

Intermediate (B1) 2012-2013

Skills Booklet Teachers Guide

CEF level: B1
www.hotenglishmagazine.com

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**“Practical
English
language skills
for successful
communication!”**

- Learn to speak English effectively.
- Increase your range of vocabulary and useful expressions.
- Practise writing e-mails, giving presentations, making telephone calls, negotiating... and lots, lots more.

hot
english
METHOD

Up-to-date material linked
to a structured course -
a unique solution.



Introduction



Up-to-date material linked to a structured syllabus – a unique solution!

The Hot English Method is a unique learning system for students of English. It offers fresh material on a monthly basis within a structured format.

The Hot English Method covers four* key levels:

- Pre-Intermediate [A2]
- Intermediate [B1]
- Upper Intermediate [B2]
- Advanced [C1]

The Hot English Method offers:

- Quality classes based on up-to-date news and events!
- An innovative method based on real people and real situations!
- Regular testing and a clear syllabus!

The Hot English Method guarantees one key feature: monthly, fresh and up-to-date material that is linked to a clear, structured language course.

The Hot English Method consists of two interlinked products: Hot English magazine & The Skills Booklets.



Hot English magazine is a monthly, 48-page, glossy, colour magazine that's divided into four levels that tie in with the Skills Booklets: Pre-Intermediate, Intermediate, Upper Intermediate and Advanced. The magazine provides language input in the form of up-to-date Reading and Listening activities for each level, which are linked in, unit by unit, with the themes and target language from the Skills Booklets. It comes with a 60-minute CD.

The Skills Booklets offer a syllabus that provides language-learning structure. The Skills Booklets are full of useful and essential language for everyday communication, and come with speaking activities for students to engage in. Each Skills Booklet consists of approximately 100 pages divided into units.



Together, these products form the Hot English Method. They ensure effective learning, and offer fresh, up-to-date material that is linked in to a structured course. Structure + up-to-date material = a unique solution.

Every month, as part of the course, you will do:

- ✓ Two units from the Skills Booklets.
- ✓ One Reading and one Listening activity from Hot English magazine.

The Hot English Method has all the advantages of a coursebook in terms of structure and syllabus (from the Skills Booklets). But at the same time, it offers fresh, up-to-date material, based on real people in current situations

(from Hot English magazine). The two components work together to provide top-quality classes that guarantee motivation and progress.

*There are also special, separate Skills Booklets for Beginner (A1) and Elementary (A1-A2) level students. These are not used in conjunction with Hot English magazine.

Teacher's Guide

“To learn to play the flute, one must play the flute.” Aristotle

TEACHER'S GUIDE

These pages are designed to help you teach with the Hot English method. If you have any questions, suggestions or comments, please send an e-mail to andyc@hotenglishmagazine.com

There are videos on our website explaining how the Hot English Method works.

The Hot English Method

There are two principal components to the Hot English Method: Hot English magazine and the Skills Booklets.

Hot English Magazine

Hot English magazine is a monthly, full-colour magazine that is sold all over the world.

Every student studying with Hot English Language Services receives a magazine at the start of each month. Hot English magazine provides listening and reading practice. Every month, you must do the obligatory Skills Booklet Reading and Listening activities for each level. However, apart from that, there are many other sections in the magazine that you can use in class. The magazine is very popular with students and it provides a number of advantages:

- It's up-to-date.
- It offers fresh, topical material – there's something new every month.
- It's divided into levels from Pre-intermediate (A2) to Advanced (C1).
- It comes with audio recordings by native speakers from all over the world.

The 60-minute audio CD is only given to teachers. If students want to listen to the CD, they can go to the Members' Area on the Hot English website to download the MP3s.



The Skills Booklets

There are 4 Skills Booklets – one for every level* from Pre-Intermediate (A2) to Advanced (C1). The Skills Booklets are delivered at the start of the course, and every student receives a booklet that corresponds to their level. Every teacher will receive a special Teacher's Guide full of ideas, tips and classroom activities. Every month, you must do two units** of the Skills Booklets for each level. The Skills Booklets offer:

A comprehensive syllabus for every level, clearly shows the objectives for the year. This gives everyone a clear idea of the structure for the academic year.

16 units covering a wide range of interesting topics and useful language, plus lots of activities and exercises to reinforce learning.

As part of the Hot English Method, there are Progress Checks to record progress (two exams per academic year). This allows students/teachers to monitor progress.

The Hot English Method has all the advantages of a language course in terms of structure and syllabus (from the Skills Booklets). But at the same time, it offers fresh, up-to-date material, based on current events (from Hot English magazine).



Remember!

Every month, your students must complete the following:

1. A Reading activity (from Hot English magazine) – the “Skills Booklet Reading”.
2. A Listening activity (from Hot English magazine) – the “Skills Booklet Listening”.
3. Two units of the Skills Booklets.**

The rest of the time, you can focus on things that your students may specifically request, or anything that you'd like to do.

*There are separate, stand-alone books for Beginner (A1) and Elementary (A1-A2) levels. These booklets are not linked in with Hot English magazine. Hot English magazine covers the levels Pre-Intermediate (A2) to Advanced (C1).

**During some months, you are only required to do one unit

Teacher's Guide

COURSE OBJECTIVES

The overall objective of the Hot English Method is to help students learn how to communicate effectively in English. Our teaching method is based on the communicative approach. This means focusing primarily on interpreting and communicating spoken and written messages, and working on improving practical and useful speaking, listening, reading and writing skills.

Our number-one priority is to teach students a good level of English. In doing this, we must ensure that students feel the classes are worthwhile. They must come away with the feeling that they have learnt something: they have acquired some new language, they have reinforced a structure or they have perfected some aspect of the language. Unfocused "chatting" is not good enough. **This is why it is extremely important to follow our method.** This is the student's path to learning. You, as the teacher, must guide them through it.

Both of the components of the method (the Skills Booklets and Hot English magazine) are full of useful language and helpful hints for learning. But you will need to supplement this material with some of your own material. This is why we only expect you to spend about 50% of your teaching time using Hot English Language Services teaching material (the

Skills Booklets and Hot English magazine). The rest of the time, you should provide your own material so that students can focus on areas of language that they need help with.

Hot English teaching timetable 2011-2012

The material is designed to be used over the course of an academic year. We have based the timetable on a typical 2- to 3-hour per week class that starts in October and ends in June. The Reading and Listening texts in Hot English magazine tie in with the topics and grammar in the Skills Booklets. The timetable for this year is at the bottom of this page.

If the language course starts in October, you start from Unit 1 of the Skills Booklet.

However, if the language course starts in January, for example, you start from Unit 6 of the Skills Booklet.

And if the language course starts in April, for example, you start from Unit 12 of the Skills Booklet.

If you have started late in the course, you can easily go back and do any previous units that you feel your students will find useful. Remember, there will be a new Skills Booklets for the course starting next October.

Month	Skills Booklet units	hot english magazine
September	Unit 0	Magazine 126
October	Units 1, 2	Magazine 127
November	Units 3, 4	Magazine 128
December	Unit 5	Magazine 129
January	Units 6, 7	Magazine 130
February	Unit 8	Magazine 131
Progress Test I		
February	Unit 9	Magazine 131
March	Units 10, 11	Magazine 132
April	Units 12, 13	Magazine 133
May	Units 14, 15	Magazine 134
June	Unit 16	Magazine 135
Progress Test II		

Teacher's Guide

TEACHING WITH THE HOT ENGLISH METHOD

Now let's look at the key skills work that form part of the 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 Hot English magazine, or through the activities in the Teacher's Guides. Students are exposed to the target language, which is embedded within the reading and listening texts or in the games. Later, there are more specific and controlled language exercises in the Skills Booklets.

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 the Skills Booklets in every unit, and Revision Drills in the Teacher's Guide. These drills are excellent for building up students' confidence and fluency with regard to the target structure. 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 (often best first time around), but can also be done as pair-work activities.

Speaking

The speaking tasks (on the last page of each unit of the Skills Booklets) 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

The Readings in Hot English magazine (the "Skills Booklet Readings") tie in with the units in the Skills Booklet both in terms of topic and language. You must complete one of these Readings per month. 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 in the magazine have been specially developed to ensure a mixture of quick skimming type tasks, and more extensive comprehension-based exercises.

Listening

The Listening exercises in Hot English magazine (the "Skills Booklet Listeners") tie in with the units in the Skills Booklets in terms of both topic and language. You *must* complete one of the Listening exercises per month for each class. 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. 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 pages of the Skills Booklets. 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. There are ideas in the Teacher's Guide in the Skills Booklets for follow-up tasks that can be done at home. You can also set the Grammar and Vocabulary exercises from the Skills Booklets as homework. If only some of the students have done the homework, you will have to correct it outside class time.

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 grammar and writing tasks.

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

Teacher's Guide

GOLDEN RULES

Things you must remember!

- You absolutely **MUST** follow the Hot English Method (unless you have had clear approval / instructions not to do so by management). Following the 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 Hot English magazine

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

Teacher's Guide

LEARNING A LANGUAGE

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

The greater the exposure to comprehensible input the greater the learning. The Reading and Listening exercises from 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.

Lesson Plan template

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Teacher: _____	Company and Group: _____
Level: _____	Date: _____
Company: _____	Class code: _____
Class time: _____	Unit in Skills Booklet: _____

Lesson objectives <i>Time:</i> <i>Resources:</i>	
Review <i>Time:</i> <i>Resources:</i>	
Warmer <i>Time:</i> <i>Resources:</i>	
Stage 1 <i>Time:</i> <i>Resources:</i>	
Stage 2 <i>Time:</i> <i>Resources:</i>	
Stage 3 <i>Time:</i> <i>Resources:</i>	
Stage 4 <i>Time:</i> <i>Resources:</i>	
Stage 5 <i>Time:</i> <i>Resources:</i>	
Stage 6 <i>Time:</i> <i>Resources:</i>	
Round up / Cooler <i>Time:</i> <i>Resources:</i>	
Homework <i>Time:</i> <i>Resources:</i>	

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):

hot English Teaching Ideas

Some ideas for using Hot English magazine in class.

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

Warmers

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

Guess the topic

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

Picture Fun

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

Vocabulary guessing

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

Pros & Cons

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

Brainstorm & ranking

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

Name it!

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

Story keyword invention

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

Quiz

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

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

True or false quiz

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

Paragraph fun

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

Whisper chain

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

Paragraph fun II

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

Debate

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



Class survey

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

a. yes b. no

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

Speak out

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

Dictionary race

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

Find someone who...

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

Find someone who...

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

Etc.

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

Scattergories

Write a list of categories on the board, including one or two that tie into the topic or theme in the article or listening text. For

example: *animals, food and drink, sports, school subjects...* Students work in teams. Say a letter of the alphabet. Students have two minutes to think of a word from each category beginning with that letter. When the time is up, students say their words. The group with the most words from all the categories wins.

Running dictation

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

Follow-up activities

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

Dialogue fun

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

Scrambled Sentences

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

Yes, but...

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

Mini-interview

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



Bingo

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

Dictation

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

Definitions

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

Punctuation nightmare

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

Missing words

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

Definitions

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

Presentation

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

Role-play conversation

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

Picture representation

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

Article attack

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

Article grammatical error

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

Article content error

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

Did we read that?

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

Article memory

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

Article termination

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

Article question formation

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

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

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

Memory

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

Noughts and Crosses

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

Board rub

On the board, write up a paragraph or section from an article or conversation. Give your students a few minutes to remember it. When your students are ready, rub out between six and 10 of the words. See who can remember what the words were. Write the



words back in again. Then, repeat the process with different words. After a while, start rubbing out complete phrases or lines and ask who can remember what they were. Finally, rub out all the text. See if you can reconstruct it as a class, or if your students can do it in teams. Give prompts to help them out now and then.

Conversation memory

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

Newsreaders

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

Vocabulary building

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

Answer key: 1 2 3 4 5 6 7 8

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

Memory chain

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

- S1: *I went to the bank yesterday and withdrew some money.*
 S2: *I went to the bank yesterday and withdrew some money and cashed a cheque.*
 S3: *I went to the bank yesterday and withdrew some money and cashed a cheque and paid some bills...*

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

Back to the board

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

Taboo

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

Anagrams

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

Hangman

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

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

Pictionary

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

Banana!

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

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

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



Charades

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

Spelling competition

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

Auctions / betting / gambling

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

Post-it race

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

Article summary

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

Parts of speech

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

Article tense search

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

tense you have named, gets a point for his/her team. For example:

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

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

Teacher: Perfect!

What's the word?

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

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

Student: Exhausted.

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

Pronunciation

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

Phoneme fun

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

Minimal pairs

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

Which word next?

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

Similar sounds & bingo

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

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

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



Syllable stress

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

Connected speech

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

Emotional outburst

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

Emphasis

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

- You want **ME** to give you the money.
- You want me to give you the **MONEY**.
- 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:

- I've got some apples in my bag.
- 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:

- Do you like it?
- 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:

- If she wanted to use it, I'd let her.
- 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.



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Self-Assessment

Welcome to the Hot English Method, consisting of the Skills Booklets and Hot English magazine. Before starting the course, take some time to reflect on your own personal language needs.

A General objectives

What are your personal objectives for this year?

- a. To improve my speaking skills.
- b. To improve my listening skills.
- c. To improve my reading skills.
- d. To improve my pronunciation.
- e. To improve my writing skills.
- f. To increase my range of vocabulary.

Other?

B Language experiences

Complete the sentences / choose the correct options.

- a. I've been studying for _____ years.
- b. I'm good at _____ but I need to improve _____.
- c. I've studied **abroad / in a language academy / at school / at work / other**.
- d. I've lived in an English-speaking country (name of country: _____) for _____ years.
- e. I find **listening / speaking / writing / English pronunciation / reading** difficult.

C Language objectives

Complete the sentences.

- a. I would like to learn how to _____.
- b. I need to know how to _____.
- c. It is important in my job to know how to _____.
- d. I have difficulty with _____.
- e. I need to improve _____.

Other?

D What do you do to improve your English outside the class?

Put ticks.

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

E English in use

Put ticks.

- a. I use English in my job.
- b. I sometimes have meetings / make telephone calls / write e-mails in English.
- c. I sometimes travel to English-speaking countries as part of my job.
- d. I often deal with English-speakers as part of my job.
- e. I sometimes find myself in social situations with English-speakers.
- f. I mostly deal with native English speakers.
- g. I mostly deal with non-native English speakers.

Other?

F Class activities

What do you find most effective in class? Put ticks.

- a. Developing speaking fluency.
- b. Working on listening skills.
- c. Interacting with other students in English.
- d. Discussing things with the teacher.
- e. Working on new vocabulary.
- f. Doing writing activities.
- g. Playing language games.

Other?

Unit 0

Welcome to the Hot English Intermediate Skills Booklet. Good luck!

1 Table completion

Read the text. Then, complete the table below.



Hi, I'm Harriet Grant. I'm 32 years old. I'm Australian and I live in Sydney. I'm a stockbroker. I work at *Silverman&Smiths*. At the weekend, I go swimming and surfing.

Hello! I'm Nigel Bailey. I'm Scottish and I live in Edinburgh. I'm 29 years old. I work in a restaurant as a chef. I also play the guitar in a band. Once or twice a month we do concerts in bars and pubs in the city. It's great fun!



Hi, I'm Lauren Bramwell. I'm 28 years old. I'm from England, but I'm living in Singapore at the moment. I'm a journalist and I travel a lot. I love skiing and sailing.

	Harriet	Nigel	Lauren
Surname			
Age			
Nationality			
City of residence			
Job			
Hobbies			

2 Conversation completion

Complete the conversation with the words from below.

am company from are is born

- Jean: Hi, Nick.
 Nick: Hi, Jean.
 Jean: How (1) _____ you?
 Nick: Fine, thanks. And you?
 Jean: I (2) _____ fine, thanks.
 Nick: Jean, this (3) _____ Greg.
 Jean: Pleased to meet you, Greg.
 Greg: Pleased to meet you.
 Jean: So, Greg, where are you (4) _____?
 Greg: Well, I was born in England, but I was brought up in the States. What about you?
 Jean: I was (5) _____ in Canada, but I've lived in the UK for most of my life.
 Greg: Interesting. So, what do you do?
 Jean: I work in a computer software (6) _____. And you?
 Greg: I'm working as a lawyer for an international law firm. I've just... *[fades out]*

3 Matching – useful questions

Match the questions (1 to 6) to the answers (a-f).

1. What time do you get up during the week?
 2. What do you usually have for breakfast?
 3. How do you go to work?
 4. What time do you leave work?
 5. What do you do in the evenings during the week?
 6. What do you do at the weekends?
- a. By bus.
 b. I usually watch a bit of TV.
 c. About six in the evening.
 d. About seven in the morning.
 e. A bowl of cereal and some toast.
 f. I play tennis, go to the cinema, meet up with friends...

4 Verb tenses

Complete the sentences. Use the tense indicated in brackets.

1. He _____ (live) near here. (Present Simple)
 2. They often _____ (play) tennis. (Present Simple)
 3. She _____ (not eat) at home during the week. (Present Simple)
 4. They _____ (watch) a film. (Present Continuous)
 5. He _____ (not listen) to the song. (Present Continuous)
 6. We _____ (work) in the office. (Present Continuous)
 7. She _____ (be) at a party last night. (Past Simple)
 8. I _____ (walk) home last night. (Past Simple)
 9. We _____ (not see) her in the park. (Past Simple)

5 Question time

Answer the questions.

- What did you have for dinner last night?
- What did you watch on TV last night?
- Where did you go last weekend?
- When was the last time you went to the cinema?
- What did you see at the cinema?
- What music did you listen to last week?
- Who did you have lunch with last week?

6 Picture matching

Match the words (1 to 8) to the pictures (a-h). Can you think of any more "office" words?

1. Desk
2. Computer
3. Printer
4. Photocopier
5. Telephone
6. Bookshelf
7. Filing cabinet
8. Bin / wastepaper bin / trash can (US English)



Your turn!

Use the words to describe your office. Write three sentences.
For example: *There's a photocopier on the first floor. / There's a filing cabinet next to my desk.*

7 Vocabulary

Write 4 more words for each word group.

1. Germany, Brazil, France...
2. Swimming, tennis, football...
3. Teacher, journalist, manager...
4. Hat, trousers ("pants" in US English), socks, shorts...
5. Supermarket, theatre, cinema, clothes shop...
6. Rice, sugar, honey, potatoes...
7. Washing machine, dryer, microwave oven, MP3 player...

8 E-mail completion

Complete the e-mail with the correct form of the verbs in brackets. Use the Past Simple.

To: **Jessica@yahoo.com**

Subject: **Re: fantastic weekend**

Hi Jessica,
How's it going? We're staying in a villa in the country. It's fantastic. We (1) _____ (go) for a walk this morning. We (2) _____ (get up) early and (3) _____ (walk) for about 12 kilometres! Then, we (4) _____ (eat) our sandwiches on the top of a mountain. We (5) _____ (leave) soon afterwards because it was a long way back. We (6) _____ (get) home at about 6pm. What did you do at the weekend? Let me know. Speak soon,
Jamie.



9 Telephone dialogue

Read the dialogue. Then, answer the questions.

- Julian:** Hello?
Britney: Oh, hi. This is Britney. Is Julian there, please?
Julian: Speaking.
Britney: Oh, hi, Julian. It's Britney. How's it going?
Julian: Not too bad. What can I do for you?
Britney: I was just wondering whether you had Stephanie's mobile phone number?
Julian: Yes, I think so. Hang on a minute. Yes, here it is, it's 605 448 309.
Britney: I'm sorry I didn't get that. There's a lot of noise here. Could you repeat it, please?
Julian: Sure! It's 605 448 309.
Britney: 605 448 305?
Julian: No, that's a nine at the end: 605 448 309.
Britney: Oh, OK. Great. Thanks a lot. See you soon.
Julian: Bye.
Britney: Bye.

1. Who answers the phone?
2. Who is calling?
3. Whose number does Britney want?
4. What is the number?
5. Why can't Britney hear very well?

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

TOP TIP!

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

REMINDER!

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

REMEMBER!

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

STARTING THE UNIT

Google and print images/posters of a variety of films: *Casablanca*, *The Shining*, *Thelma and Louise*, *Taxi Driver*, *Psycho*, etc. Stick the images up around the room or on a table. Students walk around and comment on the films. Ask them who stars in the films, who directed them, what they think of them, etc.

MAKING GRAMMAR FUN

Presentation

Write down five sentences about you: three true and two false. Use the Present Simple and the Present Continuous. Here are some sample sentences (invent your own if you wish):

- I go jogging in the park every day. (false)
 - I'm living in a hotel at the moment while I'm looking for a new flat. (false)
 - I go to the cinema every weekend. (true)
 - One of my favourite films is *Pulp Fiction*. (true)
 - I often get up late at the weekend. (true)
- Dictate each sentence one at a time. Students vote on whether they think it's true or not. They get a point if they're correct. The student with the most points wins. Afterwards, write up some of the sentences on the board. Elicit the names of the tenses. Ask your students how the tenses are formed and when they're used. Then, refer your students to the grammar pages of this unit.

Practice

Play "Pelmanism". Write the following jobs on slips of paper: *director, actor, journalist, sound*

engineer, fire-fighter, pilot, actor, bartender

Then, on other separate slips of paper, write the following Present Simple descriptions and Present Continuous actions:

He works for a film studio. He's shooting a movie right now. / She works in a theatre. She's rehearsing for a play right now. / She works for a newspaper. She's interviewing a politician right now. / She works in a studio. She's mixing some audio recordings right now. / She works in a fire station. She's putting out a fire right now. / He works for an airline. He's landing the plane right now. / He works in Hollywood. He's learning his lines right now. / She works in a bar. She's making a cocktail right now.

Make as many photocopies as you need. Make two piles: one with the jobs on slips of paper, and another pile with the descriptions and actions. Put your students in pairs and give each pair two piles: the slips with the jobs, and the slips with the descriptions and actions. Tell your students to lay the slips face down in the middle of the table in two separate groups. Students have to find a matching pair, i.e. a job and its corresponding description and action. For example, "actor" + "She works in a theatre. She's rehearsing for a play right now." In order to do this, students take turns picking up two slips (one from each pile). If the slips match, the student keeps them. If not, he/she turns them over again and puts them back in exactly the same place. The trick is to remember what is on each slip of paper and where it's placed. The winner is the player who collects the most pairs.

Speaking Task

Give your students plenty of time to prepare for this task. Remember to use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

On the board, write a pool of verbs in the third person Present Simple: *interviews, plays, loves, shows, feels, stars, includes, talks, works, thinks, likes, acts, dances, watches*.

Draw a table with three columns and the following headings:

/ s / / z / / ɪz /

Give your students an example of each sound: *walks (/s/); runs (/z/); teaches (/ɪz/)*.

Tell your students to listen and repeat the words with you, paying careful attention to the endings. Finally, dictate the verbs from the board in random order for students to categorise according to the pronunciation of the third person "s".

- / s / = *talks, works, thinks, likes, acts*
- / z / = *interviews, plays, loves, shows, feels, stars, includes*
- / ɪz / = *dances, watches*

Tell your students to listen and repeat the verbs with you. Then, dictate four sentences with the verbs. Say the sentences at natural speed with connected speech. Ask for volunteers to write the sentences on the board and to mark any connected speech.

- He watches a lot of television.
- She teaches at a school.
- She often works at the weekend.
- He lives in a small village.

Extra

Put your students into pairs. On the board, write the following topics for them to discuss in pairs: *films / hobbies / books / exhibition / theatre / music / food, etc.* Students take turns quizzing each other about their likes and dislikes. Then, students report back to the class. This way, students will practise the third person "s". For example:
Student A: Silvia likes films. Her favourite film is *Bridget Jones*. She goes to the cinema every month, etc.

Follow-up

For homework, students write up an interview between a journalist and a famous person. Tell your students to use the Present Simple and the Present Continuous where possible.

FLUENCY PRACTICE –

REVISION!

The verb to be

Ask your students these questions.

- What's the longest river in the world?
- What's the currency in the UK?
- What's the capital of Germany?
- Who is the current president of the USA?
- What's the capital of China?
- What's 16 plus 5?
- What's 64 divided by eight?
- What's 12 times four?

Website addresses

Dictate these website addresses.

- www.drake-cameras.com (hyphen)
- www.seenyou.there.com
- www.wehave_it_all.com (underscore)
- www.baked-goods.com
- www.abbie.electronics.co.uk

Numbers

Dictate the numbers.

146 893 509 218 459 216 744
2,900 4,333 2,808 7,893 23,489
18,892 90,806 15,876 33,870

UNIT 1 Film Fun

Objectives

Vocabulary: Film descriptions

Language: The Present Simple & The Present Continuous

Useful skills: E-mail writing: starting/ending an e-mail

1 Film taglines

Complete the film **taglines*** with the words from below.

innocence roll blood screaming man

comedy alone

1. "A romantic _____. With zombies."
Shaun of the Dead (2004)
2. "Oh yes, there will be _____." *Saw 2 (2005)*
3. "The last man on Earth is not _____."
I Am Legend (2007)
4. "If Nancy doesn't wake up _____, she won't wake up at all." *A Nightmare on Elm Street (1984)*
5. "The first casualty of war is _____." *Platoon (1986)*
6. "The mission is a _____." *Saving Private Ryan (1998)*
7. "Does for rock and _____ what *The Sound of Music* did for hills." *This Is Spinal Tap (1984)*

*Tagline

A film tagline is a short phrase that's used to promote a film. It's part of the overall marketing strategy for the movie.

Think about it!

Have you seen any of the films from this page? What did you think of them? Which of the taglines do you like best? Why? How would you translate these taglines into your own language? Do you know any other film taglines? What are they?



Vocabulary: Film descriptions

1 Film matching

Match the film genres (1 to 9) to the films (a-i).

1. Action-adventure film
2. Film noir
3. B-movie
4. Romantic comedy (rom-com)
5. Horror film
6. Comedy
7. Historical drama
8. Biopic
9. Science-fiction film



2 Descriptions

Read the definitions of the words. Then, complete the sentences (1 to 7) with the correct words.

- **Fictional:** a "fictional" character or story has been invented. "Non-fictional" books are based on real people, facts and true stories.
- **Classic (noun):** a "classic" is a book which is well-known and considered to be of a very high literary standard.
- **Gory:** a "gory" film, computer game, scene or story involves a lot of blood or killing.
- **Tedious:** boring and dull.
- **Entertaining:** if something is "entertaining", it is enjoyable and fun to read.
- **Moving:** if something is "moving", it makes you feel sad.
- **Implausible / unconvincing:** not believable / not realistic.

1. It was a light but _____ novel that was perfect for the summer holiday.
2. The characters in the story were totally _____ and I found it hard to take any of them seriously.
3. It was a disgusting film with a lot of _____ death scenes.
4. It was a _____ account of a banker from Croydon who gets abducted by aliens.
5. The story was extremely _____ and made me feel a bit depressed.

6. The book was so _____ that I couldn't even bring myself to open it.
7. Dickens' book *Great Expectations* is one of the _____ of English literature.

Your turn!
Use the words to write two sentences about films or books you've seen or read.

3 Film review

Read the film review. Then, write **T** (true) or **F** (false).

FilmFantastic.com

Home About Us Services Products Support Contact

Reviews >>>
Notting Hill >>>

Notting Hill (1999) is a romantic comedy that stars English actor Hugh Grant and American actress Julia Roberts.

It's directed by Roger Michell and it was a huge box office success. In the film, bookstore owner William Thacker (played by Hugh Grant) falls in love with glamorous superstar Anna Scott (Julia Roberts) and starts a relationship with her. But the big question is, can it last? With an excellent soundtrack and a well-written script, the film has some great moments. It's shot on location in Notting Hill (London), and I'd definitely recommended it.

1. The film was made in 1999.
2. It stars Rowan Atkinson.
3. It was directed by Julia Roberts.
4. Hugh Grant plays the part of William Thacker.
5. He falls in love with a Russian princess.
6. The film was shot in Notting Hill.

Think about it! Films

What are some of your all-time favourite film? What genre of films do you like? (horror, comedy, romantic, action-adventure, film noir, science fiction, etc.) Who are some of your favourite actors/actresses? Why? Who are your favourite directors? Why? What are some of the best films you've seen recently? Do you like watching films in their original language? Why? Why not? Which English-speaking actors/actresses are fairly easy to understand?

Language Structures:

The Present Simple & Present Continuous

Affirmative	Negative	Interrogative
I go.	I don't go.	Do I go?
You go.	You don't go.	Do you go?
He goes.	He doesn't go.	Does he go?
She goes.	She doesn't go.	Does she go?
It goes.	It doesn't go.	Does it go?
We go.	We don't go.	Do we go?
They go.	They don't go.	Do they go?

The Present Simple

We often use contractions with the Present Simple: don't = do not; doesn't = does not.

We can use the Present Simple to describe regular facts, habits and regular actions. We often use adverbs of frequency (*always, sometimes, never, etc.*) to describe how often we do these things. For example, "She often goes to the gym on Fridays."

Typical time expressions with the Present Simple include: *every Friday, on Mondays, once a week, twice a month, in the morning, at the weekend.* For example: "He goes to the cinema about once a month."

We can use question words (*what, when, where, why, etc.*) with the Present Simple. For example, "What do you usually do at the weekends?"

Please see the Resource Section for more information.



Fact file analysis

Fact file

Name: Kiera Bennett
Age: 31
Nationality: Canadian
City of residence: Hong Kong
Occupation: accountant
Favourite genre of film: horror / science-fiction
Hobbies: tennis, windsurfing, snowboarding
Plans for this summer: a beach holiday in the Caribbean



1. What's her full name?
2. How old is she?
3. Where is she from?
4. Where does she live?
5. What does she do?
6. What types of films does she like?

Your turn!
 Write a Fact File card about yourself, a colleague or a friend.

Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple.

1. The film _____ (star) an unknown French actor.
2. The director _____ (not want) to shoot the scene outside.
3. The soundtrack _____ (include) songs by famous artists.
4. _____ you _____ (think) they'll like the film?
5. _____ he _____ (want) to get a drink?
6. They _____ (not like) this one.

Affirmative	Negative	Interrogative
I'm working.	I'm not working.	Am I working?
You're working.	You aren't working.	Are you working?
He's working.	He isn't working.	Is he working?
She's working.	She isn't working.	Is she working?
It's working.	It isn't working.	Is it working?
We're working.	We aren't working.	Are we working?
They're working.	They aren't working.	Are they working?

The Present Continuous

We often use contractions with the Present Continuous. For example: *I'm = I am; you're = you are; he's = he is; she's = she is; it's = it is; we're = we are; they're = they are.* The negative forms are: *isn't = is not; aren't = are not.*

We can use the Present Continuous to talk about activities in progress. We often use time expressions such as *right now, at the moment* and *now*. For example, "**She's talking to him right now.**"

We can also use the Present Continuous to refer to temporary situations or changes that are taking place over a period of time. For example, "**The rate of unemployment is coming down.**"

We can use the Present Continuous for future plans, often at a fixed time and with a specific person. For example, "I'm playing tennis with her on Friday at 7pm."

1 Picture description

Look at the photos. What can you see? Make four sentences using the Present Continuous. For example: *The people in picture one are walking.*



2 Question word completion

Complete the questions with the correct question words.

- A: _____ are they doing? B: Playing basketball.
- A: _____ do they live? B: In Los Angeles.
- A: _____ time does she get to work?
B: About 10am.
- A: _____ does the aeroplane leave?
B: In twenty minutes.
- A: _____ are they complaining?
B: Because they're angry.
- A: _____ are they having the meeting?
B: In room number 87.

3 Sentence completion

Complete the sentences with the correct forms of the verbs in brackets. Use the Present Continuous.

- The television presenter _____ (interview) the guest.
- The singer _____ (not sing) any of his well-known songs.
- The police officers _____ (arrest) the criminal.
- The doctor _____ (talk) to the patient.
- The cleaners _____ (not clean) the office.
- The flight attendant _____ (bring) the passenger her food.

4 Conversation

Choose the correct options to complete the conversation.

Rebecca: So, what's *Strangers on a Train* all about?
Mason: Two men, Bruno and Guy (1) **are travelling / travel on a train**. They (2) **sitting / are sitting** opposite one another. After a while, they (3) **start / starting** talking. Guy is a professional tennis player and he (4) **wants / is wanting** to get divorced from his wife so he can marry a senator's daughter and start a career in politics. Bruno, on the other hand, (5) **is thinking / thinking** about killing his father so he can inherit the family fortune.

Rebecca: Interesting.

Mason: Anyway, Bruno (6) **has / is having** this great idea: Guy will kill Bruno's father, and Bruno will kill Guy's wife. That way, no one will ever find out who did it (in theory, of course). At first Guy (7) **thinks / is thinking** it's a joke, but Bruno is serious. Later, Guy (8) **is finding out / finds out** that his wife has been murdered. Now, Guy is a suspect and he (9) **has / is having** to escape from the police.

Rebecca: So, what (10) **happens / is happening** in the end?

Mason: Ah, well, you'll have to see the film. I wouldn't want to spoil it for you.

Your turn!
Write a film review. Use the Present Simple and Present Continuous where possible.

5 Film proposal analysis

Read the film proposal. Then, answer the questions. Afterwards, see if you can identify any examples of the Present Simple or Present Continuous. Why are these tenses being used?

Film proposal: My Summer

Hi Frankie,
How's it going? Here's a summary of the film script I've written. It's called *My Summer* and it's the story of a university student, Emil, who gets a job at a café in a quiet seaside town in northern France.

Emil wants to work as a criminal profiler. He enjoys observing people, and keeps a diary of the customers who come to the café. They include tourists and local characters from the small town. He tries to guess where they live and what kind of hobbies or habits they might have.

One day, a strange man comes into the café. He looks familiar, but Emil isn't sure where he's seen him. Eventually, he remembers: the elderly man is a famous gangster who has recently been released from jail after serving a twenty-year sentence. The man comes back to the café every day, and soon the two of them become friends. But one day, the elderly man tells Emil an incredible secret: he's... [to be continued]

- What's the name of the film?
- In the film, where is Emil working?
- What does he write in his diary?
- Who are the customers?
- What is Emil studying to be?
- Who is the strange man?

6 Fluency practice

Answer the questions. Invent answers in order to answer affirmatively.

- What do you do?
- What are you doing at the moment?
- What clothes do you usually wear to work?
- What are you wearing at the moment?
- Where does your brother/sister/aunt, etc. work?
- What is he/she doing at the moment?

Film Talk

Activity type: a description**Task**

You're going to talk about a film you like. Choose a movie that you're familiar with and prepare a brief description of it. Give details on the following: the plot, the director, the actors/actresses, how successful it was, what you liked about it, what happens, etc. Be prepared to answer questions about it. Remember to use the Present Simple and Present Continuous for your description of the story.

Talking about a film

- It's about...
- In the opening scene,
- It starts off in...
- It's set in...
- It stars...
- It's directed by...
- At first,...
- Then,...
- After that,...
- In the end,...
- Eventually,

Asking about a film

- What's the film about?
- Where's it set?
- Who stars in it?
- How does it start?
- What happens next?
- What happens in the end?
- What other films has he/she made?
- What are the actors like?
- What's the soundtrack like?



USEFUL SKILLS

Writing e-mails PART 1

Starting / Ending an e-mail

1 Parts of the e-mail

Write numbers next to each part of the e-mail.

- Greeting
- Summary of the topic (re:)
- Opening
- Goodbye
- Main body
- Subject box line
- Closing / signing off

To: barbara@joneston.com
Subject: 1. reports to discuss

2. Re: Reports from last week

3. Dear Barbara,

4. I hope that you're well and that you enjoyed your Easter break. A couple of things:

5. I really like the poster design. I think it's perfect. Please send us a PDF of the final file so we can print it this week.

6. I look forward to seeing you next week.

7. Best regards,
Mike Smithers

2 Starting and ending an e-mail

Which expressions can we use to start and end an e-mail? Think. Then, read over the list below to compare your ideas.

Starting the e-mail

- Dear Sir/Madam, [formal]
- Dear (Ms Smith), [formal]
- Hi (Jennifer), [informal]
- Hi, [informal]

Opening the e-mail

- I hope you're well and that you enjoyed your (Easter break).
- I hope you had a pleasant weekend.

Closing / signing off

- All the best and speak soon.
- I look forward to seeing you next week.
- I look forward to hearing from you soon.
- I hope to hear from you soon.

Saying goodbye

Formal

- Yours sincerely, [if you know the person, or have used the person's name]
- Yours faithfully, [if you don't know the person, or haven't used the person's name]
- Kind regards, ● Best regards, ● Regards,

Semi-formal

- Best wishes, ● All the best, ● Yours,

Informal

- Bye! ● Bye for now,

3 Write an e-mail

Write an e-mail to a colleague. Give him/her one piece of information. Follow the format of the e-mail above.

To:

Subject:



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

TOP TIP!

Quizzes are a fun way to start a class. You could organise a quick quiz using some of the errors or new words that you've noted down on the Error Correction Sheet.

REMINDER!

Do the corresponding listening activities from Hot English magazine. If you don't have a CD or MP3 player, ask the DOS or ADOS to provide you with one. Listening is an extremely important language skill for students to develop.

STARTING THE UNIT

Using the "Text message" key on the opening page, tell your students to write three questions in text message speech. For example, "wat time wil u b there?" Students should write each question or message on a separate slip of paper. Collect all the slips and then hand them out again so that each student has three slips (but none of their own). Tell your students to write replies to the text messages, using text language. Later, students read out their messages. The class votes on the best ones.

MAKING GRAMMAR FUN

Presentation

Play "Bingo". Write a list of infinitives on the board: *see, go, be, have, get, want*, etc. Give each student a slip of paper. Students write down three verbs in the past. Tell your students you're going to tell them what you did last weekend. As students are listening, they should listen out for the verbs you use. Talk about your weekend. Describe what you did, who you saw, what you ate, etc. Students cross out the verbs they've written as they hear them. The first student to cross off all their verbs calls out *Bingo!* and wins the game. Example of a story:

So, this past weekend, I **saw** some friends. On Friday, I **went** to the cinema to see the latest Tim Burton film. It **was** great. Then, we **had** a drink in a bar. On Saturday, I **got** up early because I **wanted** to buy a present for my sister's birthday. Etc.

Remember to use the verbs from the board. Finally, write up part of the story on the board.

Tell your students to identify any past tense verbs. Then, refer your students to this unit's grammar pages.

Practice

On scrap pieces of paper, write down different verbs from this unit. For example, *work, send, buy, want, take, eat, like, think, read, have*, etc.

Then, put your students into pairs and give each pair a pile of verbs and tell them to place them face down in the middle of the table.

Next, tell your students to take turns taking a verb from the top of the pile. Students then make a sentence with the verb before asking their partner a question. For example:

Student 1: (play) Yesterday, I played tennis. Did you do any sport yesterday?

Student 2: No, I didn't. (Student 2 takes a slip of paper and does the same.)

Speaking Task

This is a storytelling exercise. Students study all the information and complete the sentences. Then, they prepare their mobile phone anecdote. Give your students plenty of time to prepare for this task.

While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation Past tense verbs

Refer your students to the Past Tense pronunciation verb sheet at the back of this Teacher's Guide. Demonstrate the three different ways of pronouncing the past simple verbs: *played, walked, and visited*. Then, write the verbs from the table below in random order on the board. Students have to classify the regular verbs according to the pronunciation of the -ed ending. Afterwards, tell your students to repeat the verbs after you.

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

Ask your students if they can identify any patterns. The final consonant sounds of the verb endings in the /d/ sound are all voiced; and the final consonant sounds of the verb endings in the /t/ sound are all unvoiced. Finally, write a couple of sentences on the board. Tell your students to listen and repeat them with you and to identify any connected speech (where sounds merge to form new sounds).

- We played it inside. (We play di tinside.)
- They watched it on television. (They watch di ton television.)
- The plane landed at six. (The plane lan di dat six.)

Follow-up

For homework, students write up the story they told for the Speaking Task.

FLUENCY PRACTICE

REVISION!

The Present Continuous

Read the words and tell your students to make sentences, questions and negative sentences with the key words.

Example: She / play / the drums.
= She's playing the drums. / Is she playing the drums? / She isn't playing the drums.

- Martin and Jenna / eat / at a restaurant =
- She / talk / to the boss =
- He / make / dinner =
- Felix / send / a fax =
- Tania / sleep / on the sofa =

E-mail addresses

Dictate these e-mail addresses.

- Richard-jones@gmail.com (hyphen)
- ben77@ace.com
- abby-smith@hotmail.com
- gordon_barnes@yahoo.com (underscore)
- marcie33@rob.com
- hilary.plast@gmail.com

Clock times, dates, telephone numbers & numbers

Dictate these clock times, dates, telephone numbers and numbers. Read out the clock times with half past / a quarter to, etc.

13:30 15:15 19:45 20:10 15:25
1987 1766 1877 2005 2001
01372 245 387 01222 439 877
34,843 21,898 55,834 68,834

UNIT 2 Mobile Mania

Objectives

Vocabulary: The phone

Structures: The Past Simple

Useful skills: Telephone English: answering the phone

Text messages

Translate the mobile phone text sentences. Use the "Key" below to help you. There are irregular spellings that you will have to correct.

I'll cu @ 6.

1

Wot ru doing 2nite?

2

Send it 2 me.

3

Will b bak @ 4.

4

Can't come bc I'm bazy.

5

I can't c it.

The test is ez.

7

6

The film woz gr8.

8

Mike n Bob r coming 2nite.

9

Key

@ = at
4 = for, four
2 = to, too, two
u = you
bc = because
woz = was
r = are
b = be
c = see
n = and

Have u got a
tenis racket?

10

We'll w8 4 you.

11

Ru coming by car?

12



Think about it!

Do you prefer to text, call or send an e-mail? Why? What was the last text message you sent? Who did you send it to? Did you use any abbreviations? Which ones? Have you ever sent a text message in English? What did you write about? How often do you send text messages with your mobile phone?

Vocabulary: the phone

1 Labelling

Label the parts of the phone. Use the words below.

- | | |
|-----------------|-----------|
| menu | (1) _____ |
| screen | (2) _____ |
| key pad | (3) _____ |
| answer button | (4) _____ |
| end-call button | (5) _____ |



2 Collocations

Add the words from below (or any others) to form collocations. Then, make three sentences with any of the expressions.

- | | | | | |
|-----------------|---------------------|------------------------|--------|-----------|
| a mobile phone | a DVD player | a mobile phone battery | | |
| a text message | an e-mail | a message | a call | the phone |
| a beeping sound | a voicemail message | | | |

- Turn / switch on... *a mobile phone, a DVD player...*
- Turn / switch off...
- Send...
- Receive...
- Delete...
- Write...
- Make...
- Pick up...
- Answer...
- Leave...

