

# 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.





# Teacher's Guide

## 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."

# Teacher's Guide



## 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):

# Teacher's Ideas

*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](mailto:andyc@hotenglishmagazine.com)

## Warmers

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

## Guess the topic

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

## Picture Fun

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

## Vocabulary guessing

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

## Pros & Cons

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

## Brainstorm & ranking

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

## Name it!

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

## Story keyword invention

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

## Quiz

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

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

## True or false quiz

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

## Paragraph fun

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

## Whisper chain

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

## Paragraph fun II

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

## Debate

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





## Class survey

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

a. yes b. no

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

## Speak out

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

## Dictionary race

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

## Find someone who...

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

Find someone who...

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

Etc.

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

## Scattergories

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

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

## Running dictation

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

## Follow-up activities

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

## Dialogue fun

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

## Scrambled Sentences

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

## Yes, but...

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

## Mini-interview

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





## Bingo

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

## Dictation

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

## Definitions

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

## Punctuation nightmare

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

## Missing words

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

## Definitions

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

## Presentation

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

## Role-play conversation

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

## Picture representation

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

## Article attack

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

## Article grammatical error

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

## Article content error

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

## Did we read that?

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

## Article memory

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

## Article termination

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

## Article question formation

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

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

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

## Memory

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

## Noughts and Crosses

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

## Board rub

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



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

## Conversation memory

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

## Newsreaders

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

## Vocabulary building

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

Answer key: 1 2 3 4 5 6 7 8

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

## Memory chain

Students form a circle. Student 1 says a sentence based on a topic, theme or language point from the article. Student 2 repeats the sentence and adds another item. Student 3 repeats all the previous items and adds a new item... and so on. For example, in order to practise the Past Simple, you could do this:

**S1:** I went to the bank yesterday and withdrew some money.

**S2:** I went to the bank yesterday and withdrew some money and cashed a cheque.

**S3:** I went to the bank yesterday and withdrew some money and cashed a cheque and paid some bills...

Students continue in this way around the circle until someone forgets an item. Then start a new chain.

## Back to the board

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

## Taboo

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

## Anagrams

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

## Hangman

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

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

## Pictionary

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

## Banana!

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

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

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



## Charades

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

## Spelling competition

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

## Auctions / betting / gambling

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

## Post-it race

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

## Article summary

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

## Parts of speech

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

## Article tense search

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

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

For example:

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

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

**Teacher:** Perfect!

## What's the word?

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

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

**Student:** Exhausted.

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

## Pronunciation

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

## Phoneme fun

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

## Minimal pairs

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

## Which word next?

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

## Similar sounds & bingo

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

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

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





## Syllable stress

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

## Connected speech

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

## Emotional outburst

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

## Emphasis

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

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

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

## Sentence stress

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

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

## Sentence stress mini-dialogues

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

## Weak / unstressed forms

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

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

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

## Merging sounds

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

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

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

## Contractions

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

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

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







## Record your students!

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

## Question-answer sessions!

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

## Language analysis

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

## Input

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

## LIE

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



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 always talk in English during every class. Insist from the beginning of the course.

**TOP TIP!**

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

**Name that Person**

Google and print images of famous business people or politicians from the country you are working in or from around the world. Stick the images around the room or place them on a table. Students talk about the people. Ask questions: Who is she? What does he do? Which company does she work for? What's her name? What's his nationality?

You could also play a game. After students have discussed the pictures. Put your students into two teams. Then, hold up a picture and ask a question. The first person to call out the correct answer gets a point for his/her team.

**True or false?**

Dictate 5 sentences about yourself and where you live. Use the verb *to be*, *there is / there are* or *have got*. Make sure 3 of the sentences are true and 2 of them are false. For example (sample sentences):

- I've got a pet dog. (true)
- My house is right next to a cinema. (false)
- There's a park behind my house. (true)

- I've got two brothers and a sister. (true)
- There aren't any shops in the street where I live. (false)

Then, tell your students to ask you questions to find out which sentences are true or false. However, they can't ask you direct questions (such as, "Have you got a dog?"). For example:

- Are there any pets in your house?
- How many people are there in your family?

Finally, elicit the sentences and write them on the board. Ask for volunteers to identify the verbs or tenses. Ask how they are formed and what they are used for. Then, refer your students to the grammar pages of this unit.

**Brainstorm**

Tell your students to write five sentences about themselves: 3 true and 2 false. When they are ready, students play the game from the Presentation activity.

**3 in Common**

The objective of this game is for your students to find three things they have in common with other students. They ask questions with the language structure *Have got*. Brainstorm a few questions with *have got*, and try to get your students thinking of some unusual ones such as:

- Have you got any exotic pets?
- Have you got any annoying habits?
- Have you got much change in your pockets?

Put your students into pairs and tell them to begin asking their partner questions with *have got*. When they've finished, they find another partner. Later, each student tells the class which three things they have in common with which student.

**Story Summaries**

Put your students into teams. Then, dictate the five story summaries below. Tell your students to guess the titles of the stories/films. When you've finished, ask your students if they know what all the stories have in common. (They are all films directed by Tim Burton, and they all star the actor Johnny Depp.)

- This is a book and a film. A young girl follows a white rabbit down a hole

and enters a magical world.

*Alice in Wonderland*

- A young boy wins a competition. His prize is a tour through a chocolate factory. The owner is an unusual man. *Charlie and the Chocolate Factory*
  - This film is also a hit Broadway musical. The main character's name is Benjamin Barker. Mr Barker and his business partner, Mrs Lovett, open a barber shop and meat pie bakery in London. *Sweeney Todd*
  - Ichabod Crane of the New York police department goes to a small village in 1799. He needs to solve some mysterious murders. Everybody in the village is talking about the ghost of the "headless horseman". *Sleepy Hollow*
  - A young man has scissors for hands. He falls in love with a beautiful woman. *Edward Scissorhands*
- Alternatively, play charades. Invite a volunteer to the front of the class. Whisper the name of a film/story. The student does a mime to represent the film. The student who guesses correctly can have the next turn to act.

**20 Questions**

On slips of paper, write out the names of film or story characters. Give each student a slip of paper. In pairs, students have to ask "yes/no" questions to guess the character. This can be played as a team game. The first student to guess correctly gets a point for his/her team. Demonstrate how it works. Ask for a volunteer. Then, give him/her a slip of paper with the name of a famous person on it. Then, start asking the student questions. For example:

- Do you work in an office?
- Do you work in cinema?
- Does your wife work in cinema too?

When you've finished, elicit some of the questions that you asked and write these on the board. Ask if anyone can identify the tense. How is it formed? When is it used? Then, refer your students to the grammar pages of this unit.

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

## REMINDER!

Set objectives at the start of each class. Write on the board: "In this lesson, we are going to..."

## REMINDER!

Remember to use the Error Correction Sheet. In future lessons, you can use the errors to do a quick test on any mistakes or tricky grammatical structures.

## TOP TIP!

Photocopy and cut up exercises as a way of varying the way the material is presented. Students can then use the slips of paper to make sentences, match words, complete texts, etc. as opposed to having to write things. This will appeal to kinaesthetic learners.

## Sport Brainstorm

Put your students into groups. Students have three minutes to think of as many sports as they can. After the three minutes is up, compare the lists to see which group has been able to think of the most sports, and also to see how many sports your class has come up with as a whole.

## Question fun!

Cut up pictures from newspapers, magazines or downloaded from the internet of people doing sporting activities. Ask your students questions about the pictures using the Present Continuous. For example:

a) What sport is the woman in white playing?

b) Is he playing tennis?

Continue asking your students questions about the pictures, using the Present Continuous.

Then, write up some Present Continuous sentences describing what people are doing in the pictures. Ask for a volunteer to identify the tense. Ask them how it is formed and when it is used. Then, refer your students to the grammar pages of this unit.

## Shout out!

On walls in the classroom, or on the desks, stick or place the pictures you found for the

Presentation part of the class. Put letters on each picture in capitals (A, B, C, D, E, etc.). When you are ready, describe the pictures in random order. Students write down the list of letters in the order in which they are described. Alternatively, students have to shout out the letter that corresponds to the description you are giving. Or, if your class is lively, students have to grab the corresponding pictures.

