

ETpedia

1,000 ideas for English language teachers

Author:
John Hughes

10
Years of
ETpedia

2024 marks the 10-year anniversary of the launch of *ETpedia*! In that time, 6500 practical tips and ideas have been shared across 12 different titles! Each title in the *ETpedia* series is divided into units containing 10 bite-sized tips and ideas to give you real practical help with planning and preparing for your lessons.

To celebrate the 10-year anniversary, we are sharing 10 collections of ideas across 2024! Here, you can explore 10 practical ideas taken from a variety of different units across the very first title in the series, *ETpedia*. The original book is an encyclopaedia for teachers, with 1,000 tips and ideas across all areas of English language teaching, perfect for dipping in and out of as needed! Whatever your teaching context, *ETpedia* can help.

10 Ideas from *ETpedia*

Unit: 10 ways to start a lesson

Idea: 4. A quiz

Another way to refer to the previous lesson is to choose between 10 and 20 words that you taught in the last lesson or the last series of lessons. Before the lesson, write definitions for these words. In class, put the students into teams of three and hold a quiz. Read out a definition to one of the teams. If they guess the word, they receive a point. If they get it wrong, offer it to the other teams for a bonus point.

Unit: 10 activities for the topics of FREE TIME and SPORT

Idea: 8. Definitions match

This is a team game. Divide the class into two teams. Give each team a list of 10 different sports (or fewer, depending on time). Tell the teams to write a definition of each one, without mentioning the name of the sport. For example, for football, they might say *You play this with two teams of 11 players*. When both teams have prepared their definitions, they take turns to read them out and the opposing team must guess the sport. Give each team a point for guessing the correct answer and see which team wins.

Unit: 10 activities for the topics of SCIENCE and TECHNOLOGY

Idea: 1. Ranking inventions

One lead in to a lesson on science and technology is to write a list of famous inventions on the board such as: *the aeroplane, the telephone, the microchip, the petrol engine, the wheel, the printing press etc.* Put students into groups and ask them to discuss the question: 'Which is the most important invention in history?' Next, ask students to rank the items from one to six with one being the most important and six being the least important. The groups discuss the list and give reasons for their choices. You can also vary the task by having students answer other questions such as 'Which is the worst invention in history?' or 'Which is the invention which you use most?'

Unit: 10 free practice speaking activities with functions

Idea: 3. Surveys and questionnaires

Sometimes, surveys and questionnaires are an easy way to target certain language and they encourage repetition in an authentic way. For example, if you wanted to practise the language of expressing likes and dislikes, you could design a questionnaire like this:

Do you like ...	Very much.	Yes, a bit.	No, not much.	No, not at all.
football?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tennis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
golf?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surfing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The students walk around the class and interview each other with their form. It's a simple but effective way of eliciting a conversation like this:

Do you like football? No, not much.

Do you like tennis? Yes, I like playing tennis very much.

Unit: 10 writing fluency activities

Idea: 3. Instructions for a paper plane

Give a piece of blank paper to students in groups of three or four. Ask them to make a paper plane. This task generates useful speaking and discussion as they try to agree and decide on a design. Once everyone has made their plane (and tested it), tell them to try to write a set of instructions to give to another group so they can make the same plane. Encourage them to use instructional language, such as imperative verb forms and sequencing words like *Firstly*, *Secondly*, etc. When they have written their instructions, they swap them with another group and try to reproduce the other group's plane. At the end, everyone compares their paper planes and comments on how clear (or unclear) the instructions were.

Unit: 10 activities using the objects around you

Idea: 7. Imaginative adjectives

Write on the board the rules for adjective order before a noun (object) with examples beneath like this:

opinion → size/shape → age → colour → origin/nationality → material → NOUN
useful large old red French metal

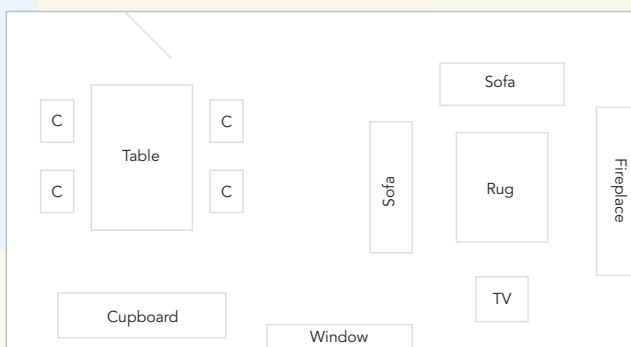
Get the students to sit in a circle. Hold up one object (ie. a hat) and say 'This is a hat'. Then pass it to the student on your left and they have to repeat the sentence with an adjective such as 'This is a brown hat'. They then pass it to the next student who repeats the sentence and adds another adjective such as 'This is a nice brown hat'. The hat continues being passed round the circle, with each student adding a new adjective to the sentence in the correct position. The aim to produce a sentence that contains as many adjectives as possible, such as 'This is a nice, medium-sized, new, brown, English, cotton hat'.

Unit: 10 activities for practising grammar

Idea: 4. Prepositions of place (*behind, opposite, in front of, between, next to, etc*)

Draw a diagram of a room on the board, like this:

Get the students to describe the position of the objects in the room. Help them with any words they need, such as *opposite, next to, between, etc*. Next, the students draw their own rooms and take turns to describe them to a partner. Their partner, without looking, must draw the room being described on a piece of paper. At the end, the students compare their rooms to see how similar they are.



Unit: 10 ways to develop awareness of phonemes


Idea: 7. Mouth the sounds


To focus the students' attention on the importance of the shape of mouth in pronunciation – and in particular on the lips – tell them you are going to spell the name of a famous person but they won't hear the letters so they'll have to watch. Choose a person who will be well-known to everyone in the class and spell the name using very exaggerated mouth movements so the spelling is very explicit. The activity is especially useful for demonstrating how the lips spread very wide on a letter of the alphabet like 'E' which is the /i:/ phoneme whereas the letter 'O' requires a rounded shape to produce the phoneme /eu/. Some letters are much harder to guess because they use phonemes which rely less on the shape of the mouth, but because you are spelling an entire name, the students can guess at some of the letters. At the end, ask them to say the name you were spelling. Next, ask students to think of a famous person, work in pairs, and take turns to spell the names silently to each other. This activity really forces them to use their mouth muscles.

Unit: 10 tips for teaching beginners

Idea: 2. The shape of the word

You can help your students to recognise a whole word by asking them to draw the shape of a word. For example:

shape → 

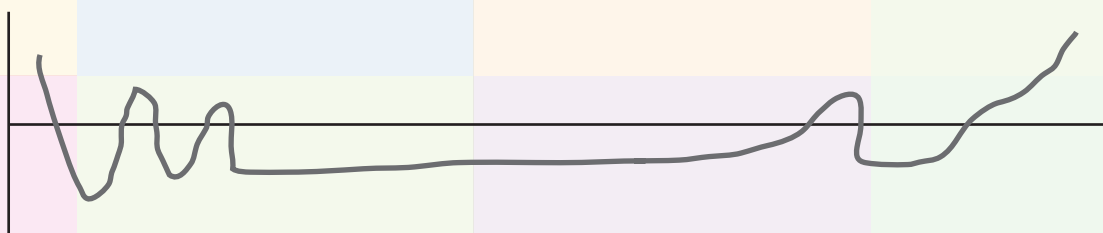
This exercise gives them a feel for the whole word. Later on, you can create gapfills with texts, but instead of leaving a blank gap for them to fill, draw the shape of the missing word, like this: The  of a ball is round.

Unit: 10 classroom observation tasks

Idea: 6. Talking time

Use this chart to monitor when the teacher is talking and when the students are talking. The middle line with the arrow represents the length of the lesson. The blue line goes above this middle line when the teacher is talking and below it when the students are talking. The blue line below is an example of a lesson where the teacher speaks at the beginning and end of the lesson but allows lots of student discussion during the class.

Teacher talking



ETpedia

Materials Writing

500 ideas for creating
English language materials

Authors:
Lindsay Clandfield
and John Hughes

10
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Here, you can explore 10 practical ideas from *ETpedia Materials Writing*, which aims to support and aid writers, teachers and students in creating English materials in one complete reference guide. Enjoy 10 ideas from across the book below!

10 Ideas

Unit: **10** types of gap-fill questions in texts

Idea 3. Words in brackets

This type of exercise is especially useful when you want the students to practise making tense changes or changes to the form of a word (eg adjective to noun).

Write the verbs in brackets in the passive form.

It is (1)_____ (say) that democracy began in Ancient Greece where people first had the right to vote on how they were (2)_____ (govern). In fact, only certain men were (3)_____ (allow) to vote but, after the Greeks, other civilisations also developed their own forms of democracy.

Answers: (1) said, (2) governed, (3) allowed

Unit: 10 types of categorisation exercise

Idea 9. Students decide

Put the words into three groups. You decide the groups. Be prepared to explain your answers.

carrot mushroom bean tomato coffee onion orange milk juice

Possible answer: vegetables, fruit, drinks

Unit: 10 tips on writing and recording your listening dialogues

Idea 7. Add filler sounds and filler words

Sounds like ummm, errr and uhhh are very common in real speech. They are sometimes called 'hesitation devices', as they give the speaker time to think. We also use discourse markers like *so*, *anyway* and *well* a lot in spoken English. If you are writing a dialogue for levels above beginner, sprinkle some of these into your dialogue. Even very low-level students could benefit from hearing one or two. See how the original dialogue above is enhanced by these filler words and sounds.

Mary: Hello, umm, are you John?

John: Yes, I am. Are you Susan?

Mary: Er, no. No, I'm not. I'm Mary. Susan is at the ... er ... office.

Unit: 10 exercises for practising writing subskills

Idea: 4. Topic sentences and supporting sentences

Showing students how to structure an individual paragraph is also important, especially if they have to write for examinations such as the Cambridge First, the Cambridge Advanced or IELTS. To introduce this idea, a re-ordering exercise like this one is helpful:

Read four sentences from a paragraph and number them in the correct order (from 1 to 4) with the topic sentence first and then the three supporting sentences.

- a) *In addition, employers can reduce the cost of office space. ____*
- b) *In the last decade, the internet and digital communication have had a major impact on the way we work. ____*
- c) *For example, many employees are able to work remotely: they don't always need to go to an office but can log on from home. ____*
- d) *This allows greater flexibility for the employee and reduces the amount of time spent travelling. ____*

Answer: 1b), 2c), 3d), 4a)

Unit: 10 tips on writing effective rubrics

Idea: 2. One action per sentence

As a general rule, each sentence of your rubric should include one action – at least, no more than two. So 'Work in pairs' is one action. 'Work in pairs and ask each the questions below' is safe because both actions are simple. However, a rubric like 'Work in pairs, ask each other the questions below and try to use all the words in the previous exercise' suddenly becomes confusing.

Unit: 10 tips for creating board games

Idea: 2. The snakes and ladders board

Instead of a basic board, this time create a grid of squares. As in the children's game snakes and ladders, include snakes (the head on one square and the end of the tail on another square lower down) and ladders (joining a lower square with a higher square). Then add different tasks to various squares on the board. As in the game above, the students move around the board and do the task they land on. If the player lands at the bottom of a ladder, they go up to the top and do the task. If they land on a snake's head, they go down to the tail and do the task there. You can find an example of a snakes and ladders board in Appendix 34.2 on pages 172–173.

How to play

Toss a coin to move around the board.