3 Voicemail messages

Read over the voicemail messages. Then, write a name (Patrick / Susan / Dylan) next to each statement.

Voicemail message 1

Hi, it's Patrick. Just calling to ask how you are. Your sister told me that you'd been ill all weekend. Let me know if I can get you anything. Get well soon! Bye.

Voicemail message 2

Susan here. I'm just calling to say that we didn't get the contract I'm afraid. Disappointing news I know but we just couldn't reach an agreement. Anyway we can talk about it on Monday. See you then.

Voicemail message 3

Hi, it's Dylan. I was just calling to say congratulations! Jackie told me you got the job. I'm really pleased for you. I know how much you wanted it. Anyway we'll celebrate properly when I see you at the weekend. Bye!

Who is calling...

1. ...to congratulate someone? _____
2. ...to say that they'll talk about it on Monday? _____
3. ...to ask how someone is? _____
4. ...to say that they'll see one another at the weekend? _____
5. ...to offer to help? _____
6. ...to give some bad news? _____

Your turn!
Write a voicemail message.



Think about it! Mobile phones

Who did you call on your mobile phone yesterday? Why? Did you make any emergency calls on your mobile last year? Why? Did you call for any takeaway food last week? What did you order? Did you send any text messages yesterday? Who to? Have you saved any new numbers to your address book recently? Whose numbers were they? Have you ever lost your mobile phone? Have you ever called a wrong number? What was the last photo that you took with your mobile phone? What do you do with the photos on your mobile phone?

Language Structures:

The Past Simple

Affirmative	Negative	Interrogative
I worked.	I didn't work.	Did I work?
You worked.	You didn't work.	Did you work?
He worked.	He didn't work.	Did he work?
She worked.	She didn't work.	Did she work?
It worked.	It didn't work.	Did it work?
We worked.	We didn't work.	Did we work?
They worked.	They didn't work.	Did they work?

We often use contractions with the Past Simple: didn't = did not.

Typical time expressions with the Past Simple include: last week / last month / last night / an hour ago / three days ago / in the past / yesterday

We use the Past Simple to refer to actions from the past that are complete and remote. For example, "I gave it to him last week."

We add **-ed** at the end of regular Past Simple verbs, but there are many important irregular verbs that you will have to learn: *see-saw*; *do-did*, etc. For example, "I saw her at the party."

We use *was/were* for the past of the verb *to be*; and *could* for the past of *can*. For example:

- a) She was in the car.
- b) They couldn't see it.

We can use question words (*who, what, when, where, why*, etc.) with the Past Simple. For example, "Who did you see there?"

1 Matching

Match the questions (1 to 6) to the answers (a-f).

- 1. What time did he finish the work?
- 2. How did she get home?
- 3. Who did they give the money to?
- 4. When did you go there? Last year?
- 5. Why did they leave so quickly?
- 6. Where did she go for her holiday?

- a. No, four years ago.
- b. Australia.
- c. About 9pm.
- d. Michelle.
- e. By taxi.
- f. Because they had a plane to catch.

2 Order

Put the words in the correct order.

- 1. there / we / last week / went
- 2. I / the food / burnt
- 3. cut / she / her finger

- 4. to close / they / the window / forgot
- 5. last night / got wet / the floor
- 6. heard / the noise / she
- 7. the room / to / showed / I / them
- 8. the meeting / on Friday / was / I / thought

3 Sentence completion

Complete the sentences with the correct forms of the verbs in brackets. Use the Past Simple.

- 1. We _____ (see) a great film last night.
- 2. She _____ (buy) me a new shirt.
- 3. I _____ (not want) that one.
- 4. He _____ (take) a great photo of us all together.
- 5. They _____ (eat) all the food.
- 6. I _____ (not like) the song.
- 7. _____ you _____ (hear) that?
- 8. What _____ they _____ (think) of the story?

4 Mobile phone stories

Read the stories. Then, answer **T** (true) or **F** (false). Afterwards, look through the story and find some examples of the Past Simple. Why is this tense being used?

Lost!

Just last month, I was in Copenhagen with some friends when I got lost. After lunch on our first day, we went sightseeing around the centre. As we were walking through the streets, I popped into a restaurant to go to the toilet. I was only in there for a minute or so, but when I came out my friends weren't there. I tried calling them on my mobile but the battery was dead and I didn't have any money with me, so I couldn't use a phone box. Eventually, I had to spend the afternoon on my own, until we all met up back at the hotel.

By Charles

Embarrassed!

Last week, I was in the theatre with a colleague from work. About half-way through the show, my mobile phone started ringing. Everyone in the theatre could hear it and turned round to see whose phone it was. Annoyingly, I couldn't find the phone in time to turn it off. Then, a few seconds later, it made a loud beeping sound – the noise the phone makes when someone has left a message. It was so embarrassing.

By Juliet

- 1. Charles was in Paris.
- 2. He went into a bar so he could go to the toilet.
- 3. After coming out, he couldn't find his friends.
- 4. He couldn't call his friends because his mobile phone battery was dead.
- 5. In the other story, Juliet's mobile phone started ringing while she was at the cinema.
- 6. Later, the phone made a loud beeping sound.

5 Sentence creation

Create as many sentences as you can in the Past Simple in just two minutes. Use the Past Simple forms of the verbs below. Use both affirmative and negative forms.

work, walk, talk, speak, eat, prepare, fix, take, catch, drink, live, drive, get, give, go, keep, sell, show, watch, listen, run, call, learn, think, make, wake, drive

6 Story completion

Complete the news stories with the correct form of the verbs in brackets. Use the Past Simple.

The most expensive download of all time

A mobile phone company recently (1) _____ (charge) a subscriber \$66,000 for downloading several films from the internet via his mobile phone. The man (2) _____ (use) a service that supposedly (3) _____ (offer) "unlimited downloading". However, he hadn't read the contract properly. One of the clauses (4) _____ (state) clearly that the maximum you could download was 600 megabytes (MB). After receiving the bill, the man (5) _____ (appeal) against the charges.

Mobile phone saves man in death fall

A thirty-year-old man (6) _____ (have) a miraculous escape after an accident. He was driving along a mountain road when the car (7) _____ (fall) 100 metres down a mountain side. Amazingly, he survived, although he was unconscious. His partner reported him missing, but police (8) _____ (not know) where he was. Two days later, he woke up and called the police with his mobile phone. He told them where he was. He is currently in hospital. "Without my mobile phone, the police would never have found me," the man (9) _____ (explain).

Your turn!

Write a short story involving a mobile phone.

7 Fluency practice

Answer the questions.

- Did you drive anywhere yesterday?
- Did you go out last week? What did you do?
- Did you watch anything on TV last night? What was it like?
- Did you meet anyone new last year? Who?
- Did you go out to a restaurant last month? Which one?
- Did you get any phone calls this morning? Who from?
- Did you buy anything new last month? What?
- Did you visit any interesting websites last month? Which ones?



Phone Fun

Activity type: telling an anecdote

Task

You're going to tell a mobile phone anecdote. Use the incomplete sentences below, or invent a story of your own. Write notes for the story and try to answer the following questions: Where were you when it happened? When were you there? Who were you with? What happened? What happened next? How did you get out of the situation? What happened in the end? Practise telling the story. Then, use your notes to tell the story to a colleague / the class. Answer any questions.

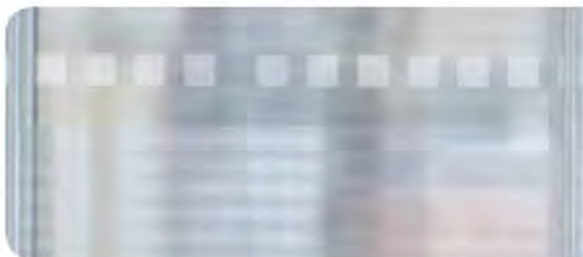
- I accidentally forwarded a text message to...
- My phone rang during a job interview and...
- I accidentally deleted...
- I ended up with a massive phone bill after...
- My mobile phone saved my life when...
- I used my mobile to answer the advert for...
- I was stuck in traffic and I used my mobile to...
- There was no signal, so I couldn't...
- As I was talking, my battery died, so...

Starting the story

- Something terrible happened to me last month.
- I had a terrible day yesterday. First,...
- Something really funny happened to me once.
- I've got a funny story to tell you.
- At first, I was...
- It all started on...
- It started off quite normally. I...
- Did I ever tell you about the time I...?

Asking questions about a story

- So, what happened then?
- Why did you do that?
- Who was that?
- Where did she come from?
- What happened in the end?
- What did he say?
- Who were you with?
- How did you get out of it?



hot english magazine  **Remember!** You must do the *Reading and Listening* activities in Hot English magazine.

USEFUL SKILLS Telephone English PART 1

Answering the phone

Discussion

What expressions can we use to answer the phone in an informal setting (at home, for example)? What about in a more formal setting (in a company, for example)? What can you say to introduce yourself? Think of as many expressions for answering the phone as you can. Then, read over the expressions below.

Answering the phone

- Amstan Incorporated. How may I help you? [company]
- Sam Masters here. How can I help you? [personal]
- Hello? (informal)
- Who's calling? (informal)

Identifying yourself [notice the use of "this"]

- Hello. This is Nick Saunders.
- Hi, this is Sally Fields.
- Hi, this is Bernadette from the accountant's office.
- Hi, this is Laura speaking.
- Hi. I'm calling from Spencer Systems.

Questions to the caller

- Who's calling, please?
- Which company are you calling from, please?
- What was the nature of the call, please?
- What was it regarding?
- What is the call in connection with?

Confirming information

- Yes, that's right.
- Yes, that's me.

Asking to speak with someone

- Could I speak to Bob Mitchell, please?
- Is Mrs Smith there, please?
- I'd like to speak to Mrs Smith, please.

The phone call

Complete the phone call with any words of your choice.

- Receptionist:** Spackton Engineering. How (1) _____ I help you?
- Caller:** Good afternoon. (2) _____ is Janet Peters. Could I speak to Mrs Notes, please?
- Receptionist:** I'm sorry but what was your (3) _____ again, please?
- Caller:** Janet Peters.
- Receptionist:** Which (4) _____ are you calling from, please?
- Caller:** Tunbridge Computer Systems.
- Receptionist:** OK. I'll just put you through. [one minute later] I'm (5) _____ but the line appears to be busy. Would you like to leave a (6) _____?
- Caller:** Yes, please. Could you tell her to (7) _____ me on 689 389 349, please?
- Receptionist:** That's 689 389 349, isn't it?
- Caller:** Yes, that's right.
- Receptionist:** OK. I'll make sure she (8) _____ the message. Bye.
- Caller:** Thanks. Bye.

Writing

Write out a phone dialogue similar to the one above. Practise it with a partner.



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

TOP TIP!

Either give the grammar or vocabulary exercises as homework, or do them in class together orally. You could write exercise questions on the board and elicit the answers from students. Later, students can do the same exercise at home alone.

REMINDER!

Set homework once a week even if your students "can't" do it. Remind them that doing work outside class is essential for developing their language skills.

STARTING THE UNIT

On the board, write "World Famous Mysteries". Put your students into pairs. Tell them that they have two minutes to brainstorm as many mysteries as possible. Give an example to start your students off. Then, refer your students to the opening page to check their ideas. How many did they think of?

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to read out a story. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the story below, or invent your own. Remember to add in examples of the Past Continuous.

It was a dark, stormy night and I was sitting in the living room watching the TV. I was lying on the sofa all alone, watching a horror film. I had some popcorn in a bowl on a table beside the sofa. All of a sudden I heard a noise outside. I looked up and saw a dark shadow walk across the window. It was an old man. He was wearing dark clothes and he had a hat pulled down over his eyes. Then, I heard a noise at the front door. Someone was trying to get in. I lay there, petrified, unable to move. Who was it? All of a sudden I heard a familiar voice, "Hi, there. Is anyone at home?" It was my dad. I hadn't recognised him in all his rain clothes.

When you've finished, ask four comprehension questions. For example, "Where was I lying? / What was I watching on TV? / What was I eating? /

What was the strange man wearing?" Students get a point for each correct answer. Then, when you've finished, write one of the Past Continuous sentences on the board. Ask your students to identify the tense. Ask them how it's formed and when it's used. Then, refer them to this unit's grammar pages.

Practice

Do a chain story with past tense forms. Make photocopies of the following, and spread it out so it fits on an A4 page, with spaces between the lines:

1. I was lying in bed when...
_____ (What happened?)
2. It was a dark and stormy night and I was...
_____ (What were you doing?)
3. Suddenly, an alien appeared at the window and...
_____ (What did it do?)
4. When I saw his face, I...
_____ (What did you do?)
5. The alien took me to...
_____ (Where?)
6. When we got there, I saw...
_____ (What did you see?)
7. All of a sudden, I heard...
_____ (What did you hear?)
8. In the end, I managed to...
_____ (What did you manage to do?)

Give a photocopy of the sheet to each student. Individually, each student completes the first sentence, then folds the page over so it can't be seen. Then, they pass it round to the person on their right. All students now complete the second sentence and repeat the same procedure. Students continue until all the sentences have been completed and the piece of paper is folded to the last instalment. Now, tell your students to unfold their stories. Students read through it. They will have a disjointed story but the result should be interesting and funny to read. Invite volunteers to read the stories out.

Speaking Task

This is a storytelling exercise. Students study all the information and prepare their stories. Give your students plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

On the board, write /f/ versus /s/. Tell

your students to listen and repeat the following words:

- a) she, shoe, sugar
- b) see, saw, Sam

Then, tell your students to write the numbers 1-10 on a piece of paper. Dictate the words below. For each word dictated, students write down the symbol that corresponds to the "s" sound in each word. For example, for number 1, students write: saw "s".

- | | |
|-------------------|------------------|
| 1. saw "s" | 6. strange "s" |
| 2. Stonehenge "s" | 7. monster "s" |
| 3. ship "ʃ" | 8. shroud "ʃ" |
| 4. see "s" | 9. storm "s" |
| 5. Shore "ʃ" | 10. suddenly "s" |

Finally, write a tongue twister on the board. Put students into pairs to practise saying the tongue twister: She sells sea shells by the seashore.

Follow-up

For homework, tell your students to write up their story from the speaking task.

FLUENCY PRACTICE –

REVISION!

Present Simple & Present Continuous

Ask your students the questions. Tell them to invent where necessary.

- What sport do you do at the weekend?
- What are you doing right now?
- What do you normally do when you get back from work?
- What are you doing this evening?
- Where does your sister work?
- What is she doing at the moment?
- Where do you go for lunch?
- What are you having for lunch today?

Website addresses

Dictate these website addresses.

1. www.yestime.com
2. www.up-to-you.com (dash)
3. www.go_for_it.com (underscore)
4. www.helprow.com
5. www.salesforyou.com
6. www.antikbook.com
7. www.ukbuses.org.uk
8. www.newspaper.co.uk

Numbers

Dictate these numbers.

- | | | | | | |
|--------|---------|---------|--------|-------|-----|
| 4th | 7th | 1st | 2nd | 9th | 3rd |
| 1.4 | 78.3 | 90.1 | 0.23 | 1,467 | |
| 2,599 | 13,222 | 26,901 | 55,980 | | |
| 60,907 | 324,781 | 476,109 | | | |

UNIT 3 That's Unusual!

Objectives

Vocabulary: Prepositions of movement

Structures: The Past Continuous

Useful skills: Socialising: introductions

World famous mysteries

Write a name from below next to each description (1 to 8). What do you know about these mysteries? What possible explanation could there be for them?

Atlantis The Loch Ness Monster Stonehenge

The Nazca Lines The Moai of Easter Island

The Bermuda Triangle The Abominable Snowman

1. It's an area in the Atlantic Ocean where a number of ships and planes have disappeared.

2. It's a legendary large underwater creature that many people believe lives in a big lake in Scotland.

3. It's a large creature like an ape that some people say they have seen in the Himalayas.

4. It's a prehistoric circle of stones in southern England.

5. It's a mythical lost city that was supposed to have disappeared under the sea.

6. They're a series of gigantic images carved into the ground in Peru.

7. They're enormous ancient stone human figures with large heads.

Think about it!

What else do you know about these mysteries? Are there any unsolved mysteries from your country? What are they? Do you like reading about mysteries? Why? Why not?

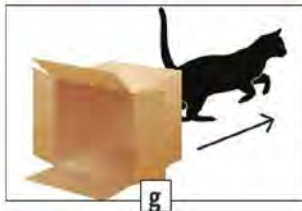
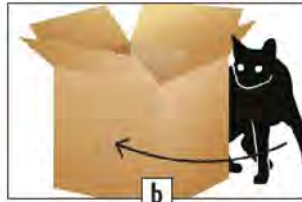


Vocabulary: Prepositions of movement

Matching

Match the sentences with verbs of movement (1 to 7) to the pictures (a-g).

- The cat went **up** the box.
- The cat went **down** the box.
- The cat jumped **onto** the box.
- The cat jumped **off** the box.
- The cat got **into** the box.
- The cat moved **away from** the box.
- The cat went **around** the box.



Sentence completion

Complete the sentences with prepositions of movement.

- She took her feet _____ the table when the boss walked in.
- They kept walking _____ the hill until they got to the top.
- The man tried to catch the dog, but it ran _____ from him.
- She walked _____ to the bottom of the mountain.
- After three months of living in the country, we moved _____ to the city.
- He jumped _____ the bed and fell asleep immediately.
- As he walked _____ the room, everybody jumped out and shouted, "Surprise!"

Article analysis

Read the online blog post. Then, answer the questions.

Mystery.com

Home About Us Services Products Support Contact

Mysteries » »

The Mary Celeste

On 4th December 1872, sailors from the ship the Dei Gratia noticed a strange vessel drifting in the Atlantic Ocean. After getting close enough, they climbed aboard and looked for any signs of life, but they couldn't find anyone. The ship, the Mary Celeste, was completely empty. Where were the crew? What had happened? No one was sure, but over the years there have been a number of theories. Some say that the captain of the Mary Celeste fought with the crew and that they all died, or that pirates kidnapped and killed the crew. Others say that there was a terrible storm and that everyone fell overboard. There was even a theory that aliens took the captain and crew up to their spaceship. But in the end, the most probable theory was the following: the ship was carrying 1,700 barrels of alcohol. At some point, the captain smelt fumes from the alcohol and panicked. Thinking that the ship was about to explode, he ordered everyone into the lifeboat and they all rowed away as fast as possible. Of course, the ship didn't explode, but by then it had drifted too far away and they couldn't get back on.



Of course, the truth remains a mystery!

- When was the Mary Celeste discovered?
- Who did the sailors from the Dei Gratia find on the Mary Celeste?
- According to one theory, what did aliens do to the captain and crew?
- How many barrels of alcohol was the ship carrying?
- What did the captain think might happen to the ship?
- What did the captain and crew do as a result?

Your turn!

Write about a mystery (either real or invented).

Think about it! Prepositions of movement

Have share prices been going up or down recently? Why? Have house prices been coming down? Why? Why not? Have you ever been back to the house where you lived as a child? What was it like? Are you thinking of moving away from the area where you live? Why? Why not? Have you ever jumped onto a bed or sofa and broken it? When? Where? What happened?

Language Structures:

The Past Continuous

Affirmative	Negative	Interrogative
I was working.	I wasn't working.	Was I working?
You were working.	You weren't working.	Were you working?
He was working.	He wasn't working.	Was he working?
She was working.	She wasn't working.	Was she working?
It was working.	It wasn't working.	Was it working?
We were working.	We weren't working.	Were we working?
They were working.	They weren't working.	Were they working?

We often use contractions with the Past Continuous:

wasn't = was not; weren't = were not.

We form the Past Continuous with *was / were* and a verb + *-ing*. For example, "He was reading the book."

We use the Past Continuous to refer to an action that was in progress at some point in the past. For example, "She was working on the project at 8pm."

We can use the Past Continuous to refer to an action that was in progress in the past. For example, "She was listening to music while she was working."

Please see the Resource Section for a more detailed explanation.



Matching

Match the questions (1 to 6) to the answers (a-f).

1. What was wrong with the DVD player?
2. What was the saleswoman trying to sell you?
3. What were you doing when I called?
4. What were Kate and her friends doing last night?
5. Why didn't you answer the door?
6. Where were you going this morning?

- a. I couldn't get the DVD out.
- b. To the shops.
- c. I was sleeping on the sofa.
- d. A subscription to a pay-per-view TV channel.
- e. Because I was wearing my pyjamas.
- f. They were eating out in a restaurant.

Ordering

Put the words in the correct order to complete the sentences.

1. writing / she / an e-mail / was
2. weren't / we / television / watching
3. was / I / arguing / him / with
4. making / they / dinner / were
5. the phone / was / Nell / using
6. tennis / were / you / playing

Instant messages analysis

Read the instant messages. Then, answer the questions.

The screenshot shows a text message thread. At the top, it says 'Messages' and 'Clear'. The battery level is 63%. The messages are as follows:

- Chloe:** What were you up to last night? I tried calling about 9pm but there was no signal.
- Owen:** Dinner party with some friends. I must have switched the phone off.
- Chloe:** How did it go?
- Owen:** Not too good – I burnt the main dish. I was chatting to the guests and I'd forgotten all about it! Luckily, I had some frozen pizzas in the freezer.
- Chloe:** LOL! Very funny! Hey, I was talking to Ben about going out tonight. Do you feel like coming?
- Owen:** I think I'm going to pass – I need some sleep.
- Chloe:** We were thinking about going to the cinema.
- Owen:** What time?
- Chloe:** We're meeting at 8pm outside the Odeon in the high street. Film starts at 8.15.
- Owen:** OK. See you there!
- Chloe:** Great!

At the bottom, there is a 'Send' button.

1. What was Owen doing at 9pm last night?
2. Who had he invited to his place?
3. Why couldn't he answer the phone?
4. Why did he burn the main dish?
5. Where's Chloe going tonight?
6. What's Owen going to do?

Your turn!
Write an instant message dialogue between two friends. Say what you were doing last night.

1 Picture description

Look at the photos. What can you see? Make four sentences using the Past Continuous. For example: *The man in picture one was sleeping.*



2 Sentence creation

Create as many sentences as you can in the Past Continuous in just two minutes. Use the verbs below. Use both affirmative and negative forms.

watch, work, walk, take, drink, eat, fight, fly, get, give, go, hide, hit, hurt, wear, keep, sell, show, shoot, see, run, call, learn, think, move

3 Online news story

Choose the correct words to complete the story. Afterwards, see if you can identify any examples of the past continuous.

Recorder Online



Snake on a Plane

Australian pilot Captain Blennerhassett (1) *flying / was flying* from Darwin to Peppimenarti (in northern Australia) when he (2) *saw / seeing* a snake crawling up his leg. Immediately, he (3) *radioed / was radioed* air traffic control. 'Look, you're not going to believe this, but I've got a snake on the plane!' he (4) *shouted / shouting* into the radio. At the time, the plane (5) *was flying / was flew* at an altitude of 4,000 metres. The captain (6) *decide / decided* to make an emergency landing. 'As the plane (7) *coming / was coming down*, the snake was crawling down my leg,' he told reporters. 'I was really worried because I (8) *didn't know / wasn't knowing* whether the snake was poisonous or not,' he added. There are about 100 species of venomous snakes in Australia, some of them deadly. Luckily, the snake (9) *turning / turned out* to be harmless. Authorities later found a frog on board. They said the snake probably boarded the plane in an attempt to catch the frog.

4 Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the Past Continuous or Past Simple.

- As I was talking to her, the phone _____ (start) to ring.
- While we _____ (eat), the last two guests arrived.
- I was sleeping on the sofa when I _____ (hear) the scream.
- As she was sitting in the park, it suddenly _____ (begin) to rain.
- We _____ (have) a drink when the police officer walked in.
- While they were walking in the park, they _____ (see) Phoebe.

5 Story analysis

Read the story. Then, tick (✓) Yes or No. Afterwards, circle any examples of the past continuous.

Tiger Terror

Sara Faerber, 28, had a terrible fright while she was walking her dog early in the morning in Braunschweig, Germany. It was 6:45am and still quite dark when Sara saw what looked like a tiger on a bridge ahead of her. Immediately, she telephoned the emergency services. Minutes later, police, armed with tranquiliser guns, rushed to the scene to try to capture the escaped creature... only to realise it was a life-sized stuffed toy. Sara, who is short-sighted, said, 'I was walking along the street when I suddenly saw this creature that looked like a tiger. It was sitting there watching me. I stood still for a couple of seconds, and then I started walking backwards, and finally I ran off as fast as I could. While I was running, I sort of expected it to jump on my back at any moment. I was really scared.' The police were not amused! Apparently, it isn't the first time this kind of thing has happened in Germany. Last year, a man called police after he mistook a toy leopard for the real thing.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Was she walking the dog at the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Was it after 8am when the incident occurred? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did she think she'd seen a tiger? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the police shoot it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Was the "tiger" moving about when Sara saw it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is this the first time that something like this has happened? | <input type="checkbox"/> | <input type="checkbox"/> |

6 Fluency practice

Answer the questions. Invent where necessary.

What happened while you were...

- ...walking in the park?
- ...reading in bed?
- ...watching the film?
- ...listening to the music?
- ...playing tennis?
- ...talking to a friend?

UNIT 1 That's Unusual! SPEAKING TASK

Unusual event

Activity type: telling a story

Task

You're going to tell a story. Think of something unusual that has happened to you or someone else, or that you've heard about on the news. Alternatively, just invent something. Then, start making notes. Use the prompts below to help you prepare your story. You can use notes to help you tell the story or you can do it from memory. You cannot read the story out word for word.

- Who
- When
- Where
- What happened
- Why did it happen
- How was it resolved
- What happened in the end
- What were the consequences

Sequencing your story

- In the beginning... / At first...
- Then, / After that, / Next,
- As soon as she realised... she...
- But then,
- Suddenly,...
- As she was getting ready, a...
- Finally,... / In the end,... / Eventually,...
- After two days,... / After three hours,...
- At the same time... / Meanwhile...

Story expressions

- Without thinking,...
- Instinctively,...
- Very cautiously,...
- Without warning, it suddenly,...
- Little by little,...
- Without realising it, I had,...
- Trying to keep as quiet as possible, I,...
- Gradually,...



hot
english
magazine



Remember!

You must do the *Reading* and *Listening* activities in Hot English magazine.

USEFUL SKILLS

Socialising PART 1

Introductions

1 Conversation creation

What expressions can you use to introduce yourself in English? How can you introduce someone else in English? Think of as many expressions as you can. Then, check below to compare your answers.



Introducing yourself

Vicky: Hi, I'm Vicky. Pleased to meet you.
Bob: Pleased to meet you, Vicky. I'm Bob.

Sarah: How do you do?
John: How do you do?

Sam: Hello, I'm Sam.
Amy: Pleased to meet you, Sam.

Brian: Hi, I'm Brian.
Keira: Nice to meet you, Brian.

Ruby: Hi, my name's Ruby.
Mark: Hi, Ruby. I'm Mark. Here's my business card.

Introducing someone

- This is Paula.
- I'd like to introduce you to Jane.
- Have you met Jessica before?
- You know Crispin, don't you?
- You don't know Martina, do you?
- Have you met my colleague, Josh?
- I'd like you to meet my colleague, Keira.
- This is Sam. He works in the editorial department.
- Mike, this is Betty.

Shaking hands

Most people from English-speaking countries shake hands on meeting someone for the first time, and for subsequent meetings. In formal situations, it isn't common to kiss people on the cheek.

2 Conversation completion

Complete the conversation with the words from below. Louise and Darren are at a conference during a mid-morning break.

think staying meet idea met business
before shall work here

Introductions!

Louise: Hi. I'm Louise. Pleased to meet you.
Darren: Darren Johnston. Pleased to (1) _____ you.
Louise: Have you been here (2) _____?
Darren: No, it's my first time.
Louise: So, what did you (3) _____ of the talks?
Darren: Oh, they weren't too bad. So, where do you (4) _____?
Louise: Rogers International.
Darren: I'm with Peterbake United. Here's my (5) _____ card.
Louise: I've got one somewhere. (6) _____ you are. Hey, have you (7) _____ Mark? Darren, this is Mark.
Mark: Hi. Pleased to meet you.
Darren: Pleased to meet you.
Mark: I could do with a coffee. (8) _____ we go and get one?
Louise: Good (9) _____.
Darren: I think there's a café near here.
Mark: Great. So, which hotel are you (10) _____ at?
Darren: Well, I... [fades out]

3 Conversation creation

Write out a conversation between two people who have just met.

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

REMINDER!

Remember to ask your students if they're enjoying the course or if there is anything else they'd like to cover. Do this at least once every two weeks.

TOP TIP!

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

STARTING THE UNIT

Write out the questions below (or any others) on pieces of paper and stick these around the room or on a table. Leave some space for students to write their names or any other information on it. Students walk around and write any comments on the slips of paper. Afterwards, collect them in and hand them out so that each student has one. Students take it in turns to report back with any interesting information related to the questions.

- Has anyone ever thrown a surprise party for you?
- Have you ever been in a play?
- Have you ever ripped an item of clothing in public?
- Have you ever waved at someone you don't know by mistake?
- Have you ever laughed until you cried?
- Have you ever fallen asleep in a party?
- Have you ever shaken hands with a famous person?
- Have you ever milked a cow?
- Have you ever built an igloo?
- Have you ever tried any extreme sports?
- Have you ever sung in public?
- Have you ever hitchhiked?
- Have you ever fired a gun?
- Have you ever been inside a police car?
- Have you ever had to cook for more than 20 people?

MAKING GRAMMAR FUN

Presentation:

Read out the following statements (or any others) about famous people (without mentioning the person). If your students are having difficulties, write the names on the board for them to choose from.

- This person has written lots of books about a young magician. (JK Rowling)
- This person has dressed up as a giant chicken for a restaurant where he was working. (Brad Pitt)
- This person has won an Oscar. (Kate Winslet)
- This person has won a gold medal for the 100-metre sprint. (Usain Bolt)
- This person has starred as a cowboy in many films. (Clint Eastwood)

Students listen carefully. The first person to call out the correct name gets a point for his/her team. When you've finished, write one of the sentences on the board. Ask your students to identify the tense. Ask them how it's formed and when it's used. Then, refer your students to this unit's grammar pages.

Practice

Students write out six survey questions using the Present Perfect. When they're ready, they go around the room interviewing one another. Later, they can report back to the rest of the class with any interesting findings.

Speaking Task

This is an interview. Students read over all the information and prepare for the interview. Give them plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Dictate the names of famous people (these or others): *Michelle Obama, Hilary Clinton, Nicolas Sarkozy, Ted Turner, Stella McCartney, Michael Moore, Kate Winslet.*

Ask for volunteers to read back the names and write them on the board. Then, ask for other volunteers to pronounce the names. Which letters are silent? Which letters have a weak sound (the schwa sound)? Highlight any silent

letters or schwa sounds. Tell your students to listen and repeat the names with you. Then, in pairs, students practise saying the names.

FLUENCY PRACTICE

REVISION!

Short answers

Ask your students these questions. They answer with short answers.

- Does your brother work in Paris?
- Do your parents live in the city centre?
- Does your uncle ride horses?
- Did you go out last night?
- Were you studying for an exam last week?
- Have you had dinner yet?
- Is your mother French?
- Are your parents working right now?
- Did you go out last night?
- Have you got the time?
- Is it time to leave?

Spelling

Dictate the names for your students to write down.

Jennifer Brown, Steven Smith, William Marsh, Bridget Paine, Samantha Barker, Jane Simmonds, Brian Goodall, John Shorecliff, Margaret Brideshead, Bob Davies.

Extra

Play "Noughts and Crosses" with the following expressions: *enter a competition, pose for a portrait, buy an antique, forget someone's name, tell a joke, win a prize, cheat in an exam*, etc. First, write the expressions on the board. Ask your students questions with the expressions. For example, "Have you ever entered a competition?" Then, rub them off the board and draw a 3x3 grid. In each square of the grid, write the nouns from the expressions. For example, for "enter a competition", write the word "competition" in one of the squares. Next, divide the class into two teams: "Noughts" (O) and "Crosses" (X). A member of "Noughts" chooses a square and completes the collocation with the correct verb. The team has a few seconds to confer. If the team gives the correct answer, draw a nought (O) in the square. Now it's the other team's turn. The first team with three O's or X's in a row wins.

Follow-up

For homework, students write up a dialogue based on the interview from the Speaking Task.

UNIT 4 Let's get personal!

Objectives

Vocabulary: Personal experiences

Structures: The Present Perfect

Useful skills: E-mail writing: making requests

Survey

Answer the questions *yes* or *no*.

Have you ever...

- ...been on TV?
- ...broken a bone?
- ...driven a sports car?
- ...fallen asleep in a party?
- ...seen a ghost?
- ...cooked a meal for more than 10 people?
- ...spoken to more than 50 people?
- ...been trapped in a lift ("elevator" in US English)?
- ...fired a gun?
- ...been inside a police car?
- ...been given a surprise?

Think about it!

Have you ever answered any questions for a survey? What was it about? Can surveys provide us with useful information? In what ways? When was the last time you read about the results of a survey? What was the survey about? Was the information interesting? How?



UNIT 4 Let's get personal!

VOCABULARY

Vocabulary: personal experiences

1 Useful verbs & expressions matching

Match the verbs (1 to 6) to words (a-f).

1. Lose...
2. Win...
3. Sail...
4. Be...
5. Fall...
6. Change...



a asleep



b your wallet / purse



c a car tyre



d a race



e in a film



f around the world

2 Questions

Now answer the questions *yes* or *no*. Have you ever...

1. ...lost your wallet / purse?
2. ...won a race?
3. ...sailed around the world?
4. ...been in a film?
5. ...fallen asleep during a class?
6. ...changed a car tyre?

3 Collocations

Create expressions with words from the two boxes. Then, write two sentences with any of the expressions.

A
*be enter pose forget tell cheat win fall lie
 live drop be*

B

*in danger a lie in love to someone a competition
 a joke for a picture in danger someone's name
 abroad a prize in an exam asleep a vase*

For example: *cheat in an exam: I've never cheated in an exam.*

4 Online quiz analysis

Read over the online quiz. Then, write **T** (true) or **F** (false).

Vote

Do our online quiz! Write your answers in the spaces provided.

Name: Rebecca

Q: Have you ever been in danger?

A: *Yes, I have. Once, I found a scorpion in my shoe. Luckily, I saw it before I put the shoe on.*

Q: Have you ever won a prize?

A: *No, not yet.*

Q: Have you ever walked into a lamppost?

A: *Yes, I have. I was looking in a shop window, not really concentrating. Next thing I knew, I crashed into a lamppost.*

Q: Have you ever forgotten someone's name?

A: *I do that all the time!*

Q: Have you ever broken anything valuable?

A: *I was in a museum when I knocked over a vase. It broke into a thousand little pieces, which is ironic really because it was about a thousand years old!*

Q: Have you ever lived abroad?

A: *When I was younger, my mum got a job in Sweden and we went to live there for three years.*

Q: Have you ever played a joke on anyone?

A: *Yes! A few times!*

Read other answers!

1. Rebecca has never been in danger.
2. She has never won a prize.
3. She once walked into a shop window and broke the glass.
4. She often forgets people's names.
5. She once broke something in a museum.
6. She never plays jokes on people.

Think about it! Experiences

Have you ever ridden an unusual animal? Have you ever tried any extreme sports? Have you ever hitchhiked anywhere? Where did you go? Have you ever worn a silly hat in public? Have you ever fallen down in public? Have you ever played a joke on someone?

Language Structures:
The Present Perfect Simple

Affirmative	Negative	Interrogative
<i>I've played it.</i>	<i>I haven't played it.</i>	<i>Have I played it?</i>
<i>You've played it.</i>	<i>You haven't played it.</i>	<i>Have you played it?</i>
<i>He's played it.</i>	<i>He hasn't played it.</i>	<i>Has he played it?</i>
<i>She's played it.</i>	<i>She hasn't played it.</i>	<i>Has she played it?</i>
<i>It's played it.</i>	<i>It hasn't played it.</i>	<i>Has it played it?</i>
<i>We've played it.</i>	<i>We haven't played it.</i>	<i>Have we played it?</i>
<i>They've played it.</i>	<i>They haven't played it.</i>	<i>Have they played it?</i>

We often use contractions with the Present Perfect. For example: *I've = I have; you've = you have; he's = he has; she's = she has; it's = it has; we've = we have; they've = they have.*

The negative forms are: *haven't = have not; hasn't = has not.*

We use the Present Perfect Simple to refer to actions that have happened some time before now, without mentioning exactly when. For example, "I've read all of her books."

We can also use the Present Perfect to talk about actions from the past that have some connection to the present. For example, "I've finished all the work."

We use a past tense verb when we want to specify when, where, why, etc. something happened. For example:

- A:** Has she ever been abroad?
B: Yes, she has. She went to Singapore last summer.

We can also use the Present Perfect to say how long something has happened. We use this to refer to things that started in the past and have continued up until now. For example, "He's been sick for the past week." [He's still sick.]

We can use *for* or *since* in response to questions with how long:

- a)** *for* + period of time: *for one hour, for six minutes, for three days...*
b) *since* + specific time: *since last week, since 1999, since May, since 6pm...*

Please see the Resource Section for a more detailed explanation.



1 Matching

Match the questions (1 to 5) to the answers (a-e).

- Have you ever won a prize?
 - Have you ever been in danger?
 - Have you ever changed a car tyre?
 - Have you ever been on television?
 - Have you ever fallen asleep during an exam?
- Yes. I once found myself face to face with a tiger.
 - I once helped a friend change one at the side of the motorway.
 - Yes, I have. I was interviewed for the six o'clock news once.
 - Yes. I finished early and decided to have a little sleep.
 - No, I haven't, but I came second once.

2 Profile analysis

Read the information. Then, tick (✓) Yes or No.

Profile: Chloe Paulson

Hi, I'm Chloe Paulson. I'm 31 years old. I'm American but I live in London. I'm a news reporter. I've worked and lived in many countries around the world, and I've been a reporter for about six years now. I've interviewed many famous people, including the president of the United States, and the prime minister of the UK. I've travelled a lot these past few years, and I've been to many different countries – mostly in Europe and Africa. I haven't been to Asia yet, but I'm hoping to go next year. I've been in danger a number of times as I often report from war zones.



- | | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 1. Has Chloe ever interviewed a famous person? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Has she ever lived abroad? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has she been a reporter for more than five years? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has she ever been to India? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has she ever been in danger? | <input type="checkbox"/> | <input type="checkbox"/> |

Your turn!
Write a short profile of yourself. Include information on what you've done in life.

1 Ordering

Put the words in the correct order to complete the sentences.

- money / he / made / a lot of / has
- has / she / the photo / taken
- I / her / seen / haven't
- the car / hasn't / she / bought
- the rooms / they / cleaned / have
- replied to / I / the e-mails / haven't

2 "To do" list analysis

Look at Petra's "To do" list and answer the questions. Use **already**, **still not** or **not yet** and write in full sentences.

"To do" list

- paint the picture ✓
- write the report ✗
- buy new software program ✗
- paint the studio walls ✓
- order more pens ✓
- send the images by e-mail ✗

Has Petra...

- ...painted the picture yet?
- ...written the report yet?
- ...bought the new software program yet?
- ...painted the studio walls yet?
- ...ordered more pens yet?
- ...sent the images by e-mail yet?

3 Sentence creation

Create as many sentences as you can in the Present Perfect in just two minutes. Use the verbs below + **already**, **yet** or **still not**. Use both affirmative and negative forms.

watch, work, walk, take, drink, eat, fight, fly, get, give, go, hide, hit, hurt, wear, keep, sell, show, shoot, see, run, call, learn, think, move, play, break, ride, fall, climb

4 Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Simple.

- She _____ (climb) a mountain.
- He _____ (try) out the new shoes.
- They _____ (not take) the photo yet.
- We _____ (not work) in a factory before.
- They _____ (not speak) to us yet.
- I _____ (already / have) dinner.



5 Survey completion

Complete the interview with the correct form of the verbs in brackets. Use the Present Perfect or Past Simple.

Online survey

Write your answers below.

Have you ever (1) _____ (win) a competition?
Yes, I have. I (2) _____ (win) €3,000 in the lottery about six years ago.

Have you ever (3) _____ (break) a bone?
Not yet!

Have you ever (4) _____ (ride) a camel?
Yes, I have. It (5) _____ (happen) when I was in Egypt visiting the pyramids.

Have you ever (6) _____ (take) a photo of a famous person?
No. But someone (7) _____ (take) a photo of me once with a famous person.

Have you ever (8) _____ (eat) sushi?
Yes, I have.

Have you ever (9) _____ (fall) down in public?
Yes, many times. Just last week, I was walking in the street when I tripped and (10) _____ (fall). It was so embarrassing.



6 Fluency practice

Answer the questions (invent where necessary). Give details using the Past Simple.

- Have you ever had to borrow some money?
- Have you ever lost your wallet or purse?
- Have you ever been in a film?
- Have you ever passed an exam with the top marks?
- Have you ever worked in a hotel?
- Have you ever walked out of a restaurant or shop without paying?
- Have you ever fallen asleep while someone was talking to you?
- Have you ever slept in a tent?

The Personal Interview

Activity type: an interview

Task

You're going to interview someone. Read over the questions below and think of five more to ask. At the same time, think of possible answers to these questions. Then, get into pairs and interview one another. Take turns asking and answering at least ten of the questions from below, or any of your own questions. Get as much personal information as you can!

Biographical questions

- Have you ever won an award? What was it?
- Have you ever been on a team? Give details.
- Have you ever been a leader of something?
- Have you ever given a talk to a big group of people?
- What goals are you working toward at the moment?
- What was your childhood home like?
- What are some of your earliest childhood memories?
- What are some of your fondest memories of your childhood?
- Describe your grandparents. What did you enjoy most about them?
- As a child, did you have any friends that your parents didn't approve of?
- What hobbies did you have as a child?
- Did you ever get into trouble when you were younger?
- What was your first job?
- What do you do in your free time?
- Have you done anything that you really regret? What? Why?
- Is there anything that you are really proud of? What? Why?
- Have you ever changed your physical appearance? (hair colour, style of clothes, etc.)

Asking follow-up questions

- What made you do that?
- Why did you do that?
- What made you think that?
- What was going through your mind when you...
- How did that make you feel?
- How did you feel about that?
- What did you do after that?
- How did that affect you?

Dealing with difficult questions

- I'd rather not discuss that.
- Next question!
- I'm not sure I understand the question.
- What do you mean by that?
- There's no way that I would ever...
- No comment.
- I'm not discussing that with you.
- I'm not answering that.
- That's none of your business.



