

Upper Intermediate (B2) 2012-2013

Skills Booklet Teachers Guide

CEF level: B2
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.

Upper Intermediate 2012-2013 Teacher's Guide

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LANGUAGE SERVICES

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	SkillsBooklet 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.

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."

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>	

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LANGUAGE SERVICES

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*:

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

2. The **banana** is manufactured in Sheffield.

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



Charades

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

Spelling competition

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

Auctions / betting / gambling

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

Post-it race

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

Article summary

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

Parts of speech

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

Article tense search

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

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

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

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

Teacher: Perfect!

What's the word?

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

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

Student: Exhausted.

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

Pronunciation

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

Phoneme fun

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

Minimal pairs

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

Which word next?

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

Similar sounds & bingo

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

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

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



Syllable stress

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

Connected speech

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

Emotional outburst

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

Emphasis

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

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

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

Sentence stress

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

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

Sentence stress mini-dialogues

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

Weak / unstressed forms

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

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

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

Merging sounds

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

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

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

Contractions

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

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

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



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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 improve 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 Upper Intermediate Skills Booklet. Good luck!

Table completion

Read the conversation. Then, complete the table with the correct information. Josh and Kelly are in the lift in the office where they work. They start talking to one another.



- Josh:** Hi. I'm Josh Bates. Pleased to meet you.
Kelly: Kelly Smith. Pleased to meet you too.
Josh: You're new here, aren't you?
Kelly: Actually, I've been working here for more than a year. I work on the 14th floor in the accounts department. What about you?
Josh: I'm on the 9th floor in the marketing department. Are you from round here?
Kelly: I'm American, originally from Seattle, but I was brought up in Australia. However, I've been living here for about ten years now. I guess I've got a bit of an unusual accent. What about you?
Josh: I'm English – from Brighton. My mum's American, but I've never lived there. I was brought up in Canada though.
Kelly: Oh, right. So, where's your mum from?
Josh: Texas.
Kelly: I've got some distant cousins down there. Anyway, it's been nice talking to you.
Josh: [The lift gets to the 9th floor. Josh is going to get out.] Yeah, maybe we'll bump into each other again. Have a nice afternoon.
Kelly: You too. Bye.

	Josh	Kelly
Name / surname		
Location of office		
Nationality		
Brought up		
Department		

Matching

Match the questions (1 to 8) to the answers (a-h). Afterwards, answer the questions yourself.

- Have you ever been to Italy?
 - What would you do if you found a wallet in the street?
 - What are you doing next Friday evening?
 - What did you do last night?
 - What were you doing yesterday at 6pm?
 - What have you been doing this afternoon?
 - You live in the city centre, don't you?
 - Have you sent any text messages today?
- I stayed at home and watched a film on TV.
 - Nothing much. Dozing on the sofa, mostly.
 - Yes, I just sent one to my boss telling her that I'll be in a bit late this morning because of the traffic.
 - Yes, I went there once about ten years ago.
 - I'm going to the cinema with some friends.
 - I was chatting with some friends.
 - Yes, that's right, although I'm thinking of moving to the outskirts fairly soon.
 - I'd hand it in to the police.

Telephone dialogue

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

- Receptionist:** Graves Office Supplies, how may I help you?
Pauline: Oh, hi. Could I speak to Ms Hargreaves, please?
Receptionist: May I ask who's calling, please?
Pauline: Oh, yes, it's Pauline Spane.
Receptionist: OK. And which company are you calling from?
Pauline: Summers International.
Receptionist: I'm sorry but Ms Hargreaves is out at lunch at the moment. Would you like to leave a message?
Pauline: Yes, erm, I've got a 3pm appointment with her, but I won't be able to make it.
Receptionist: All right.
Pauline: Also, we urgently need a delivery of paper for our printer. We've run out and there's a big order we need to deal with. Oh, and could you let her know that we'll need some more toner cartridges.
Receptionist: OK. I'll see that she gets the message. Thank you for calling Graves Office Supplies. Have a nice day.
Pauline: Thanks. Bye.
Receptionist: Bye.

- | | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 1. Pauline wants to talk to Ms Hargreaves. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pauline's surname is Summers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ms Hargreaves is in a meeting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Pauline won't be able to go to the 3pm meeting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Pauline needs some toner for the printer. | <input type="checkbox"/> | <input type="checkbox"/> |

Profile analysis

Read over the online staff profile information. Then, choose the correct questions.

wingatemachines.com

Home About Us Services Products Support Contact

Staff » » Meet the staff

Amelia Roberts

Amelia Roberts has been with the company for four years now. She's been working in the marketing department, but started out here in sales.

Amelia studied at Winstone School for girls, and then Oxford University. After leaving university, she set up her own online business, which was making a profit of over \$200,000 a year after just three years. In her free time, Amelia likes to ride, swim, play tennis, sail and ski. She's also a talented musician who plays the piano, cello and saxophone.

At present, she lives in a large, eight-bedroom, 22 acre mansion in Highbury, along with her husband, two children and four dogs, six cats and two horses. She says that she spends a lot of her weekends riding and looking after the children and pets. Amelia is also a member of Reform, a charity which works to help prisoners who need financial assistance to help prove their innocence.



Answer the questions.

1. Amelia joined the company...
a three years ago
b four years ago
2. She went to...
a Cambridge University
b Oxford University
3. She set up an online business after...
a leaving university
b joining the company
4. She plays...
a three instruments
b four instruments
5. She lives in...
a a small house
b a large house
6. She also works for...
a a prison
b charity organization



Your turn!

Write a profile of yourself or someone else you know.

Verb tenses

Complete the sentences. Use the tense indicated in brackets.

1. I _____ (see) a really good film.
(Past Simple)
2. They _____ (play) football in the park.
(Past Continuous)
3. He _____ (cook) the food by the time we arrived. (Past Perfect)
4. She _____ (bring) some DVDs for us to watch. (Present Perfect)
5. The handle _____ (turn) to the left.
(Present Simple Passive)
6. The cars _____ (produce) in Japan.
(Past Simple Passive)
7. We _____ (talk) for over an hour.
(Present Perfect Continuous)
8. I think I _____ (watch) the film on channel one. (Future with will)
9. We _____ (leave) in about half an hour.
(Future with be + going to)
10. If you come to the party, you _____ (have) a really good time. (First Conditional)
11. If we _____ (have) enough money, we would buy it. (Second Conditional)
12. The documentary _____ (show) on TV tonight. (Future Passive)

Vocabulary

Write 4 more words for each word group.

1. Actor, director, film, scene...
2. Abseiling, snowboarding, bungee jumping...
3. Voter, election, politician, MP...
4. Loose, tight, baggy, flared...
5. Charity, homeless, shelter, refugee...
6. Job application, interviewer, covering letter...

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

Cut up the pictures and descriptions (*watch TV, read books, etc.*) from the opening page of the unit and place them on the table. Tell your students to match the pictures to the descriptions.

Alternatively, tell your students to write short, one-sentence descriptions of three different TV shows. Then, collect them in. Put your students into two teams and read out the descriptions one by one. The first student to call out the correct name of the TV show gets a point for his/her team.

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):

1. I go jogging in the park about three times a week. **(true)**
 2. I'm learning Italian in a school near my house. **(false)**
 3. My flat is being decorated at the moment. **(true)**
 4. My hometown is a near a major strawberry growing region. **(true)**
 5. I've been given a book voucher worth £300 for my birthday. **(false)**
- 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. Highlight the use of the present tense structures: Present Simple / Present Continuous / Present Simple Passive / Present Simple Continuous). Ask your students how the tenses are formed and when they're used. Then, refer them to the grammar pages of this unit.

Practice

Write the following prompts on the board: *hobbies / work / family / home / books / films / food / likes / dislikes*. Tell your students to interview each other using present tenses. For example:

- a) Do you like Mexican food?
- b) Are you reading a good book at the moment?

Tell your students to report back with any interesting points.

Alternatively, give your students one joke each. Get these from the internet or the Story Time section of Hot English. Make sure the jokes are in present tenses. Tell your students to learn the joke. When they're ready, they take turns telling their jokes. They cannot read them out word for word, although they can use notes.

Speaking Task

This is a presentation-type 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

Use the phonetic chart in the Resource Section to elicit and focus on the vowel sounds in words from the vocabulary section (or any other adjectives): *meaningful, insightful, juvenile, meaningless, mind-numbing, dumbed-down, fascinating, incredible, educational, crude, boring, funny, entertaining, pathetic, engaging*. Then, tell your students to listen and repeat the words as you say them at natural speed. Finally, students categorise the words according to the sounds.

For example:

- a) /u:/ = crude / juvenile / educational
- b) /i:/ = meaningless / meaningful
- c) /eɪ/ = engaging / fascinating / entertaining
- d) /ʌ/ = mind-numbing / dumbed-down / funny

Follow-up

For homework, students write up a review of a TV series or show.

FLUENCY PRACTICE

REVISION!

Present Simple third person

Ask students these questions. Tell them to invent answers and to use full sentences.

- How does your brother get to work?
- What does your uncle do?
- Where does your aunt live?
- What does your brother do in the evening?
- What does your sister do at the weekend?
- Where does your brother live?
- What kind of car does your sister drive?
- Where does your best friend work?

Website addresses

Dictate these website addresses for your students to write down.

- www.behind-the-times.com (hyphen)
- www.medicine.net.com/videos (back slash)
- www.cats_dogs.org (underscore)
- www.english-exercises.org
- www.faculty.brainford.edu/opinions (forward slash)

Times, dates & telephone numbers

Dictate these numbers and times. For the clock times, use a quarter to / half past, etc. .

18:15 05:30 10:45 21:35
 17:55 12:23 15:05 13:28
 1987 2001 1567 2007 2000
 1865 1983 1267 2025
 01242 987 2304 01374 678 921
 01202 459 210 00 47 17823 987

UNIT 1 That's Entertainment!

Objectives

Vocabulary: Entertainment

Language structures: Present tenses

Useful skills: E-mail writing I

Free-time activities

Tick the things you do in your free time.



Watch TV



Read books



Take photos



Do sport



Surf the internet



Go walking in the countryside



Social networking



Go out with friends



Read the news online



Go to the cinema or theatre



Spend time with your family



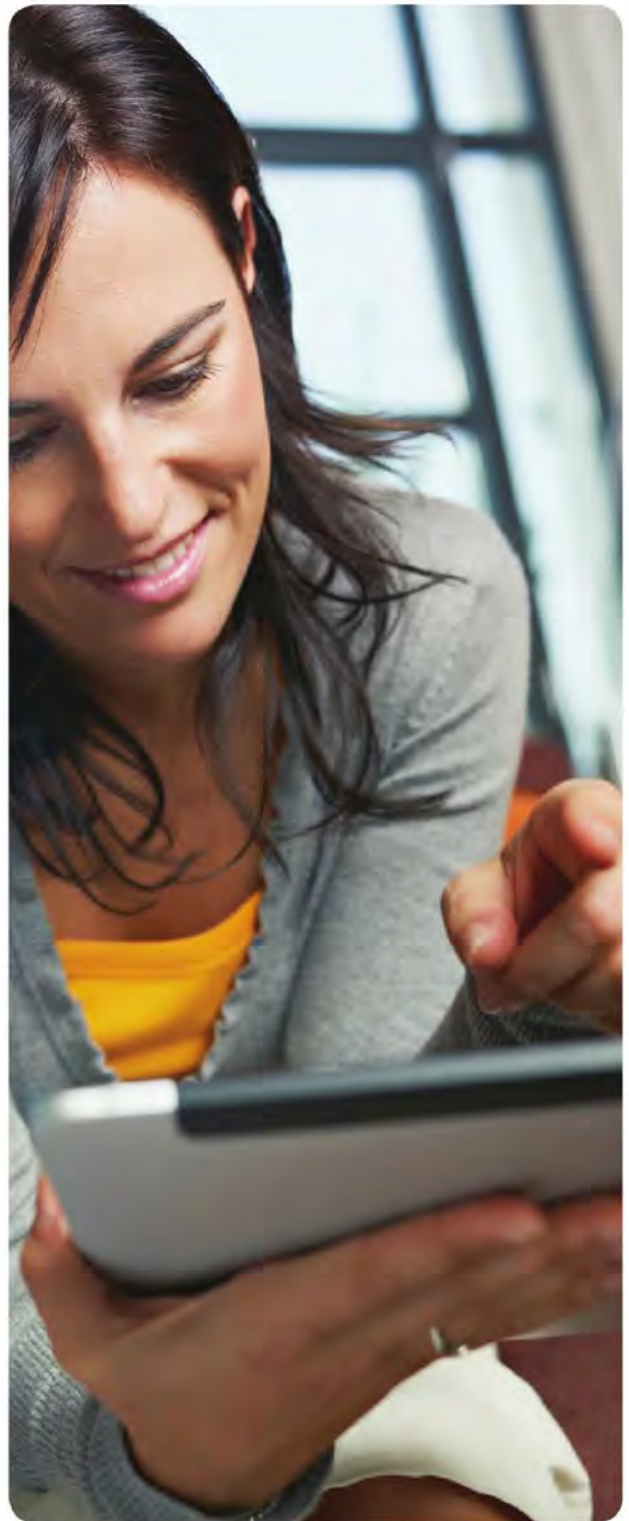
DIY (Do It Yourself - home repairs)



Listen to music



Play music



Think about it!

Which activities from this page are your favourites? Which ones do you never do? Which ones would you do if you had more time? What do you usually do at the weekends? What would you do if you had more time in general? How could you create more time for yourself?

UNIT 1 That's Entertainment! VOCABULARY

Vocabulary: Entertainment

TV show posters

Look at the posters for TV shows. What do you think they're about? Who would watch these shows?



TV show descriptions

Write the name of a TV show next to each description.

- The Mentalist** **House** **The Sopranos** **Bones**
Desperate Housewives **The Tudors** **Lost**

1. An anti-social, cranky doctor solves medical mysteries. _____
2. The life of an English king and his six wives. _____
3. An ex-TV psychic helps the police solve crimes. _____
4. A series about a female anthropologist who solves crimes. _____
5. An aeroplane crashes on a mysterious island, leaving the passengers stranded there. _____
6. The lives and relationships of a group of women who live in Wisteria Lane. _____
7. A crime family boss tries to cope with the stresses of his life by consulting a psychologist. _____

Adjective classification

Add 10 adjectives to the table below. Then, think about television programmes / documentaries / series, etc. in your country. Use the adjectives to make three sentences about those programmes.

meaningful, thought-provoking, entertaining, insightful, puerile, juvenile, meaningless, mind-numbing, fascinating, incredible, educational, crude, witty, topical, funny, entertaining, pathetic, voyeuristic, engaging, interesting, grand, realistic, serious, boring, repetitive, insulting, fantastic, influential, innovative, cutting-edge, exciting, addictive, mind-blowing, inane

Positive	Negative
meaningful	

For example: *One of my favourite TV series is Friends, which is funny, witty and quite topical at times.*

TV show review

Read the TV show review. Then, write the name of a character from the show next to each statement.

www.tv.com

Home About Us Services Products Support Contact

Desperate Housewives

Desperate Housewives is a mystery-drama created by Mark Cherry. It stars Eva Longoria, Teri Hatcher, Felicity Huffman, and Marcia Cross. The series follows the lives of a group of four women in a suburban neighbourhood.

Eva Longoria plays the part of former top model Gabrielle Solis, who comes from a poor background. In the series, Gabrielle gives up her lavish lifestyle in New York to live in the suburbs.

Teri Hatcher (who was best known for her role as Lois Lane in *Lois & Clark: The New Adventures of Superman* - 1994-1997) plays the part of Susan Delfino, a character with a romantic nature who's looking for Mr Right.

Felicity Huffman (who's married to actor/director William H. Macy) stars as Lynette Scavo, a busy mother-of-five who's trying to balance her career and family.

Marcia Cross plays the part of Bree Van de Kamp, the perfect mother and wife who turns to alcohol after the unexpected death of her husband.

1. She's got five children. _____
2. She once worked as a model. _____
3. She's a perfectionist. _____
4. She's a romantic at heart. _____

Your turn!
 Write about the characters in a TV series that you like.

Think about it! TV
 Which TV shows from your country do you like? Why? What's the most popular comedy show in your country? What's the most popular game show? What reality TV shows are there? What did you watch on TV yesterday? What type of TV programmes should children not watch? Why? Is television censorship a big issue in your country? Why? Why not? What's the future got in store for television? What do you think TV shows will be like in five years?

Language Structures:

Present tenses

Present Simple <i>always, on Friday, every day, etc.</i>	<i>He jogs in the park at the weekend. He doesn't do much during the summer.</i>
Present Simple Passive	<i>It is produced here. They aren't taken out during the day.</i>
Present Continuous <i>now, right now, at the moment, every day, etc.</i>	<i>He isn't running in the park at the moment. They aren't working very hard right now.</i>
Present Continuous Passive	<i>It is being fixed at the moment. They aren't being given any support.</i>

The Present Simple

We can use the Present Simple to describe habits, permanent states, facts and customs. We often use the Present Simple with adverbs of frequency (*always, sometimes, never, etc.*). 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 never takes the car to work."

The Present Continuous

We can use the Present Continuous to talk about activities in progress, temporary situations, or changes that are taking place over a period of time. We often use time expressions such as *right now, at the moment and now*. We can also use the Present Continuous for future appointments at specific times. For example:

- a) She's travelling around the world.
- b) He's living in a hotel until he finds a new flat.
- c) He's seeing the doctor next Friday.

The Present Simple Passive

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 packages are sent by post."

The Present Continuous Passive

We form the Present Continuous Passive with *is/are being + a past participle*. For example, "The shoes are being made in this factory."

Remember, we generally use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is either unknown or not important. For example, "The televisions are produced in a factory near here."

1 Ordering

Put the words in the correct order.

- updated / the website / on an hourly basis / is
- at her country house / she / a lot of her / spends / free time
- the new system / works / being / he's / shown / how
- by next Friday / they're / to finish / hoping / it
- repaired / it's / at the moment / being
- are / the samples / in this laboratory / analysed

2 Word choice

Circle the correct word in each sentence.

- She's *planning / planned* to change jobs in the near future.
- They're *taking / being taken* to the airport as we speak.
- They *don't given / aren't given* much time to work on it.
- He *often leaves / is often leaving* work before six so he can catch the 6.15 train.
- They are *hoped / hoping* to catch up this weekend.
- We aren't *give / being given* much support.

3 TV Guide analysis

Answer the questions according to the information in the TV guide.

	6.30	7.00	7.30	8.00	8.30	9.00	9.30
ABC	Win a Million!		Big Brother			News update	
Channel 1	Film: My Love			Debate	Criminal Minds		
DZB	News	Criminal Minds	Documentary: volcanoes		Friends	GameShow	

- What time is Big Brother being shown on ABC?
- Are any reality TV shows being shown at the same time?
- Are the same shows being aired on the same day? Which one/s?
- What time can you see something on volcanoes?
- What can you see on Channel 1 between the film and Criminal Minds?
- What is being transmitted at 9.00 on DZB?



5 Sentence creation

Create as many sentences as you can in the Present Simple or Present Continuous (both active and passive forms) in just two minutes. Use the verbs below. Use both affirmative and negative forms.

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand

6 Joke analysis

We often use the Present Simple and Continuous to tell stories or jokes. Read the joke below. Then, answer the questions.

Remote control

It's late one afternoon and Marcie's at the supermarket where she works. She's tired and desperate for her shift to end so she can go home. Her next customer is a middle-aged man. "Will you be paying by cash or card?" she asks him.

"Credit card," he says as he looks for his wallet in a bag he's carrying with him. But as he's getting it out, she notices that there's a TV remote control in there.

"Do you always take your TV remote with you when you go shopping?" she asks.

"No," replies the man, "but my flatmate didn't want to help me with the shopping, so I figured that this would be the worst thing I could do to her."

1. How does Marcie feel at the end of the day?
2. How old is her customer?
3. How does he want to pay?
4. Why has he got the TV remote control in his bag?



Your turn!

Write out a short joke. Use present tenses.

6 TV series review

Read over the review. Then, complete the sentences (1 to 8) with the words from below. Afterwards, identify any present tenses.

3.5 million New York in the 1960s 72,000 2000
fifteen fifth *The Sopranos* seven

Mad Men

Mad Men is currently in its fifth season. It's all about the world of advertising in New York City during the 1960s. The series is called *Mad Men* because many of the most important advertising agencies of the time had offices on Madison Avenue in New York. The series tells the story of one agency and its employees. There are lots of regular characters but the star of the show is a man called Don Draper who's a partner in the agency. He's a mysterious man and as the series has progressed we, the viewers, have found out a little more about him. For example, his real name isn't really Don Draper... although no one in his agency knows this.



The creator is a TV writer called Matthew Weiner. Previously, he'd been writing for the gangster series *The Sopranos* before getting the chance to make *Mad Men*. He'd written the original script for *Mad Men* in 2000 before he worked on *The Sopranos*, but he had to wait seven years for *Mad Men* to be produced. The interesting thing is that *Mad Men* isn't that popular. The show is shown on the American cable AMC, and its viewing figures are quite small. For example, about 3.5 million viewers watched the first episode of season 5 in the US. That sounds like a lot, but a top-rated show such as *House* can get 19 million viewers. In the UK, only 72,000 people watched the first episode of season 5, and that isn't a lot of people.

The show's mostly famous because the critics love it. It's won four Golden Globes and fifteen Emmys, including an Emmy for Outstanding Drama Series four times in four seasons. So, although not many people watch it, those who do love it. And as it's so popular with TV critics, the show gets a lot of coverage in the media.

1. *Mad Men* has just started its _____ season.
2. The series is set in _____.
3. *Mad Men* was created by someone who had written for the gangster series _____.
4. Matthew Weiner wrote the script in _____.
5. He had to wait _____ years for *Mad Men* to be produced.
6. About _____ viewers watched the first episode of season 5 in the US.
7. In the UK, only _____ people watched the first episode of season 5.
8. It's won four Golden Globes and _____ Emmys.



Your turn!

Write a short review of a TV series.

The TV Show

Activity type: talk and question-answer session

Task

You're going to give a talk about a TV show that you know or like. First of all choose one that you're familiar with, then start preparing notes on it, explaining what it's about. Dedicate part of your presentation to one or two of the actors, explaining who they are, what they've done and what they're doing now; and another part to one of the episodes (use Present tenses and explain clearly what happens – the story, how it ends, etc.). Also, include your own opinions of the show and say why you like / dislike it. After giving your talk, answer any questions. Then, listen to any other presentations and ask questions.

Describing a TV show

- It's currently being shown on...
- It's aimed at...
- It's a (comedy show) with a bit of...
- It stars X, who has got...
- It's written / directed / produced by...
- In one of the episodes,...
- The main actor is X, who...
- One of the stars of the show is X, who is currently...

Asking questions about a TV show

- Has it won any awards?
- What's it about?
- Where / When is it set?
- Who are the main actors?
- What else have they been in? / What else are they famous for?
- How long has it been on for?
- What are some of your favourite episodes?
- Have any of the characters changed over the course of the show?
- Who is this show aimed at?
- Why do you think it's so popular?



Making requests

E-mail analysis

Read through the e-mail. Then, answer the questions.

1. What is Brian interested in buying?
2. Why does he want to see last year's brochure?
3. How much notice do they require in order to guarantee the delivery times?

To: Ms Baker
Subject: report

Re: Report on figures for this year

Dear Ms Baker,

I hope all is well.

Thanks very much for sending the brochure. We're definitely interested in purchasing some new office furniture. Could you also send the revised price list because I don't think that was included in the document? Also, would it be possible to send us last year's brochure? I think you mentioned that you still had some items from last year that you could offer us a discount on.



As promised, I've attached a rough draft of the provisional quotes you requested. I think they should give you an idea of the costs involved in a project of this nature. As you know, we deal with a number of overseas clients and we're certain that we can meet your demands for the materials you require. However, we would need to have a definite order with at least three months' notice in order to guarantee the delivery times.

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

Thanks for your attention,
Best regards,
Brian Tassel

Language identification

Read over the e-mail again and identify any language used to...

1. ...thank someone for something.
2. ...request something.
3. ...say that a document is attached.
4. ...suggest a meeting.
5. ...say goodbye.

Useful expressions

Attached documents

- I'm sending the information you wanted.
- Attached is the report you were asking about.
- Here are the statistics from the website.
- I thought you would be interested in this report.
- Paul's contact details are in the file attached.
- Please find attached the mailing list with all the e-mail addresses.
- As you will see, the figures you wanted are on the Excel spreadsheet included in this e-mail.
- Please find attached notes for Friday's meeting.
- I've attached a summary of the bargains on offer.

Request

- Have you got any copies of the report left?
- Is there a spare copy of today's agenda for the meeting?
- Could you paste it in and send it, please?
- Could you send it back as soon as possible?
- Could we have a chat about the latest project?
- Can you let Mike know that I'll only be in from 4-6 today?
- Could you please send me the final version of the brochure?
- Could you check this for me, please?
- Could you check this for mistakes?
- Could you send a copy to James Finlay in marketing, please?
- Could you read through the notes beforehand, please?



Task

Write a short e-mail to someone. Include information on an attached document and make requests for something.

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

Bring in newspapers or download news stories from the internet. Tell your students to look through them. They have to find any crime-related stories: a robbery, a trial, etc. They report back to the rest of the class and explain what the stories are about.

Presentation

Tell your students that you're going to tell them 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 use past tenses: the Past Simple / Continuous / Perfect / Passive, etc.

The other day, I was robbed on the train. Earlier that day, I'd taken out four hundred pounds to pay for a new fridge. Anyway, I was sitting on the train when someone must have taken the money out of my bag without me noticing a thing. When I got home, I found that my purse and all my money was missing. Immediately, I went to the police station. I was told to wait in a room because they were quite busy. While I was waiting, I read one of the magazines on the table in front of me. After about half an hour, I spoke to one of the officers on duty. She took down my details and then gave me a report that I could use to claim the money back from my insurance company.

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

"Where was I robbed? How much was stolen?" Etc. Students get a point for each correct answer. Then, when you've finished, write some of the sentences 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 the grammar pages of this unit.

Practice

Hold an "auction". Write 8 past tense sentences on a sheet of paper. Make sure that 4 of them are correct and 4 of them have errors (one error per sentence). Now, divide your students into teams and give each team £300. 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 also writes out the correct version of the sentence. Collect these in. If they have identified the correct or incorrect sentence (and corrected the incorrect one), they get double their money; if they haven't, they have to give you their money. On the board, keep a running total of the amounts each team has (and how much you've got). Now, start the process again by writing a new sentence on the board.

Alternatively, tell your students to write up a story using past tenses. They also write up four comprehension questions (as in the Presentation activity). Then, they take turns reading out their stories and asking one another the questions.

Speaking Task

This is a role play activity. 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

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 (see next column) in random order on the board. Students have to classify the regular verbs according to the pronunciation of the *-ed* ending. Afterwards, tell your students to listen and repeat the verbs after you.

/t/	/d/	/id/
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).

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

FLUENCY PRACTICE

REVISION!

Present Simple versus Present Continuous

Ask students these questions.

- What do you usually do to keep fit?
- What are you doing these days to keep fit?
- What do you usually do in your free time?
- What are you doing this evening?
- How much does a two-bedroom house cost where you live?
- How are house prices changing in your area?
- What is the current level of unemployment in your country?
- Is unemployment going up or down at the moment?

E-mail addresses

Dictate these e-mail addresses.

- suzyq32@yahoo.com
- swimmer_girl@hotmail.com (underscore)
- jackjones-69@gmail.com (hyphen)
- sam_tanner@gmail.com
- laura.lou@yahoo.com

Numbers

Dictate these numbers.

- 781,345 689,0981 346,871
- 127,832 801,034 5,335,669
- 12,309,540 788,346,009
- 209,325,877 706,040,876

UNIT 2 Legal Matters

Objectives

Vocabulary: Legal words

Structures: Past tenses

Useful skills: Meetings I

Quotes completion

Read the "justice" quotes. Which ones do you agree / disagree with? Why?

Justice quotes

- "Hunger makes a thief of any man." Pearl S. Buck
- "This is a court of law, young man, not a court of justice." Oliver Wendell Holmes, Jr.
- "It's strange that men should take up crime when there are so many legal ways to be dishonest."
Anonymous
- "Justice is open to everyone in the same way as the Ritz Hotel." Judge Sturgess
- "A jury consists of twelve people chosen to decide who has the better lawyer." Robert Frost
- "The law, in its majestic equality, forbids the rich as well as the poor from sleeping under bridges, begging in the streets, and stealing bread."
Anatole France
- "A criminal is a person with predatory instincts who has not sufficient capital to form a corporation."
Howard Scott
- "Every crime is born of necessity. If you want less crime, you must change the conditions. Poverty makes crime." Robert Ingersoll

Think about it!

What is the purpose of prison? Is it effective? Is there a difference between justice and law? Can you think of any examples of unfair justice (where someone gets a heavy sentence for something minor, and another person gets a light sentence for something more serious)?



Vocabulary: Legal words

Legal words

Read the definitions. Then, complete the sentences (1 to 9) with the correct words.



Suspect: someone who the police believe may have committed a crime.



Witness: someone who has seen a crime.



Court: a place where legal matters are decided by a judge and jury.



Trial: a formal meeting in a law court. The judge and jury listen to evidence and decide whether a person is innocent or guilty of a crime.



Guilty: if someone is "guilty" of a crime, they have committed that crime – they aren't innocent.



Judge: a person in a court of law who decides how the law should be applied and how the criminal should be punished.



Jury: the 12 people in a court case who decide whether someone is innocent or guilty.



Verdict: the decision that is given by the judge or jury at the end of a trial.



Appeal: a formal request for a legal decision to be changed.

1. She was declared _____ and sentenced to six months in prison.
2. The jury returned a unanimous guilty _____.
3. The _____ jailed the man for life.
4. Police are calling for _____ to the bank robbery.
5. The woman appeared in _____ this month.

Matching

Complete the definitions with the words from below.

alibi guilty solicitor trial barrister
perjury libel homicide

1. Giving false evidence in a court of law = *perjury*
2. The crime of killing someone = _____
3. A lawyer who often deals with all the legal paperwork = _____
4. A lawyer who represents someone in court during a trial = _____
5. A legal process to decide if someone is innocent or guilty = _____
6. Not innocent = _____
7. Publishing something bad or untrue about someone = _____
8. An explanation of where you were at the time of a crime = _____

Parts of speech

Complete the table with the correct parts of speech. Then, make six sentences with any of the words.

Noun	Verb	Person
Crime	To commit a crime	(1) A _____
(2) _____	To steal	A thief
Robbery	(3) _____	A robber
Mugging	To mug	(4) A _____
(5) A _____	To burgle	A burglar
Fraud	To commit an act of fraud	(6) A _____
(7) A _____	To murder	A murderer
Arson	To commit an act of arson	(8) An _____
(9) _____	To smuggle	A smuggler
Blackmail	(10) _____	A blackmailer
(11) A _____	To kidnap	A kidnapper
Drug trafficking	To traffic in drugs	(12) A _____
Shoplifting	(13) _____	A shoplifter
Embezzlement	(14) _____	An embezzler

Think about it! **Crime**

Language Structures:

A Past Tense Review

Past Simple	He walked to work. / He didn't walk to work.
Past Simple Passive	She was given the prize. / She wasn't given the prize.
Past Continuous	We were working. / We weren't working.
Past Continuous Passive	The rooms were being cleaned. / The rooms weren't being cleaned.
Past Perfect	He had seen the film before. / He hadn't seen the film before.
Past Perfect Passive	She had been paid a lot of money. / She hadn't been paid a lot of money.
Past Continuous	We were working. / We weren't working.
Past Tense Time Expressions	last night, yesterday, a week ago, three months ago, on Friday, in June...

The Past Simple & The Past Continuous

We use the Past Simple for actions from the past that we consider remote. For example: "I saw an interesting film last night."

We use the Past Continuous to refer to actions that were in progress at some point in the past. For example, "He was working late last night."

We can use a Past Simple action to "interrupt" a Past Continuous action in progress. For example, "While we were eating dinner, someone knocked on the door."

The Past Perfect

We form the Past Perfect with *had* + a past participle. The Past Perfect is often used to describe an action that occurred before another action from the past.

For example: "By the time I arrived, Brian had already prepared the food."

We form the Past Perfect Passive with *had been* + a past participle. For example: "All the food had been eaten."



Matching

Match the sentence beginnings (1 to 6) to the endings (a-f).

1. What were you doing last night at 6pm?
2. Why were you so angry?
3. Where did they go after that?
4. What were they doing?
5. What did she think of it?
6. What time was it switched off?

- a. At about 9pm.
- b. They were walking in the woods.
- c. She thought it was all right.
- d. Because I'd left my wallet at home.
- e. I was watching TV.
- f. To a restaurant in the high street.

Sentence completion

Complete the sentences with the correct forms of the verbs below. Use past tenses (both active and passive forms). In some cases, more than one answer is possible.

run build see wear look send see watch

1. The castle _____ in the 15th century.
2. The e-mails _____ last week.
3. I _____ a great film last night.
4. I _____ TV last night at about 9 pm. What were you doing?
5. As soon as the film started, I realised that I _____ it before.
6. We _____ for you in the club but we couldn't find you.
7. She _____ a bright blue T-shirt at the party.
8. The cat _____ away from the dog.

Time line analysis

Read the information. Then, answer the questions yes or no.

Museum robbery

- 9.30 The alarm system was cut.
- 9.45 A guard who also worked in the gallery opened a side door on the ground floor then went to join her colleagues on the third floor.
- 10.00 The robbers entered the building through the door on the ground floor.
- 10.05 The robbers went into the main hall on the first floor.
- 10.10 They removed the paintings and walked out of the side door on the ground floor.
- 11.15 The director of the gallery noticed that the paintings were missing.

1. Had the alarm system been cut before the robbers went into the museum?
2. Were the robbers in the building by 9.55?
3. Had one of the guards opened a side door by 9.55?
4. Were the robbers in the main hall at 10.08?
5. Had the robbers taken the paintings by 10.09?
6. Was the director of the gallery aware that the paintings were missing at 11.10?

Picture description

Look at the photos. Make four sentences using past tenses. For example: *The man in picture one was having a shower when the phone rang.*



1



2



3



4

Sentence creation

Create as many sentences as you can using past tenses in just two minutes. Use the past tense forms of the verbs below. Use both affirmative and negative forms (both active and passive forms).

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, walk, talk, speak...

Robbery

Complete the text with the correct forms of the verbs in brackets. Use past tenses.

Bank Robbery

In December 2008, a group of masked and armed gang members (1) _____ (arrive) at the home of bank executive Chris Simmonds. At the time, Mr Simmonds (2) _____ (have) dinner at home with his family. On

following morning, they (4) _____ (tell) Mr Simmonds to go to work and to behave as if nothing had happened.

Then, shortly after the bank closed, Mr Simmonds (5) _____ (force) to open the door for the gang and to lead them to the underground vaults. At 7pm, a white van was parked outside the bank and the robbers loaded it with crates filled with cash. It (6) _____ (return) an hour later for a second collection. The haul included £10m of uncirculated banknotes. After taking all the money, the robbers left Simmonds tied to a tree in a forest nearby. A few hours later, Simmonds (7) _____ (manage) to escape, but while he (8) _____ (run) down the street, he was knocked down by a car and taken to hospital. While he (9) _____ (treat) there, he told police officers what had happened, but by that time the gang (10) _____ (escape). Since then, 10 people have been arrested and three have been charged in connection with the robbery, but none of them has been convicted. And to the frustration of detectives, the money still hasn't been located.



Your turn!
Write a news report on a robbery. Use past tenses.

Ideas completion

Complete the sentences with your own words. Invent where necessary. Use past tenses.

- As I was writing the report...
- As we were driving along the road...
- While I was thinking about him...
- While I was making the call...
- Just as I was turning on the television...
- While we were having lunch...
- As I started reading the book, I realised that I had...
- As I was walking in the park, I saw...

Fluency practice

Answer the questions.

- What did you have for dinner last night?
- Who were you talking to yesterday at 3pm?
- What sport did you do at the weekend?
- What were you doing last night at 9 pm?
- When was the last time you went to the cinema? What did you see there?
- Who did you call on your mobile phone yesterday?
- Who called you on your mobile yesterday?

The Alibi

Activity type: role play**Museum Robbery**

There was a robbery at Highbury Museum last night. Thieves broke in and stole a painting at approximately 11 pm on Saturday night. Police would like to speak to anyone who was in the area at the time.

**Student A**

You're going to interview a suspect in a robbery. As a police officer, it's your duty to find out who committed the crime. Think of lots of questions to ask the suspect about his/her whereabouts between approximately 8pm and 2am on Saturday night. Keep notes on what he/she says, and keep going back to the same questions to see whether you can discover any differences in the alibi.

Student B

You're going to be interviewed by the police. As a suspect in a robbery, you need to account for your movements between approximately 8pm and 2am on Saturday night. Make notes on what you did and who you were. You must include a different activity for every hour within this time period. For example: from 8pm to 9pm you were at home; from 9pm to 10pm you were in a restaurant, etc. You cannot refer to your notes during the interview, so

Starting & setting objectives

Meeting analysis

Read through the extract from a meeting and answer the questions.

1. What are they going to be looking at in the meeting?
2. Who's going to take the minutes?
3. How many items are there on the agenda?

Starting the meeting

Good morning. First of all, I'd just like to thank you all very much for coming in. I know this isn't the best time of the day for a meeting, but this is, as I'm sure you're aware, fairly urgent. Right! Let's get started then. In today's meeting, we'll be going over the sales figures from last year, and looking at ways of improving on them. Bradley, I'd like you to take the minutes. [OK!] Has everybody got a copy of the sales report? [Yes!] And did you all get a copy of the agenda for the meeting? [Yes!] If not, I've got one here for you.

Right, let's get started. Well, as you can see, there are four items on the agenda this morning. Firstly, we'll be looking at *last year's* sales figures. Then, we'll be looking at ways to improve sales figures for *this year*. After that, we'll be discussing the new ad campaign, and last, but not least, we'll be brainstorming a few ideas for the staff party. Now, I'm hoping to get through all this by 10am, so we've got to be as quick as we can. Please keep any questions until the end and let's all stick to the agenda. OK. First on the list is... [fades out]



Useful expressions

Starting the meeting

- Good morning and thank you for coming.
- Right. Shall we begin? / Let's start.
- In this meeting, we'll be going over...
- OK everybody, thanks for coming. Firstly,...
- Just a couple of things on the agenda. First of all,...
- Right then. Let's get down to business.

The agenda / objectives

- In today's meeting, we'll be looking at...
- There are two items on the agenda this morning. Firstly...
- There are three things we've got to discuss today. They are...
- Our aim this morning is to...
- First on the agenda is the question of...
- We've called this meeting to look at...
- The overall objective of this meeting is to...

Rules

- If you've got any questions, please keep them to the end.
- Remember to raise your hand if you want to speak.
- No talking for more than one minute.
- No interrupting or speaking over other people.
- Try to avoid repeating yourself.
- Try to be as brief and concise as you can.
- Please stick to the agenda.

Task

Write a short extract from a meeting on any topic of your choice. Include language for starting the meeting, stating the objectives, delegating the task of taking the minutes, going through the items in the meeting and any rules for the meeting.

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

Bring in some pictures of ads from newspapers or magazines, or print some off from the internet. Stick them on walls in the classroom or spread them out on a table. Tell your students to comment on the ads. Which ones do they like? Which ones are effective? Who are they aimed at? Etc. Alternatively, bring in pictures of a wide range of products. Students think of quick ads for each one. Vote on the best ideas.