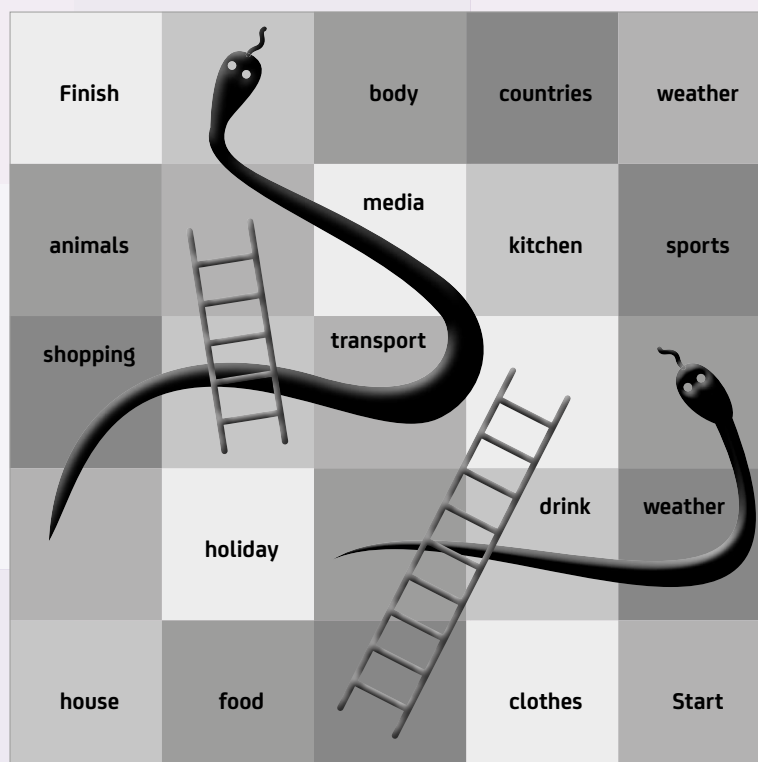
Heads: go forward 1 space.

Tails: go forward 2 spaces.

If you land on a ladder, go up the ladder.

If you land on a snake, go down the snake.

If you land on a category, say five words in that category.



You can find a full A4 version of these cards at the end of this sample, to print and use.

Unit: **10** tips and ideas for writing video lesson materials

Idea: 7. Watch only

For the first while-watching activity, you can prepare a series of questions that the students first try to answer while watching the video with the sound turned off.

For more dramatic clips, this could include speculating about what the characters said (especially if this has caused a strong reaction in another character). This is a type of gist-prediction type exercise, so your rubric could be something like this:

Watch the video with the sound off. How do you think the two people feel? What is their relationship to each other?

Unit: **10** tips on test writing

Idea: 5. Avoid complicated rubrics

As with writing language exercises, your rubrics for test questions should be very clear. Keep them to one clause, one verb per line. A rubric such as 'Choose the most appropriate tense to complete the gap, using a verb from Exercise 3 above' is far too difficult, whereas 'Complete the gaps using the verbs in the box' is fairly straightforward. For more on rubric writing, see Units 29 and 30.

Unit: **10** tips on writing language reference material

Tip from Jon Hird, coursebook and grammar book author

"When writing language reference material, it is important to remember that it is often not possible to give a full explanation of the use of certain language items. Decide what are the most appropriate and useful uses and constructions for the learners you're writing for, and explain these as simply and as clearly as you can. At the same time, make sure that you don't oversimplify and overgeneralise as this could confuse when the learners come across other uses of the language item. Use phrases such as is generally used, is commonly used, can sometimes be used, is used in three basic ways, and so on to show that other uses are possible."

Jon Hird, coursebook and grammar book author

Unit 34.2: Snakes and ladders board game

How to play

Toss a coin to move around the board.

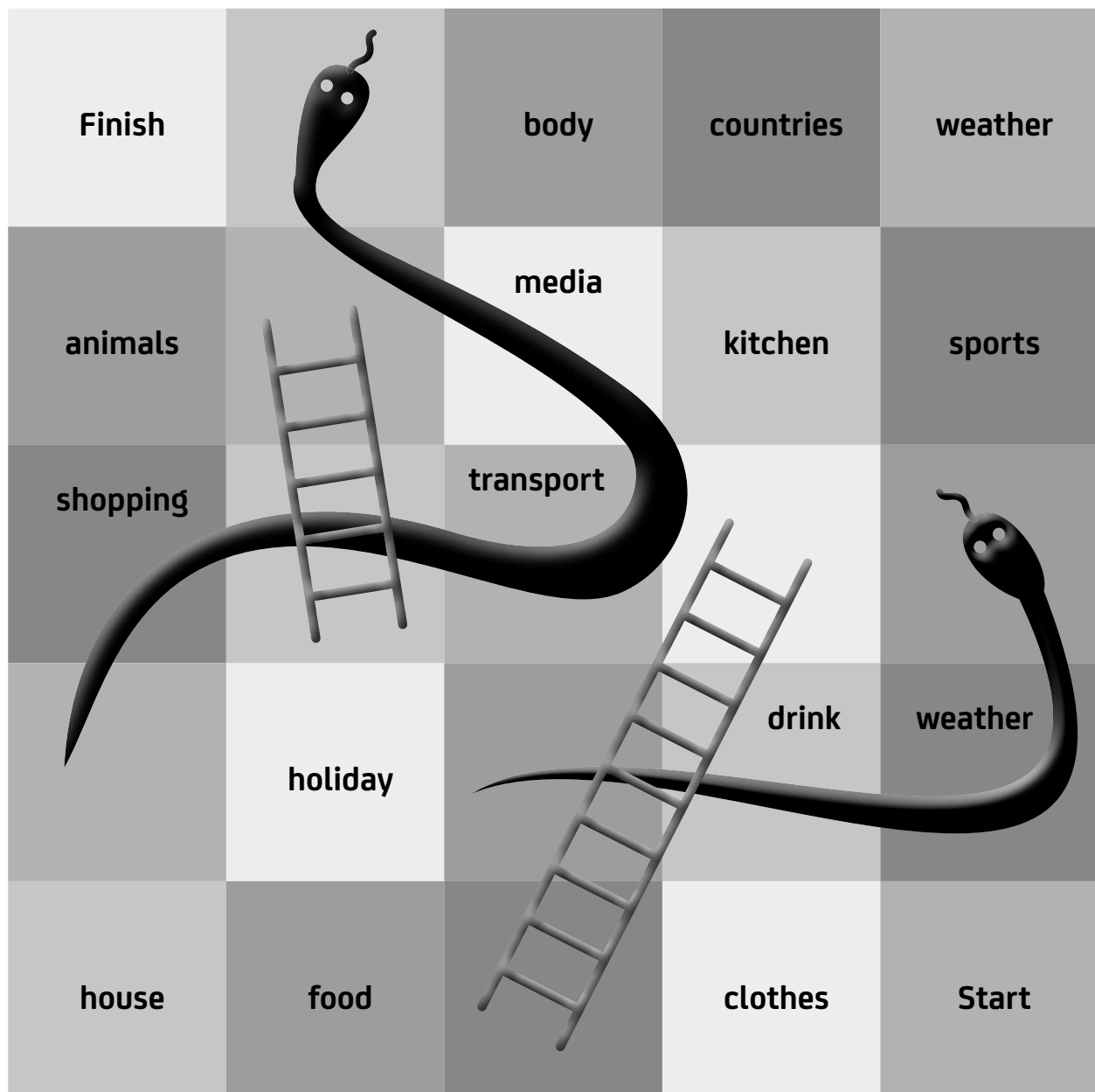
Heads: go forward 1 space.

Tails: go forward 2 spaces.

If you land on a ladder, go up the ladder.

If you land on a snake, go down the snake.

If you land on a category, say five words in that category.



Unit 34.2: Blank Snakes and ladders board game

How to play

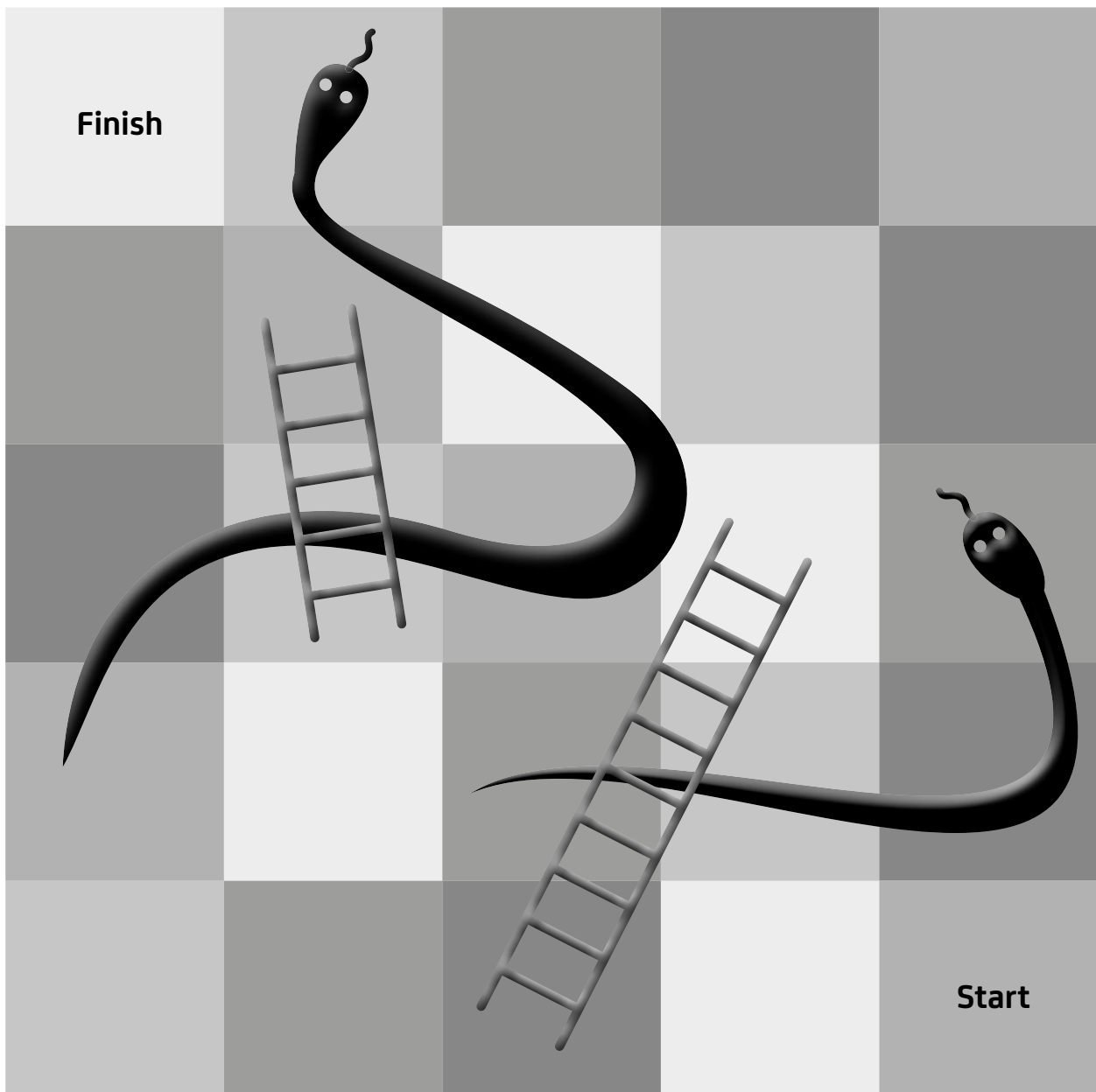
Toss a coin to move around the board.

Heads: go forward 1 space.

Tails: go forward 2 spaces.

If you land on a ladder, go up the ladder.

If you land on a snake, go down the snake.



ETpedia

Management

500 ideas for managing an English language school

Authors:

Fiona Dunlop,
Keith Harding and
Robert McLarty

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Here, you can explore 10 practical ideas from *ETpedia Management*, which is a complete reference guide for both new and experienced managers. It's full of tips, advice and ideas for running an English Language school or department. Enjoy 10 ideas from across the book below!

10 Ideas

Unit 10: 10 ways to encourage team-building and team morale

Idea: 9. The fully random team

Select team members at random from across the full range of staff and stakeholders, including students and ancillary staff, to focus on a specific issue. The issue may relate to a topic area that is not specifically part of their job or interests. Topics that work well for random teams include: being more environmentally aware, improving punctuality, making better use of free time and living more healthily.

