

# Teacher's Guide



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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.



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## GOLDEN RULES

### Things you must remember!

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

## Important things to remember

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

## Feedback from our Students

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

## Complaints

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

## Positive comments

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

## Comments about Learn Hot English magazine

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



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## LEARNING A LANGUAGE

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

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

Repetition is a useful language-learning technique.

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

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

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

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

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

## The English Language

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

## Learning Styles

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

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

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

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

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

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

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

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

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



# Error Correction Sheet

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## Error Correction Sheet

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

Teacher: \_\_\_\_\_

Group: \_\_\_\_\_

Language feedback from class on (date): \_\_\_\_\_

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

**New vocabulary**  
(words learnt in class):

**Pronunciation**  
(words that students mispronounce):

## Some ideas for using Hot English magazine in class.

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





# Teacher's Guide

## REMINDER!

## REMINDER!

## TOP TIP!

## Music Artist Anagrams Quiz

1. **B A A B**

## 2. KMAI

### 3. **EEB/SGEE**

#### 4. M H ! A W

5. **MOT/ENSOJ**

## Song

## “Things I’ll Never Say”

I'm tugging at my hair,  
I'm (1) \_\_\_\_\_ (pull) at my  
clothes,  
I'm (2) \_\_\_\_\_ (try) to keep my  
cool,  
I know it (3) \_\_\_\_\_ (show),  
I'm (4) \_\_\_\_\_ (stare) at my feet,  
My cheeks (5) \_\_\_\_\_ (turn) red,  
I'm (6) \_\_\_\_\_ (search) for the  
words inside my head,  
(Cause) I'm (7) \_\_\_\_\_ (feel)  
nervous,  
I'm (8) \_\_\_\_\_ (try) to be so  
perfect,  
'Cause I know you're worth it,  
You're worth it, yeah.

## Chorus

**Answers:** 1. pulling; 2. trying; 3. shows;  
4. staring; 5. are turning; 6. searching;  
7. feeling; 8. trying.

In pairs, students write another verse for this song. Give them a time limit of just five minutes. Tell them that they can make it as funny, silly or serious as they like. When they've finished, ask for volunteers to read out (or sing) their verses.

## Picture Fun

Then, put a letter from A to F (or any other letter – depending on how many pictures you've got) on each picture. Next, describe one of the people at random. The first student to say the letter that corresponds to the person you are describing gets a point for his/her team.

## Guess the person!

- Did you work in the cinema?
- Were you an actress?
- Did you live in America?
- Did you like art?
- Did you work in politics?
- Did you have any brothers?
- Were you a member of a royal family?

Then, write up some of your questions on the board. Ask for volunteers to give you the full answers to those questions. For example:

**B:** Yes, I worked in cinema.

Ask your students what tense this is. Ask them how it is formed and how we use it. Then, refer your students to the grammar pages of this unit.



## NOTES

[illegible]

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.

**Brain teasers!**

Play a game with the brain teasers below. First, put your students into two groups. Then, read out the first brain teaser. Your students have 2 minutes to think of the answer or to think of yes-no questions to ask you.

As soon as someone thinks they know the answer, they tell you by handing in a slip of paper with the answer written on it. However, if they get it wrong, they lose a point. The team that solves the puzzle gets 3 points.

**1. The Lift**

A young boy lives on the 20th floor of an apartment block. Every morning, he takes the lift to go down to the ground floor, when he leaves for school. But when he returns in the afternoon, he gets off on the 8th floor and then walks up to the 20th floor. Why doesn't he take the lift all the way up to the 20th floor?

**Answer:** He can only reach the 8th-floor button because of his height.

**2. Mystery Object**

As fast as an eagle, as slow as a slug. As tall as a tree, as small as a bug. Sometimes in front, sometimes behind. Never on top, and always aligned. What is it?

**Answer:** A shadow

**3. The Appointment**

You call up the dentist for an appointment. The secretary tells you to go there at 8.30am two days after the day before the day after tomorrow. Suppose today is a Tuesday, what day is your appointment on?

**Answer:** Friday

**Action pictures!**

Get 10 pictures from the internet, newspapers or magazines (or draw things on the board) of people doing things.

Describe the pictures using the Past Continuous.

For example:

- a) This man was driving a car.
- b) This woman was drinking some coffee.