MAKING GRAMMAR FUN

Presentation

Write down five sentences about you: three true and two false. Use perfect tenses where possible. Here are some sample sentences (invent your own if you wish):

- a) I've been working on a children's book that I'm writing. (false)
- b) I've been given two days to get out of my flat because they've detected some problems with the structure of the building. (false)
- c) I've finally managed to get in touch with an old school friend. (true)
- d) I've won some money on the lottery. (true)
- e) I've been tidying up at home and I've come across an old photo of myself that I'd never seen before. (true)

Dictate each sentence one at a time. Students vote on whether they think it's true or not. They can ask you three questions to help them, but no direct questions. 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 Present Perfect basketball to focus on past participles. First, write different verbs on slips of paper (a verb per piece of paper.) Make sure you have more than ten. Put your students into teams. A member in each team comes to an invisible line in the classroom. Place a bin (the "net") a metre away from the invisible line. Offer the student a slip of paper. If the student can say the correct participle and a sentence with the participle in it, their team wins a point. The student then screws the piece of paper up into a tight "ball" and attempts to throw it into the "net" for an additional point for their team.

Speaking Task

This is a 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

Focus on connected speech in questions. Write the following on the board: "Have you ever been to England?" Say the sentence slowly. Then say it more quickly and naturally. Ask your students what happens to the language when you ask the question in a more natural way: there is liaison between the words "you" and "ever", and "to" is a weak sound. Dictate other questions in natural speech and tell students to write them down.

1. Have you ever been parachute-jumping from a small plane?
2. Have you ever seen a ghost in a haunted house?
3. Have you ever ridden a horse through a forest in winter?
4. Have you ever eaten an ice cream on a cold winter's day?

Follow-up

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

FLUENCY PRACTICE

REVISION!

Do you know how to... ?

Ask students these questions. Students answer with short answers, and also give details.

- Do you know how to ride a horse?
- Do you know how to speak French?
- Do you know how to play poker?
- Do you know how to change a car wheel?
- Do you know how to play golf?
- Do you know how to set up an e-mail account?
- Do you know how to use Photoshop?
- Do you know how to speak Russian?

Website addresses

Dictate these website addresses for your students to write down.

- www.tortoise.forum.org
- www.cute-animals.com (hyphen)
- www.huffingblog-post.com/videos (back slash)
- www.english-exams.net/group (forward slash)
- www.get_paint.net (underscore)

Number dictation

Dictate these numbers and dates.

0.24 0.04 0.64 0.26
 0.09 0.48 0.82 0.01 0.098
 23rd 45th 87th 108th 200th
 19th 13th 167th 30th
 43,590 12,000 40,901
 35,791 90,812 437,890 236,988
 219,001 618,000

UNIT 3 Advert Alert

Objectives

Vocabulary: advertising

Language structures: Perfect tenses

Useful skills: Presentations I

Forms of advertising

Tick the forms of advertising you've seen lately. Where did you see them? What were they advertising?



Poster in the street



Billboard ad along the motorway



Bumper sticker



Scaffold drape



Online banner ad



Flyer ("handbill" in US English)



Sticker



Bus wrap



Pop-up ad



Newspaper / magazine ad



Shop display



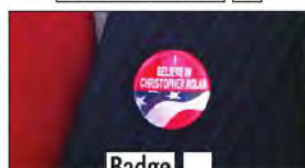
Digital screen advertising



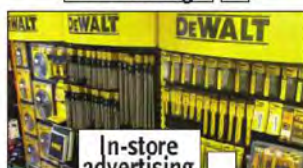
Sandwich board



Mobile phone advertising



Badge



In-store advertising



Advertising versus publicity

Advertising consists of radio ads, TV ads, newspaper ads, etc. that are paid for. Publicity refers to free content that is written about a company that appears in newspapers, magazines or on the news. This content often serves as good publicity for a company (and it's cheaper than advertising!).

Think about it!

What type of ads do you like? Have you seen an advert that impressed you recently? What was it for? Which forms of advertising are the most effective? Why? How has the internet changed advertising? How have mobile phones changed advertising?

Vocabulary: advertising

Advert matching

Write the name of a product next to each description (1 to 6).



Big Pilot's Watch



Heineken



iPod Nano



McDonald's



Lancome



Netflix

1. It's a poster ad for a brand of beer. The target market is young people who enjoy socialising.
2. It's an online advert aimed at people who listen to music and enjoy new technology.
3. This advert for a beauty product is aimed at women over 35. The advert shows the product as elegant and classic.
4. This online ad is aimed at professional men who might commute to work. The product presents an image of classic style with a touch of humour.
5. This internet advert for an online movie rental service is aimed at people who like watching films but want the convenience of doing so at home.
6. This internet advert for a drive-in restaurant is aimed at customers who want the convenience of buying fast food from their cars.

Useful expressions

Complete the expressions with the correct prepositions.

1. It's an ad _____ a new brand of beer.
2. It's aimed _____ people in the 24-34 age bracket.
3. It presents an image _____ classic style.
4. They're offering a discount _____ a range of products.
5. The slogan is _____ an online video library.
6. They advertised the product _____ the magazine.
7. The ad was shown _____ television.
8. They posted the video _____ their website.

Article analysis

Read the article on intelligent ads. Then, choose the correct answers.

Intelligent Ads

Are you ready for "targeted adverts"? That's the name of a new type of advertising that uses the latest technology to target specific consumers. For example, malls in the US are installing screens with facial-recognition technology that can tell your age. So if, for example, you're a 40-year-old, the screen might show you a commercial for a BMW. For a teen, it might display an ad for trainers. Also, advertisers are installing screens in public that are equipped with digital cameras. When consumers look at the screen the camera takes their photo. Then the screen shows the consumer how they would look in an outfit from a nearby clothes store. Steven Hess, a marketing expert, says many companies are using technology to move from "dumb advertising to intelligent advertising". But a UK privacy group has called the new trend "creepy".



1. The technology can be used to target *all / specific* customers.
2. Screens in some malls come with *fingerprint-recognition / facial-recognition* technology.
3. It might show a 40-year-old *a BMW / some trainers*.
4. It might show a teen *a BMW / some trainers*.
5. Other technology can be used to show a customer what he/she would look like in *a car / some clothes*.
6. Some people have described the technology as *cool / creepy*.

Advertising language

Look at the list of typical advertising expressions below. Choose three and say where you might see them, or what products they might be advertising.

- Buy one get one free!
- Free booklet included!
- Get started today!
- Get your copy now!
- Money back guarantee!
- Limited offer!
- Offer lasts until 31st May only!
- While stocks last!

Think about it! Advertising

What's the best/worst advert you've ever seen? What makes a good advert? What slogans can you remember? Do you think advertising works? Why? Why not? Have you ever been persuaded to buy something after seeing an ad? What? What type of censorship should there be with regards to advertising? Do you think celebrities can help with product sales? Why? Why not? Which celebrities from your country have endorsed famous products?

Language Structures:

Perfect tenses

<p>Present Perfect Simple have / has + past participle</p>	<p><i>She's just arrived.</i> <i>I haven't finished it yet.</i> <i>Has he arrived yet?</i></p>
<p>Present Perfect Continuous have / has been + verb -ing</p>	<p><i>They haven't been playing football in the park.</i> <i>She hasn't been living here.</i></p>
<p>Present Perfect Passive have / has been + past participle</p>	<p><i>She has been given the money.</i> <i>They haven't been told where it is.</i> <i>Have they been given the books?</i></p>
<p>Time expressions for + period of time since + specific time</p>	<p><i>They've known her for 10 years.</i> <i>She's had that bag since May.</i> <i>I've been working here for nine months.</i></p>
<p>Other time expressions with Present Perfect Tenses <i>today, this morning, this afternoon, this week, this month, this year, so far, recently, before, yet, still, just, already</i></p>	

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 been to Paris."

We can use the Present Perfect to say how long something has happened. For example, "I've had this car for ten weeks." (I've still got it.)

The Present Perfect & Past Simple

When we want to specify *when, where, why, etc.* something happened in the past, we can use a past tense verb. For example:

A: Have you ever climbed a mountain?

B: Yes, I have. I climbed a mountain last summer with a few friends.

The Present Perfect Continuous

We form the Present Perfect Continuous tense with *have / has been + a gerund (verb + -ing)*. We use the Present Perfect Continuous tense to refer to incomplete actions that have been in progress up until (or close to) the moment of speaking. For example: "She's been waiting for a long time."

Now, compare these two sentences:

- a) Jenny has been writing a book.
- b) Kate has written a book.

In sentence "a" (in the Present Perfect Continuous) Jenny has been working on the book but she hasn't finished it yet – it's an action in progress – an incomplete action. In sentence "b" (in the Present Perfect Simple) the action has been completed – the book is finished – it's a completed action.

Ordering

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

1. listening / I've / to / some music / been
2. given / they've / a new assignment / been
3. be back / he's / and won't / until tomorrow / already / left
4. been / about six months / she's / for / working / here
5. before / I've / seen / never / it
6. left / we've / on your desk / the work

Matching

Match the sentence beginnings (1 to 6) to the endings (a-f).

1. Have you been given the keys to your new flat yet?
2. Have they been taken around the factory yet?
3. Has he been working here for long?
4. Have you had lunch yet?
5. Has she been told who to talk to about it?
6. Have you been paid yet?

- a. Yes, Simon showed them around this morning.
- b. Rachel suggested that she talk to Michael.
- c. No, not yet, but they said that the payment would go through tomorrow.
- d. No, not long. About two months.
- e. No, not yet, but they promised that they'd give them to us next week.
- f. No, and I'm starving!

Sentence completion

Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Simple, Present Perfect Passive or Present Perfect Continuous. In some cases, more than one answer may be possible.

1. She _____ (climb) this mountain before.
2. He _____ (work) here since 2003.
3. They _____ (not visit) us yet.
4. You'll be pleased to hear that all the work _____ (complete).
5. They _____ (receive) a lot of spam mail recently.
6. I _____ (talk) to her about it.
7. She _____ (give) a grant to study at Harvard.
8. They _____ (already see) the film.



1 Picture description

Look at the photos. What can you see? Make four sentences. Use perfect tenses. For example: *The woman in picture one has climbed a mountain.*



1



2



3



4

2 Ideas completion

Complete the sentences with your own ideas.

- I've been working here for...
- I've known my colleague since...
- I've never been given...
- I've never been shown how to...
- Just lately, I've been trying to...
- I still haven't learnt how to...
- I've just finished...
- I've been thinking about going to...

3 Sentence creation

Create as many sentences as you can in the Present Perfect, Present Perfect Continuous or Present Perfect Passive in just two minutes. Use affirmative and negative forms of the verbs below.

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand

4 Quiz

Answer the questions. Have you ever seen an ad...

- ...that made you want to buy something immediately?
- ...that made you laugh?
- ...that made you angry?
- ...that made you feel good?
- ...that made you want to change?

5 Fluency practice

Answer the questions.

- Have you ever flown in a helicopter?
- Has anyone ever forgotten your name?
- Have you ever told a joke that went flat?
- How long have you had the shoes you're wearing today?
- How long have you been living in your current house/apartment?
- How long have you been working at your current job?
- Have you ever been awarded a prize? What was it for?
- Have you ever been told a secret that you later revealed? What was it?

6 E-mail analysis

Read over the e-mail. Then, answer the questions. Afterwards, see if you can identify any examples of perfect tenses. Why are they being used?

To: bestisme@hotmail.com
Subject: video ad idea

Hi Ms Best,

I hope things are going well in New York. Just a quick update on what's been going on.

We've been working on the video ad with Kate and Mark. It's been going well and we should have something to show you soon. We've been trying to decide where to film it. We were hoping to shoot it in London, but it might just be easier to do it here. You'll have to let us know what you think. We've been keeping the client up-to-date with our progress, but we haven't heard back from her for a while. We've been given a deadline of the end of September, so we haven't got much time. You might want to talk to her about it.

We've been invited to talk at the Media Business Fair again. They were obviously impressed by our performance last year. What do you think? If we go, we'll get a free stand there, which could be good for promoting our services. Once again, let me know.

We think we've come up with a good idea for the advert for the Drawlings Exercise Bike. It starts off with a shot of a group of people at night outside a large building. At the top of some steps in front of the building, there's a line of exercise bikes. Slowly a group of people walk up to the bikes and climb on. Then, when they start pedalling, some music starts playing and lights from the bikes illuminate an image on the front of the building with a neon man dancing. At the end of the song, a sign that says, "Well done, you've just lost 2,000 calories!" What do you think?

Speak soon,
Megan

1. What has Megan been working on with Kate and Mark?
2. What have they been trying to decide on?
3. When is the deadline for the project?
4. Where have they been invited to give a talk?
5. What product is their advert idea for?

Your turn!
Write an e-mail to someone. Say what you have been doing.

Unusual event

Activity type: a presentation & question-and-answer session

Task

You're going to present an idea for an advert for one of the products on this page (or any other product of your choice). Prepare a mini-presentation to explain the ideas you've developed. Be prepared to answer questions. Afterwards, listen to your colleagues' presentation and ask questions.

The Tablet Exercise Bike

This fantastic new exercise bike comes complete with a built-in computer tablet. Surf the net, respond to e-mails using the voice-recognition software or watch your favourite shows or films as you burn off those excess calories.



The Powermaker Headlamp

With more than 34 hours of battery life, the Powermaker Headlamp is built to last. Delivering more than 60 lumens of light. The Powermaker Headlamp has an adjustable light function and a small head band that can be easily removed.



The 3-in-1 Kitchen Tool

This amazing tool combines three useful kitchen utensils: a corkscrew, a bottle opener and a tin opener. Stylish and made of pure silver, this gadget comes with a practical stand and a lifetime guarantee.



Giving details of an advert idea

- We've come up with an idea to...
- We've been developing...
- We've identified two key features to focus on in the adverts. These include...
- The target market is...
- Surveys have shown that...
- Opinions from the surveys have told us that...
- The key message will be...
- One of the key benefits of this product is...

Asking questions about an advert idea

- Have you thought about...?
- Have you considered...?
- Who would it appeal to?
- What sort of messages do you want to convey?
- Have you found out who...?
- Have you considered the issue of...?
- Have you been given any guidance with regards to...?
- Have you been told...?



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



Introductions / visual data

Presentation analysis

Read through the extract from the presentation. Then, answer the questions. What has happened to...

1. ...the total number of robberies compared to figures from last year?
2. ...the total number of murders?
3. ...the number of burglaries?

Crime figures

Hi. I'm Keira Saunders. First of all, I'd just like to thank you all for coming along. In today's talk, I'll be looking at the latest crime figures. I'll be happy to take any questions at the end.

As you can see in this first slide, robberies have fallen by 14% compared to figures from last year according to figures provided by the Office for National Statistics (ONS). These figures also show that nationally the number of vehicle thefts last year fell to its lowest level in almost 30 years.

Now, if you look at this slide, you'll see that the total number of murders is also down from 638 in 2009 to 550, which is the lowest figure since 1983. And as you can see, the total number of recorded crimes fell to 3,976,312, the first time the figure has fallen below four million since 1989.

Now, if you look at this chart, you'll see that the number of burglaries has fallen by 4% compared to last year to 501,053 offences, while street crime figures are also down by 7% to 417,444. And now, I'd like you to look at... *[fades out]*



Language identification

Read through the presentation again and identify the following features: *Language for...*

1. ...introducing yourself
2. ...stating objectives
3. ...rules regarding asking questions
4. ...referring to visual data (find as many examples as you can)

Useful expressions

Introductions

- Hi, my name's (Sarah).
- I'm from (Nickel Management Systems).
- Welcome and thank you for coming.

Objectives

- Today, I'm going to be talking about...
- This afternoon, I'm going to be telling you all about...
- The topic for this morning will be X.

Requests

- If you have any questions, please keep them until the end.
- I'll take your questions at the end.
- Please feel free to ask any questions during the presentation.

Using slides

- I'd like you to look at...
- If you look at... you'll see...
- Let's have a look at...
- Let me show you...
- As you can see from this slide / diagram / chart / handout / page
- This diagram clearly shows X.
- This chart shows...

Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include the following:

- a) ...introduce yourself
- b) ...state what the objective of the talk is.
- c) ...give some guidelines on asking questions during the presentation.
- d) ...refer to some visual data at least three times during the presentation.

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's 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

Bring in brochures of holiday destinations, or download information on a variety of types of holiday from the internet. Stick these on walls around the classroom or spread them out on a table. Tell your students to comment on these. Ask your students questions to help them start: *Which holiday would you like to go on? Have you been on a similar type of holiday before? Would you like to go here? Why? Why not?*

Grammar note

Remind students that the use of "that" is usually optional in reported speech. Also, remind them that sometimes you can also use a present tense verb, especially when you're referring to things that are still true. Remind them that "tell" is followed by an object pronoun (*me, you, him, her, etc.*).

MAKING GRAMMAR FUN**Presentation**

Tell your students that you're going to tell them 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 Reported Speech.

I called my friend the other day to see how she was getting on as she's on holiday. She told me she was having a great time but that she'd had a bit of a nightmare for the first week. She said that the hotel she was staying

at now was amazing, but that when she'd arrived, she'd been taken to this other hotel that was terrible. She said it was really dirty. So, after speaking to the travel agency, they moved her to another hotel. Also, she told me that on the way there, she'd missed a connecting flight and had to pay for another one. She also said that another flight had been delayed 24 hours, so she had to spend the night in the airport. Anyway, she said that everything was all right now and that she was having a great time.

When you've finished, ask three quick comprehension questions. For example: *What was wrong with the first hotel? / How many nights had she spent there before she moved?* Students get a point for each correct answer. Then, when you've finished, write one of the Reported Speech 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

Tell your students to make notes on a holiday they've been on (they can invent if they like). When they're ready, they take turns telling their stories to a partner. Afterwards, each student then uses reported speech to tell the class what their partner has said. For example:

Kate told me about a great trip from last year. She told me she that she went to Scotland and that she had a fantastic time. She said that it rained every day, but that...

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

Write the following sentences on the board. Read them out one by one, changing the intonation and putting stress on different words. Ask your students to tell how the

meaning changes with the different stress/intonation patterns.

- My last holiday was a **DISASTER**. / My **LAST** holiday was a disaster.
- I couldn't **BELIEVE** what happened to me. / I couldn't believe what happened to **ME**.
- I only wanted **ONE** of them. / I only wanted one of **THEM**.

Tell your students to listen and repeat the sentences with you. Then, students practise saying the sentences in pairs with different intonation and stress.

Follow-up

For homework, students write an e-mail to a friend giving details about another friend's holiday. Remind your students to use Reported Speech.

FLUENCY PRACTICE**REVISION!****The present continuous for the future**

Ask your students these questions. Tell your students to invent where necessary.

- What time are you playing tennis with Jim tonight?
- What are you doing with Sam next Monday at 8?
- When are you going to the cinema with Julie?
- What are you doing next Friday at seven?
- What time are you driving home tonight?
- When are you having lunch with Shirley?
- What time are you seeing the dentist next week?
- When are you flying to St Petersburg?

E-mail addresses

Dictate these e-mail addresses for your students to write down.

- zachattack66@hotmail.com
- silver_the_dog@yahoo.com (underscore)
- salt.pepper87@yahoo.com
- paperqueen-603@gmail.com (hyphen)
- michelle.marie@hotmail.com

UNIT 4 Travel Time

Objectives

Vocabulary: Holidays & travel

Structures: Reported speech

Useful skills: Telephone I

▣ Holiday nightmares

Tick the things that have happened to you while you were on holiday. Which ones are the worst? Which ones are fairly easy to deal with?

- Getting lost
- Running out of money
- Getting overcharged for something
- Losing your passport
- Getting bitten by insects (mosquitoes, etc.)
- Losing your bag
- Getting ripped off by a taxi driver
- Missing a plane / boat / train
- Getting caught up in bad weather
- Spending most of the holiday in the car
- Getting sick / ill
- Wandering into a dangerous area of a city
- Getting ripped off in a shop
- Checking into a dirty hotel
- Getting robbed

Think about it!

What are some of the best / worst things that have happened to you on holiday? What can you do to make your holiday safer? What can you do to avoid getting sick on holiday? Have you ever missed a flight / train / bus, etc.? What happened?



Vocabulary: Holidays & travel

Holiday text messages

Write the holiday mobile phone text messages in standard English. Use the key below to help you with the abbreviations. Warning: some words have been misspelt. For example: *biten* should be *bitten*.

1. **hi dad. have run out of mony. pls send sum urgently!**
2. **been biten by snake. need \$5,000 4 hospital treatment**
3. **in hospital w a brokn leg. need sum 2 acompny me home**
4. **just arivd. can't find hotel. kud u text adres, pls**
5. **raining a lot + forgot 2 take waterproof jakt + umbrella**
6. **siting on beach drinking cocktail. wish u were here!**
7. **left my pasport @ home. pls kud u bring 2 airport URGENTLY! Flight lvs in 2 hrs**
8. **been arested. @ police station. nothing serious, I hope. wot was in package u gav me?**
9. **flight delayed 24 hours. coming bk 2 ur house. prepare dinner 4 2 people pls**

KEY

- pls = please
- 4 = for / four
- w = with
- + = and
- u = you
- bk = back
- hr = hour
- kud = could
- 2 = to / too
- @ = at
- ur = your
- sum1 = someone



Conversation analysis

Read the conversation. Then, answer the questions.

Charlie: So, what was your holiday like?

Lily: A complete nightmare.

Charlie: What happened?

Lily: Well, for a start, I got to the airport late. We set off pretty early – at 9am, about three hours before the flight was due to leave – but there was a massive traffic jam. When we got to the boarding gate, they'd just closed it. Luckily, they let us through. Anyway, the plane took off and everything seemed to be OK, but about 10 minutes into the flight, the guy sitting next to me in the aisle seat started having a panic attack.

Charlie: Oh, no. Was he OK?

Lily: Yeah, but after about two days in the city, my bag got stolen, along with my passport, traveller's cheques *and* camera.

Charlie: Terrible! What did you do?

Lily: I had to go to the police station to report it, and then I had to go to the embassy to get a replacement passport.

Charlie: Nightmare!

Lily: Tell me about it! But that's not all. A couple of days later...
[fades out]



1. What time did Lily set off in the morning?
2. How long did she have before her flight was due to leave?
3. Why did it take so long to get to the airport?
4. Was the boarding gate open when she got there?
5. What happened about 10 minutes into the flight?
6. What did she lose?

Useful language

Find words in the text that mean...

1. ...a terrible situation / experience (noun).
2. ...to start a journey (phrasal verb).
3. ...the time that something is supposed to happen (expression).
4. ...a situation with many cars on the road (noun).
5. ...a seat next to the corridor in a plane (noun).
6. ...to tell the police about a crime (verb).

Your turn!
Write a short paragraph about a travel experience.

Think about it! Travel
Where have you travelled to recently? Why did you go there? Do you like travelling? Why? Why not? What's your favourite form of transport (bus, plane, car, etc.)? Which five objects do you always take with you when you travel abroad? St Augustine once said, "The world is a book, and those who do not travel read only a page." Do you agree? Why? Why not? If you had a month to travel anywhere in the world (with unlimited expenses), where would you go? What would make you wiser – travelling around the world for a year or reading 100 books?

Language Structures:
Reported Speech

Tense	Direct Speech	Reported / Indirect Speech
To be	"It's green!"	She said it was green.
Present Simple / Passive	"I love it!" / "It's made in London."	He said he loved it. / She said it was made in London.
Present Continuous / Passive	"They're working at home." / "It's being fixed."	She said they were working at home. / He said it was being fixed.
Can	"I can do it!"	She said that she could do it.
Past Simple	"I left it at the office."	He said he had left it at the office.
Past Simple Passive	"I was taken to the police station."	She said that she was taken / had been taken to the police station.
Past Continuous	"She was playing tennis."	They told me that she was playing / had been playing tennis.
Past Continuous Passive	"The drinks were being made."	She said the drinks were being made.
Past Perfect	"I had seen it before."	She said that she had seen it before.
Will / Future Perfect	"We'll do it." / "They will have finished at 3pm."	They said they would do it. / She said they would have finished at 3pm.
Be going to	"I'm going to the States."	He said he was going to the States.
Present Perfect Simple / Passive	"I've finished it!" / "It has been sent."	She said she had finished it. / He said it had been sent.
Present Perfect Continuous	"I've been working."	He said that he had been working.

Reported Speech (or Indirect Speech) is a version of what someone has said. For example:

- a) Direct speech: "I am English!"
Indirect speech: Emma said that she was English.

When we use Reported Speech, we often change the tense of the verb. Notice how the use of *that* is optional. For example:

- a) Direct speech: "Karl is at home."
Indirect speech: Alex said that Karl was at home. / Alex said Karl was at home.
The verb *to tell* is followed by an object in reported

speech. For example, "She *told me* that she liked it." We can use a present tense verb if the situation we are referring to is still true. For example:

- a) Direct speech: "I'm at home."
Indirect speech: She said that she is at home. / She said that she was at home.

Matching

Match the pictures of people speaking (1 to 4) to the reported speech sentences (a-d).

<p>1. I absolutely refuse to do it!</p> 	<p>2. I'm afraid I'm going to be a bit late.</p> 
<p>3. I think it's terrible!</p> 	<p>4. I've got to leave now.</p> 

- a. He said he thought it was terrible.
b. He said that he wouldn't do it!
c. She said she had to leave.
d. She said she was going to be a bit late.

Multiple choice

Choose the correct answers to complete the sentences.

- She told them that _____ in Paris.
a) she live b) she lived
- He said that they _____.
a) had finished b) had finish
- She told me that she _____.
a) is to leaving b) was going to leave
- They said that they _____ with it.
a) not happy b) weren't happy
- He said that he _____ us know the following day.
a) would let b) will letting
- I told them that I _____ there was enough time.
a) didn't think b) doesn't think

Transformation

Write the sentences again as Reported Speech. In some cases, more than one answer may be possible. Use past tenses where there's a choice.

- "We're leaving tomorrow." = They said...
- "I've been running in the park." = She said...
- "I'll see Evie tomorrow." = He told me...
- "They're playing in the park." = She said...
- "I don't really like it." = She told us...
- "I saw the film last week." = He said...

Fluency drill

Answer the questions.

- What was the first thing you said at home today?
- What did they say about the weather on the news today?
- What was the first thing you said at work this morning?
- What did they say on the news last night?
- What did they say on the radio this morning?

Sentence creation

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

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, live, work, walk, like, hate, want, try...

E-mail update

Read over the e-mail. Then, answer the questions.

New Message

To: taylor2012@yahoo.com

Subject: office news

Dear Ms Taylor,

I hope everything is going well in Miami and that you're enjoying the conference! Just a quick update on what's been going on here.

Richard said that he would schedule the interviews for the post of marketing manager for Monday and Tuesday of next week so you could be there too. He told us that he had a list of ten potential candidates.

Sara said that her last day with us would be Friday 27th May. I told her that we were all sad to see her go and that we all wished her the best of luck in her new job. She said that it had been a really difficult decision to make and that she would really miss working with us all.

Richard also told us that the plan to go over to flexi-time was going ahead. He said that the changeover had been scheduled for January next year. Most people seemed to be pleased about it.

The CEO was around the other day and said that due to space issues, you'd have to share your office with Sandra from the sales department. He said he hoped you wouldn't mind. I told him that I'm sure you'd understand. So, they've started moving in Sandra's things. Sandra needed a bit more room so we took out some of your papers from the filing cabinet next to your desk. We've put them in the corridor. Sandra asked whether she could use your big leather chair while you were away. I said that I was sure you

wouldn't mind. Hope that's OK. Where did you want us to put your photos? There isn't much room for them now they've changed your desk to a smaller one. Let me know.

Best wishes,
Aaron

1. When did Richard say he'd schedule the interviews for?
2. How many candidates did he say he had?
3. When did Sara say her last day would be?
4. What did the CEO say about Ms Taylor's office?
5. What did Sandra ask to use while Ms Taylor was away?

Your turn!
Write an e-mail to a colleague who is away, giving an update on what has been happening in the office.

Story completion

Complete the story with the correct forms of the verbs in brackets.

Taxi theft

One of my worst holiday experiences was about two years ago. I was with a friend and we were travelling around Europe. It was our first time out



of the States. Our friends and relatives told us that it (1) _____ (be) safe, but that we should be careful. Anyway, when we got to the airport, we looked for a taxi to take us to our hotel. As we were waiting, this car stopped in front of us and the driver leaned out of the window. He told us that he (2) _____ (can) take us to the hotel. We asked whether it was far, and he said that it (3) _____ (not take) long. So, we put our bags in the boot of the taxi and then we got in. As we were travelling through the city, he asked us all sorts of questions. We told him that we (4) _____ (be) Americans and that we (5) _____ (travel) throughout Europe for a month and that we (6) _____ (be) really excited about our trip. Before we knew it, we were at the hotel. As we were getting out, he told us how much it was. It seemed a bit expensive, but he told us that there (7) _____ (be) an airport surcharge to pay. So, we paid and the taxi driver drove off. But just as it was driving down the road, we suddenly remembered that our bags were still in the back! "Stop!" we shouted as the taxi disappeared into the distance. And that was the last we saw of our luggage. We told the hotel manager what had happened and he said that we (8) _____ (have) to go to the police station. "This often happens round here!" he said. "Welcome to Europe!" I thought.

The Trip

Activity type: anecdote and question answer session

Task

You're going to tell a holiday-related anecdote. You can use some of your own personal experiences or invent a story. Use the prompts below to help you think of ideas. Make notes on what happened. Include some Reported Speech in your story. When you're ready, tell your story to a colleague and answer any questions. Afterwards, listen to your colleague's story and ask questions.

Holiday topics

hotel, food, police, robbers, travel companions, swimming pool, restaurant, flight, train journey, flight connection, delays, the beach, the city, traffic, museums, money, luggage, baggage, hand-bag, wallet, purse, taxi, doctor, hospital, shopping...

Other?

Telling a travel-related anecdote

- It started out quite well, but then...
- They told me that...
- The tour guide warned us not to...
- The police officer told us that...
- Soon afterwards, we had to...
- No sooner had we... than...
- The locals told us that...
- In the end... / Eventually...

Asking questions about a travel-related anecdote

- What did you do then?
- Did you report it to the police?
- What did the police say?
- What did they say at the embassy?
- What did they tell you to do at the hotel?
- Did you get it back on the insurance?
- Did they ever catch the guy?
- What happened in the end?
- Did it turn out OK?
- Where did you end up?



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

Taking & leaving a message

Telephone conversation analysis

Read through the telephone conversation and answer the questions.

1. When is Gordon supposed to be meeting Nicole?
2. What time does he think he'll be free?
3. What does the receptionist suggest doing?

The Meeting

- Receptionist:** Marston Foods. How may I help you?
- Caller:** Good afternoon. This is Gordon Brakestone, and I'm calling from Winters Organic Foods. Could I speak to Nicole Eddington, please?
- Receptionist:** I'm sorry but I didn't catch your name.
- Caller:** Gordon Brakestone.
- Receptionist:** And which company were you calling from, please?
- Caller:** Winters Organic Foods.
- Receptionist:** OK. I'll just put you through. *[one minute later]* I'm sorry but the line appears to be busy. Would you like to leave a message?
- Caller:** Yes, erm, I'm supposed to be meeting Ms Eddington for a meeting this afternoon, but I'm not going to be able to make it. So, could you let her know that I won't be able to meet her at 3:15, but I will probably be free by 5pm if that's all right with her.
- Receptionist:** Erm, it'd probably be better if you spoke to her yourself. Why don't I give her your number and you can arrange another time for the meeting?
- Caller:** Good idea. Tell her to call me on 646 872 146, please.
- Receptionist:** That's 646 872 149.
- Caller:** No, sorry, there's a six at the end. It's 646 872 146.
- Receptionist:** So that's 646 872 146.
- Caller:** Perfect!
- Receptionist:** OK. I'll make sure she gets the message. Bye.
- Caller:** Thanks. Bye.



Useful expressions

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?
- Could I have your name, please?

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.

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.
- Would you like to leave a 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?

Task

Write out a short telephone conversation. Include expressions for taking and leaving a message.

Language identification

Read through the conversation again and identify any expressions used to...

1. ...answer the phone.
2. ...connect the caller to someone on another phone line.
3. ...ask someone if they'd like to leave a message.
4. ...make a suggestion.

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

REMINDER!

Review the grammar, vocabulary and language from previous lessons. Use the information on the Error Correction sheets to do mini-quizzes with your students.

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

Write a few motivation quotes on the board. Use these ones or any others. Blank out letters in some of the words. Students guess what the missing letters are to complete the words in the quote. Afterwards, they comment on the quotes. For example:

1. "Go confidently in the direction of your dr____. Live the life you've imagined." **Ralph Waldo Emerson**
2. "May the most you w____ for be the least you get." **Irish toast**
3. "Great works are performed, not by str____, but by perseverance" **Samuel Johnson**
4. "Genius is one percent inspiration, and ninety-nine percent pers____." **Thomas Edison**
5. "Twenty years from now, you'll be more dis_____ by the things that you didn't do than by the ones you did do." **Mark Twain**
6. "I p_____ the folly of enthusiasm to the wisdom of indifference." **Oscar Wilde**
7. "The world needs dreamers and the world needs d____. But above all, the world needs dreamers who do."

Answers

1. dreams; 2. wish; 3. strength;
4. perspiration; 5. disappointed;
6. prefer; 7. doers

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to tell them 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 following

story, or invent your own. Remember to add in examples of conditional structures.

If I've got the time tonight, I'll cook dinner – a nice pasta dish. If not, I'll get a takeaway curry on the way home. If there's something good to watch on TV, I'll stay in and watch that. If not, I'll call up some friends and meet up at the pub for a drink. If the weather's nice this weekend, I'll play golf with some friends. If not, I'll stay at home and do some DIY that I've been meaning to do for a while. If I had a bit more money saved up, I'd definitely consider moving house, but I don't, so I can't as it's just going to be too expensive. I think that I'll probably have enough by the end of next year, so I'll have to wait until then.

When you have finished, ask three quick comprehension questions. For example, "What might I cook tonight? / What will I do if there isn't anything good on TV?" Students get a point for each correct answer. Then, when you've finished, write one of the sentences with a conditional structure 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

Tell your students to think of some "dilemmas". Write the following dilemmas on the board to get them thinking along the right lines:

- a) You see someone drop a 100-euro note in the street.
- b) Someone offers you a very cheap tablet computer – you're pretty sure that it's stolen.
- c) You went on a business trip and were given €100 per day for expenses. However, you stayed with a friend for free.

Then, tell your students to write three of their own. When they're ready, put your students into pairs and tell them to discuss their dilemmas using conditional structures. Students discuss what they would / wouldn't do in each situation. Then report back to the class.

Pronunciation ideas

Dictate the following Second Conditional sentences using the contracted forms. Students have to write down every word. Then, ask for volunteers to read back their sentences. Write them on the board and correct any incorrect sentences. Then, tell your students to listen and repeat the sentences with you as you say them at natural speed. Ask your students to tell you what the full forms are. When they have finished, students practise saying the sentences in pairs.

- a) If I won the lottery, I'd buy a new house.
- b) They'd be pleased if you came too.
- c) He'd be angry if he saw that.
- d) I wouldn't eat it if I were you.

Speaking Task

Students study the information on the page and prepare their speeches. 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.

FLUENCY PRACTICE

REVISION!

There are / There were

Ask students these questions. Students invent answers.

- How many of you were there at the party last week?
- How many of you were there at the office yesterday?
- How many of you are there in your ice hockey team?
- How many of you were there on the yacht you went on last month?
- How many of you are there in the company?
- How many of you were there at the concert?
- How many of you are there in your family?
- How many of you were there at the barbecue last week?

Spelling

Read out these words for your students to spell.

1. questionnaire
2. accommodate
3. definitely
4. liaison
5. existence
6. occurrence
7. referring
8. occurred
9. millennium
10. embarrass

Number dictation

Dictate these numbers.

3,456	2,190	6,792	3,460
6,908	5,999	12,899	45,986
98,333	76,445	97,521	76,223
27,555	345,876	450,127	328,909
435,211	567,988	236,966	678,900

Follow-up

For homework, students find an example of a famous speech and download it from the internet or watch it on YouTube. Then, they write a 100-word summary of it and tell you about it in the following class.

UNIT 5 Success!

Objectives

Vocabulary: Success & achievement

Structures: Conditionals / Compound nouns

Useful skills: E-mail writing II

Quotes ranking

Read the quotes. Which ones do you agree with? Which ones do you like? Why?

Success quotes

- "Seventy percent of success in life is showing up."
Woody Allen
- "The best angle from which to approach any problem is the 'try'-angle." **Anonymous**
- "The world needs dreamers and the world needs doers. But above all, the world needs dreamers who do." **Sarah Ban Breathnach**
- "You must have long-range goals to keep you from being frustrated by short-range failures."
Charles C. Noble
- "Excellence is not a skill. It's an attitude." **Ralph Marston**
- "Shoot for the moon. Even if you miss, you'll land among the stars." **Les Brown**
- "Always be a first-rate version of yourself, instead of a second-rate version of somebody else." **Judy Garland**

Think about it!

What successes have you had in life so far? When was the last time you were successful at something? Who are some of the most successful people in your country? What is your definition of success?



Vocabulary: Success & achievement

Things to do in life

Read over the list. Tick four things you'd like to do. Circle the ones you've already done. Which ones are important? Which ones aren't so important?

- Read a book a month
- Lose weight
- Keep a diary
- Write a blog
- Start a website
- Do more exercise
- Eat healthy food
- Write a book
- Save more money
- Learn a poem by heart
- Learn another language
- Go on a trip across a desert
- Get a better job
- Find true love
- Do some volunteer work
- Sail around the world
- Go on a trip through a jungle
- Cross a country on bicycle
- Learn how to surf
- Participate in a carnival parade in Brazil
- Learn how to play an instrument

Other?

Parts of speech

Write as many parts of speech for the words below as you can.

1. President: presidential, presidency, to preside...
2. Importance: _____
3. Success: _____
4. Disciplinary: _____
5. Academic: _____
6. Eventual: _____
7. Organise: _____
8. Construct: _____
9. Resident: _____
10. Compete: _____
11. Architecture: _____
12. Bankruptcy: _____

Successful people

Complete the article with the correct words. Use the correct form of the words from the previous activity ("2 Parts of speech").

Donald Trump

New York City's most successful developer!

Real estate tycoon, reality TV star, and (1) _____ candidate – Donald Trump is a busy man. And also a very rich one. But unlike many American entrepreneurs who make it big, Donald was born with money: his father, Fred, was an (2) _____ New York real estate mogul.

But it wasn't always clear that Donald would be as



(3) _____ as his dad. As a young boy at school, Donald was a troublemaker. His parents decided he needed some (4) _____, so they sent him to the New York Military Academy. At the new school, Donald excelled (5) _____ and as a sportsman. But after graduating, he wasn't sure what to do. For a time, he considered becoming a filmmaker. But he (6) _____ followed in his father's footsteps.

While studying business at university, Donald began working at the family Trump (7) _____. Donald once said, "My father was my mentor and I learned a tremendous amount about every aspect of the (8) _____ industry from him."

But Donald wanted to achieve even greater things. His father focused on the (9) _____ market, which offered low returns and was very (10) _____. But Donald looked to Manhattan, moving into commercial real estate where the profits were much higher. His idea was to build high-profile buildings that were (11) _____ impressive. In the late seventies and early eighties he was involved in several big construction projects – including the Trump Tower on Fifth Avenue.

But it wasn't all so easy. In 1987 the stock market crashed and the property market collapsed. Trump's debts skyrocketed to almost \$900 million. And in 1991 he almost went (12) _____. But he managed to survive. By 1997, he was a billionaire again, and his name was on hotels and skyscrapers across the country.

Think about it! Success & achievement

Have you ever won an award or prize? What was it for? Have you ever been on a team that won a tournament or competition? What was it? What are the keys to success at work? What are your top tips for financial success? What advice would you give someone who wanted to be more successful at work? How important is diet and exercising in life? What really motivates you at work? Who is the most inspirational person you know? Why do they inspire you?

Language Structures:

Conditional Structures

Zero Conditional If + Present Tense; Present Tense	<i>If you heat water to 100 degrees, it boils.</i>
First Conditional If + Present Tense; will + verb If + Present Tense or a modal verb	<i>If we wait here much longer, we'll be late.</i> <i>She might get angry if you don't tell her the truth.</i>
Second Conditional If + Past Tense; would/could + verb	<i>If I won a million euros, I'd buy a house by the beach.</i>

We use Zero Conditionals to talk about things that always happen and that are always true. For example: "If you open the door, it gets hot in here."