Unit 14: **10** tips for making HR human

Idea: 5. Understanding can't versus won't*

When dealing with staff underperformance, it is crucial to know the difference between a capability procedure and a disciplinary. 'Capability' relates to a situation in which a staff member can't perform to any better a standard, for example, in the case of a teacher struggling with an ESP class and receiving constant negative feedback. This may be because they do not have the tools and resources to do so or because extra training, support and experience are needed. Disciplinary action is taken when a staff member *won't* perform to standard, possibly due to dissatisfaction, lack of interest or being stuck in a rut. It is important to understand the cause of any underperformance situation in order to know which course of action to take. When underperformance is due to capability, the manager can work with the individual to put a plan of support (a 'capability plan' or 'performance improvement plan') in place. (See page 168 for an example of a performance improvement plan (PIP) for an underperforming teacher.) When an employee seems to have made a choice not to perform to the expected standard, it is equally important to establish whether there are underlying reasons which can be addressed. For example, if the person in question is just bored, perhaps because they have been with the organisation doing the same job for a long time, a new challenge may help.



*Find the accompanying resource at the end

Unit 20: **10** ways of promoting your organisation

Idea: 7. Responding to tenders

Government agencies, ministries and certain companies are obliged to choose suppliers from a shortlist based on quality and price. By responding to a call to tender, a school is pitching for potential future business, but also promoting itself. You might not get the first business you tender for, and you might feel the administrative work necessary was not worth it, but it is worth persisting. It is a way of reaching new students who are currently outside your usual channels – and possibly at times of the year when you need them most. Do remember that most of these calls to tender are published in specific places and you will need to have someone on the staff briefed to keep an eye out for them.

Unit 21: **10** ways of making an impact on a target market

Idea: 8. Alumni

It has already been noted that word-of-mouth advertising can be really useful, and in your alumni you have a ready-made source. What can you offer them in return? By offering follow-up services such as online learning or a forum where they can post questions, you are maintaining their customer journey in a useful, cost-effective way while maintaining their goodwill. Former students go

on to have important roles in the community and can potentially refer a lot of business to your school. Similarly, if you are trying to break into a new area, such as teaching English to accountants, go back to your alumni and get feedback on how to go about it. Be careful with data protection and make sure former students want to be contacted; if they do, they will be very useful. A simple email outlining your idea and a request for help will usually be welcomed by alumni who had a good experience with you.

Unit 26: **10** checks to ensure cost-effectiveness

Idea: 4. Regular comparing of actual costs to planned costs.

Knowing what percentage of income should be spent on direct teaching costs allows you to track your spending and compare it with what was budgeted. For a school, the budget should be annualised so that you can see clearly which months are expected to be busy (and profitable) and which ones less so. If you have too many lean months with high teaching costs, you are unlikely to make up for that in the better months. Make sure your staffing levels suit the annual profile of your expected income. Think of ways of increasing income in the leaner months by running new programmes or launching new courses for new markets. Think about other languages, other specialisms or other age groups.

Unit 32: **10** tips for dealing with complaints

Idea: 8. Keep a record

Always keep notes and details with the time and date of the complaint and its outcome, even if it seemed insignificant and was easily fixed. Not only can you learn from case studies like this, but more importantly you will be able to refer back to the case if need be. Litigation can come months or even years after the incident, and you need to have the facts at your fingertips.

Unit 38: **10** ways of doing lesson observations

Idea: 6. Evidence-based observation

Here, feedback and conclusions are based solely on the evidence of what is happening in the lesson. Evidence-based observations are much more objective and fact-based than traditional ones, and as a result they are often more readily accepted by the teacher. For example, in a traditional observation the observer may make comments such as, 'There is a nice rapport. I like your approach to Some of the students didn't seem engaged'. In the case of an evidence-based observation, the observer agrees with the teacher beforehand on three or four areas of classroom teaching to focus on during the observation. Draw up a chart to record these various points (see the example on page 183 of the Appendix). Your role is to gather evidence and then present it back to

the teacher in order to facilitate discussion around the findings. Evidence-based observations are good for experienced teachers who want to analyse their teaching style and skills in detail. Note, though, that in any observation there should be a sufficient amount of evidence-based feedback.



*Find the accompanying resource at the end

Unit 47: **10** ways to improve your working environment

Idea: 7. Environmental considerations

Climate change issues and other ecological concerns are often reflected in course materials. It is a simple step to make such course materials specific to the school's own working environment. With the whole school you can build a green agenda, involving the use of less plastic, recycling, encouraging cycling to school and raising awareness in general to help students feel they have some ownership of the environment.

Unit 48: **10** ways to ensure your premises are conducive to learning

Idea: 6. Catering to a variety of learning preferences

You can accommodate learners' diverse preferences by regularly adapting teacher input and learning resources. Represent your awareness of different learning preferences by displaying material around the classrooms and the school as a whole. In addition, there may be particular devices and resources that certain students and teachers find particularly engaging, for example flip-charts, display screens, poster displays, phonemic symbols and charts. Electronic devices are another important tool in the classroom and school. These are discussed in Tips 7 and 8 below.

Unit 49: **10** key points in safeguarding and well-being

Idea: 10. Do a risk assessment

The first rule for producing risk assessments is to understand that they are very important – potentially a matter of life and death. The second rule is that they should be actively used, not just left in a dusty folder or buried away on a computer database. The third rule is to enjoy the process and see it as an opportunity. To help you carry out a risk assessment, use the photocopyables on pages 195 and 196 of the Appendix. The first is an example of a standard risk assessment template for school trips, which you can either use as it is or adapt for your school. The second is a list of possible risks and critical incidents for you to consider. Note also that various organisations such as the British Council, EnglishUK and EAQUALS have risk assessment forms as part of their assessment criteria which you can refer to.



*Find the accompanying resource at the end

Unit 14.5: A performance improvement plan

Performance Improvement Plan template

Name of employee/teacher

Name of line manager

Description of performance concern	
Overall aim of the performance improvement plan	
Start date	
Predicted end date	

Example(s) of underperformance	Expected standard	Success criteria (i.e. how you will know when performance has improved)	Agreed actions	Support required/requested	Review	Outcome and further action

You may photocopy this page.

Unit 38.6: Evidence-based observation: example feedback chart

Focus on:	Frequency
Eliciting	18
Giving explanations	18
Giving answers	17
Concept questions	10

You may photocopy this page.

Unit 49.10 (1): Risk assessment form

You can use this form or adapt it for your own risk assessment of facilities at your school, a school visit or accommodation, for example.

What could cause an injury? (e.g. use of the school's garden)	Who could be injured? (e.g. students, staff)	How high is the risk of injury? (e.g. low, medium, high)	How can the danger of risk be reduced? (e.g. remove certain objects)

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Unit 49.10 (2): Risk and crisis scenarios

Either working on your own or in a group, consider and comment on these possible scenarios. Then consider what action is needed to reduce the risk. Finally, consider how many of the scenarios might be relevant to your school and what measures are needed.

Scenario	Comment	Action/additional control measures needed
Your school does not have a crisis management plan or any risk assessments (apart from fire evacuation drills).	Not having a crisis management plan or other contingency plans is a crisis in itself. Putting one in place should be an operational priority, together with specific assessment of all potential risks and control measures. Risk, health and safety should also be regular items of discussion in meetings and within teams.	
A serious fire breaks out in one of the main teaching blocks.	Induction briefings and regular fire drills at different times, together with trained fire marshals and updated fire safety systems should ensure all reasonable precautions are in place.	
Major roadworks in the vicinity of the school prevent staff and students getting to the school/ campus in less than three hours.		
A major security incident takes place in a shopping centre next to your school. Gun shots have been heard.		
Not enough qualified teachers have been recruited for the start of academic programme.		
Course materials required for the new academic year are going to arrive six weeks after the start of term.		
There is a major breakdown of all IT systems with no prospect of repair for two weeks.		
A group of international students are seriously injured in a coach accident when on a school trip in the UK.		
There is a serious outbreak of food poisoning in your school with several students and staff members hospitalised.		
Think of your own scenario.		

You may photocopy this page.

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Pronunciation

500 ideas and activities for teaching pronunciation

Authors:
John Hughes and
Gerhard Erasmus

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In this second collection of ideas, you can explore 10 practical ideas across different topics from the most recent title in the series. *ETpedia Pronunciation* is a one-stop resource for teaching English language pronunciation both in the classroom and online, full of practical ideas, inspiration, tips, and classroom activities. Enjoy 10 ideas from across the book below!

10 Ideas

10 tips on using your voice

Idea 4. The robot voice

The robot voice is monotonous and has no intonation. When you want to highlight the importance of intonation in a phrase, for example, you can say the phrase once with a flat dull robotic voice and then say the phrase again,

this time with intonation.

10 uses of the whole body

Idea 7. Conduct with your arm

To show the rise and fall of the intonation in a sentence, you can move your arms along as you say the sentence (photo A) and raise it when the intonation rises (photo B) and lower it when it falls.



A.



B.

10 activities for practising word stress

Idea 1. Grouping the words

Review a lexical set of words you have been teaching recently. Write them randomly around the board. For example, here is a set of words for jobs and professions that are often taught at elementary levels.

teacher manager doctor scientist engineer journalist

Next, write the following word-stress bubbles on the board. Students group the words by stress pattern, like this.

- ● *teacher, doctor*
- ● ● *manager, scientist, journalist*
- ● ● *engineer*

10 things to know about individual sounds

Idea 10. Miming and physical association

Try to develop a repertoire of mimed actions and anything that helps your students associate certain phonemes with movements. For example, if you need to encourage students to make a sound longer (for example, if they are saying **I** but they should be saying **i:**, put your palms together and mime stretching them apart to indicate that the sound needs lengthening. Alternatively, the phoneme **z** resembles the sound of a bee so you could pronounce it while looking around your head for a bee. As you build up these types of associations, your students can be prompted to produce the sound from a gesture or mime that you use. There are no right or wrong associations, as long as you are consistent, and your students

become familiar with them. Younger learners will also enjoy copying the actions.

10 ways to introduce and practise connected speech

Idea 4. How many words do you hear?

Choose a sentence from a recording or choose your own phrase (or utterance) which contains connected speech. Repeat the phrase a few times. Students count how many words they hear. You can count contracted forms as one word. For example, if you say the sentence *I'll see you at eight*, the students call out *Five words!* Alternatively, they could hold up the correct number of fingers or they write the number down.

Afterwards, you could write the phrase on the board to highlight that it contains a contracted form, an intrusive **w** and linking, like this: *I'll see you_w_at_eight*.

10 activities to present and practise intonation

Idea 6. Humming

Another way to help students notice the intonation pattern on a phrase or sentence is to hum it so you don't use any words. By humming it, you allow students to focus on the intonation of the whole phrase or sentence. You can even write the words of the phrase on the board, hum it, and then have students repeat the phrase back to you, simultaneously applying the intonation pattern you hummed. This can often be much more effective – and memorable – than simply listening to and repeating the phrase.

Once students have become used to humming, they can have a go at doing it. Give each pair a different dialogue, like this:

- A:** Do you know where the pool is?
B: The swimming pool?
A: Yes. I want to go for a swim.
B: Just down this road on the left.
A: Next to the park?
B: Yes.

Each pair practises the dialogue without saying the actual words. They can add gestures and facial expressions, and hum the words, paying specific attention to stress and intonation. Finally, they perform it to the class. The other students try

to guess the context, and if there's enough time, the actual dialogue.

10 ways to integrate pronunciation with grammar

Idea 2. Indefinite articles: a and an

The indefinite article is introduced at beginner level. Almost immediately, there is the pronunciation issue that you use *a* before a word starting with a consonant sound (*a teacher, a manager*) but you have to use *an* before a word starting with a vowel sound (*an engineer, an accountant*). The simplest way to practise this rule is to give students a list of nouns and ask them to decide whether they use *a* or *an* before the words. To do this, students need to understand the difference between a **consonant** sound and a **vowel** sound, so even at lower levels, it's good moment to introduce these two terms.