Afterwards, students can play the game in pairs, taking turns to describe and identify the pictures. For example

**Student A:** A woman is riding a bike.

**Student B:** Picture C.

## Mobility Drill

This exercise is designed to improve your students' fluency. It's good for practising the / ə / sound (the schwa sound – a weak vowel sound that is produced naturally in normal speech).

First, ask your students to suggest 5 simple words beginning with / b / such as: *bat - boat - bike - ball - boy*

Students listen and repeat the words with you. Then, tell them to add the word *the* (ðə) For example: *the bat - the boat - the bike - the ball - the boy*.

Students listen and repeat with you. Then, add the word *to* (tə): For example: *to the bat - to the boat - to the bike...*

Continue making the phrase bigger by adding words. For example:

a) From the...

b) There's the...

c) With and without the...

d) Because of the...

Bring in images of famous cities around the world. Hold them up, or stick them on the walls. Then, point at them and ask questions about them. Where's this? What can you see here? Which country is this the capital of? What language do they speak here? Have you been here before? What did you do?

## City quiz!

Play this game with your students. Put your students into two teams. Write the names of the following cities on the board: *Sydney, Cape Town, London, Paris*. Then, read out facts about the cities in random order, switching between the cities. The first student to call out the correct name of the city gets a point for his/her team.

## London

The city was host to the summer Olympics in 1948. In July 2007, there were approximately

7,500,000 people living in the city. There was a big fire here in the 17th century.

## Paris

There was a famous revolution here in 1789. The city was host to the summer Olympics in 1924. In 2007, there were approximately 2,100,000 people living in the city.

## Sydney

It was originally a British colony. It was discovered in 1788.

In 2007, there were approximately 4.5 million people there. The city was host to the summer Olympics in 2000.

## Cape Town

It was originally a supply station for Dutch ships travelling to and from the Far East. In 2007, there were approximately 3.5 million people in the city.

The city was host to the 2010 FIFA World Cup.

When you've finished, write up some of the sentences on the board. Ask your students to identify any of the past tense forms. Then, refer your students to the grammar pages of this unit.

## City description!

Read out the following. Tell your students to guess where you were:

"There was a beach, but it wasn't next to the sea. There weren't any mountains.

There was a fabulous crepe stand near my hotel. There was a beautiful museum in a converted train station. There were a lot of people speaking French. I was right next to the Eiffel Tower!" Paris

Then, tell your students to prepare a similar description about a city or place, using *was / were*. When they're ready, students take turns reading out their descriptions. In pairs, or as a whole class activity, other students have to guess the city or place.

## Pronunciation

Dictate these sentences. Say them at natural speed.

a) I was at home.

b) They were in the cinema.

c) There were a lot of people.

d) There was a chair in the room.

Ask for a volunteer to write up the sentences on the board. Then, tell your students to repeat the sentences after you as you say them at natural speed. When saying the sentences, use the unstressed forms of *was* (wəz), *were* (wə). Ask your students if they can hear the difference between the stressed forms (wɒz) and the unstressed forms.



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

## REMINDER!

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

## REMINDER!

Review the grammar seen in previous lessons. In this case, a revision of the past forms *was/were* would be a logical lead in to more past forms.

## TOP TIP!

Identifying patterns in pronunciation reassures students and helps them learn more efficiently. Try to incorporate a little pronunciation work into every lesson.

## Disasters!

Brainstorm the names of any famous disasters. Then, put your students into two teams. Write the anagrams from below, but not the answers in brackets! The first student to guess the full name gets a point for his/her team.

1. Mount **S U E V V S I U**  
(Mount Vesuvius)
2. The **N T T C I A I** (The Titanic)
3. The San **O S C A F C I N R**  
Earthquake (The San Francisco Earthquake)
4. The **D E N N I H R G B U**  
(The Hindenburg)
5. The Great **C A O G I C H** fire  
(The Great Chicago Fire)
6. The Great Fire of **O N O N D L**  
(The Great Fire of London)

Ask your students what they know about these disasters.

## Story Time

Play "Story Time". Tell your students a story about a frightening experience involving a natural disaster. Speak for about two minutes. Tell your students to listen carefully because you're going to ask them questions about it when you've finished. Here's an example story, but feel free to invent your own if you want. Remember to

use Past Simple verbs. For example:

"I normally take the bus to work, but last Thursday it was sunny, so I decided to walk. All of a sudden, at about 8am, there was a terrible noise. The earth shook. Buildings fell down and holes appeared in the ground. It was an earthquake. I ran to a house. A woman there let me in. We hid under a table until it had finished. It was really frightening."

Ask your students a few questions to check their comprehension:

- a) What day was it?
- b) What was the weather like?
- c) What happened to the buildings?

Then, write up some of the sentences from the story. Ask your students to identify any past tense verbs. How are they formed? What are the negative forms? Then, refer your students to the grammar pages of this unit.

## Student stories!

Students prepare their own stories to tell a partner, and also write some comprehension questions. Then, they take turns exchanging stories.

## Pronunciation

Refer your students to the Past Tense pronunciation verb sheet on the blog: [blog.learnhotenglish.com](http://blog.learnhotenglish.com)

Demonstrate the three different ways of pronouncing the past simple verbs: *played*, *walked*, and *visited*. Then, write the verbs from the table below in random order on the board. Students have to classify the regular verbs according to the pronunciation of the "ed" ending. Afterwards, tell your students to listen and repeat the verbs with you.

/d/	/t/	/ɪd/
Played	Walked	Visited
Stayed	Worked	Wanted
Managed	Booked	Started
Arranged	Watched	Invented
Cleaned	Finished	Needed
Planned	Liked	Landed
Lived	Stopped	Refunded
Loved		

Ask your students if they can identify any patterns. The final consonant sounds of the verb endings in the /d/ sound are all voiced; and the final consonant sounds of the verb endings in the /t/ sound are all unvoiced. Finally, write a couple of sentences on

the board. Tell your students to listen and repeat them with you and to identify any connected speech (where sounds merge to form new sounds).

- a) We played it in the house.  
(We play di tin the house.)
- b) They watched it on television.  
(They watch di ton television.)
- c) The plane landed at six.  
(The plane lan di dat six.)

## Pictionary

Bring in a few pictures (either from magazines, newspapers or the internet) of people doing things: *sitting, talking, shouting, running, eating...* If possible, try to find some that could be construed as a bad habit: *people talking with their mouth full, stretching in public, yawning, not paying attention, biting fingernails, smoking, drinking alcohol, spitting...*

Brainstorm the actions and write these up on the board. Ask your students if any of the actions could be considered as bad habits. Discuss this with your students.

Then, put your class into two teams. Ask for a volunteer. Whisper an action to the volunteer. This person must then draw a representation of the action you have given them. The first student to guess the action from the picture gets a point for his/her team.



## NOTES

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

**REMINDER!**

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

**REMINDER!**

Set homework once a week.

**TOP TIP!**

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

**Holiday Time**

Find pictures or adverts from magazines, newspapers and the internet of holiday resorts (both summer and winter) or hotels. Or get some brochures from a travel agency. Bring them into class and either stick them on the walls or place them on the tables. Ask your students questions about the resorts. For example:

- Which one would you like to stay at?
- Which one would you never stay at?
- What's good about this one?
- Which one is the most expensive? Etc.

**Quiz!**

Do this quiz with the class. Put your students into two teams. Read out the questions and the options (or maybe write these up on the board). For each question dictated, students have 30 seconds to confer before offering an answer. If they are correct, they get a point. Keep track of the points, and add them up at the end. Answers in **bold**.

- What's the biggest continental lake in the world?
  - Lake Superior** (US/Canada)
  - Lake Titicaca (Peru/Bolivia)
  - Great Salt Lake (US)
- Which city is larger than the other two?
  - Mexico City
  - Cairo
  - Shanghai**
- What's the tallest skyscraper in the world?