We use the First Conditional to talk about things that will probably happen in the future if certain conditions are met. For example: "If we leave now, we'll get there on time."

We use Second Conditional sentences to talk about imaginary/hypothetical situations in the future. Although we're using Past Simple verbs, we're actually referring to the future. For example, "If we took a taxi, it'd be a lot quicker."

We often use *were* in place of *was* with *I, he, she, it*. The use of *was* in these cases is also acceptable, but is considered more informal. For example, "If I were you, I'd do it this afternoon."

We can also use *could* with the Second Conditional. For example, "If she paid a bit extra, she could go first class."

With all Conditionals, we can start the sentence with the "if clause" or the other clause. For example:

- a) If you close the bag, your things won't fall out.
- b) Your things won't fall out if you close the bag.

We can use question words (*who, what, when, where, why, etc.*) with Conditional sentences. For example: "What would you do if there was a bus strike?"

Multiple choice

Choose the correct answers in order to complete the sentences.

1. If you leave ice in the sun, it _____ .
a) melt b) is melting c) will melt
2. If she won the lottery, she _____ a house by the beach.
a) buys b) would buy c) will buy
3. If you start the work now, you _____ it by 8 pm.

- a) will finish b) will finishes c) finish
4. I would move house if I _____ money.
a) have enough b) will have enough c) had enough
5. If we don't leave now, we _____ late.
a) would be b) will be c) be
6. I get hungry by about 12 if I _____ breakfast.
a) don't have b) didn't have c) won't have

Word choice

Choose the correct word to complete the sentence. Put a tick if both are correct.

1. If you press this button, it *turns / turn* itself off.
2. He may not like it if you *will tell / tell* him what you did.
3. She'd be pretty cross if she *found out / find out* about it.
4. I *take / will take* you to the station if you want.
5. There *was / is* enough for everyone if you just take one each.
6. I *won't get / not get* it finished if you keep on making all that noise!

Sentence creation

Create as many sentences as you can with conditional structures in just two minutes. Use the verbs below.

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, walk, work, win, talk, speak, pay, spend, lose...

Blog analysis

Complete the interview with the correct forms of the verbs in brackets.

Rob's blog

Home
About Us
Services
Products
Support
Contact



I hope you all enjoyed my recent post on writing a CV. Since then, I've been getting dozens of questions on work-related topics, so I've decided to do one on job interviews. Here goes.

Interviews

- **Preparation:** if you go to an interview knowing nothing about the company, you (1) _____ (come across) as unprofessional. Companies want to see that you're interested. If I were you, I (2) _____ (find out) everything I could on the internet before the interview.
- **Presentation:** even if you're going for an interview on a pig farm, if you don't look smart, you (3) _____ (appear) unprofessional. If you were looking for a new employee, (4) _____ (you / choose) someone who'd made no effort with their appearance? I doubt it!

● **Body language:** if you (5) _____ (smile) and seem interested, you'll come across as bright and enthusiastic. Also, maintain eye contact with the interviewer and sit up straight. Don't cross your arms or lean back.

● **Questions:** if you (6) _____ (ask) lots of questions, you'll appear to be interested in the post. Prepare a few before the interview, and don't just ask about holidays and salary!

● **Be positive:** no matter what they ask you about your work experience so far, make it sound positive. If you complain about an ex-boss or job, you (7) _____ (give) them the impression that you're a potentially difficult person (even if you aren't).

That's all for now. More tomorrow!

Compound nouns

Compound nouns are formed by two nouns, with the first noun acting as a type of adjective. For example: *address book, science fiction, car mechanic, crisp packet, trouser pocket.*

Some compound nouns can be written as two words: *bank account, blood donor.*

Others have a hyphen: *pen-name, baby-sitter.*

And some have evolved over time to form one word. For example: *toothbrush, tablecloth, bedroom, haircut...*

However, there are no clear rules on this, and some words may even have two types of spelling (*letter box / letter-box*), or may change over the years and go from being two separate words to having a hyphen.

Compound noun creation

See if you can create compound nouns from any six of the following words.

- | | | |
|----------|---------------|-----------|
| 1. alarm | 5. pedestrian | 9. pocket |
| 2. heart | 6. youth | 10. fire |
| 3. tea | 7. blood | 11. post |
| 4. book | 8. income | |

Matching

Match the car-related compound nouns (1 to 10) to the pictures (a-j).

1. First gear
2. Spare tyre
3. Flat tyre ("flat tire" in US English)
4. Lug nuts (the objects that hold the wheel)
5. Hazard lights
6. Hubcap
7. Manual car (with gears)
8. Wheel bolts (the lug nuts go on them)
9. Car jack
10. Handbrake



Instructions analysis

Complete the instructions on how to change a flat tyre with the compound nouns from the previous activity (plus some others).

How to change a tyre

If you've got a (1) *flat* _____, here's how to change it!

- Find a flat, solid, level surface. Turn on your (2) *hazard* _____.
- Apply the (3) *hand* _____. If you've got a (4) *manual* _____, put your vehicle into (5) *first* _____.
- Place a heavy object (a rock, etc.) in front of the front and (6) *back* _____.
- Take out the (7) *spare* _____ and the (8) *car* _____. Place the jack under the car frame near the tyre that you're going to change. Ensure that the jack is in contact with the metal portion of your car frame.
- Raise the jack until it is supporting (but not lifting) the car.
- Use the spanner ("wrench" in US English) to remove the (9) *hub* _____ and loosen the (10) *lug* _____ by turning counter clockwise. Don't take them all the way off – just break the resistance.
- Pump the jack to lift the tyre off the ground. You need to lift it high enough to remove the flat tyre and replace it with a spare.
- Remove the nuts the rest of the way.
- Remove the tyre. Place the flat tyre under the vehicle so if there's a problem, the vehicle will fall on the old tyre.
- Take the spare tyre and align it with the (11) *wheel* _____. Then, put on the lug nuts.
- Tighten the nuts by hand until they are all snug. They should turn easily at first. Then, using the wrench, tighten the nuts.
- Lower the car to the ground and remove the car jack. Finish tightening the nuts and replace the hubcap.

Your turn!

Write a short text on how to do something.

The Speech

Activity type: a speech**Task**

You're going to give a speech on how to do something. First, choose a topic. This could be something you know how to do: how to cook a dish, how to use a computer program, etc. or it could be based on a hobby (how to play chess) or a sport (how to play tennis).

Speech planning

Divide your speech into these areas.

1. Welcome everyone and thank them for coming.
2. Go over the objectives of your talk.
3. Go over the main points.
4. Give a summary of what you've said.
5. Say goodbye and end the speech.

Top tips for giving your speech

- Thank everyone for coming.
- Tell your audience what you are going to talk about.
- Say why the topic is important to you and your audience.
- Give a brief preview of the main points and arguments.
- Use repetition to drive home your ideas.
- Use pauses to create dramatic tension.
- Think about your body language and tone as you're speaking.
- Try to include lots of interaction with the audience: ask questions, ask for a show of hands, etc.
- Use audiovisual props: posters, pictures, music, video, DVD, etc.
- Make eye contact with the audience.
- Don't memorise your speech – use notes.
- Use stories and anecdotes to make it personal.
- Avoid anything that could offend or alienate anyone (not just those present).
- Conclude by listing the main supporting points of your argument.



Complaints & ending an e-mail

E-mail analysis

Read through the e-mail. Then, answer the questions.

1. Why was Mr Lee in the bank last week?
2. What happened when he got to the counter?
3. Why is he angry about the bank charges?

To: info@bankmaster.com

Subject: complaint

Re: Complaints

Dear Sir / Madam,

I have been a customer at your bank for a number of years now and I have always been pleased with the service provided. However, I'd like to draw your attention to a couple of incidents that have occurred just recently.

First of all, I'd like to file an official complaint against a member of your staff. Last week, I visited my local branch with the intention of withdrawing a substantial sum of money. After waiting in a queue for about 20 minutes, I finally got to the counter. However, just as I was about to be served, I was told rather abruptly to join another queue because the counter was about to close. With little time to voice my frustration, the cashier walked away without even apologising for the inconvenience caused. Luckily, I managed to catch his name: Josh Cooper. I do hope that you will be having a few words with him.

I'd also like to make a complaint about your bank charges. When I first opened the account, I was informed that there were no bank maintenance charges or penalties for going overdrawn. This was true for the first couple of years. However, just recently, £20 was deducted from my account for my debit card as part of an "annual fee". And just last month I noticed a £30 charge for going overdrawn by just £10. I'd be grateful if you could please tell me in writing what the policy is with regards to charges and fines as it's far from clear.

I look forward to hearing from you soon.

Yours faithfully,
Nathan Lee

Language identification

Read over the e-mail again and identify any language used to...

1. ...report an incident.
2. ...officially complain about something.
3. ...ask someone to clarify a situation.
4. ...close / sign off an e-mail.
5. ...saying goodbye to someone whose name you don't know.

Useful expressions

Reporting an incident

- I'd like to draw your attention to...
- I'd like to draw your attention to the fact that...
- I'd like to bring to your attention an incident that occurred...

Complaining (customer)

- I'd like to file a complaint against...
- I'd like to make a complaint about...
- I am writing to you in order to complain about...
- The goods were faulty/damaged/in poor condition.
- There seems to be an error in the invoice.
- The equipment I ordered has still not been delivered.

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,



Task

Write a short e-mail complaining about something.

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

REMINDER!

Although some of the revision drills in this guide may seem basic, many high-level learners have difficulties when it comes to these things. Don't spend too long on these drills, but try to find time for them so that your students can practise important things such as writing down numbers, website addresses and spelling complex words.

TOP TIP!

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

STARTING THE UNIT

Bring in some classified ads for jobs from newspapers or the internet. Stick them on walls in the classroom or on a table. Students comment on them. Ask questions to stimulate conversation: Which job would you like? Which company would you like to work in? Why?

MAKING GRAMMAR FUN**Presentation**

Write a list of problems on the board. For example:

- I haven't got any money for the train.
- I'm going to be late for our appointment with the dentist.
- They're making a lot of noise upstairs.
- I'm bored.
- I think someone stole some money from my wallet while it was on my desk.
- My neighbours are having parties every Saturday night.

Tell a student to come to the front of the class and to read out one of the problems. Then, proceed to give him/her some advice, using modal verbs

where possible. Be as funny / serious / ridiculous as you like. Tell the other students to listen carefully because you're going to test them on their comprehension. When you've finished, ask three quick questions to test them on their understanding. For example: *What did I tell (Paul) to do about his neighbours?* Then, write up some of your advice on the board. Tell your students to identify the verbs we use to give advice. Then, refer your students to this unit's grammar pages.

Practice

Draw rough sketches on the board of objects. Do them very quickly and make them difficult to work out (*a spider, a chair, a computer*, etc.). Students have to say what they could be using modal verbs of deduction. For example: *It might be... / It may be... / It could be... / It must be..., etc.*

Pronunciation

Write the following words on the board: *can / can't / card / cart*. Then, write the following symbols on the board (/æ/ and /ɑ: /). Then, read out the words and tell your students to circle the "odd one out" – the word which has a different sound from the rest. In this case, "can" is the odd one out as the others have a longer vowel sound. Next, draw two columns on the board and put the sound symbols at the top of each column. Elicit other words with these sounds and write them in the correct columns. Tell your students to listen and repeat the words after you as you say them at natural speed.

Finally, play bingo with these words. Simply tell your students to pick three of the words from either column. They write these down. Then, read out words from either column at random. The first student to cross out all of their words wins. Keep a track of the words you've read out. Afterwards, repeat the "odd-one-out" exercise with other sets of words. Students identify the odd word as before. For example:

1. ban / barn / band / bat
2. farm / famine / fat

FLUENCY PRACTICE**REVISION!****Do & did**

Ask students these questions.

- What time do you usually have breakfast in the morning?
- What time did you have breakfast yesterday?
- How do you usually go to work?
- How did you go to work yesterday?
- What time do you usually have lunch?
- What time did you have lunch yesterday?
- What do you usually watch on television?
- What did you watch yesterday?

Nationalities

Say a country, your students say the nationality.

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)

Follow-up

For homework, students write an e-mail to a friend giving advice on something. .

UNIT 6 Office Fun!

Objectives

Vocabulary: The office

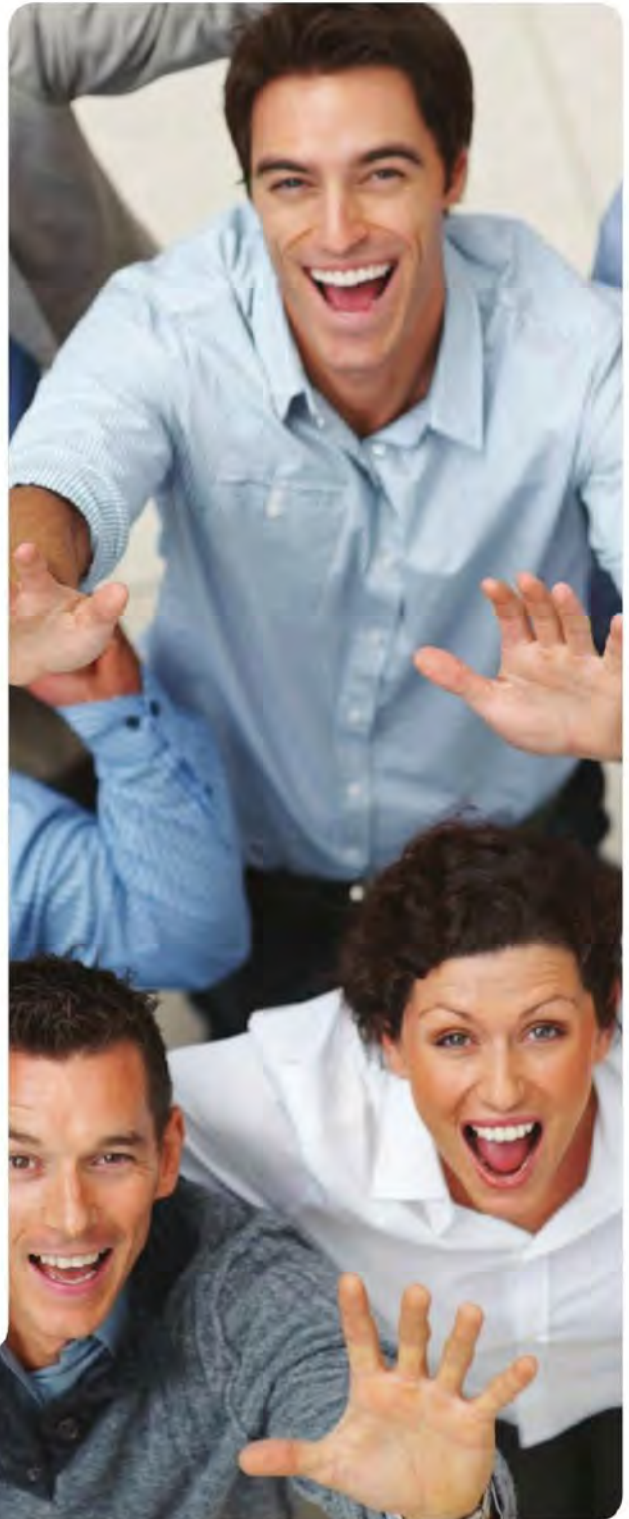
Structures: Modal verbs / Prepositional phrases

Useful skills: Meetings II

Interesting jobs

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

1. Archaeologist
2. Computer analyst
3. Fire fighter
4. Cashier
5. Psychologist
6. Mechanical engineer
7. Flight attendant
8. Architect



Think about it!

Which of these jobs do you think is the best paid? What are the pros and cons of three of these jobs? Which ones would you like to do? Why? Which ones would you never do? Why?

Vocabulary: The office

Ranking

Rank the work-related "misdemeanours" in order of how bad they are. Write **S** (serious) or **NS** (not serious) next to each one.

Work-related misdemeanours

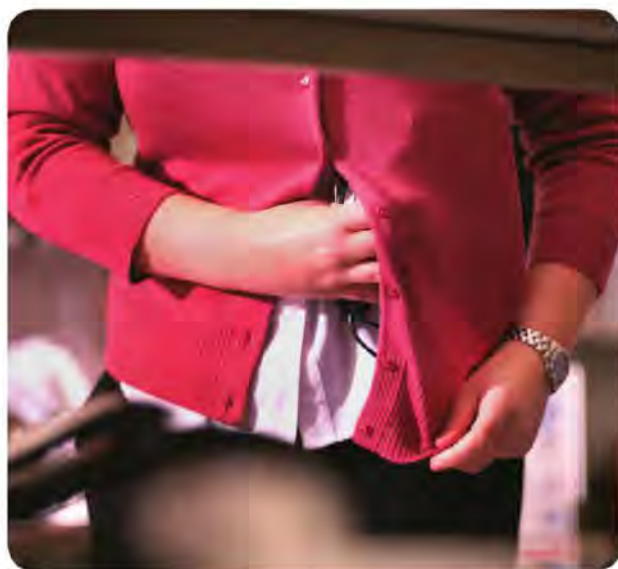
- Using the photocopier for personal use.
- Taking home a pen or other item of stationery.
- Using the phone to make personal calls.
- Taking a day off even though you aren't sick.
- Using the internet for personal use.
- Selling company secrets to a rival business.
- Being drunk while at work.
- Taking money out of the petty cash tin and not returning it.
- Giving details of company procedures or systems to a rival.
- Falsifying an expense claim in order to receive more money.
- Lying on a CV.
- Sending personal e-mails while you're at work.
- Being repeatedly late for work.
- Lying during an interview.
- Telling lies to cover up work errors.
- Setting up a rival business that competes with the company where you work.

Other?

Expressions completion

Complete any four of the sentences with your own ideas.

- He lied on his CV about...
- She claimed to be sick when really...
- He was found guilty of...
- She took some money out of the petty cash tin in order to...
- He used the office phone to...
- She took a day off to...
- He put in a false expense claim for...
- She got caught red-handed...



Job ads analysis

Read over the information in the job ads. Then, write the name of a job next to each statement.

Admin assistant

We're currently looking for an admin assistant for our busy downtown office. Duties include customer service duties, dealing with e-mails and telephone enquiries, plus data entry and filing. Languages required: English, French and Chinese. An ability to deal with awkward clients a must.

Store manager

Leading children's toy retailer is seeking a store manager for its new shop in central Manchester. The successful candidate will have a background in retail management and experience in the toy industry. Salary dependent on skills and experience. An ability to deal with awkward children a must.

Salesperson

We're looking for a dynamic motivated salesperson to join our sales team. Experience and a proven track record in a sales is essential. Candidates must have their own transport and a clean driving licence. Competitive rates of pay and good commissions paid based on performance. An ability to deal with awkward customers a must.

Museum guide

The Guild Hall Museum is looking for a museum guide to work during the busy season. The successful candidate must have extensive knowledge of the local area. Good people skills and a friendly approach essential. Previous experience in tourism would be an advantage but full training will be given. An ability to deal with awkward tourists a must.

Which job...

1. ...requires the candidate to have a clean driving licence?
2. ...requires the candidate to have knowledge of the local area?
3. ...will involve dealing with phone enquiries?
4. ...involves working in a shop?
5. ...requires a knowledge of French?
6. ...offers good commissions?

Your turn!

Write a job ad for a position in the company where you work.

Think about it! The office

How would you describe your office? What do you like / dislike about the place where you work? What rules or regulations are there where you work? Do you think there's one rule for management and another for employees? Give examples. Do you ever break the rules to get things done? Give examples. Have you ever had to bend the truth a little to protect someone / yourself? When? Why?

Language Structures: *Modal verbs*

Ability	<i>I can speak three languages. / They can't juggle.</i>
Past ability	<i>I could ride a bike when I was four. / I couldn't see it very well.</i>
Future ability	<i>I will be able to do it tomorrow. / She will be able to see you later.</i>
Advice	<i>You should go and see a doctor. / They shouldn't go outside. / You ought to leave now.</i>
Suggestions	<i>We should go to the party. / They can stay at our house. / We could go to the cinema.</i>
Obligation	<i>She must tell us about it. / They must arrive early. / They have to finish it on time.</i>
No obligation / necessity	<i>You don't have to leave. / You needn't leave.</i>
Prohibition	<i>He mustn't speak like that. / You can't sit there.</i>
Possibility / impossibility	<i>We might go next week. / It may rain later. / It could be cold in the mountains. / They can't come tomorrow. / She can't finish it in time.</i>
Offers / permission	<i>I could lend you some money. / Shall I open the window for you? / Could I sleep here tonight?</i>
Guessing / deduction	<i>It could be a book. / It can't be a CD. / It must be from him.</i>
Opinions	<i>I don't think that would be a good idea. / I can't imagine that they would want to go there.</i>

We often use modal verbs to give our personal opinions or impressions of situations and events. For example, "We should send them an e-mail to let them know what's going on."

We can also use modal verbs for a variety of functions: making suggestions, giving advice, talking about obligation, expressing possibility, etc. For example:

- a) Shall we go to the cinema? (**suggestion**)
- b) It might rain later. (**possibility**)

We can also use modal verbs with Conditional sentences.

For example, "If there's time, we *should* visit the museum too."

And we can use passive structures with a modal verb + *be* + a past participle. For example, "The concert *could be heard* about four kilometres away."

1 Matching

Match the comments (1 to 6) to the suggestions (a-f).

1. I can't seem to get this program working.
2. We're going to miss the train if we don't leave now.
3. Our neighbours are having another party.
4. I can't keep my eyes open I'm so tired.
5. She can't find her handbag.
6. They say it might rain tomorrow.

- a. Then let's take a taxi!
- b. Here, let me have a look at it.
- c. You should call the police.
- d. Go and lie down then.
- e. She might have left it at the cinema.
- f. Well, if it does, we can cook the food inside - not on the barbecue.

2 Multiple choice

Choose the correct options to complete the sentences.

1. The photos _____ for the advert.
a) might use b) might be use c) might be used
2. There _____ enough time to go there.
a) might be not b) might not be c) not might be
3. We _____ it for another day.
a) may have to leave b) may have to leave c) may having to leave
4. It _____ the one that we ordered.
a) can't being b) can't be c) can't to be
5. I _____ in about half an hour.
a) should ready be b) should to be ready c) should be ready
6. I don't think _____ finish it in time.
a) we'll be able to b) we'll be able c) we'll can

3 Sentence creation

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

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, take, win



Article analysis

Read the article. Then, complete the readers' comments with modal verbs. In some cases, more than one answer may be possible.

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Office thief jailed

An office worker was sentenced to six years in jail yesterday after admitting to stealing from the company where she'd worked for more than ten years. "Paige Marston was a valued and trusted employee," explained Harriet Smith, the owner of the estate agency where Marston, 34, worked. "But Ms Marston exploited that trust and amassed a fortune which she used to buy homes around the world," Ms Smith explained. Marston was convicted on eight counts of false accounting. While working for the company, she transferred funds to an offshore company in the Cayman Islands that she'd set up years earlier. Incredibly, no one at the company realised what Ms Marston was doing as she had been employed to run the branch office on her own.

Readers' comments




northturton 03:51pm
They (1) _____ make her pay the money back... with interest!



red_dragon 03:30pm
You (2) _____ trust anyone these days.



The_Ranter 02:55pm All companies (3) _____ carry out thorough checks on their employees.



brookmeyer 02:40pm
People in positions of trust (4) _____ be checked up on regularly.



lhnick 02:02pm
The government (5) _____ make sure that people like her (6) _____ get jobs so easily.

Prepositional phrases

Prepositional phrases consist of a preposition and a noun (or any other combination of words). They are used frequently in both speech and written text. Here are a few useful prepositional phrases to learn. For more information on prepositional phrases, please see the Resource Section.

- **In the wake of:** as a result of.
- **In instant dismissal:** if something results "in instant

- dismissal", someone loses their job immediately.
- **Out of a job:** if someone is "out of a job", they don't have a job.
- **In agreement with:** if you're "in agreement with" someone, you agree with them.
- **Out of control:** if a situation is "out of control", there is no one controlling it.
- **In the strictest confidence:** secretly.
- **In danger of:** if you're "in danger of" losing something, you could lose it.
- **In the event of:** in case something happens.
- **Under pressure:** if someone is "under pressure", they're in a stressful situation.

E-mail completion

Complete the e-mail with the correct prepositions.

To: jeffbroke@yahoo.com

Subject: company policy update

Dear Staff,

(1) _____ the wake of the recent spate of incidents of office theft, I'm writing this e-mail to remind all staff of our strict policy (2) _____ regards to this. As you may know, removing company property without permission is a serious offence and will result (3) _____ instant dismissal.

In the past, we have been more lenient with matters such as this, and have even let people off (4) _____ a warning, but the situation has become so serious that we are obliged to take drastic action. So, please bear this in mind (5) _____ the future.

(6) _____ regret, we recently had to let Ms Jones go after an incident involving the office photocopier. May I also remind you that the office photocopier is for office-related work only. Anyone caught using the photocopier for personal use will find themselves (7) _____ of a job.

Now, I know you're all (8) _____ a lot of pressure with all the work we've got at the moment, but this is no excuse for dishonest behaviour. (9) _____ the event of a repetition of this, we may even feel obliged to involve the police. Anyway, I'm sure you're all (10) _____ agreement with me that something has to be done to get the situation (11) _____ control.

If anybody has anything they'd like to discuss with me in relation to this, I'd be happy to talk to you (12) _____ the strictest confidence.

Yours,
Heather Mathews (Human Resources manager)

Your turn!

Write an e-mail to someone warning them about something.

Dishonesty in the Workplace

Activity type: collaborative task

Task

Read about the following office-related incidents. First, decide what you think should be done in each case. Make notes and think of reasons to justify your choices. When you're ready, have a discussion and argue your case. Listen to what other people have to say and ask lots of questions.

Office incidents

- **Employee 1** took a day off to deal with a personal matter when she wasn't really sick.
- **Employee 2** was caught using the office photocopier to make copies of a bank statement that he needed for a meeting with his bank manager.
- **Employee 3** was caught selling confidential information to a rival company.
- **Employee 4** was found with a number of stationery items in her bag as she was leaving the office. A company security guard asked to check her bag and found the stolen items.
- **Employee 5** was accused of inflating productivity numbers in order to justify a larger budget for her department.
- **Employee 6** is accused of exaggerating her sales figures in order to get a higher bonus.
- **Employee 7** put in a false expense claim for a stay at a 5-star hotel when in fact she had slept at her mother's house.
- **Employee 8** was found to have lied on his CV. He claimed that he had attended Oxford University when in fact he had merely been to school in Oxford.

Taking drastic action

- We can't let her get away with this.
- We must send out a clear message here.
- We should come down very hard on people who...
- The only solution is to...
- We should make an example of him.
- The best thing would be to...
- I think we should consider letting him go.
- We can't be seen to be lenient on staff because...

Urging caution

- It isn't so clear cut.
- It isn't clear that she was actually trying to...
- We should be careful when dealing with situations such as this.
- We can't just accuse her without any evidence.
- I think we should take her word for it.
- I'm inclined to believe her.
- It's an easy mistake to make.
- We've all done something like that before.



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

Interruptions

Meeting analysis

Read through the extracts from meetings (I-V). Say whether each interruption is polite (write **P**) or direct (write **D**).

Extracts from meetings

Meeting I

- A:** There really isn't any other way around this problem and I firmly believe that, erm...
- B:** ...apologies for jumping in like this, but I'm having some trouble understanding the relationship between the first and second points in the agenda. Could you explain it, please?

Meeting II

- A:** And if you'll just turn your attention to, erm...
- B:** ...I must just say at this stage that I'd find it more useful if everyone had a chance to comment on this before we move onto another issue.

Meeting III

- A:** Well, as you can see from this graph, sales are, erm,...
- B:** ...I'm sorry to interrupt, but would you mind if I just said something here? I think it would be more useful if you just went through the figures from last year so there's a point of reference.
- A:** Oh, OK.

Meeting IV

- A:** In my opinion, the best thing would be to go ahead with the purchase of the building, and to, erm...
- B:** ...You've got to be joking! Do you realise how much this is going to cost us? I mean, I think we should all be aware that we'll actually be paying 20% above the market value for this building.

Meeting V

- A:** And now onto my second point. It's all fairly clear that, erm...
- B:** ...I'm sorry, but I don't see the point of going on with this until we've decided what to do regarding point one on the agenda.



Language identification

Read through the extracts again and write down the expressions used for two polite and two direct interruptions.

Useful expressions

Polite ways of interrupting

- Would you mind if I just said something here?
- I'm sorry to interrupt, but would you mind if I just said something here?
- (Sean), can I just ask you a quick question here, please?
- Excuse me, but I'm not sure I fully understand what you're saying.
- I'm sorry about the interruption, but...
- Apologies for jumping in like this, but...
- Would you mind if I just jumped in here and said something about...?

More direct ways of interrupting

- Wait a minute! What about...?
- Just a minute! What about...?
- I must just say at this stage that...
- Do you really think so? My impression is that...
- That's impossible. It's perfectly clear that...
- Just a moment! What about...
- ...which was voted down by everyone else. / ...who left early without even saying goodbye. [Jump in with a relative pronoun: who, what, when, where...]
- Training? / Helpful? / Profitable? [Use the last word that the speaker has just said as a question word.]

Task

Write two short extracts from meetings. In each one, include some examples of polite and direct interrupting.

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

Ask questions based on the films on the opening page of the unit. Put your students into two teams. The first person to answer the question correctly gets a point for his/her team.

1. Who directed the film *Psycho*?
 2. Who starred in the film *There's Something about Mary*?
 3. What's the name of the character that Jack Nicholson plays in *The Shining*?
 4. Who is the film *Avatar* directed by?
 5. Which famous actor who is better known for his roles as gangsters co-stars in the film *Meet the Parents*?
 6. Who directed the film *Annie Hall*?
 7. Where does the film *Gandhi* mostly take place?
- Etc.

Answers

1. Alfred Hitchcock;
2. Cameron Diaz and Ben Stiller;
3. Jack / Johnny (*Here's Johnny!*);
4. James Cameron;
5. Robert De Niro;
6. Woody Allen;
7. India

MAKING GRAMMAR FUN

Presentation

Tell your students a story about someone's successful life. Invent if necessary. Tell them to listen carefully because you're going to ask them some questions about it afterwards.

I was a gifted child and I did very well at school. After finishing school, I went to the top university in the country. When I qualified, I got a job in one of the top engineering companies in the world. And it was there that I met my partner. Several years later, we got married, bought a house together and had three children. I suppose if I hadn't gone to university, I never would have got that job. And if I hadn't worked in that company, I wouldn't have met my partner. Etc.

Then, ask your students questions about the story. For example: *How did I describe the university I went to?* Then, write up one of the Third Conditional sentences on the board. Ask your students to tell you how this structure is formed and what it is used for. Then, refer your students to the grammar pages in the unit.

Practice

Write 12 third-conditional sentences on a sheet of paper. Make sure that 8 of them are correct and 4 of them have errors (one error per sentence). Now, divide your students into teams and give each team £300 (in imaginary money!). Write a sentence on the board. Students decide if the sentence is correct and bid on it (offering a sum of money). A team captain writes down the amount on a slip of paper. Collect these in. Those who identify the correct or incorrect sentence get double their money; those who don't, lose their money. Keep a running total on the board of the amounts each team has. Example sentences:

1. I would have gone to the party if you had invited me. (**correct**)
2. She would have helped you if you had asked her. (**incorrect**)

Pronunciation

Put your students into pairs. First, give each pair a dictionary. On the word go, students have to write the phonetic transcriptions for the following words. The first team to do so wins.

- Score
- Extra
- Soundtrack
- Trailer
- Flashback
- Adventure
- Literature
- Subtitle
- Actor

Finally, students practise saying these

words in their pairs. Then, tell your students to listen and repeat the words after you as you say them at natural speed. Ask them if they can think of any more words with these sounds or the same stress patterns.

Speaking Task

This is a writing and discussion 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.).

FLUENCY PRACTICE

REVISION!

Indirect questions

Ask your students these questions. Students invent answers.

- Do you know how often (Sandra) goes to the cinema?
- Do you know how far Paris is from here?
- Do you know how long the film *Pretty Woman* lasts?
- Do you know how tall X is?
- Do you know how much an average-sized dog weighs?
- Do you know who won the game last night?
- Do you know when the next Olympic Games are?
- Do you know what the capital of New Zealand is?

Number dictation

Dictate these numbers.

12,547 45,897 28,565 79,530
 12,689 32,901 43,892
 326,891 289,908 437,821
 763,908 12,458,210 458,982,098

Spelling

Read out these words for your students to spell.

1. calendar
2. receive
3. necessary
4. separate
5. cemetery
6. library
7. accidentally
8. independent
9. occasionally
10. receipt

Follow-up

For homework, students write a review of a film they've seen.

UNIT 7 Film Fantastic

Objectives

Vocabulary: Films

Structures: The Third Conditional / Collocations

Useful skills: Presentations II

Top films

Tick three of the films you like. Why do you like them? What are they about? Who stars in them? Who directed them?



Think about it!

What other "popular" films would you add to the list? Why? What makes a good film? What films from your country would you add to the list? Why? What are some of your all-time favourite films?

Vocabulary: Films

Cinema words

How many "cinema / film" words can you think of in just two minutes? Add them to the list below.

actor, actress, director, film set, sound effects, popcorn, usher, seat, row, ticket, cashier, screen, projector, ticket office, cinema poster, 3D film, cinema ("movie theater / theater" in US English)...

Genres of film

What are your favourite film genres? Choose from the list below.

action films, adventure films, comedies, gangster films, crime films, dramas, historical dramas, war films, horror films, animated films, romantic films, romantic comedies (rom-com), biopics, detective films, thrillers, action-adventures, musicals, sci-fi films (science-fiction films), westerns, film noir... Other?

Useful expressions

Match the expressions (1 to 5) to the definitions (a-e). Afterwards, see if you can find the expressions in the film review (exercise 4). One of them doesn't appear in the text.

- 1. Search for something
 - 2. Get your hands on something
 - 3. Not let anyone stand in your way
 - 4. Set off on a journey
 - 5. Turn down an offer
- a. Not let anyone stop you
 - b. Start a journey
 - c. Try to find something
 - d. Find something and take possession of it
 - e. Say that you won't accept something that is offered to you

Film review

Read the film review. Then, complete the sentences.



Pirates of the Caribbean: On Stranger Tides (2011)

In the fourth film in Disney's popular pirate series, Captain Jack Sparrow (Johnny Depp) joins up with arch-enemy Captain Hector Barbossa (Geoffrey Rush) to search for the Fountain of Youth – a mythical fountain that restores youth to anyone who drinks from it.

But their mission won't be easy. Legendary pirate Blackbeard (played by British actor Ian McShane) is also desperate to get his hands on the fountain and won't let anyone stand in his way. And he's got the backing of his ruthless daughter Angelica (played by Penelope Cruz).



Directed by Rob Marshall, the new film takes a different direction to the previous three. For example, the other films were based on specifically-written scripts. But the fourth draws its inspiration from a 1987 novel (*On Stranger Tides*) by Tim Powers. Although most of the main characters in the film don't appear in the book, the story is more or less the same.

Another difference is that two of the biggest stars from the original trilogy (Keira Knightley and Orlando Bloom) turned down offers to appear in this film because of prior commitments. The film is also the first in the series to feature real-life historical figures, which include King George II of Britain, King Ferdinand VI of Spain and notorious pirate Blackbeard. What's more, the new film is the first to be shown in digital 3D.

But if there's one thing that won't change, it's Jack Sparrow – the most iconic character of the *Pirates* series. With his unusual behaviour, bizarre dress sense and tendency to get himself into a lot of trouble, Jack really is the hero of the series.

1. The film is called...
2. In the film, they're searching for...
3. The part of Blackbeard is played by...
4. The film is based on...
5. Keira Knightley and Orlando Bloom turned down offers...

Think about it! Films

Which films have you seen more than once? Why? Do you watch films in their original version? Why? Why not? What are some of the funniest / scariest / weirdest / saddest films you've ever seen? Who are some of your favourite directors? Why? What are some of the best films you saw last year? Who are some of your favourite actors / actresses? Why do you like them?

Language Structures:

The Third Conditional

Affirmative	<i>If you had left at 6pm, you would have arrived on time. If you had left the ice cream in the sun, it would have melted.</i>
Negative	<i>If you hadn't left at 6pm, you wouldn't have arrived on time. If you hadn't left the ice cream in the sun, it wouldn't have melted.</i>
Interrogative	<i>Would you have arrived on time if you had left at 6pm? Would the ice cream have melted if you had left it in the sun?</i>

We often use contractions with the Third Conditional: *I'd = I would; you'd = you would; he'd = he would; she'd = she would; we'd = we would; they'd = they would.*

The negative contraction is: *wouldn't = would not.* Both *would* and *had* can be contracted: "If I'd known, I'd have told you." = "If I had known, I would have told you." In informal speech, multiple contractions are possible: "If I'd known, I'd've told you."

We form the Third Conditional with *if + had + a past participle* in one clause, and *would have + a past participle* in the other clause. For example, "If I'd left earlier, I wouldn't have missed the plane."

We use the Third Conditional to talk about hypothetical / imaginary situations from the past – to think about how the past might have been different if we had done things differently. For example, "I would have passed the exam if I had made more of an effort."

It is possible to start with either the "if" clause or the result clause. For example:

- a) I would have won if I had taken part.
- b) If I had taken part, I would have won.

We can use Perfect Modal verbs with Third Conditional sentences. For example, "If you'd invited me to the party, I might have gone."

Word choice

Complete the sentences with the correct forms of the verbs in brackets.

- 1. If I hadn't gone to university, I _____ (work) in the local factory.
- 2. If I'd gone out last night, I _____ (have) a great time.
- 3. If I had left earlier, I _____ (not arrive) so late.
- 4. If I'd had a holiday last month, I _____ (go)

to the Bahamas.

- 5. If I'd gone to the party last week, I _____ (see) some old friends.

Word choice

Choose the correct words to complete the sentences.

- 1. If I **had won / win** the money, I would have bought a new house.
- 2. If I **not been / hadn't been** so busy yesterday, I would have been able to help you.
- 3. If she **stayed not / hadn't stayed** at home last weekend, she'd have gone on the trip.
- 4. If you **had told / were told** me about it, I would have helped you.
- 5. If I **gone / had gone** shopping with you yesterday, I would have bought some new clothes.

E-mail analysis

Read the e-mail. Then, complete the third conditional sentences.

New Message

To: **alison63@gmail.com**

Subject: **Re: "disastrous" wedding day**

Dear Alison,

I just wanted to apologise once again for the mishaps that occurred during your wedding last Saturday. If we'd only known about the best man's allergy to nuts, we would never have used walnut oil on the salad. We do hope he makes a speedy recovery.

I appreciate that the wedding cake wasn't exactly what you and your husband had been expecting either. However, if the written note we received had been written more clearly, we would have realised that you wanted white *doves* not *gloves* on top of the cake. We're really sorry about this, although I personally think the gloves were rather elegant.

Finally, we'd like to extend our sincere apologies for the misunderstanding with regards to the decoration. If the voicemail message that you'd left us had been clearer, we would have understood that it was *balloons* you wanted, not *baboons*. However, we did think the monkey was quite an amusing addition to the event. And we do hope you appreciate the great efforts we went to in obtaining him from the zoo.

On reflection, if things hadn't been so last minute, we're sure that we wouldn't have made quite so many mistakes. We're truly sorry for any inconvenience, but we would like to remind you that Weddings Galore Ltd. cannot be liable for any compensation payments according to the conditions in the contract you signed.

Best wishes,
Pat Fraser
(director of Weddings Galore Ltd. – making your wedding day a special day!)

1. If they'd known about the man's nut allergy, they would never have used...
2. If the written message had been clearer, they'd have put white... on top of the cake.
3. If the voicemail messages had been easier to understand, they'd have decorated the venue with...
4. If things hadn't been so last minute, they wouldn't have...

Your turn!

Write an e-mail to someone explaining why something went wrong and how you could have avoided the disaster.