10 ways to help with sound and spelling

Idea 10. Count the syllables

When spoken at natural speed, the letters become silent in certain words and they lose a whole syllable. For example, when written down, the word *interesting* appears to have four syllables. But normally, when spoken, the 'e' in the second syllable is silent, so it only has three syllables: *int(e)resting*. Write similar words on the board and have students write how many syllables they think the words have. For example, when said slowly, these words would have the number of syllable shown:

chocolate (3)

different (3)

favourite (3)

comfortable (4)

family (3)

several (3)

Then say the words at normal speed. Students decide which syllables (and letters) disappear. To help, you could say the word slowly first so that every syllable is spoken, and then repeat it at normal speed so a syllable is lost, like this:

choc(o)late (2)

diff(e)rent (2)

fav(ou)rite (2)

comf(or)table (3)

fam(i)ly (2)

sev(e)ral (2)

10 ways of incorporating technology

Idea 9. Recorded text messaging

If students are using a text-messaging application like LINE or WhatsApp, they can send a recorded voice message. Not only is it a much quicker way of sending longer messages, but it is also a great way for students to listen to their own and each other's pronunciation and provide the teacher with material from which to identify pronunciation issues.

10 types of interactive activities for pronunciation materials

Idea 2. Snap!

Deal a set of cards equally between two or more players. Each player plays a card at the same time and if two cards match in some way, the winning player shouts 'Snap!' first and takes all the cards on the table. In effect, it's a type of matching activity. You can remove the competitive element and just have students try to match all the pairs in a set of cards. It works well for matching individual sounds, word stress and sentence stress.

cat	tree	apple	pizza
worker	player	understand	oversee
cartoon	agree	umbrella	banana
hospital	finally	energy	beautiful
introduce	disagree	control	away

You can find a full A4 version of these cards at the end of this sample, to print and use.

Unit 15.4 Snap



cat	tree	apple	pizza
worker	player	understand	oversee
cartoon	agree	umbrella	banana
hospital	finally	energy	beautiful
introduce	disagree	control	away

ETpedia

Grammar

500 ideas and activities
for teaching grammar

Authors:
Ceri Jones and
Daniel Barber

10
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Here, you can explore 10 practical ideas from *ETpedia Grammar*, which is full of practical ideas, inspiration, tips, and classroom activities for teaching grammar in the English language classroom. Enjoy 10 ideas from across the book below!

10 Ideas

Unit 11: Relative clauses

Idea: 9. Caption competition

Run a caption competition using the students' photos. Students take photos of people, objects or places in and around their home and write short captions that contain a relative clause, eg, *This is my desk, where I do my homework*. They share the photos with the rest of the class on social media. Classmates supply alternative captions; for example, they might add: *This is where Diego sleeps* as a caption for a picture of Diego's desk. Hold a vote for the best caption and compare it with the photographer's original caption.

Unit 12: Adverbs of degree (*very, really, absolutely, etc.*)

Idea: 6. Three ... two ... one ... Hold them up!

To check understanding of the rules of gradable and non-gradable adjectives, tell students to write in big letters the word VERY on one side of a piece of paper and ABSOLUTELY on the other. Read out a mixture of gradable and non-gradable adjectives (starting with the list of adjectives in Activity 4); then say '3 ... 2 ... 1 ... Hold them up!' Students choose the correct adverb and hold it up. They win points for correctly classifying the adjective.

Unit 15: *Too and enough*

Idea: 3. House hunting

In pairs, students find a house or apartment for sale on a local estate agent's website. They team up with another pair and try to sell the property to them. For example, they might say, *It's got three beautiful bedrooms with double beds.* Each time the prospective owners must find as many faults with the house as they can, eg *Oh, no, that's too many rooms for us.*

Unit 16: Present simple

Idea: 6. What am I?

In this definitions game, students write sentences in the present simple from the point of view of an inanimate object. Give the students an example by reading out the following: *I live in a garage. My owner uses me to go to work. Sometimes she leaves me in the street.* Ask students to guess what it is. (Answer: a car.) Then give each student a strip of paper with a different name of an object on each. Ask them to write three sentences from the point of view of that object using the present simple. Students mingle, reading their three sentences and guessing each other's objects.

Unit 17: *Like, love, hate + -ing*

Idea: 2. Find three things in common

As a simple activity to further personalise the structure, write these categories on the board:

Something I love doing with friends

Somewhere I like going at the weekend

Someone I like spending time with

Something I hate doing in my free time

Students work in groups of three or four to find at least three things they have in common using the categories on the board.

Unit 22: *Must, can't, could, couldn't, may* and *might* (speculation)

Idea: 4. What does it sound like?

Play clips from a video but make sure students can only hear the audio. Choose clips with plenty of intriguing sounds and little dialogue, eg footage from nature documentaries, short films and animations, action scenes from movies. After each clip, students discuss what they heard in pairs, and share their theories before watching the clip to confirm. Alternatively, search for 'Guess the sound' clips on YouTube. These usually play a number of sounds and provide the answers at the end of the clip. Search 'Guess the sound ASMR' for more mysterious sounds.

Unit 25: Past simple: regular and irregular verbs

Idea: 4. Past simple bingo

Elicit verbs whose past forms you've studied recently and write their infinitive form on the board, asking each time if they are regular or irregular in the past. Write them in two columns – one for regular verbs and one for irregular verbs. Make sure you have at least 10 of each. Draw a bingo grid on the board with four rows and four columns. Students copy it into their notebooks. They then fill the grid with verbs from the board at random, taking from both lists. In the meantime, write the verbs on strips of paper and drop them into an envelope. Explain that they are going to play bingo, and that to win, they have to get four verbs in a row (horizontally, vertically or diagonally) and shout out *Bingo!* Pick a strip of paper from the envelope. Make up a sentence containing that verb in the past form and say it to the class. Students listen out for any verbs that they have on their bingo grid. If they have it, they cross it off. They must not say anything. Repeat until one of the students calls out *Bingo!* That student then reads out the four verbs in a row that they crossed out, giving the infinitive and the past form. Ask the class to recall the sentences they were embedded in. You can continue if you want, asking the winner to take over as the bingo caller. Alternatively, start again with a new grid.

Unit 32: Reported speech (1) statements and questions

Idea: 10. Common difficulties

Apart from issues with pronoun and adverb shifts, which mainly arise in transformation exercises, when students are focusing on form and not meaning, most problems occur when reporting questions. Students tend to keep the direct question word order and often retain the question mark at the end eg **She asked me what was I doing ?* instead of *She asked what I was doing*. Another potential area of confusion is where backshift is not necessary. If the speech being reported is still current or relates to the future, we can choose not to use backshift, for example, *John told me he's happy to look after the kids tomorrow*. You may want to point this out to students, but at the same time remind them that language tests and exams will most likely expect them to use past tenses.

Unit 41: Real conditionals (2) first conditional

Idea: 1. If it rains ...

To introduce the first conditional, tell the students that you're planning an outdoor event this weekend (a picnic or a barbecue, for example) but you're not sure what the weather will be like. Tell them about the options you have in case it rains (or is too windy – whatever suits your context). For example:

If it's sunny, we'll eat in the garden.

If it rains, we won't eat in the garden – we'll eat indoors.

If it's too windy, we won't have a barbecue – we'll have a picnic instead.

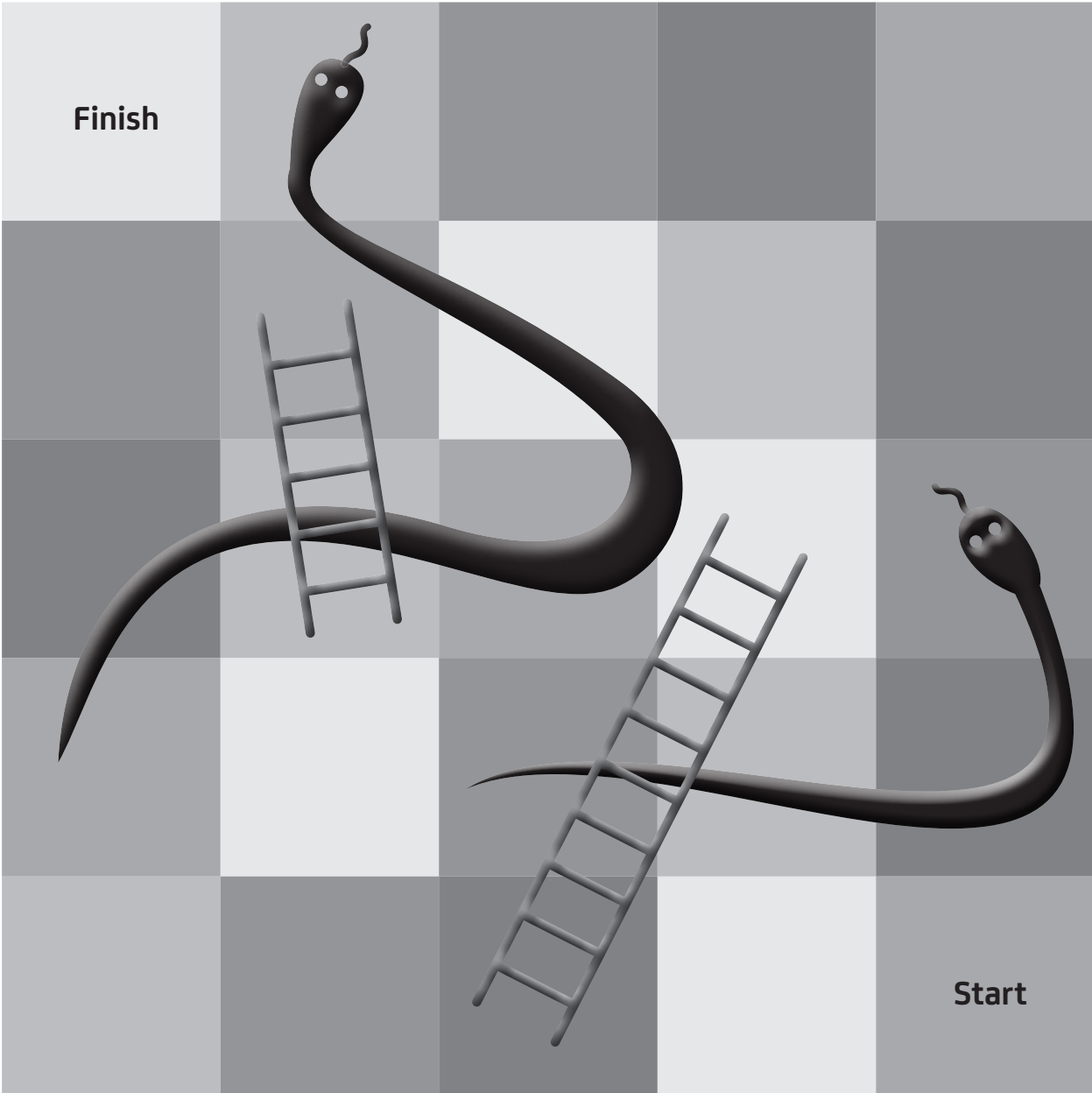
Draw the students' attention to the verb forms (*if* + present simple / *will/won't*). Ask them which sentence represents the most likely scenario (they can check the weather forecast on their phones). Respond, confirming the best option eg *OK, great, so we'll be able to have a barbecue in the garden!*

Unit 50: Passive voice

Idea: 6. Snakes and ladders

Make one copy of the worksheet on pages 235 and 236 for every three to five students. Cut out the *Challenge!* cards and shuffle them. Explain the game (see page 13 for details). Tell students that to stay on the square they've landed on they must answer the questions correctly with a sentence in the passive voice. If their sentence introduces the agent with *by* they move forward an extra space.