USEFUL SKILLS

Writing e-mails PART III

Making requests

E-mail order

Put the e-mail in the correct order. What expression is used to ask for something? Write a number in each box.

New Message

To: rebeccawendings@yahoo.com

Subject: our new mobile phone app

a. Could you have a look over it and let us know what you think, please?

b. If you have any other questions about it, please don't hesitate to ask.

c. Dear Ms Wendings,

d. I look forward to hearing from you soon.

e. It was nice to meet you at the conference last week.

f. Best regards,
Frank Forint

g. Attached is a file with some information about a new mobile phone app we've developed.

Making requests

What expressions can we use to make requests in an e-mail? Think. Then, compare your ideas to the ones from below.

Requests / questions

- Could you get that finished by tomorrow night, please?
- Have you got any copies of the report left?
- Is there a spare copy of today's agenda?
- Could you paste it in and send it, please?
- Could you send it by e-mail?
- Would you mind checking it, please?
- Could we have a chat about it?
- Can you let Hannah know that I'll only be in from 4-6 today?
- If you've got the time, could you re-do it and send it again by this afternoon, please?
- Could you check this for mistakes?
- Could you send a copy of this to Margaret, please?
- Could you read through the notes beforehand, please?

E-mail writing

Write an e-mail. Include a request for something.

New Message

To: _____

Subject: _____

RE: _____

Dear _____,



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

REMINDER!

Review any words or grammar seen in the previous lesson. Also, go over any words or mistakes that you jotted down on any Error Correction Sheets.

TOP TIP!

Remember to do lots of listening activities with your students. Use the ones in Hot English magazine! Tell the DOS or ADOS if you need a CD player, or access to the MP3s.

STARTING THE UNIT

In small groups, students brainstorm all the things companies can do to promote themselves. Hopefully, they will come up with the idea of trade fairs – the theme of this unit.

Presentation

Do a comparative dictogloss. Prepare a comparative text about your native country/city compared to the country/city where you're living at the moment. For example:

Rome is much bigger and busier than my city. My home town is the city of Canterbury, which is much smaller than Rome. Rome is more exciting than Canterbury but Canterbury is quieter and more relaxing. I prefer Rome because it's livelier and the weather is much better. There aren't as many bars in Canterbury, either!

First, read the text aloud at normal speed, instructing your students to listen carefully. 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. Tell your students that the aim is to re-create the text as closely as possible to the original. Finally, ask for a volunteer to write the complete text on the board. Highlight the use of comparatives. Then, refer your students to the grammar pages of this unit.

Practice

On scrap pieces of paper, write a list of pairs of things for students to compare. Feel free to add more topics to compare.

For example:

- bus / train
- car / public transport
- city / country
- London / New York City
- hotels / camping
- fast food / home cooking

Put your students into pairs and give each pair a pile of subjects to compare. Tell your students to place the slips of paper face down in the middle of the table. They take turns taking one from the top of the pile. Student A then makes a comparative statement about the subject. Student B then gives his/her opinion. For example:
Student A: Going by train is much faster than going by bus.
Student B: Yes, but the bus is much cheaper.

Speaking Task

This is a presentation. Students study all the information and prepare their presentation. Give your students plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

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

- You are going to (**meet/meat**) Luke later.
 - Drew (**missed/mist**) the bus.
 - Louise was (**bored/board**), so she write a letter.
 - Linda had to (**wait/weight**) for a long time.
 - The cat hurt its (**pour/poor/paw**).
 - Could you (**pour/poor/paw**) the wine, please?
 - Matt got a letter in the (**mail/male**).
- When they have finished, tell your students to listen and repeat the sentences with you. Write the following pairs of homophones on the board: *bored/board; peek/peak; seize/sees; here/hear; ring/wring; knot/not; know/no; where/wear; allowed/aloud; sea/see; hear/here;*

red/read; past/passed; plane/plain; they're/their/there

Put your students into pairs. Individually, students write four sentences with two homophones – two correct and two incorrect. Then, students swap sentences and try to identify the correct ones.

FLUENCY PRACTICE –

REVISION!

Present Simple questions

Ask your students these questions.

- What time do you wake up?
- What time do you usually get up?
- What time do you usually get dressed?
- What time do you have breakfast?
- What time do you leave the house?
- What time do you get to work?
- What time do you have lunch?
- What time do you get home?

Numbers

Dictate these numbers.

196	665	483	927	304	782
128	450	907	1,234	5,834	
9,087	3,093	16,345	38,903		
21,283	51,564	73,487	58,759		
93,282	59,073	34,513			

Extra

Write six comparative sentences on a sheet of paper. Make sure that three of them are correct and three of them have errors (one error per sentence). The sentences with errors can be mistakes that students themselves have made during the course or that particular lesson. For example:

1. The countryside is more quiet than the city. (**incorrect**)
2. Travelling by plane is more expensive than by train. (**correct**)

Now, divide your students into teams and give each team 300 pounds. Write a sentence on the board. Students decide if the sentence is correct or not and bid on it (offering a sum of money). A team captain writes down the amount on a slip of paper, and the correct version of the sentence (if they think it's incorrect). Collect these slips of paper in. Those who win get double their money; those who lose have to give their money to you. Keep a running total on the board of the amounts each team has, and how much you have. Now, start the process again, writing a new sentence on the board.

Follow-up

For homework, students write up their presentation from the speaking task.

UNIT 5 Event Planning!

Objectives

Vocabulary: Trade fairs

Structures: Comparatives & Superlatives / clauses of contrast

Useful skills: Telephone English: giving details

World fairs

Read the information about the fairs. Then, write a letter (A-E) next to each statement (1 to 5).

International trade fairs

A: Mobile World Congress (Barcelona, Spain)

This is the world's largest exhibition for the mobile phone industry. The 2012 event took place in February.

B: Tokyo Motor Show (Tokyo, Japan)

This is a biennial show in October-November for cars, motorcycles and commercial vehicles.

C: Paris Air Show (Paris, France)

This is an international trade fair for the aerospace industry. The main purpose is to demonstrate military and civilian aircraft to potential customers.

D: Games Convention (Leipzig, Germany)

This is an annual video game event that was first held in 2002. Along with the Tokyo Game Show, it's one of the biggest shows of its kind in the world.

E: Frankfurt Book Fair (Frankfurt, Germany)

This is the world's largest trade fair for books. It's held annually in mid-October. Representatives from book publishing and multimedia companies attend.

Which fair...

1. ...is all about cars and vehicles?
2. ...is an annual event for the video games industry?
3. ...is for the mobile phone industry?
4. ...has demonstrations of military and civilian aircraft?
5. ...took place in February in 2012?
6. ...is a trade fair for publishers?
7. ...is for the aerospace industry?
8. ...takes place every two years?

Think about it!

Have you ever been to a trade fair? Which one? What did you do / see / learn there? Have you been to one of the trade fairs mentioned on this page? When? What did you see? Which one would you like to go to? Why? What are some of the most important trade fairs in your country?



UNIT 4 Event Planning!

VOCABULARY

Vocabulary: Trade fairs

1 Trade fair matching

Match the words (1 to 8) to the descriptions (a-h).

1. Exhibitor
2. Attendee
3. Stand
4. Venue
5. Name tag
6. Brochure
7. Freebies / Free stuff
8. Business card

- a. A company / organisation / person that has a stand in a fair.
- b. The place where the fair takes place.
- c. A card with personal and company contact information on it.
- d. A piece of card/plastic with your name on it.
- e. A member of the public who goes to a show/fair.
- f. A booklet with information about a company.
- g. A table where a company displays its goods.
- h. The free things a company gives away - complimentary gifts.

2 Trade fair poster analysis

Read the information on the posters. Then, answer the questions.

28TH ANNUAL BUSINESS FAIR AND CONFERENCE
August 10th – 13th 2014

At the Miami Conference Center

Speakers. Inspirational videos. Books.

For more information, visit www.businessfair.com

a

2014 Careers Fair
Wednesday 20th November
10am – 7pm

Venue:
East Leyden Field House

- Online careers tests.
- CV assistance.
- Career planning with a professional.

For more information, e-mail careersfair@hotmail.com

b

2015 ANNUAL Pet Fair

SUNDAY 14TH MAY
11am – 4pm
WESTON FARM
(just off the M48)

Find the perfect pet for you and your family. Plus...

- PET GROOMING.
- PET CARE ADVICE.
- FASHION PARADE.

Visit WWW.PET.FAIR.COM

c

1. When is the Business Fair?
2. Where can you go for more information about it?
3. What time does the Careers Fair end?
4. Who can you contact for more information?
5. Where will the Pet Fair take place?
6. What time does it start?

Your turn!
Design a poster for a trade fair (real or invented).

3 Trade fair brainstorm

Think of as many types of trade fair as you can in just two minutes.

- a pet fair a careers fair a property fair a language fair

4 Collocations

Add words to the expressions to create more collocations.

1. Attend... *a business fair, a conference...*
2. Take place... *in a business centre, in a castle...*
3. Take place... *in July, in the morning...*
4. Hand out... *a business card, free material...*
5. Talk to... *a potential customer...*
6. Explain... *how something works, where to get something...*
7. Demonstrate... *how something works...*
8. Exchange... *business cards...*

Think about it! Trade fairs

Have you ever worked on a stand in a trade fair? What was it like? Who did you talk to during the trade fair? Did your company get any interesting leads? What happened as a result? Which trade fair would you like to go to? Why? Have you ever hosted an event or party? How did you organise it? Has your city or country ever hosted a major event?

Language Structures:

Comparatives & Superlatives / clauses of contrast

There are various words and expressions that we can use for comparing things. Here are a few of them.

Comparatives

- a) This book is **longer than** the other one.
- b) That chair is **more comfortable than** this one.

Superlatives

- a) This is **the longest** book.
- b) That is **the most comfortable** chair.

as... as

- a) This book is **as long as** the other one.
- b) That chair is **as comfortable as** this one.

not as... as

- a) This book **isn't as long as** the other one.
- b) That chair **isn't as comfortable as** this one.

too + adjectives

too many (countable nouns) / *too much* (uncountable nouns)

- a) This book is **too long**.
- b) There are **too many** chairs. / There's **too much** sugar in this food.

Adjective + *enough*: "This book isn't long enough."


enough + noun: "I think there are enough chairs."

Speech bubble completion

Complete the speech bubbles with the words from below.

- best longest worst boring

1. It was probably the _____ meal I've ever had! It was horrible!




2. It's the _____ picture I've ever seen! It's amazing!



3. That was one of the most _____ films I've ever had the misfortune to watch!



4. This is the _____ queue I've ever had to wait in!



Sentence completion

Use comparatives and superlatives to complete the sentences.

1. She's the _____ (tall) person in the office.
2. This is the _____ (short) story.
3. Her hair is _____ (long) than Mike's.
4. This room is _____ (big) than the other one.
5. Are you _____ (young) than your sister?
6. This film is _____ (good) than the first one.
7. That's the _____ (impressive) painting in the gallery.
8. Are you the _____ (young) person in your family?
9. Do you think this film is _____ (interesting) than the other one?
10. That's the _____ (boring) film ever.
11. She's the _____ (intelligent) person I know.

Trade fair analysis

Read the information about the two trade fairs.

Then, tick (✓) Yes or No

Meinz Book Fair	Trandt Book Fair
Size: 10,000 sq metres	Size: 8,000 sq metres
Age: started 3 years ago	Age: started 7 years ago
Visitors: 40,000	Visitors: 20,000
Exhibitors: 800	Exhibitors: 400
Duration: 3 days	Duration: 7 days
Cost: €2,500 per stand	Cost: €800 per stand
	

The Meinz fair...

- | | | |
|--|------------------------------|-----------------------------|
| 1. ...is older than the Trandt fair. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. ...doesn't have as many visitors as the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. ...doesn't last as long as the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. ...doesn't cost as much as the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. ...is more expensive than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. ...covers a larger surface area than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. ...has more visitors than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. ...lasts for longer than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |

Fluency practice

Answer the questions.

- What are some of the best books you've read recently?
- What are some of the best places to visit in your city?
- Where's the best place to eat out in your city?
- What are some of the funniest films you've seen recently?
- What's the most expensive restaurant you've ever been to?
- What's the longest trip you've ever been on?
- What are some of the most interesting documentaries you've seen lately?

Clauses of contrast

We can use clauses of contrast to compare and contrast things. For example:

- a) She's rich **but** she lives in a very small apartment.
- b) **Although** she's rich, she lives in a very small apartment.
- c) **Even though** she's rich, she lives in a very small apartment.
- d) She's rich. **However**, she lives in a very small apartment.
- e) **Despite** being rich, she lives in a very small apartment. [notice the use of the gerund -ing]
- f) **In spite of the fact that** she's very rich, she lives in a very small apartment.



Word choice

Choose the correct options.

1. He's really shy **but / in spite of** he loves acting.
2. **Even though / Despite** being elderly, she still does all her own gardening.
3. **Although / Despite** it's hard work, I really enjoy it.
4. We don't usually employ people with no qualifications. **However, / In spite of** this candidate does have a lot of experience.
5. I can't remember what happens in the film **even though / however** I've seen it before.
6. **In spite of / However** the difficult conditions, she managed to reach the top of the mountain.
7. I usually go on holiday in July **but / despite** this year I'm going in June.
8. I don't like this dress **even though / but** I chose it myself!
9. **But / Although** we argue sometimes, we're still really close.
10. It's a good offer. **However, / Even though** we still need to discuss it before we accept it.

Trade fair review

Complete the trade fair review with the words from below.

- although expensive oldest despite x2 longer
popular cheaper

Propertymarket.com

Home About Us Services Products Support Contact

Property Fair review

Hi, everyone,
I went to the Property Fair yesterday – or the 15th International Trade Fair for Commercial Property and Investment – to give it its full title.



(1) _____ being mainly for commercial investors, it's also good for individuals who are looking to buy a second home. There's information on property opportunities all over the world, but this year they were focusing on Black Sea resorts in Bulgaria.

(2) _____ it isn't as well-known as some of the other major property fairs, it's certainly one of the biggest in terms of space. In fact, it's one of the largest fairs in the world, taking up more than 64,000 square metres. This year's fair was even more (3) _____ than last year's with 16,000 visitors, (as opposed to 14,000 last year). There were also more exhibitors there (1,500) and hundreds of stands. It's also one of the (4) _____ property fairs (it's been held every year since 1977!).

Although I got there quite early, it was already really busy. The problem is that it's so big you just don't know where to start. If I go again, I'll definitely plan it more. Anyway, (5) _____ not really having a plan, I did manage to speak to a few people about buying a holiday home. The great thing is that prices this year have definitely dropped and they're a lot (6) _____. However, you have to look hard to find the bargains.

All in all, I'd recommend this fair. It's close to the airport (a lot closer than the other major property fair in London), and it isn't as (7) _____ either – only €15 per day as opposed to €30 in the London one. Plus, it lasts a lot (8) _____ – four days as opposed to just two. Oh, and I'd definitely recommend going during the week and in the afternoon as it's a lot quieter then.

UNIT 4 Event Planning! SPEAKING TASK

The Trade Fair

Activity type: a presentation

Task

You're going to give a presentation on a trade fair. First, choose a trade fair (real or invented) and make notes on it: where it takes place, who goes there, what's it about, what you can see there, what time it starts, what you can learn... (see list below for more ideas). Then, think of five reasons why people should go there. If possible, compare it to any other similar fairs. When you're ready, present the information about your trade fair. Then, answer any questions. Afterwards, listen to your colleague's presentation and ask any questions.

Trade fair analysis

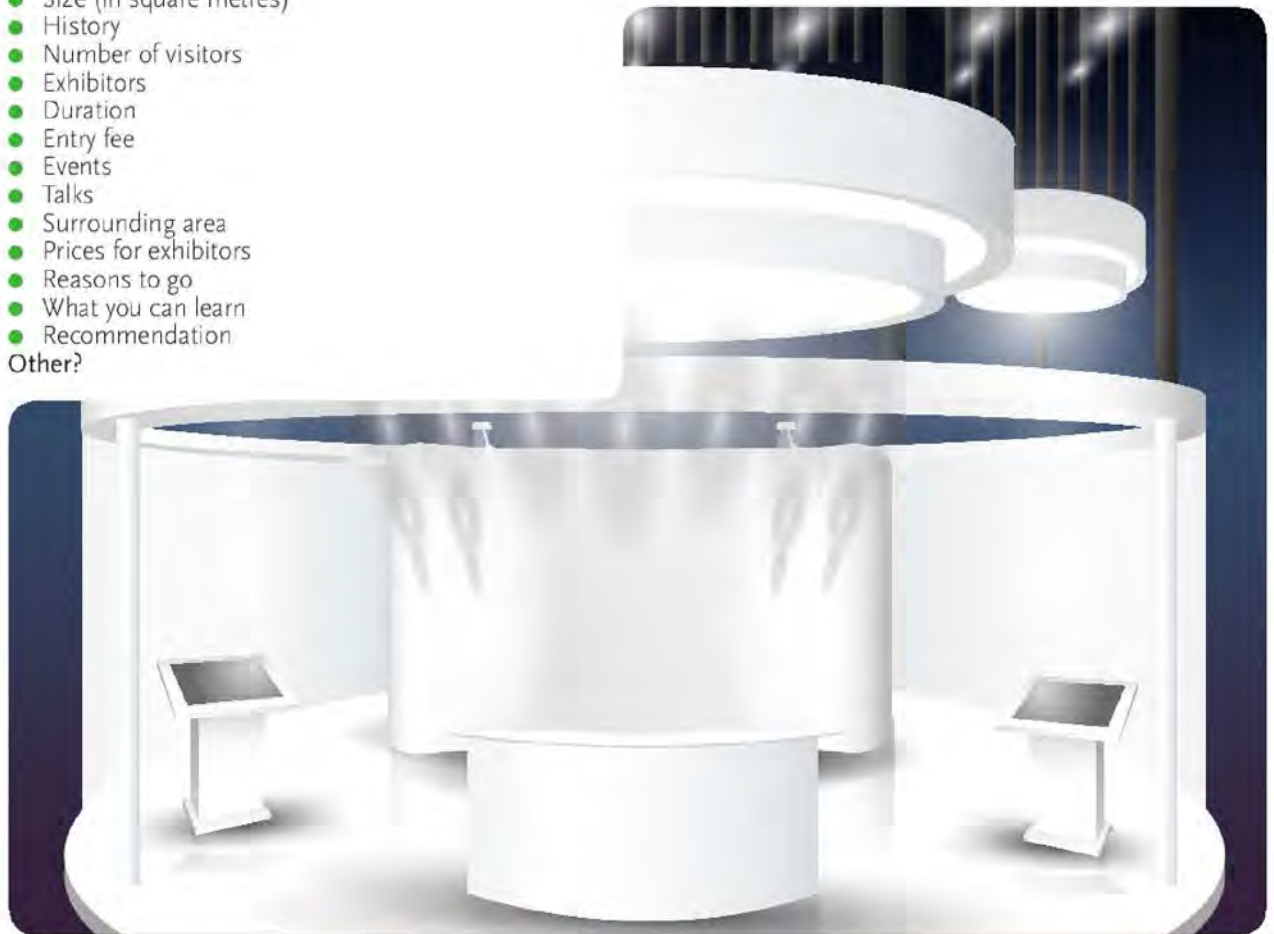
- Name
- Type of trade fair
- Who it's aimed at
- Location
- Timetable
- Size (in square metres)
- History
- Number of visitors
- Exhibitors
- Duration
- Entry fee
- Events
- Talks
- Surrounding area
- Prices for exhibitors
- Reasons to go
- What you can learn
- Recommendation
- Other?

Describing a trade fair

- It's designed for...
- It's for people who are looking for...
- It's the biggest fair of its kind.
- There are lots of stands with...
- Although it isn't as well-known as... it's still..
- It's a great opportunity to...
- It's one of the most popular trade fairs dedicated to...
- It attracts more visitors than...
- It's much bigger than...
- The best thing about it is that...

Asking questions about a trade fair

- When's the best time to go?
- What sort of people go there?
- What sort of activities do they have?
- What can you learn there?
- What can you see there?
- Do they have any talks?
- What's the best/worst thing about it?



hot
english
magazine



Remember!

You must do the *Reading* and *Listening* activities in Hot English magazine.

USEFUL SKILLS Telephone English PART III

Giving details

Expressions analysis

Look at the list of expressions for giving details of a call.

Write **P** (personal) or **W** (work) next to each one.

- I was wondering whether you had a memory card for a digital camera...
- I'm just calling about the ad in the paper.
- I'm calling about the fridge you've got advertised in the local paper.
- I'm calling to confirm the meeting for tomorrow.
- It was regarding the conference.
- I was just calling with regard to the advert in the local paper.
- I'm calling about the meeting tomorrow.
- I was just calling about the job that's being advertised.

Telephone conversation completion

Complete the conversations with the words or expressions from below.

have available flying flight wondering
single next week

The Specifications

Assistant: Eddie's Electric's Store. How may I help you?

Zara: Hi, I was just (1) _____ whether you had a Kodak Z730 5MP Digital Camera with Optical Zoom.

Assistant: I'll just check. [After a few seconds.] No, sorry, we don't have one (2) _____, but I see that we've put in an order for some more.

Zara: When do you think you'll have them in the shop?

Assistant: They should be here early (3) _____.

Zara: OK, I'll call again later. Bye.

Assistant: Bye.

The Hotel Room

Receptionist: The Shaef Hotel. How may I help you?

Abbie: Oh, hi, I'm (4) _____ into Chicago tomorrow night and I was wondering whether you had any vacancies.

Receptionist: Would that be a single or a double room?

Abbie: A (5) _____, please.

Receptionist: Yes, we do have a room available. Could I (6) _____ your name, please?

Abbie: Yes, it's Abbie Burnes.

Receptionist: Was it just the one night you wanted?

Abbie: Yes, that's it, thanks.

Receptionist: OK, that's all confirmed. Have a nice (7) _____ and we'll see you when you get in. Bye.

Abbie: Thanks, bye.



Telephone conversation creation

Write out a telephone conversation. In the dialogue, the caller has to explain why he/she is calling.



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

REMINDER!

Remind your students to read and listen to a lot of English. It's the best way for them to improve. They can read Hot English, watch films, listen to music...

TOP TIP!

Start every lesson by going over vocabulary from the previous class (or classes). You can make this into a game. Simply put your students in teams. Then, give a definition of a word. The first person to shout out the answer gets a point for his/her team.

STARTING THE UNIT

Bring in pictures of food and dishes from around the world. Stick them on walls in the classroom or on a table. Students comment on the food and dishes. Ask questions to get them talking: Which one do you like the best? What other dishes from that country have you tried? Etc.

MAKING GRAMMAR FUN

Presentation

Put your students into teams for this mini-quiz. For each question dictated, students have 30 seconds to confer. If they get the answer right, they win a point. If not, they lose a point. Keep track of the points gained and lost, and add up the total at the end. The answers are in bold.

- What's the spicy, milky drink from India called?
 - saag.
 - chai.**
 - ghee.
- What tea is named after an old British Prime Minister?
 - Tony Blair.
 - Earl Grey.**
 - Margaret Thatcher.
- In the UK, tea is traditionally drunk with or without lemon?
 - without.**
 - with.
 - generally without, but lemon is added for special occasions.
- How do you say tea in Mandarin Chinese?
 - cha**

- lay.
- chee.**

After doing the quiz, write one of the Present Simple Passive questions on the board. Tell your students to identify the tense and to tell you how it is formed. Then, refer your students to this unit's grammar pages.

Practice

Put your students into small groups. They use the Present Simple Passive to describe how their favourite cocktail / coffee / dish is prepared. Tell them to keep it simple and to include just five or six steps. When they've finished, tell your students to write out the instructions on separate slips of paper. Then, they get together in pairs and swap instructions. Students have to try to put the slips of paper in the correct order.

Speaking Task

This is a presentation. Give your students both sets of useful language and the task information at the top of the page. Give your students plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Dictate these words to your students. Tell your students to listen carefully and to mark the stress.

- Lemon**ade**;
- Singap**ore**;
- R**ussian;
- M**ary;
- Mart**i**ni;
- coffee;
- Verm**ou**th;
- G**renadine;
- s**yrup;
- brandy;
- s**ugar.
- cappucc**i**no;
- espress**o**

Next, students compare their ideas. Then, they choose all the words that have the stress pattern at the start of the word and think of more words with this stress pattern. Then, they do the same with other word stress patterns. Finally, write

the words up on the board and tell your students to listen and repeat the words after you as you say them at natural speed.

FLUENCY PRACTICE –

REVISION!

The Present Perfect & Past Simple

Ask your students these questions. Tell them to answer with full answers.

- What did you eat yesterday?
- What have you eaten so far today?
- What did you watch on television yesterday?
- Who have you seen so far today?
- Who did you speak to yesterday?
- Who have you spoken to so far today?
- How many e-mails did you write yesterday?
- How many e-mails have you written so far today?

Number dictation

Dictate the following numbers.

2,544 8,320 7,877 2,099
 8,901 3,451 35,688 21,099
 30,001 87,699 54,988 32,763
 125,878 309,850 278,542
 349,002

Extra

Cocktail creation! Put your students in small groups. Prepare slips of paper and write a typical cocktail ingredient on each one. For example: *lemon, sugar, olives, grenadine, lime, vermouth, soda, tonic, gin, vodka, Cointreau, Bourbon, rum, etc.* Distribute the ingredients randomly to each group. Students use their ingredients to create a new cocktail. They also think of a name for it. Tell your students to decide what the target market for the drink is and how they are going to market it in general. Students present their marketing plan to the rest of the group.

Follow-up

For homework, students write up the information from the speaking task.

UNIT 6 Eat up!

Objectives

Vocabulary: Food & drink

Structures: The Present Simple Passive / The Past Simple Passive

Useful skills: Socialising: making small talk

Drinks analysis

Write the name of a drink from below next to each description of the ingredients (1 to 7).

Gin and tonic Chocolate milkshake Bloody Mary

Martini Irish coffee Hot chocolate Mojito

1. Warm milk, chocolate powder, cream.

2. Chocolate or vanilla ice cream, half a cup of whole milk, four tablespoons of chocolate syrup.

3. Rum, mint, sugar, lime juice and soda water.

4. Gin, tonic water and a slice of lemon or lime.

5. Gin, vermouth and a green olive.

6. Irish whiskey, hot coffee, fresh cream and brown sugar.

7. Vodka, tomato juice, lemon juice plus some Tabasco, salt and pepper to taste.

Think about it!

Have you tried any of the drinks from this page? Which ones do you like? What are some of your favourite drinks or cocktails? What soft drinks do you like? Which alcoholic drinks do you like? Why? What drinks are popular in your country?



UNIT 6 Eat up!

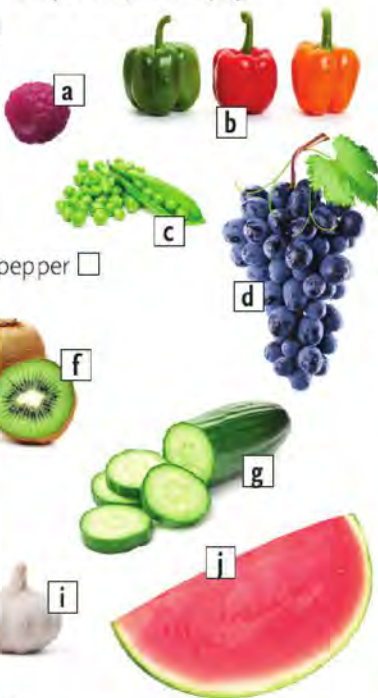
VOCABULARY

Vocabulary: Food & drink

1 Food matching

Match the items of food (1 to 10) to the pictures (a-j).

1. Watermelon
2. Bunch of grapes
3. Raspberry
4. Kiwi
5. Spinach
6. Peas
7. Cucumber
8. Onion
9. Garlic
10. Red/green/orange pepper



2 Food challenge

See how many items of food you can think of in just two minutes.

3 Shopping dialogue

Read the dialogue. Then, choose the correct answers *without* referring back to the text. How much can you remember?

- Assistant:** Good afternoon, how can I help you?
Nigella: I'd like some carrots, please. How much are they?
Assistant: Ninety pence a kilo.
Nigella: OK. I'll have half a kilo, please.
Assistant: Here you are. Anything else?
Nigella: Yes, I'll have half a kilo of those apples over there, too, please.
Assistant: Here you are.
Nigella: And a kilo of bananas, please.
Assistant: OK.
Nigella: And I'll have a kilo of those grapes, please.
Assistant: Great. Here you are. Anything else?
Nigella: No, thanks.
Assistant: That's three pounds fifty, please.
Nigella: Here you are.
Assistant: Thank you. And here's your change. Have a nice day.
Nigella: Thanks, bye.

1. The carrots are **19 / 90** pence a kilo.
2. Nigella asks for **a kilo / half a kilo** of carrots.
3. She wants **a kilo / half a kilo** of apples.
4. She buys **a kilo / half a kilo** of bananas.
5. She buys **a kilo / half a kilo** of grapes.
6. The total amount is **three pounds fifty / two pounds fifteen**.

4 Coffee ranking

Rank the types of coffee in order of preference ("1" is your favourite).



Think about it! Food & drink

What do you have to drink with your breakfast? What do you drink during the day? Do you drink much coffee? How many cups a day? What do you usually have for lunch? What do you drink when you're having lunch? What do you like to drink before you go to bed at night? Are there any special drinks from your country? What's the most unusual food or drink you've ever had?

Language Structures:

The Present Simple Passive

Affirmative	Negative	Interrogative
The jacket is made in the USA.	The jacket isn't made in the USA.	Is the jacket made in the USA?
The jackets are made in the USA.	The jackets aren't made in the USA.	Are the jackets made in the USA?

We form the Present Simple Passive with *is/are* and a past participle. We form negatives with *isn't / aren't* and a past participle. For example, "The computers are made here."

With the Active Voice, the subject (the person doing the action) is the focus of the sentence and comes at the start of the sentence. For example, "Jennifer prepares the drinks with this machine."

However, with the Passive Voice, the object becomes the focus of the sentence. For example, "The drinks are prepared with this machine (by Jennifer)."

Generally, we use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is not important or unknown. For example, "The beer is produced near here (by the company)."

The Past Simple Passive

Affirmative	Negative	Interrogative
The jacket was made in the USA.	The jacket wasn't made in the USA.	Was the jacket made in the USA?
The jackets were made in the USA.	The jackets weren't made in the USA.	Were the jackets made in the USA?

We form the Past Simple Passive with *was / were* and a past participle. We form negatives with *wasn't / weren't* and a past participle. For example, "She was given the money."

We can use question words (*who, what, where, when, why, how*, etc.) with the passive voice. For example, "Who were they sent to?"

Word choice

Choose the correct answers.

- English **is spoken / are spoke** by most people around here.
- The books **is left / are left** here on the desk.
- The equipment **is kept / keeps** in the store cupboard.
- The reports **are sending / are sent** to all shareholders.
- The walls **are painted / painted** once every three

years.

- The posters **are designed / are designing** on this computer.
- The plants **watered / are watered** regularly.

Website completion

Complete the text with the words from below.

- taken sold washed packaged picked roasted
processed discarded

Food.com

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How Coffee is Made

Here's a brief explanation of the process. Coffee trees produce a fruit – the coffee cherry. When they're ripe, the cherries are (1) _____ by hand, or they're machine harvested. The coffee beans are (2) _____ from inside the berries. Then, the beans are (3) _____. As part of this, the beans are (4) _____ and sorted. Any inferior quality beans are (5) _____. The final step is roasting. Roasting transforms the chemical and physical properties of green coffee beans into roasted coffee products. This process is what produces the characteristic flavour of coffee, by causing the green coffee beans to expand and to change in terms of colour, taste, smell and density. During this process, the beans are (6) _____ to a variety of levels: light-roasted, medium roasted or dark roasted. The longer the beans are roasted, the more flavour they produce. Then, the coffee is (7) _____ and shipped to several different locations, where it is eventually (8) _____ in shops or in restaurants.

Sentence creation

Create as many sentences as you can in the Present and Past Simple Passive in just two minutes. Use the verbs below. Use both affirmative and negative forms.

- watch, send, take, drink, eat, fly, give, hide, wear, keep, sell, manufacture, show, shoot, see, speak, call, learn, move*

Transformation

Transform the active sentences into the passive. Use the Present or Past Simple Passive.

- They produce the alcohol in this factory.
- They export the drink all over the world.
- They sell it locally.
- They packed all the bags two hours ago.
- They serve the dish with a red wine.
- They didn't complete it.
- They promoted it on national radio.

Invitation analysis

Read over the invitation. Then, tick (✓) Yes or No



Martinelli's
Italian Restaurant

A five-star eatery just opened in your town!

Francesca and Paola Martinelli are proud to announce the opening of Martinelli's Italian Restaurant. This haute-cuisine restaurant will be serving authentic Italian food. It has been designed by a top class interior designer, with furniture shipped over directly from Italy. Our food is prepared daily in our very own kitchens, with delicacies imported from select regions of Italy and fresh meat and vegetables from neighbouring farms.

FREE Invitation!
We'd like to invite you to come along to an exclusive tasting session to celebrate the opening of our restaurant. Starters, main dishes and desserts will be available for sampling.

- 6pm: drinks and cocktails.
- 7pm: official opening, with a speech by Francesca.
- 7.30pm: a three-course meal complete with samples of some of our signature dishes, including our delicious antipasti, focaccia bread, risotto alla zucca, gnocchi and cannelloni!

Martinelli's is at 145 Branston Road, Southgate – just off the main street.

Martinelli's – bringing you the best of Italy!

We look forward to seeing you there.
Follow us on  or 

- | | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| 1. Was the furniture for the restaurant bought in the UK? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the food purchased from local supermarkets? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the food prepared in the restaurant kitchens? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Were the drinks and cocktails served at 6pm? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Was the official opening at 6.30pm? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was a two-course meal served? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Was the inauguration held in Southgate? | <input type="checkbox"/> | <input type="checkbox"/> |

Website analysis

Read the text about famous restaurants. Then, write **S** (Sobrino de Botín) or **G** (The Gay Hussars) next to each statement.



Food!

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World-famous restaurants

Sobrino de Botín
Sobrino de Botín (Calle de los Cuchilleros 17, Madrid, Spain) was opened in 1725. It's listed by the Guinness Book of Records as the oldest restaurant in the world. Interestingly, the artist Francisco de Goya worked there as a waiter. The restaurant was founded by James Botín and his wife, and was originally called Casa Botín. Years later, it was inherited by a nephew of theirs called Candido Remis, and the name was changed to Sobrino de Botín (*sobrino* means nephew in Spanish). The restaurant is famous for its "cochinillo asado" (roast suckling pig). The American writer Ernest Hemingway refers to the restaurant in his novel *The Sun Also Rises*.

The Gay Hussar
The Gay Hussar was opened in 1953. It was founded by Victor Sassie, whose father was from Switzerland. As a teenager, he joined the British Restaurant Association, and he was sent to Budapest in Hungary. Once there, he learnt all about Hungarian cuisine. On his return to London in 1940, he established the Budapest restaurant, and later The Gay Hussar. The restaurant became popular with left-wing politicians, including Aneurin Bevan, Barbara Castle and Michael Foot. The restaurant was named in honour of the elite Hussars (cavalry soldiers) of the Hungarian army. The name is also associated with a popular Hungarian operetta, *The Gay Hussars*, by Emmerich Kálmán. Victor Sassie died in 1999 at the age of 83.

[CLICK HERE FOR MORE](#)

- It was founded by James Botín.
- It's named after some elite cavalry soldiers.
- It was originally called Casa Botín.
- It was opened in 1953.
- It was first opened in 1725.
- It was popular with left-wing politicians.
- It was founded by Victor Sassie.
- It appears in a book by a famous writer.

Your turn!
Write a paragraph describing the history of a restaurant (real or invented).

Restaurant description

Activity type: a presentation

Task

You're going to present information on a famous / historic restaurant (invent if necessary). Use the checklist below to think of ideas. When you're ready, present the information about the restaurant. Remember to use the Present Simple and Past Simple Passive where possible. When you've finished, answer any questions. Then, listen to your colleague's presentation and ask questions.

Checklist

- Name
- Restaurant name
- Location
- Description
- Decoration
- Type of food
- What it's famous for
- History (when it was first opened, etc.)
- Typical dishes
- Signature dishes
- Clientele
- Ambience
- Atmosphere
- Other?

Describing a restaurant

- It was first opened in...
- It was founded by...
- It's located in...
- It serves (Italian) food.
- It's run by...
- It's famous for...
- Some of its most famous dishes include...
- It's decorated with...
- The clientele are mostly...

Asking questions about a place

- What's the food like?
- What type of food is it?
- Do you have to book in advance?
- Is it hard to get a table?
- Has it won any awards?
- Have you been there before?
- What did you eat there?
- What's the service like?
- What are some of the best dishes?



USEFUL SKILLS

Socialising PART III

Making small talk

1 Small talk topics

What are some typical topics for small talk? Think of at least three. Then, compare your ideas with the list below.

Topics for discussion

sport, homes and houses, free time, TV, film, the weekend, travel, family, the weather, fashion, business, jobs, the news, music, food, restaurants, cars, hobbies, the theatre, local topics (shops, clubs, etc.), celebrities, scandals, holidays, entertainment, work, your hometown

2 Social chat: places

What are some of the typical places where people have to make small talk? Think of as many as you can. Then, compare your ideas with the ones below.

in an airport waiting lounge, by the water cooler at the office, in a hotel reception, at a bus stop, in a museum, in a lift / elevator, in a hair salon, at a business lunch, waiting for a meeting, travelling in a taxi through a new city, at a party, in a football stadium, at the opening party for an art exhibition, at a pub, having a coffee in a bar



3 Conversation analysis

Read the conversation. Then, tick (✓) Yes or No. Justin and Kendra are at a sales conference. There's a short break between talks.

At a conference

- Justin: So what do you think of the hotel?
Kendra: It's quite nice. Actually, I've been here before.
Justin: At last year's conference?
Kendra: No, I came here on holiday. So, you're here with your wife, aren't you?
Justin: Yes, she took a couple of days off from work so she could come along. She loves sightseeing.
Kendra: So, what does she do?
Justin: She's a doctor. And your husband? He's here too, isn't he?
Kendra: Yes, that's right.
Justin: What does he do?
Kendra: He's a dentist. That's how we met!
Justin: Really! Was he working on your teeth?
Kendra: No, I went to the dentist's with a friend – she wanted someone to go with her.
Justin: Oh, it looks like the next speaker is going up onto the stage.
Kendra: Right, we should go and find our seats.
Justin: Nice talking to you.
Kendra: You too.
Justin: Bye.
Kendra: See you later.

1. Kendra has been to the hotel before.
2. Justin's wife is at the hotel too.
3. Kendra's husband isn't at the hotel.
4. Justin's wife is a dentist.
5. Kendra's husband is a doctor.

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

4 Conversation creation

Write out a mini-dialogue between two people who are chatting at a conference.

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

REMINDER!

Never start the lesson with a grammar or open-book exercise. Try to give all the grammar and vocabulary exercises as homework, or do the exercises as oral activities.

TOP TIP!

Remind your students of the basic formula for language learning: input (reading and listening) + practice (speaking) = learning. It's that simple! Grammar plays its part, but it's a fairly minor one in the whole scheme of things.

STARTING THE UNIT

Take in leaflets / brochures / print-outs about art exhibitions in or near the city where you are. Stick them on walls in the classroom or on a table. Students comment on them. Ask questions to stimulate conversation: Which one would you like to go to? Why? What do you know about this artist / photographer?

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to read out some information about artists and paintings. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the information below, or invent your own. Remember to add in examples of the Past Passive.

- *The Persistence of Memory* was painted by Salvador Dali.
- *Two Sisters (On the Terrace)* was painted by Renoir.
- *The Conversion of Saint Paul* was painted around 1600.
- *Dancers Practising at the Barre* was painted in 1877 by Degas.
- *Death and Life* was painted by Klimt.
- *Lady with a Unicorn* was painted in the 16th century by Raphael.

When you've finished, ask four quick comprehension questions. For example, "Who was *The Persistence of Memory* painted by?" Students get a

point for each correct answer. Then, when you've finished, write one of the Past Passive questions on the board. Ask your students to identify the structure. Ask them how it's formed and when it's used. Then, refer them to this unit's grammar pages.

Practice

Tell your students to write a general knowledge quiz on any topics of their choice. They should write about five questions. Tell your students to write options for the answers. One of the options will be the correct answer. They should try to include questions with the Past Passive.

For example:

1. When was Klimt's *The Kiss* painted?
 - a. 1709
 - b. 1907
 - c. 1917

Speaking Task

This is a presentation. Students study the information and prepare their talk. Give them plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Weak sounds: was / were

Dictate these sentences. Say them at natural speed. When saying the sentences, use the unstressed forms of *was* (wəz), *were* (wə).

- a) It was completed last night.
- b) They were given the money yesterday.
- c) I was shown around the museum.
- d) We were told where to sit.

Ask for a volunteer to write the sentences on the board. 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. Ask your students if they can hear the difference between the stressed forms (wɒz / wɜː) and the unstressed forms (wəz / wə).

FLUENCY PRACTICE

REVISION!

Past continuous

Ask your students these questions.

- What were you doing last night at 9pm?
- Where were you living this time last year?
- Who were you talking to yesterday afternoon?
- What were you doing last Saturday at 3pm?
- Where were you driving yesterday evening?

Possessive forms

Use this drill to practise using possessive forms. Tell your students to invent answers and to answer in FULL. Point at an object as you ask the question. For example:

Teacher: Whose bag is this?

Student: It's Mary's bag.

- Whose bag is this?
- Whose jacket is this?
- Whose papers are these?
- Whose book is this?
- Whose notes are these?
- Whose pen is this?
- Whose office is this?
- Whose computer is this?

Time, date and telephone number dictation

Dictate the times, dates and numbers. For the times, use a quarter past / half past, etc.

18:15 05:30 20:30 10:45
 21:35 17:55 12:23 15:05
 1987 2001 1567 2007 2000
 1865 1983 1267 2025
 01242 987 2304 01374 678 921
 01202 459 210 00 34 17823 987

Extra

Google and print out images of six famous works of art from the opening page. Label three of the pictures "A", and label the other three pictures "B". Student A has the "A" pictures and Student B has the "B" pictures. Student A describes his/her pictures while Student B draws them; then, they swap roles and Student B describes his/her pictures while Student A draws them. Once students have finished they can discuss which pictures they know/like. How well did they draw them?

Follow-up

For homework, students write up their presentation from the Speaking Task.

