

# *The Pack*

**Produced quarterly by Learn Hot English**  
**Help your students learn the English they need!**

**Level: Upper Intermediate, B2.**  
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## Welcome to *The Pack!*

**This selection of material from Learn Hot English will help your students learn English and make your classes more effective!**

## Teaching ideas

Here are a few quick ideas on how to use the material in this pack (lessons 1 to 6) in class. The practical lessons will get your students using lots of useful language and all the essential skills: speaking, listening, reading and writing. A lot of these activities come with listening material. You can download the audio files from [www.learnhotenglish.com/bookfiles](http://www.learnhotenglish.com/bookfiles) and then load it onto your smartphone, tablet computer, etc. Please e-mail us with any other ideas you may have, or any comments in general: [andy@learnhotenglish.com](mailto:andy@learnhotenglish.com)

Remind your students that with the Learn Hot English method, there are three rounds of listening:

1. Listen once for a general understanding (listening for gist).
2. Listen again to answer comprehension questions.
3. Listen a final time, but this time reading the script at the same time.

## 1. The environment [track 01]

### Warm-up

Give your students a few minutes to study the “environmental” words. Then, write 10 of them on the board. Describe one. Students have to identify it. For example:

Teacher: It's a chemical compound produced by the respiration of living organisms, etc.

Student: CO<sub>2</sub>!

### Lesson activities

Go through the following lesson activities.

### Pre-listening

Ask students what they could do to be “greener” in their lives. They either discuss this in pairs, or do it as a whole-class activity and write up their ideas on the board.

### First listening

Tell your students that they're going to listen to a conversation. Randy and Flynn (two musicians) are at home. Flynn has some ideas on how they can become more environmentally-friendly. Students listen once (without reading the script) and write down any ideas they hear. Were any of the ideas on the recording similar or the same as the ones they thought of?

### Second listening

Students listen again. Then, they answer these questions:

1. What has Flynn put on the front cover of their album?
2. What has he installed outside?
3. What is the rally on Monday for?
4. What are they campaigning against on Wednesday?
5. What are they marching against on Thursday?
6. What does he drag into the room?
7. How is it powered?
8. What is it made from?

### Answers:

1. the word “eco”; 2. some recycling bins; 3. to save the whales; 4. global warming; 5. oil exploration in the Arctic; 6. a solar-powered generator; 7. by sitting on it and pedalling; 8. Randy's bike

Now let students read the dialogue. Ask if they have any questions about the words. Finally, let them read the script as you play the recording again. This is good for developing their listening skills as they see the connection between the written and spoken language.

In pairs, students practise reading the dialogue, and try to learn their part by heart. When they're ready, ask for volunteers to act out their version of the phone call. Other students listen and vote on the best ones.

**Follow-up**

Students prepare a presentation on ways to be greener at home or in the office. When they're ready, ask for volunteers to give their presentations. Other students listen then ask or answer questions, or vote on the best one.

**2. Bad day tweets! [track 02]****Warm-up**

Ask students what bad, unusual or disastrous things could happen in relation to the following:

*a bowl of cereal, biscuits, a wallet, a cup of coffee, a suit, a photo, a swimming pool, a salad, paper, a golf buggy, a coffee shop, a toaster*

For example: *You could drop your bowl of cereal.*

When students are ready, ask them for their ideas and write these on the board.

**Lesson activities**

Go through the activities for the lesson: the Pre-reading, Reading I and Reading II activities. You could do this as a listening activity. Simply don't allow students to read the text as you do this activity, but to listen to it instead.

If you've done this as a listening activity (not a reading), let your students read the script as you play the recording again. This is good for developing their listening skills as they see the connection between the written and spoken language.

Finally, assign a Tweet (or two) to each student. Students have a minute or two to try to remember it. When they're ready, ask for volunteers to read out the Tweets, using as many of the words as possible.

**Follow-up**

Students choose a tweet then make it into an anecdote to tell someone. They practise alone. Then, in pairs, they take turns telling one another their stories, using only notes (not reading it out word-for-word). Finally, ask for volunteers to read out their stories. Other students vote on the best ones.

### 3. What's your favourite main dish? [track 03]

#### Warm-up

Brainstorm a list of food vocabulary and write the words on the board. Then, describe one of the items. Other students have to identify it. This could be played as a game. For example:

Teacher: It's a long, yellow fruit.

Student: A banana!

#### Lesson activities

##### Pre-listening

Ask students to tell you what their favourite dishes are. Write these on the board. For example: *spaghetti Bolognese, fish and chips*, etc.