Collocations

Collocations are words that typically go together. There are several forms:

- verb + adverb collocations (*work quietly*)
- adjective + noun collocations (*regular exercise*)
- adverb + adjective (*wholly satisfied*)
- verb + noun (*take advantage*)

Here are some useful collocations:

- **Take advice** = do what someone suggests
- **Take a while** = to take a bit of time
- **Get used to** = become accustomed to
- **Take your breath away** = to find something really beautiful / amazing
- **Keep an eye out for someone** = watch someone (because they'll be famous)
- **Play a part** = act the role of a particular character
- **Do a great job** = do something very well

Twitter messages completion

Complete the Twitter messages with the correct verbs.

Film forum

Send us your Twitter messages about the films you've just seen.



sallen_87: *The Venture* was a great movie, although it (1) _____ a while to get used to Jeb's accent.



OnlyOneJK: *The Corporation* is fantastic. And Kate Winders will (2) _____ your breath away. Highly recommended.



alicebaconhawk2: #*The Meadow* was so sad it (3) _____ me cry from start to finish.



kelseyderozario: #*Splash Away* was very childish. (4) _____ my advice – do not see this film!



dkinney: #*Take Out* was one of the most hilarious movies I've ever seen. (5) _____ an eye out for Dale Blaker – he's gonna be big!

Film review

Complete the film review with the correct forms of the verbs in brackets.

Film review: Eight Lives

I was expecting great things from Jill Lennox's latest film *Eight Lives*. After all, her previous three films have all been box office successes. Unfortunately, I was in for a big disappointment. Perhaps if they (1) _____ (not spend) so much promoting the film, I would have gone in with more of an open mind, but the film's promoters promised a "chilling and psychologically frightening story"... which it wasn't!

If the main character hadn't been played by an actor better known for his roles in comedy films, it (2) _____ (be) a bit more convincing. Without a doubt, Ron Ball would *not* have been my first choice to play a vicious killer if I'd been casting. But even with a better cast actor, nothing could be done about such a ridiculous plot. I mean, a killer who stalks pet shop owners guided by the voice of his long dead cat is not exactly believable, nor is it particularly frightening.

If the sponsors funding this film had only read the script, they (3) _____ (realise) how absolutely pointless it is. I came out of the cinema thinking that it would have been better if I (4) _____ (stay) at home and watched a DVD... but preferably not one starring Ron Ball!



Your turn!

Write a film review. Say how the film could have been better.

The Film Review

Activity type: **writing + discussion**

Task

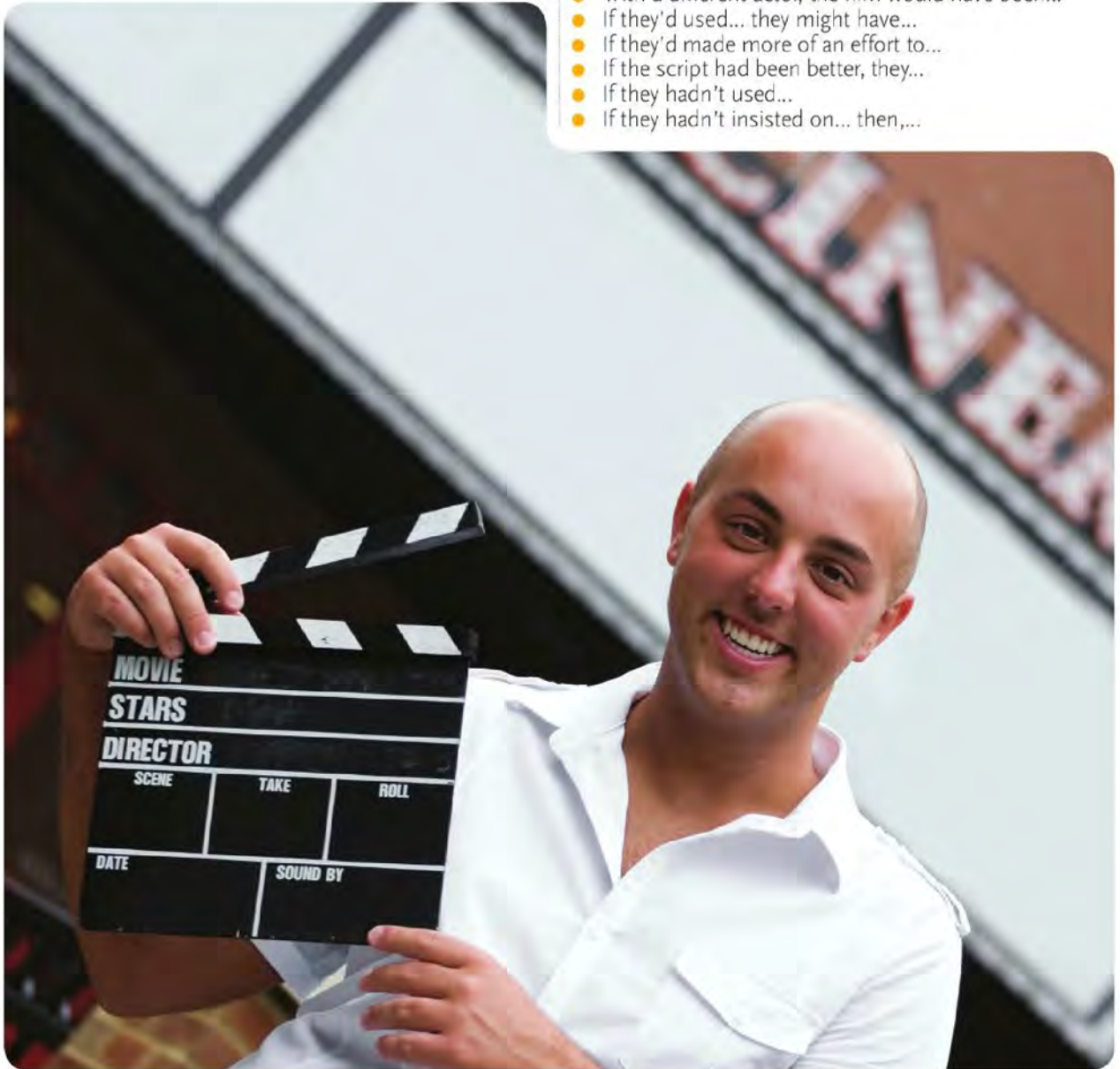
You're going to talk about a film you've seen lately. First, choose a movie that you weren't that impressed by (or invent one). Then, write a short review of it saying why it's so bad and how it could have been better. When you're ready, discuss your film with a partner. Answer any questions about your film, and ask questions about your partner's film.

Criticising a film

- The plot was weak and the actors were...
- The actors just weren't convincing.
- The directing was...
- The script was...
- I'd like to know why they...
- I can't for the life of me imagine why they...

How it could have been better

- If only they'd... it might have been...
- With a different actor, the film would have been...
- If they'd used... they might have...
- If they'd made more of an effort to...
- If the script had been better, they...
- If they hadn't used...
- If they hadn't insisted on... then,...



Remember!

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

Describing trends

▣ Presentation analysis

Read through the extract from the presentation and answer the questions yes or no.

1. What happened to residential property prices in May?
2. Why did residential property prices shoot up in the city centre?
3. What happened to commercial rental prices?

Property Prices

[fades in]

...and new figures from the Central Statistics Office show that residential property prices in the country as a whole fell by 15.3% in the second quarter. However, this downward spiral seems to have ended as prices went up slightly in the month of May. This is the first time that prices have gone up on a national level since September of last year.

In contrast to the rest of the country, residential property prices in the city centre shot up in the second quarter. This was mostly due to purchases by foreign investors who are looking to insulate their money from the ongoing economic crisis. The lack of available properties and historically low interest rates also helped to inflate property prices in the centre.

And now onto the rental market. There was a slight rise in residential rental prices for properties in the country as a whole. However, rental prices in the city centre also rose substantially. On the other hand, prices for the commercial rental market have remained steady both inside and outside the capital.



Now, I'd just like you to look at... *[fades out]*

▣ Language identification

Read through the extract from the presentation and identify the following features: *Language to say that something...*

1. ...has decreased.
2. ... has increased.
3. ...has increased dramatically and by a lot.
4. ...hasn't changed.

Useful expressions

Read over the useful expressions. Which ones are describing a dramatic increase or decrease?

Going up

- Prices increased.
- Share prices went up by X.
- Share prices shot up last month.
- Demand has risen by...
- Unemployment is on the rise.
- There has been a sharp rise in the number of unemployed.
- Food prices have been rising steadily.
- Share prices have bounced back.
- Share prices have gone through the roof.



Going down

- Prices have decreased by X percent.
- Share prices have gone down dramatically.
- Demand has fallen because of...
- There was a drop in sales due to...
- Prices have crashed to their lowest levels in five years.
- Share prices have been falling.
- Share prices have plummeted.
- Sales have gone through the floor..



Stable

- Prices have remained steady.
- The cost of living has levelled out.
- Share prices have reached a plateau.



▣ Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include information on price changes.

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

Do a running dictation with a news story from a newspaper or one that you've printed off or downloaded from the internet. First, stick a photocopy of the story somewhere on a wall outside your classroom (you might need to OK this before you start!). Put your students in 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 story (as fast as possible without it being dangerous), 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 to have all the text written down. Check your students' spelling carefully.

MAKING GRAMMAR FUN

Presentation

Before the class, make photocopies of the Passives table on the grammar page. Make enough copies for two or three groups in your class. Then, cut the table up. One set of slips should consist of the name of a tense and how it's formed (one name per slip). Another set of slips should include the example sentences (one sentence per slip of paper). Mix all the slips of paper up. In their pairs or groups, students match the names of the tenses to the example sentences.

Practice

Students write out six sets of sentences in both the active and passive forms, using a variety of tenses. For example:

- They gave us some money. / We were given some money.
- She will send it later. / It will be sent later.

Then, when your students are ready, they get together in pairs. Student A reads out an active sentence. Student B must transform it into the passive. They get a point for doing it correctly. Afterwards, you could play this as a class game.

Speaking Task

This is a news report 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

Dictate sentences for your students to write down. Afterwards, ask for a volunteer to write the sentences on the board. Read one of them out at natural speed. Ask for another volunteer to mark any unstressed words or connected speech (where sounds merge to form a new sound).

- They were told to put it in the living room. [They were told to pu ti tin the living room.]
- It'll be taken out in the afternoon. [It'll be take nou tin the afternoon.]
- They hadn't been told about the changes. [They hadn't been tol dabout the changes.]
- The rooms are cleaned in the morning. [The room sare cleane din the morning.]

Then, tell your students to repeat the sentences after you as you say them at natural speed and with connected speech. Afterwards, students practise saying the sentences in pairs. Then, they write some sentences of their own to dictate to a partner.

FLUENCY PRACTICE

REVISION!

Past participles

Read out an infinitive and students say the corresponding past tense and the past

participle. Choose ten to say at random.

Repeat the exercise another day with other verbs.

become, became, become; begin, began, begun; break, broke, broken; bring, brought, brought; buy, bought, bought; catch, caught, caught; choose, chose, chosen; cost, cost, cost; do, did, done; drink, drank, drunk; drive, drove, driven; eat, ate, eaten; fall, fell, fallen; feel, felt, felt; find, found, found; give, gave, given; go, went, gone / been; have, had, had; know, knew, known; meet, met, met; make, made, made; run, ran, run; put, put, put; say, said, said; see, saw, seen; sell, sold, sold; sit, sat, sat; speak, spoke, spoken; spend, spent, spent; take, took, taken; teach, taught, taught; think, thought, thought; throw, threw, thrown; wake, woke, woken; wear, wore, wore; win, won, won; write, wrote, written.

Website addresses

Dictate these website addresses for your students to write down.

- www.coolwork.com
- www.yesbeme.com
- www.helpline.co.uk
- www.time-to-decide.com (hyphen)
- www.we_can_doit.com (underscore)
- www.freetime.org.uk
- www.funfour.com/help (back slash)
- www.welikeit.com/art/display (forward slash)

Follow-up

For homework, students write up the news report they prepared for the Speaking Task.

UNIT 8 In the News!

Objectives

Vocabulary: News stories

Structures: The passive

Useful skills: Telephone English II

Funny headlines

Read over the headlines. See if you can identify the problem or confusion in each one. Please note that some of the words have been misspelt.

Cold spell linked to temperatures

Enraged cow injures farmer with an axe

Something went wrong in jet crash, experts say

Mayor tells homeless to go home

Illitracy an obstacle, state finds

Most earthquake damage is caused by shaking, study finds

Think about it!

Which headline is the funniest / silliest / most ridiculous? Why? Which one is the most confusing? Which one is the most ridiculous? Have you seen any other headlines that were funny / shocking / ridiculous, etc.? Have you noticed any spelling mistakes in newspapers or magazines recently? Where were they?

Two ships collide – one dies

Killer sentenced to die for second time in 10 years

Missisipi's literacy program shows improvement

Council to pay £26,000 to advertise lack of funds

Police help dog bite victim



Vocabulary: news stories

Mini-stories analysis

Read about the compensation payments made to council workers. Which one is the most ridiculous? Why? Then, write a word or expression from the article next to each definition (1 to 7).

Compensation payments

These days, more and more council workers in the UK are suing their employers for compensation.

- One council in the north of England paid £9,575 to an employee who strained her back as she was putting some paper in a printer.
- Another worker was paid £6,000 for injuring his back whilst carrying a bag of drinks for a staff party.
- In Scotland, an employee was paid £16,759 after her finger was bitten by a dog when she was putting a council leaflet through a letter box.
- In a county in the east of England, a council paid an employee £1,500 for suffering emotional distress. She was trapped in a lift which broke down between the fifth and sixth floors.
- In Wales, an employee was given £3,750 after witnessing an argument between two managers.
- And back in England, a council worker received £6,059 in compensation after being hit on the head by a ball while crossing a school playground.

It pays to sue!

1. To start a legal process against someone in order to get compensation =
2. An elected government for a town or city =
3. A machine for making copies of documents =
4. To hurt or cause damage to a part of your body =
5. A member of staff / someone working in a company, etc. =
6. If you're in this situation, you can't leave a place you are...
7. To see something happen =

Useful language

Choose the correct meaning for each verb or expression.

1. A seizure
 - a) a robbery b) a heart attack
2. Rush somewhere
 - a) go there quickly b) go there slowly
3. Tracks
 - a) the metal lines that trains travel on
 - b) the stations where trains stop
4. Onlookers
 - a) people who are affected b) people who are watching
5. Yell
 - a) shout b) speak softly

6. Come close to killing someone
 - a) kill someone at a short distance
 - b) almost kill someone
7. Samaritan
 - a) a bad person who doesn't help
 - b) a kind person who helps others

Online news stories

Read the news stories. Then, answer the questions.

SELF-SACRIFICE



Construction worker Wesley Autrey was in a New York subway station last week when a student beside him had a seizure. Wesley rushed to help, but the student fell onto the tracks just as a train was entering the station. Immediately, Wesley jumped down to rescue the young man, but there wasn't time to get him to safety. So, Wesley lay down on top of the young man to protect him as the train passed over their heads. The carriage got so close to Wesley that it smeared grease on his cap. Onlookers were sure that both men were dead. But from under the train Wesley yelled, "We're OK down here!" Wesley later said, "I don't feel like I did something spectacular; I just saw someone who needed help, and I did what I felt was right." He's since become known as the Subway Samaritan.

1. Where was Wesley when the incident occurred?
2. When was he there?
3. Who had a seizure?
4. What did Wesley rush to do?
5. What happened to the other person?
6. What did Wesley do as a result?
7. What happened then?

Think about it! News stories

Have you read any news stories about people helping others recently? Have you read any stories about people taking a stand against something? What type of stories do you like reading about? Why? What are your favourite topics in a newspaper? Why? What are your favourite sections?

Language Structures: The Passive

Tense	Formation	Example
Present Simple Passive	is/are + past participle	The shoes are made here.
Present Continuous Passive	is/are being + past participle	The food is being prepared.
Past Simple Passive	was/were + past participle	They were arrested.
Past Continuous Passive	was/were being + past participle	The report was being written.
Present Perfect Passive	have/has been + past participle	The money has been paid.
Past Perfect Passive	had been + past participle	The e-mail had been sent.
Future Passive: will	will be + past participle	The room will be cleaned.
Future Passive: be + going to	is/are going to be + past participle	The text is going to be edited.
Future Perfect Passive	will have been + past participle	The work will have been completed by next week.

We form passive structures with a form of the verb to be and a past participle.

With the Active Voice, the subject (the person doing the action) is the focus of the sentence and usually comes at the start of the sentence. For example:

- a) Oscar designs the posters.
 - b) Stephanie prepares the statements.
- However, with the Passive Voice, the object becomes the focus of the sentence. For example:

- a) The magazine is designed [by Oscar].
 - b) The statements are prepared [by Stephanie].
- 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:
- a) The newspapers have been sold all over the world [by the company].
 - b) The cars were produced in Japan [by the manufacturer].

We can use question words (*who, what, where, when, why, how*, etc.) with the Passive Voice. For example:

- a) Where were they sent to?
- b) Who will they be given to?

Infinitive passives

We can also make passives with infinitives. We form

these with a verb + an infinitive + a past participle. For example:

- a) This room *needs to be cleaned*.
- b) He *wants to be given* another opportunity.

We can also form passives with modal verbs. For example:

- a) The building *can't be seen* from here.
- b) The work *must be completed* by next week.

Matching

Match the sentences (1 to 4) to the photos (a-d).

1. A man was taken to hospital last night after his car overturned during a high-speed chase.
2. A woman has been arrested after a protest demonstration during a football match this morning.
3. A young boy has been awarded a medal for bravery after diving in to rescue his gym teacher this afternoon.
4. An elderly man was arrested and charged with theft last week after stealing a priceless work of art from the modern art gallery.



Ordering

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

1. being / the document / printed / was
2. has / it / been / by post / sent
3. being / the food / packed / is
4. the / already / been / photo / taken / had
5. the meeting / be / will / on Monday / held

Word choice

Choose the correct words to complete the sentences.

1. They *have been informed* / *have be inform* of the changes.
2. We *not were telling* / *weren't told* who was going to take over.
3. Their progress *will be monitored* / *will be monitoring* closely.
4. The rooms *are going to be cleaned* / *will be cleaned* before lunch.
5. The pictures *will be frame* / *are being framed* by a specialist.
6. They *not be manufacture* / *aren't manufactured* round here.
7. The bill *will have been paid* / *will be paying* by next week.

5 Sentence creation

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

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, choose, allow, answer, compare, check, advise, explain, follow, help, identify, load, join, move, pack, place...

5 Sentence completion

Complete the sentences with the correct form of the verbs below. In some cases, more than one answer may be possible.

sell **pay** **complete** **send** **fix**

- The work will be _____ this afternoon.
- The product is going to be _____ in shops all over the world.
- The computer is being _____ this afternoon.
- The money is going to be _____ into your bank account later today.
- The e-mails are being _____ this afternoon.

6 "How to" article analysis

Complete the text with the participles from below.

noted **designed** **done** **made** **taken** **chosen** **stitched**

Tailor-made suits

If you're looking for a top quality suit, you may be interested in getting a tailor-made one. Here's how they do it.

First of all, you need to book an appointment. During this, your measurements will be (1) _____. All these measurements will be (2) _____ down carefully.

Next, the colour and type of fabric and the style of suit has to be (3) _____.

Once this has been (4) _____, a paper pattern of the suit will be created. The fabric will then be cut using this paper pattern. Next, the fabric pieces are (5) _____ together to form the suit. When the suit has been made, you will need to try it on to check that it fits. Some small changes and adjustments may need to be (6) _____. The suit will then be ready to wear. Tailor-made suits are unique and personal, and are (7) _____ to fit like a glove. Why don't you get one?



Your turn!

Write a paragraph describing a process. Use passive forms.

7 News story analysis

Read over the news story. Then, write **T** (true) or **F** (false) next to each statement. Afterwards, see if you can identify any passive structures. What tenses are they? Why are they being used?

Tourist Attraction

Something unusual to see in London.

What's your idea of a tourist attraction? A castle? A museum? A monument? How about a trip along a motorway? London's latest tourist attraction consists of a bus tour around the M25. The tours are run by the Brighton & Hove Bus and Coach Company and cost just £15 per person. And they're proving



to be a surprise hit. In fact, extra dates have been added on because of "huge public demand". The tour starts at Junction 7 and travels the 188 kilometres around the road (although whether it goes clockwise or anti-clockwise is kept a "surprise" until the very last minute). Highlights of the trip include Heathrow Airport's Terminal Five, a new motorway service station at Cobham, and the "magnificent" Queen Elizabeth II Bridge at Dartford. But just how good is the tour? Zoe Smith was invited on the trip by a man she'd recently started dating. "I don't really know what to say," she said afterwards. "It isn't exactly my idea of a romantic journey. I don't think I'll be seeing him again." It obviously isn't everybody's cup of tea.

- The tour consists of a trip along a motorway.
- It goes up and down the M1 motorway.
- The tours are run by a train company.
- They aren't very popular.
- The total distance covered is more than 200 kilometres.
- Zoe Smith wasn't very impressed with the tour.

Your turn!

Write a mini-news story. Include passives where possible.

News Report

Activity type: news report presentation

Task

You're going to present the news, giving details of something that's happened. Think of a news story that you've read about recently, find one from the internet, or invent one (using one of the topics below). Write notes and use these to present the news (don't read out anything word-for-word). After you've presented the news, answer any questions your colleague/s may have. Then, listen to your colleague's news story and ask questions.

Topics

health, crime, travel, transport, sports, the government, war, politics, psychology, animals, the weather, a criminal, a prison, celebrities, entertainment, cinema, education, the environment, the royal family, the internet, technology
Other?

Presenting the news

- In today's news, we'll be looking at...
- Earlier today, a man was...
- A man was taken to hospital earlier today after...
- A woman was seriously injured after...
- An earthquake in the south of the island caused serious damage to...
- A 35-year-old man was arrested and charged with... after...
- An elderly woman was being treated for shock after...
- In sport, England managed to... after...
- In America, the newly-elected president found that...

Asking questions about a news story

- What happened to the man after that?
- Where did they go in the end?
- What were the consequences of that?
- How did she feel after that?
- Where were they taken?
- How long were they kept in hospital for?
- Were any of them seriously injured?
- How long did it go on for?
- Why weren't they arrested straight away?



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

USEFUL SKILLS Telephone English PART II

Arranging a meeting

Telephone conversation analysis

Read over the conversation. Then, answer the questions.

1. What's Megan doing on Friday afternoon?
2. What's Oliver doing on Monday morning?
3. What time do they finally agree to meet?

Scheduling a Meeting

- Oliver:** Hello?
Megan: Hi, Oliver, it's Megan.
Oliver: Oh, hi, Megan. How's it going?
Megan: Fine, thanks. Look, I'm trying to find time for a meeting this week. Are you free on Thursday?
Oliver: Erm, let me just check. Erm, I've got a sales conference to go to on Thursday.
Megan: How about Friday afternoon?
Oliver: Yes, that should be OK.
Megan: Oh, no, wait a minute. I've got a meeting with the guys from Barnes, Bates & Co. What's Friday morning looking like for you?
Oliver: Fridays are never good for me. Could we meet up sometime next week?
Megan: OK. How about Monday morning?
Oliver: Erm, let me see. Oh, no, I'll be busy on Monday morning. I've got an appointment with a client and then a meeting just after that. What about Tuesday afternoon? I haven't got anything pencilled in then. Does 4pm sound all right to you?
Megan: OK, I had arranged to meet a work colleague to go over something, but it isn't that urgent so I can probably reschedule it. So, yes, Tuesday afternoon at 4pm it is then.
Oliver: Perfect.
Megan: OK. See you then.
Oliver: Bye.
Megan: Bye.



Language identification

Read over the conversation again and identify any language used to...

1. ...answer the phone informally.
2. ...ask about someone's availability.
3. ...suggest meeting up at a certain time.
4. ...say that you haven't got any appointments at a certain time.
5. ...say that you can change the time of a meeting.

Useful expressions

Look through the list of useful expressions. Can you think of any more?

Useful expressions: arranging a meeting

- Are you free on...?
- How's (Friday afternoon) looking for you?
- What's your schedule like on (Tuesday morning)...?
- Are you busy on (Thursday morning)?
- Could we meet to discuss...?
- Could you make it on (Friday morning)?
- When would be convenient for you?
- How about meeting on...?
- When are you free?
- We need to have a meeting to discuss...
- I'd like to have a meeting to...

Useful expressions: scheduling information

- I've got a really hectic week ahead of me.
- I'm not going to be able to make it this week.
- I'd rather meet up sometime next week.
- I'm sorry but I'm busy on...
- I've got an early-morning meeting on Saturday.
- I'm all tied up on Sunday.
- I could possibly re-arrange my three o'clock appointment.
- I may be able to re-schedule my Tuesday lunch.
- OK, see you then!
- I'll see you then.
- OK. I'll expect you on Thursday.

Task

Write out a short conversation in which two people try to find a time to meet.

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 verb *to be* and *have got*.
- b. ...the Present Simple and Present Continuous.
- c. ...the Past Simple.
- d. ...the past of *to be*.
- e. ...*will* for the future.
- f. ...Comparatives and Superlatives.

▣ 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 _____ (spend) most of her time in front of the TV. (Present Simple)
2. The clock _____ (manufacture) in Switzerland. (Present Simple Passive)
3. They _____ (not watch) the film. (Present Continuous)
4. The room is _____ (paint). (Present Continuous Passive)
5. The bed sheets _____ (change) yesterday. (Past Passive)
6. The film _____ (show) on TV before. (Past Perfect Passive)
7. He _____ (work) for most of the afternoon. (Past Continuous)
8. The food _____ (prepare) by a top chef. (Present Perfect Passive)
9. They _____ (jog) in the park. (Present Perfect Continuous)
10. "I will finish it." = She said that she _____. (Reported Speech)
11. I would give it to you if you _____ (pay) me for it. (Second Conditional)
12. She used the car _____ to raise the van so she could change the tyre. (compound nouns)
13. We should _____ (can) pay you next week. (Modal Verbs)
14. I think we are all _____ agreement with Michelle, aren't we? (Prepositional phrases)
15. If you had left earlier, you _____ (arrive) on time. (Third Conditional)
16. _____ my advice – don't do it! (Collocations)
17. The rooms were _____ (clean). (Passive continuous structures)

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

On the board, write up the "creativity" quotes from the opening page. Blank out a word in each one. Students have to guess what the missing words are. For example:

- a) "An essential aspect of creativity is not being afraid to _____".
- b) "The worst enemy to creativity is self-_____".

Put your students in pairs to brainstorm possible words. Then, go over this as a class before checking the answers. To make it easier, you could write up the missing words on the board.

MAKING GRAMMAR FUN

Presentation

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

- a) I really want to get a new waterproof jacket so I can go hiking in the mountains. (true)
- b) I've been thinking about moving to Japan. (false)
- c) I really enjoyed the party I went to last weekend as I won the karaoke competition. (false)
- d) I've been meaning to go through all my things at home as my house

is in a mess. (true)

- e) I'm considering moving into a bigger house because the one I'm in at the moment just isn't big enough. (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. Tell your students to identify any infinitives or gerunds. Ask your students if they know of any other verbs that follow these patterns. Then, refer your students to the grammar pages of this unit.

Practice

Using infinitives and gerunds, students write five sentences about five different students in the class. For example:

- a) This person says he wants to quit smoking.
- b) This person forgot to do his homework last class.
- c) This person is trying to learn Chinese.

When they're ready, Student A reads out a sentence. Student B has to guess which student is being referred to. This could be played as a game.

Speaking Task

This is a 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

Dictate the following sentences for your students to write down. Read one of them out at natural speed. Then, ask for a volunteer to write one of the sentences on the board, marking any connected speech (where sounds merge to form a new sound).

- 1. She decided to leave earlier than planned. [She decided to lea vearlier than planned.]
- 2. They wanted to see what it was going to look like. [They wanted to see wha ti twas going to look like.]
- 3. She forgot to back up her work and lost everything. [She forgot to bac kup

her wor kand los teverything.]

- 4. I remembered to thank them for it. [I remembered to thank them fo rit.]
- Finally, 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' oral fluency.

FLUENCY PRACTICE

REVISION!

The past continuous

Ask your students these questions.

- What were you doing at 7:00am this morning?
- What were you doing at 9pm last night?
- What were you doing last Sunday afternoon?
- What were you doing this time last year?
- Where were you living ten years ago?
- Who were you talking to last Saturday at about 11 in the morning?
- Who were you working with 6 months ago?

Website addresses

Dictate these website addresses for your students to write down.

- 1. www.spin.music.com
- 2. www.history-fun.com (hyphen)
- 3. www.eatwell.com/recipes (forward slash)
- 4. www.entertaininguests.com\toptips (back slash)
- 5. www.best_newsstories.com (underscore)

Number dictation

Dictate these numbers for your students to write down.

- 76,823 897,1436 203,913
- 30,651 3,127 775,437 492,356
- 346,218 556,259 7,689,321
- 18,345,988 23,456,987
- 56,411,509

Follow-up

For homework, students write up the ideas they thought of for the Speaking Task.

UNIT 9 Let's get Creative!

Objectives

Vocabulary: Doing Business

Language structures: Gerunds and infinitives

Useful skills: E-mail writing III

Quotes ranking

Read over the "creativity" quotes. Which ones do you agree with? Why?

Creativity quotes

- "An essential aspect of creativity is not being afraid to fail." **Edwin Land**
- "The worst enemy to creativity is self-doubt." **Sylvia Plath**
- "Creativity comes from looking for the unexpected and stepping outside your own experience." **Masaru Ibuka**
- "Creativity is a natural extension of our enthusiasm." **Earl Nightingale**
- "Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." **Scott Adams**
- "Creativity is not the finding of a thing, but the making something out of it after it is found." **James Russell Lowell**
- "Creativity is the greatest expression of liberty." **Bryant H. McGill**
- "Creativity is the power to connect the seemingly unconnected." **William Plomer**
- "Creativity requires the courage to let go of certainties." **Erich Fromm**

Think about it!

How creative do you have to be where you work? Give examples. In what ways do you think you're creative? Give examples. What's your definition of creativity? Have you ever written a story? What was it about? Have you ever painted a picture? What was it? Have you ever had an idea for a song or poem? What was it about? Who are some of the most creative people in the world? What about in your country?



Vocabulary: Doing business

Company logos

Can you identify the logos? Write the name of a company next to as many as you can.



Company matching

Write the name of a company next to each description (1 to 6).

McDonald's | Google | Starbucks | Siemens | Adobe | Pixar

Top companies

- Founded:** Seattle, Washington, 1971. **Industry:** restaurants. **Retail:** coffee and tea. **Revenue:** \$9.411 billion. **Employees:** 172,000. _____
- Founded:** 1847, Berlin, Germany. **Products:** automation, lighting, medical equipment, trains and trams, home appliances, IT services, financing, etc. **Revenue:** \$110.82 billion. **Employees:** 427,000. _____
- Founded:** 1979. **Headquarters:** Emeryville, California. **Industry:** CGI animation. _____
- Founded:** 1940, San Bernardino, California. **Industry:** restaurant. **Products:** fast food. **Operating income:** \$3.879 billion. **Employees:** 1.5 million. _____
- Founded:** Menlo Park, California, 1998. **Headquarters:** Mountain View, California. **Industry:** internet, computer software and founders of the world's most popular search engine. **Revenue:** \$37.9 billion. _____
- Founded:** San José, California, 1982. **Industry:** software and creators of the much-used PDF. **Revenue:** \$4.21 billion. **Employees:** 9,000. _____

Your turn!

Write some information about a company in your country.

Vocabulary

Match the words in bold (1 to 7) to the definitions (a-g).

- Their **target market** is males in the 18-34 age bracket.
 - The company's **USP** is its ability to deliver packages overnight.
 - We aren't even earning enough to reach our **break-even point**.
 - We're having a few **cash flow** problems, which is why we can't pay you.
 - Their annual **turnover** is about \$60 million.
 - Profit** is about 6% of their turnover.
 - They have quite a few **overheads** for a company of their size.
- The point at which the amount of money coming in covers all costs.
 - Positive gain from an investment or business operation after subtracting all expenses / costs, etc.
 - The people the company is selling to.
 - Any amount of money that is paid to another person or company for a service – expenses / costs, etc.
 - Unique selling proposition = something that makes your product or company special, different or attractive.
 - The amount of money that a company receives from sales, etc. – the revenue.
 - The movement of money in or out of a business.

Sentence completion

Complete the sentences with the words from below.

overheads | profitability | invest | budget | cash | costs

- We need to decide on the advertising and marketing _____ for next year.
- If we had more capital to _____, we'd spend it on a new website.
- How much _____ is there in the office – I need to pay for something right now.
- What are our direct _____ with regards to this project?
- Our main _____ are salaries, electricity and rent.
- We could increase our _____ if we reduced our operating costs.

Think about it! Business

Have you ever had an idea for a business? What was it? If you could start a business tomorrow, what would it be? What are the keys to creating a successful company? What are some of the difficulties of starting up your own company? What are the pros and cons of having your own company? What sort of person do you need to be to survive in the world of business? What are the top companies in your country? How have they managed to survive?

Language Structures:

Gerunds & infinitives

Infinitives

Some verbs are followed by another verb in the infinitive (a verb with *to*). For example:

- a) They *offered to help* us.
- b) She *managed to finish* it by herself.

Here are some verbs that are followed by an infinitive: *agree, ask, choose, tell, decide, hope, offer, plan, help, learn, manage, promise, seem, want, threaten, pretend, aim, appear, arrange, attempt, choose, fail, intend, mean, prepare, refuse, threaten*

Some verbs require an object or object pronoun (*me, you, him, her, us, them*) before the infinitive. Verbs that follow this pattern include: *get, ask, encourage, advise, expect, order, remind, want, teach, tell...* For example:

- a) She *told us* to leave.
- b) They *encouraged her* to participate.

We also use the infinitive after some expressions with *It* + an adjective. For example: "It's easy **to do**."

We can form negatives by placing *not* before the infinitive. For example: "She asked us *not* to make too much noise."

Gerunds

Other verbs are followed by a gerund (verb + *-ing*). For example:

- a) They *enjoyed seeing* you.
- b) They *finished working* on it earlier than expected.

Here are some verbs that are followed by a gerund: *avoid, consider, enjoy, finish, imagine, mention, don't mind, miss, can't help, deny, discuss, involve, practise, resist, risk, can't stand, admit, delay, suggest, quit, propose, postpone, spend (time)*

We also use the gerund after prepositions. In some cases, the preposition may be part of a phrasal verb. For example: "She ended up *leaving* early."

Word choice

Choose the correct words to complete the sentences.

1. The baby stopped *crying / cry* as soon as her mother picked her up.
2. I remember *meeting / to meet* him, but I don't remember where.
3. Remember *to bring / bringing* your passport to the airport.
4. I forgot *closing / to close* the window last night and it was freezing this morning.
5. We'd like *talking / to talk* to you about it.
6. They really enjoyed *discuss / discussing* it.

Matching

Match the descriptions (1 to 6) to the pictures (a-f).

1. She left without giving us the money...
2. He remembered to water the plants...
3. They stopped to have a drink on the way home...
4. I can't remember leaving the window open...
5. They can't stand having to wait...
6. She forgot to back up her work and lost it all...



Sentence completion

Complete each sentence with the correct form of the verb in brackets.

1. They really enjoyed _____ (watch) you act in the play.
2. She decided _____ (not go) there after all.
3. They don't mind _____ (share) the food – there's plenty to go around.
4. You should stop _____ (try) to get in touch with him. It's obvious that he isn't interested.
5. They seemed _____ (like) it, although I wasn't entirely sure.
6. I forgot _____ (thank) them for the present they sent us.

Fluency practice

Answer the questions.

- What was the last really important thing you forgot to do?
- Did you remember to do everything you were supposed to do last week? What did you forget?
- Have you ever tried to do something and then given up? What was it?
- Have you ever stopped to help someone in the street? Who? Why?
- Have you ever avoided speaking to someone? Who was it? Why did you want to avoid them?
- What was the last thing you agreed to do reluctantly?

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.

propose, postpone, avoid, agree, consider, ask, enjoy, choose, finish, tell, imagine, decide, mention, hope, don't mind, offer, miss, plan, can't help, help, deny, learn, manage, discuss, promise, seem, involve, want, threaten, admit, suggest, pretend, delay, aim, appear, arrange, attempt, choose, fail, intend, mean, prepare, refuse, threaten

6 Gap fill

Complete the instant messages with the verbs from below.

to find to meet up starting to need to prepare
being to do to get



7 Business opportunities

Complete the text with the correct forms of the verbs in brackets. Use infinitives and gerunds.

Businessmarket.com

Home About Us Services Products Support Contact

Read about some of our fantastic business ideas. If you're interested in investing, contact us NOW!

Coffee Joulies
Coffee Joulies are thermodynamic stones that help (1) _____ (keep) coffee at the right temperature. The small stone-like devices can (2) _____ (be) immersed in hot drinks to cool them down if they're too hot; or placed in cool drinks to warm them up. Coffee Joulies are on sale via the company website.

Dyslexie
Dutch design firm StudioStudio has created a typeface (Dyslexie) that can (3) _____ (be) read by dyslexics more easily. Dyslexics tend (4) _____ (rotate) letters as well as (5) _____ (mix) them up. But the Dyslexie font incorporates numerous features to stop such problems from (6) _____ (occur). Letters are made to look heavier at the bottom with thicker lines. This makes it easier for dyslexics (7) _____ (recognise) their true orientation.

ULTRA 10
There's no shortage of ideas aimed at (8) _____ (satisfy) the "fast fashion" mindset, but this one is truly unique. The Malaysian fashion label ULTRA has launched a 10-piece women's wardrobe set that's designed (9) _____ (offer) enough outfits to last a whole year. This is done through mixing and matching, and by (10) _____ (convert) clothes into other items. For example, a coat can be turned into both a shirt and a skirt; and a jacket can be used as a vest. Pieces can be sent back to ULTRA at any time for mending or up-cycling. At the end of a year, the ULTRA 10 set can be returned for a fresh supply at discounted prices.

Springwise
Danish Danske Bank is aiming (11) _____ (make) banking more convenient. Simply take a photo of a bill, then click to pay! You can (12) _____ (download) the bank's mobile app and you're ready to go. This technology has the potential to transform every business in the future!

Your turn!
Write an e-mail to someone proposing an activity.

UNIT 9 Let's get Creative! SPEAKING TASK

The Business Plan

Activity type: a presentation

Task

You're going to develop a quick business plan for a new business. Base your idea on a product you're already familiar with, or think of a new product (use the ideas below to help you with this if necessary). Once you've chosen your idea, create a brief business plan for the product, service or idea. Then, give a mini-presentation on it, explaining as much as you can about it. Be prepared to answer any questions. Then, listen to your colleague's ideas and ask questions.

Business sectors

food, hotels, drinks, financial services, sports, engineering, energy, publishing, banking, insurance, consumer goods, recruitment, transport, tourism, health, airline, defence...
Other?

Business plan checklist

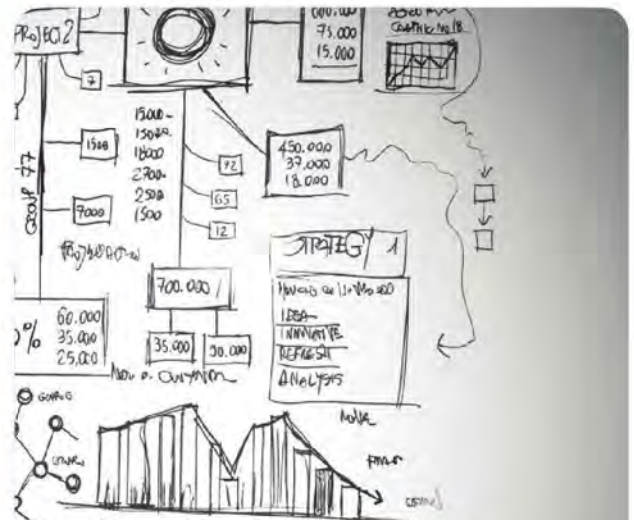
- Product name
- What it does
- Who it's for / target market
- Packaging
- USP (unique selling point)
- Main competitors
- Price
- Promotion strategy (marketing / advertising, etc.)
- Distribution
- Sales forecast
- Website
- Turnover / profit / sales
- Exit strategy

Pitching a business idea

- We want to sell it to...
- We'd like to distribute it in...
- We're hoping to get some finance from...
- It's designed for...
- It'll be perfect for...
- We're going to create a new service that...
- This product will help those who...
- There's a niche in the market for people who...