- The Empire State Building (New York)
- Burj Khalifa** (Dubai)
- Taipei 101 (Taipei)
- Where's the hottest place on Earth (recorded)?
  - El Azizia**, Libya (58.7°C/136°F)
  - Death Valley, California
  - Dallol, Ethiopia
- What's the smallest country in the world?
  - Monaco
  - Liechtenstein
  - Vatican City**

Afterwards, write up some of the questions on the board. Ask for volunteers to identify the comparative or superlative forms. How are these structures formed? When are they used? Then, refer your students to the grammar section of this unit.

**Student quiz!**

Put your students into small groups. Tell them to think of 3 more questions for a general knowledge quiz. Tell them to use comparatives and superlatives. Ask your students to write their questions down so you can check the form and spelling. When they're ready, students do the quiz in pairs. Finally, bring the class together and ask for volunteers to read out questions.

**Shout Out!**

Cut up 12 slips of paper. On each slip of paper, write an adjective, plus its comparative and superlative forms. For example: *sunny/sunnier/sunniest*. Put the pieces of paper into a container. Pull one out and read out two of the forms, for example: "Sunny, sunniest!" The first student to call out the missing form ("sunnier"), gets a point for his/her team. Vary the missing items so students can't predict the answers.

**Fun Money Quiz**

Ask your students if they know any interesting facts about money. Then, do the following quiz. Put your students into teams, and tell them to assign a captain. This person writes down their answers. Later, you can check the answers to see who's won. Answers in **bold**.

- What's the currency in Andorra?
  - The euro**
  - The Andorran
  - The Andorran dollar
- What's the currency in India?
  - The dollar
  - The pound
  - The rupee**
- What is oldest form of "money"?

- Paper
- Coffee
- Cows**
- What was the first county to consistently use paper currency?
  - France**
  - Great Britain
  - Egypt
- How many times can you fold a dollar note forward and backward before it will tear?
  - 500 times
  - 1,000 times
  - 4,000 times**
- If you have 10 billion \$1 notes, and you spend one note every second of every day, how long will it take you to spend it all?
  - 100 years
  - 317 years**
  - Never

**Personal predictions!**

Tell your students that you're going to make a few personal predictions about the future. Tell them to listen carefully because you're going to test them on the information when you've finished. Use the following categories as prompts: *celebrities, food, sports, weekend, weather, personal life, the economy, the government, music, film*, etc. Make 6 predictions. For example (sample sentences):

- I'll probably go to the country this weekend.
- I'll probably eat out at my favourite Mexican restaurant tonight.
- I think unemployment will come down next year. Etc.

Then, ask your students a few comprehension questions about the information. For example:

- Where do I think I'll probably go this weekend?
  - Where will I probably eat tonight?
- Afterwards, write up one of the sentences with *will* on the board. Ask for a volunteer to identify the tense, before referring them to the grammar section of this unit.

**Student predictions!**

Write the prompts from the previous activity on the board. Then, tell your students to write 6 of their own personal predictions. Then, put your students into pairs so that they take turns making their own predictions. Finally, ask for volunteers to read out their predictions. Other students comment on the predictions and discuss them, saying whether they agree or not.

# UNIT 5 Money, money, money! Teacher's Guide

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

## REMINDER!

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

## REMINDER!

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

## TOP TIP!

Disappear! Sit in the background during free speaking exercises. Students will direct their conversation to you if you are within eye-shot. Remember to complete the Error Correction Sheet as students are talking.

## Supermarket Brainstorm

Put your students into pairs or small groups. The pairs/groups brainstorm as many food products as possible in 3 minutes. Count the words and see which team has won.

## Fridge fun!

Draw a fridge on the board and then 6 items of food in the fridge. Then, ask questions. For example:

- Have I got any eggs in my fridge?
- Is there any sugar?
- Is there a cake?

Also, make statements with question tags about what you've got. For example:

- I've got some bananas, haven't I?
- There are some apples, aren't there?
- There's a piece of pineapple.

When you've finished this, write up some of the questions and statements on the board. Ask your students to tell you what the difference between *some* / *any* / *a* / *an* is.

Then, refer your students to the grammar pages of this unit.

## Student fridge fun!

Students play the "Fridge" game (from the

Presentation stage) in pairs. Alternatively, students can draw a fridge with items of food in it, without showing it to their partner. Then, they take turns asking questions until they've guessed all 6 items in their partner's fridge.

## Food classification

Write the following words on individual slips of paper:

*rice, cheese, yoghurt, honey, carrot, apple, banana, potato, orange, tomato, pasta, eggs, sausage, toast, cake, chicken, onion, bread, broccoli, grapes, celery, pineapple, lettuce, courgette, ham, bacon, strawberry, meat, fish, salad, lemon, sugar, cream, ice cream, salad dressing, mayonnaise*

In pairs, students classify the food into three groups.

**Group 1:** Countable

**Group 2:** Uncountable

**Group 3:** Unsure / not clear / both

You may like to briefly explain the difference between the following: *cake* / *a cake*; *pizza* / *a pizza*; *ice cream* / *an ice cream*.

## Weak sounds!

Write 4 sentences on the board with *some* / *a* / *an*. Read out the sentences at natural speed. For example:

- I've got some apples in my bag.
- She's got some money in her pocket.
- They've got an apple.
- He's got a horse.

Draw your students' attention to the weak, unstressed forms of *some* (səm), *a* (ə) and *an* (ən).

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.

## Odd sound out!

Put the following sets of words on the board. Students identify the odd one out according to sound of the phoneme.

- /aɪ/ slice / ice / rice / cream
- /s/ sugar / salad / soup / sausage
- /e/ egg / lettuce / cream / bread
- /ɪ/ spinach / fish / grill / meat
- /iː/ peel / bread / cheese / meat

Tell your students to repeat the words after you. Finally, put your students into pairs.

Students try to think of more words with the phonemes from above.

## The Price is Right

Cut out from newspapers or magazines, or print off from the internet, 15 images of products you can buy. Stick them up around the class walls or put them on the table/s. Students discuss the objects and whether they'd buy them or not and they say whether the prices are fair.

## Mental Maths

Put your students into two teams. Read out these maths questions. The first student to shout out the correct answer gets a point for their team.

- What's 13 plus 26?
- What's 27 plus 9?
- What's 48 plus 7?
- What's 64 minus 16?
- What's 78 minus 9?
- What's 128 minus 34?
- What's 3 times 8?
- What's 4 times 9?
- What's 5 times 12?
- What's 21 divided by 3?
- What's 48 divided by 6?
- What's 99 divided by 9?

## Problems!

Tell your students to think of 2 problems and to write these down on a slip of paper. Then, ask for volunteer to come forward. Tell the volunteer to read out one of their problems. Once they've done this, proceed to give them advice using modal verbs. Repeat with other students. Then, write some of the advice on the board. Ask for a volunteer to identify the modal verbs. Ask other questions such as: How are they used? When are they used? Then, refer your students to the grammar pages in this unit.

## Student problems!

Students think of 5 "problems / desires / wants / needs, etc." in their lives. In pairs, students take turns reading out their sentences and giving advice.

## Matching

Photocopy and cut up the modal verb table from the grammar section. Make enough copies for pairs or groups of students. Then, cut up all the modal verbs and the functions. Mix the slips of paper up. In small groups, students arrange the slips of paper, matching the modal verbs to the functions.

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

## REMINDER!

**Be prepared! Make photocopies before class.**

## REMINDER!

**Remember to praise and encourage your students whenever possible. We all like to be told when we're doing well.**

## TOP TIP!

**Always end the class on a high. This could be a fun speaking exercise or game in which students practise things they've learnt in the lesson. You'll notice the difference!**

## Legal words!

Brainstorm some legal words and write these on the board. Include the following (even if your students don't mention them): **lawyer, court, judge, trial, witness, jury, lawsuit, fine.**

Then, put your students into teams. Give a definition of a word. The first student to identify the correct word, gets a point for his/her team.

Afterwards, play hangman with the words.

## Story Time

Tell your students that you're going to tell them what you're doing 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.

"On Saturday, I'm going to play a bit of tennis and go cycling. On Sunday afternoon, I'm going to have lunch with some friends. On Monday, I'm going to see the doctor at 4pm, and on Tuesday, I'm going to go shopping – I haven't got much food left. On Wednesday, I'm going to play squash after work, and on Thursday, I'm going to the cinema with some friends. On Friday, I'm going to the theatre with my sister, and then afterwards, we're going to have dinner in my favourite restaurant, Linguinis."