##### First listening

Tell students that they're going to listen to six people talking about their favourite dishes. Students listen once. Were any of their dishes mentioned?

##### Second listening

Students listen again. Then, they answer these questions:

1. Why can't Duncan have his favourite dish so often?
2. When did James use to eat roast chicken as a kid?
3. What does Melissa like about the feeling you get after eating sushi?
4. What does Anne's favourite dish remind her of?
5. What vegetable does Rayna like to have with her fried chicken and gravy?
6. What type of fish does Lindsay like?

#### ANSWERS

1. because he lives abroad; 2. on Sundays; 3. you don't feel stuffed or bloated; 4. Sunday dinners at home in Ireland; 5. string beans; 6. salmon

Now let students read the text. Ask if they have any questions about the words. Finally, let them read the text as you play the recording again. This is good for developing their listening skills as they see the connection between the written and spoken language.

Finally, assign a person from the listening activity to each student (different ones if possible). Students have a minute or two to try to learn what their person says. When they're ready, ask for volunteers to try to explain what their assigned person said, using as many of the words as possible.

#### Follow-up

Students write a description of how to make their favourite dish, or they invent a new dish. When they're ready, ask for volunteers to give a presentation of their dish to the class. Other students vote on the most delicious sounding dishes.

## 4. Two expensive mistakes [track 04]

### Warm-up

Have a discussion about mistakes in general. Have a discussion about e-mails in general. Either print them off for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that they can answer any questions they like (and in any order), and that the objective of these questions is to get them talking. If a question appears a bit “personal”, they can just ignore it or invent the answer:

*Have you made any mistakes lately? What were they? What are some of the biggest mistakes you've made in your life? Have you been affected by anybody else's mistakes lately? In what way? What's your definition of a successful person? What's your idea of success? Do you think people focus too much on appearing to be successful? Why? What are some of the most common way of judging success? How much pressure was put on you as a child to be successful? Have there been any mistakes that made your life better? What were they? What have you learnt from your mistakes? How important is it to make mistakes in life? Is there a right time to give up and stop trying? Or should you never give up? Why? Can you think of any famous people who failed at something? Who were they? What did they fail at? When was the last time you tried to do something but failed? What were you trying to do? What did you do in the end? Do you have any regrets in life? What are they? Do you believe in second chances? Why? Why not? Do you think life gets easier or more difficult as you get older? Why? What are some of the best or worst decisions you've made in your life? Why were they so good or bad? What do you hope to do at some point in the future? Why? If you could give one piece of advice to your younger self, what would it be? Why? Have you ever regretted buying something? What was it?*

### Lesson activities

Go through the activities for the lesson: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a listening activity. Simply don't allow students to read the text as you do the exercises, but to listen to it instead.

After finishing that, and if you've done this as a listening activity (not a reading), let your students read the script as you play the recording again. This is good for developing their listening skills as they see the connection between the written and spoken language.

Finally, assign a story to each student. Students have a minute or two to try to learn their story. When they're ready, ask for volunteers to tell their stories, using as much of the language as possible.

### Follow-up

Students write an e-mail to a friend describing a mistake they made. When they're ready, ask for volunteers to read out their e-mails (using notes, not word-for-word). Or, get students to exchange e-mails, then report back on their friend's mistake. Other students listen and vote on the funniest or silliest ones.

Or, in pairs, students write a dialogue of an interview between a reporter and someone involved in one of the stories. Tell your students to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

## 5. Three incredible holidays [track 05]

### Warm-up

Have a discussion about holidays in general. Either print them off for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that they can answer any questions they like (and in any order), and that the objective of these questions is to get them talking. If a question appears a bit "personal", they can just ignore it or invent the answer:

*What's the most exciting, interesting or unusual holiday you've ever been on? Where did you go? What did you do there? What's the most expensive holiday you've ever been on? Where did you go? Was it worth it? Why? What places have you visited in your country? What did you like about them? When was the last time you went abroad? Where did you go? Are you planning to go anywhere soon? Where? Have you ever travelled alone? Where did you go? What was it like? What do you like or dislike about travelling alone? Where would you like to travel to? Why? What was the last family trip you went on? Where did you go? What was it like? What do you like or dislike about travelling with your family? What do you usually take with you when you travel? What clothes do you take? What country do you most want to visit? Why? Have you ever been on an adventure holiday? Where did you go? What did you see? Have you ever seen any wildlife while you were on holiday? What did you see? Have you ever been camping? Where did you go? How long were you there for? What do you like or dislike about camping?*

### Lesson activities

Go through the activities on the lesson page (the Pre-listening, Listening I and Listening II exercises). Remember not to let students read the script for these activities.

