do a quick activity. Say the name of a country and point at a student at random. This student has to say the corresponding adjective. For example:

Teacher: China.

Student: Chinese.

Then, put your students into two teams and choose one of the countries. Point at students at random, alternating between the two teams. These students have to say a word that is associated with the country. For example, if the country is England:

Student I: Big Ben

Student II: The queen.

Student III: The Houses of Parliament.

A team wins if the other side can't think of an appropriate word.

Alternatively, in their teams, students brainstorm as many words as they can associated with the country chosen. The team with the most words accepted (you are the judge) wins.

Quiz

Put your students into teams. Read out the sentences with relative pronouns. The first student to call out the correct answer gets a point for their team.

- a) It's a city that has a famous tower, and that lies next to the Seine. **Answer: Paris**
 b) She's the actress who starred in the film *The Pelican Brief*. **Answer: Julia Roberts**

- c) It's a type of car that goes on both roads and dirt tracks. **Answer: An SUV (sports utility vehicle) or a 4X4**
 d) He's a singer whose real name is Robert Zimmerman. **Answer: Bob Dylan**
 e) He's an artist who created the Rolling Stone's emblem of the big tongue. **Answer: Andy Warhol**
 f) He's one of the two members of the Beatles who's left-handed. **Answer: Paul McCartney or Ringo Starr**
 g) He's a famous French leader who was afraid of cats. **Answer: Napoleon Bonaparte**
 h) It's a city where you can see a tall clock called Big Ben. **Answer: London**
 i) He's an actor who starred in the film *Raiders of the Lost Ark*. **Answer: Harrison Ford**
 j) He's the person who was suspected of assassinating JFK. **Answer: Lee Harvey Oswald**

Then, on the board, write out some of the statements with relative pronouns / clauses. Ask for a volunteer to identify the relative pronouns and clauses. Ask him/her questions about relative pronouns / clauses. Then, refer your students to the grammar pages in this unit.

Practice

Students write their own quiz with statements containing relative pronouns / clauses. Then, they play the game in pairs or in groups.

Emphasis

Write this sentence on the board, "She was the one who told me the secret." Then, ask for a volunteer to read out the sentence. Tell him/her to put emphasis on "She". Then, ask for another volunteer and tell them to put emphasis on a different word. For example:

- a) **SHE** was the one who told me the secret.
 b) She was the one who **TOLD** me the secret.
 c) She was the one who told me the **SECRET**.
 d) She was the one who told **ME** the secret.

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 or dialogue from the unit or the magazine, tell your students to read it out loud, putting emphasis on different words and experimenting with inferred meanings.

Song Completion

Students complete the opening part of this song with any words of their choice. Then, they listen and check their answers. Search YouTube for "Abba - Money, Money, Money" Even if you don't have access to YouTube, you can still do the activity.

"Money Money Money" by ABBA

I work all night, I work all day,
 To pay the (1) _____ I have to pay,
 ain't it sad.
 And still there never seems to be,
 A single (2) _____ left for me,
 that's too bad.
 In my dreams I have a plan,
 If I got me a (3) _____ man,
 I wouldn't have to work at all,
 I'd fool around and have a
 (4) _____.

Money, money, money, must be funny, in
 the rich man's world,
 Money, money, money, always sunny,
 In the rich man's world,
 Aha-ahaa, all the things I could do,
 If I had a little money, it's a rich man's
 world, it's a rich man's world.

Answers: 1. bills; 2. penny; 3. wealthy; 4. ball

**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!

Give your students adequate time when they're preparing the speaking task in each unit.

TOP TIP!

Use realia whenever you can. You could take in books, photos, brochures personal items, etc. to introduce the new theme of a lesson. This will make your class more interesting.

How diplomatic are you?

Before starting the quiz, ask your students what it means to be diplomatic or tactful. Ask for examples. Ask them how they think diplomats manage to diffuse tense situations? What are some of the "rules" of diplomacy? Then, lead onto a discussion of the meaning of "business etiquette". What does it mean? What are some of the "rules" associated with business etiquette?

Business Dinner Etiquette Test

Dictate the following quiz questions to your students. After each question, give your students a chance to discuss their answers. Suggested answers in **bold**.

- You are formally invited to a dinner party with the president of the company. How long do you take to respond to the invitation?
 - Not more than a week.**
 - At the end of the month.
 - I don't bother responding.
- You're at the business dinner when the food arrives. You're starving. What should you do?
 - Start eating before it gets cold.
 - Wait until the host starts eating.**
 - Try to eat it while no one is watching.
- The salt pot is a little bit too far away for you. What do you do?
 - Lean over and get it.
 - Eat your food without salt.
 - Politely ask the person nearest to it if they could pass it to you.**
- Champagne is served with the dessert. You don't like champagne. What do you do?
 - Put your hand over your glass when the waiter tries to pour it.
 - Turn over your glass.