Then, put your students into two teams. Stick the pictures around the class or on the table. Describe one of them. The first student to grab the correct picture gets a point.

Alternatively, put a letter on each picture from A to F (or any other letter – depending on how many pictures you've got). Then, describe one of the pictures at random.

The first student to say the letter that corresponds to the picture you are describing gets a point for his/her team.

When you've finished, write some of the Past Continuous sentences on the board. 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.

**Excuses**

Play this "Excuses" game. In preparation, write out on slips of paper the following:

- a) I saw you climbing out of your neighbour's window.
- b) I saw you fighting with a police officer.
- c) I saw you dressed as a gorilla.
- d) I saw you driving a Rolls Royce.
- e) I saw you talking to Brad Pitt and Angelina Jolie at the airport.
- f) I saw you running away from a gang of 20 people.
- g) I saw you signing an autograph.
- h) I saw you taking a lion on a lead for a walk.

First, demonstrate how the activity works. Write one of the sentences on the board and invent an excuse. For example:

"I saw you fighting with a police officer."

Possible excuse:

"Yes, well, that wasn't a real police officer. That was my friend Jeff. He was dressed up as a police officer. We were going to a fancy dress party. We were just playing. It was a bit of fun, honest!"

Then, put your students into pairs and give each student a slip of paper. Individually, students prepare their excuses. When they're ready, they take turns explaining things. Remind them to use the Past Continuous. Finally, bring the class together and ask for volunteers to read out their explanations. The other students vote on the most convincing ones.

**Paraphrasing!**

Find about 15 pictures of tools or DIY objects. Cut them up into individual cards (and plastify them if you've got time). Alternatively, draw pictures. Then, place the pictures in a hat/bag. Some objects could include:

*screwdriver, hammer, nail, pliers, dustpan and brush, plug socket, wrench, padlock, tool box, nuts and bolts*

Demonstrate how the game works. Take a picture out of the hat/bag. Now, describe it without actually mentioning the name of the object. For example:

"It's made of wood and metal. It's used for hitting nails into the wall. It's quite heavy. What is it?" **Answer:** a hammer (accept answers in their own language, too).

Then, ask for volunteers to describe the objects they take out of the hat/bag. Alternatively, students can play in pairs.

**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!

Remember to make the class dynamic. Keep things moving along and change a topic immediately if it isn't working out.

## TOP TIP!

Before teaching new vocabulary, elicit anything the students already know. This will boost their confidence.

## True or False

Read out the following statements about health. Students say if 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.

1. A cough can move at speeds up to 90 k/ph. **True**
2. Cold weather makes you sick. **False**
3. A human being loses an average of 40 to 100 strands of hair a day. **True**
4. According to German researchers, the risk of heart attack is higher on Friday than any other day of the week. **False – it's Monday**
5. Babies are born with 300 bones, but by adulthood we have only 206 in our bodies. **True**
6. You lose most of your body heat through your head. **False**
7. Every time you lick a stamp, you're consuming 1/10 of a calorie. **True**
8. Toenails grow faster than fingernails. **False – it's the other way round**
9. It takes 17 muscles to smile, but 43 to frown. **True**
10. Laughing lowers levels of stress hormones and strengthens the immune system. **True**
11. Food quickly picked up from the floor is safe to eat. **False**
12. The average human body contains enough iron to make a 9cm nail. **True**
13. The body's largest internal organ is the small intestine, which has an average length of 6 metres. **True**
14. The Neanderthal's brain was

smaller than ours. **False - it was bigger!**

15. There are four main blood types: A, B, AB and O and each blood type is either Rh positive or negative. **True**
16. Though it makes up only 2 percent of our total body weight, the brain demands 20 percent of the body's oxygen and calories. **True**

## Medical problems!

Brainstorm medical problems and write these on the board. For example:

*asthma, pneumonia, flu, a cold, a blister, a cough, hiccups, a rash, a cut, a scratch, a sprained ankle, fever, hay fever, food poisoning, a broken arm, swelling, a wound, an insect bite, chicken pox, headache, backache, stomach ache, earache, etc...*

Then, ask for a volunteer to come to the front of the class. Tell the volunteer to choose one of the medical problems, and then ask him/her questions about the problem. Tell the volunteer to invent answers. Tell the rest of the class to listen carefully because afterwards you're going to check their comprehension. Possible questions to ask the volunteer:

- a) How long have you been experiencing these symptoms?
- b) Has the pain been getting worse?
- c) Have you been taking any medication for the pain?
- d) What prescription drugs / medication have you been taking?
- e) Have you been seeing another doctor?
- f) Have you been working?
- g) Have you been resting in bed?
- h) Have you been drinking any orange juice / lots of water?
- i) Have you been sleeping a lot?
- j) Have you been doing any exercise?