UNIT 7 Art Fun

Objectives

Vocabulary: Art

Structures: The Present Perfect Passive / The Past Simple Passive

Useful skills: E-mail writing: attached documents

1 Famous works of art

Write the name of a work of art next to the descriptions (1 to 6).



The Persistence of Memory



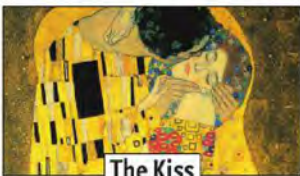
The Dream



Café Terrace at Night



Luncheon of the Boating Party



The Kiss

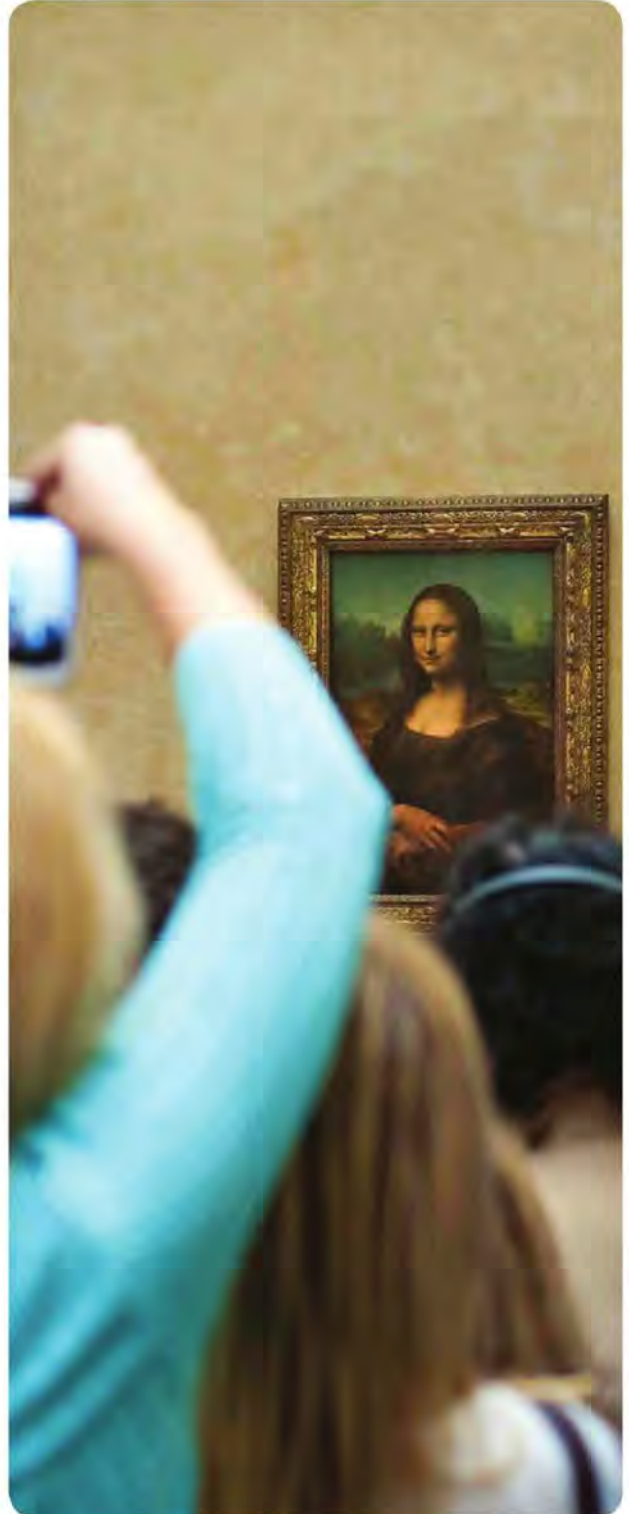


Mona Lisa

1. This is the world's most famous painting. It was created by Leonardo Da Vinci, and it is now owned by the French government. It hangs in the Louvre art museum in Paris. _____
2. This work of art is by Pablo Picasso, who pioneered the modern art movement known as Cubism. He's one of the most important artists of the 20th century. _____
3. This painting is by the Spanish artist Salvador Dalí. It was painted in 1931 and is now in the Museum of Modern Art in New York City. _____
4. This work of art is by the Dutch artist Vincent Van Gogh. The building in the painting is now called *Café Van Gogh*. _____
5. This piece is by the French artist Pierre-Auguste Renoir. It shows 19th century, middle class French people enjoying food, wine and conversation. _____
6. This painting is by the Austrian artist Gustav Klimt. It was painted in 1907. Klimt was a member of the Vienna Art Nouveau movement. _____

Think about it!

Do you know any other paintings by these artists? Which ones? What else do you know about these artists? Who are some of the most important artists from your country? Who are some of your favourite artists? Why do you like them? What are some of your favourite art museums? Why?



Vocabulary: Art

Types of art

Look at the different types of art. Which ones do you like? Can you think of any famous artists associated with these types of art? Who are they?



Abstract art



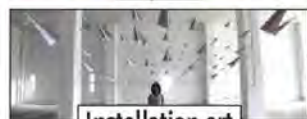
Realism



Pop art



Conceptual art



Installation art



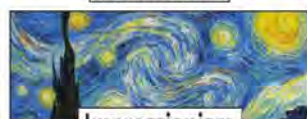
Sculpture



Classical art



Renaissance art



Impressionism



Caricature



Watercolour



Graffiti



Landscape



Portrait

Preposition exercise

Complete the sentences with the prepositions from below.

- of on as of in in in for for

- It is one of her best works _____ art.
- The painting was displayed _____ an art gallery in London.
- It was exhibited _____ the national gallery for more than three months.
- The painting was sold _____ €50,000.
- The buyer offered €3,000 _____ it.
- The portrait hangs _____ the National Portrait Gallery.
- The drawing is symbolic _____ man's destruction of nature.
- Art critics described the painting _____ a masterpiece.
- The artist worked _____ the painting for more than 20 years.

Art blog analysis

Read the text. Then, write the name of the work of art being described.

Art Today.com

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Features >>
Conceptual Art >>

One of the first examples of conceptual art was by the French artist Marcel Duchamp (1887-1968). Known as the *Fountain* (1917), it consisted of a urinal on a stand.

In 1966, Carl Andre (1935) exhibited his work of art, *Equivalent VIII*, which consisted of 120 bricks.

One and Three Chairs by Joseph Kosuth (1945) featured a chair, a photograph of that chair and a dictionary definition of the word "chair".

Martin Creed (1968) is another conceptual artist. He won the Turner Prize for his piece *Work No. 227, the lights going on and off*. This work consisted of a room with the lights going on and off.

Damien Hirst (1965) created *The Physical Impossibility of Death in the Mind of Someone Living*, which featured a dead shark in a glass case.

One of Tracey Emin's works is *My Bed*, which consisted of a dishevelled bed surrounded by rubbish.

A piece of installation art by Colombian artist Doris Salcedo (1958) called *Shibboleth* featured a 167-metre crack in the floor. "It represents borders, the experience of immigrants, the experience of segregation, the experience of racial hatred. It is the experience of a Third World person coming into the heart of Europe," Salcedo explained.

It consists of..

- ...a bed with mess around it. _____
- ...a toilet. _____
- ...lights going on and off. _____
- ...a shark in a glass case. _____
- ...a chair, a photo of that chair and a dictionary definition of the word "chair". _____
- ...a crack in the floor. _____

Your turn!
Write a short description of a work of art.

Think about it! Art

What type of art do you like? Why? Do you like modern art? Why? Why not? What's your favourite art museum? Why do you like it? Are you interested in photography? What do you take photos of? Name some famous artists from your country. What do you think of them? Is art important? Do you think the arts should be subsidised by the government? Why? Why not? Do you ever draw or paint? What? When?

Language Structures:
The Present Perfect Passive

Affirmative	Negative	Interrogative
<i>I've been told.</i>	<i>I haven't been told.</i>	<i>Have I been told?</i>
<i>You've been told.</i>	<i>You haven't been told.</i>	<i>Have you been told?</i>
<i>He's been told.</i>	<i>He hasn't been told.</i>	<i>Has he been told?</i>
<i>She's been told.</i>	<i>She hasn't been told.</i>	<i>Has she been told?</i>
<i>It's been told.</i>	<i>It hasn't been told.</i>	<i>Has it been told?</i>
<i>We've been told.</i>	<i>We haven't been told.</i>	<i>Have we been told?</i>
<i>They've been told.</i>	<i>They haven't been told.</i>	<i>Have they been told?</i>

We often use contractions with the Present Perfect / Present Perfect Passive. For example: *I've = I have; you've = you have; he's = he has; she's = she has; it's = it has; we've = we have; they've = they have.*

The negative forms are: *haven't = have not; hasn't = has not.*

We form the Present Perfect Passive with *have/has + been* + a past participle. For example, "He's been informed of the changes."

With the Active Voice, the subject (the person doing the action) is the focus of the sentence and comes at the start of the sentence. For example, "Ben has sent the package."

However, with the Passive Voice, the object becomes the focus of the sentence. For example, "The package has been sent (by Ben)."

Generally, we use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is not important or unknown. For example, "The changes have been made (by them)."

We use the Present Perfect Passive to refer to actions that have happened some time before now, without mentioning exactly when. For example, "All the work has been done."

Please see the Resource Section for a more detailed explanation.



Word order

Put the words in the correct order to complete the sentences.

- eaten / has / all / the food / been
- has / more time / he / given / been
- sent yet / the parcels / been / haven't
- been / to the market / they / taken / have
- for the trip / been / she / has / charged / extra
- to pay / they / told / been / how much / haven't

"To do" list

Look at the list. Then, tick (✓) Yes or No.

Things to do

- Paint the main office. ✓
- Contact the estate agent about selling the property. Send the e-mail with the prices for framing the pictures. ✓
- Call the auction house about selling the paintings. ✓
- Speak to James about his weekend plans. ✓
- Pay pending bills. ✓

- | | |
|--|---|
| | Yes No |
| 1. Has the main office been painted yet? | <input type="checkbox"/> <input type="checkbox"/> |
| 2. Has the estate agent been contacted? | <input type="checkbox"/> <input type="checkbox"/> |
| 3. Has the e-mail been sent? | <input type="checkbox"/> <input type="checkbox"/> |
| 4. Has the auction house been called? | <input type="checkbox"/> <input type="checkbox"/> |
| 5. Has James been spoken to? | <input type="checkbox"/> <input type="checkbox"/> |
| 6. Have the pending bills been paid? | <input type="checkbox"/> <input type="checkbox"/> |

Your turn!

Write a "to do" list and create sentences with the Present Perfect Passive.

Sentence creation

When you've finished, write sentences using *already* and *still... not* and the ideas in the exercise. For example:

- The office has already been painted.*

Word choice

Choose the correct words to complete the Past Passive or Present Perfect Passive sentences.

- The painting **was stolen / has stolen** from a museum last week.
- The artists **weren't pay / haven't been paid** for their work.
- The castle **was built / built** in the 14th century.
- The machine **was invented / has been invented** 100 years ago.
- The book **wasn't written / not written** in the 18th century.
- The films **have been made / were made** last year.
- The robbers **arrested / have been arrested** in the airport.
- The monastery **was constructed / has been constructed** in the 18th century.

Transformation

Transform the sentences into the Past Passive or Present Perfect Passive.

- She painted it in the 18th century.
- They have sold the painting for €30,000.
- They displayed the painting in a gallery in central London.
- They have held three exhibitions of his works.
- She has offered €5,000 for the sculpture.
- They included a description of the painting in the brochure.
- He took the painting back to New York.

6 Sentence creation

Create as many sentences as you can in the Present Perfect Passive and the Past Simple Passive in just two minutes. Use the verbs below. Use both affirmative and negative forms.

steal, rob, make, build, write, arrest, construct, paint, acquire, exhibit, hang, create, describe, show, watch, send, sell, call, give, found

7 Website completion

Choose the correct options (a, b, c) to complete the website posts.

FilmFantastic.com

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Paintings

In the Dining Room
(National Gallery of Art, Washington DC, USA)

In the Dining Room (1) _____ by French artist Berthe Morisot around 1875. The picture was painted in oils on canvas and it shows a woman in a long dress and apron standing in a dining room. The woman in the painting (2) _____ right in the centre of the picture with a chair and table to her left and a cupboard to her right. Bluish white paint (3) _____ to show the light coming in through the large window behind the woman. The picture was painted in an impressionistic style, with loose brush marks. Berthe Morisot, along with painters such as

Renoir and Monet, was part of the group of painters called the 'Impressionists'. The group's paintings (4) _____ outside and were done very quickly to capture a naturalistic impression of light and colour.

The Angel of the North
(Gateshead, North East England)



The Angel of the North is a twenty-metre high sculpture of a human figure with wings. The sculpture (5) _____ by British sculptor Anthony Gormley. After working on the sculpture for four years, it (6) _____ in 1998. It (7) _____ on a hill next to a motorway near Gateshead in the north east of England. The sculpture is almost the size of a jumbo jet and has been made to withstand one hundred mile an hour winds. It has a very industrial look, like a rusty piece of machinery or part of a ship. It (8) _____ using steel, which gives the sculpture its rusty orange colour. The shape of the human figure (9) _____ on the artist's own body. Anthony Gormley said that the sculpture was inspired by the industrial past of north-eastern England, and the generations of people who (10) _____ as miners and ship builders.

[CLICK HERE FOR MORE ►](#)

- | | |
|--------------------------|-----------------------------|
| 1. a) was paint | 6. a) was finally complete |
| b) has be painted | b) has be finally completed |
| c) was painted | c) was finally completed |
| 2. a) has been placed | 7. a) has erected |
| b) has be place | b) has being erected |
| c) is be placed | c) was erected |
| 3. a) has be use | 8. a) is make |
| b) has been used | b) was made |
| c) was be used | c) has be made |
| 4. a) were often created | 9. a) was based |
| b) were often create | b) was base |
| c) has be often created | c) has is based |
| 5. a) was design | 10. a) is employing |
| b) was designed | b) has employed |
| c) has be design | c) were employed |

The Work of Art

Activity type: presentation**Task**

Prepare a brief description of a work of art. Say who it was painted by, when it was painted, where it has been exhibited, etc. Use the Present Perfect Passive and Past Simple Passive where possible. Talk about a real work of art, or invent one. When you're ready, present your information and answer any questions. Then, listen to your colleague's presentation and ask questions.

Giving details of a work of art

- It was painted by...
- It was painted in...
- It has been exhibited in...
- In (2011), it was sold for...
- It has been stolen (three) times.
- It represents...
- It is a fine example of...
- It is symbolic of...

Asking questions about a work of art

- Who was it painted by?
- Where has it been exhibited?
- Where is it now?
- What's its significance in the art world?
- Has it ever been stolen?
- How was it stolen?
- Who stole it?
- Has it ever been auctioned?
- How much was it sold for?



USEFUL SKILLS

Writing e-mails PART III

Attached documents

1 E-mail expressions

What expressions can we use to say that a document is attached on an e-mail? Think of at least two. Then, read over the list below to compare your ideas.

Attached documents

- I've attached a summary of the products.
- The attached file contains the information you were looking for.
- I'm sending the information you requested.
- The statistics from the website are attached.
- Paula's contact details are in the attached file.
- Please find the mailing list with all the e-mail addresses you were asking about.
- As you'll see, the figures you wanted are on the attached Excel spreadsheet.

2 E-mail analysis

Read the e-mail. Then, complete the table.

To: Ms Simmons
Subject: revised figures

Re: Revised figures you were asking for

Dear Ms Simmons,
I hope all is well.

Thanks for sending the photos from the electronics fair. There are some really good ones. If you don't mind, we'll post some of them on our website.

Attached are the revised figures that you were asking for. I hope they're more in line with what you were looking for. One other thing, when you've got a moment, could you let us know what you think of the proposal we sent earlier today?

If you want, we could meet up sometime next week to discuss it. Let me know.

Thanks for your attention.
Best regards,
Sarah Nichols

Information	
1.	Recipient's name
2.	Sender's name
3.	Sender thanks recipient for...
4.	Document attached
5.	Sender requests...
6.	Suggested meeting time

3 Write an e-mail

Write an e-mail according to the following instructions.

1. Greet the recipient (invent a name).
2. Open the e-mail.
3. Thank the recipient for something.
4. Inform the recipient that a document is attached (invent this).
5. Ask a question about something (invent this).
6. Close the e-mail / sign off.
7. Say goodbye.

To: _____
Subject: _____

Re: _____

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

TOP TIP!

Remind your students that listening is extremely difficult. However, it comes with practice, and the more you practise, the easier it gets. And once they can distinguish sounds and words or expressions, they'll start learning much more quickly.

REMINDER!

Don't forget to do listening activities – at least one per class. This is key for your students' language development.

STARTING THE UNIT

Bring in some copies of newspapers – at least enough for one newspaper for each pair of students. The ideal would be to bring in English-language newspapers, but you could use other languages. Students look through the newspapers and try to find stories about protests or issues that are dividing people. When they're ready, ask for students to tell you what the stories are about.

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to talk about some of your future plans. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the story below, or invent your own. Remember to add in examples of all types of future forms.

This evening, I'm going to meet up with some friends in a bar after work. After a few drinks, we're going to eat out at my favourite restaurant: Meli's. It serves Italian food and it's delicious. I probably won't stay out late as I've got to get up the following morning. On Tuesday, I'm playing tennis with my friend Nicole. She usually beats me, but this time I'm determined to win. Afterwards, we'll probably go for a drink in the bar at the tennis club, but that will depend whether Nicole is busy or not.

When you've finished, ask four quick comprehension questions. For example,

"Who am I meeting up with this evening?" Etc. Students get a point for each correct answer. Then, write some of the sentences with future forms on the board. Ask your students to identify the tenses. Ask them how they're formed and when they're used. Then, refer your students to this unit's grammar pages.

Grammar note

There's a very subtle difference between the Present Continuous and future forms with *be + going to*. A good way of explaining the difference is that *be + going to* is used for future intentions, whereas the Present Continuous is used for plans that you've already made with other people at a fixed time/place, etc. And remember, *will* is used for predictions based on your own feelings about something, and *be + going to* is for predictions that are based on firm evidence that you have about something.

Practice

Play "Fortune telling". Write the following prompts on scrap pieces of paper: *money / success / work / family / travel / English / love / children / friendships*.

Then, put your students into pairs. Give each group a set of topics, which they place face down on their tables. Alternatively, give students small pieces of paper to write the topics down themselves.

Next, in pairs, students take turns picking up a topic from the top of the pile. Then, they make a prediction about their partner's future based on the topic. For example, "Next year, I think you'll get promoted. / I've heard that you're going to get a pay rise in a few months."

Speaking Task

This is a presentation and discussion. Students study all the information on the page. Give them plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

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).

- I'm going to see it this afternoon. [I'm gonna see it this afternoon.]
- She's going to talk about it later. [She's gonna tal kabou tit later.]
- They aren't going to take it. [They aren't gonna ta kit.]
- Are you going to send it later? [Are you gonna sen dit later?]

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

FLUENCY PRACTICE –

REVISION!

Short answers

Ask your students these questions. They reply with short answers.

- Do you speak Russian?
- Does your brother work in Seattle?
- Have you ever seen a ghost?
- Were you working late last night?
- Are you Italian?
- Is it cold today?
- Did you meet up with any friends last week?
- Are there any clouds in the sky?
- Did you go out last night?
- Have you got a new car?
- Did you go to the supermarket yesterday?
- Are you watching TV at the moment?

Numbers

Dictate these numbers for your students to write down.

12,899	34,500	67,891
45,988	34,876	67,400
98,124	432,900	567,891
983,578	781,230	439,801
567,980	3,235,456	7,209,892
2,222,345	1,989,089	8,043,098

Follow-up

For homework, students write up their presentation from the Speaking Task.

UNIT 8 Protest Power

Objectives

Vocabulary: Protests

Structures: Future forms / Clauses of time

Useful skills: Telephone English: asking questions

Protest placards

Match the government proposals (1 to 7) to the protest placards (a-g).



1. The proposed construction of a nuclear reactor.
2. The planned construction of a prison for 3,000 dangerous criminals.
3. The destruction of six 19th-century buildings to make way for a new supermarket.
4. The closure of 400 public libraries to reduce costs.
5. The cutting down of trees to give more access to traffic.
6. A decision to send troops abroad to fight in a war.
7. The destruction of marine life.

Think about it!

Which of these situations would make you most angry? Why? Have you ever protested about something? What? When? Why? Do you think protests can be effective? Why? Why not? Have there been any protests in your country lately? What were they about?



Vocabulary: protests

Picture matching

Match the words (1 to 8) to the pictures (a-h).

1. Megaphone
2. Mounted police officers
3. Riot police officer
4. Placard (a rectangular piece of cardboard attached to a stick)
5. Microphone
6. Water cannon
7. Tear gas
8. Armband



Useful words

Read the definitions. Then, complete the sentences (1 to 5).

- **Protester** – someone who takes part in a protest.
- **Leaflet / flyer** – a piece of paper with information about something.
- **Crowd** – a large group of people in the street.
- **Sit-in** – a form of protest that involves sitting on the ground and not moving.
- **Riot** – a situation in which people in the street are being violent / burning things / breaking things, etc.
- **Baton charge** – a situation in which the police run at protesters with their batons (long sticks).
- **Slogan** – a short phrase that explains what something is about. Slogans are often used by political parties or in advertising campaigns.
- **Curfew** – if the government imposes a “curfew”, they say that it’s illegal to leave your house after a certain time (7pm for example).

1. The demonstrators were handing out _____ to people passing by.
2. The woman was carrying a _____ that said, “No War!”
3. The _____ were angry about the proposed construction of the airport.
4. Some people in the _____ were causing trouble.
5. There was a _____ by riot police in order to disperse the crowd.

Interview completion

Complete the interview with the words from below.

megaphones trouble slogans leaflets
route sit-in against

- Journalist:** So, tell me a bit about this afternoon’s protest march.
- Seth:** Well, we’re holding a demonstration to protest (1) _____ the government’s plans to extend the motorway. This will lead to the destruction of six villages and a large area of natural beauty.
- Journalist:** So, what are you going to do?
- Seth:** Well, the protest (2) _____ will take us through central London. Along the way, we’ll hand out (3) _____ and we’ll have a (4) _____ outside Parliament.
- Journalist:** And what are you going to do there?
- Seth:** Sing songs. Shout (5) _____. I’m in charge of one of the (6) _____, so you’ll probably hear me!
- Journalist:** Are you expecting any (7) _____?
- Seth:** Well, we hope not. We just want to express our legitimate right to protest against the destruction of our countryside.
- Journalist:** Well, good luck.
- Seth:** Thanks.



Think about it! Protests

Have there been any protests in your country recently? What about? What do people protest about in your country? What’s the biggest protest there has ever been in your country? What was it about? What type of environmental protests are there? What do demonstrators typically shout during protests in your country? Are there any famous protestors in your country? What are they protesting against?

Language Structures:

Future forms

There are several ways of expressing the future in English. Here are three important structures: *will*; *be + going to*; and the Present Continuous.

Time expressions used with future tenses
next week, next month, next year, in two hours, very soon, tomorrow, in 2020, in May, at 4pm, tonight, later, tomorrow afternoon, this weekend, at the weekend

Will

We can use *will* for personal predictions (not based on any evidence), promises and spontaneous decisions. For example, "I think I'll finish it later."

Be + going to + infinitive

We can use *be + going to* for future plans or predictions based on evidence. For example, "He's going to take them to the cinema."

The Present Continuous

We can use the Present Continuous for future plans or appointments at a fixed time and/or place, often as part of a meeting with another person. For example, "I'm meeting Christie for dinner at 7pm."

Please see the Resource Section for a more detailed explanation.



Word choice

Choose the correct words.

1. I don't think it **is going to rain / going rain** tomorrow.
2. Don't worry! We **not leave / won't leave** without you.
3. You **won't need / aren't needing** your coat today. It's really hot outside!
4. Are you **will come / coming** to my party this evening? We'd love to see you there.
5. We **will meeting up / are meeting up** later this evening if you want to come along.
6. There's so much work to do, so I **will having / am going to have** to stay on late.
7. They **take / are taking** the bus home tonight.
8. I don't think we **will have / are have** time to finish it.

Gap fill

Complete the sentences with the verbs from below.

take seeing be watch rain having like have

1. She should come with us. She'll _____ a good time.
2. I don't think you should buy it. You won't _____ it.
3. I think you should take an umbrella. It's going to _____.
4. We're _____ a meeting to discuss it tomorrow morning.

5. I don't think it's going to _____ sunny tomorrow.
6. We'll probably _____ the bags in our car.
7. I'm _____ the doctor early next week.
8. They aren't going to _____ the film – there isn't enough time.

I Ideas completion

Complete the sentences with your own ideas.

1. Today, I'll probably...
2. I probably won't... tomorrow.
3. Tonight, I'm going to ...
4. Next week, I'm going to...
5. This afternoon, I'm not going to...
6. I'm seeing _____ this evening.
7. I'm playing _____ with _____ this weekend.
8. I'm planning to _____ in two months.

I Sentence creation

Create as many sentences as you can using future forms (*will*, *be + going to*, the Present Continuous) in just two minutes. Use the verbs below. Use both affirmative and negative forms.

be, take, catch, drink, eat, walk, work, move, fall, fly, get, give, go, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, watch, teach, rain, snow

I Fluency practice

Answer the questions using any future tenses of your choice.

- Do you think you'll move house in the near future? Why? Why not?
- Do you think you'll eat out tonight? Where?
- Are you meeting up with anyone tonight? Who? Where?
- Are you going away this weekend? Where to?
- Are you going to watch anything on TV tonight?
- Are you going to study anything next year?



6 Leaflet analysis

Read the text on the leaflet. Then, complete the table. Afterwards, see if you can identify any future forms. Why are they being used?



Join the cause!
Fight for a free education for all!

Join us on Saturday 16th April and march against the education cuts.

The march will start at ten o'clock. We're meeting by the boating lake in Grant Park before making our way towards the city centre. We're going to march along King's street and past the Office of Education. Then, we'll go down Government Hill and into Government Square. There will be speeches and protest songs in the square before we march away from the city centre towards the river.

After that, we're crossing Castle Bridge and through the University grounds to the Student Union building. Finally, we'll march out of the University grounds and head towards the Parliament Building, where the march will end. The protest leaders plan to go to the main entrance to hand in our petition.

Come and show your support on Saturday the 16th and fight for your future!

1.	Date of march	
2.	Purpose of protest	
3.	Meeting time	
4.	Meeting place	
5.	Activities in Government Square	
6.	End point of protest march	

Your turn!

Write up a plan of action for a protest, including times and meeting points.

Clauses of time

Typical clauses of time include the following: *before, after, when, since, as, by the time, till / until, while, as soon as, whenever, ever since, as long as, hardly ... when*

Remember, we use a present tense to refer to the future with the following terms: *as soon as, when, after, before...*

- a) I'll ask him **as soon as** I see him. (not: *as soon as I will see him*)
- b) We'll finish it **before** we leave. (NOT: *before we will leave*)

Here are some more examples of clauses of time:

- a) I'll finish the report **after** I've had lunch.
- b) **Whenever** that song comes on, it makes me feel really good.
- c) I've known Paige **ever since** we were at university together.
- d) We'd **hardly** sat down **when** they told us it was time to leave.

7 Article analysis

Choose the correct time words.

TheRecorder.com

Home About Us Services Products Support Contact

Tax protest

Thousands of people gathered in the city centre last night to protest against the government's new tax laws. The march began around ten in the morning. (1) **During / After** a series of speeches by protest organisers, the crowd marched towards the city centre. (2) **By the time / With the time** the marchers reached the Treasury building, the crowd was about 30,000 strong, according to the organisers. Government officials were unable to leave the building (3) **whenever / until** the police arrived to move the protesters back. (4) **After / By** handing in a petition to the minister of finance, the protesters moved on to the headquarters of the city bank. (5) **Hardly / When** the protesters reached the bank, they started throwing eggs and stones at the windows. (6) **As soon as / Ever since** they started doing this, the police moved against them in order to prevent any damage. But (7) **after / while** this was going on, one protester chained himself to the metal railings around the bank. He said he was going to stay there (8) **until / hardly** something was done about the situation. (9) **Eventually / Knowingly**, the man was removed and the protesters were dispersed. Ministers fear there will be more protests in the near future.

The Protest

Activity type: a presentation and discussion

Task

You're going to present a plan for a protest. Decide what it is that you're protesting against (the construction of a nuclear power station, a new wind farm, the destruction of some old buildings to make way for a new supermarket, etc.). Draw up a plan for the protest (use the list below to think of ideas) and explain what you are going to do. When you're ready, present your ideas and answer any questions.

Protest checklist

- Reason for the protest
- Protest objective
- Slogan
- Starting point
- Starting time
- Route
- Publicity
- Press
- Police
- Estimated numbers
- Equipment (bibs, armbands, T-shirts, megaphone, badges, etc.)
- Marketing material (leaflets, signs, placards, posters, etc.)

Outlining plans

- We're going to start at...
- We're planning to protest against...
- We'll move along the high street until we get to...
- Everybody should bring...
- The route we'll follow will go...
- We're hoping to...
- We're planning to...

Asking questions about a plan

- What will you do if...?
- Have you asked for permission to...?
- How do you think the police will react?
- How many people do you expect to turn up?
- What's the proposed route of the march?
- Have the press been informed about it?
- What will you do if it turns violent?



Remember!
You must do the *Reading and Listening* activities in Hot English magazine.



USEFUL SKILLS Telephone English PART III

Asking questions

Expressions analysis

When you phone up a company, what type of questions could they ask you? Think of three possible ones. Then, read over the expressions below to compare your ideas.

Questions for the caller

- Which company are you calling from, please?
- Who's calling, please?
- Can I ask who's calling, please?
- Can I ask what it's regarding, please?
- Who's speaking, please?
- Who would you like to speak to, please?
- Could I have your name, please?
- Which department did you want to be put through to?
- What's the nature of the call, please?
- What's it in connection with, please?



Conversation analysis

Read over the telephone conversation. Then, complete the table.

Receptionist: Tompkins Office Supplies, how may I help you?
Pauline: Good afternoon. Could I speak to Ms Hargreaves, please?
Receptionist: May I ask who's calling, please?
Pauline: Oh, yes, it's Pauline Spane.
Receptionist: And which company are you calling from?
Pauline: Summers International.
Receptionist: Ms Hargreaves is out at lunch at the moment. Would you like to leave a message?
Pauline: Yes. I've got a 3pm appointment with her, but I won't be able to make it. Could you let her know, please?
Receptionist: OK. I'll see that she gets the message. Thank you for calling Tompkins Office Supplies. Have a nice day.
Pauline: Thanks. Bye.
Receptionist: Bye.

		Information
1.	Company name	
2.	Caller's name	
3.	Person the caller wants to speak to	
4.	Caller's company	
5.	Where Ms Hargreaves is	
6.	Purpose of the call	

Conversation creation

Write out a mini-dialogue about a telephone conversation. In the conversation, the caller must give two pieces of information.

Self-Assessment

Congratulations! You have finished half the course. Now, please take some time to reflect on your learning and progress.

▣ My feelings at the end of these units are...

- a. Positive
- b. Negative
- c. OK

▣ What can I do?

Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent).

I can use...

- a. ...the Present Simple and Present Continuous.
- b. ...the Past Simple / the Past Continuous.
- c. ...the Present Perfect.
- d. ...Comparatives & Superlatives / Clauses of contrast.
- e. ...the Present Simple Passive / the Past Simple Passive.
- f. ...Future forms / Clauses of time.

▣ New language

Complete with your own ideas.

- a. I really like these words: _____.
- b. These words are difficult to remember: _____.
- c. These words are easy to remember: _____.
- d. This grammar point is easy: _____.
- e. This grammar point is difficult: _____.

▣ What do you do to improve your English outside the class?

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

▣ Personal objectives

My new objectives for the second half of the course are to improve my...

- a. ...reading skills.
- b. ...listening skills.
- c. ...speaking skills.
- d. ...pronunciation.
- e. ...writing skills.

Revision Page

Congratulations! You have completed the first half of the book. Very soon, you will be given a Progress Test. This is to check your understanding and to monitor your progress. The exam will be based on the first eight units of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Language (vocabulary and grammar), Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The Language section will be based on the vocabulary and grammar you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. While you're doing this, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

Language Structures

Complete the sentences with the correct forms of the verbs in brackets.

1. She _____ (like) the film. (Present Simple)
2. They _____ (not play) tennis in the park. (Present Continuous)
3. He _____ (be) at home all last night. (Past Simple)
4. She _____ (bring) a book with her. (Past Simple)
5. It _____ (run) down the street. (Past Continuous)
6. He _____ (see) a really good film. (Present Perfect)
7. This book is _____ (bad) than the other one, but it isn't the _____ (bad). (Comparatives/Superlatives)
8. Rewrite the sentence with *although*: "The job isn't well-paid. I really enjoy it." (clauses of contrast)
9. The shoes _____ (make) in Brazil. (Present Simple Passive)
10. The money _____ (steal) last night. (Past Simple Passive)
11. The e-mails _____ (send). (Present Perfect Passive)
12. I _____ (have) the salad, please. (The future with *will*)
13. They _____ (buy) a new house. (The future with *be + going to*)
14. I'll ask him as soon as I _____ (see) him. (clauses of time)

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

REMINDER!

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

TOP TIP!

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

REMINDER!

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

STARTING THE UNIT

Play "Words a Minute". Give your students a topic from this lesson: free time. Write it on the board. Time a minute and see how many different activities students can come up with in the minute.

MAKING GRAMMAR FUN

Presentation

Play "Find someone who..." The objective of the exercise is for students to mingle and ask one another questions based on the prompts below: Find someone who...

- ...can speak three languages.
- ...might go to the cinema tonight.
- ...thinks they should do some exercise later today.
- ...doesn't have to work tomorrow.
- ...could do a cartwheel when they were a child.
- ...will be able to do something new by the end of the year.
- ...can do Tai Chi.
- ...might do some form of extreme sports in the future.

Before starting, show students how to make questions from the prompts. For example:

- Find someone who can speak

three languages. = Can you speak three languages?

- Find someone who might go to the cinema tonight. = Do you think you might go to the cinema tonight?

Students go around the room asking the questions. When they've finished, students report back to you with any interesting findings.

Finally, highlight the use of the different modal verbs. Then, refer your students to the grammar pages of this unit.

Practice

Play "Guess the activity". Write as many different sports and activities as you can on scrap pieces of paper. For example: photography, football, tennis, dance, basketball, aerobics, skiing, swimming, etc. Hand out a slip of paper to each student in the class so that each student has two or three activities. Now, put your students into small groups. Students have to guess what activity each student has by asking "yes/no" questions. Students must also try to use modal verbs where possible.

For example:

- Can you use your hands?
- Is there a net?
- Do you have to wear gloves?

Speaking Task

This is a presentation. Give your students plenty of time to prepare for this task. Remember to use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

In two column headings, write these two sounds on the board: /eɪ/ and /æ/. Write *skating* in one column and *handball* in the other. Tell your students to listen and repeat the words after you. Ask them if they can hear the different vowel sounds. Next, dictate these words at random. Students write them down in the correct columns according to their sounds. For example: *skating, sailing, table tennis, skateboarding, baseball, gymnastics, athletics, badminton, handball, racing*. Ask for a volunteer to write the words on the board. Finally,

dictate some sentences with these words. Students write down the sentences. For example:

- I went sailing last week.
- We're going to play badminton tonight.

FLUENCY PRACTICE

REVISION

Present Simple questions

Ask your students these questions. Tell them to answer with full sentences.

- What time do you wake up?
- What time do you usually get up?
- What time do you usually get dressed?
- What time do you have breakfast?
- What time do you leave the house in the morning?
- What time do you get to work?
- What time do you have lunch?
- What time do you get home at night?

Present Simple questions

Dictate these instructions to your students.

- Ask me what time I have lunch.
- Ask me what time I get home after work.
- Ask me what time I go to bed.
- Ask me what time I get up at the weekend.
- Ask me what time my sister gets up at the weekend.
- Ask me what time my sister has lunch during the week.
- Ask me what time my sister goes home after work.
- Ask me what my sister usually has for dinner.

Number dictation

Dictate these numbers.

2,356	4,672	8,210	7,899
7,001	4,389	5,400	
67,201	89,344	45,900	
34,810	45,322	89,999	
234,090	345,877	345,211	
567,902	458,930	234,561	

Follow-up

For homework, students write a blog entry about a sport or hobby they like and recommend. Alternatively, they write up the presentation they gave for the speaking task. Remind your students to use modal verbs where possible.

UNIT 9 Fun Time!

Objectives

Vocabulary: Free-time activities & sports

Structures: Modal verbs

Useful skills: Socialising: creating conversation

Fun activities

Tick the activities that you'd like to try (or that you've already tried).

- **Abseiling:** lowering yourself down a rock face with a rope attached around your body.



- **Bungee jumping:** jumping off a high place with a piece of elastic cord around your ankles.



- **White water rafting:** going down fast-moving (sometimes dangerous) rivers in an inflatable boat called a raft.



- **Parachuting:** jumping out of a plane with a piece of fabric (like a large umbrella) to slow your fall.



- **Ice climbing:** climbing up frozen waterfalls or ice cliffs using rock climbing equipment.



- **Motocross:** racing motorbikes over rough ground and small hills.



- **Hang gliding:** flying a small kite-like craft by hanging underneath it.



Think about it!

Which of these activities have you tried? What was it like? Which one would you never do? Why? Which one would you like to try? Which one looks the most dangerous? Do you know anyone who's done any of these things? What did they tell you about it?

Vocabulary: Free-time activities & sport

Matching

Match the equipment (1 to 8) to the pictures (a-h). Then, say what you can use three of the objects for. For example: *You can use trainers for jogging.*

1. Trainers
2. Tracksuit top and bottoms
3. Gloves
4. Helmet
5. Rope
6. Jumpsuit / overalls
7. Harness
8. Backpack



Activity classification

Put six of the activities / sports in the columns according to your own preferences.

skiing, climbing, running / jogging, ice skating, skating, roller-skating, kayaking, skateboarding, volleyball, ice hockey, rugby, baseball, boxing, windsurfing, mountain biking, cycling, scuba diving, sailing, waterskiing, tennis, horse riding, gymnastics, fencing, swimming, golf, canoeing, rock climbing, martial arts (karate, judo, Tai Chi, kick boxing), athletics, surfing, fishing, badminton, basketball, football (soccer), American football, hockey, table tennis, handball, netball, Gaelic football, cricket, car racing, ten-pin bowling

Sports I do	Sports I watch	Sports I'd like to do

Parts of speech

Complete the table.

Sport	Verb	Person
1. boxing	to box	a boxer
2. swimming		
3. surfing		
4. climbing		
5. skiing		
6. scuba diving		

Conversation analysis

Read over the conversation. Then, answer the questions. Use full answers.

Jocelyn: Hey, you'll never guess what I did last weekend.
Spike: What?
Jocelyn: I went parachuting.
Spike: What was it like?
Jocelyn: Well, I had a few lessons a few weeks before the actual jump. Then, on the day of the jump, I was given a jumpsuit, a helmet and a pair of goggles to put on. Then, I prepared the parachute. Basically, you fold it up and pack it into a kind of backpack. Once that was ready, I had to climb into the plane. We went up in a little Cessna. There were just three of us: the instructor, myself and the pilot. The plane takes you up to about 700 metres. When it's more or less time to jump, the pilot switches on this green light. Then, you move to the open door and attach a cord on the parachute to a hook in the plane. After you've done that, you stand by the door until they tell you to jump. A few seconds after jumping, the parachute is pulled open by the cord that's attached to the plane.
Spike: What happens then?
Jocelyn: Well, you just float down and that's it really. It's amazing.
Spike: I can imagine.

1. What did Jocelyn do?
2. What was she given to wear?
3. What type of plane did they go up in?
4. How high did she jump from?
5. What did she attach the cord on the parachute to?

Reminder!

In general...

- a) Play is for ball sports or competitive games: *play football, play rugby...*
- b) Go is for individual activities that end in -ing: *go skiing, go running...*
- c) Do is for activities or non-team sports (and that often don't require a ball): *do karate, do exercise...*

Your turn!
Write a short paragraph about an activity that you've done.

Think about it! Sport

What sport/s do you do these days? Why? What sport/s did you do when you were younger? What are some of your favourite individual sports? Why? What are some of your favourite team sports? Why? Who are some of your favourite sports stars? Why? Have you ever won a sports medal/trophy? What was it? Why did you win it? Have you ever been in a sports team? Which one? Have you ever been the captain of a team? What was it like? What are the most popular sports in your country?

Language Structures:

Modal Verbs

Ability (can)	<i>I can speak three languages. They can't juggle.</i>
Ability in the past (could)	<i>I could ride a bike when I was four. She couldn't see it.</i>
Possibility (could)	<i>We could go by train. They could finish it next week.</i>
Advice (should / ought to)	<i>You should go and see a doctor. They shouldn't go outside. You ought to get some rest.</i>
Obligation (must)	<i>She must tell us about it. They must arrive early.</i>
Suggestions (could / can)	<i>We could go to the party. We can start now!</i>
Offers (shall / could)	<i>Shall I help you? Could I do anything for you?</i>
Prohibition (mustn't / can't)	<i>He mustn't speak like that. You can't sit there.</i>
Possibility / permission (might / may / could)	<i>We might go tomorrow. It may rain later. It could be cold in the mountains. Yes, you may go in the garden.</i>
Certainty (must be / can't be)	<i>It can't be the right one. It must be Jack who's calling.</i>

We often use contractions with the negative forms of modal verbs. For example:

can't = *can not* (or *cannot*); *couldn't* = *could not*; *shouldn't* = *should not*; *mustn't* = *must not*.

Please see the Resource Section for a more detailed explanation.



Multiple choice

Choose the correct answers.

- You _____ use that one.
a) shouldn't b) not should c) not to should

- We _____ get there on time or they'll be angry.
a) must b) must to c) do must
- The doctor said I _____ do more exercise.
a) should to b) should c) will should
- We _____ take my car too.
a) could b) may could c) could to
- You _____ go to Florence; it's really beautiful.
a) have b) must to c) must
- I don't think we _____ to finish it in time.
a) will to can b) will be able c) will can
- If we go to Brussels, we _____ pay you a visit.
a) might b) might to c) mights

Word order

Put the words in the correct order.

- it / I / read / can't
- should / they / now / start
- that one / you / use / shouldn't
- turn / should / the lights off / you
- to the match / might / not / go / we
- saving up / I / summer holiday / start / must / for my

Picture description

Look at the photos. Give advice or make comments using modal verbs. For example: They should paint their faces too!