However, once you've finished, let students read over the text. Ask if they have any questions about the words. Finally, let them read the script as you play the recording again. This is good for developing their listening skills as they see the connection between the written and spoken language.

Finally, assign a holiday to each student (different ones if possible). Students have a minute or two to try to remember as much of the text as they can. When they're ready, ask for volunteers to retell the information from memory, using as much of the language as possible.

### Follow-up

Students write a description of a holiday that they've been on. When they're ready, ask for volunteers to tell the class about their holiday, using notes (not reading it out word-for-word). Other students vote on the most interesting sounding holidays.

## 6. Two unusual diets [track 06]

### Warm-up

Have a discussion about diets and dieting in general. Either print them off for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that they can answer any questions they like (and in any order), and that the objective of these questions is to get them talking. If a question appears a bit "personal", they can just ignore it or invent the answer:

*What do you do to maintain your weight? Have you ever been on a diet? Which one was it? What did you have to do? What other diets have you heard of? Do you think they're effective? Why? What is the best way to diet? Do you think dieting can be dangerous? In what ways? What are the disadvantages of being overweight? Are there any benefits? What's the situation like your country with regard to obesity and people being overweight? What should the government do to stop people becoming overweight or obese? What can schools or educational institutions do to help with this situation? What are your top tips for losing weight? What kind of diet would you recommend for an older person (+50) and a younger person (in their teens or older)? In what way can diet influence our mental state, appearance, personality, etc.? What about our weight? Do you think you lead a healthy lifestyle? In what way? What are the difficulties associated with leading a healthy lifestyle? What's your definition of healthy food? Would you rather eat healthy or tasty food? Why? Do you try to eat your breakfast, lunch and dinner at a certain time every day? Do you have a snack every time you're hungry or do you wait for lunch or dinner? Is physical activity (jogging, going to a gym, swimming, etc.) an important part of a healthy life style? In what way? What's your opinion of cigarettes and smoking in general? Can alcohol be a part of someone's healthy lifestyle? Why? Why not?*

### Lesson activities

Go through the activities on the lesson page (the Pre-listening, Listening I and Listening II exercises). Remember not to let students read the script for these activities.

However, once you've finished, let students read over the text. Ask if they have any questions about the words. Finally, let them read the script as you play the recording again. This is good for developing their listening skills as they see the connection between the written and spoken language.

Finally, assign a diet from the listening text to each student (different ones if possible). Students have a minute or two to try to remember the text related to their diet. Then, in pairs, students take turns telling each other about their diets. When they've finished, ask for volunteers to describe their diets, using as many of the words as possible.

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### **Follow-up**

In pairs, students write a dialogue of an interview between a reporter and someone who is on a diet. Tell them to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Or, students invent a new diet. When they're ready, ask for volunteers to give a mini-presentation on their diets. Other students vote on the best or potentially most effective ones.

**Think about it**

What do you do to help protect the environment? Do you separate your rubbish? Are you trying to consume less? What's the government in your country doing? How important is it to protect the environment? What else could be done?

ENGLISH IN ACTION...

# 26 WORDS FOR TALKING ABOUT THE ENVIRONMENT

## Useful words

Here are some useful words for talking about the environment.

- **Global warming** – the increase in the earth's temperature caused by high levels of carbon dioxide.
- **Climate change** – changes in general weather conditions.
- **CO<sub>2</sub> (carbon dioxide)** – a chemical compound that's produced by the respiration of living organisms, etc.
- **The environment** – the natural world: the land, sea, air, plants, animals, etc.
- **Deforestation** – the act of cutting down trees in forests.
- **Pesticides** – chemicals that farmers put on their crops to kill insects.
- **Recycling** – separating rubbish (such as glass, paper) so it can be used again.
- **Pollution** – the poisonous substances that are making the water/air/land, etc. dirty.
- **The greenhouse effect** – a rise in the temperature of the Earth's atmosphere caused by increased quantities of gases such as carbon dioxide.
- **An endangered species** – an animal (for example) that could disappear because there are very few of them.
- **Conservation** – saving and protecting the environment
- **Renewable energy** – a form of energy that never runs out and doesn't cause pollution: sunlight, wind, waves, geothermal heat, biomass, etc.
- **The ozone layer** – a part of the Earth's atmosphere that protects living things from the harmful radiation of the sun.
- **A rainforest** – a thick forest of tall trees in tropical areas with a lot of rain.
- **Nuclear waste / radioactive waste** – unwanted, toxic material that's produced from nuclear power plants.
- **Drought** – a long period of time when no rain falls.
- **Green** – "green" issues and political movements are concerned with the protection of the environment.
- **Atmosphere** – a thin layer of gases that surrounds the Earth.
- **Biodegradable** – something that's "biodegradable" decays naturally without causing pollution.
- **Biodiversity** – the existence of a wide variety of plant and animal species in their natural environment.
- **Carbon monoxide** – a poisonous gas produced by vehicles.
- **Fossil fuel** – coal or oil.
- **Ecosystem** – all the plants and animals that live in a particular area together and the complex relationship between them.
- **Ice caps** – the thick layers of ice and snow that cover the North and South Poles.
- **Windfarm** – a place where windmills are used to convert the power of the wind into electricity.
- **Solar panels** – flat, rectangular objects that convert heat from the sun into electricity. They're often placed on the roofs of houses/buildings, etc.