When you've finished, ask a couple of comprehension questions. For example:  
a) What am I going to do on Monday?

b) Where am I going to go on Friday?

Then, write out some of the sentences on the board. 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 of this unit.

## Student plans!

Students prepare a similar text on their activities for next week. Tell them to use their imagination and to invent things. Then, they take turns reading out their text, and asking their partner questions on the information.

## Silent letters

Write the following words on the board. Remind them that the "k" is a silent letter. Ask for a volunteer to say them out loud.

**knife, knee, knew, know, knot, knock, knowledge, knitting, knight**

Then, dictate some sentences with the initial / n / sound, including some which have a "k" at the start of the word. For example:

- a) I got home late last night.
- b) The knight fought the dragon.
- c) I knew it was the right one.
- d) This car is new.

Afterwards, students write their own sentences with words with this initial / n / sound. Then, they can do dictations in pairs.

## Picture Fun

Find some adverts for cars either from magazines and newspapers or printed off from the internet. Stick them around the room or place them on the table/s. Students comment on the ads and decide which cars they would / wouldn't buy and why. Also, hold up any pictures and tell your students to comment on them.

## True or False

Read out 6 statements about your driving experiences. Tell your students that 4 of the sentences will be true and 2 will be false. Your students will have to ask you questions in order to find out which ones are true and which ones are false. Remind your students that they cannot ask direct questions such as, "Have you ever had a speeding ticket?" They have to ask more subtle questions such as, "Have you ever been in trouble with the police?" Here are some sample statements that you could use:

- a) I've never had a speeding ticket.
- b) I've had 3 accidents so far.

- c) I've had my driving licence since I was 16 years old.
- d) I haven't driven for 3 years.

When you've finished, write up one of the sentences with the Present Perfect on the board. Ask for a volunteer to identify the tense and to say how and when it is used. Then, refer your students to the grammar pages of this unit.

## My driving!

Tell your students to write sentences about their own driving experiences using The Present Perfect tense (some true and some false). Then, in pairs, they can do the same activity as you did for the Presentation stage of the class.

Play a game with the Past Participles. Put your students into two teams. Say a verb and point to a student at random. If this student says the correct past tense and past participle of this verb, they get a point for their team.

## Emphasis

Write this sentence on the board, "You want me to give you the money." Then, ask for a volunteer to read out the sentences. Tell him/her to put emphasis on "me". 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.

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 English Unlocked or Hot English magazine, tell your students to practise the conversation putting emphasis on different words and experimenting with inferred meanings.



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!**

For homework, you could tell your students to learn conversations or dialogues. Later, they can perform the dialogues / conversations in front of the rest of the class.

**Neighbours Questionnaire**

Do this "Neighbours Questionnaire" with your students. Read out the questions and options and ask your students to comment on their selection after each question. Feel free to write some other questions.

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1. **Your neighbours have a lot of rubbish outside their flat and it's starting to smell. You:**
  - a) Tell your neighbours to do something about it.
  - b) Report them to the local council.
  - c) Offer to help them clean it up.
2. **Your next door neighbour is having a party, and they haven't invited you. You:**
  - a) Ask why you weren't sent an invitation.
  - b) Go to the party anyway.
  - c) Have a party the week after and don't invite your neighbour.
3. **Your neighbours have painted their front door bright green. You:**
  - a) Show them a copy of the apartment block rules, which forbids this.
  - b) Report them to the residents' committee president.
  - c) Paint your door the same colour.
4. **Your neighbours seem to be operating machinery which makes a lot of noise at night. You decide to:**
  - a) Call the police.
  - b) Ask them what's happening.
  - c) Do nothing and hope that the noise goes away.

**Story Time**

Tell your students that you're going to tell them what you were doing 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 Saturday night, I was lying in bed trying to get to sleep when I heard this terrible noise. It was about 3am. I got out of bed and went upstairs to find out what was going on. I knocked on the door and my neighbour opened it. 'We're having a party,' she said, inviting me in. Inside, there was a wild party. Some people were dancing, others were sitting, and some were watching a film in the living room. There were about 20 people in the flat. In the end, I decided to stay and I had a great time."

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

- a) What time did I wake up?
- b) What did I do?

Then, write out some of the Past Continuous sentences on the board. 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 of this unit.

**Comic strip fun!**

Students write out a similar story about their neighbours. Remind them to use the Past Continuous. Then, put them in pairs and tell them to take turns telling their stories. Afterwards, they ask questions to check their partner's comprehension.

**Student stories!**

Get some comic strips from newspapers / magazines or print some from online sources such as [www.comics.com](http://www.comics.com). Blot out any speech bubble text on the comic strips and make photocopies for your students. Then, put your students into pairs or teams and tell them to come up with comments for the speech bubbles.

When students are ready, they share their ideas with the rest of the class. Vote on the best / funniest / most original ideas.

**Yes-no questions!**

Tell your students to each think of 6 yes-no questions to ask you. Tell them they can use

a variety of tenses. For example:

- a) Are you American?
- b) Have you got a car?
- c) Did you go out late last night?

Then, when they're ready, tell your students to ask you the questions. Answer with short answers and invent answers if you need to. 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. Write the short answers up on the board. Ask your students how short answers are formed. Then, refer your students to the grammar pages in this unit.

**Student yes-no questions!**

In pairs, students ask one another the yes-no questions they thought of for the Presentation activity. Remind them to answer with short answers.

**Slap the Wall**

Write some examples of short answers up on the board. Use a variety of tenses and include affirmative and negative answers. Then, put your students into two teams and assign a captain for each team. When they're ready, ask a yes-no question that has a corresponding answer on the board. The first of the captains to slap the board over the correct short answer gets a point for his/her team. Students rotate the captains. For example,

**Teacher:** Did you get any milk at the shop?  
Captains run to the board to slap the Short Answer "Yes, I did."

**Emotional Outburst**

Put your students into pairs. Give each student an emotion (choose from below). Then, students take turns asking their yes-no questions. Students answer the questions with short answers, but they must do it according to the emotion they've been given. After about 6 questions have been asked, the students must guess which emotion their partner has been representing. Before starting, demonstrate this with a volunteer. For example:

**Student:** Did you go out last night.  
**Teacher:** Yes, I did. (in a sad, depressed voice.)

**Possible emotions:** *happy, sad, nervous, frustrated, tired, anxious, angry, disappointed, excited.*

When your students have finished, ask for volunteers to come to the front to perform their "Emotional Dialogues".



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!**

Do lots of "listen and repeat" activities with the Useful Language before your students do the Speaking Task. This will help students get into their roles and give them valuable practice with the pronunciation of the expressions.

**TOP TIP!**

Try this fun listening activity. Play the CD/MP3 file and tell students to follow the text with their fingers. Every time you stop the CD/MP3 file, students have to put a circle around the corresponding word. Do this about ten times. Then check the answers with your students.

**Medical English Spelling Challenge**

Write the following words (see below) on the board. Tell your students to repeat the words after you. Then, tell your students that they've got 2 minutes to study the words before you rub them off. Remind them not to make any notes. Then, rub the words off the board. Put your students into two teams and say one of the words. In their teams, students try to spell the word, writing it out on a piece of paper. They get a point for each correctly-spelt word.

1. Thermometer
2. Nurse
3. Paramedic
4. Plaster / band-aid (US English)
5. Bandage
6. Plaster Cast
7. Injection
8. Crutch
9. Tablet
10. Anaesthetic

**Guessing Game**

Brainstorm some medical words and write these on the board. These could include: *doctor, nurse, needle, injection, ward,*

*hospital, ambulance, emergency room, etc.*

Put your students into two teams. Then, describe one of the words (or any other) using the Present Simple Passive. The first student to call out the correct word gets a point for their team. For example:

1. It's used to take someone's temperature. **Thermometer**
2. It's placed over a cut to stop the bleeding. **Bandage / plaster**
3. It's a type of vehicle that is used to take injured people to hospital. **Ambulance**
4. Bed linen is often changed by this person. **Nurse**
5. Patients who need emergency treatment are admitted here. **Casualty department / ER (US English)**
6. Patients are asked to wait here before seeing the doctor. **Waiting room**
7. Patients are often given this to help cure an illness. **Medicine**

When you've finished, write up some of the sentences on the board. 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 of this unit.