Questioning a business idea

- How much will turnover be in year two?
- How much of that will be profit?
- Where do you see yourself in five years?
- Have you considered...?
- Have you approached anyone about...?
- Where are you going to get the finance for all this?



Remember!

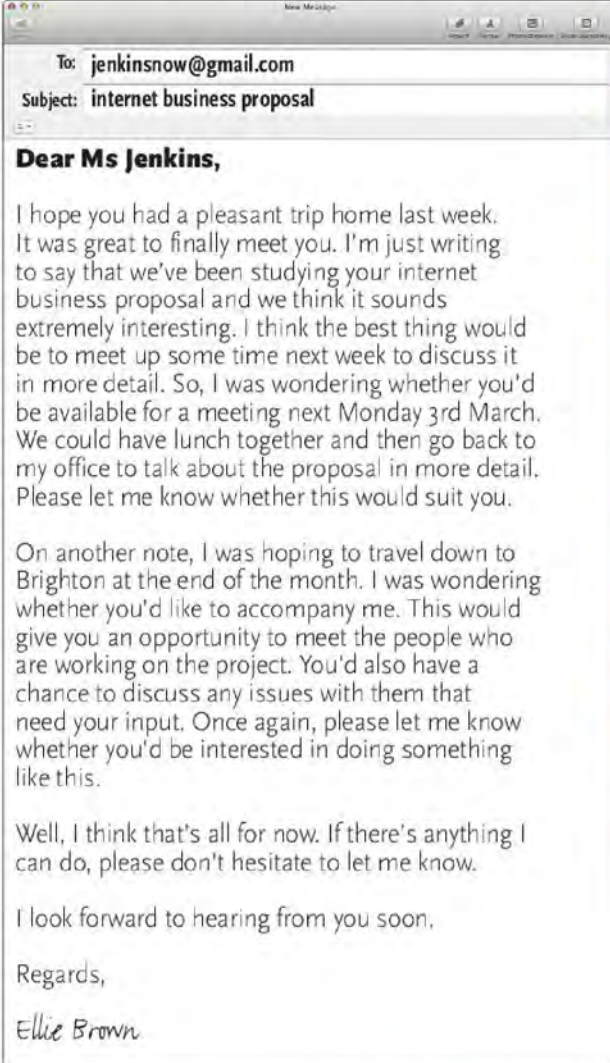
You must do the Reading and Listening activities in Hot English magazine.

Arranging a time to meet

E-mail analysis

Read through the e-mail and answer the questions.

1. What does Ellie think of the internet business proposal?
2. When does Ellie suggest meeting?
3. Where is Ellie hoping to travel to at the end of the month?



To: jenkinsnow@gmail.com
Subject: internet business proposal

Dear Ms Jenkins,

I hope you had a pleasant trip home last week. It was great to finally meet you. I'm just writing to say that we've been studying your internet business proposal and we think it sounds extremely interesting. I think the best thing would be to meet up some time next week to discuss it in more detail. So, I was wondering whether you'd be available for a meeting next Monday 3rd March. We could have lunch together and then go back to my office to talk about the proposal in more detail. Please let me know whether this would suit you.

On another note, I was hoping to travel down to Brighton at the end of the month. I was wondering whether you'd like to accompany me. This would give you an opportunity to meet the people who are working on the project. You'd also have a chance to discuss any issues with them that need your input. Once again, please let me know whether you'd be interested in doing something like this.

Well, I think that's all for now. If there's anything I can do, please don't hesitate to let me know.

I look forward to hearing from you soon.

Regards,
Ellie Brown



Language identification

Read over the e-mail again and identify any language used to...

1. ...suggest meeting up.
2. ...ask whether someone is available.
3. ...suggest having lunch.
4. ...ask whether something would suit someone.
5. ...express an intention to do something.
6. ...offer to help.

Useful expressions

Suggesting a meeting

- I think the best thing would be to meet up some time to...
- I was wondering whether you'd be available to...
- We could have lunch together and...
- We could talk about...
- We could meet up at...

Stating plans

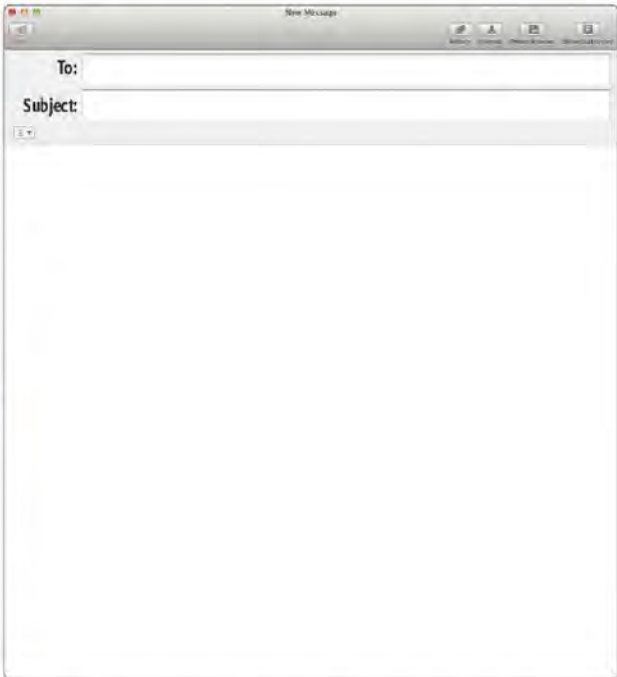
- I was planning on visiting the city this weekend.
- I was planning to pick up the report this Monday.
- I was hoping to catch you in the office around 12.
- I was thinking about meeting her next week.
- I'm hoping to have it all done by next month.

Offering help

- Let me know if there's anything you need.
- Is there anything I can do to help?
- If there's anything you need done before then, I can work on it from home.
- Just let me know if you want me to do anything.

Task

Write a short e-mail offering suggestions for meeting up and stating plans.



To:
Subject:

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

Print out copies of the quotes below that have been cut in half. Give one set of students the numbered halves (1 to 10) and another set of students the lettered halves (a-j). Alternatively, stick all the halves on walls in the classroom (or spread them out on a table) for your students to match. When you're ready, students try to match the quotes.

1. Some mistakes are too much fun to only make...
 2. Sometimes we know we shouldn't, and that's exactly why...
 3. Mistakes are sometimes the best...
 4. You're born, you die, and in between you make a lot of...
 5. Good judgment comes from bad experience, and a lot of that comes from bad...
 6. Every wrong decision is in fact a correct decision but taken at a wrong time so my friends don't regret... don't stop... keep...
 7. I have learned more from my mistakes than from my...
 8. There are no mistakes in life, only...
 9. I'd rather have a life full of mistakes than a heart full of...
 10. Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. Explore, dream,...
- a. ...walking ahead.
 - b. ...memories.
 - c. ...lessons.
 - d. ...discover.
 - e. ...we do.
 - f. ...once.
 - g. ...judgment.
 - h. ...successes.
 - i. ...mistakes.
 - j. ...regret.

Answers

1f 2e 3b 4i 5g 6a 7h 8c 9j 10d

MAKING GRAMMAR FUN

Presentation

Tell your students to write down three things they did at the weekend. Tell them to invent if necessary: *a meal at a restaurant, a film at the cinema, a bit of DIY at home, etc.* Tell them to make a note of any details related to the action: *the time they went there, how much they spent on it, who they went with, etc.* When they're ready, ask for a volunteer to come to the front of the class. Tell your students to listen carefully to what you and the volunteer student say as you're going to ask them questions about it afterwards. Then, tell the volunteer to tell you about one of the things they did at the weekend. After they've finished, make two or three sentences using Perfect Modal Verbs, criticising some aspect of what they'd done. For example:

Student: *I went to a party at the weekend. I went with a friend from work. We got there at about 11 and left at 3 in the morning. We both drank quite a lot. My friend drove home.*

Teacher: *You shouldn't have gone out so late. You probably should have left earlier as the noise was disturbing the neighbours. You should have taken a taxi home as you'd both been drinking.*

When you've finished, ask a couple of comprehension questions. For example, "What time did he/she get to the party? / How did they get home?" Students get a point for each correct answer. Then, when you've finished, write one of the Perfect Modal 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

In pairs, students do a version of the activity you did for the Presentation stage of the lesson.

Speaking Task

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 on the board "You should have come home early". Tell your students to listen and repeat the sentence after you. Focus on the weak form /əv/ in the word "have". Put your students in pairs. Write six more sentences with "should have". In pairs, students practise saying the sentences. When they're ready, ask for volunteers to say the sentences out loud. Correct any pronunciation errors. Finally, tell the students to listen and repeat the sentences with you as you say them at natural speed.

FLUENCY PRACTICE

REVISION!

Irregular past simple questions

Ask students these questions. Tell your students to respond with full answers.

- Did you lose anything last month?
- Did you drive to work yesterday?
- Did you meet anyone new last year?
- Did you send any text messages yesterday?
- Did you win anything last year?
- Did you buy anything expensive last week?
- What did you have for dinner last night?
- What films did you see on TV or at the cinema last month?

E-mail addresses

Dictate these e-mail addresses for your students to write down.

1. ashtong9@hotmail.com
2. georgina_bates@gmail.com (underscore)
3. pat29@yahoo.com
4. sam-bates@hotmail.com (hyphen)
5. gordon.masters@gmail.com

Number dictation

Dictate these numbers for your students to write down.

2,356	4,672	8,210	7,899
9,001	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 up the story they prepared for the Speaking Task.

UNIT 10 **Bad Day!**

Objectives

Vocabulary: Mistakes

Structures: Perfect Modal Verbs / Prepositional Verbs

Useful skills: Meetings III

Quote analysis

Which quotes do you agree with? Which ones do you like? Why?

Mistake quotes

- Some mistakes are too much fun to only make once.
- Sometimes we know we shouldn't, and that's exactly why we do.
- Mistakes are sometimes the best memories.
- You're born, you die, and in between you make a lot of mistakes.
- Good judgment comes from bad experience, and a lot of that comes from bad judgment.
- Every wrong decision is in fact a correct decision but taken at a wrong time so my friends don't regret... don't stop... keep walking ahead.
- I have learned more from my mistakes than from my successes.
- There are no mistakes in life, only lessons.
- I'd rather have a life full of mistakes than a heart full of regret.
- Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. Explore, dream, discover.

Think about it!

Have you made any mistakes recently? What were they? What mistakes have you made this month or year? Which one was the worst? What are some of the mistakes you've made in your life? Do you have any regrets? What are they?



Vocabulary: Mistakes

Mistakes

Tick the things you've done. When did you do them? What happened?

- Lose the key to something
- Forget someone's name
- Download a virus
- Miss a flight
- Leave your wallet / purse somewhere
- Cause a fire
- Burn something down
- Scratch, dent or crash a car
- Break something that someone lent you
- Forget to lock a door or window
- Forget about a meeting / appointment / date
- Miss a deadline
- Talk about someone while they were standing behind you
- Send an e-mail to the wrong person

Mistakes on TV

Read over the text. Then, write **T** (true) or **F** (false) next to each statement.

Live TV

When it all goes horribly wrong in the TV studio.

Irritating noises, drunk people, aggressive animals... a number of things can go wrong during a live news report.

News reporters are famous for their ability to keep calm in the face of adversity. And NBC's Nightly News anchor Brian Williams is a fine example of that. He was reporting on a bankruptcy case involving American Airlines when a fire alarm suddenly started ringing. It was followed shortly afterwards by a voiceover announcement. "You'll forgive us," Brian explained very calmly, "we have a fire alarm announcement going on in here."



An MSNBC reporter was reporting on New Year's Eve celebrations in Lake Tahoe (California, USA) when a rowdy



reveller attempted to kiss her. She managed to dodge him, but was then interrupted by a woman who stuck her face in front of the camera. Seconds later, someone else placed a hat on her head, obstructing her view. "I needed that hat," the reporter said with a forced smile.

A reporter from Channel 9 news in Australia was giving an update on a murder case when a giant white seagull walked across the back of



the screen. Ironically, the bird appeared right as the reporter said the word "burden" (which has the same vowel sound as the word "bird": ɜː). In an interview after the incident, the reporter explained how he saw the bird, but felt that he couldn't laugh because of the seriousness of the story. "It was a bit of a surprise at the time," he added.

1. Brian Williams was reporting on a political scandal.
2. A fire alarm went off during the live report.
3. The MSNBC reporter was reporting on some New Year's Eve celebrations.
4. While she was doing that, someone put a cup on her head.
5. The reporter from Channel 9 was reporting on a murder case.
6. A large dog appeared behind him.

Your turn!
Write a short paragraph about a mistake you once made.

Think about it! Mistakes
What do you do when you make a mistake? What are some of the serious mistakes you've made in your life? What have you learnt from your mistakes? How can you avoid making mistakes? Do you think you can learn from your mistakes? How do you feel when you make a mistake? Do you often make mistakes? Give examples. Do you find it easy to forgive people who make mistakes? Give examples.

Language Structures:
Perfect Modal Verbs

Past ability / possibility Could have + past participle	<i>You could have stayed here last night.</i>
Past regret / retrospective advice Should have + past participle	<i>He should have come to the party.</i>
Past certainty Can't have + past participle	<i>She can't have seen it.</i>
Past certainty / Logical deduction Must have + past participle	<i>It must have been Frank.</i>
Past possibility Might/May have + past participle	<i>It might have gone badly.</i>
Past non-necessity Needn't have + past participle	<i>You needn't have come.</i>

We form Perfect Modal Verbs with a modal verb + *have* + a past participle. For example, "We should have left at 6pm."

In general, we use Modal Verbs to express opinions and feelings about situations, and to give advice, offer help, make suggestions and talk about possibility (amongst many other things). For example, "I can see why they didn't like it."

We can use Perfect Modals to express opinions about the past – to say how things could have been different, or to give advice about how something should have been done. For example, "You should have closed the window last night – that's why it's so cold now."

We can use Perfect Modals with the Third Conditional. For example, "If you had come to the party, you could have stayed at my house."

We use *needn't have* + a past participle to say that something we did in the past wasn't necessary. For example, "Shelly wrote the report but in the end no one needed it; she needn't have written it."

Passive forms are formed with a modal verb + *have been* + a past participle. For example, "It should have been completed by now."

1 Matching

Match the sentences (1 to 4) to the pictures (a-d).

1. We should have brought a better map with us!
2. You should have brought the umbrella!
3. We never should have bought this car!
4. I shouldn't have eaten so much.



2 Ordering

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

1. been / might / that noise / the cat / have
2. told / you / about it before / have / me / should
3. shouldn't / I / have / for so long / slept
4. on the table / put / she / it / have / might
5. could / he / won / the game / have
6. a lot earlier / they / left / should / have

3 Gap fill

Complete the spaces with the correct forms of the verbs below.

eat take go leave receive

1. **A:** I wonder where they are?
B: They might not _____ the message.
2. **A:** I'm bored.
B: We should _____ to the party.
3. **A:** I feel terrible.
B: You shouldn't _____ so much at the dinner.
4. **A:** Do you know where my keys are?
B: I might _____ them on the table.
5. **A:** What did they do with the bag?
B: They must _____ it with them.

4 Advice completion

Make a comment for each sentence. Use Perfect Modal Verbs.

- I stayed out very late last night.
You should have gone home earlier.
- I haven't finished the report.
- I missed the train by five minutes.
- I got wet on the way to work.
- I crashed the car.
- I didn't have anything to do at the weekend.
- I ate alone at home last night.
- I cancelled the tennis game because I didn't have a racket.

2 Conversation gap fill

Complete the interview with any words of your choice.

- Harvey:** How did your interview go?
Molly: Oh, it was a disaster!
Harvey: Why?
Molly: Well, for a start, I got there late. I definitely should have (1) _____ a taxi.
Harvey: Oh, no.
Molly: And then, I shouldn't have (2) _____ so much about my previous job and how much I hated it. And I definitely should have (3) _____ them that I can speak German as that was one of the job requirements. I'd forgotten to put it on my CV too.
Harvey: Oh dear!
Molly: I also forgot to tell them about my work experience in the advertising firm
Harvey: You should have (4) _____ a list of what to say before the interview.
Molly: I know I should have (5) _____ a bit more preparation and research... talking of which, I got the name of the company wrong, and I hadn't really prepared for the question about what I knew about the company.
Harvey: Well, don't worry, it might have (6) _____ better than you think
Molly: Maybe it did, but I think I could have (7) _____ a lot better.
Harvey: Next time you get an interview call me and we can go through things together.
Molly: OK. Great.
Harvey: Did you ask them any questions?
Molly: No, not really. I guess I should have (8) _____ a bit more interest.
Harvey: Never mind, wait and see what they say. When are they going to get back to you?
Molly: I don't know. I forgot to ask.



3 Word choice

Choose the correct words in order to complete the sentences.

- They apologised **at / for** making all the noise.
- The package was delivered **to / with** the wrong address.
- She had to sign **by / for** the certified letter.
- The messenger went **to / at** a different house.
- They were looking **to / for** it.
- I need to speak **by / to** the manager.
- They returned it **to / back** us in pretty poor condition.
- We'd like to thank you **for / with** your patience.

4 E-mail gap fill

Complete the e-mail with the correct prepositions.

To: **williams44@hotmail.com**

Subject: **Re: Delivery mishaps**

Dear Ms Williams,

I would just like to apologise on behalf of Unique Deliveries (1) _____ the series of unfortunate incidents that took place last week.

Package number 378B786C should have been delivered (2) _____ you on Thursday morning. However, our records show that you received it six days later. We've spoken (3) _____ the delivery driver and it seems that he went (4) _____ the wrong address. Unfortunately, the delivery sheet should have said Number 9 instead of Number 6.

Also, we'd just like to apologise (5) _____ the breakage of the vase, and for the ornamental elephant which seems to have a missing trunk. We're sure it'll turn up very soon. The driver is sure he knows where it fell (6) _____ while he was driving along the motorway.

At present, we're unsure of the exact whereabouts of the second package. We currently have six members of staff on the streets looking (7) _____ it. We'd just like to take this opportunity to thank you (8) _____ your patience with regards to this matter.

Unique Deliveries would like to wish you a very pleasant day, and we hope to be working with you again in the near future!

Yours sincerely,
Herman Cross

Unique Deliveries – the logistics company you can really trust!

Prepositional verbs

Prepositional verbs are made from a verb + a preposition. For example: *complain about* = They *complained about* it.

If there's a verb following the preposition, this verb is usually in the gerund. For example: "He's *thinking about starting* the course next spring."

Top tip

Write out key sentences with the verbs + prepositions in them. Carry these around with you and try to learn them.

Your turn!

Write an e-mail to an imaginary client apologising for something.

Bad day

Activity type: story telling & question-answer session**Task**

You're going to tell a story about a bad day and the things that went wrong. Make notes on what went wrong (invent if necessary). When you're ready, tell your story. Afterwards, answer any questions. Finally, listen to your colleague's story. Make comments on his / her behaviour using Perfect Modal Verbs.

Things that go wrong

- I got stuck in traffic...
- We missed the plane because...
- I couldn't get there on time because...
- I didn't have... with me.
- I couldn't find the...
- I got held up by...
- They were waiting for me because...
- There wasn't enough time to...

Criticising someone

- You should have...
- If you knew... you definitely should have...
- I can't believe that you...
- You really should have tried to...
- You should have made an effort to...
- You definitely shouldn't have...
- I don't know what you were thinking.
- You should have thought that through before...
- It might have led to...
- You should have informed them that...
- You could have caused a serious accident.



Dealing with interruptions

Meeting analysis

Read through the extracts from meetings (I-V). Does Speaker A accept the interruption (write **A**) or not (write **NA**)?

Dealing with interruptions

Meeting I

A: And so on to my final point. This concerns, erm...

B: ...Just a minute, I think you missed out point four.

A: Oh, right, yes, I think you're right. Well, erm...

Meeting II

A: We can then see about getting the finance...

B: ...which is no easy task, if I may just point out.

A: If I may just finish what I was saying.

Meeting III

A: And then I'll be telling you all about, erm...

B: ...I'm sorry to interrupt but will we get a chance to ask any questions?

A: Yes, good point. I'll be taking any questions at the end.

Meeting IV

A: And finally, I'd just like to say that I truly believe that, erm...

B: ...Sorry but weren't you going to give us the results of the survey recently carried out?

A: If you don't mind, just let me finish what I'm saying and then I'll get onto that.

Meeting V

A: And if you'll just turn your attention to this other graph, you'll see that, erm...

B: ...Sorry to interrupt, but I don't really see the point of looking at that until we've been over the other data.

A: Would you mind waiting for your turn to speak, please?

Language identification

Read through the extracts again and identify examples of people accepting or not accepting interruptions during meetings.



Useful expressions

Accepting an interruption

- No, that's fine. Go ahead!
- Yes, I think you've got something there.
- Yes, I'm inclined to agree with you on that one.
- Yes, as you rightly said...
- Yes, go ahead.
- Good point! As I was about to say...

Polite ways of dealing with an interruption

- If you don't mind, I'd just like to go through the points in order...
- I'm sorry but would you mind bringing that up at the end?
- I'd rather deal with that after we've finished this.
- If I may just finish what I'm saying.
- Can we leave that to another discussion?
- Would you please keep any comments till the end?

Direct ways of dealing with an interruption

- We've already heard your opinion. It's my turn now.
- You'll all get your chance to speak.
- Stick to item number one if you don't mind.
- Let's do this in order.
- Hold on! I'm speaking now.
- Please stop interrupting me!
- That's all very well, but you're ignoring the fact that...
- If I may finish this point...
- If you'd just let me get a word in edgeways.
- You've already had your chance to speak. It's my turn now.
- I think we've been over that before.

Task

Write a short extract from a meeting. Include examples of people dealing politely and directly with interruptions.

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're doing well.

TOP TIP!

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

STARTING THE UNIT

Using magazines or the internet, bring in pictures of people talking to one another (from adverts, or news stories). Stick them onto a sheet of A4 paper with enough room at the bottom for students to write on. Then, stick these posters on walls in the classroom or on a table. Students look at the pictures and write down suggestions of things that the people are saying. When they've finished, collect in the pictures and vote on the best ideas.

MAKING GRAMMAR FUN**Presentation**

Before the class, cut up about 15 slips of paper. On each one, write a conversational topic: *sport, the home, free time, music, pastimes, TV, film, the weekend, travel, books, family, cars, the weather, clothes, business, etc.* Then, in class, pick one of the topics. Show it to your students and tell them that you're going to talk about it for five minutes. Tell your students to listen carefully because you're going to ask them questions about it when you've finished. Then, when you're ready, start talking about your topic for a minute. For example:

One of my favourite pastimes is, er, hanging out with, like, my friends, I guess. We often meet up in the shopping centre in, in Marsden and go to this, erm, bar for a drink. If it's, erm, Friday, or the weekend, we, like, sometimes go for dinner too. We, erm, we take it in turns to choose the, erm, restaurant. We also go to the, you know, cinema sometimes, or bowling in this, this sort of, like, amusement area near the cinemas. Etc.

When you have finished, ask one or two comprehension questions. For example, "Where do I meet up with my friends?" Students get a point for each correct answer. Then, when you've finished that, write up some of the things you said, including some features of conversational English. Ask your students to tell you what these words and sounds are, and to identify any other features of conversational English. Then, refer them to the grammar pages of this unit.

Practice

Put your students in pairs and give each pair a pile of features of conversational English and a pile of topics. Place both piles face down on the table. Tell your students to take one of the features of conversational English and one of the topics. Students then discuss the topics for about two minutes, one at a time, and try to use the features of conversational English naturally and as much as possible. At the end, each student has to guess what their partner's feature of conversational English was.

Speaking Task

This is a conversation. 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. 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.*

1. What did you do at the weekend?
2. I had a great time at the party I went to last night.
3. I went out to a bar in the city centre with some friends from my old school.
4. I spent most of Sunday lying on the sofa watching some old classics on the TV.

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 nouns. Then, tell your students to repeat the sentences after you as you say them at natural speed, putting emphasis on the key words.

FLUENCY PRACTICE**REVISION!****Present perfect & past simple**

Ask your students these questions.

Students answer affirmatively and invent where necessary.

- Have you ever been to Germany? When did you go there?
- Have you ever played golf? When did you last play?
- Have you ever been in a helicopter? Where did you fly to?
- Have you ever lived abroad? Where did you live?
- Have you ever had an English breakfast? What did you think of it?
- Have you ever swum in the Atlantic Ocean? Where were you?
- Have you ever ridden a horse? What was its name?
- Have you ever seen a Woody Allen film? Which one was it?

Spelling

Dictate these words for students to write down.

1. acceptance
2. achievement
3. advice (noun)
4. anniversary
5. campaign
6. choice
7. development
8. friendship
9. independence
10. syndrome
11. volunteer
12. accessible
13. pressure
14. unthinkable
15. performance
16. rhythm
17. autobiography
18. binoculars
19. cautious
20. environment

Extra

Play "Back to the Board" with the following expressions: *go for a drink, invite someone for lunch, exchange phone numbers, keep in touch with someone, organise a party, have a game of squash.* "Back to the Board" works like this. You have two teams. A member from each team goes into the "hot seat" with their backs to the board. On the board, write one of the expressions. The objective is for the students in the "hot seat" to guess the expression. Members of their team help them by defining each word without actually saying the word. For example, for "exchange phone numbers", they could say, "The first word is a verb with a similar meaning to swap." The first student in the hot seat to say the complete expression gets a point for his/her team.

Follow-up

For homework, students write a dialogue based on their conversation they had during the Speaking Task. Students include as many features of conversational English as they can in the written text.

UNIT 11 Social Splash

Objectives

Vocabulary: Socialising

Structures: Features of conversational English / Agreement

Useful skills: Presentations III

Speech bubbles

Complete the sentences (1 to 7) with the words from below

from in card address join coming welcome

1. We're playing squash tonight. Do you fancy _____ along?



2. We're going for a drink after work. You're _____ to join us if you want.



3. What's your e-mail _____?



4. We're going to get something to eat. Do you want to _____ us?



5. Have you got a business _____?



6. So, what part of the world are you _____?



7. Is this your first time _____ Shanghai?



Think about it!

When was the last time you met someone new? Where were they from? What did you talk about? Do you ever socialise with your work colleagues or friends from college / university? What do you do? Do you go out with friends very often? Where do you go? What do you like to do when you meet up with members of your family?

Vocabulary: Socialising

Collocations

Complete the collocations with the verbs from below. In some cases, more than one answer may be possible. Then, make a sentence/question with three of the expressions.

- discuss get exchange keep arrange play
have organise go invite

- _____ for a drink
- _____ someone to lunch
- _____ phone numbers
- _____ in touch with someone
- _____ a party
- _____ a game of squash
- _____ to meet someone
- _____ on well with someone
- _____ work-related issues

For example: *I got in touch with an old friend from school.*

Word choice

Choose the correct words to complete the expressions.

- His name **rings / calls** a bell. Was he at Marston Publishing?
- You look **familiar / family**. Have we met before?
- Don't I **remind / know** you from somewhere?
- Haven't we **known / met** somewhere before?
- So, what have you been **down / up** to?
- It was **nicely / nice** to see you again.
- Well, I really should **get / make** going.
- Keep in **contacting / touch!**

Question creation

Think of a question for any four of the topics below.

- sport home free time music TV film weekend
travel books family cars weather clothes business

For example: *Sport = Did you see the game last night?*



Conversation analysis

Read over the conversation. Then, answer the questions.

Zoe: Hi, Harry, how's it going?
Harry: Not too bad thanks.
Zoe: I was just wondering whether you were going to come to the party this Saturday?
Harry: You mean Jody's housewarming?
Zoe: Yeah, she said she'd invited you but you hadn't replied.
Harry: Yeah, well, I still don't know whether I can make it.
Zoe: How come?
Harry: Well you know my Dad runs a pub...
Zoe: Yeah,
Harry: Well, three of his bar staff are off sick, and he asked whether I could help out a bit.
Zoe: Oh, right.
Harry: I'll know for sure by Saturday afternoon. So, what time is the party?
Zoe: Around 8pm - dinner's at 9pm.
Harry: Do we have to bring anything?
Zoe: Nothing in particular. I'll probably take a bottle of wine as she's preparing dinner.
Harry: Sounds good. I've heard she's a great cook. Hey, have you got her address?
Zoe: Wait a sec, I've got it on my mobile. Here it is, it's 19 Hedgegrove Avenue, just next to the train station.
Harry: OK. I might see you there then.
Zoe: OK. Bye!
Harry: Bye!

- When's the party?
- Whose party is it?
- Why is she having a party?
- Why might Harry not be able to go?
- When will he know by?
- What does Harry have to take to the party?
- What's Jody's new address?



Your turn!

Write out a short dialogue between two people who are talking about going to a party.

Think about it! Socialising

What's the best college- or work-related social event you've been to? And the worst? What's your opinion of business lunches? Are they useful? Have you ever organised a social event? What was it? Have you ever done business on the golf course or over lunch? What did you talk about? What other sports are good for socialising? What are your favourite topics of conversation for small talk? What are your top tips for making small talk?

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?
anyway / by the way... (these expressions are often used to change the topic of conversation, or to move onto something different)	Anyway , did you get a chance to speak to Clara? By the way , did you hear what Nigel said about it?

Sentence completion

Complete the sentences with the correct words / expressions. In some cases, more than one answer may be possible.

- A:** I think Sandra's going to work in Seattle next year.
B: _____, I think she's already gone.
- A:** You look familiar. Haven't we met somewhere before?
B: _____ fact, I was at a party at your house last week.
- A:** Do you like it? **B:** _____ truth, I didn't really think much of it.
- ...And then I was late for work. _____ that's enough about me. What about your day?
- _____ way, do you know what happened to Phoebe?

Conversation analysis

Read the conversation and circle any features of conversational English. Dennis and Melissa are talking about increases to the congestion charge – the amount you have to pay if you want to drive a car (or other vehicle) into London.

Dennis: So, like, you know, they're planning to expand the congestion charge. They're, gonna, like, start charging 50% more... to go into the centre.

Melissa: Yeah, I heard, I heard about that.

Dennis: I think it's pretty good, I mean, it's gonna, erm, like, reduce the number of cars in the centre even more, they, they reckon.

Melissa: Yeah, but I'm not so sure it's a good idea. I mean, you don't need to drive in, but some people, like, you know, people who work there, need to drive into the centre. And it's, erm, it's bad for business, isn't it?

Dennis: Well, I don't know about that – I mean, I can't understand why people don't use public transport, but what I, erm, what I like is that there are fewer cars, and, erm, like, less pollution. Hopefully, they'll pedestrianise more areas of the centre, and make it, like, more people-friendly, and a lot, clean... cleaner. I think it's, erm, a great idea.

Melissa: Yeah, but lots of small business owners need to get, like, their goods to the shops. You know, shops need to have deliveries, erm, people need to drive there to buy things and to, and to get them out.

Dennis: I guess so. Maybe they could have a reduced rate for people with businesses in the centre.

Melissa: Yeah, maybe, so what do you think of... [fades out]



Fluency practice

Answer the questions. If you're working in pairs, make a note of any other features of conversational English in your partner's answers.

- Do you like modern art?
- Would you prefer to live in the city or the country?
- Do you do much sport?
- Do you eat well?
- Do you go out very much with your friends or colleagues?
- Do you like it where you live?
- Do you eat out very often?

Agreement

The use of **so / neither / nor / either**.

We can use **so** to agree with another speaker's affirmative statement. For example:

- A:** I've seen it before.
B: So have I.

When the verb is in the present simple or the past simple, we use **do / does** or **did**. For example:

- A:** Jessica lives here.
B: So does Nick.

- A:** I loved the film.
B: So did I.

To agree with another speaker's negative statement we can use **neither / nor** in affirmative sentences, and **either** in negative sentences. For example:

- A:** I didn't think much of it.
B: Neither did I. / Nor did I. / I didn't either.

- A:** Laura isn't coming to the party.
B: Neither is Jake. / Nor is Jake. / Jake isn't either.

Word choice

Complete the mini-dialogues with the correct words.

1. **A:** I saw a great documentary on the Australian outback on TV last night.
B: So **do / did**! I thought it was great.
2. **A:** Hey, did you get a chance to look over the report?
B: No, I didn't.
A: Me **either / neither**. Maybe we could look over it now.
A: Yes, good idea.
3. **A:** What was the name of that guy we met in the meeting last week?
B: I can't remember.
A: Erm, he didn't give you a business card, did he?
B: No, sorry. And I didn't catch his name **either / too**.
A: Me neither.
4. **A:** Have you got the time on you?
B: Yes, it's a quarter past four, and I still haven't finished the work we were supposed to complete.
A: I haven't **either / too**, but I've filled in the timesheets.
B: Oh, yes, so **do / have** I.

Conversation analysis

Read over the conversation. Then, answer the questions. Afterwards, see if you can identify any features of conversational English. Hugo and Libby, two old friends, have just met up in the street.

- Hugo:** Hey, how's it going? Haven't seen you for ages.
Libby: Hi, there.
Hugo: I last saw you at Luke's wedding. That was about two years ago, wasn't it?
Libby: That's right! Wow! Doesn't time fly?
Hugo: It sure does. So, are you still living in that, erm, flat overlooking the river?
Libby: No, actually I moved to the country, believe it or not.
Hugo: So did I! What a coincidence!
Libby: I bought a house in a little village. It is, it's just so peaceful. I miss the city though.
Hugo: Yeah, me too. So, what are you doing here in London?
Libby: I'm just back here for the weekend to see my family.
Hugo: So am I!
Libby: Funny us bumping into each other, isn't it? So, have you, erm, been in touch with any of the other guys?
Hugo: No, not really.
Libby: Me neither. Have you got time for a coffee?
Hugo: Yeah, sure!
Libby: Great. There used to be a really nice café in Canal Street.
Hugo: I know the one. I used to go there quite a lot.
Libby: So did I. It's got that lovely old fireplace.
Hugo: That's it.
Libby: I'm so glad I bumped into you.
Hugo: Me too. I've been meaning to get in touch. So, tell me, what did you... *[fades out]*

1. When did they last see each other?
2. Where is Libby living now?
3. What is Libby doing in London?
4. Have either of them been in touch with their friends?
5. Where do they go for a coffee?



Your turn!
 Write out a short dialogue between two old friends who've just bumped into one another.

The Meeting

Activity type: conversation

Task

You're going to have a conversation with an old friend. First, complete the diary page below with a variety of activities (squash with Archie, lunch with Anna, etc.). Then, imagine it's Monday morning. You're out walking in the street when you bump into your old friend. Make small talk and tell him/her what you've been up to, how things are going at work, where you're living, who you're seeing, etc. Also, pass on some news about a mutual friend and say what he/she is doing. Chat for at least four minutes. At the same time, see if you can find a time for lunch together. You may have to re-arrange one of your appointments.

Day	Time	Activity
Monday	morning	
	afternoon	
Tuesday	morning	
	afternoon	
Wednesday	morning	
	afternoon	
Thursday	morning	
	afternoon	
Friday	morning	
	afternoon	
Saturday	morning	
	afternoon	
Sunday	morning	
	afternoon	

Catching up on old news

- So, where are you living now?
- Are you still in touch with...?
- Guess what I heard?
- Did you hear about...?
- You'll never guess who I saw the other day.
- You won't believe who I bumped into yesterday.
- Have you heard anything about...?
- What's X up to these days?
- What's the latest on...?
- Is it true that...?

Arranging to meet

- I'm sorry but I'm busy on...
- I'll be up to my neck in work on...
- I've got an early-morning meeting on Saturday.
- I'm all tied up on Sunday.
- I could possibly re-arrange my 3 o'clock appointment.
- I may be able to re-schedule my Tuesday lunch.
- I might be able to get out of the meeting early.
- There's a chance that it will get cancelled anyway.



Remember!

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

Sign post language

▣ Presentation analysis

Read through the extract from the presentation. Then, answer the questions.

1. What percentage of school children are eating the recommended servings of fruit and vegetables?
2. What percentage of children are eating a balanced diet?
3. What percentage of young people are not doing physical activity on a regular basis?

Health Crisis

Thank you very much for coming in. In today's talk, we'll be looking at the issue of food and nutrition and the current crisis of children's health. I'll be happy to take any questions at the end.

Statistics out today show that less than 15% of school children eat the recommended servings of fruit and vegetables. And only 30% consume the recommended amount of milk. On top of that, teenagers today are drinking twice as much carbonated soda as milk, and they're also doing half as much exercise. The situation is serious, to say the least!

Despite the fact that vast sums of money have already been spent on attempts to improve quality, food served at schools still doesn't meet minimum nutritional standards. In fact, only 2% of children are eating a balanced diet according to the recommendations established by the Ministry of Health. The really worrying thing is that this can only get worse.

To make matters worse, too many children are physically inactive. Nearly 50% of young people do not engage in physical activity on a regular basis. What's more, the percentage of young people who are overweight has more than doubled since 1970. And now childhood obesity is recognised as a national epidemic. Now, if you'd just take a look at... *[fades out]*



▣ Useful language

Read through the extract from the presentation again and find any examples of language for...

1. ...adding an additional point / argument.
2. ...contrasting ideas.
3. ...emphasising a point.

Useful expressions

Sign post language

- Firstly,... First,... First of all,... Secondly,... Thirdly,... Then,... Next,... After that,...

Contrasting ideas

- On the one hand,... on the other hand,...
- However,... Although... Even though... In spite of... Despite... Unless...

Adding ideas

- Moreover,... Furthermore,... On top of that,... Not only did they... but they also... In addition, ... What is more, ... To make matters worse,...

Other useful expressions

- Therefore... Before... When ...Anyway... Well... So... Basically...

Emphasising a point

- The fact is that...
- Most alarmingly, they found that...
- The worrying thing is that...
- It's worth mentioning...
- I'd like to emphasise the fact that...
- I'd like to point out that...
- I'd like to highlight the fact that...
- I must point out that...
- It's interesting to note that...

Forecasting

- We anticipate that...
- We forecast that...
- We expect that...
- We predict that...

▣ Task

Write an extract from a presentation on a topic of your choice. Include lots of sign post language.



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 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. They'll appreciate the break in routine. Also, mix up the pairs so they aren't always with the same person.

STARTING THE UNIT

Extra

After doing the activity on the opening page, play "Pictionary". Put your students into two teams. Choose a volunteer from each team and give them a board pen. These team members are the artists. The artists come to the board. Flash a word to the artists, for example, "suspension bridge". The artists both draw a suspension bridge. The first team to shout out the correct word gets a point. Here are some other words to use: *aqueduct, amphitheatre, tunnel, tidal barrier, nuclear reactor, hydroelectric power plant, wind farm, solar energy plant, conference centre, dam*, etc. or any other words related to the topic of the unit.

Or, write "Building projects in your city" on the board. Put your students into small groups. In their groups, students discuss any new buildings or structures that are going up in the city. Then, they report back to the rest of the class.

MAKING GRAMMAR FUN

Presentation

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

- a) I'll have lived in this city for ten years by this time next year. (true)
- b) By this time next week, I'll be living in my new house. (false)
- c) I'll have renewed my passport by this time next week. (true)
- d) I'll have saved up more than €3,000 in total by this time next month. (false)
- e) I'll be doing some exercise at about

10am next Saturday morning. (true)
 Dictate each sentence one at a time. Students can ask you three questions to find out whether they're true (but not direct yes-no questions). Then they decide whether the sentence is 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

On little slips of paper, write down about 16 professions: *bartender, engineer, teacher, nurse, doctor*, etc. Include a name on each slip of paper: 8 boys' names and 8 girls' names. Give each student a slip of paper. Students have to write three sentences saying what this person (whose profession they've been given) will have done by the end of their shift, or will be doing at a certain time in the day. For example:

By midnight tonight, Aaron will have served more than 20 drinks. At about 10pm, he'll be mixing a cocktail. Etc.