Or any other questions with the Present Perfect Continuous.

For example:

**Teacher:** What's the problem?

**Student:** I've got a cold.

**Teacher:** Have you been resting?

**Student:** Yes, I have.

Etc.

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

- a) Has (Bob) been taking any medication?
- b) Has (Jenny) been resting?

Then, write out some of the questions and full answers on the board. Ask for a volunteer to identify the tense and to say why it's used and how it's formed. Then, refer your students to the grammar pages of this unit.

## Student problems!

In pairs, students do the activity from the Presentation stage of the lesson. Remind them to use the Present Perfect Continuous and to answer with full answers if possible. Afterwards, ask for any volunteer pairs to perform their dialogues in front of the class.

## Pronunciation

### Connected speech

Write these sentences on the board. Read one of them out at natural speed. Ask for a volunteer to mark any unstressed words or connected speech (where sounds merge to form a new sound).

1. I've been looking at it for half an hour.
  2. She's been talking to me for six minutes.
  3. They've been waiting in the station for an hour.
  4. He's been thinking about it.
- Then, tell your students to repeat the sentences after you as you say them at natural speed. This is a good way of developing their fluency.



## 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!**

Do lesson plans for every lesson. Use the template in these Teacher's Guide.

**TOP TIP!**

Use the errors as a basis for team games or quizzes. Keep the Error Correction sheets and use the information on them for end-of-lesson quizzes or mini-tests in future lessons. Students enjoy this type of activity! Also, make a poster of some of the most common errors for your students to focus on eliminating.

**True or False?**

Put your students into pairs or teams. Then, read out the Urban Legends. You may want to explain what an urban legend is first. Students listen and say whether the urban legends are true or false.

1. Keying a phone number into google.com will reveal an address and directions to the phone number. **True**
2. Coca Cola used to contain cocaine. **True (back in the 19th century)**
3. A baby born during a flight is given free air travel for the rest of its life. **False**
4. There are alligators in the sewers beneath New York City. **False**
5. For five years, Webster's New International Dictionary mistakenly included an entry for a word that does not exist. **True. They had the non-existent word "dord".**
6. Walt Disney's body was frozen after he died. **False (Records show that Disney was cremated after he died in 1966.)**

**The Ghost Story**

Tell your students that you're going to read out a ghost story. Tell them to

listen carefully because later they're going to have to reconstruct it in pairs/groups. First, read the text aloud at normal speed. Then, read the text again and tell your students to note down any key words. Then, put your students into pairs. Students re-write the text as completely as they can. The aim is to re-create the text as much as possible.

"About eight years ago, I went to stay with my friend Jeremy at his house in the country. It was an old farmhouse with several rooms. One night, while I was sleeping, I was woken up by the noise of the door opening. There was an elderly lady standing in my room next to the bed. I'd never seen her before. Before I could say anything, she disappeared. The next day, I told Jeremy about the strange visitor. He told me that the lady had lived here many years ago, and that she was a ghost. Jeremy also told me that he had seen her many times before, but that she never did anything. I left the next day."

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

- a) How long ago did it happen?
- b) Who did I go to stay with?

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

Students prepare their own ghost stories. They practise saying them. Then, they take turns telling their stories to one another. Later they can read them out to the rest of the class. Remind them to use the Past Perfect.

**Picture Fun**

Use magazines, newspapers and the internet to find pictures of products. Stick the pictures around the room or place them on the table/s. Students comment on the products and say what they know about them. Alternatively, ask them questions about the products. For example:

- a) What's the name of the company that produces this?
- b) What other products does this company make?
- c) How long has this been on the

market?

Then, play a game. Describe one of the pictures. The first student to grab or name the product gets a point.

**Famous Companies Quiz**

Put your students into pairs or teams. Read out the following company descriptions. The first student to say the name of the company, gets a point for their team.