Students play the game from the previous unit, creating their own definitions.

**Neighbourhood problems!**

Brainstorm words related to problems in the neighbourhood. Write some of these up on the board to get your students thinking about the topic:

**graffiti, vandalism, litter, noise, abandoned vehicles, drunken people, car fumes, pollution, rubbish, dog mess, traffic...**

Write up their ideas on the board, too. Then, play hangman with the words. Mark dashes on the board to represent each letter of the word. For example, "graffiti": \_ \_ \_ \_ \_ \_ \_ . 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.

**Because Chain**

Write up the following sentences on the board. Then, when you're ready, read them out one by one and complete them with any of your own ideas. Tell your students to listen carefully as you're going to ask them comprehension questions based on the information afterwards.

1. I was called in to see the boss because ...
  2. I was given first prize because...
  3. I was sacked from my last job because...
  4. I was told to go home today because...
  5. I was told off by my neighbour because...
  6. There was a meeting today because...
- Invent any other sentences.

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

- a) Why was I told off by my neighbour?
- b) Why was I sacked from my last job?

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

In pairs, students play the game from the Presentation activity.

**NOTES**


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# Teacher's Guide



## 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.



# Teacher's Guide

## 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."

# Teacher's Guide



## 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):

# Teacher's Ideas

*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](mailto: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 always talk in English during every class. Insist from the beginning of the course.

## TOP TIP!

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

## Name that Person

Google and print images of famous business people or politicians from the country you are working in or from around the world. Stick the images around the room or place them on a table. Students talk about the people. Ask questions: Who is she? What does he do? Which company does she work for? What's her name? What's his nationality?

You could also play a game. After students have discussed the pictures. Put your students into two teams. Then, hold up a picture and ask a question. The first person to call out the correct answer gets a point for his/her team.

## True or false?

Dictate 5 sentences about yourself and where you live. Use the verb *to be*, *there is* / *there are* or *have got*. Make sure 3 of the sentences are true and 2 of them are false. For example (sample sentences):

- I've got a pet dog. (true)
- My house is right next to a cinema. (false)
- There's a park behind my house. (true)

- I've got two brothers and a sister. (true)
- There aren't any shops in the street where I live. (false)

Then, tell your students to ask you questions to find out which sentences are true or false. However, they can't ask you direct questions (such as, "Have you got a dog?"). For example:

- Are there any pets in your house?
- How many people are there in your family?

Finally, elicit the sentences and write them on the board. Ask for volunteers to identify the verbs or tenses. Ask how they are formed and what they are used for. Then, refer your students to the grammar pages of this unit.

## Brainstorm

Tell your students to write five sentences about themselves: 3 true and 2 false. When they are ready, students play the game from the Presentation activity.

## 3 in Common

The objective of this game is for your students to find three things they have in common with other students. They ask questions with the language structure *Have got*. Brainstorm a few questions with *have got*, and try to get your students thinking of some unusual ones such as:

- Have you got any exotic pets?
- Have you got any annoying habits?
- Have you got much change in your pockets?

Put your students into pairs and tell them to begin asking their partner questions with *have got*. When they've finished, they find another partner. Later, each student tells the class which three things they have in common with which student.

## Story Summaries

Put your students into teams. Then, dictate the five story summaries below. Tell your students to guess the titles of the stories/films. When you've finished, ask your students if they know what all the stories have in common. (They are all films directed by Tim Burton, and they all star the actor Johnny Depp.)

- This is a book and a film. A young girl follows a white rabbit down a hole

and enters a magical world.

*Alice in Wonderland*

- A young boy wins a competition. His prize is a tour through a chocolate factory. The owner is an unusual man. *Charlie and the Chocolate Factory*
  - This film is also a hit Broadway musical. The main character's name is Benjamin Barker. Mr Barker and his business partner, Mrs Lovett, open a barber shop and meat pie bakery in London. *Sweeney Todd*
  - Ichabod Crane of the New York police department goes to a small village in 1799. He needs to solve some mysterious murders. Everybody in the village is talking about the ghost of the "headless horseman". *Sleepy Hollow*
  - A young man has scissors for hands. He falls in love with a beautiful woman. *Edward Scissorhands*
- Alternatively, play charades. Invite a volunteer to the front of the class. Whisper the name of a film/story. The student does a mime to represent the film. The student who guesses correctly can have the next turn to act.

## 20 Questions

On slips of paper, write out the names of film or story characters. Give each student a slip of paper. In pairs, students have to ask "yes/no" questions to guess the character. This can be played as a team game. The first student to guess correctly gets a point for his/her team. Demonstrate how it works. Ask for a volunteer. Then, give him/her a slip of paper with the name of a famous person on it. Then, start asking the student questions. For example:

- Do you work in an office?
- Do you work in cinema?
- Does your wife work in cinema too?

When you've finished, elicit some of the questions that you asked and write these on the board. Ask if anyone can identify the tense. How is it formed? When is it used? Then, refer your students to the grammar pages of this unit.

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

## REMINDER!

Set objectives at the start of each class. Write on the board: "In this lesson, we are going to..."

## REMINDER!

Remember to use the Error Correction Sheet. In future lessons, you can use the errors to do a quick test on any mistakes or tricky grammatical structures.

## TOP TIP!

Photocopy and cut up exercises as a way of varying the way the material is presented. Students can then use the slips of paper to make sentences, match words, complete texts, etc. as opposed to having to write things. This will appeal to kinaesthetic learners.

## Sport Brainstorm

Put your students into groups. Students have three minutes to think of as many sports as they can. After the three minutes is up, compare the lists to see which group has been able to think of the most sports, and also to see how many sports your class has come up with as a whole.

## Question fun!

Cut up pictures from newspapers, magazines or downloaded from the internet of people doing sporting activities. Ask your students questions about the pictures using the Present Continuous. For example:

a) What sport is the woman in white playing?

b) Is he playing tennis?

Continue asking your students questions about the pictures, using the Present Continuous.

Then, write up some Present Continuous sentences describing what people are doing in the pictures. Ask for a volunteer to identify the tense. Ask them how it is formed and when it is used. Then, refer your students to the grammar pages of this unit.

## Shout out!

On walls in the classroom, or on the desks, stick or place the pictures you found for the

Presentation part of the class. Put letters on each picture in capitals (A, B, C, D, E, etc.). When you are ready, describe the pictures in random order. Students write down the list of letters in the order in which they are described. Alternatively, students have to shout out the letter that corresponds to the description you are giving. Or, if your class is lively, students have to grab the corresponding pictures.

Afterwards, students can play the game in pairs, taking turns to describe and identify the pictures. For example

**Student A:** A woman is riding a bike.

**Student B:** Picture C.

## Mobility Drill

This exercise is designed to improve your students' fluency. It's good for practising the / ə / sound (the schwa sound – a weak vowel sound that is produced naturally in normal speech).

First, ask your students to suggest 5 simple words beginning with / b / such as: *bat - boat - bike - ball - boy*

Students listen and repeat the words with you. Then, tell them to add the word *the* (ðə) For example: *the bat - the boat - the bike - the ball - the boy*.

Students listen and repeat with you. Then, add the word *to* (tə): For example: *to the bat - to the boat - to the bike...*

Continue making the phrase bigger by adding words. For example:

a) From the...

b) There's the...

c) With and without the...

d) Because of the...

Bring in images of famous cities around the world. Hold them up, or stick them on the walls. Then, point at them and ask questions about them. Where's this? What can you see here? Which country is this the capital of? What language do they speak here? Have you been here before? What did you do?

## City quiz!

Play this game with your students. Put your students into two teams. Write the names of the following cities on the board: *Sydney, Cape Town, London, Paris*. Then, read out facts about the cities in random order, switching between the cities. The first student to call out the correct name of the city gets a point for his/her team.