Unit 50.6: Snakes and ladders



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Unit 50.6: Challenge cards

Challenge cards

<p>1. How are most houses heated in Iceland?</p> <p>(They are heated by hot water from the ground (geothermal energy).)</p>	<p>2. Which country launched the first satellite into space?</p> <p>(It was launched by Russia. It was called Sputnik.)</p>	<p>3. What connects <i>The Alchemist</i>, <i>The Devil and Miss Prym</i> and <i>Eleven Minutes</i>?</p> <p>(They are all books that were written by Paulo Coelho.)</p>	<p>4. What do Indiana Jones and Han Solo have in common?</p> <p>(They were both played by Harrison Ford.)</p>
<p>5. What do <i>Middlemarch</i> by George Elliot, <i>The Cuckoo's Calling</i> by Robert Galbraith and <i>Out of Africa</i> by Isak Dinesen have in common?</p> <p>(They are all books written by women with male pen names.)</p>	<p>6. What do <i>Toy Story</i>, <i>Cars</i>, <i>Wall-E</i> and <i>Finding Nemo</i> have in common?</p> <p>(They were all made by Pixar.)</p>	<p>7. How did John F Kennedy die in 1963?</p> <p>(He was assassinated/ shot/ killed (by Lee Harvey Oswald).)</p>	<p>8. What is <i>On the Origin of Species</i>?</p> <p>(It's a book about evolution that was written by Charles Darwin.)</p>
<p>9. What is 71% of the Earth's surface covered by?</p> <p>(It's covered by water.)</p>	<p>10. What percentage of the world's electricity is used by the world's most electricity-hungry country?</p> <p>(27% of all electricity is used by China. 18% is used by the USA, but by far fewer people.)</p>	<p>11. When are diamonds useful in looking after your body?</p> <p>(They are used by dentists to drill teeth.)</p>	<p>12. When was gunpowder invented, and by whom?</p> <p>(It was invented in the 9th century by the Chinese.)</p>
<p>13. Which country is visited by the most tourists?</p> <p>(France is visited by the more tourists than the next two: the USA and Spain.)</p>	<p>14. What was achieved in the world of transport in 1903? Which family members achieved it?</p> <p>(The first powered plane was flown by the Wright Brothers.)</p>	<p>15. Who built the <i>Pyramid of the Sun and Moon</i> in Mexico?</p> <p>(They were built by the Teotihuacanos, but the Aztecs worshipped there.)</p>	<p>16. What controls the amount of light that enters your eyes?</p> <p>(It is controlled by the pupils and irises - the black circles and coloured rings around them in the middle of the eyes.)</p>
<p>17. How did Professor Dumbledore die in <i>Harry Potter and the Half Blood Prince</i>?</p> <p>(He was killed by Professor Snape (using the Killing Curse: AvadaKadavra!))</p>	<p>18. Why was there a nuclear accident at the Fukushima nuclear plant in Japan in 2011?</p> <p>(It was hit/damaged by a tsunami.)</p>	<p>19. How did Spiderman get his superpowers?</p> <p>(He was bitten by a spider.)</p>	<p>20. When does a plant start photosynthesizing?</p> <p>(When it is hit/it by (sun)light.)</p>

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ETpedia

Vocabulary

500 ideas and activities
for teaching vocabulary

Authors:

Fiona Mauchline,
Julie Moore and
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10
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10 Ideas

Unit 5: 10 ways learners' first language affects vocabulary learning

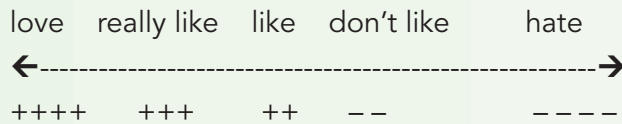
Idea: 3. False friends

False friends are words shared by languages that appear to be similar but which, in fact, have quite different meanings. For example, the word *actual* is often used incorrectly by speakers of several European languages because in these languages, a similar word means 'current' or 'happening now' (French: *actuel*, Spanish: *actual*, Italian: *attuale*, Polish: *aktualny*). In English, however, it means 'real' or 'existing in fact'. This can lead to confusion and sometimes even embarrassment when words are substituted unwittingly by a learner. For example, a Spanish student who says they are 'constipated', may just have a cold (*constipado* = congested / having a cold)! Recognising false friends and highlighting them in class can lead to fun discussions, which may help students avoid similar mistakes in the future.

Unit 7: 10 ways to present a new word

Idea: 7. Words on a scale

Some sets of new words lend themselves to being presented on a scale such as *boiling, hot, warm, cold, freezing* or *always, often, sometimes, occasionally, rarely, never*. Here's an example of a scale from a lesson about likes and dislikes:

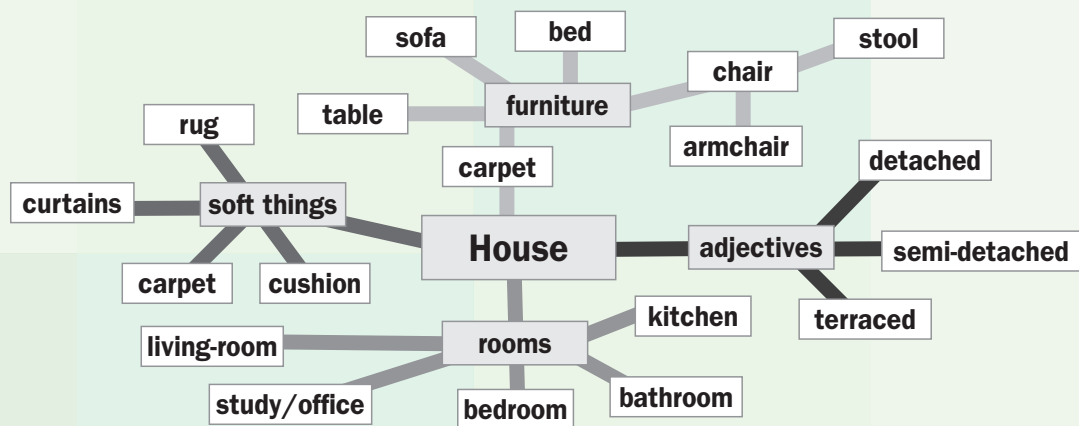


Alternatively, you can provide students with the scale and they label it themselves with a set of words.

Unit 9: 10 tips for memorising vocabulary

Idea: 3. Use spidergrams

We generally find it quite easy to walk around a familiar room in the dark because our brains create maps in our memories to help us remember. In the same way, creating maps and spidergrams is a good way to memorise vocabulary. Give students a list of items relating to a topic such as 'house', 'freedom' or 'animals', or ask them to review their notes and find the vocabulary. They'll need a clean page or sheet of paper. Ask them to write the topic word in the middle of the page and to organise the vocabulary into a spidergram by grouping the items as they wish. When they have finished, they can stick them in their notebooks for reference or use them as classroom posters.



Unit 12: **10** ways to teach the grammar of a word

Idea: 9. Odd one out

Choose sets of four words in which one is the odd one out grammatically; for example, three nouns that are always plural (*scissors, trousers, sunglasses*) and one that isn't (*shoes*). Write the set of words on the board or read them out and ask students to (1) guess the odd one out and (2) explain why it's different. Give clues if necessary. Here are some examples of sets you could write on the board:

- ▶ *buy, bring, teach, laugh* (they are irregular verbs with a *-ght* past simple ending, except *laugh* which has a regular *-ed* ending)
- ▶ *quick, slow, good, careful* (they have related adverbs formed by adding *-ly* except *good*, which has the irregular adverb form *well*)
- ▶ *air, snowflake, wind, rain* (they are uncountable nouns except *snowflake*, which is countable)
- ▶ *make, do, be, have* (they are auxiliary verbs except *make*)
- ▶ *news, series, address, crossroads* (they are singular nouns ending in *-s* with no plural except *address*, which has the plural *addresses*)

Unit 16: **10** vocabulary warmers to start your lesson

Idea: 3. Word chains

Form groups of five or six students and ask them to stand in circles and number themselves from 1 to 5 or 6. Give a word to all the number 1s, e.g. *rainbow*. They say the first word they associate with it to number 2, who says the first word they associate with that word to number 3. Number 3 then says the next word they can think of to 4, and so on. For example, *rainbow – gold – ring – phone – talk – listen – music – sing...* If they can't think of a word within 10 seconds, or if they repeat a word, they fold their arms and no longer play. After two minutes, shout *Stop!* Find out which group has the most members still playing and how many words they have each thought of. The group with the most should try to tell the class all the words they've said.

Unit 24: **10** tips for teaching phrasal verbs

Idea: 7. Phrasal verb dominoes

Students work in groups of three or four for this activity. Make one set of dominoes per group using the set on page 211 of the Appendix. One member of the group deals out the dominoes equally to each player. The first player puts down a domino in the middle of the table. Then the second player (moving clockwise round the group) adds a domino to make a complete phrasal verb. They also have to say it in a sentence. The rest of the group can challenge a player if they think the phrasal verb either doesn't exist or has been used incorrectly; if necessary, the group can check in a dictionary or ask you. Then the next player plays, and so on. The winner is the player who plays all their dominoes first. One variation is for the player to make a question using the phrasal verb; the player on their right has to answer it.

Unit 29: **10** writing activities to use target vocabulary

Idea: 7. Playing with language

This higher-level activity helps students see how word choice can give a different impression to the reader. Put students into pairs and give each pair one of the story openings below. Make sure they understand the meaning and nuance of the verb in italics. Ask them to write a short story beginning with the story opening. Regroup students so they can share their stories. Discuss how the verb in each story opening influenced how the story developed.

He gazed at the mirror ...

He regarded the mirror ...

He eyed the mirror ...

He stared at the mirror ...

He glanced at the mirror ...

He glowered at the mirror ...

He gaped at the mirror ...

He contemplated himself in the mirror ...

He inspected the mirror ...

He peeped at the mirror ...

He stole a look at the mirror ...

He focused on the mirror ...

He had a quick look in the mirror ...

He squinted at the mirror ...

He frowned in the mirror ...

He scowled at the mirror ...

He studied the mirror ...

He scrutinised the mirror ...

Unit 32: **10** vocabulary activities for intermediate learners

Idea: 3. Word of the day

Task students with finding new words for the class to learn. Start by showing them some possible sources for new words, such as the word of the day from an online learner dictionary (see Unit 43). They could also find words in books and articles, in films, videos and TV programmes, in podcasts and radio shows, or in social media memes. They can either look for new words that have recently been added to the English language (e.g. *humblebrag* or *adulthood*), or words that are new to them, which they feel are useful or interesting in some way. Create a rota so that students know which day is theirs. Ask them to prepare a digital poster using an app such as Padlet (see Unit 15.7) or by creating and sharing a slide. They should include a link to the audio pronunciation, a definition, and an example sentence. They could also include a picture and collocations. If this technology is not available to you, ask them to make a small poster to pin up in the classroom where you display the word of the day. Encourage students to try and use the word during the class period in a speaking or writing exercise. At the end of term, hold a team competition to see who can remember the most 'words of the day'.

Unit 46: **10** tips for using images for teaching vocabulary

Idea: 3. Using students' own photos or artwork

Probably the most motivating way to bring images into the classroom is to ask your students to provide them. They can bring their own photos and selfies, drawings or artwork, or they can research images in copyright-free photo resources online. Images provided by students can be used to illustrate one single item (e.g. *sign*, *traffic lights*, *zebra crossing*, *phone box*) or as stimuli for brainstorming sessions. For example, you can tell students to bring photographs similar to the type used in speaking exams and ask them to work in pairs to make a list of all the vocabulary they could use to talk about the photo and 'impress' the examiner.

