What no one ever tells you...

John Hughes
www.johnhugheselt.com
### 1. ...what we mean by ‘materials’

<table>
<thead>
<tr>
<th>Progress tests</th>
<th>Fill-the-blank exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer keys</td>
<td>Coursebooks</td>
</tr>
<tr>
<td>Audio and video scripts</td>
<td>Quizzes Pictures</td>
</tr>
<tr>
<td>Role plays</td>
<td>Language reference</td>
</tr>
<tr>
<td>Board games</td>
<td>Exams</td>
</tr>
<tr>
<td>Flowcharts</td>
<td>Teacher’s notes</td>
</tr>
<tr>
<td>Flashcards</td>
<td>Information gaps</td>
</tr>
<tr>
<td>Reading texts</td>
<td>Radio interviews</td>
</tr>
</tbody>
</table>
2. ...when you have become a ‘materials writer’
3. ...how other teachers use your materials
4. ...that ELT materials have text types and discourse features
4. ...that ELT materials have text types and discourse feature

1. Write the words in the correct order. For example, 1. *Do you know what time the lesson ends?*

2. Work in pairs and put the words in the correct order. Then ask each other the indirect questions.

3. Before students begin, complete the first question on the board as a class. Check the answers before students start asking each other questions. Monitor their answers and give feedback. For any fast finishers, ask them to write two more indirect questions for their partner.

- 1. do time the lesson ends you know what?
- 2. time you tell can the me ?
- 3. I’d like our homework to know what is
- 4. wondering was have spare if you I pen.
- 5. idea do any if you supermarket near here have there’s a?
5. ...that there are basic principles

A day out in Oxford

1. Match the places to the things you can do there.

<table>
<thead>
<tr>
<th>Museum</th>
<th>Gallery</th>
<th>Park</th>
<th>Relax outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police station</td>
<td>Shopping centre</td>
<td>Cinema</td>
<td>Hotel</td>
</tr>
<tr>
<td>Car park</td>
<td>Market</td>
<td>Learn about history</td>
<td>Watch films</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stay here</td>
<td>Leave your car here</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Look at paintings</td>
<td>Buy things</td>
</tr>
</tbody>
</table>

2. Listen to a tourist in Oxford. Where does he want to go?

Tourist: Excuse me, is there a shopping centre near here?

Person: Yes, it's about five minutes away. The bus station and George Street are about halfway down. It's called Cornmarket Street.

Listen again and fill in the gaps.

Role play

Work with the person next to you and give directions from this classroom to these places in Oxford:

- The train station
- The bus station
- The high street
- The castle

RECORDED SCRIPT

Man A: Excuse me. Is there a shopping centre near here?

Man B: Yes, it's about five minutes away. Go out of the bus station and turn right. Go up George Street. Go past the New Theatre and take the first street on the right. It's called Cornmarket Street. Go straight ahead and about halfway down there's a shopping centre on your right.
A day out in Oxford

1 Match the places to the things you can do there.

<table>
<thead>
<tr>
<th>Museum</th>
<th>Gallery</th>
<th>Park</th>
<th>Relax outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police station</td>
<td>Shopping centre</td>
<td>Cinema</td>
<td>Learn about history Watch films</td>
</tr>
<tr>
<td></td>
<td>Hotel</td>
<td>Car park</td>
<td>Stay here Leave your car here</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Market</td>
<td>Look at paintings Buy things Get help</td>
</tr>
</tbody>
</table>

2 Listen to a tourist in Oxford. Where does he want to go?

Tourist: Excuse me. ________ ________ a shopping centre ________ ________?

Person: Yes, ________ ________ five minutes away. ________ ________ ________ the bus station and ________ ________ ________ ________ ________ George Street. ________ ________ ________ the New Theatre and ________ the first street ________ ________ ________. It's called Cornmarket Street ________ ________ ________ and about halfway down there's a shopping centre ________ ________ ________.

Listen again and fill in the gaps.

Role play

Work with the person next to you and give directions from this classroom to these places in Oxford:

- The train station
- The bus station
- The high street
- The castle
In the city

Vocabulary places in the city

1 Do you live in a town or a city? What are your favourite places? What do you do there?
2 What can you do in these places? Match 1-8 to a-h.
   1 Museum                a Stay here.
   2 Shopping centre       b Look at paintings.
   3 Gallery               c Buy things.
   4 Police station        d Learn about history.
   5 Park                  e Watch films.
   6 Cinema                f Leave your car here.
   7 Hotel                 g Relax outside.
   8 Car park              h Get help.

3 Look at the map of Oxford. Which places would you like to visit?

Listening

4 Listen to a conversation. The man is at the bus station. Where does he want to go?
5 Read the useful phrases. Then write the words in the conversation.

Useful phrases Asking for and giving directions

<table>
<thead>
<tr>
<th>Asking for directions</th>
<th>Giving directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there... near here?</td>
<td>It's near here. / It's about five minutes away.</td>
</tr>
<tr>
<td>Where's...?</td>
<td>Go straight ahead / Go straight up this street.</td>
</tr>
<tr>
<td>I'd like to go to...</td>
<td>Go across the street. Go past.</td>
</tr>
<tr>
<td></td>
<td>Turn left. / Take the first street on the left.</td>
</tr>
<tr>
<td></td>
<td>Turn right. / Take the first street on the right.</td>
</tr>
</tbody>
</table>

Man: Excuse me. Is there a shopping centre(1) _______ _______?
Woman: Yes, it's about five minutes (2) _______. Go out of the bus station and turn (3) _______. Go up George Street. Go (4) _______ the New Theatre and take the first street (5) _______ the right. It's called Cornmarket Street. (6) _______ straight (7) _______ and about halfway down there's a shopping centre on your (8) _______.