## Dialogue: Renewable energy



Flynn and Randy (two musicians) are at home. Flynn has some ideas on how they can become more environmentally-friendly. [Listen once. Then, complete the conversation with the correct words.]

F=Flynn R=Randy

- F: Right, it's all decided: we're going green!
- R: What are you talking about?
- F: I've already made a start with our album (1) \_\_\_\_\_.
- R: Putting the word "Eco" on the front hardly means that we've "gone green".
- F: Everyone does stuff like this. Oh, and I've installed some recycling bins outside: a blue one for paper, a green one for (2) \_\_\_\_\_ and a black one for organic waste.
- R: Yes, I've seen...
- F: And I've got the schedule for the (3) \_\_\_\_\_. On Monday, we're joining a rally to save the whales. On Wednesday, we're campaigning against global warming. On Thursday, we're marching to save the Arctic from oil exploration. And on Friday, there's a protest sit-in against the deforestation of the (4) \_\_\_\_\_.
- R: And when do we get time to do any music?
- F: I've also got this. [He pulls

something into the room.]

- R: What is that?
- F: It's a solar-powered generator. You just hook it up to the solar panels that I've put on the (5) \_\_\_\_\_. We won't ever have to pay for electricity again. Oh, and I've also got this. [He pulls something else into the room.]
- R: What on earth is that? It looks like a sort of exercise (6) \_\_\_\_\_ with a lot of cables coming off it.
- F: It's a pedal-powered generator. During rehearsals or concerts you just sit on it and pedal.
- R: Me?
- F: Yes, you. A fairly brisk pedal will give us enough power to play for at least 40 minutes. And if your voice starts to crack or my (7) \_\_\_\_\_ sounds a bit weak, you just need to pedal faster.
- R: I can't pedal and sing at the same time.
- F: Well, I certainly can't pedal and play the guitar. I need my feet for my effects-pedals.
- R: This is a joke. I'm not doing any (8) \_\_\_\_\_ on that thing. How much.... How... Hey, isn't that my bike?
- F: Yes, I had it converted.
- R: So, how am I going to get around town now?
- F: Erm, by car?

MY TOAST IS  
BURNT. WHAT A  
DISASTER!

**Objective** To improve your reading and listening skills.

**Think about it** Do you use Twitter? What for? Who do you follow on Twitter? Why? What are the pros and cons of Twitter? Which other social networks do you use? Why? What things do you post on it?

**Exams** This reading and listening activity will help prepare you for English exams such as KET and TOEFL.

# BAD DAY TWEETS!

**M**ore than 3 billion people live on less than \$2.50 a day. About 1.3 billion live in extreme **poverty**. And over 850 million people worldwide don't eat enough food to live a healthy life. However, in many developed countries, even the most **trivial incident** can soon become a disaster... as some of these **Twitter** messages clearly show.

## GLOSSARY

**poverty** *n*  
the state of being poor and having no money for food, etc.

**a trivial incident** *n*  
something that happens to you that isn't important

**Twitter** *n*  
a social network that you can use to send messages to your friends / contacts. The messages must have a maximum of 140 characters

**to stuff yourself** *exp*  
if you "stuff yourself", you eat a lot of food (more than you need to eat)

**a wallet** *n*  
a small, leather object men use to carry money / credit cards, etc.

**divine** *adj*  
wonderful / amazing / incredible / excellent

**tailor-made** *adj*  
"tailor-made" clothing is made especially for you, with your exact sizes

**silk** *n*  
a substance produced by insect larvae which is made into a smooth, fine cloth

**awful** *adj*  
terrible / very bad

**ashamed** *adj*  
if you're "ashamed" to do something, you don't want to do it because it makes you feel shy / timid / bad