## London

The city was host to the summer Olympics in 1948. In July 2007, there were approximately

7,500,000 people living in the city. There was a big fire here in the 17th century.

## Paris

There was a famous revolution here in 1789. The city was host to the summer Olympics in 1924. In 2007, there were approximately 2,100,000 people living in the city.

## Sydney

It was originally a British colony. It was discovered in 1788.

In 2007, there were approximately 4.5 million people there. The city was host to the summer Olympics in 2000.

## Cape Town

It was originally a supply station for Dutch ships travelling to and from the Far East. In 2007, there were approximately 3.5 million people in the city.

The city was host to the 2010 FIFA World Cup.

When you've finished, write up some of the sentences on the board. Ask your students to identify any of the past tense forms. Then, refer your students to the grammar pages of this unit.

## City description!

Read out the following. Tell your students to guess where you were:

"There was a beach, but it wasn't next to the sea. There weren't any mountains.

There was a fabulous crepe stand near my hotel. There was a beautiful museum in a converted train station. There were a lot of people speaking French. I was right next to the Eiffel Tower!" Paris

Then, tell your students to prepare a similar description about a city or place, using *was / were*. When they're ready, students take turns reading out their descriptions. In pairs, or as a whole class activity, other students have to guess the city or place.

## Pronunciation

Dictate these sentences. Say them at natural speed.

a) I was at home.

b) They were in the cinema.

c) There were a lot of people.

d) There was a chair in the room.

Ask for a volunteer to write up the sentences on the board. Then, tell your students to repeat the sentences after you as you say them at natural speed. When saying the sentences, use the unstressed forms of *was* (wəz), *were* (wə). Ask your students if they can hear the difference between the stressed forms (wɒz) and the unstressed forms.

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

## REMINDER!

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

## REMINDER!

Review the grammar seen in previous lessons. In this case, a revision of the past forms *was/were* would be a logical lead in to more past forms.

## TOP TIP!

Identifying patterns in pronunciation reassures students and helps them learn more efficiently. Try to incorporate a little pronunciation work into every lesson.

## Disasters!

Brainstorm the names of any famous disasters. Then, put your students into two teams. Write the anagrams from below, but not the answers in brackets! The first student to guess the full name gets a point for his/her team.

1. Mount **S U E V V S I U**  
(Mount Vesuvius)
2. The **N T T C I A I** (The Titanic)
3. The San **O S C A F C I N R**  
Earthquake (The San Francisco Earthquake)
4. The **D E N N I H R G B U**  
(The Hindenburg)
5. The Great **C A O G I C H** fire  
(The Great Chicago Fire)
6. The Great Fire of **O N O N D L**  
(The Great Fire of London)

Ask your students what they know about these disasters.

## Story Time

Play "Story Time". Tell your students a story about a frightening experience involving a natural disaster. Speak for about two minutes. Tell your students to listen carefully because you're going to ask them questions about it when you've finished. Here's an example story, but feel free to invent your own if you want. Remember to

use Past Simple verbs. For example:

"I normally take the bus to work, but last Thursday it was sunny, so I decided to walk. All of a sudden, at about 8am, there was a terrible noise. The earth shook. Buildings fell down and holes appeared in the ground. It was an earthquake. I ran to a house. A woman there let me in. We hid under a table until it had finished. It was really frightening."

Ask your students a few questions to check their comprehension:

- a) What day was it?
- b) What was the weather like?
- c) What happened to the buildings?

Then, write up some of the sentences from the story. Ask your students to identify any past tense verbs. How are they formed? What are the negative forms? Then, refer your students to the grammar pages of this unit.

## Student stories!

Students prepare their own stories to tell a partner, and also write some comprehension questions. Then, they take turns exchanging stories.

## Pronunciation

Refer your students to the Past Tense pronunciation verb sheet on the blog: [blog.learnhotenglish.com](http://blog.learnhotenglish.com)

Demonstrate the three different ways of pronouncing the past simple verbs: *played*, *walked*, and *visited*. Then, write the verbs from the table below in random order on the board. Students have to classify the regular verbs according to the pronunciation of the "ed" ending. Afterwards, tell your students to listen and repeat the verbs with you.

/d/	/t/	/ɪd/
Played	Walked	Visited
Stayed	Worked	Wanted
Managed	Booked	Started
Arranged	Watched	Invented
Cleaned	Finished	Needed
Planned	Liked	Landed
Lived	Stopped	Refunded
Loved		

Ask your students if they can identify any patterns. The final consonant sounds of the verb endings in the /d/ sound are all voiced; and the final consonant sounds of the verb endings in the /t/ sound are all unvoiced. Finally, write a couple of sentences on

the board. Tell your students to listen and repeat them with you and to identify any connected speech (where sounds merge to form new sounds).

- a) We played it in the house.  
(We play di tin the house.)
- b) They watched it on television.  
(They watch di ton television.)
- c) The plane landed at six.  
(The plane lan di dat six.)

## Pictionary

Bring in a few pictures (either from magazines, newspapers or the internet) of people doing things: *sitting, talking, shouting, running, eating...* If possible, try to find some that could be construed as a bad habit: *people talking with their mouth full, stretching in public, yawning, not paying attention, biting fingernails, smoking, drinking alcohol, spitting...*

Brainstorm the actions and write these up on the board. Ask your students if any of the actions could be considered as bad habits. Discuss this with your students.

Then, put your class into two teams. Ask for a volunteer. Whisper an action to the volunteer. This person must then draw a representation of the action you have given them. The first student to guess the action from the picture gets a point for his/her team.



## NOTES

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

**REMINDER!**

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

**REMINDER!**

Set homework once a week.

**TOP TIP!**

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

**Holiday Time**

Find pictures or adverts from magazines, newspapers and the internet of holiday resorts (both summer and winter) or hotels. Or get some brochures from a travel agency. Bring them into class and either stick them on the walls or place them on the tables. Ask your students questions about the resorts. For example:

- Which one would you like to stay at?
- Which one would you never stay at?
- What's good about this one?
- Which one is the most expensive? Etc.

**Quiz!**

Do this quiz with the class. Put your students into two teams. Read out the questions and the options (or maybe write these up on the board). For each question dictated, students have 30 seconds to confer before offering an answer. If they are correct, they get a point. Keep track of the points, and add them up at the end. Answers in **bold**.

- What's the biggest continental lake in the world?
  - Lake Superior** (US/Canada)
  - Lake Titicaca (Peru/Bolivia)
  - Great Salt Lake (US)
- Which city is larger than the other two?
  - Mexico City
  - Cairo
  - Shanghai**
- What's the tallest skyscraper in the world?

- The Empire State Building (New York)
- Burj Khalifa** (Dubai)
- Taipei 101 (Taipei)
- Where's the hottest place on Earth (recorded)?
  - El Azizia**, Libya (58.7°C/136°F)
  - Death Valley, California
  - Dallol, Ethiopia
- What's the smallest country in the world?
  - Monaco
  - Liechtenstein
  - Vatican City**

Afterwards, write up some of the questions on the board. Ask for volunteers to identify the comparative or superlative forms. How are these structures formed? When are they used? Then, refer your students to the grammar section of this unit.

**Student quiz!**

Put your students into small groups. Tell them to think of 3 more questions for a general knowledge quiz. Tell them to use comparatives and superlatives. Ask your students to write their questions down so you can check the form and spelling. When they're ready, students do the quiz in pairs. Finally, bring the class together and ask for volunteers to read out questions.

**Shout Out!**

Cut up 12 slips of paper. On each slip of paper, write an adjective, plus its comparative and superlative forms. For example: *sunny/sunnier/sunniest*. Put the pieces of paper into a container. Pull one out and read out two of the forms, for example: "Sunny, sunniest!" The first student to call out the missing form ("sunnier"), gets a point for his/her team. Vary the missing items so students can't predict the answers.

**Fun Money Quiz**

Ask your students if they know any interesting facts about money. Then, do the following quiz. Put your students into teams, and tell them to assign a captain. This person writes down their answers. Later, you can check the answers to see who's won. Answers in **bold**.

- What's the currency in Andorra?
  - The euro**
  - The Andorran
  - The Andorran dollar
- What's the currency in India?
  - The dollar
  - The pound
  - The rupee**
- What is oldest form of "money"?