Sentence creation

Create as many sentences as you can with modal verbs in just two minutes. Use any modal verbs from this unit and the verbs below. Use both affirmative and negative forms.

break, take, catch, drink, eat, fall, fly, get, give, go, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, walk, work, move, watch

5 Ideas completion

Complete the sentences with your own ideas.

- I really think I should...
- We mustn't...
- We can't possibly...
- If I tried hard, I think I could...
- Tomorrow, it may...
- Next summer, we might...
- If I'm lucky, I should be able to...
- I don't think I should...

6 E-mail word choice

Choose the correct options.



Your turn!
Write an e-mail to someone proposing an activity.

7 Fluency practice

Use modal verbs to give advice.

For example:

A: I'm bored.

B: You should go for a walk.

- I haven't got any money for the taxi.
- We're going to be late.
- They're making a lot of noise.
- I'm bored.
- I'm really tired.
- I've got a driving test next week.
- I'm going to be late for the plane.
- I don't really want to go to the cinema on my own.

8 "How to" guide analysis

Read the guide. Then, choose the right answers. Afterwards, see if you can find any examples of modal verbs. How many can you find?

howtodostuff.com

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How to snowboard

Follow these simple steps for a fun, safe time on your snowboard.



- Dress correctly!** You should make sure your helmet and boots fit. The helmet must fit firmly on your head (it shouldn't move around), and your boots should be a little bit bigger than your normal shoe size so you can wear thick socks.
- Get the right sized board!** If you stand your board upright, it should be level with your chin. This is only a rough guide as in certain snow conditions such as powdery snow you might want a slightly longer board. If you aren't sure which size you need, you can ask someone at the ski resort.
- Find your lead foot!** This doesn't have anything to do with being right- or left-handed. Simply stand still and get a friend to gently push you from behind. The foot you automatically put out to stop yourself falling is your lead foot. You should try this a few times to be sure.
- Sign up for classes!** It might sound obvious, but it really is the best way to learn safely. But be patient as it may take a while before you learn how to stop and turn.
- Follow the rules!** You should pay particular attention to any warning signs.

Have fun! Snowboarding is amazing!

- Your helmet should...
a) be just the right size b) fit loosely on your head
- Your board should be level with...
a) the top of your head b) your chin
- You can find your lead foot by asking someone to...
a) kick you from behind b) push you from behind
- The best way to learn is...
a) to sign up for classes b) to keep practising on your own
- You should pay attention to any...
a) weather reports b) warning signs

Activity Description

Activity type: presentation

Task

Choose one of the activities or sports from this unit and prepare a mini-presentation on it. You should explain how to do / play it, what equipment you need for it, etc. Be prepared to answer any questions. Use the prompts below to help you think of ideas. Then, listen to your colleague's presentation and ask questions about his/her sport or activity.

Describing an activity / sport

- Brief description of the activity / sport
- The basics
- How to play
- Equipment needed
- Objective of the sport / activity
- Best time to play
- Best place to play
- Best things about it
- Health and safety issues
- Who plays/does it
- History of the activity / sport

Describing an activity / sport

- The objective is to...
- It's great for people who...
- It's a great way to work out and get fit.
- It's a fantastic way of...
- This activity is good for...
- The best thing about it is...
- Basically, all you need to do is...

Health and safety

- You must be careful not to...
- You should ensure that...
- You must never...
- You should always take...
- You mustn't forget to...
- You should always warm up first.
- If it's raining, you should...
- In extreme weather conditions, you must...



Creating conversation

■ Something to say

Imagine you've just met someone, or you're talking to someone you don't know very well. What questions can you ask to keep the conversation going? Think of three. Then, read over the questions below to compare your ideas.

Questions to ask

- So, where are you staying?
- How was the trip over here?
- So, where do you work? / So, what do you do?
- What does your company do?
- How long are you over here for?
- Have you been here before?
- Do you know anyone here?
- Where are you studying?
- So, what do you think of (London) so far?
- What line of business are you in?
- How long have you been here?

■ Conversation analysis

Read over the conversation below. Then, choose the correct options. Steve and Ellie are at a party.

- Steve: So, who do you know here?
 Ellie: No one really. What about you?
 Steve: Most people here are from the company where I work. Where do you work?
 Ellie: Well, I'm studying at university at the moment. It's my last year.
 Steve: Oh, right. Which university?
 Ellie: King's College – in London.
 Steve: Oh, right. I went to Queen Mary's, which is in the East End.
 Ellie: I've got some friends studying there.
 Steve: So, what are you studying?
 Ellie: I'm doing a masters in Business Administration.
 Steve: Well, my first degree was in Chemistry, but later, I switched to Modern History.
 Ellie: Big change.
 Steve: Tell me about it. So, what... *[fades out]*

1. Most of the people from the party are from the place where...
 - a) ...Steve works.
 - b) ...Steve studied.
2. Ellie is studying...
 - a) ...a masters in Business Administration.
 - b) ...Modern History.
3. Steve once studied...
 - a) ...a masters in Business Administration.
 - b) ...Modern History.
4. Steve's first degree was in...
 - a) ...Chemistry.
 - b) ... Business Administration.

■ Conversation practice

Write a dialogue between two people who've just met.



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

REMINDER!

Be prepared! Make photocopies before class.

TOP TIP!

Use more 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 it to see whether it works on your students.

STARTING THE UNIT

Photocopy the following quotes by famous people. Then, stick them on walls in the classroom or on a table. Students discuss the quotes and decide what they think of them.

Motivational quotes

"Success is going from failure to failure without losing your enthusiasm." **Winston Churchill**

"All our dreams can come true, if we have the courage to pursue them." **Walt Disney**

"I have not failed. I've just found 10,000 ways that won't work." **Thomas Edison**

"Success is 99% failure." **Soichiro Honda**

"In the middle of difficulty lies opportunity." **Albert Einstein**

"Miracles happen to those who believe in them." **Bernhard Berenson**

"Behind the cloud, the sun is still shining." **Anonymous**

"Can't never could." **Anonymous**

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to play a game with the quotes from the opening page of the Skills Booklet (or any other quotes that you print off for them). Put your students into two teams. Then, read out reported speech versions of the quotes.

The first person to call out the author of the quote gets a point for his or her team. For example:

Teacher: This person said that one today was worth two tomorrows.

Student: Benjamin Franklin.

Then, when you've finished, write up on the board one of the reported speech sentences you created from the quotes. Ask your students to identify the structure. Ask your students how it's formed and when it's used. Then, refer your students to the grammar pages of this unit.

Practice

Brainstorm as many questions as you can in just two minutes. For example: *Where do you live? What's your favourite film?* Etc. Then, put your students into pairs. Students interview one another and make a note of the answers. When they've finished, they report back to the rest of the class using reported speech.

Grammar note

You may want to mention that with reported speech, we sometimes use Present Simple verbs if the information is still true. For example:

a) Mark said he **lived** in Peru.

b) Mark said he **lives** in Peru.

c) Mark says he **lives** in Peru.

All of these could be valid.

Speaking Task

This is a role play. Give your students plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

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. She said she liked it. [**She said she like dit.**]
2. They told us to wait at the end of the road. [**They tol dus to wai ta the end of the road.**]
3. We told him to leave it until tomorrow. [**We tol dhim to lea vi tuntil tomorrow.**]

4. He said it was going to start at nine. [**He sai dit was going to star tat nine.**] Then, tell your students to repeat the sentences after you as you say them at natural speed and with connected speech. This is a good way of developing your students' fluency.

FLUENCY PRACTICE

REVISION!

Past Simple Passive

Read out a sentence. Students transform it into the Past Simple Passive. Tell them not to include the agent (the person/people who did the action). For example:

Teacher: Thieves stole the money.

Student: The money was stolen.

- Thieves stole the money.
- She painted the picture.
- They ate the food.
- She drank the contents of the bottle.
- He wrote the music.
- She designed the page.
- He translated the book.
- She prepared the material.

Dates, times, percentages

Dictate these dates, times and percentages. For the times, use a quarter to, ten to, etc.

1978	2006	1865	1989	2025
1867	1523	1964	1829	2003
7:45	6:30	2:39	9:45	1:12
5:40	4:35	3:22	10:55	12:15
35%	27%	67%	28%	87%
95%	32%	67%	82%	12%

Follow-up

For homework, students write up their own party political manifesto. Tell them to expand on any three areas from below.

- **Education** – We aim to provide...
- **Economy** – We promise to reduce...
- **Healthcare** – We want to increase spending by...
- **Housing** – Our objective is to build...
- **Crime** – We want to reduce crime by...
- **Environment** – We want to abolish...
- **Transport** – We want to replace...
- **Foreign policy** – We want to withdraw all troops from...
- **Animal welfare** – We want to see an end to...
- **Climate change** – We're committed to...
- **Pensions** – We'll guarantee that...
- **Tax** – We are against...
- **Science & Technology** – We want to invest in...
- **Sport** – We aim to ban...

UNIT **10** Political Play

Objectives

Vocabulary: Politics

Structures: Reported speech

Useful skills: E-mail writing: arranging a meeting

1 Political quotes

Complete the "political" quotes with the words from below.
Which quote do you like the best? Why?

easy happen tomorrows country believe

1. "One today is worth two _____."
Benjamin Franklin
2. "The art of leadership is saying no and not saying yes.
It is very _____ to say yes." **Tony Blair**
3. "And so, my fellow Americans, ask not what your
country can do for you; ask what you can do for your
_____." **JF Kennedy**
4. "The mind is the limit. As long as the mind can
envision the fact that you can do something, you
can do it, as long as you really _____ 100
percent." **Arnold Schwarzenegger**
5. "A politician needs the ability to foretell what is going
to happen tomorrow, next week, next month, and next
year. And to have the ability afterwards to explain why
it didn't _____." **Winston Churchill**

Think about it!

Have you heard any of these quotes before? When? Where? Which of these politicians are famous in your country? Why? What else do you know about these politicians? Do you know any other political quotes? Which politicians do you admire? Who are the most famous politicians in your country? Do you know any other famous quotes by politicians?



Vocabulary: Politics

1 Politician identification

Name the politicians. Which countries are they from? What are they famous for?



2 Matching

Match the words (1 to 8) to the definitions (a-h).

- 1. Voters
- 2. Polling station
- 3. Ballot box
- 4. Election
- 5. Right-wing party
- 6. Left-wing party
- 7. Tax
- 8. GDP

- a. A party with liberal, progressive and socialist policies.
- b. The place where people go to vote.
- c. The money that is paid to finance the police, hospitals, schools, etc.
- d. A box for putting your vote in.
- e. Gross Domestic Product – the total value of goods/ services produced in a country.
- f. The people who vote in an election.
- g. A party with traditional and conservative policies.
- h. An opportunity to vote for someone.

3 Manifesto completion

Complete the party political manifesto with words from below.

- science education foreign transport health
 economy animal housing

**WE,
THE
PEOPLE!**



Here's **The Brainy Party's** manifesto for the parliamentary elections, 2014.

- **Environment:** we aim to reduce CO2 emissions by 30%.
- **Healthcare:** we want to increase the number of hospital beds available.
- [1] _____ **policy:** the withdrawal of all troops fighting wars in foreign countries by 2015.
- [2] _____: our aim is to ensure that the base rate of tax remains below 15%.
- [3] _____ **& technology:** we want to increase investment in R&D (research and development) by 20%.
- [4] _____ **welfare:** we want to see an end to animal experimentation.
- [5] _____: we want to construct high-speed train lines across the country.
- [6] _____: our objective is to build more than 100,000 new homes.
- [7] _____: we aim to guarantee a maximum of 25 pupils per class.
- [8] _____: we aim to build sixteen new, state-of-the-art hospitals.

www.brainyparty.com

Think about it! Politics

What are the main political parties in your country? What are their policies? Can you give a brief description of the political system in your country? What are the pros and cons of being a politician? What helps you to decide how to vote? How could politics/elections be more representative?

Language Structures:
Reported Speech

Tense	Direct Speech	Reported / Indirect Speech
<i>To be</i>	"I am happy!"	She said she was/ is happy.
Present Simple	"I don't like it!"	He said he didn't/ doesn't like it.
Present Continuous	"He's playing tennis."	They said that he was playing tennis.
Can	"They can come tomorrow."	She said that they could come the following day.
Past Simple	"I saw the film."	He said he saw the film. / He said that he had seen the film.
Present Perfect Simple	"I have sent the e-mail."	She said she had sent the e-mail.
Will	"She'll finish it soon."	They said she would finish it soon.
Be going to	"They're going to play."	He said that they were going to play.

We use Reported Speech (or Indirect Speech) to give a version of what someone has said. For example:
Direct speech: Courtney: "I'm pleased to be here."
Indirect speech: She said that she was pleased to be here.

The use of *that* is often optional. For example, "They said (that) they could see it."

We can also use the verb *to tell* followed by an object pronoun (me, you, him, her, us, them). For example, "She told us that she was pleased to be here."

When using Reported Speech, we often change the tense of the verb (sometimes using a past tense verb). However, in some cases, where the information is still true, we can use a present tense verb too. For example, "They said that they *liked* it. / They said that they *like* it."

Please see the Resource Section for a more detailed explanation.



1 Matching

Match the direct speech sentences (1 to 6) to the indirect ones (a-f).

1. I'm thinking about it.

2. I didn't go out last night.

3. I'll do it later this evening.

4. I'm a bit tired.

5. We're going to the cinema.

6. I won't be able to finish it in time.

- a. He said that they were going to the cinema.
- b. He said that he would do it later that evening.
- c. She said that she didn't go out last night.
- d. He said that he wouldn't be able to finish it in time.
- e. She said that she was a bit tired.
- f. He said that he was thinking about it.

2 Sentence completion

Write the sentences again as Reported Speech. In some cases, more than one answer may be possible.

- 1. "It's hot." = They said...
- 2. "They're French." = She said...
- 3. "He likes to cook." = He told me...
- 4. "She doesn't live in London." = She said...
- 5. "I didn't go to the concert." = She told us...
- 6. "I brought the bags." = He said...
- 7. "I'll tell you about it." = She told them...
- 8. "They're going to leave." = He said...

1 Sentence creation

Create as many sentences as you can with Reported Speech in just two minutes. Use the verbs below. Use both affirmative and negative forms.

take, catch, drink, have, eat, fly, get, give, go, hide, hit, talk, walk, watch, work, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, wake

2 E-mail analysis

Read the e-mail. Then, answer the questions. Afterwards, see if you can identify any examples of reported speech.



1. When did Bob say he'd try to finish the report by?
2. How many restaurants has Sally contacted so far?
3. When will she send through her ideas by?
4. Who is Louise going to ask for help?
5. When will Louise give them an update on the new website?

Your turn!

Write up a summary of a meeting (invented if necessary). Say what three people said in the meeting.

3 Transformation

Transform the direct speech into indirect speech. Use past tenses where there is an option.

1. "I'm coming to the meeting." He said...
2. "The food is delicious." She said...
3. "They work in the centre." They said...
4. "I don't drive to work." He told me...

5. "We went to the cinema." She said...
6. "They didn't finish the work." He said that...
7. "I'll do it tomorrow." She said she...

4 Conversation transformation

Read over the conversation. Then, write a letter next to each reported speech sentence (1 to 6 below). The lettered sentences in the text (a-f) should correspond to the reported speech sentences (1 to 6).

Roberta: So, did you go out last night?
 Harvey: No, I stayed in. [a] I had to get up early for an interview.
 Roberta: How did it go?
 Harvey: Not too well. [b] I don't think I'm really suited for the post. They were looking for someone with a bit more experience. But [c] I've got another interview tomorrow.
 Roberta: Who's that with?
 Harvey: A computer software company. [d] It's more in line with what I'm looking for.
 Roberta: Oh, well, good luck.
 Harvey: Thanks. I'll need it. Hey, did you see that Scorsese film on TV last night?
 Roberta: No, [e] I went to bed early. What was it like?
 Harvey: It was a re-make of that classic film *Cape Fear*. The original starred Robert Mitchum and Cary Grant and was amazing. The new one's good, of course, but [f] it isn't as good as the original. Anyway, after that, I...
[fades out]

He said that...

- 1) ...he had another interview the following day.
- 2) ...he had to get up early.
- 3) ...it was more in line with what he was looking for.
- 4) ...the film wasn't as good as the original.
- 5) ...he didn't think he was really suited for the post.
- 6) ...he had gone to bed early.

5 Summary transformation

Read over the summary of the interview with a politician. Then, transform the reported speech into direct speech.

Interview with a politician

We spoke to Mr Gordon Greaves last night, a member of the Low Tax party. During the conversation, [1] he said that the party would reduce the base rate of tax. [2] He also said that they were going to increase investment in healthcare by 20%, and that [3] they would construct 100,000 new homes for working families. [4] He also said that they would invest more in solar energy and wind power, and that [5] they were going to reduce crime rates by 10% by putting more police on the streets. Finally, [6] he said that they would pull all troops out of foreign war zones by Easter.

1. "We will reduce the base rate of tax."
2. _____
3. _____
4. _____
5. _____
6. _____

The Election

Activity type: role play

Party Political Manifesto

- Education** – *Ensure class sizes are under 30 pupils per class.*
- Economy** – *Reduce the base rate of tax to 15%.*
- Healthcare** – *Increase investment by 10%.*
- Housing** – *Build 100,000 eco-homes.*
- Crime** – *Increase the police force by 15%.*
- Environment** – *Reduce CO2 emissions by 10%.*
- Transport** – *Invest more in rail travel.*
- Foreign policy** – *Cancel the debt of the poorest countries.*

Task

You're going to present your party's ideas for the next elections. Use the manifesto above to think of things to say (feel free to change anything). When you're ready, present your ideas and answer any questions. Then, listen to your colleague's ideas. Finally, summarise your colleague's ideas using reported speech. Either write this up, or give an oral summary of it to someone.

Outlining a policy

- We aim to...
- We stand for...
- Our principal message is...
- Our primary goal is to...
- Our number-one goal is to...
- We want to reduce the number of...
- We will implement controls to ensure that...

Summarising a policy

- She said that her party would...
- He said that they were going to...
- She told us that they would...
- He said that they would...
- She said that they had already...
- He claimed that they could...
- She promised to...
- She refused to say anything about...



USEFUL SKILLS

E-mail writing PART III

Arranging a meeting

E-mail

Think of four expressions we can use for arranging a meeting. Then, compare your ideas with the expressions below.

Arranging a meeting

- Are you free on Friday?
- How does Thursday afternoon sound to you?
- Could you come along to an informal meeting in the afternoon?
- Do you think you could come around here to discuss it with us?
- Would you be able to attend a meeting on Monday at 10am?
- I was wondering whether you'd be available for a meeting next Friday at 4pm.

Confirming a time

- 10am would be perfect.
- That sounds great.
- That would be fine.
- Are you still OK for our meeting at...
- Yes, I'm free at that time.
- We're confirmed for noon tomorrow, aren't we?

Problems

- I'm afraid I won't be able to make tomorrow's meeting.
- Could it wait until I get back?
- I was just wondering whether we could meet at 7pm instead of 6pm.
- Friday's meeting has been switched to Tuesday. So, I can't make it.

E-mail analysis

Read the e-mail below. Then, write **T** (true) or **F** (false).



To: saunders48@yahoo.com
Subject: meeting next Friday

Dear Ms Saunders,
It was great to see you last week. I was wondering whether you'd be available for a meeting next Friday 4th March. We'd like to go over the sales figures with you and get your thoughts on our proposals for improving them.

If it's all right with you, we'd like to meet in our office at 4pm, which is at 24 Walpole Street. If you're arriving by car, you can park in our car park. If you're coming by public transport, there's a train station just next to our offices. The trains run every 15 minutes, so they're pretty regular.

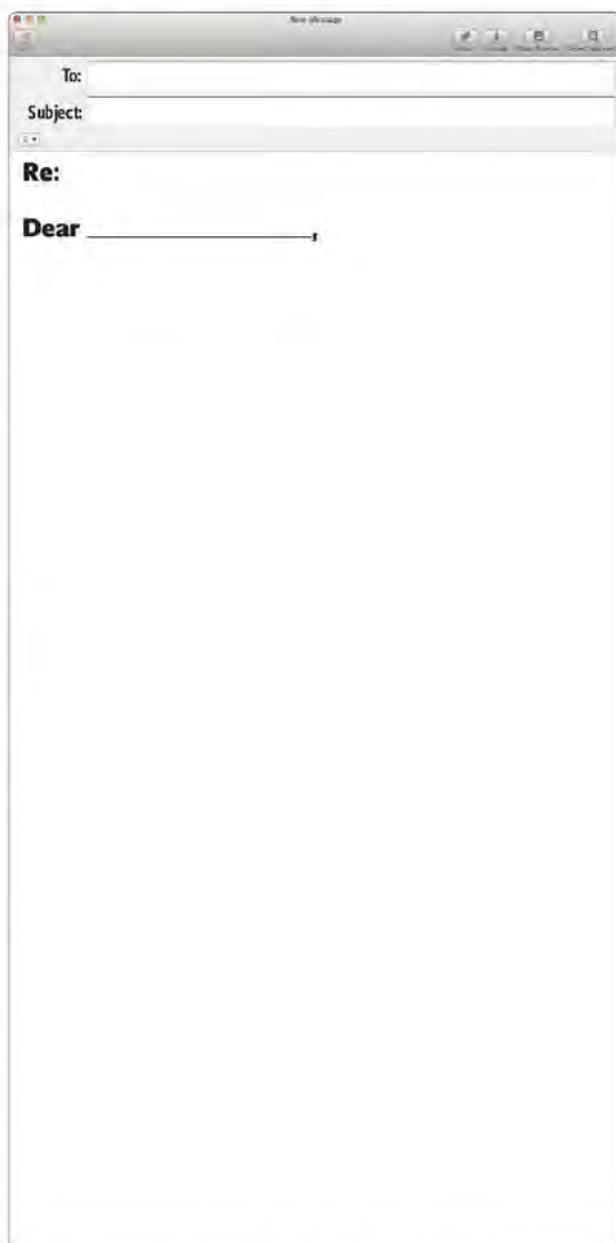
I look forward to hearing from you.
Regards,
Ellie Brown

1. Ellie Brown saw Ms Saunders last week.
2. Ellie proposes meeting next Thursday.
3. She wants to go over the sales figures.
4. Her office is at 34 Walpole Street.
5. She says that there's a train station just next to the office.

E-mail writing

Write an e-mail according to the instructions below.

1. Greet the recipient (invent a name).
2. Open the e-mail.
3. Propose a time for a meeting.
4. Say what the meeting is about.
5. Give instructions on how to get to your office.
6. Close the e-mail / sign off.
7. Say goodbye.



To: _____
Subject: _____
Re: _____
Dear _____,

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

REMINDER!

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

TOP TIP!

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

STARTING THE UNIT

Bring in photos from magazines or the internet of people speaking to one another. Stick them on walls in the classroom or on a table. Students try to imagine what the people are saying. Vote on the best / funniest / most original ideas.

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to read out a story. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the story below, or invent your own. Remember to add in some features of conversational English. For example:

Last night I went to, to the, erm, cinema and I saw a great film. It was the latest one by Woody Allen. I'm, erm, not a great fan. I mean, I haven't liked a lot of his, erm, most recent films, but this one was, erm, pretty good. After the cinema, we, erm, that's my friend and me, we went to, erm, a bar just nearby and had, like, a few drinks, before, erm, we went home. I got the bus, and my friend, erm, she got a taxi.

When you've finished, ask three comprehension questions. For example, "Where did I go last night? / What film did I see? / What did I do after that?" Students get a point for each correct answer. Then, when you've finished, write some of the text, including a few features of conversational English. Tell your students to identify any of the features and to say what they're used for.

Then, refer them to the grammar pages of this unit.

Practice

On slips of paper, write the names of a few topics of conversation: *the news, film, football, music, the weather, clothes, books, cars, the home, free time...* On other slips of paper, write some features of conversational English: *I mean, like, erm, you know, etc.* In pairs, students choose a topic card and pick up one of the features of conversational English cards. Then, they talk about the topic, trying to use their feature of conversational English as much as possible. When they've finished, each student has to guess which feature of conversational English their partner had.

Speaking task

This is a role play. Cut the page down the middle and give the students their respective roles. Give them plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Play "Bingo" with the features of conversational English. Give each student a piece of scrap paper. Students write down three different features of conversational English. Talk about a fun day you had in a city (invent as necessary). Describe how you went to different sights, where you had lunch, etc. As you're talking, use as many of the conversational features as possible, but keep a note of which ones you use. Students cross out the features they've written when they hear the corresponding word/expression. The first student to cross out all three features calls out *Bingo!* and wins the game. Example story:

So, this weekend, er, I went to Bath. It was amazing. To tell you the truth, I was pleasantly surprised. I didn't, erm, expect it to be so beautiful. Anyway, we arrived at the, you know, train station, and then, like, walked to the centre. It didn't take long, I mean, we got there quite quickly. As soon as we were, like, there, we had a drink in a café, which was, erm, really nice... Etc.

FLUENCY PRACTICE

REVISION!

Questions with *was / were*

Ask your students these questions. Tell them to use short answers.

- Was Shakespeare alive in the 19th century?
- Was Texas an independent country once?
- Was John Dumphries a drummer in the Beatles?
- Was Elvis Presley a famous football player?
- Was Geronimo a famous Apache leader?
- Was Napoleon a German emperor?
- Were Dorothy's shoes blue in *The Wizard of Oz*?
- Was Tony Blair a president of the United States?

Nationalities

You say a country, your students write down the corresponding adjective. Choose ten at random. Then, repeat the exercise another day.

America-American; Argentina-Argentinian; Australia-Australian; Austria-Austrian; Belgium-Belgian; Brazil-Brazilian; Britain-British; Bulgaria-Bulgarian; Canada-Canadian; China-Chinese; Cuba-Cuban; Denmark-Danish (Dane); Egypt-Egyptian; England-English (Englishman/woman); France-French (Frenchman/woman); Germany-German; Greece-Greek; Holland (The Netherlands)-Dutch (Dutchman/woman); India-Indian; Ireland-Irish (Irishman/woman); Italy-Italian; Japan-Japanese; Mexico-Mexican; Morocco-Moroccan; Norway-Norwegian; Peru-Peruvian; Poland-Polish (Pole); Portugal-Portuguese; Russia-Russian; Scotland-Scottish (Scotsman/woman); Spain-Spanish; Turkey-Turkish; Wales-Welsh (Welshman/woman)

Follow-up

For homework, students write up a dialogue based on one of the conversations they had in class. Tell them to include any features of conversational English.

UNIT 11 Social Splash

Objectives

Vocabulary: Socialising

Structures: Features of conversational English

Useful skills: Telephone English: taking & leaving a message

11 What are they saying?

Complete the speech bubbles (1 to 8) with the words from below.

do work cold match

international staying much been

1. How long have you _____ here?
2. Have you seen _____ of the country?
3. Where are you _____ at the moment?
4. Are your children studying at an _____ school?
5. Did you see the _____ last night?
6. It's been a bit _____ here lately, hasn't it?
7. What would you like to _____ this afternoon?
8. Who do you _____ with?

Think about it!

What are your favourite topics of conversation for small talk? Do you ever socialise with people from work or college? What do you talk about? What sort of questions do you ask when you meet people for the first time?



Vocabulary: Socialising

1 Matching

Match the statements / questions (1 to 6) to the comments (a-f).

1. Oh, look, it's raining again.
2. I've got a spare ticket for the theatre tonight. Would you like to come?
3. We're getting married next month.
4. They've cancelled the concert.
5. There was a great film on TV last night.
6. I'm just making a cup of tea. Would you like one?

- a. Yes, that would be fantastic. Which play were you going to see?
- b. Oh, yes, please, I'd love one.
- c. Oh, really? What was it about?
- d. We might have to cancel the picnic.
- e. Oh, no. I was really looking forward to it.
- f. Congratulations!

2 Expressions completion

Add letters to complete the words.

1. _ _ **all** we go to the theatre tomorrow?
2. _ _ **t's** go to the cinema.
3. Do you _ _ **ncy** coming on a picnic with us?
4. _ _ **y** don't we go to that Mexican restaurant for lunch?
5. Are you free _ _ **r** lunch tomorrow afternoon?
6. That sounds like a good _ _ **ea**.
7. That _ _ **uld** be fantastic.
8. I'm _ _ **raid** I'm a bit busy at the moment.

Your turn!

Use some of the expressions to write an e-mail to a friend inviting him/her to do something.



1 Conversational analysis

Read the conversation. Then, choose the correct answers. Morgan and Georgina are at a business lunch. Morgan has to leave.

- Morgan:** I'm sorry to break things up, but I've got a train to catch.
- Georgina:** Oh, that's a pity.
- Morgan:** Yeah, I've got to be at the station by 4pm.
- Georgina:** I can give you a lift if you like.
- Morgan:** Actually, I've got my car here. I want to leave it in the station car park so it's there when I get back.
- Georgina:** So, where are you off to?
- Morgan:** London. There's a conference I've got to attend.
- Georgina:** And when are you back?
- Morgan:** Tomorrow evening. I've got to stay overnight.
- Georgina:** Oh, well, have fun.
- Morgan:** I will. See you later. Bye.
- Georgina:** Bye.



1. Morgan has to leave because he's got a **train / plane** to catch.
2. He has to be at the station by **4pm / 5pm**.
3. He wants to leave his **motorbike / car** at the station.
4. He's going to **Birmingham / London**.
5. He's going to attend a **conference / meeting**.
6. He has to stay **overnight / for three nights**.

Your turn!

Write out a conversation between two people. During the conversation, one of the speakers has to leave.

Think about it! Socialising

When was the last time you went out with your colleagues / classmates? What did you do? What did you talk about? When was the last time you went out with friends or family? What did you do? What did you talk about? When was the last time you went to a party? What was it like? Who did you meet? When do you have to make small talk? Are you good at making small talk? Give examples.

Language Structures:

Features of conversational English

Here are some interesting features of conversational English.

Feature	Example
like (this is used to fill a gap in a conversation)	There's two, like , horses, like , waiting at the side... I've got, like , about two minutes to, like , deal with it.
you know (this is used to fill a gap in a conversation, or to check that the other person is following you)	It's great, you know , because you can do it all from home. If you want any help, just, you know , ask.
Er / erm (these "sounds" are often used while people are thinking of something to say)	Erm , I'm not really sure. Er , what do you think? Erm , I'm not really sure how to put this, but, erm , we've just won the lottery!
I mean (this expression is used for self-correction or for clarifying something)	It's really good, I mean , it isn't bad. I'm thirty-six, I mean , thirty-seven.
as a matter of fact / actually / to tell you the truth / yes, but... (these expressions are often used to express contradiction)	As a matter of fact , it was Frank who said that. Actually , I've never even been there. To tell you the truth , I thought it was one of her worst. Yes, but do you really understand it?

More features of conversational language

Here are some more features of conversational English:

- **False starts:** *I, I, I think... I mean, I believe...*
- **Interruption:** **A:** *Once, I was walking...* **B:** *Where were you?*
- **Incomplete sentences:** *I went... I took it, and then, I had...*
- **Non-standard English:** *There's a lot of people there. [it should be: There are...]*
- **Omission:** **A:** *Was it good?* **B:** *Yeah, [it] wasn't bad.*

1 Speech bubble completion

Complete the speech bubbles with the words from below.

truth fact actually but

1. _____
I don't work here.
I'm just filling in for Jeff as he's away.



2. To tell you the _____, I'm not really happy with the way things have turned out.



3. Yes, _____ do you really think it's going to work?



4. In _____ I've never done this before.



True or false

Read the conversation. Then, write **T** (true) or **F** (false) next to each statement. Afterwards, circle any features of conversational English. How many can you find?

Aidan: Hi, Harriet. How's it going?
Harriet: Oh, hi, Aidan, erm, good to see you.
Aidan: So, did you go out last night?
Harriet: No, we didn't. Er...we've just got back from Greece.
Aidan: Greece? Did you have a good time?
Harriet: Yes, we did, we went with...
Aidan: ...so where did you go? Somewhere nice?
Harriet: Rhodes. We had a lovely time.
Aidan: Were you staying on the south side of the island?
Harriet: Erm, no. We stayed at this place near, erm, Rhodes Town.
Aidan: You're joking! The hotels there are ten times more expensive than the ones on the south side. Did you go to Lindos? It's lovely.
Harriet: We went there for the day, I mean, half a day. Actually, we thought it was a bit touristy.
Aidan: So, which hotel did you stay at?
Harriet: This little family-run bed-and-breakfast place near The Apis.
Aidan: I've been there. Terrible place.
Harriet: Actually, we thought it was quite nice.
Aidan: So, what did you think of... [fades out]

1. Harriet has just got back from Greece.
2. She stayed in Athens.
3. They stayed in a place near Rhodes Town.
4. Aidan thinks the hotels are more expensive on the south side.
5. Harriet didn't really like Lindos.
6. Aidan thought the hotel they stayed at was really good.

Topic classification

Circle the subjects that are potentially good topics for small talk. Are any of them potentially bad topics? Why?

*the news film football music
 the weather clothes books cars
 the home free time TV the weekend
 travel children sport marriage religion
 politics the family countries relationships
 entertainment*

Making small talk

Write a topic from the previous exercise next to each sentence/question.

1. Did you see the game last night? *sport*
2. Are you looking to move house in the near future? *+the home*
3. Have you seen any good films lately?
4. Are you going to do anything interesting this weekend?
5. Have you heard the latest Bruce Springsteen song?

6. Did you see that new TV drama last night?
7. So, what do you get up to when you aren't working?
8. Who will you be supporting in tonight's match?
9. Have you read any interesting books lately?
10. So, what are you doing for your summer holiday?

Conversation completion

Complete the conversation with the expressions from below. Then, circle any examples of conversational fillers.

I'm getting married see much of each other
 I don't really have time do you remember
 I'm not working

Olivia: Hey, Alex. Erm, how's it going?
Alex: Olivia! Great to, er, see you again.
Olivia: Yes. It's been, like, a long time. So, how's the, erm, job?
Alex: Well, actually, (1) _____ at Durnkiss Paper PLC any longer. I've, erm, got a new job.
Olivia: Great. So, erm, where are you working now?
Alex: An advertising agency in the city centre.
Olivia: That's great, and, erm, are you, like, still playing football regularly?
Alex: Well, as a matter of fact, (2) _____ for that any more. My wife, erm, gave birth about four months ago.
Olivia: Congratulations! So, is it a boy or a girl?
Alex: A little girl.
Olivia: Ah, that's fantastic. So, erm, how's your brother? I haven't seen him for ages.
Alex: Well, to tell you the truth, we don't (3) _____ these days as he's moved to the States – he, like, got a job there. So, what are you up to?
Olivia: Well, as a matter of fact, (4) _____ next month.
Alex: That's great news. Who's, erm, the lucky man?
Olivia: (5) _____ Mason Barnes?
Alex: Oh, right, yes. He was a, erm, salesman at Stima Financial, wasn't he?
Olivia: Yes, that's it, well, one day... [fades out]

Fluency practice

Answer the questions. Use these expressions to contradict the information: *as a matter of fact, ... actually, ... to tell you the truth, ... yes, but...*

- You're from Italy, aren't you?
- You like vegetarian food, don't you?
- You went to the party last night, didn't you?
- You're going to help me later, aren't you?
- You'll come to the lunch, won't you?
- You're playing football with us later, aren't you?
- You've got a sister, haven't you?
- You live in the north, don't you?

The visitor

Activity type: role play

Student A

You're in charge of looking after someone who's paying a visit to the company where you work. Think of lots of questions to ask him/her (see Box A for ideas). Also, think of things you could say or ask to keep the conversation going (see Box B for ideas). When you're ready, have a conversation and find out the following (plus anything else):

A Questions to ask

where he/she works, why they're over here, what they do there, whether they know anyone from your company, who they work with, their hobbies, family, education, hometown, holiday plans, local places visited, etc.

Making small talk: questions

- So, which department do you work in?
- How long have you been there?
- So, who do you work with?
- How long are you over here for?
- Have you met (Tabitha) before?
- So, what do you think of (London)?
- Did you see the game last night?
- Have you seen any good films recently?

Student B

You're going to talk to someone from a company that you're visiting for a few days. Think of answers to the questions in Box A (decide who you are, etc.), and also think of things you could say or ask to keep the conversation going (see Box B for ideas).

B Topics of conversation

the news, film, football, music, holidays, the weather, clothes, books, cars, the home, free time, TV, the weekend, travel, sport, entertainment

Making small talk: statements

- I saw this great film last week.
- I've heard that the food here is really good.
- I went to a fantastic restaurant last night.
- I've been told that this area of (London) is...
- There are some great museums around here.
- I've heard about this great place to visit that's...



Remember!

You must do the *Reading and Listening* activities in Hot English magazine.

USEFUL SKILLS Telephone English PART III

Taking & leaving a message

1 Expressions analysis

Think of three expressions you can use for taking or leaving a message. Then, compare your ideas with the expressions below.

Taking a message

- May I take a message?
- Can I take a message?
- Would you like to leave a message?
- I'll let her know you called.
- I'll make sure she gets the message.

Leaving a message

- Could I leave a message, please?
- Can you tell her that Jane called, please?
- No, that's OK. I'll call back later.
- Do you know when she'll be back in the office?
- Could you ask her to call Sam when she gets in, please?
- My number is 467-2896, extension 476.
- Could you tell her to call me as soon as possible?



2 Conversation analysis

Read the telephone conversation. Then, complete the table.

- Receptionist:** Haystacks Electrical Equipment. How may I help you?
- Crispin:** Oh, hi. This is Crispin Gibbins. I'd like to speak to Joyce Bates, please.
- Receptionist:** Please hold the line. I'll just put you through. *[one minute]* I'm sorry but Ms Bates' line is engaged at the moment.
- Crispin:** Erm, could I leave a message, please?
- Receptionist:** Yes, certainly.
- Crispin:** Could you tell her that Crispin Gibbins from Markstown Communications called and that I

won't be able to attend the meeting today? If she needs to speak to me, she can reach me on my mobile. I'll just give you the number. It's 0876 36578.

Receptionist: OK. That's 0876 36578.

Crispin: Great. And also let her know that I'll send the information she needs tomorrow morning.

Receptionist: OK. I'll let her know you called, and I'll make sure she gets the message.

Crispin: Thanks very much.

Receptionist: No problem. Bye and have a nice day.

Crispin: Bye.

1.	Name of company contacted	
2.	Name of caller	
3.	Name of the person he'd like to talk to	
4.	Name of the caller's company	
5.	Message about the meeting	
6.	Caller's mobile phone number	
7.	Message about the information required	

3 Telephone conversation

Write out a telephone conversation in which the caller leaves a message.

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

REMINDER!

Use the Revision Drills in the Teacher's Guide pages to go over any grammatical structures. Also, revise vocabulary from previous lessons by giving definitions of words and asking your students to tell you the corresponding word.

TOP TIP!

Get your students moving! Whenever possible, tell your students to get up and chat or mingle during speaking tasks. They'll appreciate the break in routine. Also, mix up the pairs so they aren't always with the same person.

STARTING THE UNIT

Do a "Running Dictation". Photocopy the product label information from the opening page and stick it somewhere on a wall outside your classroom (you might need to OK this before you start!). Then, put your students into pairs. In each pair, there is 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 photocopied sheet of instructions as fast as possible (without it being dangerous). They memorise as much of the text as possible, then run back and dictate (whispering) it clearly to their partner, the "Writer". The "Writer" then writes down the words as carefully and quickly as possible. The winning team is the first team to have all the instructions written down. When they've finished, refer your students to the opening page to check spellings, etc.

Grammar note

There's a very subtle difference between "like / love / prefer" + "to do"; and "like / love / prefer" + "doing" (the gerund). Basically, we use the infinitive when we are talking about things we feel are necessary: *I like to go to the dentist about once a year.* And we use the gerund to talk about things we enjoy doing: *I like going to the beach.*

MAKING GRAMMAR FUN

Presentation

On the board, write a pool of verbs which are followed by the infinitive/gerund: *avoid, decide, consider, enjoy, hope, finish, imagine, want, mention, mind, miss, intend, offer, plan, expect, help, learn, manage, promise, seem, hope, want.*

Using these verbs, write down five sentences about you: three true and two false. Here are some sample sentences (invent your own if you wish):

- a) I'm considering taking up yoga. (true)
- b) I have decided to go on a diet. (false)

Etc.

Dictate each sentence one at a time. Students vote on whether they think it's true or not. They get a point if they're correct. The student with the most points wins. Afterwards, write up some of the sentences on the board. Ask if anyone can see a pattern with regards to the use of the infinitives and gerunds. Then, refer your students to the grammar pages of this unit.

Practice

Tell your students to write down five sentences about five different students in the class. Tell them to use gerunds and infinitives where possible. For example:

- a) This person promised to help me write the report I've got to hand in tomorrow.
- b) This person agreed to go for a coffee with me tomorrow morning.
- c) This person enjoys singing and plays in a band.

Etc.

When they're ready, students take turns reading out their sentences. The rest of the class has to guess which student is being referred to in each sentence. This can be played as a team game. Tell your students to keep it light-hearted in nature, and not to get too personal.

Speaking Task

This is a presentation and question-and-answer session. Give your students plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a

note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Dictate the following four sentences for your students to write down. Read out the sentences at natural speed. For example:

- a) She promised to talk to us tomorrow.
- b) She apologised for arriving late.
- c) They decided to do it later.
- d) We wanted to see you.

Ask for a volunteer to write the sentences on the board. Then, draw your students' attention to the weak, unstressed forms of *to* (tə) and *for* (fə). Then, tell your students to repeat the sentences after you as you say them at natural speed and with natural rhythm. Then, dictate four more sentences for your students to write down. Focus on other weak, unstressed sounds.

FLUENCY PRACTICE

REVISION!

Regular Past Simple verbs

Ask your students these questions. Tell them to answer with full answers. Ask follow-up questions where possible.

- Did you talk to anyone in a shop yesterday?
- Did you walk to work yesterday?
- Did you promise to do anything last week?
- Did you clean the house last month?
- Did it rain yesterday?
- Did it snow last Christmas?
- Did you play any golf last month?

Numbers

Dictate the following numbers for your students to write down.

823 697 143 203
 4,651 3,127 7,437 9,356
 46,218 55,259 78,321
 345,988 456,987 611,509
 78,283,390

Follow-up

For homework, students choose one of the products from the opening page and write a letter of complaint based on an imaginary problem with the product. Alternatively, they write up their presentation.

UNIT 12 Product Promotion

Objectives

Vocabulary: Products

Structures: Gerunds & infinitives

Useful skills: Socialising: keeping the conversation going

Product labels

Read the product label instructions. Which ones are the funniest / most ridiculous?