- Say nothing and allow the champagne to be poured.**
- Midway through the meal, you're called away from the table. What do you do with your napkin?
 - Take it with you.
 - Loosely fold it and place to the right of your plate.
 - Leave it on your chair.**

Requests

Put your students into small groups. Tell them to write six simple requests. For example, "Can you open the window, please?" Then, when they're ready, tell them to call out their requests. You reply, using linking words or conjunctions from the unit. For example:

Student I: Could you lend me 40 euros, please?

Teacher: I'll lend you the money as long as you promise to pay it back tomorrow.

After you have finished, write some of your answers on the board. Elicit the meanings of the conjunctions or linking words. Then, refer your students to the grammar page of the unit.

Picture fun!

Take several pictures into class from magazines, newspapers or the internet. The pictures can be of people, places or things. Ask your students questions about the pictures. Students respond with conjunctions. For example:

Teacher: Would you tell this man his suit looks ridiculous?

Student: Not unless he was a friend of mine.

Teacher: Would you ever buy a car like this?

Student: Yes, as long as someone gave me the money to buy it.

Art Quiz

Write "What is art?" on the board. Then, brainstorm ideas with your students. Then, read out (or photocopy or write up on the board) these quotes. Students discuss their meaning.

- "Painting is just another way of keeping a diary." **Pablo Picasso**
- "Painting is silent poetry." **Plutarch**
- "Art is the desire of a man to express himself, to record the reactions of his personality to the world he lives in." **Amy Lowell**
- "Art is the stored honey of the human soul, gathered on wings of misery and travail." **Theodore Dreiser**
- "Art is a collaboration between God and

the artist, and the less the artist does the better." **André Gide**

f) "Anyone who says you can't see a thought simply doesn't know art."

Wynetka Ann Reynolds

g) "What art offers is space - a certain breathing room for the spirit." **John Updike**

h) "No great artist ever sees things as they really are. If he did, he would cease to be an artist." **Oscar Wilde**

i) "Let me ask you something, what is not art?" **Unknown**

j) "For me, painting is a way to forget life. It is a cry in the night, a strangled laugh." **Georges Rouault**

Picture Fun

Print off images of famous pictures or works of art that you like. Bring them into class and discuss them with your students. Before the class, tell your students to do the same so you can all share your ideas.

Colour Idioms Quiz

Put your students into teams. Read out these questions. Take turns asking each team a question. If they can answer the question correctly within 15 seconds, they get a point. If not, the other team can try to answer.

What would you understand if someone told you...

- ...they had blue blood?
- ...they were browned off?
- ...they were in the black?
- ...they were in the red?
- ...they were feeling blue?
- ...they thought you were looking off-colour?
- ...they were green with envy?
- ...they had been given a golden handshake?
- ...they were going to paint the town red?
- ...they thought you looked as white as a sheet?

When you've finished, write out some of the questions with the Second Conditional. Ask for a volunteer to identify the structure used and to say how it's formed and when it's used. Then, refer your students to the grammar pages in this unit.

Dilemmas

Tell your students that they are going to discuss some dilemmas. Tell your students to write up 4 dilemmas each. For example: "You see someone drop a 100-euro note in the street."

Put your students into pairs and give each pair a dilemma. Using conditional structures, students discuss what they would or wouldn't do in each situation.

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

REMINDER!

Remember to praise your students every now and then.

TOP TIP!

Try this fun listening activity. Read out a piece of text. Students have to follow the text. As you are reading, change a few words, or make a few deliberate mistakes. Students call out if they hear either a mistake or changed word. The first one to tell you gets a point for their team.

News story fun!

Bring in recent news articles or photos from newspapers (not necessarily English ones). Hold the articles or images up one by one and ask if anyone knows the stories behind them. Ask for details of the news items. Can anyone tell you what happened and how the story might develop? Students then discuss the stories in groups.

My horrible day!

Tell your students that you're going to talk about a horrible day you had recently. 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. Remember to include some Third Conditional sentences.