1. This restaurant was founded in Des Plaines, Illinois in 1955. It's famous for its hamburgers, French fries and ice cream. **McDonald's**
2. This American retailer was founded in 1892 in Manhattan. It's known for its controversial advertising and its moose logo. **Abercrombie & Fitch**
3. This soft drinks company was founded in the 1890s. It was originally known as "Brad's Drink". It was started by a pharmacist in North Carolina. The company was referred to in a 1989 song by Billy Joel. **Pepsi Co.**
4. This company was founded in 1923 by two brothers: Roy and Walt. The headquarters is located in Burbank, California. The company was soon established as a leader in animated films. **Disney**
5. This company was created in 1902 in New York. It's named after a street in London. In the early days, it was advertised as a cigarette for women with the strapline "Mild as May". But in the 1960s, ads were created which featured cowboys. **Marlboro**
6. Famous for its denim jeans, this company was founded in 1853 by Mr Strauss. The headquarters are located in San Francisco, California. The company is still controlled by relatives of the Strauss family. **Levi's**

When you've finished, write up a couple of the sentences from the quiz with Present Simple Passive and Past Simple Passive structures. Ask for a volunteer to identify the tenses. Ask how they are formed and when they are 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!

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

## REMINDER!

Give students adequate time when preparing the speaking task in each unit.

## TOP TIP!

Use your own personal anecdotes to liven up the class. Students like hearing about you.

## Places to visit!

Bring in brochures or leaflets with information about manor houses, parks, castles or historical places to visit in the country where you're teaching or any other country. Hold up the images (or stick them around the room). Students comment on the places and say what you can do/see there.

## Future plans!

Brainstorm a list of topic areas and write these on the board. Write some of the ones from below first to get your students thinking along the right lines. For example:

*the weather, trips, the weekend, my next holiday, next week, famous people, sports teams, politics, the economy, the weather, the government, the environment, my family, my friends, my house, the doctor, the dentist, travel, work, my work colleagues. Other?*

Then, tell your students that you're going to tell them about your future plans and make predictions related to these topic areas. 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. These are sample sentences – feel free to invent your own. Use *will* for personal predictions; *be + going to* for predictions based on evidence or for future plans; and

the Present Continuous for fixed plans with another person.

- a) I think Manchester are going to win the league.
- b) I'll probably stay at home this weekend.
- c) I'm seeing the dentist next Wednesday.
- d) It looks like it's going to rain.
- e) I think I'll go shopping later today.
- f) I don't think I'll go to the party this weekend.
- g) I'm playing tennis with Agatha next Friday.
- h) I think I'll have a little sleep later today.

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

- a) What am I going to do on Wednesday?
- b) Who am I going to play tennis with on Friday?

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

Tell your students to write out 6 sentences: two with each tense (*will / be + going to / the Present Continuous*). Then, tell your students to get together in pairs to discuss their predictions.

Finally, bring the class together and invite students to tell the rest of the class about their predictions / plans. The class can discuss these ideas.

## Words a minute!

Play "Words a Minute". On the board, write "Banks and Money". Then, time a minute and see how many different words your students can come up with that are related to this topic.

## Interviews!

Ask for a volunteer to come to the front. You are going to interview this person. Tell your students to listen carefully because you're going to ask them some questions when you've finished. Tell them that they can't make notes.

Start interviewing the student and make a

note of the answers. Use modal verbs in the questions. For example:

1. Can you speak any other languages apart from English and (German)?
2. Can you do a handstand?
3. Do you think you might do an extreme sport later this year?
4. Do you think you should do more exercise?
5. Do you think you might eat out tonight?
6. Can you ride a unicycle?
7. Do you think you might go to the cinema this week?
8. Do you think you'll be able to speak fluent English by this time next year?

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

For example:

- a) Can (Marie) do a handstand?
- b) Is (Pete) going to eat out tonight?

Then, write out some of the sentences on the board with modal verbs. Ask for a volunteer to identify the modal verbs and to say when they're used and what functions they perform. Make sure you elicit the modal verb *should* for giving advice. Then, refer your students to the grammar pages in this unit.

## Advice

Write the following sentences on the board. Then, tell your students to give you advice using modal verbs. Then, students do the same in pairs with their own statements / problems.