- **Bremer Electric Drill:** *This product is not intended for use as a dental drill.*
- **Wet-Fab hand wipes:** **Directions:** *open packet and use.*
- **Snoozy sleeping pills:** **Warning:** *These pills may cause sleepiness.*
- **Windulux window cleaner:** *Do not spray in eyes.*
- **Scent Fresh toilet cleaner:** *Do not drink from the toilet bowl.*
- **Waves hair colouring lotion:** *Do not use as an ice cream topping.*
- **Mitex shaving foam:** **Caution:** *This product may contain foam.*
- **Blue Zone deodorant:** *Use only on underarms.*
- **Sleeptite bed mattress:** **Warning:** *Do not attempt to swallow!*

Think about it! Products

Have you used any of these products (or similar) recently? What for? Do you ever read the instruction labels on products you buy? Why? Why not? Have you ever had a problem understanding how a product works? What happened? Why do companies include ridiculous instructions on product labels? What is the most useful and essential information on product labels?



Vocabulary: Products

Product analysis

Write the name of a department store section (see pictures below) next to each product (1 to 12).



Health & Beauty



Electronics



Sporting Goods



Toys & Games



DIY / Home Repairs



Home & Garden



Office Supplies



Baby & Toddler



Clothes & Accessories



Food & Beverages



Furniture

1. Pushchair _____
2. Belt _____
3. Camera lens _____
4. Computer tablet _____
5. Carton of orange juice _____
6. Wardrobe _____
7. Hammer and nails _____
8. Shampoo _____
9. Plant pots _____
10. Fishing rod _____
11. Board game _____
12. Pens _____

Product description

Read the online product description. Then, complete the table.

Furniture.com

Home About Us Services Products Support Contact

Products >>

Markby wardrobe

The Markby wardrobe comes with three doors, five shelves and one clothes rail. It's made of wood from sustainable forests, and it's protected by biodegradable foam packaging and shredded paper.

- **Dimensions:** 90 cm wide, 60 cm deep and 184 cm high.
- **Weight:** approximately five kilos.
- **Price:** €139.
- **Warning:** This product is not designed for sleeping in.
- **Cleaning instructions:** Wipe clean using a damp cloth and a mild cleaner.

User review

I found it really hard to assemble as the instructions were a bit confusing. However, it looks great and the product resembles the one in the photo from the shop.

1.	Name of product	
2.	Type of product	
3.	Number of doors	
4.	Number of shelves	
5.	Number of clothes rails	
6.	Height	
7.	Weight	
8.	Price	
9.	User review (positive or negative)	

Your turn!

Write a review of a product you bought recently (invent if necessary).

Think about it! Products

Have you ever bought something that didn't work? What did you do? Have you ever had to return a product? Why? Do you always keep the guarantees / warranties? Why? Why not? Do you remember where you keep them? What do you do with your old/broken, etc. products / appliances? Are you good at understanding instruction manuals? Give examples. Have you ever used a product that was past its sell-by date? Have you ever thrown away a product after just a few days? Why? Do you shop around and look for the best price before buying something new?

Language Structures:

Gerunds & infinitives

Infinitive

Some verbs are followed by another verb in the infinitive (a base verb with *to*). For example, any verb that follows the verb *to offer* is in the infinitive: "They **offered to help** us."

Here are some verbs that are followed by an infinitive: *agree, ask, choose, tell, decide, refuse, hope, offer, plan, expect, help, learn, manage, promise, seem, want, threaten.*

We also use the infinitive after some expressions with *it* + an adjective + an infinitive. For example: "It is easy **to do**."

Gerund

Other verbs are followed by a gerund (verb + *-ing*). For example, any verb that follows the verb *to enjoy* is in the gerund: "They enjoyed **seeing** you."

Here are some other verbs that are followed by a gerund: *avoid, consider, finish, imagine, mention, mind, miss, can't help, discuss, involve, practise, resist, risk, can't stand*

We also use gerunds after prepositions. For example: "He left the house **without taking his keys**."

Please see the Resource Section for a more detailed explanation.



1 Matching

Match the sentence beginnings (1 to 6) with the endings (a-f).

- 1. We can't...
- 2. They suggested...
- 3. We want to see it...
- 4. We're hoping...
- 5. I really enjoyed...
- 6. They've agreed to put in an order...

- a. ...working with you.
- b. ...for sixteen thousand units.
- c. ...see it clearly enough.
- d. ...before we buy it.
- e. ...leaving as early as possible.
- f. ...to finish it next week.

2 Sentence completion

Complete each sentence with the correct form of the verb in brackets. Use gerunds and infinitives.

- 1. They plan _____ (start) early.
- 2. She promised _____ (help) us.
- 3. We want _____ (see) you tomorrow.
- 4. They enjoyed _____ (participate) in the competition.
- 5. We haven't finished _____ (send) all the e-mails yet.
- 6. She mentioned _____ (want) to see you again.
- 7. They expect us _____ (stay) until the end.
- 8. We don't intend _____ (pay) very much for it.

3 Ordering

Put the words in the correct order to complete the sentences.

- 1. like / tonight / I'd / to go out
- 2. it / we / to finish / as soon as possible / want
- 3. offered / they / with us / to go
- 4. taking / they / a taxi / suggested
- 5. by early next week / we / to complete / expect / it
- 6. talking / at the party / I / with her / enjoyed
- 7. through the broken window / the thieves / to get in / managed

4 Errors

Tick the correct sentences. Correct any incorrect ones.

1. They helped us to finish it.
2. We hope seeing you again very soon
3. They enjoyed to talk to you about it.
4. She decided resigning from her position as managing director.
5. I try to avoid using too much salt in the food I cook.

5 Sentence creation

Create as many sentences as you can with gerunds and infinitives in just two minutes. Use the verbs below. Use both affirmative and negative forms.

enjoy, suggest, avoid, consider, finish, imagine, mention, mind, miss, ask, agree, choose, decide, hope, intend, offer, plan, expect, help, learn, manage, promise, seem, want

6 Fluency practice

Answer the questions.

- Is there anything that you really want to do this summer?
- Have you ever considered living abroad? Why? Why not?
- Have you promised to do anything for tomorrow? What?
- Are you planning to go away this weekend? Where?
- Is there anything that you miss doing now that you're older? What?
- Do you plan to stay late at the office tonight? Why? Why not?
- Has anyone offered to help you recently? Who?
- Could you imagine living on a farm in the country? Why? Why not?

7 Product description analysis

Choose the correct words to complete the text.

The HomeZone Micro-Combi

The HomeZone Micro-Combi is a combination of a microwave and conventional oven. This unique convection/microwave combination operates by (1) *use / using* a fan to circulate hot air in the oven.

If you enjoy (2) *cooking / cook*, but don't have enough space for a conventional full-sized oven, the Micro-Combi is perfect as it allows you (3) *toasting / to toast*, roast and microwave all with one small appliance.

This stainless steel appliance comes in a range of colours, with two full-width oven racks that let you cook more at the same time. The touchscreen control panel is simple (4) *using / to use* and the automatic-cleaning option will save you valuable time. Use one of the 84 pre-programmed settings, or programme your own. If you need (5) *cooking / to cook* something really quickly, you can use the "speedbake" option.

The range of cooking options is truly impressive. You can defrost meat or fish, then choose (6) *to roast / roasting* or slow bake it at the flick of a switch. If you want (7) *to grill / grilling* something, the adjustable shelves can be raised or lowered. The Micro-Combi also comes with a selection of Pyrex dishes and trays, which are perfect if you want (8) *taking / to take* advantage of the oven function.

The Micro-Combi offers you the quality and precision temperature control you would expect (9) *finding / to find* in a top-of-the-range conventional oven. The step-by-step guide and recipe pack will help you get used to its functions in next to no time. The Micro-Combi is well-designed and reasonably priced! It's also safe, fast and easy to operate. AND it only costs only £250!

Call us NOW and get a 10% discount on your Micro-Combi!



Your turn!
Write out a description of a product.

Product Description

Activity type: presentation and question-answer session

Task

You're going to give a presentation about a product (real or invented). First, write up a brief description of a product of your choice. Use the prompts below to help you think of things to say. Include a photo or image if possible, and brief instructions on how to use it. While you're giving your presentation, really try to "sell" its benefits. When you're ready, present your product to the rest of the class. Be prepared to answer any questions. Then, listen to the other presentations and ask questions.

- **Purpose:**
- **General description:**
- **Care instructions:**
- **Dimensions:**
- **Weight:**
- **Pros:**
- **Cons:**
- **Price:**
- **Instructions for use:**
- **Warnings:**
- Other?

Describing a product

- As you can see, this is...
- This is designed to...
- If you enjoy... you'll love this.
- If you want to... you'll find this extremely useful.
- It comes with (a lifetime guarantee).
- It's fully compliant with all health and safety standards.
- It's perfect for...

Asking questions about a product

- How much does it cost?
- Where can I get it?
- What's this bit for?
- How much does it weigh?
- How easy is it to clean?
- Does it come with any extras?
- How does it work?
- What's its primary function?
- What makes it different from X?



Remember!

You must do the *Reading* and *Listening* activities in Hot English magazine.

USEFUL SKILLS

Socialising PART III

Keeping the conversation going

1 Useful questions

Imagine you're in the middle of a conversation with someone. You don't know the person very well. Think of three statements and three questions that you could use to keep the conversation going. Then, compare your ideas to the questions/statements below.

Statements

- I've just read this incredible book.
- I went to this great restaurant last night.
- I've had a terrible day. When I...
- Something really funny happened as I was leaving the hotel...
- I heard this funny story on the news this morning.
- I saw a great film the other day.

Questions

- Are you doing anything interesting this weekend?
- Have you had a chance to do much sightseeing yet?
- So, what do you get up to when you aren't working?
- So, what are you doing this summer? Have you got any plans?
- You're a lawyer, aren't you? What made you want to go into law?
- So, where did you study?
- How did you get into your line of work?

2 Conversation analysis

Read over the conversation below. Then, tick (✓) Yes or No next to each question (1 to 6).

At a party

Mark: So, did you see the game last night?

Sophia: Yeah, it was pretty good. Shame they lost though. So, do you play football?

Mark: Not much these days. I just don't have the time, with the business to run and the kids to look after.

Sophia: So, how old are your children then?

Mark: Well, Jessica is seven and Ben is nine.

Sophia: Quite a handful, I should imagine.

Mark: Oh, yes, they keep me busy all right. So, have you got any plans for the summer holidays?

Sophia: Yes, Jamie and I are planning a trip to the Caribbean – to the Cayman Islands.

Mark: That sounds nice. Have you been there before?

Sophia: Many years ago. What about you? Are you going anywhere exciting?

Mark: Well, we're hoping to get away to France. My sister has got a house there. She's got two kids too, so our children will have a good time with their cousins.

Sophia: I've never been to the France. What's it like?

Mark: Oh, it's beautiful.

Sophia: Do you speak French?

Mark: A little bit. We used to go there more often when I was younger as my aunt had a house there, but I haven't been there for a while. So, what are you... [fades out]

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Did Sophia see the (football) game last night? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does Mark play much football now? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does Mark have three children? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is Sophia going to the Cayman Islands for her summer holiday? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is Mark going to Italy for his holiday? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Did Mark use to go to France when he was younger? | <input type="checkbox"/> | <input type="checkbox"/> |

3 Conversation challenge

Write out a conversation with questions and statements being used to keep the conversation going.



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

REMINDER!

Try to work on all the major skills during any given class. Do a bit of reading, listening, speaking and language work. This will make the class more dynamic and interesting, and it'll keep your students motivated.

TOP TIP!

Recycle your material! Keep all the games and activities you produce. Get some envelopes and use these to keep slips of paper, etc. Label the envelopes so you can find the games again and use them in the future. Material development is time-consuming but well worth the investment in the long term... especially if you can use the game/exercise/activity again and again.

STARTING THE UNIT

Play "Speak out". Write statements about fashion on slips of paper. For example:

- a) "Only great minds can afford a simple style." **Stendhal**
- b) "People seldom notice old clothes if you wear a big smile." **Lee Mildon**
- c) "Clothes make the man. Naked people have little or no influence on society." **Mark Twain**
- d) "One should either be a work of art, or wear a work of art." **Oscar Wilde**
- e) "Of all the things you wear, your expression is the most important." **Janet Lane**
- f) "Fashion can be bought. Style one must possess." **Edna Woolman Chase**
- g) "Never wear anything that parics the cat." **P.J. O'Rourke**

Next, prepare some more slips of paper with the words "agree / disagree" on them. Put students in pairs. Individually, students choose one controversial statement and one of the "agree / disagree" slips. Students have one minute each to discuss their statement. 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. The other student has a turn now.

MAKING GRAMMAR FUN

Presentation

Do a quiz with your students. Before the class, write statements with relative clauses. When you're ready to do the quiz, put your students into two teams and read out the statements one by one. The first person to shout out the correct answer gets a point for his/her team. Use these or invent some of your own. For example:

- 1. This is a person whose job is to show the clothes to the press. They walk up and down a catwalk, which is an elevated stage. **(model)**
 - 2. This is the general name used to describe a company that designs clothes. **(fashion house)**
 - 3. This is a German fashion house that's famous for its menswear. **(Hugo Boss)**
 - 4. This is an Italian fashion label that specialises in luxury goods for men and women. **(Prada)**
 - 5. This is an Italian designer who's famous for his men's suits. **(Armani)**
- Etc.

When you have finished, write some of the statements on the board. Tell your students to identify any relative pronouns. When are they used? How are they used? Discuss this. Then, refer your students to the grammar pages of this unit.

Practice

Put your students into pairs. Students write quiz questions on any topics. Tell them to use relative pronouns in their questions where possible. When they're ready, students take turns reading out their quiz questions for other students. This could be played as a game.

Speaking Task

This is a press conference activity. Give your students plenty of time to prepare for this task. Remember to use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.).

Pronunciation Sentence stress

Dictate the following sentences. Read them out at natural speed. If you say them naturally and fairly fast, the stress should fall on the key words: *nouns, verbs, adjectives*, etc.

- a) The woman who gave us the money works over there.
- b) The castle that we visited last week was built in the 15th century.
- c) This is the phone that I fixed last

week.

- d) I couldn't see the person that she was pointing at.

Ask for a volunteer to write up the sentences on the board. Then, tell 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. This is a good way of developing your students' fluency.

FLUENCY PRACTICE

REVISION!

The use of will

Dictate the following sentences. Your students have to make an offer using "will" and the verb you give them. For example:

Teacher: There's no more sugar. **(get)**

Student: I'll go and get some.

- I can't do this. **(help)** =
- Would you like some tea or coffee? **(tea)** =
- This is too difficult. **(help)** =
- Which one do you want – the red one or the green one? **(red)** =
- There's no more ink in the printer. **(get)** =
- I forgot to bring my mobile phone charger. **(lend)** =
- It's cold in here. **(open)** =
- This bag is too heavy. **(take)** =

Spelling

Dictate the names.

- 1. Accenture 2. Adidas 3. Amstrad 4. Apple 5. Bang and Olufsen 6. Blaupunkt 7. Cadillac 8. Daewoo 9. Glaxo Smith Kline 10. Honeywell 11. Johnson and Johnson 12. Lonsdale 13. Motorola 14. Samsung 15. Toshiba 16. Vodafone

Extra

Students prepare questions for a survey on the topic: "How important is fashion to you?" In pairs, students think of five questions to ask their classmates about the importance of fashion. For example, they could ask:

- a) How long do you spend getting ready in the morning?
- b) How much do you spend on clothes every month?

Remind them that they should give three possible answers for their classmates to choose from. Later, your students can report back to the class with any interesting findings.

UNIT 13 Fashion Fun

Objectives

Vocabulary: Fashion & clothing

Structures: Relative clauses

Useful skills: E-mail writing: setting objectives

1 Clothes matching

Match the items of clothing (1 to 8) to the pictures (a-h).

1. Suit
2. Trousers ('pants' in US English)
3. Hooded top / hooded sweatshirt
4. Blouse
5. Shirt
6. Trainers
7. Tie
8. T-shirt



Think about it!

What clothes do you wear to work? What clothes do you wear when you're relaxing at the weekend? How would you describe your style? Do you think it's important to be well dressed? Why? What are some of your favourite clothes? What colours do you think look good on you? Where do you buy your clothing? Why do you buy it there?



UNIT 13 Fashion Fun

VOCABULARY

Vocabulary: Fashion & clothing

1 Clothes choice

Tick the items you would wear or have worn. Which ones would you never wear?

- Baggy trousers ("pants" in US English)
- Flared trousers ("pants" in US English)
- Striped shirt
- Chequered / check shirt
- Sleeveless jacket
- Faded jeans
- Ripped trousers
- Tight-fitting T-shirt
- White suit



2 Clothes descriptions

Use the adjectives and words below to describe what you're wearing.

Order of adjectives

Remember, the basic order of adjectives: OSASCOM

- **Opinion:** nice, beautiful, horrible, difficult...
- **Size:** big, small, large, tiny, enormous, little...
- **Age:** new, old, ancient, young...
- **Shape:** square, round, flat, rectangular...
- **Colour:** blue, pink, black, grey...
- **Origin:** French, American, eastern, Greek...
- **Material:** wooden, metal, cotton, paper...

For example: *I was wearing a nice, big, old, tall, grey, Australian, cotton hat.*

Adjectives

woollen, polyester, grey, straight, trendy, checked (check), wide, comfortable, blue, green, red, yellow, short, long, charming, tight, elegant, smart, stunning, sexy, unique, striped, khaki, nylon, light, dark, spotted, white, black, silk, cotton, classic, loose, baggy, flared, stylish, beautiful, fashionable

Words

T-shirt, dress, shirt, baseball cap, hat, trousers, shoes,

trainers, socks, jeans, anorak, belt, bikini, blouse, boots, cap, cardigan, coat, skirt, gloves, jacket, suit, pyjamas, sandals, sweater, sweatshirt, uniform, tracksuit, tights, tie, waistcoat, outfit, mini-skirt, scarf

For example: *I'm wearing a striped cotton shirt, a grey woollen jacket, a pair of pink socks and...*

3 Information analysis

Read the text. Then, write the name of a fashion house next to each statement.

Gucci

This Italian company is renowned for its luxury leather goods. It was founded in Florence in 1921.

Hugo Boss

This German fashion house is famous for its menswear. It's based in Metzingen, Germany, and was founded in 1923.

Chanel

This Parisian fashion house was founded in 1909. It specialises in luxury goods, such as handbags, perfumes and cosmetics.

Louis Vuitton

This fashion house, based in Paris, is famous for its bags and trunks. It was founded in 1854.

Giorgio Armani

This clothes brand is named after an Italian fashion designer who is famous for his menswear collections. He formed the company in 1974.

Prada

This Italian fashion label specialises in luxury goods for men and women. It was founded in 1913, and the brand is seen as a status symbol.

1. It specialises in luxury goods. _____
2. It opened for business in Florence in the early 20th century. _____
3. It's a famous Italian menswear firm. _____
4. It's a German firm. _____
5. It was founded in 1913. _____
6. It's famous for its bags. _____

Think about it! Clothes

Do you buy branded clothing? Which brands? Why? What's your favourite item of clothing? What's the best/worst item of clothing you've ever bought? What clothes are in fashion in your country these days? Are there any styles or fashions that you really like? Are there any that you hate? Why? What's the most expensive piece of clothing you've ever bought? What do you wear when you go out at night? Do the clothes we wear say something about us? In what ways?

Language Structures:

Relative Clauses

Who / That (for people): "She's the person who works in accounts."

Which / That (for things) This is the car which was involved in the crash.

Where (for places): "This is the room where we sit and chat and have coffee."

Whose (for possession): "This is the man whose office is on the top floor."

Which (for non-defining relative clauses): "The company, which my sister and I set up, is doing really well."

Which (to refer to a previous clause – used after a comma): "I had a really bad day, which ended even worse."

Identifying relative clauses (also known as "defining relative clauses") help us to identify the noun. We generally use the relative pronouns *who / that* for people and *that / which* for things. For example:

- a) This is the pen **that / which** I used in the exam.
- b) She's the person **who / that** got the job.

When the relative pronoun (*who/that*) refers to the object of the verb in the relative clause, the relative pronoun is optional. For example: "Those are the people (**who**) we met." [We met the people (*people* is the object).]

Non-identifying clauses are used to provide extra information about the noun. This information isn't essential for identifying the noun. In these cases, you have to use the relative pronoun *which* (*that* isn't possible). For example:

- a) My sister, **who** works in London, is having a party tomorrow.
- b) The money, **which** we paid into the bank last week, was used to buy the house.

Please see the Resource Section for more information.



1 Matching

Match the sentence beginnings to the endings.

- 1. The man who gave us...
 - 2. The house that was...
 - 3. The woman whose bag it...
 - 4. The grass was very long where...
 - 5. The castle, which...
 - 6. The woman who invented it...
- a. ...next door was much bigger.
 - b. ...the invitation was about 35 years old.
 - c. ...it hadn't been cut.
 - d. ...stood on a hill, dominated the skyline.

- e. ...became very rich.
- f. ...was came back to collect it.

2 Sentence completion

Complete the sentences with the correct relative pronouns. In cases where the pronoun isn't necessary, put it in brackets ().

- 1. This is the phone _____ we fixed yesterday.
- 2. That was the woman _____ sold me the dog.
- 3. We went to the place _____ it all happened.
- 4. I spoke to the man _____ house we're going to rent.
- 5. She gave me a vase _____ she'd brought back from Venice.
- 6. I got some news _____ I wasn't expecting.

3 Word choice

Choose the correct words.

- 1. This is the woman **whose / who** car was stolen.
- 2. This is the book **who / that** I was telling you about.
- 3. She introduced me to someone **who / whose** was really interesting.
- 4. There's an instruction manual in **which / that** everything's explained.
- 5. She's the woman **who / whose** won the painting competition.
- 6. You only need to clean the floors **where / which** necessary. If it looks clean – just leave it!



4 Relative clause creation

Create as many sentences with relative clauses + pronouns (*who, that, which, where, whose, etc.*) as you can in just two minutes. Use the verbs below (or any others).

live, work, walk, go, take, know, wear, drink, eat, move, get, give, keep, sell, show, watch, speak, talk, see, run, manage, call, lend, learn, think, help, understand

Fluency practice

Answer the questions.

- Is there a writer whose books you particularly enjoy?
- Is there another country in the world where you'd like to live?
- Is there a type of music that you can't stand?
- Have you made any decisions in your life that you regret?
- Have you ever met anyone on holiday who you were friends with at school or university?
- Have you done anything that you're really proud of?

Online text analysis

Read the text. Then, answer the questions. Afterwards, look through the text for any relative clauses. How many can you find?

CocoChanel.com

Home About Us Services Products Support Contact

Coco Chanel
The life of France's most famous fashion designer.



Chanel is a world-renowned brand. But how did it all start?

Coco Chanel, the founder of Chanel, didn't have a glamorous start to life. She was born Gabrielle Bonheur Chanel on 19th August 1883, in Saumur, France. After her mother's death, Chanel was put in an orphanage by her father. She was raised by nuns who taught her how to sew – something which became useful to her in later life. Around the age of 23, Chanel started a relationship with Etienne Balsan who offered to help her start a **millinery*** business in Paris. She left him soon afterwards for one of his even wealthier friends, Arthur "Boy" Capel. With the necessary financial backing, Chanel opened her first shop on Paris' Rue Cambon in 1910, where

she started selling hats. Within a short period of time, she opened more shops in Deauville and Biarritz and began making clothes. Her first dress was made out of an old jumper. Many people seemed to like it and asked her where she got it from. "My fortune is built on that old jersey that I'd put on because it was cold in Deauville," Chanel once told author Paul Morand.



In the 1920s, Chanel launched her first perfume, Chanel No. 5. It was the first time that a perfume had featured a designer's name. In 1925, she created the now world-famous Chanel suit, which was revolutionary for the time. Back then, black was associated with mourning, but Coco showed how chic it could be.



***millinery**
(related to the making of hats)

[CLICK HERE FOR PART II](#)

1. When was Coco Chanel born?
2. Who was she raised by after her mother's death?
3. What type of business did she start at the age of 20?
4. When did she open her first shop?
5. What was her first dress made out of?
6. When did she launch her first perfume?

Your turn!
Write a short bio of a famous person, or someone from your family.

Clothing Range Description

Activity type: a press conference

Task

You're going to present a range of clothing. Find pictures from magazines or the internet of the clothes you'd like to present. Alternatively, you could draw them. Then, write up descriptions of what the models are wearing or the clothes in general, giving lots of details. After giving your presentation, answer any questions. Use the prompts to help you prepare your presentation.

Clothing range details

- Name (of range)
- Description
- Theme
- Inspiration
- Overall description of clothes
- Adjectives to describe the clothes
- Purpose of clothes
- Style of clothes
- Colours
- Materials & fabrics
- Texture
- Comfort
- Price
- Sizes
- Sustainability (bio cotton, FairTrade, etc.)

Presenting a new clothes range

- This model is wearing a khaki top that can be worn...
- He is modelling a pair of light trousers that...
- As you can see from this picture...
- One of our models, Anita, is wearing...
- This is a jacket that can be worn...
- This is (Annette), who is wearing...
- These trousers come in six different colours, each of which...
- This shirt, which is made of (pure silk), can be worn...
- This collection was inspired by...
- These clothes are perfect for...
- The colours for this season are predominantly...

Asking questions

- What's it made of?
- How much would it cost?
- What's the target market?
- Who would wear these clothes?
- What sizes does it come in?
- What colours does it come in?
- What type of material is it?
- When would these clothes be worn?
- When will they be available in the high street?



USEFUL SKILLS

Writing e-mails PART IV

Setting objectives

Expressions analysis

Choose three of the expressions and say what you think the people are talking about.

For example: **We'll have it by Friday** = They were talking about completing a report.

Setting objectives

We'll have it done by next Friday.

I'll make sure it's finished for the meeting.

We'll send it to you next week.

- I'll look at the spreadsheet as soon as I can.
- I'll make sure she gets it.
- We'll send you a copy when it comes out.
- I'll prepare all the questions for the meeting next week.
- You'll have it by Friday, without fail.
- I'll give them to (Simone) next time I see her.
- I'll send it round for discussion on Friday.
- I'll give Jane a call later today.
- It's on my list of things to do.
- I'll have it for you before Friday.

E-mail analysis

Read over the e-mail below. Then, choose the correct answers.



To: nichols@print.com
Subject: price for printing brochures

RE: Printing quote

Dear Mr Nichols,
Thank you very much for the meeting last Friday. I feel that we have a much better idea of what you need now.

We'll send you the quote for the 16,000 brochures later this afternoon. We'll also send you the paper samples so you can decide which type of paper you'd like them to be printed on. Could you confirm your postal address, please? Is it the same one that appears on your e-mail? As soon as we get that, we'll send the samples by messenger.

We'll also get you some prices for the ad. Could you let us know what sizes you'd like the posters to be? As soon as we get that information, we'll send you the quote.

We look forward to hearing from you,

Best regards,
Brenda Sneed

1. When did Brenda have a meeting with Mr Nichols?
a) last Friday
b) last Tuesday

2. What is Brenda going to send a quote for?
a) 16,000 brochures
b) 16,000 posters
3. What is the other quote she has to send for?
a) an advert
b) a book
4. What does she need information about?
a) the sizes of the posters
b) the colours for the ad



Write an e-mail

Write an e-mail according to the instructions below. Write in the empty e-mail template. Use the expressions from the previous activity where appropriate.

1. Greet the recipient (invent a name).
2. Open the e-mail.
3. Thank the recipient for something.
4. Make two promises regarding future actions.
5. Ask a question about something.
6. Close the e-mail / sign off.
7. Say goodbye.



To:
Subject:

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

REMINDER!

Do the corresponding listening activities from Hot English magazine. If you don't have a CD or MP3 player, ask the DOS or ADOS to provide you with one. Listening is an extremely important language ability that students must develop.

TOP TIP!

Keep it personal! Students like to hear stories about their teacher and are genuinely interested in finding out more about you and where you're from. Motivate them to return to class by saying things such as, "Next week, I'll tell you how I..."

STARTING THE UNIT

Bring in some brochures, or print off information about a variety of charities, particularly any that are from the country where you're teaching. Hand these out to students. Students read over the information and report back to the rest of the class on what the charity does, where they operate, etc.

MAKING GRAMMAR FUN

Presentation

Bring in about 10 photos of people doing things: *repairing a car, running in a race, celebrating something*, etc. Hold them up one by one and ask students to identify them. Then, stick them on the board and write a number next to each one. Put your students into two teams. Describe one of the photos using the Present Perfect Continuous. For example: "This person has been running in a race." The first person to say the correct number gets the point for their team.

When you've finished, write up some of the Present Perfect Continuous sentences on the board. Ask your students to identify the tense. Ask them how it's formed and when it's used. Then, refer your students to the grammar pages of this unit.

Practice

Brainstorm a list of actions and write these on the board. For example: *find a pin, count money, chat with a friend,*

change a tyre, do exercise, change a plug, play tennis, etc. In pairs, students take turns miming the action. The other student has to describe what the person has been doing using the Present Perfect Continuous. For example:

Student A: [He/she mimes playing tennis.]

Student B: You've been playing tennis. Later, you can play this as a game with the whole class, putting your class into two teams and asking for volunteers to do the mimes.

Speaking Task

This is a presentation. Students read over all the information and prepare their presentations. Give them plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Write this sentence and question on the board:

- a) I've been waiting for ages.
- b) Where have you been?

Read out the sentences, putting emphasis on the "been" at the end of the second sentence.

Then, elicit the phonetic sounds: /ɪ/ for the weak form; and /iː/ for the strong form and ask for a volunteer to put these above the relevant letters in the word "been".

Explain to your students that the first "been" is a weak form when spoken naturally, and that the second one is a strong form because the speaker has deliberately put emphasis on it – therefore, the vowel sound is longer.

Next, dictate the following sentences for your students to write down. Tell them to mark any connected speech.

- a) I've been living in India for the past six years. [I've been livin gi nindia for the past six years.]
- b) She's been waiting for us in the living room. [She's been waiting fo ru sin the living room.]
- c) They've been trying to fix it. [They've been trying to fi xit.]

When you've finished, ask for a volunteer to write the sentences on the board, and to mark any connected speech.

FLUENCY PRACTICE

REVISION!

Irregular past simple questions

Ask your students these questions. Tell them to answer with full answers.

1. Did you lose anything last month?
2. Did you drive to work yesterday?
3. Did you feel ill last week?
4. Did you forget anything last night?
5. Did you meet anyone new last year?
6. Did you send any e-mails yesterday?
7. Did you win anything last year?
8. Did you buy anything expensive yesterday?

Numbers

Dictate these numbers for your students to write down.

3,467 5,689 1,209 3,589
 9,346 2,087 5,003 2,999
 8,926 13,659 56,347 29,567
 45,689 34,897 67,345
 89,002 457,987 123,560
 789,321 689,543 378,650
 987.234

Follow-up

For homework, students write an informal blog entry about a charity of their choice. Tell your students to include information about the projects they've been working on and the things they've been doing to help others. Tell your students to use the vocabulary from the unit and the Present Perfect Continuous where possible.

UNIT 14 Help!

Objectives

Vocabulary: Charities

Structures: The Present Perfect Continuous & Quantifiers

Useful skills: Telephone English: mistakes & problems

Charity check

Read the information about charities. Then, write the name of a charity next to each question.

RSPCA

(The Royal Society for the Prevention of Cruelty to Animals)

This animal welfare charity rescues, takes care of and finds new homes for all types of animals. They also campaign for laws to protect animals.

The National Trust

With 3.7 million members, this charity's aim is to protect important historic buildings; it also protects areas of natural beauty.

Barnados

This is a UK children's charity that was founded in 1866 by Thomas John Barnardo. The aim of the charity is to protect children from abuse and exploitation.

Cancer Research

This UK charity funds research into the prevention, cure and treatment of cancer.

Oxfam

This UK charity aims to provide solutions to poverty and hunger worldwide. The charity raises money primarily by running charity shops.

Which charity...

1. ...was founded in 1866?
2. ...is fighting against worldwide poverty and hunger?
3. ...helps protect animals?
4. ...funds research into the prevention of cancer?
5. ...has 3.7 million members in the UK?

Think about it!

Are any of these charities operating in your country? Which one/s? Are they well-known? Are there any charities in your country which are similar to these? Which ones? What are some of the main charities in your country? Have you ever donated money to a charity? Which one? Why?



Vocabulary: Charities

Matching

Match the terms (1 to 6) to the descriptions (a-f).

- 1. Charity
 - 2. The elderly
 - 3. The homeless
 - 4. Refugee
 - 5. Shelter
 - 6. Fundraising / money raising
- a. Someone who is forced to leave their country because of war, etc.
 - b. An organisation that helps people in need.
 - c. Collecting money for charities, etc.
 - d. People who are very old and who need looking after.
 - e. People who have nowhere to live.
 - f. A building where homeless people can sleep and get food.



Parts of speech

Complete the table with the parts of speech.

Noun	Person	Verb
sponsorship	a sponsor	(1) _____
volunteering	(2) _____	to volunteer
(3) _____	a donor	to donate
training	a trainer	(4) _____
victimisation	(5) _____	to victimise
fundraising	a fundraiser	(6) _____
pollution	a polluter	(7) _____
(8) _____	a distributor	to distribute

Collocations

Add words to the verbs / expressions. Then, use any of them to write two sentences.

- Raise awareness of... *an issue, a topic...*
- Distribute... *food, water...*
- Raise money for... *a charity...*
- Pay for the construction of... *a new hospital...*
- Request volunteers to... *teach English...*
- Organise a sponsored event to... *raise money...*

E-mail analysis

Read the e-mail. Then, tick (✓) Yes or No.

To: ben@yahoo.com

Subject: charity work

Hi Ben,

How's it going? It was great to hear from you. As you probably know, I'm working for a charity organisation. I'm based on a remote island in the Pacific. It's been a real experience. A couple of days ago there was an earthquake, so we've been distributing food to some of the victims, and helping with the reconstruction of the damaged buildings. We've also been constructing a medical centre to provide first aid and basic medical care to those affected.

Many of the residents here are now homeless because of the earthquake. So, we're building a temporary shelter for these people as it's quite cold at night. The shelter has got beds and there are blankets for everyone so they can keep warm.

I've got to go now.
Speak soon,
Angela

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Angela is working in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There was an earthquake a couple of days ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She's been distributing food to the victims. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They've also been constructing a hospital. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. They built a temporary shelter for the charity workers. | <input type="checkbox"/> | <input type="checkbox"/> |

Think about it! Charities

What can be done to help combat poverty? Do you think governments should give more to help poorer countries? Why? What could the government do to help charities operate more effectively? Give examples. Do you ever give money to beggars or homeless people? Why? Why not? What can be done to help homeless people? Give examples.

Language Structures:

The Present Perfect Continuous

Affirmative	Negative	Interrogative
<i>I've been using it.</i>	<i>I haven't been using it.</i>	<i>Have I been using it?</i>
<i>You've been using it.</i>	<i>You haven't been using it.</i>	<i>Have you been using it?</i>
<i>He's been using it.</i>	<i>He hasn't been using it.</i>	<i>Has he been using it?</i>
<i>She's been using it.</i>	<i>She hasn't been using it.</i>	<i>Has she been using it?</i>
<i>It's been using it.</i>	<i>It hasn't been using it.</i>	<i>Has it been using it?</i>
<i>We've been using it.</i>	<i>We haven't been using it.</i>	<i>Have we been using it?</i>
<i>They've been using it.</i>	<i>They haven't been using it.</i>	<i>Have they been using it?</i>

Time expressions

today, this morning, this afternoon, this week, this month, this year, so far, recently, lately, just recently, these days, for (+ a period of time), since (+ a specific time).

We often use contractions with the Present Perfect Continuous. For example: *I've = I have; you've = you have; he's = he has; she's = she has; it's = it has; we've = we have; they've = they have.*

The negative forms are: *haven't = have not; hasn't = has not.*

We form the Present Perfect Continuous tense with *have/has been + a gerund form (waiting, running, talking, working, etc.).* For example, "He's been thinking about it."

We use the Present Perfect Continuous tense to refer to actions that have been in progress up until (or close to) the moment of speaking. For example, "I've been watching a film."

We can use *how long* to ask about the duration of something. For example:

- A: How long has she been working here?
 B: She's been working here for about six months.

Ordering

Put the words in the correct order to complete the sentences.

- has / she / her new car / been / driving
- talking / he / been / to his boss / has
- I / been / at home / working / have
- the book / she / been / reading / has
- been / they / a film / watching / have
- have / we / been / to the radio / listening

Matching

Match the questions (1 to 6) to the answers (a-f).

- Who have you been talking to?
 - Where have you been sleeping?
 - What have you been doing?
 - Have you been playing golf?
 - What have you been watching?
 - What have you been listening to?
- Walking in the park.
 - A film.
 - A CD my brother got me for Christmas.
 - No, I've been playing tennis.
 - Beth from accounts.
 - On the sofa – the bedroom still smells of paint.

Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Continuous.

- I _____ (work) a lot recently.
- She _____ (run) in the park.
- We _____ (paint) the room.
- You _____ (eat) too much lately.
- They _____ (watch) a video.
- We _____ (not see) one another much lately.
- They _____ (not shop).
- I _____ (not sleep) well at night.

Sentence creation

Create as many sentences as you can in the Present Perfect Continuous in just two minutes. Use the verbs below. Use both affirmative and negative forms.

watch, work, walk, talk, speak, think, move, take, catch, play, listen, dream, drink, eat, get, give, go, sell, send, show, run, call, learn

Fluency practice

Answer the questions.

- Have you been working a lot lately?
- Have you been doing any exercise recently?
- Have you been eating well these days?
- Have you been getting enough sleep this week?
- Have you been working from home at all this week?
- Have you been drinking a lot of water today?
- Have you been watching anything good on TV lately?
- Have you been listening to any new music?

Conversation completion

Complete the conversation with the correct form of the verbs in brackets. Use the Present Perfect Continuous.

- Interviewer: So, tell me a bit about your trip to the rainforest.
 Lisa: Yes, well, we (1) _____ (work) in a remote area of a rainforest quite near the capital.
- Interviewer: So, what exactly (2) _____ you _____ (do)?
 Lisa: Well, many villages in this area have no electricity or running water. So, we (3) _____ (help) with the

construction of a new school and the installation of electricity lines.

Interviewer: What's it like?

Lisa: Well, it's been really difficult. I (4) _____ (suffer) as there are so many mosquitoes at night. They (5) _____ (bite) me non-stop ever since I got here – I have to sleep under a mosquito net at night, but they still manage to get in. We (6) _____ (also / have) problems getting supplies up there. The roads are really bad.

Interviewer: So, are you enjoying the experience?

Lisa: Oh, yes. I wouldn't miss it for the world. I've learnt so much, and I've made so many good friends.

Interviewer: Well, thank you so much for that.

Lisa: No problem.

7 Poster completion

Choose the correct words to complete the poster.

HUNGER AID

Please help us to help others!



(1) **Few / Little** of us today in the developed world know what it's like to truly be hungry. Unfortunately many people across the globe know this feeling only too well.

At Hunger Aid we know that (2) **a little / little** money can go a very long way in countries where poverty and hunger are part of everyday life. Please help us by donating to Hunger Aid.

Hunger Aid operates in areas with very (3) **a little / little** water and very few natural resources. Very often, there aren't (4) **doctors enough / enough doctors** or hospitals, and clean drinking water is hard to find. As a result, many local people are suffering from malnutrition and some are critically ill. So much needs to be done, and there simply aren't (5) **enough funds / funds enough**.

But this is where YOU can help!

We need to raise money to build more hospitals and to provide people with (6) **enough water / water enough** and food. Over the years, our projects have helped thousands of people. Please feel free to donate as much or as (7) **a little / little** as you can. Every bit counts! Thank you so much for your collaboration!

[CLICK HERE TO FIND OUT HOW YOU CAN HELP.](#)

Follow us on [f](#) or [t](#)

Your turn!

Write a dialogue between an interviewer and someone who has been working for a charity organisation.

Much, Many, Few, Too, Enough

- **Very** goes before an adjective or an adverb: *The situation isn't very good.*
- **Too** goes before an adjective or an adverb. It can be followed by an infinitive with **to**. It usually has a negative meaning: *It's too dry here to grow anything.*
- We can use **enough** to say that there is a sufficient amount of something. Notice how **enough** is placed before the noun. For example, "There are enough chairs."
- We usually use **much / many** in negative and interrogative sentences and **a lot of** in affirmative sentences:
 - a) How many people work here?
 - b) They haven't got much water.
 - c) There are a lot of people here.

We use **a few** with plural nouns to mean "some but not many": "We've got a few people, so we can probably make a team."

We use **few** with plural nouns to mean not many: "Very few people have turned up. We can't make a team."

We use **a little** with uncountable nouns to mean "some but not many": "There's a little money left, so we can probably buy it."

We use **little** with uncountable nouns to mean not much: "There's very little money left. I don't think we can buy it."

Charity Update

Activity type: presentation**Task**

You're going to give an update on a charity you've been working for. Choose a charity from below (or any other) and prepare a brief presentation about it and what you've been doing. Give your presentation, then, answer any questions. Afterwards, listen to the other presentations and ask questions.

Food distribution (Nepal)

Volunteer work in Nepal (4 weeks). Tasks include assisting with food distribution in mountain villages, building schools... [\(read more\)](#)

Conservation work (the UK)

Help create more green spaces in the UK. Tasks include tree planting, rubbish collection, wildlife conservation... [\(read more\)](#)

Marine conservation (Madagascar)

Help preserve coastal areas of natural beauty in Madagascar. Work includes rubbish collection, keeping records of coral, tagging marine wildlife... [\(read more\)](#)

Giving an update

- I've been working on...
- I've been living with...
- We've been trying to provide...
- For your information, I've been...
- Just to give you an update on the situation, we've been...
- Things have been going really well. We've...
- In just two weeks, we've managed to...
- Up until now, we've been mostly...

Asking for details

- Where have you been working?
- What's been the hardest part?
- Do you think you're achieving your objectives?
- How far do you think you've come with the project?
- Is there much left to do?
- What has the response been like?
- How many people have been working with you?
- What have the other volunteers been like?



USEFUL SKILLS Telephone English PART IV

Mistakes & problems

1 Useful expressions

What sort of communication difficulties can there be during a telephone conversation? Think of as many as you can. Then, study the list of expressions below to compare your ideas.

2 Mistakes & problems

- I think you've dialled the wrong number.
- I'm sorry but I think you've got the wrong number.
- I'm sorry but there's no one with that name here.
- I'm sorry but I can't hear what you're saying.
- I'm afraid there's no one called John Masters here.
- Are you sure you've got the right number?
- I'm trying to reach John Smith at 769-2345. Have I got the right number?
- Could I just repeat that back to you, please?
- Could you speak up, please? I can't hear you very well.
- I think we got cut off.
- Could you repeat that address, please?
- The line's really bad. Could you call me back, please?