When they're ready, students take turns reading out their sentences. The other students have to guess what the profession is. This can be played as a game.

Or, write the following expressions on slips of paper: *By next year, In five years, In ten years, In two years, By this time next year, In ten years' time, By next month, By this time next year*. Stick them on the walls around the classroom (you might need to OK this before you start). Then put your students into small groups. Students walk around and complete sentences about themselves using the Future Perfect. For example: "By next month, I'll have completed the book I'm reading."

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

Dictate the following sentences for your students to write down. Read them just twice, and use natural, flowing speech.
 a) We'll have finished the work in a month.
 b) They'll be waiting for you downstairs.
 d) She'll have completed it by next week.

e) I'll be lying on the beach this time next year.
 Then, ask for volunteers to write the sentences on the board. Correct any mistakes. Then, ask for another volunteer to mark any weak sounds (əv) and connected speech on the board. Finally, tell your students to repeat the sentences after you as you say them at natural speed. This is a good way of developing oral fluency.

FLUENCY PRACTICE

REVISION!

How long...?

- Ask your students these questions. Students answer with full answers.
- 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 sitting down for?
 - How long have you had that jacket for?

Present perfect & past simple

- Tell your students to answer these questions affirmatively and with full answers.
- What did you eat yesterday?
 - What have you eaten so far today?
 - What did you see on the TV yesterday?
 - What 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 send yesterday?
 - How many e-mails have you sent so far today?

Time & number dictation

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

6:15	2:45	4:20	10:40	2:18
7:55	14:35	7:28	08:05	
32,589	12,098	46,832	35,987	
89,300	90,802	134,876		
329,873	439,098	208,830		
302,444	12,456,833	45,328,088		
345,218,088	438,088,011			

Follow-up

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

UNIT 12 Construction Capers

Objectives

Vocabulary: Buildings & structures

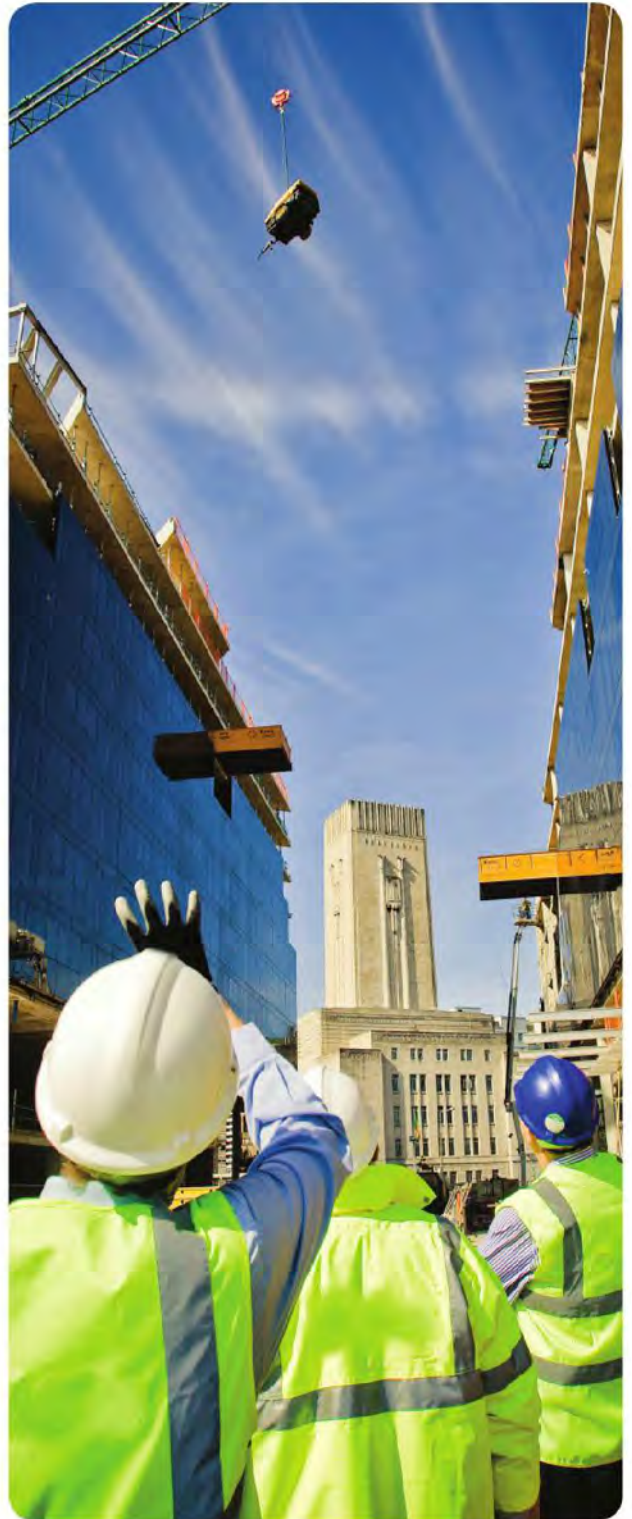
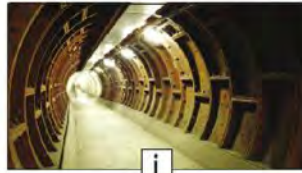
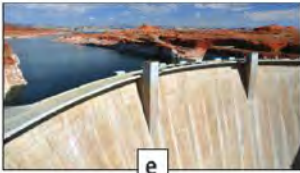
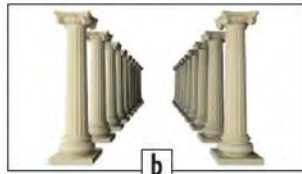
Structures: The Future Perfect / The Future Continuous / Phrasal verb particles

Useful skills: Telephone English III

Picture matching

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

1. Dam
2. Tunnel
3. Suspension bridge
4. Wind farm
5. Aqueduct
6. Amphitheatre
7. Arch
8. Columns / pillars
9. Dome
10. Spiral staircase



Think about it!

What large buildings or structures are there in your town / city? Do you have to go through any tunnels on the way to work? Are there any suspension bridges in your city / town? Where do they go to / from? Is there a dam near where you live? Where? Are there any buildings with arches, domes or columns in your town / city? What are the buildings for?

Vocabulary: Buildings & structures

1 House identification

Identify as many parts of the house as you can in just two minutes. Use the words below to help you.

ceiling, roof, window, living room, kitchen, dining room, bathroom, bedroom, toilet, garden, front door, attic, basement, floor...



2 Useful expressions

Complete the expressions with the correct prepositions.

- The fort is on top _____ a hill.
- The house was built _____ 1886.
- The bedroom window looks down _____ a beautiful garden.
- The building towers _____ the houses around it.
- The monument was erected _____ 1886.
- The tower looks down _____ a tiny church.
- The palace is set _____ beautiful gardens.
- A river runs _____ the gardens.
- The path from the gate leads up _____ the front door.

3 Structure analysis

Read about the building projects. Then, write a number / date, etc. next to each statement.

Incredible structures

The Channel Tunnel

The Channel Tunnel was the UK's biggest ever civil engineering project. Officially opened on 6th May 1994, it links Folkestone in England with Coquelles in France. The Channel Tunnel actually consists of three tunnels: two tunnels that carry the trains and a smaller, middle tunnel, that is used as a service tunnel. It takes a total of 35 minutes to travel across the Channel Tunnel from terminal to terminal. The Channel Tunnel is 31.35 miles long, with 24 of those miles under water. The initial budget was \$3.6 billion, but the final cost came in at over \$15 billion.



- When the Channel Tunnel was opened. _____
- The number of tunnels including the service tunnel. _____
- The time it takes from terminal to terminal. _____
- The number of miles the tunnel runs underwater. _____
- The difference between the initial budget and the final cost. _____

Your turn!

Write a short paragraph about a building/structure in your town / city / country.

4 Brochure analysis

Complete the brochure with the correct prepositions.

Carey House Hotel & Spa

Set (1) _____ four acres of beautifully landscaped gardens, this traditional Country House Hotel and Spa is just twenty minutes



(2) _____ London and close to the cathedral cities of Canterbury and Rochester, as well as being close (3) _____ the Port of Dover and the Channel Tunnel.

Each en-suite guest room has been individually designed, and comes complete (4) _____ a flat screen TV, WIFI, tea and coffee making facilities and a Jacuzzi (5) _____ the bathroom. A lake-side restaurant with seating capacity for seventy serves award-winning cuisine and fine wines. (6) _____ its crystal chandeliers, fine china, silver cutlery and crystal glassware, it provides the perfect setting for a romantic dinner.

Carey House is also the perfect venue (7) _____ a wedding. Our years of professional experience will ensure that your special day is a memorable occasion.

Treat yourself to a stay (8) _____ one of the UK's most luxurious country retreats: Carey House Hotel & Spa!

Think about it! Buildings & structures

What are typical houses in your country like? What types of homes do most people live in? What major construction projects have there been in your country over the past ten years? What impact could construction projects have on the environment? Are there any "white elephants" in your city (large buildings that are never used and were a waste of money)? What are they? What's your favourite building or structure from your country? Why do you like it?

Language Structures:

The Future Perfect / The Future Continuous / Phrasal verb particles

<p>The Future Perfect Will have + a past participle</p>	<p>We will have finished the work by Friday. They will have completed the course by May. She won't have started the work yet.</p>
<p>The Future Continuous Will be + a verb in the gerund: verb -ing</p>	<p>They will be waiting for you in the bar. She will be writing the report later tonight. They won't be working from home next week.</p>

The Future Perfect

We form the Future Perfect with *will have* + a past participle. For example, "We will have left by 7pm."

We use the Future Perfect to describe actions that will be completed before a time in the future. We often use the preposition *by* + a time. For example, "They will have seen the film by 9pm."

Passive forms are created with *will have been* + a past participle. For example, "The work will have been completed by Friday."

The Future Continuous

We form the Future Continuous with *will be* + a gerund (verb + -ing). For example, "I'll be helping them with it later on."

We use the Future Continuous for actions that will be in progress at some point in the future. For example, "She'll be playing tennis at 5pm today."



1 Word choice

Choose the correct words to complete the sentences.

- We will have **finishing / finished** dinner by the time you arrive.
- She will have **completed / completing** the project by 6 pm.
- They'll be **read / reading** it later tonight.
- I will have **changed / changing** jobs by the time we see each other again.
- We will be **lying / lie** on the beach this time next week.
- By the time we get there, the play will have **starting / started**.



2 Gap fill

Complete the sentences with the words from below.

living working moved discussing written found

- I will have _____ the report by next Friday.
- Most people will be _____ from home in fifty years.
- By this time next year, I will have _____ what I'm looking for in life - I'm sure!
- She'll have _____ into her new house by the time you see her next.
- I'll be _____ with my parents for a few weeks.
- We'll be _____ it in the meeting later today.

3 Fluency practice

Answer the questions.

- What will you be doing at 4 pm tomorrow?
- Will you have finished all your work by 8pm tonight?
- Where will you be living in two years' time?
- What will you be doing at 6 pm on Saturday?
- Will you have changed jobs by this time next year?
- What will you be eating for lunch tomorrow?
- When will you be leaving work today?
- Will you have had dinner by 10 pm tonight?

4 Sentence creation

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

be, break, take, catch, dream, drink, eat, fall, fight, fly, get, give, go, hide, hit, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, work, walk, write, talk, speak, lie, play, help, mention, mind, miss, ask, agree, choose, decide, hope, intend, offer, plan, expect, help, learn, manage, promise, seem, want...

Message analysis

Read over the message. Then, answer the questions.

Hi all,

This is just to let you know about my schedule for next week.

On Monday, I'll be busy all day preparing for the conference. In the morning, I'll be preparing our presentation, and in the afternoon, I'll be going over it with Sandra Smith.

On Tuesday, I'll be in meetings for most of the day. I'm pretty sure that we'll have reached a decision about the new assistant manager by the end of the day.

On Wednesday, I'll be finishing off the reports. I think they'll have been completed by the afternoon. If so, we'll be able to send them out to you.

On Thursday, I'm travelling to Strasbourg to attend a trade fair. I'll be attending talks in the morning, then I'll be speaking to clients and networking in the afternoon.

On Friday morning, I'll be talking to Freyda Santos about the new project. In the afternoon, we're going for lunch before catching the train to the conference centre.

You'll be able to reach me on my mobile all week. I may be unavailable during meetings but you can leave a message and I'll get back to you as soon as I can.

Yours,
Angela

1. What will Angela be doing on Monday morning?
2. When will she have reached a decision about the new assistant manager?
3. When will the reports have been completed by?
4. What will she be doing on Thursday morning?
5. Who will she be talking to on Friday morning?

Your turn!

Write an e-mail to someone explaining what you will be doing.

Phrasal verb particles

A phrasal verb is formed by a verb and a particle (a preposition or adverb: *up, with, to, out, in, etc.*). For example, "He **wrote down** what she was saying."

In many cases, the particle can help you guess the meaning of the phrasal verb. For example, if something goes "down", it goes to a lower level. For example, "House prices have gone down."

Particles can also have a metaphorical meaning, but if

you understand the core meaning, you can often guess the meaning of these too. For example, "She's feeling a bit **down**." (depressed)

Here are some useful phrasal verbs for you to learn:

Save up = to save money so you can buy something

Come across = to find by mistake

Put in (an offer) = to offer an amount of money for something

Move in = to start living in a new house

Do up = to decorate / to repair

Carry out = to do (building work)

Knock down (a wall, etc.) = to demolish (destroy) a wall

Facebook update

Complete the Facebook update with the correct particle / preposition.

facebook Search for people, places and things



Hi, Jessica here again! Great news: we've finally got our new house! We'd been saving (1) _____ for the deposit for several years. Then, when house prices started to come (2) _____ we decided to go (3) _____ it. We came (4) _____ the place whilst walking (5) _____ the old part of town. We decided there and then that we just had to have it. We put (6) _____ an offer and then just waited. Eventually, we got a phone call from the agent saying that they'd accepted our offer and that the house had been taken (7) _____ the market. It was finally ours! We moved (8) _____ two months later.

The house has got three floors, an attic and a basement. The veranda looks out (9) _____ the garden. There's also a terrace that's built onto the side of the house. It's great to sit there and have breakfast or lunch. A spiral staircase goes (10) _____ to the attic rooms. The attic opens out onto a tiny balcony that looks down (11) _____ the terrace below.

The house needs doing (12) _____ but the structure is sound. Next week we're having the drive repaired and a builder's coming to lay down some paving and carry (13) _____ some other work. They're also going to knock (14) _____ one of the walls downstairs so the living room is bigger. Once it's ready, we'll invite you over for the housewarming party!

Like · Comment

UNIT 12 Construction Capers SPEAKING TASK

Building description

Activity type: presentation & question-answer session

Task

You're going to talk about a building or structure. First choose the building or structure (your house, a house you want to buy, a famous building in your town / city / country, a new swimming pool, a leisure centre, a library, an opera house, a theatre, a cinema, a supermarket, etc.). Make notes on it: what it's like, what it's used for, who lives there, what you like/dislike about it, etc. Give details of any work that will be carried out on the building in the future. After giving your description, answer any questions. Then, listen to the other descriptions and ask questions.

Describing a building

- It's situated in...
- It's primarily used for...
- They will have finished it... by...
- They will be altering the... (next year).
- The renovation work will have been completed by...
- The upstairs window looks out onto...
- The staircase goes up to...
- The doors open out onto...
- The building looks down onto...

Asking questions about a building

- What's it used for?
- Who lives there?
- When was it built?
- How many floors has it got?
- What building work will they be carrying out on it next year?
- When will the extension have been completed?
- How much is it going to cost?
- Who will be living there next year?
- When will you be moving in?



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Remember!

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

Upper Intermediate 2012-2013 Teacher's Guide

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LANGUAGE SERVICES

USEFUL SKILLS Telephone English PART III

Dealing with problems

☑ Telephone conversation analysis

Read through the conversation. Then, answer the questions.

1. Why couldn't the shop assistant hear the caller?
2. What's missing from the camcorder box?
3. Does the shop have the missing part in stock?

The Shop

- Shop:** Cameras Galore. How may I help you?
Melinda: Good afternoon. I bought a camcorder from one of your shops just recently and there seems to be a part missing.
Shop: I'm sorry but the line's really bad. Could you repeat that, please?
Melinda: I said, I bought a camcorder from one of your shops and there's a part missing.
Shop: I beg your pardon?
Melinda: There's a part missing.
Shop: I'm sorry but I can't hear you very well.
Melinda: Oh, right. *[She drives out of a tunnel.]* Is that better?
Shop: Ah, yes.
Melinda: Sorry, I was driving through a tunnel. Anyway, as I was saying, I bought a camcorder from one of your shops just recently and there's a part missing.
Shop: Well, you'll have to bring it into the store with the warranty and receipt.
Melinda: OK, but could you just confirm that you've got the part? I don't want to come in for nothing.
Shop: OK. What make of camcorder is it, and what's the missing part?
Melinda: It's a Sony Handycam. The shop assistant who originally dealt with me told me the camcorder came with a 4GB memory card, but I can't find it in the box.
Shop: OK. I'll just go and check. Hold the line, please. *[one minute later]*
Yes, we do have that part in the store.
Melinda: Great. What time are you open, please? *[The phone gets cut off.]*
Shop: *[one minute later]* Cameras Galore. How may I help you?
Melinda: Oh, hi. I was just talking to someone about...
Shop: ...Hi, that was me. So, yes, we do have the part in stock, so you can come in when you like.
Melinda: That's great. Thanks a lot. Bye.
Shop: Bye!

☑ Language identification

Read over the conversation again and identify any language used to...

1. ...answer the phone.
2. ...ask someone to repeat something.
3. ...say politely that you can't hear or understand something.
4. ...ask someone to wait.

Useful expressions

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 here called John Masters.
- 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?



☑ Task

Write out a short telephone conversation. Include a number of problems / misunderstandings, etc. in the dialogue.



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

Cut up the pictures of the gadgets from the opening page of the unit. Mix them up and then pick one out of a hat. Give a brief description of it (It's something you can use to... / It's for...). The first student to guess the name of the gadget gets a point for his/her team. Then, this student comes to pick a gadget from the hat, and so on.

Or, place half of the 16 objects on the table. Tell your students they've got 30 seconds to remember which gadgets are there. Then, in their teams, they try to remember all the gadgets that were on the table. The team that can do this gets a point for their team.

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to explain how something works. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the following example, or invent your own. Remember to add in lots of phrasal verbs. For this activity, you could use a tablet computer.

Right, I'm going to show you how to use my new tablet computer. Well, first of all, you turn it on with this button at the back. Once it's come on, you can use your fingers to scroll up

or down the screen. If you want to use one of the programs, you just double click on it with your finger and it starts up. You can plug it into the mains, or you can charge it up so you can use it off the battery. The battery lasts for about 10 hours before it runs out of power. You can turn the volume up or down with this button here at the side, and you shut it down by pressing this button here. If you want to... Etc.

When you've finished, ask three quick comprehension questions. For example, "How do you turn the volume up?" Students get a point for each correct answer. Then, when you've finished, write up some of the text on the board including some of the phrasal verbs. Ask your students to identify the phrasal verbs and to say what they mean. Then, refer your students to the grammar pages of this unit.

Practice

In pairs, students do a version of the previous activity. They can choose to describe any gadget. However, they must use at least six phrasal verbs in their description.

Speaking Task

This is a sales 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

Dictate the following sentences for your students to write down. Then, when they've finished, ask for volunteers to write the sentences on the board. Read one of them out at natural speed. Tell another volunteer to mark any unstressed words or connected speech (where sounds merge to form a new sound).

1. I told him to turn up the volume. [I tol dhim to tur nup the volume.]
2. He left the computer on all night. [He left the compute ro nall night.]
3. It ran out of power and we had to charge it up. [It ra nou tof

- powe rand we had to char gei tup.]
4. They didn't know how to switch it off. [They didn't know how to swit chi toff.]

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!

Take (with time)

Ask your students these questions.

- How long does it take you to get up in the morning?
- How long does it take to cook an egg?
- How long does it take you to get to work in the morning?
- How long does it take you to have breakfast?
- How long does it take you to get to sleep at night?
- How long would it take you to walk to work?
- How long did it take you to get dressed this morning?
- How long did it take you to get home last night?

Spelling

Dictate the brands / company names for your students to write down.

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

Follow-up

For homework, tell your students to write an advert for one of the electronic gadgets on the opening page. Remind them to use the vocabulary and useful expressions from the unit. Alternatively, students write up a version of the dialogue from the Speaking Task.

UNIT 13 Techno Fun!

Objectives

Vocabulary: Technology

Structures: Phrasal verbs

Useful skills: E-mail writing IV

Ranking

Tick the gadgets / electronic goods that you've got. Circle the ones you'd like to have or that you're planning to buy.

 Mobile phone <input type="checkbox"/>	 PDA (a personal digital assistant) <input type="checkbox"/>
 Smartphone <input type="checkbox"/>	 Blackberry <input type="checkbox"/>
 MP3 player <input type="checkbox"/>	 Computer notebook <input type="checkbox"/>
 Satnav <input type="checkbox"/>	 MP4 player <input type="checkbox"/>
 Flat-screen TV <input type="checkbox"/>	 Tablet computer <input type="checkbox"/>
 Laptop <input type="checkbox"/>	 Video camera / camcorder <input type="checkbox"/>
 E-reader <input type="checkbox"/>	 Video games console <input type="checkbox"/>
 Digital camera <input type="checkbox"/>	 Hand-held video games console <input type="checkbox"/>



Think about it!

What are some of your favourite gadgets? Why do you like them? Which gadget couldn't you live without? Why? Do you like to have the latest gadgets? Why? Why not?

Vocabulary: Technology

Text messages

Write out the text messages in standard English. Use the key below to help you with the abbreviations. **Warning:** apart from the abbreviations, some words have been misspelt. For example:

office (which should be **office**).

- Hav u got the keys 2 the office?
- Wot time will u b bk frm work?
- Do u want 2 go 2 a restrant 2nite?
- Kud u tell them I'l be l8. am stil @ the office
- Can't make it 4 lunch. 2 busy. wil cal bk l8r
- Did u tel Josh about the party @ my place 2nite?
- Wil u b abl 2 take me 2 the station?
- Ur appt @ 6 has been canceled

Key

- 2 = to, too
- 4 = for, four
- u = you
- 2NTE = tonight
- 4U = for you
- gr8 = great
- bk = back
- l8 = late
- l8tr = later
- b4 = before
- @ = at



Word building

Write five sentences. Use the verbs from Box A (or any other verbs) and expressions from Box B to make collocations.

Box A

- use watch programme listen to insert buy
- turn on turn off switch on switch off charge
- repair send receive save

Box B

- a memory stick, a flat-screen TV, a video camera,
- a laptop, an alarm clock, a watch, a PDA, a text message, an e-mail, an MP4, an MP3, a smartphone, a tablet computer, a mobile phone, a digital camera, a CD, an MP3 player, a video console, a hand-held video console, a calculator, a computer, a stereo system, a webcam, a USB stick

For example: *I saved all the data onto my memory stick.*



App analysis

Read the text and complete the table.

Smartphone apps

Here are some smartphone apps* you might like.



Word Lens: simply film a piece of Spanish or English text with your smartphone camera and the app translates the text.



Sound Hound: if you hear a song and you want to know what it's called, simply launch this app. Your smartphone "listens" to the song and then tells you its name.



AroundMe: are you looking for a bank, restaurant or museum? AroundMe uses your smartphone's GPS to direct you to the nearest chemist, bar, restaurant, hospital, etc.



WebMD: think you might be ill? Simply type in your symptoms and this app will tell you what you have. No need for the doctor!



Dog whistler: this app emits a whistle at a frequency that only your dog can hear. One reviewer wrote, "The only problem is that the frequency is beyond the range of human hearing, so you'll have to take the developer's word for it."

***App**

"App" is an abbreviation of "application". Apps are programs that run on smartphones or tablet computers.



Description	App name
1. It's designed for dog owners.	
2. It can help you diagnose an illness.	
3. It can tell you where the nearest bank is.	
4. It can translate text for you.	
5. It can identify a song for you.	

Think about it! Technology

Have you ever lost your mobile phone? What happened? Has your mobile phone ever rung at an inopportune moment? What happened? Which invention do you think has had the greatest impact on society? Why? What do you think technology will be like in 10 / 50 / 100 years from now? What do you do with your old electronic equipment? Do you recycle it? In what ways has technology improved our lives? In what ways has it made life worse? How has the internet changed the way we live?

Language Structures: Phrasal Verbs

A phrasal verb is formed by a verb and a particle (which can be a preposition or adverb: *up, with, to, out, in, etc.*). For example, "They **made up** the story." (make up = invent)

Sometimes, the particle can help you guess the meaning of the phrasal verb. For example, if something goes "down", it goes to a lower level:

- a) Prices have gone down. (Prices have decreased.)
- b) I'm feeling down. (I'm feeling depressed.)

But other times, you can guess the meaning of the phrasal verb by focusing on the verb. For example, both of these sentences would have the same meaning (more or less) without the particles:

- a) **Eat up** before it gets cold.
- b) Can you **add up** these figures for me, please?

Top Tip – Learning Phrasal Verbs

As you're reading or listening to English, make a note of any phrasal verbs you find. Remember to write them out in sentences as this will help you learn and remember them!

Definitions & exercise

Read over the definitions. Then, complete the sentences (1 to 8) with the correct particles (*in, on, at, etc.*).

- **Switch on/off:** to press a button so a computer starts / stops working.
- **Leave on:** if you "leave a computer on", you don't turn it off.
- **Type in / key in:** to write text or numbers on the computer screen by using the keyboard.
- **Close down / shut down:** to turn off a program so it is no longer operating.
- **Shut down:** if you "shut down" a computer, you turn it off so it is no longer working.
- **Run out of:** if you "run out of" something (computer ink, for example), you have no more of that thing.
- **Back up:** to make a copy of your files for security purposes.
- **Scroll up/down:** if you "scroll up", you use the mouse or your finger to move the text on the computer screen up; if you "scroll down", you move the text down.

1. You need to key _____ your username and password in order to get into the restricted area.
2. We've run _____ of ink for the printer. Could you go and get some more, please?
3. You'll need to scroll _____ a bit in order to see the photo of Mark and his new girlfriend.
4. She left the computer _____ all night as she was downloading something.
5. Shut _____ the computer after you've finished using it, please.
6. You have to close down all the programs you're using before you can switch _____ the computer.
7. You need to back _____ your files every day in

case the system crashes.

8. Could you switch _____ the computer, please? I need to check the weather and flight times.

Definitions & word choice

Read over the definitions and then choose the correct words.

- **Look up:** if you "look up" information on the internet, you try to find it.
- **Turn up/down:** if you "turn up" the volume/brightness, you increase it. If you "turn it down", you decrease it.
- **Be on/off:** if a computer is "on", it is connected to the electricity and working. The opposite is "off".
- **Click on:** if you "click on" an image or button, you press a button on the mouse in order to activate something.
- **Hook up:** if you "hook up" one device to another, you connect those two devices.
- **Boot up:** the time a computer takes to "boot up" is the time it takes to load the operating system.
- **Log on/off:** if you "log on", you gain access to a restricted area in a website by typing in your username or password or both. If you "log off", you leave a restricted area.
- **Plug in:** to connect a device by putting a plug into the electricity supply so that it works. The opposite is to "unplug".

1. If you want to see the animated image, just click _____ the icon.
2. You need to log _____ first so you can get access to the Members' Area.
3. The computer takes a while to boot _____, and it's best not to touch anything until it's ready.
4. If you don't know what the word means, look it _____ on the internet.
5. Could you plug the printer _____, please? I need to print off some copies of the report.
6. You need to use this cable to hook the printer _____ to the computer.
7. Is that computer still _____? I thought I told you to turn it off.
8. Could you turn _____ the brightness on this computer screen, please? It's hurting my eyes.



Instant messages completion

Complete the instant messages with the correct prepositions.

Messages Clear

Abbie: I've got a new e-reader!

Jamie: Nice one!

Abbie: I've downloaded more than a hundred books already!

Jamie: What's the screen like?

Abbie: Just like looking at paper! You can even turn (1) _____ the page with your finger; it's just like reading a real book, except you can also scroll (2) _____ and down the page like you can on a computer.

Jamie: Sounds great!

Abbie: It's got this really clever automatic page marker – it remembers which page you were reading when you switch it (3) _____. Then, when you switch it (4) _____ again, it'll be on the right page. Plus, you can look (5) _____ the meaning of words.

Jamie: Sounds good.

Abbie: The battery lasts for ages – you can use it for about four weeks before it runs (6) _____ of power. Then, you simply charge it (7) _____. You can also hook it (8) _____ to your computer and transfer documents onto it. You should get one.

Jamie: Actually, I'm thinking about getting an iPad. It's got an e-reader, plus a camera, internet access, an MP3 player, e-mail, music editing software...

Abbie: Maybe I should have bought one of those???

Send

Smartphone user review

Read the user review. Then, write **T** (true) or **F** (false) next to each statement. Afterwards, see if you can identify any phrasal verbs.

ZyloNote smartphone user review
Our Rating: 5 out of 10
Price: £250

The ZyloNote smartphone comes with everything you'd expect from the latest smartphone technology. No need to key in information – the ZyloNote's voice recognition software allows you to speak directly into the phone. Although if you prefer you can type in any information or passwords using the ZyloNote's keyboard.

The ZyloNote is slim and sleek and comes in a range of colours. It's quite light at 125g, and measures 67 x 126mm, and is only 8.8mm thick. The user-friendly touchscreen allows you to scroll up or down with ease. And the "Send Home" feature means you can back up all your information to your home computer at the click of a button.

The big drawback is that it tends to freeze up if you've got too many apps running at the same time. You can zoom around the home screen without any trouble, but it slows down once you start opening up any apps. Also, it doesn't have a lot of storage space – just 4GB, of which only 2.5GB is available to the user. Worst of all, the battery tends to run down after about 24 hours, so you'll have to charge it up every night.

1. It's got voice-recognition software.
2. It weighs 126g.
3. It's got a user-friendly touchscreen.
4. It has a tendency to freeze up.
5. It's got a lot of storage space.

Your turn!
 Write a review of a gadget or app.

The Gadget

Activity type: a sales presentation

Task

You're going to give a presentation on a gadget of your choice. First, choose one that you own or you know about and prepare some notes on it. Do a bit of research on the internet to find out more about it. Think of all the features and benefits associated with it. Use the prompts below as a guide. After giving your mini-presentation, answer any questions. Then, listen to your partner's presentation and ask questions.

- Product name
- Product description
- Functions
- Features
- Benefits
- Pros / cons
- Price

Other?

Describing features & benefits

- You can turn it on by...
- Simply scroll down by...
- You can charge it up in just...
- If it runs out of power, you can...
- You can leave it on for...
- If you want to look up a word or expression, you can...
- It's got a button on the side that allows you to...
- You can hook it up to...

Asking questions about a gadget

- Is it compatible with...?
- What does this button do?
- How do you get it to...?
- What are its three key features?
- Does it come with...?
- How long is the guarantee for?
- How many GB of memory does it have?
- Does it come with any free apps?
- Has it got an in-built camera?



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

Dealing with problems / updates

E-mail analysis

Read through the e-mail. Then, answer the questions.

1. What happened to the packages?
2. When do they hope to have the situation sorted out by?
3. How many outstanding bills are there?



To: sinclairwhizzkid@hotmail.com
Subject: Missing package

Re: Missing package

Dear Mr Sinclair,
 We're just writing to apologise for the misplaced packages. As you stated in your e-mail, we had clear instructions to take the first package (reference number KY67012) to the Brentwood address, and the second one (reference number BZ8652) to the Marlinton address.

However, our executive delivery officer (the messenger) took the first package to the Marlinton address and the second one to Brentwood. Just to let you know that we're doing our utmost to rectify the situation and we hope to have the packages delivered to the correct addresses some time on Tuesday evening. We do hope that missing that important deadline hasn't caused you too much inconvenience.

On another note, I'd just like to take this opportunity to remind you that there are still six bills pending payment. We'd be most grateful if you could deal with these as a matter of urgency. Unfortunately, the cheque that you sent to us two weeks ago still hasn't arrived.

I look forward to hearing from you soon,
 Yours sincerely,

Kylie Been
 (managing director of Parcel Force *When it absolutely, definitely has to get there some time in the next 72 hours!*)

Language identification

Read over the e-mail again and identify any language used to...

1. ...apologise for something.
2. ...say that someone is making a great effort to do something.
3. ...remind someone of something.
4. ...say that some bills haven't been paid.
5. ...sign off / close the e-mail.
6. ...say goodbye to someone whose name you know

Useful expressions

Apologising

- We'd like to apologise for the late delivery of...
- We're sorry that...
- I would like to apologise for any inconvenience this may have caused.
- We appreciate that this has caused you considerable inconvenience.

Giving an update on a situation

- I have looked into the matter and ...
- I have spoken to the staff involved, and ...

Promising to deal with something

- I'll look into it as a matter of urgency.
- Can you leave it with me and I'll get back to you tomorrow.
- We're doing everything we can to sort it out.

Giving future reassurances

- I can assure you that this will not happen again.
- We promise that this won't happen again.
- Please accept my assurances that this won't happen again.

Making excuses

- We've been having problems with the new system.
- A new employee was responsible for...

Trying to compensate for an error

- To compensate for the inconvenience, we would like to offer you...
- We'll send the replacement items immediately.
- We'd be happy to give you a refund.

Future business

- I very much hope you will continue to use our services in the future.
- If you have any further queries, please do not hesitate to contact me on my direct line.

Task

Write a short e-mail apologising for something.



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

Cut up about 20 slips of paper. On 10 of them, write down some mood / character adjectives: *bored, aggressive, tired, excited, helpful, disappointed, angry*, etc. On the other ten, write down problems related to products or services. For example:

- The pizza you ordered doesn't have any cheese on it.
- The mobile phone you just bought doesn't work.
- The pair of trousers you bought last week have just ripped.
- The laptop you bought won't connect to the internet.

Etc. Put your students into pairs and give Student A a mood / character adjective, and Student B a problem. In pairs, students act out a dialogue with Student B complaining about something and Student A dealing with the complaint according to the adjective he/she has. Students practise their dialogues. Then, when they're ready, ask for volunteers to perform them in front of the class.

MAKING GRAMMAR FUN

Presentation

Put your students into small groups. Tell them to write six simple requests. For example:

- a) Can you open the window, please?
 - b) Could you lend me €50, please?
- In turns, students ask you their questions.

You reply, using one of the conjunctions from the unit. Tell your students to listen carefully because you're going to ask them questions at the end. For example:

Student: Could you lend me €50, please?

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

Do about ten of these and either remember or make a note of your answers. Then, ask three or four comprehension questions. For example, "When did I tell X to pay me back?" Students get a point for each correct answer. Then, when you've finished, write up some of your responses with the linking words. Ask your students to identify the linking words and to tell you what they're used for. Then, refer your students to the grammar pages of this unit.

Practice

Write the following words/expressions on the board: *unless, as long as, even if, although, however, nevertheless, even though, in spite of, despite the fact that, in addition, moreover, not only, but also*, etc.

Bring in pictures from magazines. Hold the pictures up one by one and ask questions about them. For example, "Would you stay at this hotel?" Students respond, using one of the conjunctions from the board. For example: *Yes, as long as it has a gym and pool*. After showing them how it works, students do this in pairs.

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 words on the board: *though/although*. Write the phonetic symbol that corresponds to the sound in these words: /əʊ/. Then, brainstorm some more words with this sound: *go, know, snow, row, blow*, etc. Write these up on the board. Finally, tell students to write a short poem in their pairs using these words. Then, do the same with the word *long* and its corresponding sound /ɒ/. Finally,

in random order, write words from both groups on the board. Students pick three of them to play bingo. Read out words in random order. Students cross them off if they have them. The first student to cross off all his/her words wins. Remember to keep a record of the words you say.

FLUENCY PRACTICE

REVISION!

Nationalities

You say a country. Your students write down or say the adjective.

- 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)

Going to

Ask your students these questions. They answer with full sentences.

- What are you going to do this weekend?
- What are you going to do after class?
- What's the weather going to be like tomorrow?
- What are you going to do for your summer holiday?
- What are you going to buy this weekend?
- What are you going to watch on television tonight?
- Who are you going to speak to next week?
- What sport are you going to do at the weekend?

Numbers

Dictate these numbers to your students.

- 3,467 5,689 1,209 3,589
- 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 up a dialogue based on the one from the Speaking Task.

UNIT 14 Let's Complain!

Objectives

Vocabulary: Complaints

Language structures: Linking words / conjunctions

Useful skills: Meetings IV

Popular complaints

Read over the list of typical things to complain about. Tick the ones you've complained about before. What things do people typically say about them?

- The weather
- Mobile phones
- Young people / teenagers
- Work colleagues
- Politicians
- Work
- Money
- Shop assistants
- Salespeople
- Spam e-mail
- Expensive train / bus / plane, etc. tickets
- Hotels / restaurants

Think about it!

When was the last time you complained about something? What was it? Can you think of any other things to add to the list? What do you do / say when something is annoying you? Do you speak up, or prefer to keep quiet about it?



Vocabulary: Complaints

Complaints matching

Match the complaints (1 to 6) to the places where you might hear them (a-f).

1. The room was cold and there was no view of the sea.
2. The food was undercooked and tasteless.
3. I don't know how they expect us to get through all this by Friday.
4. I'd only worn it twice before it broke.
5. I brought it in to have the oil changed, but now it doesn't work.
6. The anti-virus program you sold me won't work on my PC.

- a. Garage
- b. Hotel
- c. Computer repair shop
- d. Restaurant
- e. Clothes shop
- f. Work

Useful expressions ranking

Say whether the expressions are **P** (positive) or **N** (negative). Then, make three sentences with any of the expressions.

- Be sick of something
- Get on top of things
- Can't stand something
- Set objectives
- Get on with your work
- Use your time productively
- Get stressed about something
- Concentrate on your work
- Can't stand the sight of someone
- Make an effort to do something
- Be fed up of something
- Get things done on time
- Take steps to improve things
- Moan about something
- Learn to live with something
- Achieve your goals
- Feel trapped

For example: *She made an effort to get it finished on time.*

Work complaints

Write the name of a work-related topic from below next to each complaint (1 to 7).

perks commuting workload meetings
the boss salary promotions

1. "I'm really sick of her. She's always peering over my shoulder, checking what I'm doing and having a go at me when things go wrong." _____
2. "Have you heard? They're going to get rid of the free coffee, tea and biscuits. What will it be next? Our medical insurance? Our free dental care?" _____
3. "I've been earning the same amount for the past

six years. I've been making a real effort, but nothing ever seems to be good enough for them. I mean, they haven't even increased it in line with inflation."

4. "I've got a pile of papers on my desk that I'm supposed to get through by Friday but there just aren't enough hours in the day. Lots of times, I have to take stuff home at the weekend. It isn't fair!" _____
5. "There's no way that Frank should get that post. I mean, I've been here much longer than he has. I'm the one who gets things done around here, and I'm the one who can manage this office." _____
6. "Have you heard? They've scheduled another one for Monday morning. I mean, how many times do we have to discuss this?" _____
7. "It takes me fifty-five minutes to get into work. I'm sick of being stuck in a crowded train full of all those people. They should give us all parking spaces!" _____



Your turn!

Write a short paragraph on some of the things that you don't like about work or the place where you study.

Think about it! Complaints

Have you ever complained about something in a hotel? What did you complain about? What are some typical problems that guests can have in hotels? Have you ever complained about anything in a restaurant? What was it? Have you ever written a letter or e-mail of complaint? Do you think complaining can be effective? Why? Why not? What's the best way to make a complaint? What are your top tips?

Language Structures:

Linking words / conjunctions

We use conjunctions to connect ideas within sentences or between sentences.

We use *unless* to refer to exceptions. *Unless* basically means "except if". For example: "I'll carry on like this *unless* you want me to do something else."

We use *as long as* and *provided that* (more formal) to express a type of condition. It basically means "if". For example: "He'll go to the wedding *as long as* you do too."