- a) I want to learn how to surf.
- b) I've just inherited a lot of money but I don't know what to do with it.
- c) I've got to pay the rent next week, but I don't have enough money.
- d) Mortgage rates have gone up and now I can't afford the monthly payments.
- e) A friend asked to borrow some money.
- f) I lent some money to a friend six months ago and she still hasn't paid it back.

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

## REMINDER!

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

## REMINDER!

**Make photocopies and do any class preparation well before the class actually starts. Be prepared!**

## TOP TIP!

**Be creative with the material. Cater for different learning styles. See the introduction to this Teacher's Guide for information on the different types of learners.**

## Famous events!

Brainstorm the names of famous events and festivals (sporting, music, film, cultural, etc.) and write these on the board. Write a few from below to get your students thinking along the right lines:

Wimbledon, the Oscars, the Cannes Film Festival, Glastonbury...

When you've got between 10 to 15, tell your students that you're going to play a game. Put your students into two teams. Then, describe one of the festivals / events. The first student to call out the name of the festival, gets a point for his/her team. For example:

**Teacher:** It's a tennis tournament on grass courts. It takes place once a year in London.

**Students:** Wimbledon.

**True / False**

Tell your students that you're going to interview someone. Tell them to listen carefully because you're going to test them on their comprehension when you've finished. Tell them that they can't make notes. Ask for a volunteer and ask this student about 6 yes-no questions. For example:

- a) Do you like horror films?  
b) Did you go to the cinema last night?

- c) Does your sister live near the sea?
- d) Is your place of work in the city centre?
- e) Do you do any sport at the weekend?
- f) Have you ever been to New York?
- g) Do you think you'll watch a film later?

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

- a) (Natalia) said that she liked horror films. (True)
- b) (Natalia) said that she would watch a film later. (False)

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

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

## The event

Put your students into pairs. Each student has 3 minutes to tell the other about an event (family reunion, meeting, holiday, etc). When they've finished, students transform the information into Reported Speech and then relay this information to the rest of the class.

## Speech bubble fun!

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

## 20 Questions

Write the names of famous people on little slips of paper. 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 yes-no questions with a variety of tenses. Tell the other students to try to guess the identity of the famous person. For example:

- a) Did you work in cinema?

- b) Were you a politician?
- c) Have you won any prizes?

Ask about 10 questions before “guessing” the name of the famous person (even if you know the answer before then). Then, students play the game in pairs.

When you've finished, elicit some of the questions that you asked and write these on the board. Ask for volunteers to tell you the short answers that correspond to the questions. Ask how they are formed and when they are used. Then, refer your students to the grammar pages of this unit.

## Interviews

Students write 10 interview questions. They must use yes-no questions and they should use a variety of tenses. Once they're ready, they get together in pairs and ask one another their questions, answering with short answers.



## NOTES

[illegible]

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

**REMINDER!**

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

**REMINDER!**

Review grammar and vocabulary from previous lessons. Use your notes from the Error Correction Sheets to do this.

**TOP TIP!**

Do the grammar or vocabulary exercises in class together orally. This will make it more fun. You could write exercise questions on the board and elicit the answers from students. Later, they can do the same exercise at home alone.

**“Musical Shout Out!”**

Brainstorm the names of any musicals that your students know. Then, put your students into two teams. Read out information about the musicals. The first student to call out the correct answer gets a point for his/her team. Here are some musicals, but feel free to describe any other musicals.

1. This Broadway musical opened in March, 1943. It ran for 2, 212 performances and was made into a film in 1955. It tells the story of cowboy Curly McLain and his romance with farm girl Laurey Williams. **Oklahoma**
2. This American musical was written by Leonard Bernstein and Stephen Sondheim. The story is based on William Shakespeare's *Romeo and Juliet*, but it's set in 1950s New York. Some of the famous songs include “Maria” and “America”. **Westside Story**
3. This famous musical was composed in 1980. It is the longest running West End musical in history with 9,500 performances, and is in its 25th year. It is based on a book written by Victor Hugo in 1862. **Les Misérables**
4. This is a rock musical based on Giacomo Puccini's opera *La Bohème*. It tells the story of a group of impoverished young artists and musicians struggling to survive in New York. **Rent**

**Future plans!**

Tell your students that you're going to talk about your future plans. 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, but remember to use infinitive and gerund forms followed by these (or other) verbs: **avoid, decide, consider, enjoy, hope, finish, imagine, want, mention, mind, miss, intend, offer, plan, expect,**

**help, learn, manage, can't stand, promise, seem.**

“Well, I'm considering learning a new language – probably Russian. I've wanted to learn it for a while, and now's a good time for me. I've also decided to move to Hawaii. I was offered a job there last month, and I've agreed to take it, although it doesn't start for another 12 months. I know it sounds like a long way away, but I can't stand living in this cold country any more, and I think the change will do me good. Also, I really enjoy surfing, so where better to live? I hope to finish my Masters degree very soon – probably within the next two months. Then, after that, I'm hoping to go away for a long holiday, possibly travelling around the States.”