3 Conversation analysis

Read over the conversation. Then, write **T** (true) or **F** (false) next to each statement.

- Receptionist:** Hello The Royal Hotel, how can I help you?
Guest: Oh, hello, yes, I'd like to book a double room, please.
Receptionist: OK. When would you like the room for?
Guest: I'm sorry I can't hear you very well, could you speak up a little please?
Receptionist: When do you want the room for?
Guest: Saturday 5th March.
Receptionist: OK. I'll just check the availability. That's fine. Can I take your name please?
Guest: It's Mr Pennington.
Receptionist: Would you mind spelling that for me please, sir?
Guest: Yes, it's P E N N I N G T O N.
Receptionist: And could I have a phone number please?
Guest: 919 007 6565.
Receptionist: Could I just repeat that back to you please, sir?
Guest: Of course.
Receptionist: That's 919 007 6565.
Guest: That's correct.
Receptionist: Thank you, that's all booked for you then Mr Pennington.
Guest: Great, Thanks. Goodbye.
Receptionist: Bye.

1. The guest wants a single room.
2. The guest wants the room for 5th March.
3. No rooms are available for that date.
4. The guest's surname is Pennington.
5. His phone number is 919 227 6568.
6. The room is booked successfully in the end.

4 Telephone conversation creation

Write a conversation using at least two of the expressions from this unit.



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

REMINDER!

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

TOP TIP!

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

STARTING THE UNIT

Bring in brochures or print off information about cruise holidays. Students discuss them and decide which ones they'd like to go on. Ask questions to keep the conversation going.

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to read out some information about journey times. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the information below, or invent your own. Remember to add in examples of the First Conditional.

Next week, we're going to Marlowe. There are several different ways to get there:

- Train** If we go by train, it'll take about four hours and cost about €20 each.
- Plane** If we go by plane, it'll take about half an hour and cost about €55 each.
- Ferry** If we go by ferry, it'll take about six hours and cost about €30 each.
- Car** If we go by car, it'll take about five hours and cost about €10 each.

When you have finished, ask three quick comprehension questions. For example, "How much will it cost to go by plane? / How long will it take to go by ferry? / How much does it cost to go by car?" Students get a point for each correct answer. Then, when you've finished,

write one of the First Conditional sentences on the board. Ask your students to identify the structure. Ask them how it's formed and when it's used. Then, refer your students to the grammar pages of this unit.

Practice

Play "Memory chain" with the First Conditional. Write the following on the board, "If I go to London, I'll visit..." Student 1 completes the sentence. Then, Student 2 repeats the sentence and adds another idea. For example:

S1: If I go to London, I'll visit Big Ben.

S2: If I go to London, I'll visit Big Ben and Buckingham Palace.

S3: If go to London, I'll visit Big Ben, Buckingham Palace and Camden market.

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

Speaking Task

This is a debate. Give your students plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Write up a sentence with "I'll" on the board. Tell your students to listen and repeat it after you as you say it at natural speed, making sure they use the contracted form "I'll". For example: "I'll show it to you later."

Now your students are ready to play "Language tennis". Put your students into pairs. Student A says a sentence using the First Conditional. Student B repeats the conditional sentence, adding a new idea. Before starting, do a listen and repeat exercise with a couple of these sentences so that your students get used to the rhythm and sounds. For example:

Student A: If I pass the exam, I'll have a party.

Student B: If I pass the exam, I'll have a party and I'll buy myself a present.

Student A: If I pass the exam, I'll have a party, I'll buy myself a present and I'll go out to a restaurant with my friends.

FLUENCY PRACTICE

REVISION!

Irregular past simple questions

Ask your students these questions. They answer with full answers.

- What did you see at the cinema last month?
- Who did you speak to yesterday?
- What did you do last night?
- What did you get for Christmas last year?
- Where did you go on holiday last summer?
- What did you do for your last birthday?
- Where did you fly to last year?
- What time did you wake up this morning?

Numbers

Dictate these numbers.

3,456	2,190	6,792	3,460
6,908	5,999	4,671	2,987
3,456	12,899	45,986	98,333
76,445	97,521	76,223	27,555
79,371	345,876	450,127	
328,909	435,211	567,988	
236,966	678,900		

Follow-up

For homework, students write up a summary of what was said during the debate.

UNIT 15 Transport Time

Objectives

Vocabulary: Giving directions & transport

Structures: Zero Conditionals / The First Conditional & Adverbs

Useful skills: Socialising: invitations

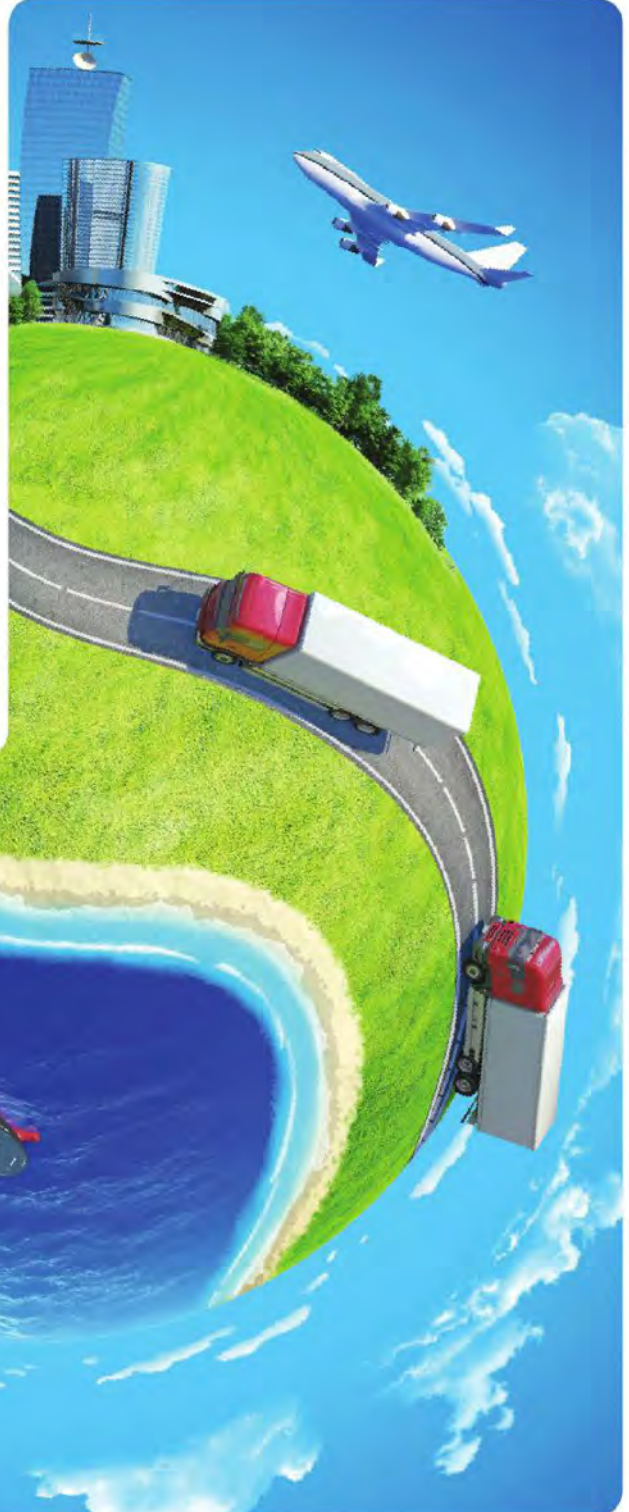
1 Forms of transport

Tick the forms of transport you use at least once a week. Put a circle around the ones you use sometimes. Cross out the ones you never use.

- Car
- Bus
- Aeroplane
- Helicopter
- Train
- Underground
- Light railway
- Ship
- Taxi
- Ferry
- Motorbike
- Scooter
- Bicycle
- Van
- Lorry / truck

Think about it!

Which forms of transport do you use most frequently? What do you use them for? Which ones do you prefer? Why? How often do you walk to places? What do you like/dislike about using the car? Have you used any other forms of transport? Which ones?



UNIT 13 Transport Time

VOCABULARY

Vocabulary: Giving directions & transport

1 Giving directions

Match the sentences to the icons.

- Go straight on until you come to...
- Turn left into (Gordon Street).
- Turn right at the next road.
- Take the (second) turning on the left.



2 Identifying places on a map

Look at the map and complete the sentences with the correct prepositions or words.

- The hospital is _____ to the hotel.
- The toy shop is _____ the bookshop and the restaurant.
- The post office is on the corner of Pine Street and _____ Street.
- The train station is _____ the police station.
- The police station is on _____ Street. It's next to a bar.



3 Asking for directions

Write out directions to go from one point on the map to another.

4 Personal travel

Answer the questions. Remember to say *by train / car / bus*, etc. and *on foot*.

How do / would you go from your house to...?

- ...work?
- ...the shops (for something small)?
- ...the shops (for a lot of shopping)?
- ...your friend's house?
- ...your parent's house?
- ...London?
- ...the beach?
- ...the mountains?
- ...New York City?
- ...the train station?

1 Online article analysis

Read the article. Then, write **T** (true) or **F** (false) next to each statement.

London Transport

There are lots of ways to get around London.

● The Underground

The Underground (also known as the Tube) is one of the oldest underground train systems in the world! You can get just about anywhere in London on the Underground.

● Walking

Central London is great for walking as many landmark locations are closer than you might think. For example, the Tube stops between Covent Garden and Leicester Square are just five minutes' walk apart!

● Bicycle

Cycling is also easy in London. You can rent a bike from one of the many cycle-hire shops, or you can pick up a "Boris bike" (named after London's Mayor, Boris Johnson). Simply swipe your credit or debit card, grab a bike and off you go. Best of all, it's free for the first 30 minutes.

● Taxi

London taxis (black cabs) are fast and efficient. If the yellow taxi sign at the front is illuminated, the cab is available for hire. There are no additional charges for items of luggage.

● Bus

London is famous for its red, double-decker buses (with an upstairs and a downstairs). A famous politician (William Gladstone) once said, "The best way to see London is from the top of a bus." One of the most famous double-decker buses is the Routemaster. These buses are open at the back and you can jump on and off.

[CLICK HERE FOR MORE INFORMATION](#)

- Another word for the Underground is the Tube.
- The writer doesn't recommend walking in London.
- The first 30 minutes of a Boris bike is free!
- Taxi drivers charge extra for luggage.
- Some of London's buses have two floors.

Your turn!

Write a short paragraph describing transport in your city.

Think about it!

Do you like travelling by air? Why? Why not? What's the transport system like in your town / city / country? Do you think the government should invest more in public transport or road construction? Why? What would you do about transport in your country if you were president?

Language Structures:

Zero Conditionals

Affirmative	Negative	Interrogative
<i>If it rains, we take an umbrella.</i>	<i>If you press that button, the light doesn't come on.</i>	<i>If they arrive late, do you get angry?</i>

We form the Zero Conditional with **if** + a verb in the Present Simple tense, and another Present Simple verb. For example, "If you open the window, it gets cold in here."

We use the Zero Conditional to talk about things that always happen and that are always true. For example, "If you heat the butter, it melts."

The First Conditional

We form the First Conditional with **if** + a Present Simple verb, followed by a clause with **will** + an infinitive (without "to"). For example, "If you go by train, it'll be much quicker."

Affirmative	Negative	Interrogative
<i>If it rains, we'll take an umbrella.</i>	<i>If you press that button, the light won't come on.</i>	<i>If they arrive late, will you get angry?</i>

We use the First Conditional to talk about things that will probably happen in the future if certain conditions are met. For example, "If you don't tell her, she'll be angry."

We can also use modal verbs (*can, should, must*, etc.) with conditional structures. For example, "If you leave it here, someone might steal it."

Please see the Resource Section for more information.



1 Mini-dialogues completion

Match the sentence beginnings (1 to 6) to the endings (a-f).

- If it rains while we're having the BBQ, we'll...
 - If you're hungry, I...
 - If there's enough time,...
 - If I can't find the car keys, we...
 - If you leave the window open,...
 - If you bring your camera, you'll be...
- ...it'll get really cold.
 - ...cook the food inside.
 - ...we must visit the museum too.
 - ...can make you a sandwich.
 - ...able to take some photos.
 - ...won't be able to go by car.

2 Word choice

Choose the correct words to complete the sentences.

- If you **will tell / tell** me what the problem is, I'll be able to help you.
- If they don't leave now, they **not get / won't get** to the airport in time for their flight.
- If you press this button, the machine **stop / stops** working.
- If you **call / will call** them now, you'll be able to speak to them about it.
- If she goes by car, she **will get / get** there a lot more quickly.
- If he **buy / buys** two of them, he'll get a discount.

3 Ideas completion

Complete the sentences with your own ideas.

- If I have some free time tomorrow, I'll probably...
- If I go shopping tomorrow, I'll probably buy...
- If I go out tonight, I'll probably eat at...
- If I get offered a better job, I'm sure I'll...
- If I'm hungry before lunch, I'll probably...
- If I have time this week, I can...



4 Fluency practice

Answer the questions.

What will you do if...

- ...it rains tomorrow?
- ...your boss tells you to go home early next week?
- ...you're offered a job abroad?
- ...you run out of money before the end of the month?
- ...there's a traffic jam on the way home?
- ...you feel sick later on?
- ...you can't find your wallet?

Adverbs

We form many adverbs by adding the ending *-ly* to an adjective: *slow- slowly; polite-politely; careful-carefully*.

Adverbs of manner show us *how* somebody does something. We generally place the adverb after the verb. For example, "They were walking slowly."

There are several irregular adverbs: *good-well; fast-fast; hard-hard*

Please see the Resource Section for a more detailed explanation.



5 Table completion

Complete the table by writing the adverbs from the following adjectives.

Adjective	Adverb
1. careful	
2. quick	
3. quiet	
4. urgent	
5. pleasant	
6. direct	
7. calm	
8. cautious	
9. safe	
10. dangerous	
11. slow	
12. good	
13. fast	

6 Word choice

Choose the correct words to complete the sentences.

1. She told us to lift it... a) carefully b) careful
2. She works really... a) quick b) quickly.
3. They spoke to us... a) really nicer b) really nicely
4. He was driving... a) dangerous b) dangerously
5. The program is updated... a) hourly b) by hour
6. The meetings are held... a) monthly b) in a monthly
7. They were eating... a) noisy b) noisily
8. She did really... a) good b) well

7 Instant message analysis

Read the instant messages and write either **S** (Shelly) or **B** (Brandon) next to each question. Afterwards, read through the messages again and see if you can find any examples of conditionals or adverbs. How many can you find?

Shelly: Hey, Brandon, what do you think of the new high-speed train link between Weyshore and Benton. I'm all for it!

Brandon: If they go ahead with this, it'll put the country in even more in debt. If we upgrade the existing road to accommodate a high-speed bus lane, we'll save a huge amount of money. Buses aren't so bad.

Shelly: People will be able to travel much more comfortably and quickly between the two places. They're reliable, modern and really efficient. The construction work will help create jobs in the road-building industry and it'll increase trade between the two cities enormously. The new line will be able to take freight from the coast in Weyshore directly to Benton, and if they extend the high-speed lines to other cities in the country, then they'll be able to take goods anywhere really quickly and quite cheaply. Think what that will do for trade!

Brandon: If we invest this money in other projects, it'll have a bigger impact on employment. We've got hospitals, roads and schools in urgent need of renovation. Also, the train line will go through the national park, which will be a disaster for the wildlife there.

Shelly: Just think – you could be on the beach in 2 hours. If they build the line, it'll cut travel time between the two cities by up to three hours!

Who...

1. ...thinks the high-speed train line will help create jobs?
2. ...would like to invest the money in other projects?
3. ...thinks it'll put the country in more debt?
4. ...is unhappy about the line going through a nature reserve?
5. ...thinks it'll be good for trade?

Your turn!
Write an e-mail to someone trying to convince him/her of the benefits of a course of action.

Transport project

Activity type: a debate Proposal

Link the cities of Benton (population 1.2 million) and Weyshore (population 850,000) with a high-speed train link.

Distance: 300km

Cost: €1.5 billion

Projected train time between cities: 2 hours and 27 minutes (current train time: 5 hours and 15 minutes)

Project duration: 3 years

Factors to consider

cost, job creation, employment, speed, modernity, duration of the project, necessity, road congestion, price of tickets, travel times, cheaper alternatives, passenger numbers, security, the environment, crime, pollution, trade, tourism, passenger volume, freedom of movement, comfort, infrastructure, cool factor, public subsidies, investment, finance
Other?

Student A

You're going to have a discussion with someone about the proposed high-speed train link (see picture below). You're in favour of the high-speed train link. Prepare your arguments – use the list of "Factors to consider" to think of any ideas and arguments in favour of the project. Your colleague would prefer to upgrade the existing road and create a new, fast-lane for a high-speed bus service between the two cities. He/she feels that this would be much cheaper. Prepare any arguments against this.

Student B

You're going to have a discussion with someone about the proposed high-speed train link (see picture below). You're firmly against the high-speed train link. Prepare your arguments – use the list of "Factors to consider" to think of any ideas and arguments against the project. In its place, you'd prefer to upgrade the existing road and create a new, fast lane for a high-speed bus service between the two cities. You feel the train link is too expensive, and you think the money should be spent on building more hospitals and schools. Prepare your arguments – use the list of "Factors to consider" to think of more ideas against this project.



Remember!

You must do the *Reading* and *Listening* activities in Hot English magazine.

Invitations

1 Useful expressions

What words or expressions can be used to make invitations? Think of three. Then, compare your ideas with the expressions below.

Making invitations

- Would you like to get a drink?
- Can I get you a coffee?
- We're going out to get some lunch. Would you like to come along with us?
- We're going for a drink later. You're welcome to come along too.
- We're having a few drinks later. Would you like to come?
- Do you want to get something to eat?

Responding to an invitation

- That sounds like a good idea.
- That would be fantastic.
- Yes, OK.
- That's a good idea.
- I'd love to.
- I'm sorry, but I really don't have the time.
- I'm afraid I'm a bit busy at the moment.
- I'm afraid I can't make it on Tuesday.
- I'm sorry but I'm not going to be able to make it.

2 Conversation analysis

Read over the conversations below. Try to think of words to go in the spaces.

A. The Conference

- Betty:** Hey, I met you at that conference last year, didn't I?
Simon: That's right. You're Betty Snape, (1) _____ you?
Betty: Yes, and you are...?
Simon: Simon Fenster. I think we spoke by e-mail too.
Betty: Oh, yes. So, how are things (2) _____?
Simon: Great, thanks.
Betty: We're just about to go for lunch. (3) _____ you like to join us?
Simon: Yes, that would be nice. I just need to make a quick phone call.
Betty: OK. We'll meet you just outside the entrance in about five minutes.
Simon: (4) _____. See you there.
Betty: Bye.



B. The Cloakroom

- Macy:** Hi, I'm Macy. Pleased to meet you.
Nick: Nick Barker. Pleased to meet you, too.
Macy: So, is this your (5) _____ time here?
Nick: No, I was here last year.
Macy: Oh, me too. Hey, do you know (6) _____ the cloakroom is?
Nick: Yes, I think it's just down the stairs on the left.
Macy: Great. I've been carrying this coat around all day. I'll be back in a minute.
Nick: Oh, actually, we were just about to go to the café. Would you like to (7) _____ us?
Macy: Yes, that sounds great. I really (8) _____ a coffee.
Nick: OK. I don't think it's far from here.
Macy: Great.



3 Conversation creation

Write up a dialogue between two people in which one person makes an invitation.

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

REMINDER!

Remind your students to read and listen to a lot of English. It's the best way for them to acquire language. They can read Hot English, listen to the sound files, watch films, sing along to songs, watch English-language YouTube videos, set their televisions to English, etc.

TOP TIP!

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

STARTING THE UNIT

Brainstorm a list of places or situations: *at a dinner party, during a wedding reception, at a job interview, during a plane journey...* etc.

In pairs, students think of things that can go wrong at these places or during these situations. After a couple of minutes, students share their ideas.

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to tell them about a recent incident. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the story below, or invent your own. Remember to add in examples of Perfect Modal Verbs.

I had an exam yesterday but I did really badly. I won't get my results for a couple of weeks, but I'm absolutely certain that I haven't passed. Basically, I should have studied a lot more because it was quite a hard exam. Also, I should have stayed at home last weekend. Instead, I went away to the beach with some friends for a couple of days. It was great fun, but I should have spent that time studying. On Saturday night, we went to a party till late. I definitely

shouldn't have gone because the next day (Sunday) I didn't do any studying. I'm a disaster!

When you've finished, ask three comprehension questions. For example, "When will I get my results for the exam? / Where did I go with my friends? / What did we do on Saturday night?" Students get a point for each correct answer. Then, when you've finished, write one of the sentences with *should have* + a past participle on the board. Ask your students to identify the language structure. Ask them how it's formed and when it's used. Then, refer your students to the grammar pages of this unit.

Practice

First, put your students into pairs. Tell them to brainstorm some typical things they regret having done recently. For example: *spending too much money / not doing anything constructive at the weekend / drinking too much wine / eating a whole box of chocolates, etc.* Students take turns saying sentences and giving advice. For example:

Student A: I ate a whole bar of chocolate last night.

Student B: You should have eaten a bit and then put the rest away.

Speaking task

This is a story-telling activity. Give your students plenty of time to prepare for this task. While your students are doing the speaking task, sit at the back of the class, listen carefully to them and use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.). Afterwards, go over these errors with your students. Keep the Error Correction Sheets for future games, quizzes and revision exercises.

Pronunciation

Dictate the following sentences. Say them at natural speed. When saying the sentences, use the unstressed form of *have* (həv).

- You should have worked harder.
- He should have left in time.
- She should have bought the dress.
- I shouldn't have told him.

Ask for a volunteer to write the sentences on the board. 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. Ask your students if they can hear the

difference between the stressed form (hæv) and the unstressed forms (həv).

FLUENCY PRACTICE

REVISION!

Present Perfect & Present Perfect Continuous

Ask your students these questions. Tell them to invent answers if necessary.

- How long have you had your mobile phone?
- How long have you been living in your current house?
- How long have you had your car?
- How long have you been living in this city?
- How long have you been working here?
- How long have you known X?
- How long have you been using that bag?
- How long have you had that jacket for?
- How long have you been playing tennis?
- How many games have you won?
- How long have you been painting the walls?
- How many walls have you painted?
- How long have you been writing on the computer?
- How many e-mails have you written?

Future tenses: *be + going to*

Ask your students these questions.

- Are you going to play golf this weekend?
- Are you going to take the bus tomorrow?
- Are you going to wear any bright colours tomorrow?
- Are you going to buy a pet in the near future?
- Are you going to move house in the next three years?
- Are you going to have any parties at your house this month?
- Are you going to visit any interesting countries next month?
- Are you going to telephone anyone tonight?

Numbers

Dictate these numbers.

0.36	0.02	0.87	0.63	0.16
45,679	12,408	46,981	15,009	
78,922	329,012	510,834		
459,091	900,219	872,108		
2,459,341	14,678,213	45,821,900		

UNIT 16 What a Disaster!

Objectives

Vocabulary: Disasters

Structures: Perfect Modal Verbs / Intransitive & Transitive verbs

Useful skills: E-mail writing: confirming information

1 Annoying Things

Tick the things you find annoying. Which one is the most annoying?

- When you hold the door open for someone and they just walk through without saying "thank you".
- When you're in the cinema and there's someone who just won't stop talking.
- When you're in a rush and someone in front of you is driving really slowly.
- When someone shows up more than an hour late for a dinner you've prepared.
- People who sit in parked cars with the engine running.
- People on a train or bus who have loud conversations on their mobile phones.
- When you're walking in the street and someone in front of you suddenly stops.
- When you're watching TV and someone changes the channel without asking.
- Someone who stands in front of the TV and starts talking to you when you're watching your favourite show.

Think about it!

Have any of these things ever happened to you? What did you do? What other things annoy you? What annoys you at work? What annoys you at home? What do you do when you get annoyed?



Vocabulary: disasters

Photo matching

Match the sentences (1 to 8) to the photos (a-h).

1. He slipped on the ice.
2. She dropped the vase.
3. He burnt the dinner.
4. She got lost.
5. He put petrol in a diesel engine.
6. She spilt some red wine on her shirt.
7. He lost his wallet.
8. She ripped her skirt.



Useful expressions

Add words to any five verbs to create new collocations. Then, write three sentences with any of the expressions.

- Miss a... *plane, train...*
- Burn... *yourself, food...*
- Drop... *an expensive vase...*
- Scratch... *a car, a pair of glasses...*
- Lose... *a wallet, a passport...*
- Crash... *a car, into a tree...*
- Arrive late to... *an appointment, a meeting...*
- Buy something... *that breaks, you don't really need...*
- Fall down... *in public, in front of the audience...*
- Rip... *a pair of jeans, a shirt...*
- Spill... *a drink on your shirt...*
- Stain... *a carpet, a sofa...*
- Get... *wet, tired, stuck in a lift, lost in a city...*
- Forget... *to cancel an appointment, back-up a document...*

For example: *I forgot to say goodbye to her at the party.*

Online story analysis

Read the story. Then, choose the correct answers.

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Today's topic: disasters.
Write in with your stories.

Live demo disasters

I'm a computer saleswoman and I often go to technology trade fairs. As part of my job I have to do live demos of software programs. Over the years, quite a few things have gone wrong. For example, about two years ago, I was doing a live demonstration of a new computer in front of about 200 people when it burst into flames.

Another time, I was demonstrating this voice-recognition software. As part of the demo, I had to dictate a letter for the computer to write out. But everything went wrong. "Dear mom comma" I said, but the computer wrote out, "Dear aunt,.". Then I told the computer to "fix aunt," at which point the words "let's set" appeared on the screen. "Delete that!" I ordered, but the word "so" popped up. By this time the audience were in hysterics. I then ordered the computer to "delete select all" but then more words appeared. Eventually, the message read, "Dear aunt, let's set so double the killer delete select all." What a disaster!

By Rebecca Graves

READ MORE

1. What does Rebecca often go to as part of her job?
a) trade fairs b) conferences
2. When was she demonstrating the new computer?
a) about three years ago b) about two years ago
3. How many people were watching the live demo?
a) about 100 b) about 200
4. What happened to it?
a) She dropped it. b) It burst into flames.
5. What was she demonstrating when the other incident occurred?
a) some voice-recognition software b) a new type of smartphone
6. How did the audience react?
a) They seemed to enjoy it. b) They walked out in anger.

Your turn!

Write a short story about something that went wrong.

Think about it! Personal disasters

Have you ever missed a flight? What happened? Have you ever broken anything expensive? What was it? Have you ever arrived late to a meeting or interview? Why? Have you ever fallen down in public? What happened? Have you ever spilt something down the front of your shirt? Where were you? When was the last time you got lost? Where were you? What happened in the end?

Language Structures:
Perfect Modal Verbs

Affirmative	Negative	Interrogative
I should have gone.	I shouldn't have gone.	Should I have gone?
You should have gone.	You shouldn't have gone.	Should you have gone?
He should have gone.	He shouldn't have gone.	Should he have gone?
She should have gone.	She shouldn't have gone.	Should she have gone?
It should have gone.	It shouldn't have gone.	Should it have gone?
We should have gone.	We shouldn't have gone.	Should we have gone?
They should have gone.	They shouldn't have gone.	Should they have gone?

We can use Perfect Modal Verbs to comment on things from the past. We often use these modals to give our opinions about things. We form Perfect Modals with a modal verb + *have* + a past participle. For example, "You should have gone home early."

In general, we use modal verbs to give advice and express our feelings about situations. We can also use them to express possibility, regret and certainty, among many other things. For example:

- a) You should leave now. [advice]
- b) It might rain tomorrow. [possibility]

1 Sentence completion

Complete the sentences with the participles from below.

listened taken told gone seen got done invited

- He should have _____ the shopping last night.
- They should have _____ him to the party.
- They should have _____ the film.
- It's Keira's birthday today. I should have _____ her something.
- I'm so tired. I should have _____ to bed earlier last night.
- Brandon and Alex should have _____ a raincoat as it was pouring with rain.
- I should have _____ to your advice.
- He shouldn't have _____ you that secret.

2 Word order

Put the words in the correct order.

- should / she / have / by train / gone
- taken / should / a taxi / have / they
- at that restaurant / we / have / eaten / shouldn't
- shouldn't / I / bought / have / it
- the e-mail / he / have / should / sent

1 Picture description

Look at the photos. What can you see? Make four sentences using *should have* + past participles. For example: *The man in picture 1 should have cooked more food for the guests.*



2 Telephone conversation completion

Complete the telephone conversation with the past participles from below. After failing to get a job, Bruce calls up the interviewer (Molly) for a bit of feedback on his interview technique.

taken sent found made thanked done
worn opened

Bruce: Thanks a lot for taking my call.
Molly: Well, it was the fifth time you phoned so...
Bruce: ...anyway, I know I didn't get the job, but just for future reference, is there anything I could have done differently?
Molly: Well, actually, there were quite a few things. It's difficult to know where to start. Erm, well, firstly, I definitely think you should have (1) _____ a bit more research on our company – you didn't even have the right name. And you probably should have (2) _____ out where we're located – you were forty-five minutes late! And you shouldn't have (3) _____ that bright Hawaiian shirt. And to be honest, I don't think you should have (4) _____ those comments about the photos on my desk, and you definitely shouldn't have (5) _____ your shoes off or (6) _____ the window without asking first. And at the end of the interview, you definitely should have (7) _____ me for taking the time to interview you... especially as you were so late. And when you got home, you should have (8) _____ us a thank-you e-mail.
Bruce: Oh, right, erm, was that it?
Molly: Actually, no, there were a few more things. Erm, OK, I'll start with some basics. Firstly... [fades out]

Your turn!
Write an e-mail to a friend saying what they should / shouldn't have done.

Fluency practice

Comment on the statements using *should have* + past participles. For example:

A: *The party was really boring.*

B: *You should have left earlier then.*

- The holiday was really expensive.
- I went to bed really late last night.
- The film was so boring.
- I went to a great party last night.
- I couldn't get to sleep last night.
- I really wanted to go to the cinema yesterday.
- It was a beautiful day yesterday afternoon.
- I didn't do anything in the holidays.

Sentence creation

Create as many sentences as you can in just two minutes with *should have* + the past participles of the verbs below. Use both affirmative and negative forms.

tell, take, see, go, help, carry, count, order, change, send, explain, help, pay, throw, damage, touch, clean, close, describe, press, start, walk, talk, want, forget, jump, wear, wake up, get up, leave, arrive

Intransitive & transitive verbs

Intransitive verbs

Intransitive verbs don't have an object. For example:

- a) I **waited**.
- b) They were **running**.
- c) She **jumped**.
- d) He **arrived**.

However, intransitive verbs *can* be followed by a prepositional or adverbial phrase. For example:

- a) I waited **for twenty minutes**.
- b) They were running **down the street**.
- c) She jumped **over the fence**.
- d) He arrived **at twenty past one**.

Transitive verbs

Transitive verbs need an object or object pronoun (*me, you, him, her, us, them, etc.*). For example (objects shown in bold):

- a) I took **a photo**.
- b) She likes **the film**.
- c) He heard **the story**.
- d) They wrote **the letter**.

Transformation

Replace the object in bold for an object pronoun (*me, you, him, her...*).

1. I took **the report** to work.

2. I gave **Stephanie** the money.
3. They read **the results** to Kate and Patrick.
4. They sent **the e-mails** to Harriet and me.
5. He didn't bring **his passport** with him.
6. I bought **Harry** a new jacket.
7. She lent **Ben and Abbie** some money.
8. I passed **the exam**.

True / false

Read the stories and write **T** (true) or **F** (false) next to each statement. Afterwards, see if you can identify any transitive verbs (put a circle around them).

PR Disasters

Getting some unwanted attention.

McDonald's

In 1986, environmental group London Greenpeace published a pamphlet with the title *What's Wrong with McDonalds: Everything they don't want you to know*.



The document was extremely critical of the fast food chain. As a result, McDonald's decided to sue five of the environmentalists for libel. In the end, they won the case, although the judge agreed that some of Greenpeace's claims had a basis in truth. Ironically, McDonald's received a lot more negative publicity from the actual court case than they ever received from the original pamphlet. Some say they should have just ignored it!

Barbra Streisand

In 2003, photographer Kenneth Adelman took some photos of California's coastline as part of The "California Coastal Records Project".



Organisers of the project needed the photos in order to analyse coastal erosion. In total, more than 12,000 were taken and were later posted on the photo-hosting website www.pictopia.com. One of the photos included a shot of Barbra Streisand's beachfront property. Angry that her privacy had been violated, Barbra sued Kenneth Adelman and the organisation for US\$50 million. In response, lawyers for the organisation countersued... and won. As a result, public knowledge of the photo increased ten times, with more than 400,000 people visiting the site to see Barbara's house. Now, if only she'd ignored it!

1. Greenpeace published the pamphlet in 1986.
2. The pamphlet was critical of the fast food chain McDonald's.
3. Greenpeace won the court case.
4. Kenneth Adelman took the photos in 2003.
5. In total, more than 120,000 photos were taken.
6. Barbra Streisand won her court case.

UNIT 16 What a Disaster! SPEAKING TASK

The disaster

Activity type: story

Task

You're going to tell a story about a personal disaster. First, think of an idea (you could use one from this unit) or invent one. Then, make notes on what happened, where it occurred, how it happened, why it happened, who was there, etc. When you're ready, tell your story and answer any questions. Later, listen to any other stories and ask questions. Also, use Perfect Modal Verbs to say what your partner should or shouldn't have done.

Describing a disaster

- It started off all right, but then...
- Just as I was sitting down, she...
- No sooner had I taken my jacket off when...
- Just to make matters worse...
- To top it all off...
- On top of that, I hadn't...
- And if that wasn't enough, I then proceeded to...
- If I'd known she was going to X, I would never have...

Commenting on past situations

- You should have...
- You shouldn't have...
- You should have told them...
- You shouldn't have accepted...
- If I'd been there, I would have...
- I can't believe you...
- It must have been awful.
- That wouldn't have been easy.
- You should have told them to...



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Remember!

You must do the *Reading* and *Listening* activities in Hot English magazine.

USEFUL SKILLS

Writing e-mails PART IV

Confirming information

1 Useful expressions

What expressions can we use for confirming information? Think of two. Then, think of two questions to ask in an e-mail. Finally, compare your ideas with the expressions below.

Confirming information

- I received the report you sent, thanks.
- The file you sent arrived last night.
- I've received the audio file, thanks.
- I've got the corrections you sent. Thanks very much.
- The information arrived yesterday. Thanks.
- Got it, thanks! (informal)

Asking questions

- When do you need this by?
- What's the deadline for this?
- Have you got a copy of the brochure in English?
- Do you need me to bring anything with me for the meeting?
- How urgent is this?
- Is there anything I can do to help?

2 E-mail analysis

Read over the e-mail below. Then, choose the correct answers.

To: daveg6@hotmail.com
Subject: documents received

RE: files received
Hi Dave,

I hope all is well.
We received the two Word documents you sent last night, and we've just downloaded the material you uploaded to our FTP site. Thanks for doing that so quickly.

Just one thing, when do you think you might have the third document ready? We'd ideally like to work on them all at the same time. One other question, what's the deadline for this project? I don't think we discussed that in our last meeting.

As you know, we're working on the spreadsheets right now. We'll have finished that job by early next week. However, if you need them earlier, please let us know as soon as possible so we can rearrange our schedule.

Speak soon,
Regards,
Laura

1. How many Word documents were sent?
a) two
b) three
2. When were they sent?
a) last week
b) last night
3. What's the deadline for the project?
a) It isn't known.
b) Wednesday morning.
4. When will Laura finish working on the spreadsheet?
a) by early next week
b) by next Friday

3 Write an e-mail

Write an e-mail according to the instructions below.

1. Greet the recipient (invent a name).
2. Open the e-mail.
3. Confirm that you have received something.
4. Ask two questions about something.
5. Close the e-mail / sign off.
6. Say goodbye.

To: _____
Subject: _____

Revision Page

Congratulations! You have almost finished the course. You just need to do your final Progress Evaluation test. This is to check your understanding and to monitor your progress. The test will be based on units 9 to 16 of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Grammar, Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening activity aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The grammar will be based on the units you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. During this evaluation, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

Language Structures

Complete the sentences with the correct forms of the verbs in brackets.

1. I might _____ (go) to the cinema, but I'm not sure. (modal verb)
2. "I'm going to the cinema." = He said he _____ to the cinema. (Reported Speech)
3. "I'll do it." = She said that she _____ it. (Reported Speech)
4. I want _____ (play) tennis. (Gerunds and Infinitives)
5. She enjoys _____ (play) tennis. (Gerunds and Infinitives)
6. That's the woman _____ lives in the States. (relative clauses)
7. They _____ (wait) for 20 minutes. (the Present Perfect Continuous)
8. She _____ (jog) in the park. (the Present Perfect Continuous)
9. Add *enough* to this sentence: "There weren't chairs for everyone." (quantifiers)
10. If you forget to turn it off, it _____ (turn) itself off automatically. (Zero Conditionals)
11. If we don't hear from you by 6pm, we _____ (leave) without you. (the First Conditional)
12. I should _____ (stay) at home. (Perfect Modal verbs)
13. Replace the object in bold for an object pronoun: "She spent **the money** on a new car." (intransitive and transitive verbs)

Self-Assessment

Congratulations! You have finished the course. Now, please take some time to reflect on your learning and progress.

▣ My feelings at the end of the course are...

- a. Positive
- b. Negative
- c. OK

▣ What can I do?

Put ticks. Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent). I can use...

- a. ...Quantifiers.
- b. ...Modal Verbs.
- c. ...the Past Continuous.
- d. ...the future with *be + going to*.
- e. ...the Present Perfect.
- f. ...the Present Simple Passive.
- g. ...Zero and First Conditionals.

▣ New language

Complete these sentences with your own ideas.

- a. I really like these words: _____.
- b. These words are difficult to remember: _____.
- c. These words are easy to remember: _____.
- d. This grammar point is easy: _____.
- e. This grammar point is difficult: _____.

▣ What do you do to improve your English outside the class?

- a. I listen to songs in English.
 - b. I travel to English-speaking countries and practise English there.
 - c. I read books / magazines / newspapers / online news sites, etc. in English.
 - d. I watch films in English.
 - e. I listen to MP3s / CDs in English.
 - f. I speak to work colleagues in English.
- Other? _____

▣ Personal objectives

My new objectives for next year are to improve my...

- a. ...speaking skills.
- b. ...listening skills.
- c. ...reading skills.
- d. ...pronunciation.
- e. ...writing skills.

Very shortly, you will be sent an opinion form to fill out. However, if you have any additional comments to make, please send them to classes@hotenglishmagazine.com. We always appreciate your feedback! Thanks.

RESOURCE SECTION

Language Structures



UNIT 1

The Present Simple / The Present Continuous: A comparison

Compare these two sentences:

- a) She usually plays golf at the weekend.
- b) She's playing tennis at the moment.

Sentence "a" is a fact so we use the Present Simple. Sentence "b" is an action in progress, so we use the Present Continuous.

Now compare these two sentences:

- a) They usually take the bus to work.
- b) They're going to work by train this week because the buses aren't running.

Sentence "a" is a fact / regular habit, so we use the Present Simple.

Sentence "b" is a temporary situation, so we use the Present Continuous.

UNIT 2

Past Simple & Past Continuous – a comparison

We can use a Past Simple action to "interrupt" a Past Continuous action in progress. We often use the conjunctions *while* and *as* in these cases. For example, "While we were driving, it started to rain."

Now compare these sentences:

- a) She got up and left the room.
 - b) As she was leaving the room, someone called.
- In sentence "a" there are two Past Simple actions which are used to describe two consecutive actions (1: "she got up"; 2: "then she left the room").

In sentence "b" the Past Simple action interrupts the Past Continuous action in progress.

In many cases, there is very little difference in meaning between the two tenses and both are possible. Look at these examples of simultaneous actions:

- a) We played tennis while it rained.
- b) We were playing tennis while it was raining.

Grammar top tip

Remember, when it comes to grammar, in many cases there are no right or wrong answers. Grammar is a question of choice, and the choice of tense depends on what you want to say or how you see the event.

UNIT 3

We can add *already* to confirm that something has happened. We place *already* before the participle. For example, "Beth has already eaten."

We can use *yet* in questions. We often use *yet* to ask whether something has happened or not. For example:

- A: Has Jeff painted the picture yet?
- B: Yes, he has.

We can also use *yet* in negatives to emphasise that something hasn't happened. For example, "She hasn't sent the e-mail yet."

We can use *still not* to emphasise that something hasn't happened. *She still hasn't sent it to me.*

UNIT 4

The Present Perfect Passive versus the Past Passive

We can also use the Present Perfect Passive to talk about actions from the past but without saying when they occurred. For example:

- a) She has been given the money.
- b) The work has been completed.

We use the Past Passive when we want to specify *when* something happened. For example:

- a) She was given the money last week.
- b) The work was completed three days ago.

UNIT 5

Will versus Going to

Compare these sentences:

- a) I've got a couple of weeks off, so I'm going to visit some friends abroad.
- b) A: How are you going to get home? B: I'm not sure. I'll probably take the train.

Sentence "a": we use *be + going to* for planned decisions taken before the moment of speaking.

Sentence "b": we use *will* for spontaneous comments made at the moment of speaking. Now compare these sentences:

- a) Look at those black clouds. I think it's going to rain soon.
- b) I don't think they'll accept it.

Sentence "a": we use a future form with *be + going to* for predictions based on evidence.

Sentence "b": we use *will* for a personal prediction (that isn't necessarily based on any evidence).

Future forms – a comparison

Compare these sentences:

- a) I'm going to leave at 6pm.
- b) I'll leave at 6pm.
- c) I'm leaving at 6pm.

There is very little difference in meaning between these three sentences. However, the choice of tense does create subtle differences:

- a) *Be + going to* is used to express a concrete plan;
- b) *Will* is used to express a spontaneous decision;
- d) and the Present Continuous is used to inform someone of a fixed plan at a specific time.

Grammar top tip

Remember, when it comes to grammar, in many cases there are often no right or wrong answers. Grammar is a question of choice, and the tense you choose depends entirely on what you want to say.

UNIT 6

It isn't common to use contracted forms with *might / may*.

We can use modal verbs to give our personal opinions, and for a variety of functions: to make suggestions, to give advice, to talk about obligation..., and many other things. For example: "You mustn't talk to him like that."