Speaking

7 Work in pairs. Practise similar conversations.
   Student A: You are at the bus station. Ask for directions to a place on the map.
   Student B: Give Student A directions.
   Now change roles and repeat the conversation.

8 Ask for and give directions from your classroom to five other places.
   Example:
   Is there a café near here?
   Yes, there's one about five minutes away. Go straight up...
5. …that there are basic principles

- Titles and sub-headings
- Add visuals (e.g. images)
- Numbering, rubrics (instructions) and examples
- Follow the ‘rule of eight’
- Include transitions from one exercise to the next
- Add personalization exercises
- Use a variety of heads-up and heads-down
6. ...that materials are heads-up and heads-down
7. ...that you need to develop a materials radar

Unsplash

Pixabay

Compfight

National Geographic

Your Shot

Take your own!
2a Competitive sports

Reading and speaking
1. Read the quote by famous sportspeople (1-6).
2. Discuss the questions.
3. How are the six quotes similar?
4. Do all these sports popular in your country? What other sports popular in your country?

Grammar verb + -ing forms
1. Underline the verb + -ing form in the quotes in Exercise 1. Which of the underlined forms:
   1. is the subject of the sentence?
   2. is the object of the sentence?
   3. is a complement of a verb?

Winning isn’t everything, but wanting it is.
— Arnold Palmer, seven time US Open Golf Champion

4. Swimming isn’t everything, but wanting it is.
— “Swimming isn’t everything, but wanting it is.”

A champion is afraid of losing. Everyone else is afraid of winning.
— Mike Jones, tennis player, 2011 US Open Champion

Vocabulary and listening
talking about sports
6. Write about your sports in Exercise 1. Use these words to write: when you play each sport and what you need. Then think of two other sports that you play and describe them in a similar way.

Grammar like + -ing / ‘I’d like to’
8. Ask questions to complete the sentences for both with you, with the names of any sports you can think of.

Do you like...? What do you like doing...

Speaking
11. Write down three ambitions for the future, one true and two false. Take turns to read them to your partner. Can they guess which of your ambitions are true?

8. ...that you need to observe real language
Conversation 1
A: Is there a good place to eat near here?
B: Yes, there is. There’s an Italian restaurant on the corner. It serves delicious pasta. Go straight down the street and it’s in front of you.

Conversation 2
A: I prefer Indian food. Are there any Indian restaurants near here?
C: Yes, there are two. My favourite is on Gower Street. Go straight ahead, take the first right and it’s on your left.
Person 1: Yeah, there are some places, I mean there are some choices which is Italian, Turkish, Greek and, err, burger, pizza places.

Person 2: There are several good places to eat round here. It’s a good road for it. There’s the Greek place err just there, err there’s the Italian over the road, there is the American style Atomic Burgers down there who also have a pizzeria at the other end.

Find an example of:

a) a false start and repetition
b) an error
c) fillers
d) contracted forms
e) idiomatic phrases
There’s been a change in the weather. Extreme events like the Nashville flood with 13 inches of rain in two days - described by officials as a once-in-a-millennium occurrence - are happening more frequently than they used to. A month before Nashville, torrential downpours dumped 11 inches of rain on Rio de Janeiro in 24 hours, triggering mud slides. In late 2011 floods in Thailand submerged hundreds of factories near Bangkok, creating a worldwide shortage of computer hard drives.
There’s been a change in the weather. Extreme events like the Nashville flood with 13 inches of rain in two days - described by officials as a once-in-a-millennium occurrence - are happening more frequently than they used to. A month before Nashville torrential downpours dumped 11 inches of rain on Rio de Janeiro in 24 hours triggering mud slides. In late 2011, floods in Thailand submerged hundreds of factories near Bangkok creating a worldwide shortage of computer hard drives.
There's been a change in the weather. Extreme events like the Nashville flood with 13 inches of rain in two days—described by officials as a once-in-a-millennium occurrence—are happening more frequently than they used to. A month before Nashville, torrential downpours dumped 11 inches of rain on Rio de Janeiro in 24 hours, triggering mudslides. In late 2011 floods in Thailand submerged hundreds of factories near Bangkok, creating a worldwide shortage of computer hard drives.
• Omitting or changing vocabulary
• Simplifying sentence structure
• Simplify text structure and cohesion
• Adding in target language
• Recycling previously taught language items
10. ...how to get published

• Write materials because you like writing not because you like the idea of being published
• Share your materials with other teachers and get feedback
• Send your materials/articles to journals (e.g. English Teaching Professional)
• Attend conferences, give presentations & NETWORK!
• Connect with MAWSIG and ELT Teachers 2 Writer
• Self-publish (e.g. with Smashwords, Amazon)
• Work with the-round.com
The Writer’s Resource

This page provides a list of links and resources suggested by MaWSIG members and non-members. The list is regularly updated and we welcome your suggestions using the contact form at the bottom of the page. In your message, please provide the name of the resource, the link, and one short sentence about why it’s useful. Please also use this contact form if you discover a link is no longer working or any information needs updating. Thanks for your support!

Images

ELTpics is an image website created by teachers for other teachers to use in their materials and lessons.

Unsplash provides free-to-use images which are eye-catching.

Compfight allows you to search for Creative Commons pictures and gives you what you need to paste directly into a worksheet.

Pinbay is another good option with free images.

https://mawsig.iatefl.org/resources/
“It’s common for glowing reviews to conclude with something like ‘This is a must for every teachers’ room’, but I cannot say that here; in my opinion, this is a must for every teacher.”

Book review by Brian Brennan, IH Barcelona

https://www.pavpub.com/etpedia-materials-writing

For a 20% discount, use this code **MW20**. Valid until the end of May.