Unit 48: **10** tips for using realia

Idea: 9. Different textures

Realia are particularly good for conveying certain concepts that are tricky to explain. Items of clothing, small purses, pieces of sofa or curtain fabric, different kinds of paper and other items and materials are useful for teaching adjectives such as *rough*, *smooth*, *soft*, *wrinkly*, as well as a range of opinion adjectives from *wonderful* and *lovely* through to *unusual* and *unpleasant*. Ask students to place materials in order of preference and to decide which adjectives best describe each one. They then compare their reactions with those of other groups. You can also use fabric to teach clothes by handing out snippets cut from old garments and asking learners to guess what item of clothing they're from (e.g. *gloves*, *jeans*, *pyjamas*, *beret*, etc). See also Unit 40 for activities using texture to elicit vocabulary.

Unit 24.7 Phrasal verb dominoes

Cut out the dominoes to play.

on	look	up	bring	forward	move	✂
on	give	back	stand	up	tell	✂
off	wash	up	eat	out	go	✂
along	run	into	take	off	go	✂
up	come	across	put	on	back	✂
down	break	into	make	off	bring	✂
up	move	on	grow	up	come	✂
into	do	up	try	out	get	✂

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Business English

500 ideas for Business English teachers

Authors:

John Hughes and Robert McLarty

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10 Ideas

Unit 6: **10** tips for teaching one-to-one and small groups

Idea: 5. Seating arrangements

For small groups and one-to-one classes, seating arrangements can be very important. For groups, make sure you take into account the personalities and any hierarchy issues. Ensure the layout allows for communication, but also permits you to stand up and present if necessary. In one-to-one classes you may prefer to work from sheets of A2 or A3 or with a tablet or laptop rather than standing up at a whiteboard.

Unit 9: **10** tips on carrying out a needs analysis

Idea 5. Pie-chart completion

A good way of collating needs in a group and to show the group how varied the needs are is to ask them to complete a simple pie-chart. They all draw a large circle and slice it up into the different areas they want to cover on the course. You can give them a choice comprising Grammar, Vocabulary, Pronunciation, Meetings, Telephoning, Writing, Socialising, Presentations and Specific language. The percentages they choose for the different areas will be reflected in their pie-charts. You can then collate these wishes into a group pie-chart reflecting the contents of the course as asked for by the participants.

Unit 15: **10** activities for the topic of WORKPLACES and COMPANIES

Idea 8. Rules and regulations

Many workplaces have a number of rules and regulations which need to be illustrated and explained to new starters and visitors. One way to do an activity on this topic is to write some rules on the board, such as:

- ▶ *Employees must wear a security badge at all times.*
- ▶ *All staff have to wear a uniform.*
- ▶ *Visitors cannot enter the building unless accompanied by a member of staff.*

Students work on their own or in pairs and decide which of the rules are true for their workplace and which need to be rewritten. This activity is a good follow-up to a lesson on modals of obligation (*must, have to, cannot*, etc.). At higher levels a little humour can be introduced with some unofficial rules being introduced or some non-rules such as *'Employees should feel happy at all times'*.

Unit 18: **10** activities for the topic of MONEY and FINANCE

Idea: 8. Connect four

This vocabulary activity is a way to recycle and review recently taught vocabulary. First of all, demonstrate the activity by writing the following 16 words randomly around the board: *pay, sell, purchase, borrow, cash, cheque, card, transfer, bank, ATM, post office, currency exchange office, fall, rise, decline, fluctuate*. Ask students to connect the sets of four words and name the category. The four categories are: financial verbs, ways of paying, locations for money, and financial trends. Next, give four post-it notes or pieces of paper to each student and ask them to write four different words on them that are connected in some way. After all the students have written their four words, they put their words randomly around on the board or spread around a table. Then, the students must decide which words are connected and name the category. Note that this activity can easily be adapted for many other business topics.

Unit 19: **10** activities for the topic of CULTURE

Idea: 9. Critical incidents

Critical incidents are descriptions of situations where a problem occurs in a business situation and students have to speculate what the cause of the problem is. You will find many examples of these online by searching with the words *Cultural Critical Incidents*. For example, here is an example of a critical incident: *A German business person has to telephone his colleague in the UK once a week. His English colleague always starts the phone conversation by asking him about his week, the weather and his family. This irritates the German but he is too polite not to answer all his colleague's questions. What's the problem?*

Put students in small groups and ask them to discuss what they think is going wrong here and how it might be avoided in the future. One possible explanation might be: *In England it's typical to start off a conversation with plenty of small talk and questions about general topics before getting down to business. In Germany, however, it's more common to quickly get down to business.*

Unit 30: **10** fluency activities for Social English

5. One-minute topics

A simple fluency warmer for a lesson is to have a box full of pieces of paper with different topics to talk about. These could include general topic headings such as 'sport' or 'films' or more specific headings such as 'your favourite day of the year' or 'the least interesting aspect of your job'. Students work in pairs and take turns to pick a piece of paper out of the box. They have one minute to talk about the topic while their partner times them. If they manage to speak non-stop for a minute they get a point. Then they swap roles and the other student has a go. You can update the topics in the box from time-to-time with new topics; in fact, if you choose topic areas recently covered in class then it's a good way to revise recently taught language.

Unit 37: **10** tips for organising in-class presentations

Idea: 4. Create three questions

Instead of writing comprehension questions yourself, tell the students in the audience the title of the presentation and say a few words about the general topic. Then ask them to write down three questions before the talk that they expect the presenter to answer. During the presentation itself, students in the audience listen out for answers to their questions and note them down. At the end, if any of their questions remained unanswered, they can ask them at the end.

Unit 40: **10** practice activities for business grammar

Idea: 7. Comparatives and superlatives for talking about products

Finding out about the products and services your students are involved in is a natural way of practising comparatives and superlatives. Write a table on the board with key information about three products including details about size, weight, price and other features. You can also use the photocopiable table on p166. Ask students to write in the details of one of their company's products and then add information about two competing products. With pre-work students or students who don't have products, ask them to research three competing products for homework such as three different types of mobile phones. They can quickly find this kind of information on price comparison websites.

The next stage is for students to present their three products to a partner and summarise the main differences using sentences with comparative or superlative forms. For example: *Our model is lighter/more efficient/less complicated than this one. It's also the cheapest.* You could also make this an information gap activity by giving the student who is listening the task of filling in a blank table about the three products.

Unit 41: **10** ways to teach business vocabulary

Idea: 4. Missing letters

Getting students to guess words with some letters missing is also a good way to practise vocabulary. You can remove the vowels, the consonants, or simply the first and last letters. In this example of office words the first and last letters are missing.

1. _il_ 2. _es_ 3. _am_ 4. _hon_ 5. _ape_
6. _hai_ 7. _oo_ 8. _ous_ 9. _e_ 10. _arpe_

(Answers: 1. file 2. desk 3. lamp 4. phone 5. paper 6. chair 7. door 8. mouse 9. pen 10. carpet)

Unit 45: **10** business writing sub-skills

Idea: 2. Register and formality

Students find it hard to recognise the level of formality in writing and to produce it themselves. You could take one text and rewrite it either more formally or less formally and ask students which is the more formal. They could also list the reasons why. Another useful exercise is to take different phrases (see Unit 44) and have them try to match phrases with the same meaning but decide which is more formal. For example, here's an extract from such an exercise:

- | | |
|---|--|
| 1. Dear Mr Thorn | A. Great to hear from you again. |
| 2. Thank for your letter which arrived yesterday. | B. Hi Geoff |
| 3. I'd be delighted to join you next week. | C. It'd be great to see you next week. |

(Answers: 1b, 2a, 3c. 1-3 are more formal)

ETpedia

Young learners

500 ideas for English teachers of young learners

Author:

Vanessa Reis Esteves

10
Years of
ETpedia

2024 marks the 10-year anniversary of the launch of *ETpedia*! In that time, 6500 practical tips and ideas have been shared across 12 different titles. Each title in the *ETpedia* series is divided into units containing 10 bite-sized tips and ideas to give you real practical help with planning and preparing for your lessons. To celebrate the 10-year anniversary, we are sharing 10 collections of ideas across 2024!

Here, you can explore 10 practical ideas from *ETpedia Young Learners*, which brings together everything you need to know to teach young learners, aged 5-12. Enjoy 10 ideas from across the book below!

10 Ideas

Unit 12: **10** tools for managing behaviour in the young learner classroom

9. Behaviour passport

Make a behaviour passport for each child in which you can stamp good behaviour visas. Classroom stamp sets are available online. Include different types of visa pages in your passport: a sharing visa, a tolerance visa, a turn-taking visa, etc. Share the passport with the children's parents and involve them in setting up rewards for their child's good behaviour. See the end of this sample for a template.

Unit 15: **10** ways to start and end lessons

7. 'What have you learned today?' discussion

Children love puppets. A fun way to end the lesson is to get the children to sit in a big circle and to encourage them to tell the class puppet what they can remember about that lesson. You can help them by referring back to the lesson objectives on the board. This is also a great way of finding out what your children enjoyed and getting feedback about your lesson.

Unit 22: **10** activities to do with songs and chants

8. Invent a verse and roleplay the song or chant

A nice, challenging post-listening activity is to have the class invent the next verse of the song. This activity can be done as a whole class, in groups or in pairs, depending on the characteristics of the class. The children can then prepare a performance of the song to present to parents or to teach to other children in the school. Children often feel empowered when they are asked to teach younger children.

Unit 26: **10** reasons to use stories and drama in the young learner classroom

10. Magical and fun

Perhaps the most important reason of all to use stories and drama activities in your classroom is the fact that stories and drama are fun. Everyone, regardless of their age or interests, loves a good story. Letting go and participating in a drama activity is an equally motivating experience.

Unit 30: **10** favourite drama activities

6. 'Feeling' dialogues

Make a set of 'feeling' flashcards (showing an image that represents a feeling, for example, a happy smiley face for the word 'happy' – see the end of this sample) and a set of mini 'feeling' cards – one for each child. Stick the 'feeling' flashcards on the board and drill the new vocabulary (see Unit 36). Mime the feeling and invite the children to guess which feeling it is. When the children are ready, swap roles by inviting a child to come up to the front and mime a feeling for the class to guess. Next, invent a short dialogue and drill it with the children. Distribute a mini 'feeling' card to each child and tell them to keep their feeling a secret. Invite the children to go round the class and say the dialogue you just drilled with the emotion on their mini 'feeling' card for other children to guess.

Unit 32: **10** popular arts and crafts activities

6. Puppets (finger puppets, paper bag puppets, lolly stick puppets)



Puppets are a great tool for encouraging children to try and speak English in class. Like masks, they give children a crutch to lean on, but they also allow children to speak without being worried about the mistakes they are making. They are also very teacher friendly as they allow you to correct the

mistakes without criticising the child: 'Oh dear, Mr Penguin must be very tired today. Mr Penguin, did you forget that we say *I am hungry* and not *I are hungry*? You need some rest and a big bear hug!' By giving children this type of feedback, you are correcting the character represented by the mask and not the child behind it.

See the see the end of this sample for instructions on how to make some simple finger puppets.

Unit 38: **10** activities for the topic of ANIMALS AND PETS

9. Animal peg



Use this simple arts and crafts activity to make a classroom management tool to help you check who is in class every day. Children decorate a wooden peg by drawing their favourite animal on it, colouring it in and writing their name on it. As soon as the children arrive in class every day, they take their peg and

attach it to a class attendance board so you can see who is in class. You can also use the pegs to give them permission to go to the toilet.

Unit 44: **10** activities for the topic of SCHOOL

6. Spelling bee

Spelling bees are a motivating way to encourage children to work on and improve their spelling. Give the children a list of 8–10 words to learn.

The children practise writing the words at home. On the day, divide the children into groups and ask them to decide the order in which they will take their turns. Give each group a different word to spell from the list. The first child repeats the word aloud, spells it, and then says the word aloud again. If the child spells it correctly, their group earns a point. Then the next child in each group takes a turn. The group with the highest score is the winner.