The past of *can* is *could*. For example, "They couldn't see it properly."

The future of *can* is *be able to*. For example, "She'll be able to see you tomorrow."

Remember, there's no *to* with a verb that follows a modal verb; and there's no "s" with the *he/she/it* forms of modal verbs. For example:

- a) I can see it. [NOT: I can to see it.]
- b) She should go. [NOT: She shoulds go.]

Must versus have to

We generally use *must* to refer to a personal obligation – something we feel personally is important. For example:

- a) I must remember to post the letter.
- b) She must tell me if she needs anything.

RESOURCE SECTION

Language Structures



We use **have to** for an external obligation – something that comes from an outside authority. For example:

- a) If you want to travel to the USA, you **have to** get a visa.
- b) You **have to** leave the building by 6pm because they close the doors.

UNIT 10

We can use other reporting verbs instead of *say* or *tell*, such as *promise*, *ask*, *assure*, *claim* or *warn*, etc. For example:

- a) They **claimed** that they were police officers.
- b) He **promised** us that he would finish it on time.

Sometimes, we need to change certain words or expressions when we use Reported Speech. For example, the words *tomorrow* and *yesterday* refer to specific times, but they don't have the same meaning if you refer to them at a later date. So, very often we have to change them. For example:
today = that day; here = there; tomorrow = the following day / the next day; yesterday = the day before / the previous day

For example:

Direct speech: "I'll do it tomorrow."

Indirect speech: He said that he would do it the following day.

UNIT 12

Gerunds & Infinitives

We use the infinitive without *to*:

- after modal verbs: *can*, *could*, *may*, *might*, *should*, *must*. For example: "They **may** invite us for dinner."
- after the verbs *let* and *make*. For example: "Will you **let** me take your car?"

The verb **help** is followed by an infinitive with or without *to*. For example: "I **helped** them do it. / I **helped** them **to** do it."

Some verbs can be followed by either a gerund or an infinitive with little change in meaning. For example:

- a) We **started** working at 6pm.
- b) We **started** **to** work at 6pm.

Other verbs with little or no difference include: *begin*, *continue*, *hate*, *intend*, *love*, *prefer*. However, there are very subtle differences with the verb *to like*. For example:

- a) I **like** skiing. (The gerund is used to say you do something for enjoyment.)
- b) I **like** **to** go to the dentist once a year. (An infinitive is used to say you do something because it is good for you, or you feel it has a positive effect.)

However, we use an infinitive after *would like* / *would love* / *would hate* / *would prefer*. For example: "What **would** you like **to** do now?"

UNIT 13

Whom can be used. However, this is considered formal, and there are often more informal ways of expressing the ideas, usually by using *who* and placing the preposition at the end. For example: "She's the person I spoke **to**." / "She's the person **to** *whom* I spoke."

When there's a preposition in the sentence, we can say:

- a) The hotel (**that/which**) we stayed at was really cheap.
- b) The hotel **at** *which* we stayed was really cheap.

Whom (for people) and *which* (for things) can also be used after prepositional expressions. For example:

- a) It's an office with nine people, **all of whom** are highly qualified.
- b) There are a number of products here, **some of which** come with a guarantee.

Here are some other typical expressions that can be used before *whom* or *which*: *some of which...*, *any of which...*, *one of which...*, *all of which...*, *both of which...*, *enough of which...*, *many of which...*, *few of which...*, etc.

UNIT 15

We can use question words (*who*, *what*, *when*, *where*, *why*, etc.) with the Zero Conditional. For example:

- a) What do you do if you finish your work early?
- b) Who do you call if you forget your keys?

Notice how we can start with the "if" clause or the result clause. For example:

- a) If you press this button, the machine comes on.
- b) The machine comes on if you press this button.

Adverbs

Spelling

With adjectives that end in *-le*, drop the *e* and add *-y*: *simple* - *simply*; *gentle* - *gently*.

With adjectives that end in *-y*, drop the *y* and add *-ily*: *easy* - *easily*; *happy* - *happily*.

Adverbs of frequency show us how often something happens. These include: *always*, *usually*, *often*, *sometimes*, *seldom* / *rarely*, *never*. They are placed before main verbs but after auxiliary verbs (*have*, *will*, *do*, etc.) and the verb *to be*. For example: "I've **never** seen it before."

Some adverbs tell us when something happens: *after*, *before*, *never*, *now*, *soon*, *still*, *then*, *today*, *tomorrow*, *weekly*. Others tell us where it happens: *abroad*, *everywhere*, *inside*, *outside*, *there*, *here*, *underground*, *upstairs*.

We can use modifiers to tell us to what extent something happens: *really quickly*, *extremely fast*, *quite well*, *rather quickly*, *too slowly*. For example:

- a) She was walking **extremely fast**.
- b) They were talking **quite quickly**.

UNIT 16

Sometimes, there are two objects. For example:

- a) I gave **him the money**.
- b) She wrote **me an e-mail**.

Some verbs can be used transitively and intransitively. For example:

- a) She was **reading**. / She was **reading a book**.
- b) They started **to write**. / They started **to write the e-mail**.

But sometimes the meaning can change:

- a) She was **running**. [intransitive: She was moving faster than walking.]
- b) She **runs** a small business. [transitive: She manages a business]

RESOURCE SECTION

Answers



UNIT 1 Introduction unit

1 Table completion

	Harriet	Nigel	Lauren
Surname	Grant	Bailey	Bramwell
Age	32	29	28
Nationality	Australian	Scottish	English
City of residence	Sydney	Edinburgh	Singapore
Job	Stockbroker	Chef	Journalist
Hobbies	Swimming and surfing	He plays the guitar in a band.	Skiing and sailing

2 Conversation completion

1. tare; 2. am; 3. is; 4. from; 5. born; 6. company

3 Matching – useful questions

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

4 Verb tenses

1. lives; 2. play; 3. doesn't eat; 4. are watching; 5. isn't listening; 6. are working; 7. was; 8. walked; 9. didn't see

5 Question time

Student's own answers.

6 Picture matching

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

7 Vocabulary

Student's own answers.

8 E-mail completion

1. went; 2. got up; 3. walked; 4. ate; 5. left; 6. got

9 Telephone dialogue

1. Julian; 2. Britney; 3. Stephanie's; 4. 605 448 309; 5. Because there's a lot of noise.

UNIT 2 Film Fun

1 Film taglines

1. comedy; 2. blood; 3. alone; 4. screaming; 5. innocence; 6. man; 7. roll

2 Film matching

1e 2d 3i 4f 5a 6g 7b/h 8h/b 9c

3 Descriptions

1. entertaining; 2. implausible; 3. gory; 4. fictional; 5. moving; 6. tedious; 7. classics

4 Film review

1T 2F 3F 4T 5F 6T

5 Fact file analysis (wording may vary)

1. Her full name is Kiera Bennett.
2. She's 31 years old.
3. She's from Canada.
4. She lives in Hong Kong.
5. She's an accountant.
6. She likes horror and science-fiction films.

6 Sentence completion

1. stars; 2. doesn't want; 3. includes; 4. do (you) think; 5. does (he) want; 6. don't like

7 Question word completion

1. What; 2. Where; 3. What; 4. When; 5. Why; 6. Where

8 Sentence completion

1. is interviewing; 2. isn't singing; 3. are arresting; 4. is talking; 5. aren't cleaning; 6. is bringing

6 Conversation

1. are travelling; 2. are sitting; 3. start; 4. wants; 5. is thinking; 6. has; 7. thinks; 8. finds out; 9. has; 10. happens

7 Film proposal analysis

1. The film is *My Summer*.
2. He's working in a café in northern France.
3. He writes information about the customers in his diary.
4. The customers include tourists and locals from the small town.
5. He's studying to be a criminal profiler.
6. The strange man is a notorious gangster.

Useful skills

1 Parts of the e-mail

1. subject box line; 2. summary of the topic (re); 3. greeting; 4. opening; 5. main body; 6. closing / signing off; 7. goodbye

UNIT 3 Mobile Mania

1 Text messages

1. I'll see you at 6.
2. What are you doing tonight?
3. Send it to me.
4. I will be back at 4.
5. I can't come because I'm busy.
6. I can't see it.
7. The test is easy.
8. The film was great.
9. Mike and Bob are coming tonight.
10. Have you got a tennis racket?
11. We'll wait for you.
12. Are you coming by car?

2 Labelling

1. screen; 2. answer button; 3. menu; 4. End-call button; 5. key pad

3 Collocations

Student's own answers.

4 Voicemail messages

1. Dylan; 2. Susan; 3. Patrick; 4. Dylan; 5. Patrick; 6. Susan

5 Matching

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

6 Order

1. We went there last week.
2. I burnt the food.
3. She cut her finger.
4. They forgot to close the window.
5. The floor got wet last night.
6. She heard the noise.
7. I showed them to the room.
8. I thought the meeting was on Friday.

7 Sentence completion

1. saw; 2. bought; 3. didn't want; 4. took; 5. ate; 6. didn't like; 7. did (you) hear; 9. did (they) think

8 Mobile phone stories

1F 2F 3T 4T 5F 6T

9 Sentence creation

Student's own answers.

6 Story completion

1. charged; 2. used; 3. offered; 4. stated; 5. appealed; 6. had; 7. fell; 8. didn't know; 9. explained

Useful skills

1 The phone call

1. may; 2. this; 3. name; 4. company; 5. sorry; 6. message; 7. call; 8. gets

UNIT 4 That's Unusual!

1 World famous mysteries

1. The Bermuda Triangle; 2. The Loch Ness Monster; 3. The Abominable Snowman; 4. Stonehenge; 5. Atlantis; 6. The Nazca Lines; 7. The Moai of Easter Island

2 Matching

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

3 Sentence completion

1. off; 2. up; 3. away; 4. down; 5. back; 6. onto; 7. into

4 Article analysis

1. On 5th December 1872.
2. Nobody.
3. The aliens took them up to their spaceship.
4. 1,700.
5. He thought it might explode.
6. They all got into the lifeboat.

5 Matching

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

6 Ordering

1. She was writing an e-mail.
2. We weren't watching television.
3. I was arguing with him.
4. They were making dinner.
5. Nell was using the phone.
6. You were playing tennis.

7 Instant messages analysis

1. cooking; 2. some friends; 3. because he was cooking / chatting with his friends; 4. because he was chatting with his friends; 5. to the cinema; 6. go with her

8 Online news story

1. was flying; 2. saw; 3. radioed; 4. shouted; 5. was flying; 6. decided; 7. was coming; 8. didn't know; 9. turned out

9 Sentence completion

1. started; 2. were eating; 3. heard; 4. began; 5. were having; 6. saw

10 Story analysis

1. yes; 2. no; 3. yes; 4. no; 5. no; 6. no

11 Fluency practice

Student's own answers.

Useful skills

1 Conversation completion

1. meet; 2. before; 3. think; 4. work; 5. business; 6. here; 7. met; 8. shall; 9. idea; 10. staying

UNIT 5 Let's get personal

1 Useful verbs & expressions matching

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

RESOURCE SECTION

Answers



3 Questions

Student's own answers.

4 Collocations

Student's own answers.

5 Online quiz analysis

1F 2T 3F 4T 5T 6F

6 Matching

1e 2a 3b 4c 5d

7 Profile analysis

1. yes; 2. yes; 3. yes; 4. no; 5. yes

8 Ordering

1. He has made a lot of money.
2. She has taken the photo.
3. I haven't seen her.
4. She hasn't bought the car.
5. They have cleaned the rooms.
6. I haven't replied to the e-mails.

9 "To do" list analysis

1. Petra has already painted the picture.
2. She hasn't written the report yet.
3. She still hasn't bought the new software program.
4. She has already painted the studio walls.
5. She has already ordered some more pens.
6. She still hasn't sent the images by e-mail.

10 Sentence completion

1. has climbed; 2. has tried; 3. haven't taken;
4. haven't worked; 5. haven't spoken; 6. have already had dinner

11 Survey completion

1. won; 2. won; 3. broken; 4. ridden; 5. happened;
6. taken; 7. took; 8. eaten; 9. fallen; 10. fell

Useful skills

1 E-mail order

c1 e2 g3 a4 b5 d6 f7

UNIT 8 Event Planning!

1 World fairs

1B: 2D; 3A; 4C; 5A; 6E; 7C; 8B

2 Trade fair matching

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

3 Trade fair poster analysis

1. August 10th – 13th 2014
2. www.businessfair.com
3. 7pm
4. careersfair@hotmail.com
5. Weston Farm (just off the M48)
6. 11am.

4 Speech bubble completion

1. worst; 2. best; 3. boring; 4. longest

5 Sentence completion

1. tallest; 2. shortest; 3. longer; 4. bigger;
5. younger; 6. better; 7. most impressive;
8. youngest; 9. more interesting; 10. most boring;
11. most intelligent

6 Trade fair analysis

1. no; 2. no; 3. yes; 4. no; 5. yes; 6. yes; 7. yes; 8. no

7 Fluency practice

Student's own answers.

8 Word choice

1. but; 2. despite; 3. although; 4. however;
5. even though; 6. in spite of; 7. but; 8. even though;
9. although; 10. however

9 Trade fair review

1. despite; 2. although; 3. popular; 4. oldest;
5. despite; 6. cheaper; 7. expensive; 8. longer

Useful skills

1 Telephone conversation completion

1. wondering; 2. available; 3. next week;
4. flying; 5. single; 6. have; 7. flight

UNIT 9 Eat up!

1 Drinks analysis

1. hot chocolate; 2. chocolate milkshake; 3. Mojito;
4. Gin and tonic; 5. Martini; 6. Irish coffee;
7. Bloody Mary

2 Food matching

1j 2d 3a 4f 5h 6c 7g 8e 9i 10b

3 Shopping dialogue

1. go; 2. half a kilo; 3. half a kilo; 4. a kilo; 5. a kilo;
6. three pounds fifty

4 Word choice

1. is spoken; 2. are left; 3. is kept; 4. are sent; 5. are painted;
6. are designed; 7. are watered

5 Website completion

1. picked; 2. taken; 3. processed; 4. washed; 5. discarded;
6. roasted; 7. packaged; 8. sold

6 Sentence creation

Student's own answers.

7 Transformation

1. The alcohol is produced in this factory.
2. The drink is exported all over the world.
3. It is sold locally.
4. The bags were packed two hours ago.
5. The dish is served with a red wine.
6. It wasn't completed.
7. It was promoted on national radio.

8 Invitation analysis

1. no; 2. no; 3. yes; 4. yes; 5. no; 6. no; 7. yes

9 Website analysis

1. S; 2. G; 3. S; 4. G; 5. S; 6. G; 7. G; 8. S

Useful skills

1 Conversation analysis

1. yes; 2. yes; 3. no; 4. no; 5. no

UNIT 10 Art Fun

1 Famous works of art

1. Mona Lisa
2. The Dream
3. The Persistence of Memory
4. Café Terrace at Night
5. Luncheon of the Boating Party
6. The Kiss

2 Preposition exercise

1. of; 2. in; 3. in; 4. for; 5. for; 6. in; 7. of; 8. as; 9. on

3 Art blog analysis

1. My Bed

2. Fountain

3. Work No.227...

4. The Physical Impossibility of Death...

5. One and Three Chairs

6. Shibboleth

4 Word order

1. All the food has been eaten.
2. He has been given more time.
3. The parcels haven't been sent yet.
4. They have been taken to the market.
5. She has been charged extra for the trip.
6. They haven't been told how much to pay.

5 "To do" list

1. yes; 2. no; 3. yes; 4. no; 5. yes; 6. yes

6 Sentence creation

1. The office has already been painted.
2. The estate agent still hasn't been contacted.
3. The e-mail has already been sent.
4. The auction house still hasn't been called.
5. James has already been spoken to.
6. The bills have already been paid.

7 Word choice

1. was stolen; 2. haven't been paid; 3. was built;
4. was invented; 5. wasn't written; 6. were made;
7. have been arrested; 8. was constructed

8 Transformation

1. It was painted in the 18th century.
2. The painting has been sold for €30,000.
3. The painting was displayed in a gallery in central London.
4. Three exhibitions of his works have been held.
5. €5,000 has been offered for the sculpture.
6. A description of the painting was included in the brochure.
7. The painting was taken back to New York.

9 Sentence creation

Student's own answers.

10 Website completion

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

Useful skills

1 E-mail analysis

1. Ms Simmons.
2. Sarah Nichols.
3. Photos.
4. Revised figures.
5. Opinions on the proposal they sent earlier.
6. Next week.

UNIT 11 Protest Power

1 Protest placards

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

2 Picture matching

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

3 Useful words

1. leaflets / flyers; 2. slogan; 3. protesters; 4. crowd;
5. baton charge

4 Interview completion

1. against; 2. route; 3. leaflets; 4. sit-in; 5. slogans;
6. megaphones; 7. trouble

RESOURCE SECTION

Answers



1 Word choice

1. is going to rain; 2. won't leave; 3. won't need; 4. coming; 5. are meeting up; 6. am going to have; 7. are taking; 8. will have

2 Gap fill

1. have 2. like 3. rain 4. having 5. be 6. take 7. seeing 8. watch

3 Ideas completion

Student's own answers.

4 Sentence creation

Student's own answers.

5 Fluency practice

Student's own answers.

6 Leaflet analysis

1. Saturday 16th April
2. Against the education cuts
3. 10am
4. the boating lake in Grant Park
5. speeches and protest songs
6. Parliament Building

7 Article analysis

1. after; 2. by the time; 3. until; 4. after; 5. when;
6. as soon as; 7. while; 8. until; 9. eventually

Useful skills

1 Conversation analysis

1. Tompkins Office Supplies
2. Pauline Spane
3. Ms Hargreaves
4. Summers International
5. Having lunch
6. To cancel the 3pm appointment

Revision page (units 1 to 3)

1. likes; 2. aren't playing; 3. was; 4. brought; 5. was running; 6. has seen; 7. worse / worst; 8. Although the job isn't well-paid, I really enjoy it; 9. are made; 10. was stolen; 11. have been sent; 12. will have; 13. are going to buy; 14. see

UNIT 2 Fun Time!

1 Matching

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

2 Parts of speech

1. to box, a boxer; 2. to swim, a swimmer; 3. to surf, a surfer; 4. to climb, a climber; 5. to ski, a skier; 6. to scuba dive, a scuba diver

3 Conversation analysis

1. She went parachuting.
2. She was given a jumpsuit, a helmet and a pair of goggles.
3. They went in a little Cessna.
4. She jumped from about 700 metres.
5. She attached the cord on the parachute to a hook in the plane.

4 Multiple choice

1a 2a 3b 4a 5c 6b 7a

5 Word order

1. I can't read it.
2. They should start now.
3. You shouldn't use that one.
4. You should turn the lights off.

5. We might not go to the match.

6. I must start saving up for my summer holiday.

1 Picture description

Student's own answers.

2 Sentence creation

Student's own answers.

3 Ideas completion

Student's own answers.

4 E-mail word choice

1. could; 2. could; 3. could; 4. might; 5. should; 6. could; 7. can

5 Fluency practice

Student's own answers.

6 "How to" guide analysis

1a 2b 3b 4a 5b

Useful skills

1 Conversation analysis

1a 2a 3b 4a

UNIT 3 Political Play

1 Political quotes

1. tomorrows; 2. easy; 3. country; 4. believe; 5. happen

2 Politician identification

1. Barack Obama (USA); 2. Vladimir Putin (Russia); 3. Wen Jiabo (China); 4. Angela Merkel (Germany); 5. David Cameron (UK); 6. François Hollande (France); 7. Hillary Clinton (USA); 8. Mariano Rajoy (Spain)

3 Matching

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

4 Manifesto completion

1. foreign; 2. economy; 3. science; 4. animal; 5. transport; 6. housing; 7. education; 8. health

5 Matching

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

6. Sentence completion (in some cases, alternative answers with the Present Tense may be possible)

1. They said it was hot.
2. She said they were French.
3. He told me that he likes to cook.
4. She said that she didn't live in London.
5. She told us that she didn't go to the concert.
6. He said that he had brought the bags.
7. She told them that she would tell them about it.
8. He said that they were going to leave.

6 Sentence creation

Student's own answers.

7 E-mail analysis

1. Friday; 2. a few; 3. Thursday afternoon; 4. Francesca; 5. this afternoon.

8. Transformation (alternative answers may be possible)

1. He said he was coming to the meeting.
2. She said the food was delicious.
3. They said they worked in the centre.
4. He told me he didn't drive to work.
5. She said they went to the cinema. / She said they had gone to the cinema.
6. He said that they didn't finish the work. /

He said they hadn't finished the work.

7. She said she would do it the next day.

8 Conversation transformation

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

9 Summary transformation

1. "We will reduce the base rate of tax."
2. "We are going to increase investment in healthcare by 20%."
3. "We will construct 100,000 new homes."
4. "We will invest more in solar energy and wind power."
5. "We are going to reduce crime rates by 10%."
6. "We will pull all troops out by Easter."

Useful skills

1 E-mail analysis

1T 2F 3T 4F 5T

UNIT 4 Social Splash

1 What are they saying?

1. been; 2. much; 3. staying; 4. international;
5. match; 6. cold; 7. do; 8. work

2 Matching

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

3 Expressions completion

1. shall; 2. let's; 3. fancy; 4. why; 5. for; 6. idea;
7. would; 8. afraid

4 Conversational analysis

1. train; 2. 4pm; 3. car; 4. London; 5. conference; 6. overnight

5 Speech bubble completion

1. actually; 2. truth; 3. but; 4. fact

6 True or false

1T 2F 3T 4F 5T 6F

7 Making small talk

1. sport; 2. the home; 3. film; 4. the weekend;
5. music; 6. TV; 7. free time; 8. sport; 9. books;
10. travel

8 Conversation completion

1. I'm not working; 2. I don't really have time;
3. see much of each other; 4. I'm getting married; 5. do you remember

Useful skills

1 Conversation analysis

1. Haystacks Electrical Equipment
2. Crispin Gibbins
3. Joyce Bates
4. Markstown Communications
5. Crispin won't be able to attend the meeting.
6. 0876 36578.
7. He'll send it tomorrow morning.

UNIT 5 Product Promotion

1 Product analysis

1. Baby & Toddler; 2. Clothes & Accessories;
3. Electronics; 4. Electronics; 5. Food & Beverages; 6. Furniture; 7. DIY / Home Repairs; 8. Health & Beauty; 9. Home & Garden; 10. Sporting Goods; 11. Toys & Games; 12. Office Supplies

2 Product description

RESOURCE SECTION

Answers



1. Markby; 2. wardrobe; 3. three; 4. five; 5. one; 6. 184cm; 7. five kilos; 8. €139; 9. generally positive

1 Matching

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

2 Sentence completion

1. to start; 2. to help; 3. to see; 4. participating; 5. sending; 6. wanting; 7. to stay; 8. to pay

3 Ordering

1. I'd like to go out tonight.
2. We want to finish it as soon as possible.
3. They offered to go with us.
4. They suggested taking a taxi.
5. We expect to complete it by early next week.
6. I enjoyed talking with her at the party.
7. The thieves managed to get in through the broken window.

4 Errors

1. ✓
2. We hope to see you again very soon.
3. They enjoyed talking to you about it.
4. She decided to resign from her position as managing director.
5. ✓

5 Sentence creation

Student's own answers.

6 Fluency practice

Student's own answers.

7 Product description analysis

1. using; 2. cooking; 3. to toast; 4. to use; 5. to cook; 6. to roast; 7. to grill; 8. to take; 9. to find

Useful Skills

1 Conversation analysis

1. yes; 2. no; 3. no; 4. yes; 5. no; 6. yes

UNIT 10 Fashion Fun

1 Clothes matching

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

2 Information analysis

1. Chanel
2. Gucci
3. Giorgio Armani
4. Hugo Boss
5. Prada
6. Louis Vuitton

3 Matching

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

4 Sentence completion

1. (that / which); 2. who / that; 3. where; 4. whose; 5. (that / which); 6. (that / which)

5 Word choice

1. whose; 2. that; 3. who; 4. which; 5. who; 6. where

6 Fluency practice

Student's own answers.

7 Online text analysis

1. 19th August 1883; 2. nuns in an orphanage; 3. a millinery business; 4. 1910; 5. an old jumper; 6. 1920s

Useful Skills

1 E-mail analysis

1a 2a 3a 4a

UNIT 11 Help!

1 Charity check

1. Barnados; 2. Oxfam; 3. RSPCA; 4. Cancer Research; 5. The National Trust

2 Matching

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

3 Parts of speech

1. to sponsor; 2. a volunteer; 3. donation; 4. to train; 5. a victim; 6. to fundraise; 7. to pollute; 8. distribution

4 Collocations

Student's own answers.

5 E-mail analysis

1. no; 2. yes; 3. yes; 4. no; 5. no

6 Ordering

1. She has been driving her new car.
2. He has been talking to his boss.
3. I have been working at home.
4. She has been reading the book.
5. They have been watching a film.
6. We have been listening to the radio.

7 Matching

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

8 Sentence completion

1. have been working; 2. has been running; 3. have been painting; 4. have been eating; 5. have been watching; 6. haven't been seeing; 7. haven't been shopping; 8. haven't been sleeping

9 Sentence creation

Student's own answers.

10 Fluency practice

Student's own answers.

11 Conversation completion

1. have been working; 2. have (you) been doing; 3. have been helping; 4. have been suffering; 5. have been biting; 6. have also been having

12 Poster completion

1. few; 2. a little; 3. little; 4. enough doctors; 5. enough funds; 6. enough water; 7. little

Useful Skills

1 Conversation analysis

1F 2T 3F 4T 5F 6T

UNIT 12 Transport Time

1 Giving directions

1d 2c 3a 4b

2 Identifying places on a map

1. next; 2. between; 3. Main; 4. behind; 5. Oak

3 Asking for directions

Student's own answers.

4 Personal travel

Student's own answers.

5 Online article analysis

1T; 2F; 3T; 4F; 5T

6 Mini-dialogues completion

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

7 Word choice

1. tell; 2. won't get; 3. stops; 4. call; 5. will get; 6. buys

8 Ideas completion

Student's own answers.

9 Fluency practice

Student's own answers.

10 Table completion

1. carefully; 2. quickly; 3. quietly; 4. urgently; 5. pleasantly; 6. directly; 7. calmly; 8. cautiously; 9. safely; 10. dangerously; 11. slowly; 12. well; 13. fast

11 Word choice

1a; 2b; 3b; 4b; 5a; 6a; 7b; 8b

12 Instant message analysis

1S; 2B; 3B; 4B; 5S

Useful Skills

1 Conversation analysis

1. aren't; 2. going; 3. would; 4. OK / great, etc.; 5. first; 6. where; 7. join; 8. need

UNIT 13 What a Disaster!

1 Photo matching

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

2 Useful expressions

Student's own answers.

3 Online story analysis

1a; 2b; 3b; 4b; 5a; 6a

4 Sentence completion

1. done; 2. invited; 3. seen; 4. got; 5. gone; 6. taken; 7. listened; 8. told

5 Word order

1. She should have gone by train.
2. They should have taken a taxi.
3. We shouldn't have eaten at that restaurant.
4. I shouldn't have bought it.
5. He should have sent the e-mail.

6 Picture description

Student's own answers.

7 Telephone conversation completion

1. done; 2. found; 3. worn; 4. made; 5. taken; 6. opened; 7. thanked; 8. sent

8 Fluency practice

Student's own answers.

9 Sentence creation

Student's own answers.

10 Transformation

1. it; 2. her; 3. them; 4. them; 5. it; 6. him; 7. them; 8. it

11 True / false

1T; 2T; 3F; 4T; 5F; 6F

Some transitive verbs from the stories include: *published, sue, won, received, took, included, ignored...*

Useful skills

1 E-mail analysis

1a 2b 3a 4a

Revision page (units 9 to 16)

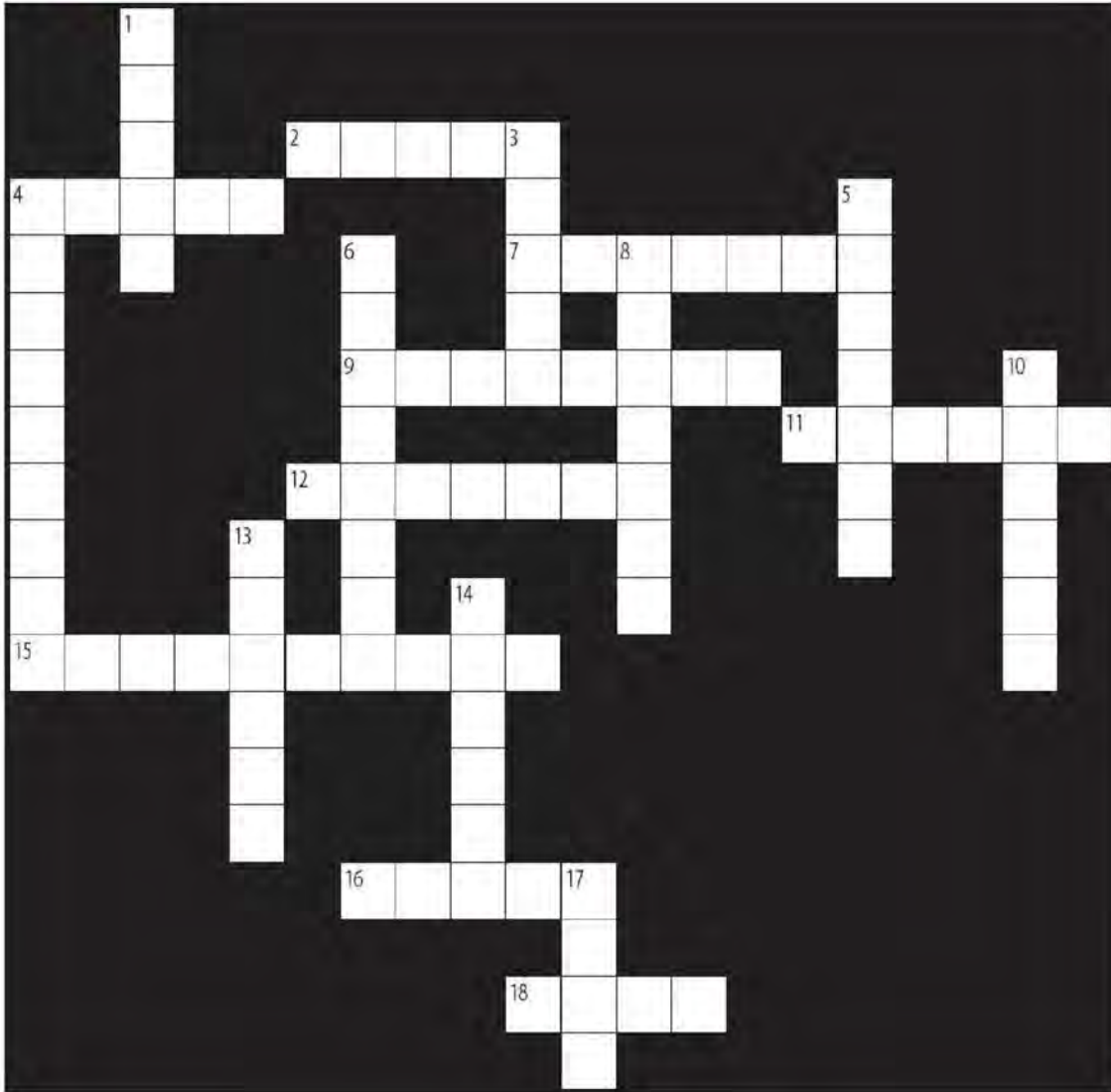
1. go; 2. was going; 3. would do; 4. to play; 5. playing; 6. who / that; 7. have been waiting; 8. has been jogging; 9. There weren't enough chairs; 10. turns; 11. will leave; 12. have stayed; 13. it

RESOURCE SECTION

Crossword



UNIT **Film Fun**



Complete the crossword.

Across

2. A part of a film = **sc**__
4. The music for a film = **sc**o__
7. A series of clips from the film to advertise it = **tr**_____
9. A type of film involving love = a **rom**_____ film
11. A type of film with monsters, etc. = a **ho**_____ film
12. A film about the future = a **sci**_____ fiction film.
15. The songs in a film (often on a CD) = **sou**_____
16. A man who acts in films = **ac**__
18. The story in the film = **pl**__

Down

1. To film = to **sho**__
3. An actor with a non-speaking part = an **ex**__
4. Text at the bottom of the screen (plural form) = **subt**_____

5. A series of three films = **tr**_____
6. The person who directs the film = **di**_____
8. A woman who acts in films = **ac**_____
10. A funny film = a **c**_____
13. The bad person in a film = **ba**_____
14. The text for a film = **scr**__
17. A part in a film = **ro**__

RESOURCE SECTION

Wordsearches



UNIT 3 That's Unusual!

Find the mystery/horror words in the wordsearch.

Yeti, mummy, Frankenstein, Dracula, ghost, werewolf, ogre, giant, witch, vampire, dragon, bat, spider, alien, dungeon, monster, wolf, pirate, storm, mystery



UNIT 6 Eat up!

Find the drinks in the wordsearch. Which ones are your favourites?

water, fruit juice, wine, milkshake, coffee, tea, brandy, beer, cider, liqueur, champagne, cocktail, hot chocolate, fizzy drink, lager, lemonade, spirits, cola, sherry



UNIT 5 Transport Time

Find the forms of transport in the wordsearch.

airplane, barge, bicycle, boat, bus, car, ferry, helicopter, jeep, lorry, motorbike, motorboat, plane, ship, taxi, tractor, train, truck, underground, van



Phonetic Table



iː	Tree	ɪ	Fish	ʊ	Book	uː	Shoe	ɪə	Ear	eɪ	Face	əʊ	Coat	aʊ	Cow	g	Get	ʒ	Pleasure	j	Yes
e	Egg	ə	Sofa / Gorilla	ɜː	Bird	ɔː	Door	ʊə	Cure (medicine)	ɔɪ	Boy	aʊ	Fly	k	Key	ʃ	Short	w	Window		
æ	Cat	ʌ	Duck	ɑː	Car	b	Dog	eə	Hair	dʒ	Judge	tʃ	Church	s	Six	l	Live	r	Right		
p	Pen	b	Back	t	Tea	d	Day	ð	Those												
f	Five	v	Very	θ	Think	h	Hot														
m	More	n	Nice	ŋ	Ring																

RESOURCE SECTION

Irregular Verbs



Irregular verb list with participles

Infinitive	Past tense	Past participle	Example
Be	was, were	been	<i>She was at home.</i>
Beat	beat	beaten	<i>We beat them.</i>
Become	became	become	<i>She became a lawyer.</i>
Begin	began	begun	<i>It began last night.</i>
Bite	bit	bitten	<i>The dog bit me.</i>
Break	broke	broken	<i>He broke the window.</i>
Bring	brought	brought	<i>We brought some sandwiches.</i>
Build	built	built	<i>They built a house.</i>
Burn	burnt, burned	burnt, burned	<i>The fire burnt all night.</i>
Buy	bought	bought	<i>He bought some food.</i>
Catch	caught	caught	<i>The cat caught the mouse.</i>
Choose	chose	chosen	<i>We chose the red one.</i>
Come	came	come	<i>They came at 6pm.</i>
Cost	cost	cost	<i>It cost a lot.</i>
Cut	cut	cut	<i>She cut the piece of paper.</i>
Dig	dug	dug	<i>We dug a hole.</i>
Do	did	done	<i>We did some exercise.</i>
Draw	drew	drawn	<i>They drew a picture.</i>
Dream	dreamt, dreamed	dreamt, dreamed	<i>I dreamt about you.</i>
Drink	drank	drunk	<i>She drank the tea.</i>
Drive	drove	driven	<i>I drove home.</i>
Eat	ate	eaten	<i>We ate at home.</i>
Fall	fell	fallen	<i>They fell down.</i>
Feed	fed	fed	<i>She fed the cat.</i>
Feel	felt	felt	<i>We felt good.</i>
Fight	fought	fought	<i>They fought in the garden.</i>
Find	found	found	<i>I found the shoe.</i>
Fly	flew	flown	<i>She flew to Chicago.</i>
Forget	forgot	forgotten	<i>They forgot to bring it.</i>
Get	got	got, gotten	<i>We got a present.</i>
Give	gave	given	<i>We gave her the money.</i>
Go	went	gone	<i>They went to Brighton.</i>
Grow	grew	grown	<i>He grew some plants.</i>
Hang	hung, hanged	hung, hanged	<i>We hung up the washing.</i>
Have	had	had	<i>We had lunch at 1pm.</i>
Hear	heard	heard	<i>I heard the song.</i>
Hide	hid	hidden	<i>She hid the present.</i>
Hit	hit	hit	<i>I hit the ball.</i>
Hold	held	held	<i>We held the rope.</i>
Hurt	hurt	hurt	<i>It hurt me.</i>
Keep	kept	kept	<i>We kept it at home.</i>
Know	knew	known	<i>I knew the answer.</i>
Learn	learnt, learned	learnt, learned	<i>She learnt how to do it.</i>
Leave	left	left	<i>They left at 9pm.</i>
Lend	lent	lent	<i>We lent them the money.</i>
Let	let	let	<i>They let us stay there.</i>
Lie	lay	lain	<i>We lay down.</i>
Light	lit, lighted	lit, lighted	<i>They lit the fire.</i>

RESOURCE SECTION

Irregular Verbs



Infinitive	Past tense	Past participle	Example
Lose	lost	lost	<i>I lost my money.</i>
Make	made	made	<i>He made a cake.</i>
Mean	meant	meant	<i>What does it mean?</i>
Meet	met	met	<i>I met her at a party.</i>
Pay	paid	paid	<i>They paid us.</i>
Put	put	put	<i>She put it on the table.</i>
Read [ri:d]	read [red]	read [red]	<i>I read the book.</i>
Ride	rode	ridden	<i>She rode the horse.</i>
Ring	rang	rung	<i>The phone rang.</i>
Run	ran	run	<i>We ran home.</i>
Say	said	said	<i>I said I was happy.</i>
See	saw	seen	<i>I saw the film.</i>
Sell	sold	sold	<i>She sold the car.</i>
Send	sent	sent	<i>They sent the e-mail.</i>
Shake	shook	shaken	<i>I shook hands with her.</i>
Shoot	shot	shot	<i>They shot at the target.</i>
Show	showed	shown, showed	<i>I showed her the picture.</i>
Shut	shut	shut	<i>I shut the door.</i>
Sing	sang	sung	<i>We sang the song.</i>
Sink	sank	sunk	<i>The boat sank.</i>
Sit	sat	sat	<i>I sat down.</i>
Sleep	slept	slept	<i>She slept well.</i>
Smell	smelt, smelled	smelt, smelled	<i>It smelt good.</i>
Speak	spoke	spoken	<i>We spoke to them.</i>
Spell	spelt, spelled	spelt, spelled	<i>I spelt it for him.</i>
Spend	spent	spent	<i>I spent all my money.</i>
Spoil	spoilt, spoiled	spoilt, spoiled	<i>We spoiled it.</i>
Spread	spread	spread	<i>They spread the news.</i>
Stand	stood	stood	<i>I stood up.</i>
Steal	stole	stolen	<i>They stole the money.</i>
Stick	stuck	stuck	<i>She stuck it in the book.</i>
Take	took	taken	<i>We took the car.</i>
Teach	taught	taught	<i>They taught us a lot.</i>
Tell	told	told	<i>I told her the truth.</i>
Think	thought	thought	<i>We thought about it.</i>
Throw	threw	thrown	<i>They threw the rubbish away.</i>
Understand	understood	understood	<i>We understood the problem.</i>
Wake	woke	woken	<i>I woke up early.</i>
Wear	wore	worn	<i>He wore some new clothes.</i>
Win	won	won	<i>She won the game.</i>
Write	wrote	written	<i>They wrote the letter.</i>

RESOURCE SECTION

Punctuation



Punctuation Revision

1 (.) Full stop ("period" in US English)

We use the full stop at the end of a sentence. For example: **She is lucky.**

For website and e-mail addresses we say "dot". For example: **www.ebdj.com = www dot ebdj dot com**

2 (,) Comma

We use the comma for pauses in sentences, or for lists of things. For example:

- a) I went to the shops, and then I went to the swimming pool.
- b) I bought a computer, two televisions and a pencil.

We also use the comma in non-defining relative clauses. For example:

- a) My sister Joan, who lives in Paris, is a pharmacist.
- b) My aunt, who likes to spend her weekends in the country, is a dentist.

We also use the comma before quoting someone. For example:

- a) She said, "I never go there!"
- b) He added, "And I would like to leave now."

3 (;) Semicolon

This is used to mark a pause between two ideas that are connected. For example:

- a) You must come to the show; you'll love it.
- b) There are some things that I like; and there are others that I hate.

4 (:) Colon

We use the colon to start a list of

something. For example:

- a) I got everything ready: the tickets, traveller's cheques and my passport.
- b) There are two reasons: firstly, I don't like it; and secondly, I don't have the time.

5 (?) Question mark

We use this at the end of a question.

6 (!) Exclamation mark

We use this to show surprise/anger, etc.

7 (') Apostrophe

We use the apostrophe with contractions and the genitive. For example: **I'm, you're, don't, I've, John's, Mary's, etc.**

8 ("") inverted commas (also known as "speech marks" or "quotation marks")

We often use these for quotes. For example: **"To be, or not to be. That is the question."**

Some people use single speech marks, which are like this: **'To be, or not to be. That is the question.'**

9 (–) Dash

We often use the dash in informal styles to add a bit of extra information at the end of a sentence. She wasn't too happy about it – but that doesn't matter.

10 (-) Hyphen

This is similar to a dash but much shorter. It is used to join two words together. For example: **co-worker, eating-time, etc** Hyphens are often used in website or e-mail addresses.

For example:

john-smith@ace.com = john hyphen smith at ace dot com

11 () Brackets ("parentheses" in US English)

We use brackets to add additional information inside a sentence. For example:

Mary (Jane's sister) is coming tonight.

When dictating, we can say:

- a) "open brackets": (
 - b) "close brackets":)
- These are known as "square brackets" = []

12 (/) Slash

This is often used in internet addresses. There are two types: forward slash (/), and back slash (\).

13 (_) Underscore

This is also used in e-mail and website addresses. For example: **alan@hedo_now.com = alan at hedo underscore now dot com**

14 Capitals

Capital letters (or "upper-case letters") look like this: **WHAT IS THE TIME?**

And lower case letters look like this: **what is the time?**

15 E-mail and website addresses

"www" is pronounced "double u, double u, double u".

And "@" is pronounced "at". For example:

My web address is www.sure.com (double u, double u, double u dot sure dot com). My e-mail address is sure@hotmail.com (sure at hotmail dot com)

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