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

- a) What language am I going to learn?
- b) Where am I going to travel?

Then, write out some of the sentences on the board with gerunds or infinitives. Ask for a volunteer to identify any infinitive or gerund forms. Briefly explain the difference. Then, refer your students to the grammar pages in this unit.

**Categories!**

Write a pool of verbs on the board. Put your students into pairs or teams. The first pair or team to categorise the verbs into two groups (Infinitive and Gerund) wins. Use these verbs (or any others): **avoid, decide, consider, enjoy, hope, finish, imagine, want, mention, mind, miss, intend, offer, plan, expect, help, learn, manage, can't stand, promise, seem.**

**Guess the person!**

Students write down sentences about people in the class based on things they know about them. Tell them to use gerunds and infinitives. Then, when they're ready, students take turns reading out their sentences without mentioning the person's name. Other students try to identify the person being described. For example:

**Student I:** This person enjoys travelling and often goes away for the weekend.

**Student II:** Harry!

**Literary Debate**

Write these quotes (or any others) on slips of paper.

- a) “Beliefs are what divide people. Doubt unites them.” **Peter Ustinov**
- b) “Choose an author as you would a friend.” **Wentworth Dillon**
- c) “Judge a man by his questions rather than by his answers.” – **Voltaire**
- d) “Men are more moral than they think and far more immoral than they can imagine.” **Sigmund Freud**

- e) “On the whole, human beings want to be good, but not too good and not quite all the time.”

**George Orwell**

- f) “Read the best books first or you may not have a chance to read them at all.” **Henry David Thoreau**

- g) “The worst thing about reading new books is that they keep us from reading the old ones.”

**Joseph Joubert**

- h) “They say that in the end truth will triumph, but it's a lie.”

**Anton Chekhov**

Next, prepare some more slips of paper with “agree / disagree” on them. Then, put your students into pairs. Give each pair a quote, and tell them to take an “agree / disagree” card. In pairs, they've one minute to discuss their quote, and to think of arguments for or against it (depending on the slip of paper they have chosen, and even if they really feel the opposite). After one minute, shout out “stop” and give them a new quote and a new “agree / disagree” slip of paper. Later, put them in groups to discuss the quotes together.

**Video**

Watch a Hot English video of Steve interviewing Louise. After watching it, ask students questions about Louise to see how much they've understood.

When you've finished, elicit some of the statements and question tags that were used. Then, ask for volunteers to identify the question tags. Can anyone explain how they are formed? Afterwards, refer your students to the grammar pages of this unit. Search YouTube for “Question Tags Practice”

**Interviews**

Alternatively, prepare 5 statements with question tags to ask a volunteer. Possible statements with question tags could include:

1. You're British, aren't you?
2. It's hot today, isn't it?
3. You went to France for your last holiday, didn't you?
4. The boss will be away tomorrow, won't she?
5. You've got a BMW, haven't you?

When you've finished, elicit some of the statements and question tags that you asked. Repeat them if necessary. Then, ask for volunteers to identify the question tags.

**Practice**

In pairs, students take turns asking about each other's jobs / home / family / hobbies, etc using question tags. For example:

- a) (Maggie), you live in the city, don't you?
- b) (Julie), you studied in France, didn't you?



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

**REMINDER!**

Use the Hot English method to provide structure to your classes. If you have any questions, ideas, opinions or feedback, please send an e-mail to the DOS or ADOS.

**TOP TIP!**

Always end the class on a high. For example, a fun speaking exercise where students practise everything they've learnt in the lesson, or a quick quiz based on some of their most common errors.

**Department Store Race**

On little bits of paper, write the names of objects you might find in a department store. For example: *corkscrew, highchair, pushchair, lampshade, table, shirt, dress*, etc.