We use *even if* as a way of emphasising a point. For example: "*Even if* he paid for my ticket I wouldn't go." [I wouldn't go under any circumstances.]

We can use *although* or *even though* to contrast ideas. For example: "*Although* I quite like the design, I don't think it's right for us."

We often use *however* and *nevertheless* (more formal) to contrast ideas between two sentences or separate clauses. For example: "I know it isn't that dangerous. *However*, I really don't think we should take any risks."

We can use *in spite of / despite* + a noun for emphasis. For example: "They played the game *in spite of* the rain." [They played the game even though it was raining.]

Despite the fact (that) and *in spite of the fact (that)* are followed by clauses. For example: "*Despite the fact that* it was raining, they still played the game."

We can use *also*, *plus*, *moreover* or *furthermore* as a way of introducing another point (often a stronger one) in an argument. For example: "I don't think it's clear what the play is about. *Furthermore*, it isn't that well written."

And we can use expressions such as *on top of that* or *in addition* when we want to mention another item connected with the subject we're discussing. For example: "The trains are fast, efficient and punctual. *In addition*, ticket prices are some of the cheapest in the world."

We can use *not only... but also* as a way of introducing two points. Notice the question-pattern word order. For example: "*Not only* can they speak French, *but* they can *also* speak German." [question-pattern word order: ...can they speak...]



1 Matching

Match the sentence beginnings (1 to 6) to the endings (a-f).

1. Although she's only 23, she's already...
2. We went ahead with the picnic in spite...
3. Despite being over 70 years old, she still goes...
4. I'll stay here to help you as long as you...
5. We don't usually employ people without any experience. However, in your...
6. I can't remember what happens at the end even...

- a. ...want me here.
- b. ...though I've read it before.
- c. ...case we're willing to make an exception.
- d. ...of the rain.
- e. ...riding every morning.
- f. ...a multi-millionaire.

2 Word choice

Choose the correct words to complete the sentences.

1. He told her about it *even though / despite* I asked him not to.
2. It was a great film, *although / unless* I don't think it was as good as her last one.
3. *In spite / Unless* you help us, we're never going to get this done in time.
4. We usually go away in August, *but / not only* this year we're going to take our holidays in June.
5. I'll lend you the car *although / as long as* you promise to drive carefully.
6. *Although / Despite* we often argue about things at work, we're still great friends.

3 Conversation analysis

Choose the correct words to complete the conversation.

- Jasmine: So, what do you think of the Ocean View Hotel?
 Abbie: Well, (1) *although / however* it's close to the beach, I don't think it's really what we're looking for. (2) *Unless / And on top of that*, it's twice as expensive as the Miramar.
- Jasmine: Yes, (3) *but / in spite* the Miramar has a great conference room. (4) *Plus / However*, it's got a gym and a swimming pool, which I know a lot of our employees will appreciate. (5) *Despite / However*, I will admit that it's a bit far from the beach. I think some people would welcome a bit of time by the sea in the afternoons when they're free.
- Abbie: Yes, I think that's something we ought to take into consideration, (6) *although / in spite* I'm still not entirely convinced. (7) *Even though / Unless* it's close to the beach, I've heard that this beach isn't the best one on the island. So, (8) *moreover / although* the Miramar is further from this beach, it's actually closer to the *nicest* beach on the island.
- Jasmine: Mmm... Perhaps we should ask Sandra to cast the deciding vote.
- Abbie: Yes, good idea.
- Jasmine: OK. I'll go and find her.
- Abbie: All right. See you in a minute.



Your turn!

Write an e-mail weighing up some options. Use linking words.

4 Fluency drill

Answer the questions. Use conjunctions in your answers. *Would you...*

- ...ever consider living in a hotel?
- ...like to live and work abroad for a few years?
- ...ever consider moving house?
- ...change jobs if you were offered more money?
- ...stop working if you won the lottery?
- ...ever consider buying a second home?
- ...like to buy a new car?

5 Picture analysis

Invent complaints about the topics in the pictures. Write six complaints using linking words where possible.



6 E-mail gap fill

Complete the e-mail with the words from below.

- however despite the fact that despite
a few days later unless although

New Message

To: penn2012@yahoo.com

Subject: complaint about office carpeting

Dear Mr Pennington,

Two months ago, we purchased 300 metres of vinyl carpeting, which was on offer at your store. (1) _____

two of your employees installed it in several of our offices and hallways. (2) _____, one month after this, we noticed that the carpeting was badly wrinkled and had come unstuck in several places. (3) _____ assurances from the salesperson who sold it to us that it was of the highest quality.

After a phone call to your offices, the two people who had laid the carpet were dispatched the next day. However, (4) _____ they worked for several hours smoothing the material and reattaching it along the walls, within a matter of days, it was just as wrinkled as ever.

This time, I phoned the salesperson myself to suggest that the padding might be at fault. However, she replied that there was nothing more that could be done, and told us that there had to be a problem with the floor being uneven. (5) _____ the building is only four years old, we hired (at considerable expense) an independent surveyor, who confirmed that the flooring is in fact level.

So, I made a further call to your salesperson. However, this time she informed me that as the the carpeting we'd bought was on offer it couldn't be replaced. This is to inform you that (6) _____ the job is completed correctly, we will be starting legal proceedings against your company to ensure that we get full compensation.

Yours sincerely,
Amanda Roberts



Your turn!

Write a letter of complaint to someone complaining about something.

The Complaint

Activity type: writing and role play**Task**

You're going to complain about something. First, write a letter of complaint about something that's happened to you. Use the topics below to help you invent an idea, or base it on something that really happened to you. When you've finished, exchange letters with a colleague. Read over the letter you've received and think of a response to it. Then, when you're ready, get together in pairs and role play your complaints (taking on the roles of hotel manager, etc.).

Topics

building work, plumbing work, a hotel, a holiday, your children's school, a local park, public transport, youngsters in the area, police, a new building, knocking down an old building, pets, neighbours, noise, medical treatment, dental treatment, home repairs, home decoration (painting), parking, driving...

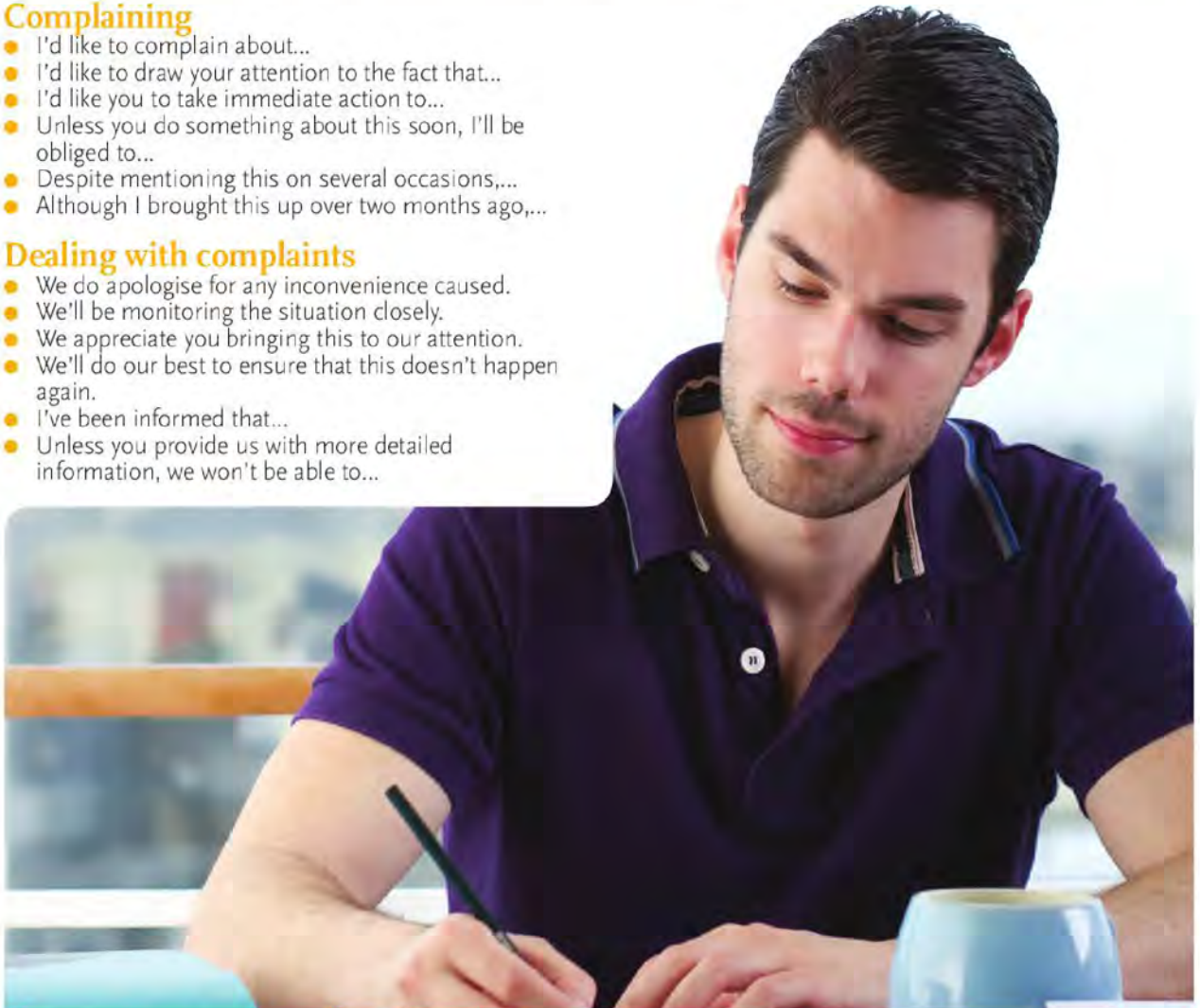
Other?

Complaining

- I'd like to complain about...
- I'd like to draw your attention to the fact that...
- I'd like you to take immediate action to...
- Unless you do something about this soon, I'll be obliged to...
- Despite mentioning this on several occasions,...
- Although I brought this up over two months ago,...

Dealing with complaints

- We do apologise for any inconvenience caused.
- We'll be monitoring the situation closely.
- We appreciate you bringing this to our attention.
- We'll do our best to ensure that this doesn't happen again.
- I've been informed that...
- Unless you provide us with more detailed information, we won't be able to...



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Remember!

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

Giving opinions / making suggestions

▣ Meetings analysis

Read over the extracts from the meetings and write a name next to each statement.

- _____ thinks it might be cheaper to start all over again.
- _____ thinks that time is running out.
- _____ thinks that one of the options is to carry on as they are.
- _____ thinks they should work with someone else.

Making suggestions & giving opinions



George: So, Laura, tell us what you think about this.

Laura: Well, the way I see it we've got two options: either we carry on as we are and risk failing miserably, or we make some bold changes and try to put a stop to it.



Lauren: So, Ellis. What's your opinion of this?

Ellis: Well, to be honest, I don't think it's that straightforward. I mean, personally, I think it would be a lot cheaper to scrap it all and start over again.



Adam: Barbara? Any thoughts?

Barbara: Well, it seems to me that we've got two options: we can either carry on using the services of Marston & Sons; or we can try to find someone who'll do a better job.



Harry: Nigella, what do you think about this?

Nigella: Well, in my opinion, I really think we should accept their offer. I mean, we haven't had any other offers for it and time is running out.

▣ Language identification

Read through the extracts again and identify any expressions used for asking for and giving opinions.

Useful expressions

Asking for opinions / Inviting comments

- What do you think of this, (Barbara)?
- What's your opinion?
- How do you see it?
- How do you feel about this?
- Is there anything that anyone would like to add?
- Does anyone have anything to say about...?
- Would anyone like to say anything at this stage?
- Any other thoughts on this?
- I'd like to get your thoughts on this.
- I just wanted to see what you thought of this.

Making suggestions / giving opinions

- The way I see it...
- I truly believe...
- I honestly think that...
- In my opinion...
- As I see it...
- It seems to me that...
- I really think that we should...
- Why don't we...?
- Don't you think we should...?
- What about doing X?
- Wouldn't it be better if we...?
- I do feel quite strongly that...
- I think our best option would be to...

▣ Task

Write a short extract from a meeting. Include examples of people asking for and giving opinions.

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 are within eye-shot. Remember to complete the Error Correction Sheet as students are talking.

STARTING THE UNIT

On slips of paper, write out a list of 10 mini-disasters. You could use the examples on the Vocabulary page of this unit. For example:

- a) I got stuck in the lift.
 - b) I got stung by a bee.
 - c) I got my hand jammed in the DVD player.
- Etc.

Then, play either Pictionary or Charades with these situations. For Pictionary, a volunteer student draws something on the board that represents the situation. For Charades, the volunteer mimes the situation. The rest of the class watch. The first student to identify and name the mini-disaster gets a point for his/her team.

MAKING GRAMMAR FUN

Presentation

Tell your students that you're going to tell them a story about an imaginary week you've had. 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 use lots of examples of the verb to get. For example:

What a week! I had some amazing news when I got home on Monday. There was a letter saying that I'd won €1,000. It was a prize draw from some supermarket that got hold of my address somehow. At first, I couldn't believe it. The next day, I called up the help desk and got them to confirm it. But yes, it was right. I'd

won the money. I didn't get it because I couldn't remember ever getting the ticket. But then it came back to me – about six weeks ago someone had stopped me in the street and asked me some questions. I'd answered them and then they'd got down a few of my details. Then, I forgot about it until I got that letter saying that I'd won the money. Very nice!

When you've finished, ask three simple comprehension questions. For example, "How much did I win?" Students get a point for each correct answer. Then, when you've finished, write some of the text on the board, including some of the uses of the verb to get. Ask your students to tell you the meaning of the verb in this case. Ask them if they know of any other uses of the verb to get. Then, refer your students to the grammar pages of this unit.

Practice

Tell your students to prepare a questionnaire with lots of uses of the verb to get. For example:

- a) What time did you get home last night?
 - b) What did you get for your last birthday?
 - c) Have you ever told a joke that no one got? What happened?
 - d) Have you ever got your hand stuck somewhere? What happened?
- Etc.

When they're ready, students walk around the class asking one another questions. When they've finished, ask for volunteers to report back with any interesting findings.

Speaking Task

This is a press conference. 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 words for your students to write down.

- 1. **A**valanche;
- 2. **HU**rrricane;
- 3. **B**ushfire;

- 4. **W**ildfire;
- 5. **EARTH**quake;
- 6. **V**olc**A**no;
- 7. **E**r**U**ption;
- 8. **T**orn**A**do;
- 9. **TsunA**mi;
- 10. **B**lizzard

When you've finished, write the words on the board and ask for volunteers to mark where the stress falls on each word. Then, tell your students to group the words into two groups: 1. Initial stress 2. Secondary stress. Finally, put your students in pairs and tell them to think of more words with either of these stress patterns.

FLUENCY PRACTICE

REVISION!

Website addresses

Dictate these website addresses for your students to write down.

- www.by-pass.org (hyphen)
- www.whats_on.com (underscore)
- www.edudel.com/videos (forward slash)
- www.sam.baker.com\blog (back slash)
- www.hip-horses.com (hyphen)

The Past Simple

Ask students these questions. Students answer with full answers.

- What was the last thing you bought? How much did it cost?
- What time did you get to work today?
- What did you eat for dinner last night?
- Did you break anything last month? How did it happen?
- Did you catch a cold last month?
- What did you bring to work today?
- When was the last time you fell down?
- What did you do for your last holiday?

Number dictation

Dictate these numbers for your students to write down.

- | | | | |
|---------|---------|---------|--------|
| 3,456 | 7,892 | 2,345 | 1,089 |
| 12,899 | 44,500 | 67,891 | 45,988 |
| 34,876 | 67,400 | 98,124 | |
| 432,900 | 567,891 | 983,578 | |
| 781,230 | 439,801 | 567,980 | |

Follow-up

Students write up the presentation for the press conference in the Speaking Task.

UNIT 15 Disaster Time!

Objectives

Vocabulary: Disasters

Structures: The verb *to get*

Useful skills: Presentations IV

Trivia ranking

Read over the accident trivia and decide which ones are the most ridiculous / unusual / strange.

Accident trivia

Unusual statistics compiled by the British "Department of Trade & Industry" for 2011.

- 543 Brits were admitted to hospital after opening bottles of beer with their teeth.
- 3 Britons were injured after testing to see if their 9v battery was working by licking it.
- 58 Brits were injured after using sharp knives to take out screws.
- 19 Brits were rushed to hospital after consuming Christmas decorations they believed were made of chocolate.
- 31 Brits were injured after watering their Christmas tree while the Christmas lights were plugged in.
- 5 Brits were injured in accidents involving out-of-control Scalextric toy cars.
- There were 65 accidents involving glossy magazines – more than the number of accidents involving chainsaws.

Think about it!

When was the last time you hurt yourself? What happened? How careful are you as a person? Have any of these things happened to you? What? When? What accidents have you had at home? Which room is the most dangerous at home? Why? Which room is the safest? What do you do to reduce the possibility of accidents at home?



Vocabulary: disasters

Word classification

Complete the table with the words from below. Some words may go into more than one category.

avalanche drought flood hurricane bushfire
wildfire forest fire earthquake volcanic
eruption tornado tsunami tidal wave
blizzard snow storm landslide heat wave

Wind	Snow	Heat	Water	Earth
blizzard		forest fire		

Disaster expressions

Complete any three of the expressions with your own words.

- She got trapped in...
- He got stuck in...
- She burnt herself after...
- He slipped over while...
- She had difficulty trying to...
- He got his hand jammed in...
- She had to call the fire brigade after...
- He was treated for minor injuries after...
- She managed to pour... all over...
- He got his fingers wedged in...
- She accidentally set fire to...
- He dropped... all over...

Famous disasters

Read about the famous disasters. Then, write the names of the disasters in the table.

Famous disasters



■ **The 1952 London Smog Disaster**
Dangerously high levels of sulphur dioxide from coal combustion and cold air hit the city in December 1952 and lasted until March of the following year. The result was an acid rain that killed more than 12,000 people.

■ **The European BSE Crisis**

This is the name given to the crisis involving a fatal cow disease that can be spread to humans through consumption of affected meat.



■ **The Chernobyl Nuclear Power Plant Explosion**
This disaster occurred in 1986. An explosion at a nuclear power plant killed 31 people, and led to the evacuation of 130,000 people the next day.



■ **The Three Mile Island Nuclear Disaster**

In 1979, there was a near nuclear disaster in a Pennsylvania nuclear power plant. It led to the release of small amounts of radioactive gases and radioactive iodine into the environment.



■ **The Union Carbide Gas Leak**

In 1984, a lethal gas leak killed more than 4,000 people in Bhopal in India. As many as 500,000 were affected.



■ **The Exxon Valdez Oil Spill**

This was one of the worst environmental disasters in history. On 24th March 1989, millions of gallons of crude oil polluted Prince William Sound (Alaska).

Description	Disaster name
1. It took place in 1989.	
2. It killed more than 4,000 people.	
3. It's a disease that can spread from animals to humans.	
4. It killed more than 12,000 people.	
5. It led to the evacuation of more than 130,000 people.	
6. It took place in the USA.	

Think about it! Disasters

Have you ever been in an avalanche / tornado / blizzard, etc.? What happened? What are some of the worst disasters that have happened in your country? What are some of the biggest dangers facing the world at present? Which organisations offer help to disaster areas in your country? What can be done to try to reduce the impact of natural or man-made disasters?

Language Structures: The verb to get

The verb *to get* has a number of different meanings. *To get* can be used to mean:

To become...

They *got lost* in the airport.

To buy

He *got* a new car.

To earn / obtain / receive

She *got* a pay rise.

To understand...

I didn't *get* the joke.

To manage to do something...

She *got* all the work done on time.

To arrive...

He *got home* later than normal.

To make something happen...

I *got* my brother to clean my room.

To fetch something for someone...

Could you *get* me a baguette from the bakery?

As a type of passive construction (informal) with *get* + a past participle...

We *got robbed* in the Underground.

There are several phrasal verbs with the verb *to get*:

- **Get across** = to communicate a message successfully
- **Get along** = if two people "get along" well, they have a good relationship.
- **Get back** = to return home
- **Get down to business** = to start working
- **Get down notes** = to write notes
- **Get together** = to meet up with someone
- **Get in / get out** = to enter a vehicle / to leave a vehicle /

For more information on the verb *to get*, please see the Resource Section.



1 Matching

Match the sentences (1 to 6) to the pictures (a-f).

1. She got wet because she didn't have an umbrella.
2. He got lost while he was walking in the woods.
3. They got married just last week.
4. They got bored as there was nothing to do.
5. She got arrested for speeding and reckless driving.
6. They decided to get away to the beach for a few days.



2 Word choice

Choose the correct words to complete the sentences.

1. She managed to get her message **through / across** successfully.
2. Patrick and Emily have been working together for years and get **at / along** really well.
3. I'm not sure what you're getting **at / to**. Could you try to explain it a bit better?
4. What time did you get **with / back** from the pub last night?
5. After a long lunch, they were finally ready to get **down / through** to business again.
6. Did you get **to / down** everything that she said?
7. Let's get **together / through** sometime next week to discuss it.

3 Ideas completion

Complete the sentences with your own ideas.

- The last time I got lost was when...
- For my last birthday, I got...
- The last time I got a big shock was when...
- When I don't get a joke, I just...
- The last time I got in really late was when...
- I once got caught up in...
- I think I could get by on (X amount) per month.
- The next time I go shopping, I'm going to get myself...

Story analysis

Read over the stories. Then, write a name next to each statement. Afterwards, see if you can identify any expressions with the verb *to get*. What do they mean?



Lift!

I once got stuck in a lift for a couple of hours. It was terrible as it was packed with people and it got quite hot and uncomfortable. A few people started to get a bit panicky but most stayed quite calm. We got out after about two hours, although it felt like a lot longer. It was a few weeks before I felt like getting into another lift.

By *Beth*



Car!

One Christmas, my sister and I planned to drive from New York to Canada to be with our family. The night before we were due to leave, it started to snow. It didn't seem to be too bad, so the next morning, we set off. However, about half way there the weather got a lot worse, and eventually the snow was so heavy that the road got blocked. We had to spend the night in our car in the freezing cold. Eventually a snow plough got through and it cleared the road.

By *Gordon*



Rain!

Last summer was one of the wettest for a long time. After about six days of non-stop rain, we saw how the water level in the river at the back of our garden was starting to rise alarmingly high. Eventually, the water started coming out over the top and flowing into the bottom of our garden. Worried that it would flood our house, we decided to move all our furniture and things upstairs. We got most things up there, except our sofa, which we couldn't get up the stairs. That night, the rain continued and the water was getting closer and closer. But finally, at about 3am, the rain suddenly stopped and the water in our garden drained back into the river. That was lucky, we thought!

By *Ellie*

Who...

1. ...got trapped on a road?
2. ...lives next to a river?
3. ...didn't feel like getting in another lift for a few weeks?
4. ...had to move their things upstairs?
5. ...got stuck in a lift?
6. ...got really cold in a car?

Your turn!

Write about something frightening that happened to you.

News reports

Read over the news reports. Then, write **T** (true) or **F** (false) next to each statement. Finally, see if you can find any expressions with the verb *to get*. What do the expressions mean?

NEWS REPORTS

Landslide

A landslide devastated parts of Hope Bay last night, causing substantial damage. The town's football stadium and park were the worst affected. Fortunately, both the park and stadium were empty at the time so there were no casualties. "I was just getting out of my car when I saw this mass of earth come crashing down. It was really frightening," explained Abbie Smith, who lives near the stadium.



Train crash

A train travelling at more than 100 miles per hour derailed near the town of Speckly last night. The train left the rails and crashed through a warehouse, causing substantial damage to the building. Six people were injured as a result of the crash. "I got out at the station before," said Henry Jones, who was on the train. "I was on my way to a meeting and I needed to get out in Willing – the town before Speckly. If I hadn't had that meeting to go to, I would have been on that train!" a visibly shaken Henry added.



Earthquake

An earthquake measuring 7 on the Richter scale damaged property near Bridgeport yesterday afternoon. "We'd been getting warnings all week about a possible earthquake, but we hadn't really paid much attention to them," said local resident Lydia Blake. "The last time there was an earthquake here was in the 17th century. But it seems that this time it was for real. Luckily, no one was hurt, but a few buildings came down," she added. A row of houses has been declared unsafe and some local residents have been moved out.



1. The landslide covered a number of residential houses.
2. Abbie Smith lives near the stadium.
3. The train that crashed was travelling at more than 100 miles per hour.
4. The train crashed through a warehouse.
5. The earthquake measured 6 on the Richter scale.
6. No buildings were damaged by the earthquake.

Your turn!

Write a news report about a disaster.

The Disaster

Activity type: a press conference

Task

You're going to give a report on a recent disaster (choose one from this unit). Decide what happened. Make notes on the events that led up to the disaster and what is being done right now to help those affected. When you're ready, present your information and explain what has happened. Afterwards, listen to any other reports and ask questions. Remember to answer these important questions:

- Where did it occur?
- When did it happen?
- Who was involved?
- How did it happen?
- Why did it happen?
- What is happening right now?
- What is being done to help the survivors?

Giving details of a disaster

- A number of people were injured after...
- Two people got trapped in...
- We're trying to get in touch with...
- Six people died after...
- They're trying to get emergency medical supplies to...
- They're hoping to get through to...
- The government have called on... to help deal with the disaster.

Asking about a disaster

- Did anyone get hurt in the explosion?
- What's the extent of the damage?
- What are they doing about...?
- Are they getting any help from...?
- What measures are being taken to ensure that...?
- Have they been able to get to...?
- Did everyone manage to get out in time?
- Did anyone get trapped in...?



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

Contrasting & comparing data

▣ Presentation analysis

Read through the extract from the presentation and answer the questions.

1. When did the figures for tourism peak?
2. Which country accounts for 55% of spending?
3. Why do most people visit the UK?

Tourism figures

[fades in]

And now I'd like to look at the latest tourism figures based on information from the Office for National Statistics International Passenger Survey. As you can see from this slide, the number of visits peaked in 2007 at 32.8 million, which has been followed by a decline since then. There was a small increase in 2011, but the overall trend is down, and the average spend per visitor is a lot less than previous years, plus there are fewer stays in hotels.

When it comes to spending, the top ten markets account for 55% of all spending, with the USA worth almost twice as much as the next most valuable market, Germany. Interestingly, four out of the five markets which have grown most in value are markets in close proximity to the UK, namely Germany, France, Spain and Norway.

And finally, just to conclude, you can see that in 2011, nearly two in five visits to the UK were for a holiday (32%), while just over one in five (23%) were for business. However, the biggest share is accounted for by trips to visit friends or relatives (VFR). These trips also involve a longer than average length of stay.

Well, in today's talk, we've looked at the latest trends in tourism in the UK. I'd just like to thank you once again for listening. I'm Clarissa Jenkins and I've been speaking on behalf of Tourism UK. Thank you and goodbye.
[clapping]



▣ Language identification

Read through the extract again and find language for...

1. ...making comparisons (find at least three examples).
2. ...summarising the presentation.
3. ...ending the presentation.
4. ...thanking the guests.

Useful expressions

Making comparisons

- Compared to figures from last year, those for this year were much higher.
- Prices have decreased by more than a third compared to...
- These countries account for the largest share (29%) of...
- Some of the biggest spenders were...
- These trips often involved a longer than average length of stay.
- This represents a far higher figure than...
- The majority of the tourists visiting here came from...
- Overall, house prices in the city are 55% lower than...
- The percentage has more than doubled since 1990.

Concluding

- So, in conclusion...
- Finally...
- To conclude...
- So, to conclude my presentation, I'd like to...
- On a final note, I'd just like to say...

Summarising

- In this talk, we looked at... / In today's talk, we've looked at...
- Just to remind you of the main points once again ...
- So, to summarise...
- So, as we've seen today...

Goodbye

- Thank you for listening and I hope to see you all again someday.
- Thank you, goodbye and I hope to see you again soon.
- I'd like to thank you for your time and cooperation.
- I'd like to thank you for your participation.

▣ Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include some language for making comparisons and ending a presentation.

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 into 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

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 descriptions and 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 and cut up the jobs in one pile, and the descriptions and actions in another pile. Put your students in pairs and give each pair a pile of the jobs and a pile of the descriptions and actions. Tell your students to lay all the slips face down in the middle of the table. Students have to find a matching pair, i.e. a job and the 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 a card. Student 1 turns over two cards. If they match, they keep them. If not, they turn them over again and put them back in exactly the same place. The

trick is to remember what is on each card and where it is placed. The winner is the player who collects the most pairs at the end of the game.

Or, write up this list of some of the best jobs of 2012. Students discuss the list and talk about the pros and cons of any of them: *software engineer, HR manager, dental hygienist, occupational therapist, online advertising manager, computer systems analyst, telecommunications engineer, economist, market research analyst, business consultant, PR manager.*

MAKING GRAMMAR FUN

Presentation

Students write down six things about themselves. For example: *what they did last night, what pets they've got, where they live, what they did last summer, what type of music they like, etc.* When they're ready, ask for a volunteer to come to the front of the class. Tell the volunteer to read out their six pieces of information. Tell your other students to listen carefully because you're going to ask them a few questions about this information when the volunteer has finished. When they're done, ask five or six questions using question tags. Make sure some of the statements contain true information and others false information. Students write down their answers. The student with the most correct answers wins. For example:

- a) Mario has got a pet cat, hasn't he? [answer: yes]
- b) He's half Italian, isn't he? [answer: yes]
- c) He plays the guitar in his free time, doesn't he? [answer: no]
- d) He went to a wedding last weekend, didn't he? [answer: yes]
- e) He's going to get married next year, isn't he? [answer: no]

Etc. Repeat with other students. Then, see which team or student has the most points. Then, when you've finished, write up some of the statements with question tags 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

Students write statements and question tags about other students in the class. Tell your students to write six each. For example,

- a) Rachel lives in the country, doesn't she?
- b) Mark has got three children, hasn't he?
- c) Madison got married in Las Vegas last year, didn't she?

When your students are ready, they walk around the class asking one another their questions.

Speaking Task

This is a debate. Remember to use the Error Correction Sheet to make a note of any errors (grammatical, lexical, pronunciation, etc.).

Pronunciation

Prepare sentences with question tags with a mixture of rising and falling intonation patterns. We use rising intonation when we are unsure of the answer and we are checking information. And we use falling intonation when we are almost certain of the answer and we are looking for agreement. Use the examples below to practise your intonation.

- a) You're Samantha, aren't you? ↑
- b) You don't live near here, do you? ↓

Then, dictate sentences for your students to write down. Students mark the intonation with an arrow as shown above. Then, write up some more statements with question tags on the board. In pairs, students practise saying them with different intonation patterns. Student A says a statement with a question tag; Student B has to say whether it's rising or falling intonation.

FLUENCY PRACTICE

REVISION!

E-mail addresses

Dictate these e-mail addresses for your students to write down.

- ben44-goforit@hotmail.com (hyphen)
- sam89.french@gmail.com
- princegg_twenty@yahoo.com (underscore)
- alex-has_tall@gmail.com
- isabel24-partygirl@hotmail.com

Superlatives

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

- What's the most difficult exam you've ever done?
- Which room is best to work in?
- What's the best restaurant in your city?
- What's the biggest museum in your city?
- What's the best film you've ever seen?
- What's the funniest thing you've ever seen?
- Who's the kindest person you know?

Dates, times & numbers

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

- 1978 2006 1865 1989 2025 1867
- 17:45 6:30 2:39 1:12 5:40 4:35 10:55
- 439,021 237,809 1,278,349 5,983,088

Follow-up

Students write up a short text based on the Speaking Task.

UNIT 16 Job Hunt!

Objectives

Vocabulary: Work & jobs

Language structures: Question tags / Adjectives + prepositions

Useful skills: Telephone English IV

Job association

What do you associate with the following jobs? In two minutes, write as many words as you can next to each job.

Jobs & objects

- **Journalist:** camera, notebook...
- **Scientist:** test tube, white coat...
- **Doctor:** stethoscope, thermometer...
- **Fire-fighter:** hose, ladder...
- **Police officer:** baton, handcuffs...
- **Plumber:** spanner, screwdriver...
- **Film director:** actor, clapper board...
- **Driver:** vehicle, car...
- **DJ (a disc jockey):** microphone, turntable...
- **Painter:** paintbrush, canvas...
- **Chef:** pot, pan...
- **Cleaner:** mop, cloth...

Think about it!

Which job sounds the most interesting? Why? Which one do you think is the best-paid? Why? Which one is the worst-paid? Which job from this page would you like to do? Why? Which one/s have you done? What was it like? What are the pros and cons of some of these jobs?



Vocabulary: Work & jobs

Job collocations

Choose any jobs from the Box A and any adjectives from Box B to make four sentences.

Box A

journalist, designer, scientist, engineer, vet, fire-fighter, police officer, market research analyst, self-employed worker, business person, computer programmer, plumber, pilot, actor / actress, film director, sound engineer, bartender, driver, television presenter, DJ (a disc jockey), waiter / waitress, flight attendant, painter, chef, cleaner, politician, teacher, manager, newspaper editor
Other?

Box B

outgoing, optimistic, persistent, reliable, aggressive, adaptable, well-informed, sincere, helpful, easy-going, tolerant, meticulous, grateful, self-centred, ambitious, tidy, practical, narrow-minded, hard-working, thoughtful, mature, clever, impartial, patient, generous, polite, warm, absent-minded, introverted, analytical, bold, theoretical, calm, relaxed
Other?

For example: *A journalist needs to be persistent.*

Job matching

Write the name of a job or activity next to each of the prepositions.

- Stressful: *newspaper editor*
- Well-paid:
- Badly-paid:
- Dangerous:
- Boring:
- Glamorous:
- Rewarding:
- Challenging:

Unusual jobs

Read about the unusual jobs. Then, complete the table.

Unusual Jobs

Jobs with a difference.

● **Ghost writer**

Ghost writers write books, articles, stories that are published under someone else's name.

● **Furniture tester**

Furniture testers check to see whether the furniture is safe, comfortable and strong.

● **Foley artist**

Foley artists mostly work for the film industry, creating sound effects that are used in movies.

● **Bounty hunter**

Bounty hunters capture fugitives (those who are on the run from the justice system). The bounty hunter receives a reward for putting the fugitive back into police custody.

● **Golf ball diver**

Golf ball divers search for balls in water hazards on golf courses. As part of their job, they have to dive under the water to retrieve the balls.

The job involves...

Description	Job
1. ...creating sounds.	
2. ...testing furniture.	
3. ...catching people.	
4. ...finding lost balls.	
5. ...writing books.	

Interview completion

Complete the questions/sentences with the words below. Petra is talking about her job as a sound engineer in a film studio.

course training management overtime
employed workshop challenging profession

Interviewer: So, Petra, why did you choose this (1) _____?
 Petra: Well, it was something I always wanted to do.
 Interviewer: Which three adjectives would you use to describe your job?
 Petra: Interesting, (2) _____ and stressful... at times.
 Interviewer: Do you ever have to do any (3) _____?
 Petra: I often have to work until late at night and at the weekends, but it's just part of the job.
 Interviewer: Do you get any in-house (4) _____?
 Petra: Yes, we're often given training on how to use new software and things like that. Last year, I was sent away on a three-day (5) _____. Oh, and I'm attending a (6) _____ next week on some new software that's just come on the market.
 Interviewer: Are there any opportunities for promotion?
 Petra: Not really. If you want to move up into a (7) _____ position, you have to apply for the job separately. I'm just (8) _____ as a sound engineer.
 Interviewer: Thank you very much.
 Petra: My pleasure.

Your turn!

Write an interview in which someone is asking about another person's job.

Think about it! Jobs

What's the most interesting job you've ever had? What's the worst job you've ever had? What would your dream job be? What's the definition of the ideal co-worker? Of all your acquaintances, friends, family, etc. who has the most interesting job? What was your first job? How old were you when you had it? What are some of the most unusual jobs in your country? What's your idea of a nightmare job? Which jobs are the best/worst-paid in your country?

Language Structures: Question Tags

To be	This is the answer, isn't it?
Present Simple / Present Simple Passive	She lives in Paris, doesn't she? / The food is cooked here, isn't it?
Present Continuous / Present Continuous Passive	They're working, aren't they? / The rooms are being cleaned, aren't they?
Past Simple / Past Simple Passive	He took it home, didn't he? / They were paid, weren't they?
Past Continuous / Past Continuous Passive	She was working at home, wasn't she? / The computer was being fixed, wasn't it?
Past Perfect / Past Perfect Passive	They had seen it before, hadn't they? / The car had been repaired, hadn't it?
Will / passive form	You'll come later, won't you? / They will be given the timetable, won't they?
Future with be + going to / passive form	You're going to play, aren't you? / They're going to be told what to do, aren't they?
Present Perfect Simple / Present Perfect Passive	She's finished the work, hasn't she? / They have been shown the video, haven't they?
Present Perfect Continuous	They've been running, haven't they?

Question Tags are little questions at the end of statements. They can be formed with the same verb as the one in the main statement, or an auxiliary verb. For example, "They can take the next train, *can't they?*"

We often use Question Tags when we want to confirm information. If the main sentence is affirmative, the question tag is usually negative. For example, "This is yours, *isn't it?*"

If the main sentence is negative, then the Question Tag is usually affirmative. For example: "This isn't the answer, *is it?*"

Matching

Match the sentence beginnings (1 to 6) to the endings (a-f).

1. You've been here before,
 2. She's one of your work colleagues,
 3. They won't have arrived yet,
 4. You won't be needing this,
 5. You'd seen it before,
 6. He's been working from home this week,
- a. hadn't you?
 - b. will they?
 - c. haven't you?
 - d. hasn't he?
 - e. will you?
 - f. isn't she?

Sentence completion

Complete the sentences with the correct question tags.

1. She will like it, _____?
2. They went out last night, _____?
3. He was working late last night, _____?
4. They're going to talk to us, _____?
5. She lives with her brother, _____?
6. They haven't been playing football, _____?
7. You won't tell them, _____?
8. We'll be working on Saturday, _____?

Telephone conversation completion

Complete the telephone conversation with the correct question tags.

Ray: Hello.
 Jodie: Hi, is that Ray?
 Ray: Oh, hi, Jodie. How's it going?
 Jodie: Fine thanks. I was just calling to ask about the party.
 Ray: Right, great.
 Jodie: So you wanted me to pick up the cake after work, (1) _____?
 Ray: Yes, if you don't mind. You will have your car with you, (2) _____? It's just I'll be taking the train so it'd be easier if you could get the cake.
 Jodie: No problem. I'll bring it over after work. Lucy won't be there, (3) _____?
 Ray: No. She won't be getting home till after 8pm. You will be careful with the cake, (4) _____? We had it made especially. It turned out to be quite expensive getting that aeroplane on top.
 Jodie: Don't worry. So, the others are bringing the food and drink, (5) _____?
 Ray: Yes. They'll be getting there about 6.30 to get everything ready.
 Jodie: OK. Great. She will like it, (6) _____? I mean, the surprise party.
 Ray: I hope so.
 Jodie: You don't think she'll be annoyed, (7) _____? It's just I don't think she'll be expecting it... especially as she doesn't know that you've got a spare set of her keys.
 Ray: Oh, she won't mind.
 Jodie: So, how did you get the copy?
 Ray: It was easy. I waited till she went to lunch, then I took her keys and made a copy. She never knew.
 Jodie: Well, you know what she's like – a bit up and down. She might want to get changed when she gets in. She'll be coming from the gym, (8) _____?
 Ray: Yes, I think so. Well, she can always go upstairs and get changed there, (9) _____?
 Jodie: I guess so.
 Ray: Look, you can't have a surprise party without the "surprise element", (10) _____?
 Jodie: I guess not.
 Ray: It'll be fine. Lucy will love it. All her friends are going to be there, (11) _____?
 Jodie: Yes.
 Ray: And she'll love the present we got for her. She's been meaning to have flying lessons, (12) _____?
 Jodie: Yes. So, what did you... [fades out]

Your turn!
Write a short dialogue in which one person is confirming information. Use question tags for this.