Unit 47: **10** evaluation tips for the young learner classroom

9. Promote self-assessment

Introduce a culture of 'learning to learn' in your classroom by making self-assessment a regular part of learning. Remember that children will need to be trained to self-assess objectively, so invest time in teaching them what success looks like. Base self-assessment worksheets around 'can do' statements, for example, 'I can sing the Body Song'. Take time to think carefully about the language of your 'can do' statements. If they are in the learners' first language, children will easily be able to understand them. If they are in English, the language used will have to be simple and familiar for the children.

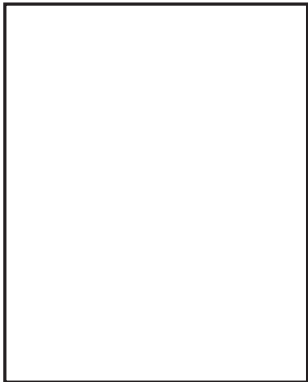
Unit 48: **10** ways to record children's progress and give feedback

4. Teacher journal

When you teach various classes every day, it is easy to confuse the things that happen in one class with what happens in the next. To avoid this, try keeping a small teacher journal. Reserve the last two minutes of your lesson for the children to pack up and clean the classroom. Use that time to write a quick note about anything or any child that stood out in class that day. This will allow you to have detailed and objective feedback to give to stakeholders about every lesson.

Unit 12, point 9: Behaviour passport

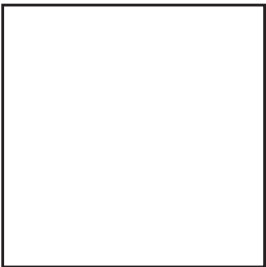
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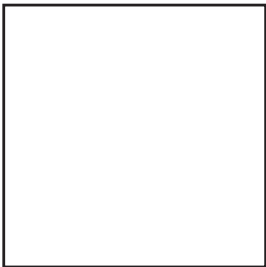
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Class:

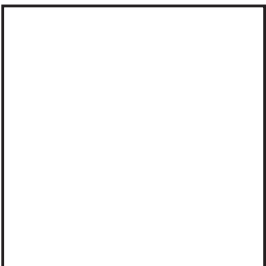
Visa: improving behaviour



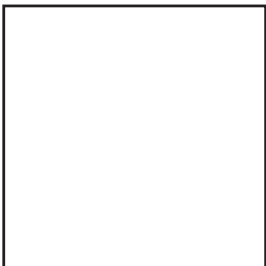
Visa: improving behaviour



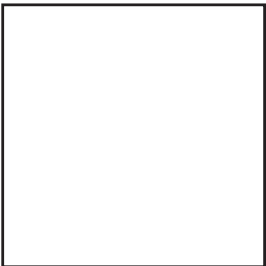
Visa: good behaviour



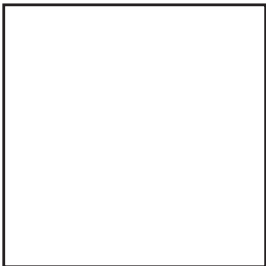
Visa: good behaviour



Visa: excellent behaviour

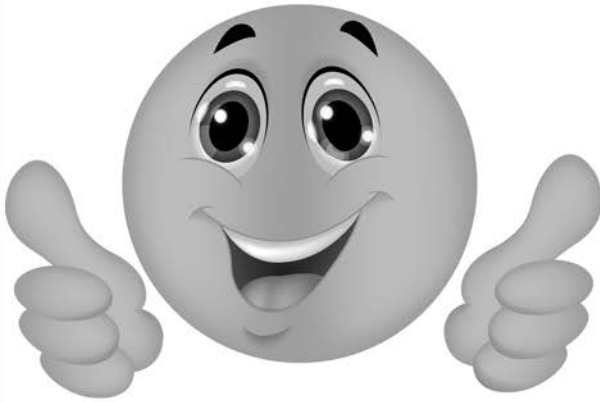


Visa: excellent behaviour



Unit 30, point 8: 'Feeling' cards

A full colour version of this material is available at <https://www.myetpedia.com/appendix-materials/>



happy



sad



angry



excited

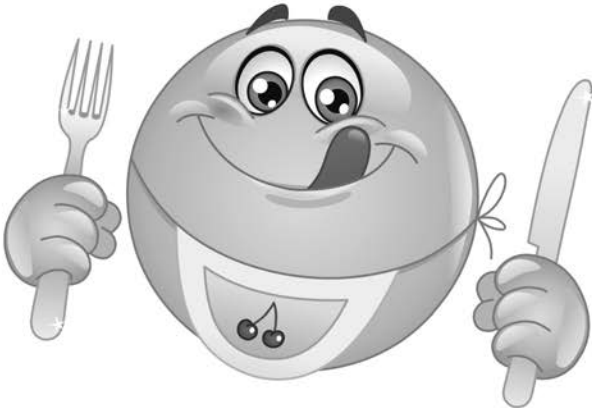


worried



tired

Unit 30, point 8: 'Feeling' cards



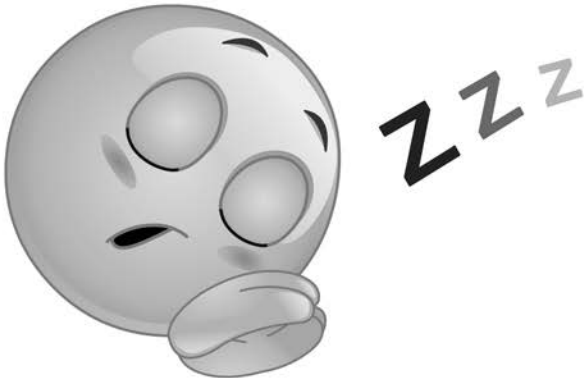
hungry



hot



cold



sleepy

Unit 32, point 6: Finger puppets

A full colour version of this material is available at <https://www.myetpedia.com/appendix-materials/>



Materials needed:

1. old rubber gloves
2. ribbon/wool for the hair
3. plastic eyes
4. permanent markers and glitter glue to decorate the puppets
5. bits of old fabric for the clothes
6. liquid glue to stick on the decorations

Instructions:

1. Take the rubber glove and cut the fingers at the base.
2. Make the hair and stick it on. Glue on the eyes and the clothes. Allow the glue to dry.
3. Draw the eyes and mouth with the glitter glue or permanent markers and allow to dry.
4. Decorate the clothes with glitter glue.

ETpedia

Teenagers

500 ideas for teaching
English to teenagers

Author:
Edmund Dudley

10
Years of
ETpedia

2024 marks the 10-year anniversary of the launch of *ETpedia*! In that time, 6500 practical tips and ideas have been shared across 12 different titles. Each title in the ETpedia series is divided into units containing 10 bite-sized tips and ideas to give you real practical help with planning and preparing for your lessons. To celebrate the 10-year anniversary, we are sharing 10 collections of ideas across 2024!

Here, you can explore 10 practical ideas from *ETpedia Teenagers*, which provides 500 ideas for teaching English to teenagers, with practical activities and insights to help you understand, motivate and support your teenage students. Enjoy 10 ideas from across the book below!

10 Ideas

Unit 7: **10** things to avoid when working with teenagers

2. Being influenced by the opinions of others

Our colleagues can be full of advice when they find out that we are about to start teaching a certain group of teenagers. They might say *Watch out for [Student A] – she’s/he’s a handful!* or *They’re really smart, so work them hard.* Although such advice is well intended, it can lead to us having pre-conceived ideas about students we have not even met. It is best to be sceptical about such advice and to concentrate on treating each new class on its own merits. In any case, it is quite common for teenage groups to behave quite differently with different teachers.

Unit 12: **10** tips for motivating teenagers

9. 'Welcome students' questions

Teenage students can be nervous about admitting that they do not understand something in class, and as a result are often reluctant to put their hands up to ask questions, leading to demotivation. Pause regularly to see if students have any questions, and thank them emphatically when they do. Make a point of saying *Thanks for the question* or *That's a great question*. This, in turn, gives other students the confidence to speak up.

Unit 22: **10** ways to end lessons

1. Watch a clip

Teenagers are often keen to share interesting or amusing online video clips with their teacher and with the rest of the class. The end of the lesson is the ideal time to do this, as long as you feel that students have earned this treat. Take steps to make sure that the content of clips is appropriate for the classroom, perhaps by checking them before playing them to the whole class.

Unit 24: **10** ways to exploit out-of-class listening opportunities

4. Listen to song lyrics

When hearing a song for the first time, students try to make a note of the song's refrain or chorus. This will be repeated throughout the song, so students will have several chances to hear it. Get them to write down exactly what they think the words of the chorus are, and ask them to check by looking for the lyrics online afterwards. As a follow-up, ask students to write down song lyrics by watching clips on YouTube out of class. They can check their transcriptions afterwards by searching for the lyrics online or by watching a subtitled version of the song on YouTube.

Unit 27: **10** ways to motivate teenage students to read

9. Challenge students to spot mistakes

When doing a whole-class extensive reading project, do regular chapter checks to make sure that all the students are keeping up with the reading. After each chapter, ask one or two students in the group to write a short summary. Tell them to include at least one factual inaccuracy or mistake in their summary of the chapter. Share the summary with the whole class, and ask everyone to find the factual mistakes. This activity allows you to see which students have really read the chapter.

Unit 32: **10** tips for evaluation and giving teenagers feedback on skills

3. Notice learning strategies in use

Highlight occasions when students use learning strategies successfully. If a student successfully uses an introductory set phrase when speaking, say, *Nice fluency strategy, there! Did everyone notice it?* Or if a student remembers to illustrate an opinion in an essay with an example, point out the effectiveness of this strategy in your comments. When learning strategies are real and in actual use, teenagers notice them and remember them. If strategies are just theoretical pieces of advice, they are less likely to be remembered.

Unit 33: **10** language games that teenagers enjoy

9. Alibi

Select two students to play the part of people suspected of committing a crime together. Tell the rest of the class what the crime was, and then inform the two suspects that they are going to be questioned individually by a group of detectives (the rest of the class) about where they were and what they were doing at a certain time the previous day. The only way the suspects can prove their innocence is if their stories match. Give the suspects five minutes or so to agree on their alibi or story. They can leave the room to do this. Then ask them to come in to be questioned, one at a time. The detectives take turns to ask questions and look for inconsistencies in the two stories that prove that the suspects are lying, and therefore guilty of the crime.

This is a classic game, and although it has been around for ages, teenagers often request it. The structure of the game also makes it ideal for practising both simple and continuous past tense forms.

Unit 34: **10** grammar activities that teenagers won't hate

6. Create flowcharts to support rules of language usage

Get students to interpret grammar rules by turning them into flowcharts. Many coursebooks highlight the rules of language usage in special 'grammar boxes', but teenagers rarely pay them much attention. Making a flowchart is an effective way to help students engage with the rules, and also helps them to check their own understanding of them. A further advantage of a completed flowchart is that it can be tested (and sometimes improved) by other students in the group. See the end of this sample for an example of how a grammar box in a coursebook can be turned into a flowchart.

Unit 43: **10** activities using music

7. Stories from song titles

Write four words on the board, for example *love, black, fire* and *little*.

Get students into pairs or threes and ask them to brainstorm as many song titles as they can that feature any (or all) of these words. Set a time limit for this. Review students' answers and write them on the board. Then invite students come up with a short sketch or story containing as many of the song titles as they can.

Unit 46: **10** ideas for using selfies, street art and internet memes

8. Get students to explain memes

Tell students that you are interested in getting up-to-date knowledge about the latest internet memes (stock images with added captions that go viral on social media). As an optional out-of-class task, students pick one meme each to explain to the teacher. Each volunteer chooses a meme and creates a presentation containing two or three examples of that meme. Each well-known meme has its own theme, so, for example the *Success Kid* meme is used to celebrate the small, sweet, personal victories in life, while the *Unhelpful High School Teacher* meme is used by students worldwide to showcase examples of exasperating teacher behaviour and double standards. Ask students to research the history of their chosen meme (there are dozens of them), including any information about the people who feature in the standard image used. They should aim to explain the usage of the meme as it applies to real-life situations.

