Teacher's Guide

The Hole

A complete guide to teaching the ManWrites short-story lesson

LEVEL	FORMAT	AUDIENCE
B1-B2	Flexible lesson sequence	Teenage and adult learners

1. Lesson at a Glance

Teaching principle The full pack is a flexible resource bank. Select the activities that suit your class; it is not necessary to complete every exercise in one lesson.

Story type	Suspense / supernatural mystery with an ambiguous ending
Main characters	Billy and Jake; Kevin Anderson is mentioned
Core language level	B1-B2
Core lesson time	Approximately 90 minutes
Extended sequence	Two or three lessons, including speaking and writing
Main skills	Reading, vocabulary, speaking, critical thinking and writing

Learning objectives

- Understand the sequence, contrasting characters and unresolved ending of an original short story.
- Use contextual clues and targeted exercises to develop vocabulary knowledge.
- Support answers and interpretations with evidence from the text.
- Discuss friendship, peer pressure, fear and courage respectfully.
- Develop fluency through role play, debate, presentation and extended discussion.
- Plan and produce a suspenseful continuation consistent with the original story.

Before the lesson

- Read the story and select questions and vocabulary appropriate for the class.
- Check which presentations or videos are available and test any selected media before class.
- Decide whether students will read individually, in pairs, or follow the teacher reading aloud.
- Print or share only the pages required for the chosen lesson route.

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2. Choose a Teaching Route

Route A: Focused 60-minute lesson

1. Introductory questions - 5 minutes
2. Read the story or use a story video if available - 10 minutes
3. Selected reading comprehension questions - 15 minutes
4. One vocabulary activity - 10 minutes
5. Selected discussion questions - 15 minutes
6. Exit reflection - 5 minutes

Route B: Complete 90-minute lesson

1. Introductory questions - 10 minutes
2. First reading or story video if available - 10 minutes
3. Comprehension check - 20 minutes
4. Vocabulary practice - 20 minutes
5. Discussion - 20 minutes
6. Review and follow-up task - 10 minutes

Route C: Extended sequence

Lesson	Focus	Suggested content
1	Story and understanding	Introduction, story, reading comprehension and True or False
2	Language and interpretation	Vocabulary activities, discussion and role play
3	Critical and creative response	Debate, presentation, writing, peer response and review

Homework option Students can complete one vocabulary activity or plan their story continuation between lessons.

3. Teaching the Core Lesson

A. Introduce the theme

Use the four introductory questions to activate ideas about caves, fear, peer pressure and courage. Keep this stage exploratory; do not reveal Jake's disappearance or suggest a definite explanation for the hole.

B. Read or watch the story

- First encounter: ask students to follow the story for general meaning without stopping for every unknown word. Use a story video only if one is available.
- Second encounter: reread key passages, or use the nine-section version to clarify sequence and inference.
- Prediction: pause after Jake says, "Well, looks like it's just me," and ask students what each boy might do next.

C. Check comprehension

The pack contains 43 questions, repeated with the same numbering in the sectioned reading. For a shorter lesson, select 12-18 covering the setting, the discovery, Billy's fear of ridicule, the flicker and smell, Jake's changing behaviour, Billy's refusal and the disappearance. For a complete lesson, divide questions among pairs and confirm answers as a class.

Efficient correction Ask students to give an answer and identify the supporting detail. Use the answer key, or an answer presentation if available. Jake's fate is unknown: distinguish what the text states from what students infer.

D. Teach vocabulary

The Essential Vocabulary list contains 45 words and phrases. Pre-teach only items that block understanding; let students infer the rest from context before checking meanings.

- Vocabulary notebook: definition, part of speech where useful, and one original sentence.
- True or False: a quick comprehension review before deeper language work.
- Synonyms and antonyms: focus on meaning in context rather than translation. Explain "grippy" as informal language for a surface that gives good grip.
- Words and Meanings: work in pairs and justify choices; "had a grip on him" suggests control in this context.
- Gap Fill and Vocabulary Practice: complete individually, compare in pairs, then check with the keys.

4. Speaking, Debate and Writing

Discussion questions

There are 32 discussion prompts. Choose 6-10 rather than attempting them all. Begin with reactions to Billy and Jake, move to the hole's possible influence, and finish with broader ideas about friendship, pressure and courage.