Fluency practice

Answer the questions. Give full answers.

- You've done a lot of travelling, haven't you?
- You've been to Italy, haven't you?
- You'll be at work tomorrow, won't you?
- You're going away for the weekend, aren't you?
- You weren't robbed last month, were you?
- You saw a good film last week, didn't you?
- You'll have finished all your work by Friday, won't you?
- You'll be going away for the summer holiday, won't you?

Adjectives + prepositions

Many adjectives are followed by a preposition: think about, pleased with, etc. For example:

- a) They're **thinking about** it.
- b) They were **pleased with** the changes.

Remember, verbs that follow the preposition are usually in the gerund. For example: "He's concerned **about leaving** it here."

Top tip

The best way to learn these expressions is through reading and general exposure to the language. Make a note of the expressions and write out example sentences to help you learn them.

Word Choice

Choose the correct words.

1. We're really fond **of / at** this place.
2. She's interested **to / in** modern history.
3. This place is famous **for / with** its top-class restaurants.
4. I'm sick **of / at** all this noise!
5. He was involved **by / in** the project from the start.
6. They were disappointed **to / with** the results.



Sentence creation

Create as many sentences as you can with the adjective + preposition combinations below in just two minutes.

proud of, fond of, aware of, tired of, interested in, famous for, responsible for, different from, good at, surprised by, angry with, incapable of, sick of, typical of, similar to, be used to, get used to, pleased with, popular with, disappointed by, involved in, scared of, devoted to, concerned about

Instant messages

Complete the instant messages with the correct prepositions.

63%

Messages Clear

Nicole: Worried (1) _____ the interview tomorrow?

Matt: You can say that again. I was really disappointed (2) _____ the first one. It's such a long process.

Nicole: Yeah, but they've asked you back. You've got a lot of experience (3) _____ this type of work, and you're quick (4) _____ picking things up. You should be pleased (5) _____ how things are going!

Matt: I'm good (6) _____ certain things, but I've got no experience with this type of work. It's different (7) _____ anything I've ever done before. I'm not sure if I'm suitable (8) _____ this kind of role – it might be a bit beyond me.

Nicole: Stop being so negative. You'll be perfect (9) _____ the job.

Matt: Yeah, you're right. I'm just so upset (10) _____ the way things went in that last interview.

Nicole: Oh, stop worrying (11) _____ it. What have you got to do tomorrow?

Matt: There's a psychometric test, then a group interview, then some practical tasks and then a one-on-one interview with the head manager.

Nicole: Good luck!

Matt: Thanks. I really want this job. I've always wanted to work in the fast food industry. And I'm really serious (12) _____ getting ahead in life. McDonald's is such a great place to work.

Nicole: And who knows – in a couple of years, they might even put you on the cash tills!

Matt: Fingers crossed!

Send

The Balloon Debate

Activity type: a debate

Task

You're going to have a debate. Imagine that you're travelling on a hot-air balloon with some other people. Unfortunately, the balloon is going to crash and some people have to be thrown off. First, choose a job or profession, or take on the role of a famous person (James Bond, Wonderwoman, etc.). Then, prepare a speech explaining why you shouldn't be thrown off the balloon. Think of lots of good reasons why you should be spared. At the same time, say why you think other people should be thrown off the balloon.

- Job title
- Job description
- Best thing about my job
- Type of person you need to be:
- Adjectives to describe my job
- Qualifications needed
- Pay structure
- Responsibilities
- Reasons why I should stay on the balloon

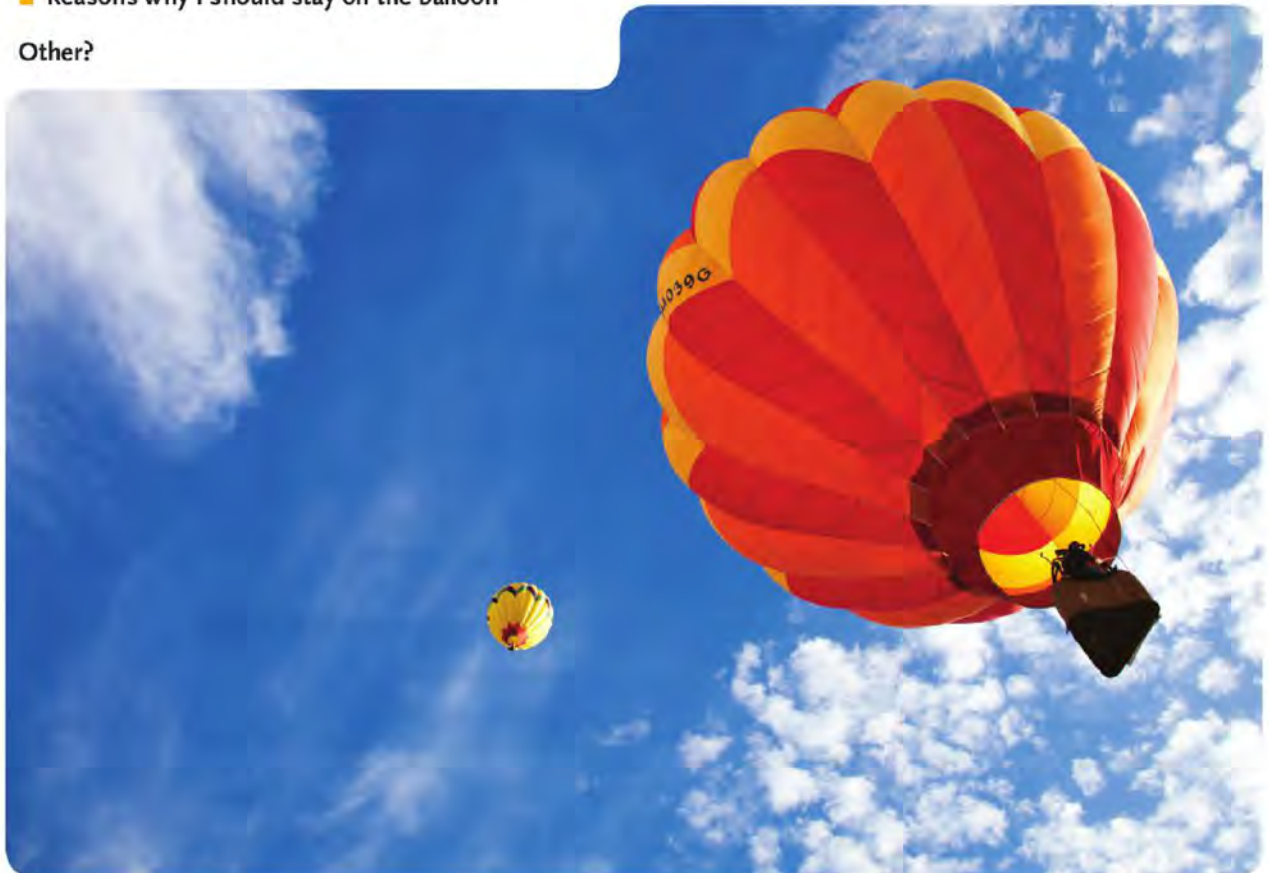
Other?

Promoting yourself

- Without me, you won't be able to X, will you?
- No one knows how to do X as well as I do, do they?
- If you get into a tricky situation, you'll need someone like me to... won't you?
- I've got the necessary skills and qualifications to...
- With me on board, you'll all be able to X, won't you?
- I've faced challenges like this before. For example, once...
- I'm the only one who is capable of...

Questioning the importance of someone else

- You don't have any experience with X, do you?
- You wouldn't know what to do if... would you?
- You don't know how to... do you?
- You've never done... before, have you?
- Would you know what to do if...
- If we found ourselves in... would you know what to do?
- I don't think you'd be much use if...



Remember!

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

USEFUL SKILLS Telephone English PART IV

Questions / correcting information

Telephone conversation analysis

Read through the conversation. Then, answer the questions.

1. Whose name are the rooms booked under?
2. What mistake is there with the types of rooms Charlotte wanted?
3. How many nights will they be staying at the hotel?

The Hotel

- Receptionist:** The Royal Hotel, how may I help you?
Guest: Oh, hi. I'm just phoning up to confirm a booking I made a few weeks ago.
Receptionist: Certainly. Could I have your name and surname, please?
Guest: Yes, it's Charlotte Simmonds.
Receptionist: Could you spell your last name, please?
Guest: Yes, that's S I M M O N D S.
Receptionist: We've got three rooms booked for the 24th under your name.
Guest: Could you just confirm that it's two double rooms with twin beds and a single room.
Receptionist: Erm, we've got two single rooms and a double room with a double bed.
Guest: Oh, right, well, that needs changing. It's two double rooms with twin beds and a single room.
Receptionist: OK, so, that's two double rooms with twin beds and a single room.
Guest: Perfect. Could you confirm the dates too, please?
Receptionist: Yes, the booking is for 24th March. Just the one night.
Guest: Actually, we wanted to stay for three nights. From Monday 24th until Thursday 27th – we'll be leaving on the 27th.
Receptionist: OK. So that's three nights – the 24th, 25th and 26th.
Guest: Yes, that's right.
Receptionist: Oh, I'm afraid we haven't got any single rooms available for the 26th.
Guest: Oh, erm, could you give us three double rooms then – all with twin beds.
Receptionist: Let me just check... yes, that's fine. So, you'll be checking out on Thursday morning, won't you?
Guest: Yes, that's right. Does the price include breakfast?
Receptionist: Yes, breakfast is included.
Guest: Perfect. And what time is breakfast served?
Receptionist: From 7am until 10am. Could I have a contact number, please?
Guest: Yes, certainly, it's 919 007 6565.
Receptionist: Thank you, that's all booked for you then.
Guest: Great, Thanks. Goodbye.
Receptionist: Bye!



Language identification

Read over the conversation again and identify any language used to...

1. ...state the nature of the call.
2. ...ask for someone's name.
3. ...ask someone to spell a name.
4. ...correct information.
5. ...ask to confirm a date.
6. ...ask for a contact number.

Useful expressions

Stating the nature of a call

- I was just calling up to find out...
- I was just phoning up to confirm...
- I was just wondering what time the shop is open from?
- I'm travelling to X and I need a room for the night.
- We're interested in spending a weekend there, and we'd like to know a bit about...

Asking questions

- Do you know what time it closes?
- Do you know how much it costs to get in?
- Can I pay by credit card?
- Do I need to book in advance?
- Could you let me know how much it might cost, please?

Correcting information

- No, sorry, I meant to say...
- I beg your pardon, but I wanted...
- I think you'll find that...
- Actually, I think it's...
- Actually, I was hoping for...

Task

Write out a short telephone conversation. Include expressions used for stating the nature of a call, asking questions and correcting information.

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. We really enjoyed _____ (see) you at the party. (Gerunds and Infinitives)
2. He could _____ (not hear) it. (Perfect Modal Verbs)
3. You should _____ (tell) us about it. (Perfect Modal Verbs)
4. We might have _____ (leave) it in the cinema. (Perfect Modal Verbs)
5. They complained _____ it. (Prepositional verbs)
6. We _____ (finish) by this time next week. (Future Perfect)
7. The film _____ (show) tonight. (Future Passive with will)
8. The money _____ (pay) tomorrow afternoon. (Future Passive with be + going to)
9. She _____ (take) to the airport by 6 pm. (Future Perfect Passive)
10. I think she just made _____ that story. (Phrasal verbs)
11. We could go to the party _____ you've got a better idea. (Linking words)
12. They got _____ in a beautiful church last week and now they're husband and wife. (Expressions with the verb to get)
13. You were working from home, _____? (Question Tags)
14. We're really excited _____ it. (Adjectives + prepositions)

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

Answers



UNIT 1 Introduction unit

1 Table completion

	Josh	Kelly
Name / surname	Bates	Smith
Location of office	9th floor	14th floor
Nationality	English	American
Brought up	Canada	Australia
Department	Marketing	Accounts

2 Matching

1d 2h 3c 4a 5f 6b 7g 8c

3 Telephone dialogue

1. yes; 2. no; 3. no; 4. yes; 5. yes

4 Profile analysis

1b 2b 3a 4a 5b 6b

5 Verb tenses

1. saw; 2. were playing; 3. had cooked; 4. has brought; 5. is turned; 6. were produced; 7. have been talking; 8. will watch; 9. are going to leave; 10. will have; 11. had; 12. will be shown

6 Vocabulary

Student's own answers.

UNIT 2 That's Entertainment!

1 Free-time activities

Student's own answers.

2 TV show posters

Student's own answers.

3 TV show descriptions

1. House; 2. The Tudors; 3. The Mentalist; 4. Bones; 5. Lost; 6. Desperate Housewives; 7. The Sopranos

4 TV show review

1. Lynette; 2. Gabrielle; 3. Bree; 4. Susan

5 Ordering

1. The website is updated on an hourly basis.
2. She spends a lot of her free time at her country house.
3. He's being shown how the new system works.
4. They're hoping to finish it by next Friday.
5. It's being repaired at the moment.
6. The samples are analysed in this laboratory.

6 Word choice

1. planning; 2. being taken; 3. aren't given; 4. often leaves; 5. hoping; 6. being given

7 TV Guide analysis

1. 7.30 till 9.00; 2. no; 3. yes, *Criminal Minds*;
4. 8.00-9.00; 5. a debate; 6. *Friends*

8 Joke analysis

1. tired; 2. middle-aged; 3. by credit card; 4. so his flatmate can't change channels at home

9 TV series review

1. fifth; 2. New York in the 1960s; 3. *The Sopranos*; 4. 2000; 5. seven; 6. 3.5 million; 7. 72,000; 8. fifteen

Useful skills: E-mail writing I

1

1. Some new office furniture.
2. Because Ms Baker said there might be a discount if they buy last year's stock.
3. At least three months' notice.

2 (wording will vary)

1. Thanks very much for...
2. Could you also send...
3. I've attached a...
4. If you want, we could meet up sometime next week to...
5. Best regards...

UNIT 3 Legal Matters

1 Legal words

1. guilty; 2. verdict; 3. judge; 4. witnesses; 5. court; 6. suspect; 7. jury; 8. appeal; 9. trial

2 Matching

1. perjury; 2. homicide; 3. solicitor; 4. barrister; 5. trial; 6. guilty; 7. libel; 8. alibi

3 Parts of speech

1. criminal; 2. theft; 3. to rob; 4. mugger; 5. burglary; 6. fraudster; 7. murder; 8. arsonist; 9. smuggling; 10. to blackmail; 11. kidnapping; 12. drug trafficker; 13. to shoplift; 14. to embezzle

4 Matching

1e 2d 3f 4b 5c 6a

5 Sentence completion

1. was built; 2. were sent; 3. saw; 4. was watching; 5. had seen; 6. were looking; 7. was wearing; 8. ran

6 Time line analysis

1. yes; 2. no; 3. yes; 4. yes; 5. no; 6. no

7 - 8 Student's own answers.

9 Robbery

1. arrived; 2. was having; 3. were posing; 4. told; 5. was forced; 6. returned; 7. managed; 8. was running; 9. was being treated; 10. had escaped

10 - 11 Student's own answers.

Useful skills: Meetings I

1

1. Sales figures from last year and ways to improve on them.

2. Bradley.

3. Four.

2 (wording will vary)

1. Good morning. First of all...
2. In today's meeting, we'll be going over...
3. (Bradley), I'd like you to...
4. Firstly,... Then,... After that...
5. Please keep any questions until the end... / ...and let's stick to the agenda...

UNIT 4 Advert Alert

1 Advert matching

1. Heineken; 2. iPod Nano; 3. Lancome; 4. Big

Pilot's Watch; 5. Netflix; 6. McDonald's

2 Useful expressions

1. for; 2. at; 3. of; 4. on; 5. for; 6. in; 7. on; 8. on / onto

3 Article analysis

1. specific; 2. facial-recognition; 3. a BMW; 4. some trainers; 5. some clothes; 6. creepy

4 Ordering

1. I've been listening to some music.
2. They've been given a new assignment.
3. He's already left and won't be back until tomorrow.
4. She's been working here for about six months.
5. I've never seen it before.
6. We've left the work on your desk.

5 Matching

1e 2a 3d 4f 5b 6c

6 Sentence completion

1. has climbed; 2. has worked / has been working; 3. haven't visited; 4. has been completed; 5. have received / have been receiving; 6. have talked / have been talking; 7. has been given; 8. have already seen
9 - 11 Student's own answers.

7 E-mail analysis

1. a video ad; 2. where to film it; 3. the end of September; 4. at the Media Business Fair; 5. the advert for the Drawings Exercise Bike

Useful skills: Presentations I

1

1. They've fallen by 14%.
2. They're down to 550.
3. They've fallen by 4%

2 (wording will vary)

1. Hi, I'm...
2. In today's talk, we're going to be looking at...
3. I'll be happy to take any questions at the end.
4. As you can see... / Now, if you look at this slide, you'll see that... / Now, if you look at this chart, you'll see that...

UNIT 5 Travel Time

1 Holiday text messages (answers will vary)

1. Hi, dad. I have run out of money. Please send some urgently!
2. I've been bitten by a snake. I need \$5,000 for hospital treatment.
3. I'm in hospital with a broken leg. I need someone to accompany me home.
4. I've just arrived. I can't find the hotel. Could you text me the address, please?
5. It's raining a lot and I forgot to take a waterproof jacket and an umbrella.
6. I'm sitting on the beach drinking a cocktail. Wish you were here!
7. I left my passport at home. Please could you bring it to the airport URGENTLY! My flight leaves in two hours.

RESOURCE SECTION



Answers

8. I have been arrested. I'm at the police station. Nothing serious, I hope. What was in that package you gave me?

9. My flight has been delayed for 24 hours. I'm coming back to your house. Prepare dinner for two people, please.

1 Conversation analysis

1. At 9am.

2. About three hours.

3. Because there was a massive traffic jam.

4. No.

5. The man sitting next to her had a panic attack.

6. Her bag, passport, traveller's cheques and camera.

2 Useful language

1. nightmare; 2. set off; 3. due to; 4. traffic jam; 5. aisle seat; 6. report

3 Matching

1b 2d 3a 4c

4 Multiple choice

1b 2a 3b 4b 5a 6a

5 Transformation

1. They said that they were leaving the following day.

2. She said that she had been running in the park.

3. He told me that he would see Evie the following day.

4. She said that they were playing in the park.

5. She told us that she didn't really like it.

6. He said that he had seen the film last week.

6 E-mail update

1. He said he'd schedule them for Monday and Tuesday.

2. He said he had to.

3. She said her last day would be on Friday 27th May.

4. He said that Ms Taylor had to share her office with Sandra.

5. Sandra asked to use Ms Taylor's chair.

7 Story completion

1. was; 2. could; 3. wouldn't take; 4. were; 5. were travelling; 6. were; 7. was; 8. would have / had

Useful skills: Telephone English I



1. That afternoon.

2. By 5pm.

3. She suggests giving Nicole Eddington the caller's number.



1. Marston Foods. How may I help you?

2. I'll just put you through.

3. Would you like to leave a message?

4. Why don't I...?

UNIT 8 Success!

1 Successful people

1. presidential; 2. important; 3. successful; 4. discipline; 5. academically; 6. eventually; 7. organisation; 8. construction; 9. residential;

10. competitive; 11. architecturally; 12. bankrupt

1 Multiple choice

1c 2b 3a 4c 5b 6a

2 Word choice

1. turns; 2. tell; 3. found out; 4. will take; 5. is;

6. won't get

3 Blog analysis

1. will come across; 2. would find out; 3. will appear;

4. would you choose; 5. smile; 6. ask;

7. will give

4 Compound noun creation (answers may vary)

1. alarm clock; 2. heart attack; 3. tea bag; 4. bookshop;

5. pedestrian crossing; 6. youth club; 7. blood donor;

8. income tax; 9. pocket calculator; 10. fire alarm; 11. post office

5 Matching

1c 2b 3f 4g 5a 6h 7e 8i 9j 10d

6 Instructions analysis

1. flat tyre; 2. hazard lights; 3. handbrake; 4. manual car;

5. first gear; 6. back wheel; 7. spare tyre;

8. car jack; 9. hubcap; 10. lug nuts;

11. wheel bolts

Useful skills: Writing e-mails I



1. He wanted to withdraw some money.

2. It closed.

3. Because he was informed that there were no bank maintenance charges or penalties for going overdrawn.

4. (wording will vary)

1. I'd like to draw your attention to...

2. I'd like to file an official complaint...

3. I'd be grateful if you could...

4. I look forward to hearing from you soon.

5. Yours faithfully.

UNIT 9 Office Fun!

1 Interesting jobs

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

2 Job ads analysis

1. salesperson; 2. museum guide; 3. admin assistant;

4. store manager; 5. admin assistant; 6. salesperson

3 Matching

1b 2a 3c 4d 5e 6f

4 Multiple choice

1c 2b 3a 4b 5c 6a

5 Article analysis

1. should; 2. can't; 3. should; 4. should / must;

5. should; 6. can't

6 E-mail completion

1. in; 2. with; 3. in; 4. with; 5. for / in; 6. with; 7. out;

8. under; 9. in; 10. in; 11. under; 12. in

7 Useful skills: Meetings II



Meeting I = P

Meeting II = D

Meeting III = P

Meeting IV = D

Meeting V = D

4b (wording will vary)

Polite interruptions: Apologies for jumping in like this but... / I'm sorry to interrupt, but...

Direct interruptions: I must just say that... / You've got to be joking / I'm sorry but...

UNIT 7 Film Fantastic

1 Useful expressions

1c 2d 3a 4b 5e

2 Film review

1. *Pirates of the Caribbean: On Stranger Tides*

2. The Fountain of Youth

3. British actor Ian McShane

4. A 1987 novel called *On Stranger Tides* by Tim Powers

5. ...to appear in the film

3 Sentence completion

1. would have worked; 2. would have had; 3. wouldn't have arrived;

4. would have gone; 5. would have seen

4 Word choice

1. had won; 2. hadn't been; 3. hadn't stayed; 4. had told;

5. had gone

5 E-mail analysis

1. ...walnut oil on the salad.

2. ...doves (not gloves)...

3. ...balloons (not baboons).

4. ...made quite so many mistakes.

6 Twitter messages completion

1. takes; 2. take; 3. made; 4. take; 5. keep

7 Film review

1. hadn't spent; 2. would have been; 3. would have realised;

4. had stayed

Useful skills: Presentations II



1. They went up.

2. Because of foreign investors, a lack of available properties and low interest rates.

3. They remained steady.

4. (wording will vary)

1. Fall

2. Go up

3. Shoot up

4. Remain steady

UNIT 8 In the News!

1 Mini-stories analysis

1. sue; 2. council; 3. printer; 4. injure; 5. employee;

6. trapped; 7. witness

2 Useful language

1b 2a 3a 4b 5a 6b 7b

3. *Outline news stories* (wording may vary)

1. in a New York subway station; 2. last week;

3. a student next to him; 4. help the student; 5. he fell onto the tracks;

6. he jumped down to rescue him; 7. the train passed over their heads

3 Matching

1d 2c 3b 4a

RESOURCE SECTION

Answers



Ordering

- The document was being printed.
- It has been sent by post.
- The food is being packed.
- The photo had already been taken.
- The meeting will be held on Monday.

Word choice

- have been informed; 2. weren't told; 3. will be monitored; 4. are going to be cleaned; 5. are being framed; 6. aren't manufactured; 7. will have been paid

Sentence completion

- completed; 2. sold; 3. fixed; 4. paid; 5. sent

"How to" article analysis

- taken; 2. noted; 3. chosen; 4. done; 5. stitched; 6. made; 7. designed / made

News story analysis

- 1T 2F 3F 4F 5F 6T

Useful skills: Telephone English II

- She's got a meeting.
 - He's got an appointment with a client.
 - Tuesday afternoon at 4pm.
- (wording may vary)
- Hello?
 - Are you free on Thursday?
 - Could we meet up sometime next week?
 - I haven't got anything pencilled in.
 - I can probably reschedule it.

Revision page (units 1 to 10)

- spends; 2. is manufactured; 3. aren't watching; 4. being painted; 5. were changed; 6. had been shown; 7. was working; 8. has been prepared; 9. have been jogging; 10. would finish it; 11. paid; 12. jack; 13. be able to; 14. in; 15. would have arrived; 16. take; 17. being cleaned

UNIT 1 Let's get Creative!

Company logos

- Shell; 2. Toyota; 3. BP (British Petroleum); 4. AT&T; 5. Apple; 6. Volkswagen; 7. Amazon; 8. Nike; 9. Calvin Klein; 10. Reebok; 11. Texaco; 12. Microsoft Windows; 13. Dunkin' Donuts; 14. Warner Bros; 15. PlayStation; 16. Adidas

Company matching

- Starbucks; 2. Siemens; 3. Pixar; 4. McDonald's; 5. Google; 6. Adobe

Vocabulary

- 1c 2e 3a 4g 5f 6b 7d

Sentence completion

- budget; 2. invest; 3. cash; 4. costs / overheads; 5. overheads / costs; 6. profitability

Word choice

- crying; 2. meeting; 3. to bring; 4. to close; 5. to talk; 6. discussing

Matching

- 1d 2c 3f 4e 5b 6a

Sentence completion

- watching; 2. not to go; 3. sharing; 4. trying; 5.

to like; 6. to thank

Gap fill

- being; 2. to find; 3. to do; 4. starting; 5. to get; 6. to need; 7. to meet up; 8. to prepare

Business opportunities

- to keep / keep; 2. be; 3. be; 4. to rotate; 5. mixing; 6. occurring; 7. to recognise; 8. satisfying; 9. to offer; 10. converting; 11. to make; 12. download

Useful skills: E-mail writing III

- She thinks it sounds extremely interesting.
- Next Monday 3rd March.
- Brighton.

- I think the best thing would be to meet up...
- I was wondering whether you'd be available for...
- We could have lunch together and then...
- Please let me know whether this would suit you.
- I was hoping to travel down to...
- If there's anything I can do, please don't hesitate to let me know.

UNIT 10 Bad Day!

Mistakes on TV

- 1F 2T 3T 4F 5T 6F

Matching

- 1d 2b 3a 4c

Ordering

- That noise might have been the cat.
- You should have told me about it before.
- I shouldn't have slept for so long.
- She might have put it on the table.
- He could have won the game.
- They should have left a lot earlier.

Gap fill

- have received; 2. have gone; 3. have eaten; 4. have left; 5. have taken

Conversation gap fill

- taken; 2. talked; 3. told; 4. made / written; 5. done; 6. gone; 7. done; 8. shown

Word choice

- for; 2. to; 3. for; 4. to; 5. for; 6. to; 7. to; 8. for

E-mail gap fill

- for; 2. to; 3. to; 4. to; 5. for; 6. off; 7. for; 8. for

Useful skills: Meetings III

Meeting I = A

Meeting II = NA

Meeting III = A

Meeting IV = NA

Meeting V = NA

(wording may vary)

Accepting the interruption = Oh, right, yes, I think you're right. / Yes, good point.

Not accepting the interruption = If I may just finish what I was saying. / If you don't mind, just let me finish... / Would you mind waiting for your turn to speak, please?

UNIT 11 Social Splash

Speech bubbles

- coming; 2. welcome; 3. address; 4. join; 5. card; 6. from; 7. in

Collocations

- go; 2. invite; 3. exchange; 4. get / keep; 5. have / organise / go (to); 6. have / play; 7. arrange; 8. get; 9. discuss

Word choice

- rings; 2. familiar; 3. know; 4. met; 5. up; 6. nice; 7. get; 8. touch

Conversation analysis

- This Saturday.
- Jody's.
- Because she's moved house. It's a housewarming party.
- Because he might have to help his dad at the pub.
- Saturday afternoon.
- Nothing.
- 19 Hedgegrove Avenue.

Sentence completion (answers will vary)

- actually; 2. as a matter of fact; 3. to tell you the; 4. anyway; 5. by the

Word choice

- did; 2. neither; 3. either; 4. either / have

Conversation analysis

- at Luke's wedding; 2. in the country; 3. visiting her family; 4. no; 5. to a café in Canal Street

Useful skills: Presentations III

- Less than 15%.
- 2%.
- Nearly 50%.

(wording may vary)

- On top of that...
- Despite the fact that...
- The really worrying thing is that...

UNIT 12 Construction Capers

Picture matching

- 1e 2j 3d 4i 5f 6a 7g 8b 9h 10c

Useful expressions

- of; 2. in; 3. on / onto; 4. above; 5. in; 6. on / onto; 7. in; 8. through; 9. to

Structure analysis

- 6th May 1994; 2. three; 3. 35 minutes; 4. 24; 5. \$11.4 billion

Structure analysis

- in; 2. from; 3. to; 4. with; 5. in; 6. with; 7. for; 8. at

Word choice

- finished; 2. completed; 3. reading; 4. changed; 5. lying; 6. started

Gap fill

- written; 2. working; 3. found; 4. moved; 5. living; 6. discussing

RESOURCE SECTION

Answers



1 Message analysis

1. She will be preparing the presentation.
2. She will have reached a decision by Tuesday evening.
3. The reports will have been completed by Wednesday afternoon.
4. She will be travelling to Strasbourg and then attending talks.
5. She will be talking to Freyda Santos.

2 Facebook update

1. up; 2. down; 3. for; 4. across; 5. through; 6. in; 7. off; 8. in; 9. onto; 10. up; 11. on; 12. up; 13. out; 14. down

Useful skills: Telephone English III

1. Because she was driving through a tunnel.
 2. A memory card.
 3. Yes.
- (wording may vary)
1. Cameras Galore. How may I help you?
 2. Could you repeat that, please?
 3. I'm sorry but I can't hear you very well.
 4. Hold the line, please.

UNIT 11 Techno Fun!

1 Text messages

1. Have you got the keys to the office?
2. What time will you be back from work?
3. Do you want to go to a restaurant tonight?
4. Could you tell them I'll be late. I am still at the office.
5. I can't make it for lunch. I'm too busy. I will call you back later.
6. Did you tell Josh about the party at my place tonight?
7. Will you be able to take me to the station?
8. Your appointment at 6pm has been cancelled.

2 App analysis

1. Dog whistler; 2. WebMD; 3. AroundMe; 4. Word Lens; 5. Sound Hound

3 Definitions & exercise

1. in; 2. out; 3. down; 4. on; 5. down; 6. off; 7. up; 8. on

4 Definitions & word choice

1. on; 2. on; 3. up; 4. up; 5. in; 6. up; 7. on; 8. down

5 Instant messages completion

1. over; 2. up; 3. off; 4. on; 5. up; 6. out; 7. up; 8. up

6 Smartphone user review

- 1T 2F 3T 4T 5F

Useful skills: E-mail writing IV

1. They were sent to the wrong addresses.
 2. Some time on Tuesday evening.
 3. Six.
- (wording may vary)
1. We're just writing to apologise for...

2. We're doing our utmost to...
3. I'd just like to take this opportunity to remind you that...
4. There are still six bills pending payment.
5. I look forward to hearing from you soon.
6. Your sincerely,

UNIT 12 Let's Complain!

1 Complaints matching

- 1b 2d 3f 4e 5a 6c

2 Work complaints

1. the boss; 2. perks; 3. salary; 4. workload; 5. promotions; 6. meetings; 7. commuting

3 Matching

- 1f 2d 3e 4a 5c 6b

4 Word choice

1. even though; 2. although; 3. unless; 4. but; 5. as long as; 6. although

5 Conversation analysis

1. although; 2. and on top of that; 3. but; 4. plus; 5. however; 6. although; 7. even though; 8. although

6 E-mail gap fill

1. a few days later; 2. however; 3. despite; 4. although; 5. despite the fact that; 6. unless

Useful skills: Meetings IV

1

1. Ellis.
2. Nigella.
3. Laura.
4. Barbara.

2 (wording may vary)

Asking for opinions: Tell us what you think about this / what's your opinion of this? / Any thoughts? / What do you think about this?

Giving opinions: The way I see it... / to be honest... / it seems to me that... / in my opinion...

UNIT 13 Disaster Time!

1 Famous disasters

1. The Exxon Valdez Oil Spill
2. The Union Carbide Gas Leak
3. The European BSE Crisis
4. The 1952 London Smog Disaster
5. The Chernobyl Nuclear Power Plant Explosion
6. The Three Mile Island Nuclear Disaster

2 Matching

- 1f 2e 3d/c 4a 5b 6c

3 Word choice

1. across; 2. along; 3. at; 4. back; 5. down; 6. down; 7. together

4 Story analysis

1. Gordon; 2. Ellie; 3. Beth; 4. Ellie; 5. Beth; 6. Gordon

5 News reports

- 1F 2T 3T 4T 5F 6F

Useful skills: Presentations IV

1

1. In 2007.
2. The USA.
3. To visit friends or relatives.

2 (wording may vary)

1. with the USA worth almost twice as much as... / the biggest share is accounted for by... / These trips also involve a longer than average length of stay...
2. In today's talk, we've looked at...
3. And finally, to conclude...
4. Thank you and goodbye.

UNIT 14 Job Hunt!

1 Unusual jobs

1. Foley artist; 2. furniture tester; 3. bounty hunter; 4. golf ball diver; 5. ghost writer

2 Interview completion

1. profession; 2. challenging; 3. overtime; 4. training; 5. course; 6. workshop; 7. management; 8. employed

3 Matching

- 1c 2f 3b 4e 5a 6d

4 Sentence completion

1. won't she; 2. didn't they; 3. wasn't he; 4. aren't they; 5. doesn't she; 6. have they; 7. will you; 8. won't we

5 Telephone conversation completion

1. didn't you; 2. won't you; 3. will she; 4. won't you; 5. aren't they; 6. won't she; 7. do you; 8. won't she; 9. can't she; 10. can you; 11. aren't they; 12. hasn't she

6 Word choice

1. of; 2. in; 3. for; 4. of; 5. in; 6. with

7 Instant messages

1. about; 2. with; 3. with; 4. at; 5. with; 6. at; 7. from; 8. for; 9. for; 10. about; 11. about; 12. about

Useful skills: Telephone English IV

1

1. Charlotte Simmonds' name.
2. Instead of two double rooms with twin beds and a single bed, it's two single rooms and a double room with a double bed.
3. Three nights.

2 (wording may vary)

1. I'm just phoning up to confirm...
2. Could I have your name and surname, please?
3. Could you spell your last name, please?
4. Actually, we wanted to stay for three nights.
5. Could you confirm the dates too, please?
6. Could I have a contact number, please?

Revision page (units 1 to 14)

1. seeing; 2. not have heard; 3. have told; 4. left; 5. about; 6. will have finished; 7. will be shown; 8. is going to be paid; 9. will have been taken; 10. up; 11. unless; 12. married; 13. weren't you; 14. about

RESOURCE SECTION



Wordsearches

UNIT 1 That's Entertainment!

Find the words in the wordsearch.

documentary, news, series, chat show, cartoon, reality show, game show, soap opera, sitcom, comedy, drama, host, guest, presenter, star, remote control, television, broadcast, channel, censor

N	T	M	I	T	N	L	C	N	C	N	T	L	Z
C	H	H	U	G	C	H	A	T	S	H	O	W	E
S	D	O	C	U	M	E	N	T	A	R	Y	J	Z
J	R	S	S	E	W	O	S	R	T	E	D	S	G
R	A	T	T	S	O	A	E	N	E	A	H	C	M
K	M	Q	A	T	C	P	O	R	L	L	K	O	G
K	A	Q	R	D	O	C	E	E	E	I	C	M	A
M	W	A	A	P	E	T	N	S	V	T	E	E	M
F	C	O	A	T	N	N	E	J	I	Y	N	D	E
K	R	O	O	E	A	I	P	S	S	S	S	Y	S
B	S	M	S	H	R	I	W	D	I	H	O	X	H
P	E	E	C	E	B	E	O	G	O	O	R	M	O
R	R	A	S	B	N	G	W	P	N	W	P	Y	W
P	C	O	N	M	Z	W	E	V	F	G	U	J	D

UNIT 2 Let's Get Creative!

Use a dictionary to help you define these words. Then, find the words in the wordsearch. Make your own quotes about success.

reward, motivation, motivated, skill, communication, tactics, productive, consequences, punishment, performance, incentive, deadline, team, challenge, effort, goal, strategy, objective, outcome, aim

Z	A	I	M	O	T	I	V	A	T	I	O	N	V
U	C	H	A	L	L	E	N	G	E	U	O	M	Y
G	P	D	T	C	S	T	T	V	T	I	X	P	W
G	Q	E	A	O	H	P	I	C	T	P	E	U	P
S	V	A	C	N	H	T	O	A	E	R	O	N	B
T	T	D	T	S	N	M	C	M	F	O	B	I	G
R	R	L	I	E	E	I	A	O	F	D	J	S	L
A	X	I	C	Q	N	E	R	T	O	U	E	H	O
T	Z	N	S	U	T	M	E	I	R	C	C	M	B
E	I	E	M	E	A	X	W	V	T	T	T	E	A
G	S	M	W	N	Z	S	A	A	P	I	I	N	L
Y	O	D	C	C	P	M	R	T	Q	V	V	T	M
C	X	E	A	E	U	I	D	E	N	E	E	M	M
C	A	V	N	S	Z	A	C	D	S	K	I	L	L

UNIT 3 Travel Time

Find the "airplane travel" words in the wordsearch.

baggage, passport, trolley, ticket, airline, tray, pilot, aeroplane, runway, airport, cockpit, steward, flight, oxygen mask, control tower, passenger, sick bag, locker, hand luggage

L	O	C	K	E	R	T	X	E	S	X	C	M	H
O	R	F	G	S	T	K	O	R	A	M	O	A	V
J	P	L	J	A	E	R	O	P	L	A	N	E	Y
E	A	I	R	P	L	A	N	E	L	D	T	S	K
B	A	G	G	A	G	E	Q	V	L	E	R	T	W
H	C	H	T	S	A	R	A	U	K	C	O	E	M
N	U	T	K	S	S	E	G	C	P	S	L	W	F
H	T	W	W	E	E	G	I	T	A	I	T	A	K
G	R	X	S	N	A	T	R	R	S	C	O	R	P
N	O	X	Y	G	E	N	M	A	S	K	W	D	I
I	L	O	E	E	Z	K	D	Y	P	B	E	N	L
X	L	A	I	R	L	I	N	E	O	A	R	M	O
B	E	R	U	N	W	A	Y	P	R	G	D	I	T
W	Y	E	C	O	C	K	P	I	T	A	F	Z	O

UNIT 4 Let's Complain!

Find the "hotel" words in the wordsearch. What do they mean?

bellhop, concierge, guest, manager, security guard, waiter, inspector, maid, valet, keycard, reservation, room service, single bed, vacancy, view, swimming pool, gym, cot, sauna, jacuzzi

X	I	Q	O	C	Y	P	E	Q	C	D	U	S	V
G	S	M	C	O	N	C	I	E	R	G	E	V	W
Y	Q	K	I	T	I	N	S	P	E	C	T	O	R
X	B	Q	T	N	B	J	A	C	U	Z	Z	I	M
S	D	R	O	O	M	S	E	R	V	I	C	E	P
I	K	S	W	I	M	M	I	N	G	P	O	O	L
N	I	A	M	Y	V	T	M	V	P	K	H	Y	W
G	G	U	G	D	Y	A	O	M	E	L	C	V	Y
L	D	N	I	G	N	G	J	Y	L	N	A	R	B
E	S	A	U	A	U	V	C	E	A	L	E	I	B
B	M	A	G	E	I	A	B	C	E	T	L	E	A
E	R	E	S	E	R	V	A	T	I	O	N	D	C
D	R	T	W	D	Q	V	K	A	B	S	U	F	C
W	U	W	P	Y	Q	A	W	D	Y	V	K	S	D

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	aɪ	Fly	k	Key	ʃ	Short	w	Window		
æ	Cat	ʌ	Duck	ɑː	Car	b	Dog	eə	Hair	dʒ	Judge	tʃ	Church	s	Six	ɪ	Live	r	Right		
p	Pen	b	Back	t	Tea	d	Day	ð	Those	h	Hot	θ	Think	ŋ	Ring	n	Nice	f	Five	m	More

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)

hot english GROUP



www.hotenglishmagazine.com
www.hotenglishgroup.com