"I had a terrible day last week. I had to be at the airport for my flight at 9am, but my alarm didn't go off and I overslept. Of course, if it had gone off, I would have been OK. Anyway, I got dressed very quickly, threw everything into my suitcase and ran out of the house. But about 3 kilometres from the airport the taxi broke down. The annoying thing is that if it hadn't broken down, I probably would have arrived on time. Anyway, I tried to flag down another taxi, but they were all taken, so I had to run the rest of the way. By the time I got to the airport, my flight had already left. I had to pay 500 euros for another ticket for the next flight. The terrible thing is that if I'd

booked it online, it would have cost me half that amount! While I was waiting for the next flight, I went into a bookshop and picked up a book. Then, without thinking, I just walked out of the shop without paying for it, and was promptly arrested by the police. They held me in custody for three hours, and I missed my flight again. Of course, if I hadn't walked out of the shop with that book, I would have caught the flight, and then I would have been at home in time for my brother's birthday!"

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

- What time was my flight?
- How much did I have to pay for the other ticket?

Then, write out some of the Third Conditional sentences on the board. Ask for a volunteer to identify the structure. Ask them how it's formed and when it's used. Then, refer your students to the grammar pages in this unit.

Practice

Students do a similar activity to the one in the Presentation stage of this lesson.

Museum Quiz

Put your students into teams. Read out the information and options. If students get the question right, they get a point. Keep track of the points gained and lost, and add up the total at the end. Answers are shown in **bold**.

- The Elgin Marbles, also known as the Parthenon Sculptures, were first put on display in the Duveen Gallery of this museum in 1816.**
 - National Archaeological Museum of Athens
 - British Museum**, London
 - Louvre Museum, Paris
- "Early Sunday Morning" (1930) and "A Woman in the Sun" (1961) are among more than three thousands works by Edward Hopper in the collection of this New York City museum.**
 - Solomon R. Guggenheim Museum
 - Metropolitan Museum of Art
 - Whitney Museum of American Art**
- Sandro Botticelli's "The Birth of Venus" is one of the major highlights of this museum.**

- Vatican Museums, Vatican City
- Louvre Museum, Paris
- Uffizi Gallery**, Florence

- Rembrandt's "The Night Watch" is the most famous painting in this museum.**

- Rijksmuseum**, Amsterdam
- Statens Museum for Kunst, Copenhagen
- Louvre Museum, Paris

- Which museum would you go to if you wanted to see El Greco's "View of Toledo"?**

- Museo del Prado, Madrid
- Metropolitan Museum of Art**, New York
- The National Museum of Catalonia

The special event!

Tell your students that you're going to give them details about a special event next month. 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.

"The inauguration of the new exhibition hall at the Markstone Museum of Modern Art will be held on Wednesday 23rd of March. Invitations will be sent out next week. A welcome cocktail will be served at 7pm. This will be followed by a speech by the town mayor. All guests will be given a guided tour, and are going to be presented with a special commemorative programme. All visitors will also be given a special viewing of photos by local photographer Sally Neil. And they are going to be presented with a signed copy of one of the photos to take home with them. After the tour, food will be served in the entrance hall, and more speeches will be given by local dignitaries. The event will have finished by about 11pm."

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

- What time will the food be served?
- What time will the event have finished?

Then, write out some of the Future Passive sentences 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.

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!

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

TOP TIP!

Start every lesson by going over vocabulary from the previous class (or previous classes). You can make this into a game. Simply put your students into teams then give a definition of a word. The first person to shout out the word or expression correctly gets a point for their team. For an extra point they can put the word into a sentence.

Speech bubble fun!

Using magazines, newspapers or the internet, find and cut out images of people speaking to one another. Then, cut out some speech bubbles from white paper and stick two of these on each picture. Before the class, pin the pictures around the room or place them on the tables. Individually or in pairs, students think of things to write in the speech bubbles. Tell them that they can be as funny / serious / silly as they like.

Fast responders!

Brainstorm the names of as many tenses as you can and write these on the board. Try to make sure the following tenses are included: the Present Simple, the Present Continuous, the Past Simple, the Past Continuous, the Past Perfect, futures with *will* and *be + going to*, the Future Continuous, the Future Perfect, Future Passives, the Present Perfect, the Present Perfect Continuous and Past Passives.

Then, tell your students to think of 8 yes-no questions to ask you with a variety of these tenses. When they're ready, tell them to call out the questions. Answer with short answers. Invent answers if necessary. When you've answered about

ten of the questions, ask for a volunteer to write any of the questions on the board. Then, elicit the short answer responses. Ask your students how short answers are formed. Then, refer your students to the grammar pages in this unit.

Practice

Students interview one another in pairs, answering with short answers.

Problem Charades

Brainstorm a list of places or situations and write these on the board. For example:

the bank, the supermarket, in a car, a restaurant, the bathroom, the swimming pool, the park, etc.

Then, tell your students to think of problems that can occur in these places. Write these on the board. For example:

- a) At the bank – The cashpoint machine could swallow your card.
- b) In a restaurant – After the meal, you suddenly realise that you've left your wallet at home.