- Paper
- Coffee
- Cows**
- What was the first county to consistently use paper currency?
  - France**
  - Great Britain
  - Egypt
- How many times can you fold a dollar note forward and backward before it will tear?
  - 500 times
  - 1,000 times
  - 4,000 times**
- If you have 10 billion \$1 notes, and you spend one note every second of every day, how long will it take you to spend it all?
  - 100 years
  - 317 years**
  - Never

**Personal predictions!**

Tell your students that you're going to make a few personal predictions about the future. Tell them to listen carefully because you're going to test them on the information when you've finished. Use the following categories as prompts: *celebrities, food, sports, weekend, weather, personal life, the economy, the government, music, film*, etc. Make 6 predictions. For example (sample sentences):

- I'll probably go to the country this weekend.
- I'll probably eat out at my favourite Mexican restaurant tonight.
- I think unemployment will come down next year. Etc.

Then, ask your students a few comprehension questions about the information. For example:

- Where do I think I'll probably go this weekend?
  - Where will I probably eat tonight?
- Afterwards, write up one of the sentences with *will* on the board. Ask for a volunteer to identify the tense, before referring them to the grammar section of this unit.

**Student predictions!**

Write the prompts from the previous activity on the board. Then, tell your students to write 6 of their own personal predictions. Then, put your students into pairs so that they take turns making their own predictions. Finally, ask for volunteers to read out their predictions. Other students comment on the predictions and discuss them, saying whether they agree or not.

# UNIT 5 Money, money, money! Teacher's Guide

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

## REMINDER!

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

## REMINDER!

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

## TOP TIP!

Disappear! Sit in the background during free speaking exercises. Students will direct their conversation to you if you are within eye-shot. Remember to complete the Error Correction Sheet as students are talking.

## Supermarket Brainstorm

Put your students into pairs or small groups. The pairs/groups brainstorm as many food products as possible in 3 minutes. Count the words and see which team has won.

## Fridge fun!

Draw a fridge on the board and then 6 items of food in the fridge. Then, ask questions. For example:

- Have I got any eggs in my fridge?
- Is there any sugar?
- Is there a cake?

Also, make statements with question tags about what you've got. For example:

- I've got some bananas, haven't I?
- There are some apples, aren't there?
- There's a piece of pineapple.

When you've finished this, write up some of the questions and statements on the board. Ask your students to tell you what the difference between *some* / *any* / *a* / *an* is.

Then, refer your students to the grammar pages of this unit.

## Student fridge fun!

Students play the "Fridge" game (from the

Presentation stage) in pairs. Alternatively, students can draw a fridge with items of food in it, without showing it to their partner. Then, they take turns asking questions until they've guessed all 6 items in their partner's fridge.

## Food classification

Write the following words on individual slips of paper:

*rice, cheese, yoghurt, honey, carrot, apple, banana, potato, orange, tomato, pasta, eggs, sausage, toast, cake, chicken, onion, bread, broccoli, grapes, celery, pineapple, lettuce, courgette, ham, bacon, strawberry, meat, fish, salad, lemon, sugar, cream, ice cream, salad dressing, mayonnaise*

In pairs, students classify the food into three groups.

Group 1: Countable

Group 2: Uncountable

Group 3: Unsure / not clear / both

You may like to briefly explain the difference between the following: *cake* / *a cake*; *pizza* / *a pizza*; *ice cream* / *an ice cream*.

## Weak sounds!

Write 4 sentences on the board with *some* / *a* / *an*. Read out the sentences at natural speed. For example:

- I've got some apples in my bag.
- She's got some money in her pocket.
- They've got an apple.
- He's got a horse.

Draw your students' attention to the weak, unstressed forms of *some* (səm), *a* (ə) and *an* (ən).

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.

## Odd sound out!

Put the following sets of words on the board. Students identify the odd one out according to sound of the phoneme.

- /aɪ/ slice / ice / rice / cream
- /s/ sugar / salad / soup / sausage
- /e/ egg / lettuce / cream / bread
- /ɪ/ spinach / fish / grill / meat
- /iː/ peel / bread / cheese / meat

Tell your students to repeat the words after you. Finally, put your students into pairs.

Students try to think of more words with the phonemes from above.

## The Price is Right

Cut out from newspapers or magazines, or print off from the internet, 15 images of products you can buy. Stick them up around the class walls or put them on the table/s. Students discuss the objects and whether they'd buy them or not and they say whether the prices are fair.

## Mental Maths

Put your students into two teams. Read out these maths questions. The first student to shout out the correct answer gets a point for their team.

- What's 13 plus 26?
- What's 27 plus 9?
- What's 48 plus 7?
- What's 64 minus 16?
- What's 78 minus 9?
- What's 128 minus 34?
- What's 3 times 8?
- What's 4 times 9?
- What's 5 times 12?
- What's 21 divided by 3?
- What's 48 divided by 6?
- What's 99 divided by 9?

## Problems!

Tell your students to think of 2 problems and to write these down on a slip of paper. Then, ask for volunteer to come forward.

Tell the volunteer to read out one of their problems. Once they've done this, proceed to give them advice using modal verbs. Repeat with other students.

Then, write some of the advice on the board. Ask for a volunteer to identify the modal verbs. Ask other questions such as: How are they used? When are they used? Then, refer your students to the grammar pages in this unit.

## Student problems!

Students think of 5 "problems / desires / wants / needs, etc." in their lives. In pairs, students take turns reading out their sentences and giving advice.

## Matching

Photocopy and cut up the modal verb table from the grammar section. Make enough copies for pairs or groups of students. Then, cut up all the modal verbs and the functions. Mix the slips of paper up. In small groups, students arrange the slips of paper, matching the modal verbs to the functions.

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

## REMINDER!

**Be prepared! Make photocopies before class.**

## REMINDER!

**Remember to praise and encourage your students whenever possible. We all like to be told when we're doing well.**

## TOP TIP!

**Always end the class on a high. This could be a fun speaking exercise or game in which students practise things they've learnt in the lesson. You'll notice the difference!**

## Legal words!

Brainstorm some legal words and write these on the board. Include the following (even if your students don't mention them): **lawyer, court, judge, trial, witness, jury, lawsuit, fine.**

Then, put your students into teams. Give a definition of a word. The first student to identify the correct word, gets a point for his/her team.

Afterwards, play hangman with the words.

## Story Time

Tell your students that you're going to tell them what you're doing 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.

"On Saturday, I'm going to play a bit of tennis and go cycling. On Sunday afternoon, I'm going to have lunch with some friends. On Monday, I'm going to see the doctor at 4pm, and on Tuesday, I'm going to go shopping – I haven't got much food left. On Wednesday, I'm going to play squash after work, and on Thursday, I'm going to the cinema with some friends. On Friday, I'm going to the theatre with my sister, and then afterwards, we're going to have dinner in my favourite restaurant, Linguinis."

When you've finished, ask a couple of comprehension questions. For example:  
a) What am I going to do on Monday?

b) Where am I going to go on Friday?

Then, write out some of the sentences on the board. 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 of this unit.

## Student plans!

Students prepare a similar text on their activities for next week. Tell them to use their imagination and to invent things. Then, they take turns reading out their text, and asking their partner questions on the information.

## Silent letters

Write the following words on the board. Remind them that the "k" is a silent letter. Ask for a volunteer to say them out loud.

**knife, knee, knew, know, knot, knock, knowledge, knitting, knight**

Then, dictate some sentences with the initial / n / sound, including some which have a "k" at the start of the word. For example:

- a) I got home late last night.
- b) The knight fought the dragon.
- c) I knew it was the right one.
- d) This car is new.

Afterwards, students write their own sentences with words with this initial / n / sound. Then, they can do dictations in pairs.

## Picture Fun

Find some adverts for cars either from magazines and newspapers or printed off from the internet. Stick them around the room or place them on the table/s. Students comment on the ads and decide which cars they would / wouldn't buy and why. Also, hold up any pictures and tell your students to comment on them.