- Give students one minute to think or make notes before speaking.
- Use pairs first, then invite selected answers in whole-class feedback.
- Ask follow-up questions such as "What makes you think that?" and "Which detail supports your view?"

Role play: Billy and Kevin Anderson

In Telling the Truth, pairs imagine a Monday-morning conversation after Jake's disappearance. Billy explains what happened and why he lied; Kevin asks questions and helps him tell a responsible adult. This is an imagined continuation, not an event stated in the story. Allow 8-10 minutes to prepare and 2-3 minutes per performance.

Debate

Motion: "This house believes that refusing a dangerous dare takes more courage than accepting it." Use the full two-team format with confident classes or the simplified class-discussion option with smaller or less experienced groups.

- Require each side to consider Billy's refusal and his fear of ridicule.
- The opposing side can argue that courage depends on context and motivation; it need not defend Jake's unprepared leap.
- Judge clarity, evidence and response to opposing arguments rather than the opinion itself.

Presentation and creative writing

For The Perfect Adventure, groups of four choose different outings and persuade the class that theirs is ideal. They should consider interest, planning, supervision, equipment and inclusion. For Writing, students continue the story, deciding what Billy does next and whether to explain the mystery. Encourage sensory detail and a consistent atmosphere.

Safeguarding note The story includes a dangerous fall, disappearance and possible death. Avoid requiring personal disclosure about frightening experiences or bullying. Offer an alternative adventure task where appropriate. Reinforce prompt adult help, rather than returning to investigate alone.

5. Classroom Presentation Directory

The directory follows the same presentation categories as Charlie's guide. Use it to select or prepare materials for The Hole; confirm which decks are available before class.

No.	Presentation	Best use
1	Introductory Questions	Activate background knowledge before the story.
2	Story and Reading Comprehension Questions	Present nine story sections and check understanding.
3	Discussion Questions	Support pair, group or whole-class speaking.
4	True or False	Run a quick comprehension review.
5	Synonyms	Practise words with similar meanings.
6	Antonyms	Practise contrasting meanings.
7	Words and Meanings	Match expressions with their contextual meanings.
8	Gap Fill	Apply vocabulary in new sentence contexts.
9	Role Play	Set up Billy's conversation with Kevin Anderson.
10	Debate	Present the motion, roles and debate stages.
11	Writing	Guide a suspenseful continuation of the story.
12	Reading Comprehension Answers	Check the 43 comprehension questions.
13	Answer Keys	Check vocabulary and True or False activities.

The Perfect Adventure can be introduced from the lesson-plan pages or with a separate presentation. Vocabulary Practice includes a 15-item matching exercise; use the lesson-plan table and definitions if no deck is available.

6. Differentiation and Classroom Management

Support for B1 learners

- Pre-teach 8-12 essential items, such as abyss, ridge, clung, chickened out and ridiculed.
- Use shorter sections and check the sequence after each one.
- Allow preparation in pairs and offer starters such as “Billy refuses because…” and “I think the hole… because…”.
- Use the simplified debate discussion rather than formal rebuttal rounds.

Challenge for B2 learners

- Ask students to distinguish observations, Billy’s impressions and claims made by Jake.
- Require textual evidence and alternative natural or supernatural interpretations.
- Extend the debate with rebuttals and audience questions.
- Ask students to sustain suspense through sensory detail, pacing and a carefully chosen ending.

Mixed-level classes

- Give different pairs different comprehension questions, then form mixed groups for feedback.
- Assign speaking roles by confidence: chairperson, note-taker, evidence finder and reporter.
- Offer core and extension vocabulary lists rather than one identical target for everyone.

Assessment suggestions

- Reading: accuracy plus evidence for inference questions.
- Speaking: clarity, interaction, relevant detail and responsiveness.
- Writing: organisation, language control, atmosphere and effectiveness of the ending.

Answer keys

Complete answers appear at the end of the lesson plan. Use corresponding answer presentations if available. Accept equivalent wording where the meaning is accurate and supported by the text. Discussion, role play, debate, presentation and creative writing are open-ended; do not treat one explanation of Jake’s fate as the correct answer.

Final reminder Choose a route, prepare the required files, and keep the story central. The exercises should deepen understanding and communication without crowding out the reading experience.