Make two of everything.

Then, on classroom walls or tables, place cards with the names of department store sections on them. For example: *men's clothing, lingerie, children's clothing, sportswear, toys & games, food hall, fitness, jewellery, chemist, optician*, etc.

Next, put your students into two teams. Give both teams a set of object cards (colour-coded so you know which team has which cards). On the word "go", students have to try to put all their objects in the correct departments. They do this by placing the cards on the correct department store section card. Allow your students to use dictionaries or the internet to look up the meaning of any difficult words. Give them three minutes. The team with the most words in the correct categories is the winner.

**Whisper Chain**

Write down some First Conditional sentences. For example:

- If it rains, we'll take an umbrella.
- If I cut myself, I'll put on a plaster.

Make sure your students are sitting in a circle. Then, choose one of the sentences and whisper it to a student who is next to you. Whisper it only once! This student then whispers what they hear to another student, and so on until the sentence has

gone all around the class. If you have a big class, you may want to send another sentence in the opposite direction. Once the sentence has been all the way around the class, ask the last student to say it out loud. Write it on the board. Then, write the original sentence above the student's version and compare them. Continue the activity as time and interest allow.

When they've finished, ask for a volunteer to identify the structure used in the whispered sentences. Ask your students how the structure is formed and when it is used. Then, refer your students to the language pages in this unit.

**Memory Chain**

Play "Memory Chain" with the First Conditional. Write the following on the board: "If I go to the shops, I'll buy..."

Student 1 completes the sentence. Then, Student 2 repeats the sentence and adds another item. For example:

**S1:** If I go to the shops, I'll buy some apples.

**S2:** If I go to the shops, I'll buy some apples and a chair.

**S3:** If I go to the shops, I'll buy some apples, a chair and a table.

Students continue like this until everyone has had a turn, or they can't remember any of the ideas. Then start a new chain with another "if" clause.

**Survival Quiz**

Do this survival quiz with your students. In some cases, there are no clear answers – just get your students to justify their answers.

- If you're lost in the desert, what's the best way of signalling to an overhead plane? **Suggested answer: using a mirror.**
- What's the most important thing you should do before you leave on your wilderness trip? **Suggested answer: tell someone where you're going.**
- What's the best way to make sure water is safely disinfected? **Suggested answer: boiling it.**
- How can you use the sun to help you find your way? **Suggested answer: the sun rises in the east and sets in the west; the sun reaches its highest point at noon.**
- How much water should the average adult drink per day? **Suggested answer: 2-4 litres a day.**

- What's the most important survival tool you could take with you? **Suggested answer: a knife**
- If you're forced to spend the night outside, what should you do? **Suggested answer: build a shelter**
- How should you pick your survival shelter site? **Suggested answer: make sure it's on dry ground and it can be seen easily.**
- What are some of the symptoms of mild hypothermia? **Suggested answer: shivering, fumbling hands, poor coordination, muddled thinking.**
- If you're lost, what's the best thing to do? **Suggested answer: stay in one place.**

**Song**

Write up on the board (or photocopy) this gap-fill exercise for Mariah Carey's song "All I've ever Wanted". In pairs, students try to work out what the answers could be. What tense do they think the verbs will be in? Then, play the song. Search YouTube for "Mariah Carey - All I've Ever Wanted". Even if you don't have access to YouTube, you can still do the activity.

**"All I've ever Wanted"**

by Mariah Carey

If you only (1) \_\_\_\_\_ (know),  
What I feel for you,  
If you only (2) \_\_\_\_\_ (live) for me,  
The way I live for you,  
Then I'd be in heaven,  
My dreams (3) \_\_\_\_\_ (come) true.

'Cause all I've ever wanted, is you,  
And you alone, and I love you so,  
More than you could ever know,  
All I've ever wanted, is you.

If you (4) \_\_\_\_\_ (be) my own,  
To caress and hold,  
I (5) \_\_\_\_\_ (shower) you with love,  
And drown within your soul,  
'Cause I live and breathe for you,  
And I really need you to know.

**Answers:** 1. knew; 2. lived; 3. would come; 4. were; 5. would shower

Afterwards, write up any Second Conditional sentences from the song. Ask for volunteers to identify the structure and to say how it's formed and when it's used. Then, refer your students to the grammar pages of this unit.