## True or False

Read out 6 statements about your driving experiences. Tell your students that 4 of the sentences will be true and 2 will be false. Your students will have to ask you questions in order to find out which ones are true and which ones are false. Remind your students that they cannot ask direct questions such as, "Have you ever had a speeding ticket?" They have to ask more subtle questions such as, "Have you ever been in trouble with the police?" Here are some sample statements that you could use:

- a) I've never had a speeding ticket.
- b) I've had 3 accidents so far.

- c) I've had my driving licence since I was 16 years old.
- d) I haven't driven for 3 years.

When you've finished, write up one of the sentences with the Present Perfect on the board. Ask for a volunteer to identify the tense and to say how and when it is used. Then, refer your students to the grammar pages of this unit.

## My driving!

Tell your students to write sentences about their own driving experiences using The Present Perfect tense (some true and some false). Then, in pairs, they can do the same activity as you did for the Presentation stage of the class.

Play a game with the Past Participles. Put your students into two teams. Say a verb and point to a student at random. If this student says the correct past tense and past participle of this verb, they get a point for their team.

## Emphasis

Write this sentence on the board, "You want me to give you the money." Then, ask for a volunteer to read out the sentences. Tell him/her to put emphasis on "me". 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.

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 English Unlocked or Hot English magazine, tell your students to practise the conversation putting emphasis on different words and experimenting with inferred meanings.



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!**

For homework, you could tell your students to learn conversations or dialogues. Later, they can perform the dialogues / conversations in front of the rest of the class.

**Neighbours Questionnaire**

Do this "Neighbours Questionnaire" with your students. Read out the questions and options and ask your students to comment on their selection after each question. Feel free to write some other questions.

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1. **Your neighbours have a lot of rubbish outside their flat and it's starting to smell. You:**
  - a) Tell your neighbours to do something about it.
  - b) Report them to the local council.
  - c) Offer to help them clean it up.
2. **Your next door neighbour is having a party, and they haven't invited you. You:**
  - a) Ask why you weren't sent an invitation.
  - b) Go to the party anyway.
  - c) Have a party the week after and don't invite your neighbour.
3. **Your neighbours have painted their front door bright green. You:**
  - a) Show them a copy of the apartment block rules, which forbids this.
  - b) Report them to the residents' committee president.
  - c) Paint your door the same colour.
4. **Your neighbours seem to be operating machinery which makes a lot of noise at night. You decide to:**
  - a) Call the police.
  - b) Ask them what's happening.
  - c) Do nothing and hope that the noise goes away.

**Story Time**

Tell your students that you're going to tell them what you were doing 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 Saturday night, I was lying in bed trying to get to sleep when I heard this terrible noise. It was about 3am. I got out of bed and went upstairs to find out what was going on. I knocked on the door and my neighbour opened it. 'We're having a party,' she said, inviting me in. Inside, there was a wild party. Some people were dancing, others were sitting, and some were watching a film in the living room. There were about 20 people in the flat. In the end, I decided to stay and I had a great time."

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

- a) What time did I wake up?
- b) What did I do?

Then, write out some of the Past Continuous sentences on the board. 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 of this unit.

**Comic strip fun!**

Students write out a similar story about their neighbours. Remind them to use the Past Continuous. Then, put them in pairs and tell them to take turns telling their stories. Afterwards, they ask questions to check their partner's comprehension.

**Student stories!**

Get some comic strips from newspapers / magazines or print some from online sources such as [www.comics.com](http://www.comics.com). Blot out any speech bubble text on the comic strips and make photocopies for your students. Then, put your students into pairs or teams and tell them to come up with comments for the speech bubbles.

When students are ready, they share their ideas with the rest of the class. Vote on the best / funniest / most original ideas.

**Yes-no questions!**

Tell your students to each think of 6 yes-no questions to ask you. Tell them they can use

a variety of tenses. For example:

- a) Are you American?
- b) Have you got a car?
- c) Did you go out late last night?

Then, when they're ready, tell your students to ask you the questions. Answer with short answers and invent answers if you need to. 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. Write the short answers up on the board. Ask your students how short answers are formed. Then, refer your students to the grammar pages in this unit.

**Student yes-no questions!**

In pairs, students ask one another the yes-no questions they thought of for the Presentation activity. Remind them to answer with short answers.

**Slap the Wall**

Write some examples of short answers up on the board. Use a variety of tenses and include affirmative and negative answers. Then, put your students into two teams and assign a captain for each team. When they're ready, ask a yes-no question that has a corresponding answer on the board. The first of the captains to slap the board over the correct short answer gets a point for his/her team. Students rotate the captains. For example,

**Teacher:** Did you get any milk at the shop?  
Captains run to the board to slap the Short Answer "Yes, I did."

**Emotional Outburst**

Put your students into pairs. Give each student an emotion (choose from below). Then, students take turns asking their yes-no questions. Students answer the questions with short answers, but they must do it according to the emotion they've been given. After about 6 questions have been asked, the students must guess which emotion their partner has been representing. Before starting, demonstrate this with a volunteer. For example:

**Student:** Did you go out last night.  
**Teacher:** Yes, I did. (in a sad, depressed voice.)

**Possible emotions:** *happy, sad, nervous, frustrated, tired, anxious, angry, disappointed, excited.*

When your students have finished, ask for volunteers to come to the front to perform their "Emotional Dialogues".

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!**

Do lots of "listen and repeat" activities with the Useful Language before your students do the Speaking Task. This will help students get into their roles and give them valuable practice with the pronunciation of the expressions.

**TOP TIP!**

Try this fun listening activity. Play the CD/MP3 file and tell students to follow the text with their fingers. Every time you stop the CD/MP3 file, students have to put a circle around the corresponding word. Do this about ten times. Then check the answers with your students.

**Medical English Spelling Challenge**

Write the following words (see below) on the board. Tell your students to repeat the words after you. Then, tell your students that they've got 2 minutes to study the words before you rub them off. Remind them not to make any notes. Then, rub the words off the board. Put your students into two teams and say one of the words. In their teams, students try to spell the word, writing it out on a piece of paper. They get a point for each correctly-spelt word.

1. Thermometer
2. Nurse
3. Paramedic
4. Plaster / band-aid (US English)
5. Bandage
6. Plaster Cast
7. Injection
8. Crutch
9. Tablet
10. Anaesthetic

**Guessing Game**

Brainstorm some medical words and write these on the board. These could include: *doctor, nurse, needle, injection, ward,*

*hospital, ambulance, emergency room, etc.*

Put your students into two teams. Then, describe one of the words (or any other) using the Present Simple Passive. The first student to call out the correct word gets a point for their team. For example:

1. It's used to take someone's temperature. **Thermometer**
2. It's placed over a cut to stop the bleeding. **Bandage / plaster**
3. It's a type of vehicle that is used to take injured people to hospital. **Ambulance**
4. Bed linen is often changed by this person. **Nurse**
5. Patients who need emergency treatment are admitted here. **Casualty department / ER (US English)**
6. Patients are asked to wait here before seeing the doctor. **Waiting room**
7. Patients are often given this to help cure an illness. **Medicine**

When you've finished, write up some of the sentences on the board. 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 of this unit.

Students play the game from the previous unit, creating their own definitions.

**Neighbourhood problems!**

Brainstorm words related to problems in the neighbourhood. Write some of these up on the board to get your students thinking about the topic:

**graffiti, vandalism, litter, noise, abandoned vehicles, drunken people, car fumes, pollution, rubbish, dog mess, traffic...**

Write up their ideas on the board, too. Then, play hangman with the words. Mark dashes on the board to represent each letter of the word. For example, "graffiti": \_ \_ \_ \_ \_ \_ \_ . 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.

**Because Chain**

Write up the following sentences on the board. Then, when you're ready, read them out one by one and complete them with any of your own ideas. Tell your students to listen carefully as you're going to ask them comprehension questions based on the information afterwards.

1. I was called in to see the boss because ...
  2. I was given first prize because...
  3. I was sacked from my last job because...
  4. I was told to go home today because...
  5. I was told off by my neighbour because...
  6. There was a meeting today because...
- Invent any other sentences.

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

- a) Why was I told off by my neighbour?
- b) Why was I sacked from my last job?

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

In pairs, students play the game from the Presentation activity.

**NOTES**


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