Before the class, write some of these situations on slips of paper (see below for ideas), or write some up while the students suggest them during the class. When you're ready, ask for a volunteer to come to the front of the class. Give him/her a slip of paper with one of the problematic situations on it. This student must mime the situation (without using any words). Alternatively, they can draw it on the board. The rest of the class have to say what the situation is. Example situations (feel free to think of any more):

- a) I've just been stung by a bee in the park.
- b) I've lost my wallet and I haven't got enough money for the bus.
- c) I can't sleep at night because my hotel room is too noisy.
- d) I haven't had anything to eat for 12 hours and I'm starving.
- e) My car's broken down – I think I've run out of petrol.
- f) I've been accused of a crime I didn't commit and I need somewhere to stay tonight.

Reflect on it!

Ask for a volunteer to come forward to explain one of their problematic situations

from the previous activity. Tell them 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. 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. And after being stung, you should have gone to hospital.

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

- a) What did I tell (Jessica) that she should have done?
- b) 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.

Practice

In pairs, students do the same activity as the one for the Presentation stage of the lesson.



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 lesson just by doing this.

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.

Product Analysis

Cut out images (from newspapers, magazines or downloaded from the internet) of a wide variety of products. These should be both cheap and expensive products, and can be anything from food to clothes to cars and sports equipment. Stick the images around the classroom or place them on tables. Students comment on the objects and say how much they think they cost, what type of person would buy them, and where they might be sold.

Song

Students complete this extract of a song by Westlife with the correct form of the verbs in brackets. Then, they listen to the extract to check their answers. Search YouTube for "In This Life by Westlife" Even if you don't have access to YouTube, you can still do the activity.

"In This Life" by Westlife

For all I (1) _____ (bless)
with in this life,
There was an emptiness in me,
I (2) _____ (imprison) by
the power of gold,
With one honest touch you set me free.

Let the world stop turning, let the sun
stop burning, let them tell me love's not
worth going through. If it all falls apart,
I will know deep in my heart, the only
dream that mattered had come true.
In this life, I (2) _____

(love) by you.

For every mountain I have climbed,
And every raging river crossed,
You were the treasure that I longed to
find, without you love I would be lost.

Answers: 1. have been blessed; 2. was imprisoned; 3. was loved

When they've finished, write out some of the Passive sentences on the board. See if anyone can identify any of the Passive structures. Then, refer your students to the grammar pages in this unit.

Product information

Choose a product (or invent one) and give information about it. Tell your students to listen carefully because you're going to test them on their comprehension when you've finished. Use the following sentences to describe the product:

- It will be sold in...
- It was developed by...
- It can be found in...
- It will be distributed in...
- It has been created for...
- It is being targeted at...
- It will be priced at...

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

- Where will it be sold?
- Who was it developed by?

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

Practice

Students either write another verse for the song, or write up some information about a product. Remind them to use Passive structures.

Ranking Brainstorm

Tell your students to brainstorm things *not* to do during an interview. Write the ideas up on the board and then get your students to rank the ideas according to how serious they are. Write some of these up to get your students thinking along the right lines:

- Don't be late.
- Don't fidget.
- Don't yawn.
- Don't ramble on.
- Don't fall asleep.

- Don't smoke before the interview.
- Don't forget to switch off your mobile.
- Don't ask the interviewer any personal questions.
- Don't tell the interviewer you don't have any questions.
- Don't speak badly about previous employers or co-workers.
- Don't ask too many questions about the salary and holidays.

True / False

Tell your students that you're going to interview someone. Tell them to listen carefully as you're going to test them on their comprehension when you've finished. Tell them that they can't make notes. When they're ready, ask for a volunteer and ask this student about 6 questions. Use a variety of tenses. For example:

- What are you frightened of?
- What do you like about parties?
- What did you do last night?
- What have you been working on lately?
- What makes you angry?
- Where will you go this summer?

When you're ready, make Reported Speech statements based on this information. However, make sure 3 of them are true and 3 are false. For example:

- Joanna said that she was frightened of spiders. (true)
- (Joanna) said that she had been to the cinema last night. (false)

The first student to shout out "true" or "false" correctly gets a point for his/her team.

When you've finished, write out some of the Reported Speech statements on the board. Ask for a volunteer to identify the structure and to say how Reported Speech statements are formed and when they're used. Then, refer your students to the grammar pages in this unit.

Practice

Students think of six to ten questions to ask one another with a variety of tenses. Then, they get together in pairs and ask their questions. Later, they report back to the class with any Reported Speech statements.