"My students enjoy trying to translate song lyrics."

Magdalena Dygała, teacher and blogger, Poland

Unit 34.6: Sample flowchart with grammar reference and exercise

Grammar reference: *too* and *enough*

1. We use *too* and *enough* to talk about how too much of something or too little of something prevented something from happening:

too + adjective + infinitive: *I was **too slow to win** the race.*

not + adjective + *enough* + infinitive: *I **wasn't fast enough to win** the race.*

2. Note the word order with *enough*:

enough + noun: *We **didn't have enough money** to eat out.*

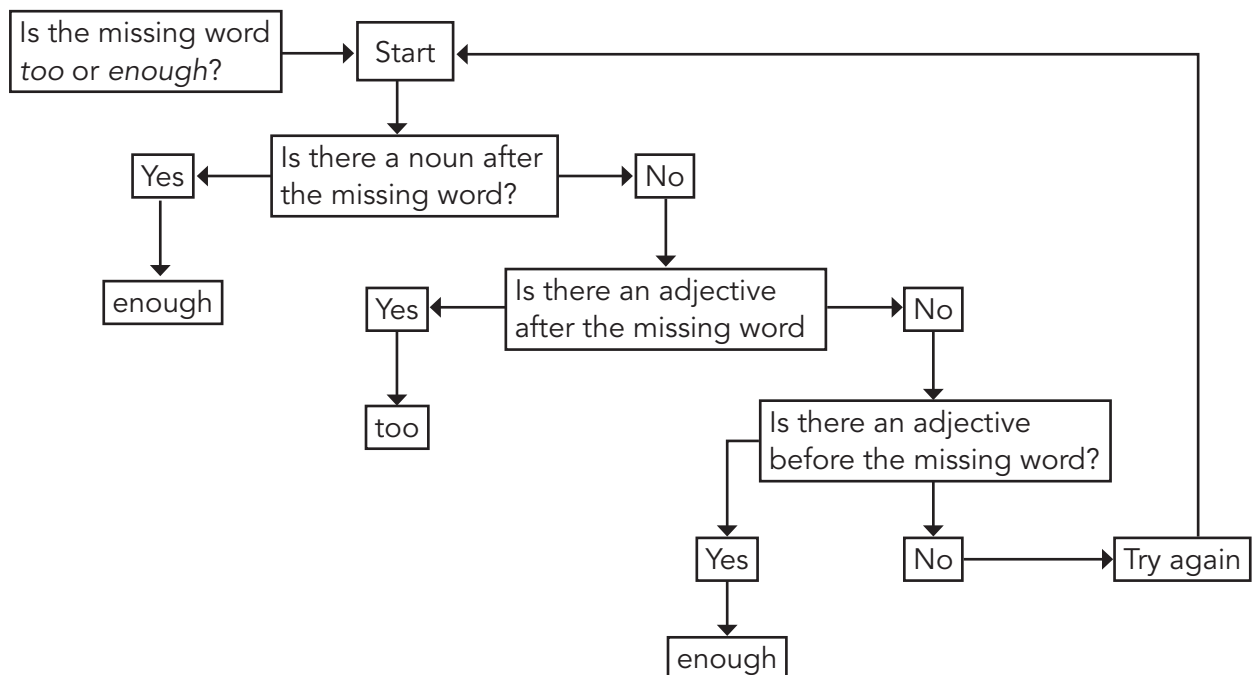
adjective + *enough*: *The restaurants **weren't cheap enough** to eat out.*

Practice exercise:

Complete the sentences with **too** or **enough**.

1. The hat is _____ expensive to buy.
2. These shoes aren't big _____ to wear.
3. We haven't got _____ time to see the movie.
4. It isn't warm _____ to eat ice cream.
5. The box is _____ heavy to lift.

Flowchart



ETpedia

Exams

10
Years of
ETpedia

500 ideas for preparing students for EFL exams

Authors:

John Hughes and
Louis Rogers with
Vanessa Reis Esteves

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Here, you can explore 10 practical ideas from *ETpedia Exams*, which provides activities, tips and pointers for preparing students for EFL and ESL exams, whilst ensuring their general English continues to improve as well. Enjoy 10 ideas from across the book below!

10 Ideas

Unit 7: 10 tips for providing exam practice in the classroom

Idea 8. Hide the speaking questions

In most classes you will probably have a coursebook to follow. One of the problems with this is that the speaking test questions will be written down in front of the students. When it comes to a pairwork task in which one student is the examiner and the other is the candidate, the student answering the questions has time to read and think about their responses. In the actual test they will just hear the questions and have no thinking time. To better simulate the real test, copy some of the speaking questions onto sheets of paper. Give the questions to the person playing the role of the examiner for them to read aloud to their partner.

Unit 13: **10** Strategies and activities for preparing young learners for exams

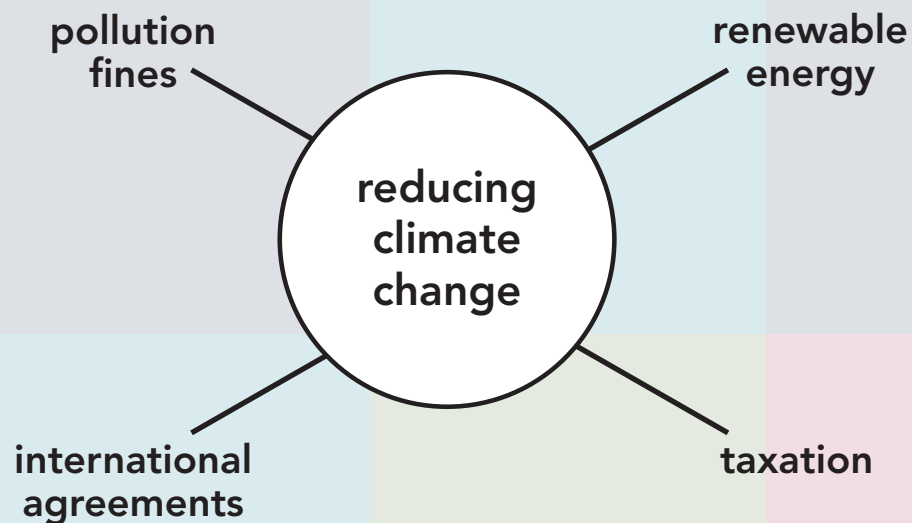
Idea 6. Record children's progress

Boost the children's motivation throughout the exam preparation process prior to the exam by helping them see the progress they are making. Make an individual exam passport with a few visa pages for each skill. Then, as the children successfully complete the exam tasks you set them in class, stamp the progress the children have made and encourage them to share it with their families by showing them all the skills they have mastered for the exam.

Unit 15: **10** ways to generate ideas and plan writing

Idea 6. Brainstorming

Students often lose marks for poor structure because they do not spend enough time at the start of an exam developing and organising their ideas. As a result, the ideas can read like a stream of consciousness. Encourage students to dedicate a few minutes at the start of an exam to brainstorming their ideas on a topic. Developing different styles of diagram can also help; for example, for/against questions fit well into a table, cause/effect questions fit well with connecting arrows, and explaining various aspects of a topic fits well into a spider diagram.



Unit 18: **10** tips and activities for working with graphs and charts

Idea 3. Identifying key information

Students will have a limited amount of time to write their description so it is important that they try to identify key trends. Students do not need to describe every single movement in a line graph, or every single segment in a pie chart, but many will attempt to. Provide students with a graph showing a trend, such as a line graph. When students first look at the line graph, ask them to identify the key trend and to write one sentence describing this. Then ask students to identify three other major trends in the graph. For example, the period when the most significant increase or decrease occurred, a long period without much change, etc. Ask students to write one sentence for each of these trends.

Unit 21: **10** tips and activities for working with reports, proposals and articles

Idea 5. Using adjectives

When writing an article it is important that students use a range of adjectives. To encourage this, display a selection of adjectives on the board. For example:

attractive *colourful* *exotic* *interesting* *historic* *modern*
huge *varied* *loud* *expensive* *cheap* *busy*

Students work in pairs describing a place they have visited to their partner. They should try to use a selection of the adjectives you have given them. Tell students they should think of three more adjectives to describe the place. Elicit these from students and write them on the board. Next, ask students which of these could also be used to describe an event, a film or a book. Students should then try to include a range of adjectives in the next report-writing task you set them.

Unit 23: **10** ways to give feedback on writing for exams

Idea 2. Use a feedback code

It can be very time-consuming to mark whole sets of essays with comments and corrections. At the start of the course, establish a feedback code. For example:

Ag = subject–verb agreement

T = tense

R = register

↑ = missing word

P = plural

You can mark these abbreviations next to errors in a student's work. Students can then refer to the key and correct their own work. This should make marking quicker for you and students will have a more interactive way of dealing with feedback. On page 172 of the Appendix, there is a correction code form that you could give students at the start of a course. Alternatively, you could create your own.

Unit 26: **10** ideas for integrating grammar in the exam classroom

Idea 7. Comparatives

Many speaking and writing tasks require students to form comparative and superlative structures. Similarly, reading and listening papers often require students to understand concepts that involve comparison. One way to revise a range of comparative structures is to encourage students to discuss statements involving comparisons. Give students the 10 statements below, all of which relate to topics that commonly come up in exams. Ask them to tick the ones they agree with. Then, in pairs, students compare their opinions and give reasons. While they are doing this, monitor the discussions and make a note of any mistakes students make. Write a selection of these mistakes on the board and ask students to correct them. In later lessons, you can prepare a lesson to cover any major weak areas you noticed.

1. Living in a city is better than living in the countryside.
2. Modern houses and apartments are much smaller than older ones.
3. Doctors have the most stressful job of all.
4. Old people are not as positive as young people.
5. The environment is being damaged much more rapidly nowadays.
6. Speaking online is almost as good as meeting face to face.
7. Young people are less likely to get a good job after graduating these days.
8. The longer you spend studying, the more successful you will be.
9. Today's top sportspeople receive a lot more money than is necessary.
10. People were less stressed when there was less technology in society.

Unit 35: **10** strategies to help students before, during and after listening

Idea 6. Reformulating questions into sentences

Another prediction technique that students can use on listening questions is to turn a question into a statement, in order to predict the type of language they might hear in the listening. So, for example, if the listening is on the subject of an invention, there could be a question such as: 'Why did Louis Pasteur become interested in microbiology?' In order to predict the type of language they might hear in the recording, students can reformulate the question into likely sentences: *His interest in microbiology grew as a result of ... / As a young scientist, Pasteur started to study bacteria*

Unit 43: **10** game-like activities to develop a candidate's discussion skills

Idea 3. Question generator board game

This board-game activity practises asking questions and answering them fluently. Make one copy of the board game (page 182 of the Appendix) per group of three or four students. The board is designed so that there are typical exam topics on the outer track and question words on the inner track. Each player needs two counters (coins or small objects). Place one counter on the START square and one counter on any question word. The players take turns to roll one dice and move both counters clockwise. The player must make a question using the question word they land on about the topic they land on. They direct their question at any other player. That player must answer. Then the next player rolls the dice and moves their counters, and so on. The winner is the player who arrives back at START first.

Unit 47: **10** tips on writing your own exams

Idea 6. No easy guesses

With certain item types, you need to be careful that the answers aren't too easy to guess from the grammar structure used. One item type where you need to be especially careful in this regard is summary completions with the words provided. Try to make sure all of the words are of the same word class (nouns, for example). If it's obvious from the context that the answer is going to be an adjective, and there are two adjectives in the word pool, then it's too easy for the student as they only have to choose between two words rather than, say ten. Another item type where you have to be careful about giving the game away is matching two halves of a sentence in a reading test. Try to break the sentences in half at a similar grammatical point – for example, always cut the sentence so that the first half ends with a verb; otherwise the grammar can give away the answer.