**a pool cover** *n*  
a large piece of material that you put over a swimming pool to protect it

**what a drag!** *exp*  
how terrible! / how annoying!

**hemp seed oil** *n*  
an oil that comes from pressing hemp seeds (which come from cannabis plants)

**a laxative** *n*  
food or medicine that you take to make you go to the toilet.

**a paper cut** *n*  
a cut that you get from paper, often when you move the paper over your finger

**agony** *adj*  
if something is "agony", it hurts a lot and causes you a lot of pain

**a buggy** *n*  
a golf "buggy" is a small electric vehicle that you can use to move around a golf course

**milk foam** *n*  
a mass of small bubbles that is formed when air and milk are mixed together

**a latte** *n*  
a strong coffee made with hot milk. The word comes from the Italian phrase "caff  latte", which means "milk coffee"

**a bagel** *n*  
a small piece of bread in the shape of a circle. It has a hole in the middle

Answers on page 44

## 1 Pre-reading

What annoying, irritating or "bad" things have happened to you this week or month? What did you do about them?

## 2 Reading I

You're going to read some Tweets by people who are complaining about things. Read or listen to them once. Which ones have happened to you? Which one is the worst?


## 3 Reading II


Read the article again. Then, answer the questions. What did one of the tweeters...


- ...not have for their cereal?
- ...stuff him/herself on?
- ...drink too many of that prevented him/her from sleeping?
- ...order three months ago?
- ...get a cut from?
- ...get too much of in the coffee shop?
- ...put too much of on his/her salad?


## 4 Language focus The Past Simple


Look through the article and find the past tenses of the following verbs: *stuff, get, have, can, order, post, use, know, break down, put*


 There was NO milk in the fridge for my tea or cereal this morning. What a way to start the day!

 I've just **stuffed myself** on three packets of chocolate biscuits and now I can't move!


 The **wallet** my wife got me for my birthday is just too small. Any takers?


 I had far too many Nespressos last night and couldn't sleep. Those "volluto" capsules are simply **divine**!

 The **tailor-made silk** suit I ordered THREE MONTHS AGO won't be ready for the wedding. What a tragedy!


 My "best friend" posted an absolutely **awful** picture of me on Facebook! I'm just too **ASHAMED** to go out!


 **Pool cover** wouldn't open this morning. **What a drag!**

 I used some **hemp seed oil** on my salad last night. Nice, but I never knew it was such a powerful **laxative**!

 I got a really nasty **paper cut** this morning. Every Tweet is **AGONY**!

 The **buggy** broke down on the golf course this morning so we had to walk. **OUTRAGEOUS!**

 The new guy in the coffee shop put far too much **milk foam** in my **latte**! Where do they get these idiots from?

 The **toaster** my friend got me as a wedding present has NO **BAGEL SETTING**!!!!!! How stupid is that?

 Too much balsamic vinegar in my salad. **RUINED**!!!!!!

It's good to put a bit of perspective on your life sometimes. \*

# WHAT'S YOUR FAVOURITE MAIN DISH?

Photos and interviews by Georgie & Danielle

©TRACK 6: ENGLISHMAN,  
IRISHMAN, PUERTO RICAN WOMAN,  
IRISHWOMAN, AMERICAN WOMAN,  
SCOTTISH WOMAN

**Duncan McQueen**  
(England, chef)



My favourite main dish is probably a good **curry** with a **chicken biryani** and some **naan bread**. It's the one thing I really **miss** now I live abroad.

**James Duggan**  
(Ireland, actor)



Erm, my favourite dish? Probably **roast** chicken because that's what I used to eat on Sundays as a **kid**.

## Remember!

When people talk informally and spontaneously, they often use non-standard English.

**Melissa Armstrong**  
(Puerto Rico, food critic)



If I could only eat one thing for the rest of my life, I would say **sushi**. Erm, I think it's delicious and it has lots of variety and options for you to choose from and at the end of your meal you don't feel **bloated** or **stuffed**.

**Anne Lydon**  
(Ireland, theatre director)



My favourite main dish would be roast beef with potatoes and lots of **gravy**, er, because it reminds me of Sunday dinners at home in Ireland.

## \*SIC

"sic" is used to indicate that the text has appeared exactly the way someone said something, often when that text is non-standard or incorrect. Literally, "sic" is Latin for "thus". "Sic" often appears in square brackets [sic].

Here are the corrections for the non-standard phrases in this text:

**'sic'** = ...makes it so good... = ...makes it really well...

## GLOSSARY

### a **curry** *n*

a dish with meat and vegetables (or just vegetables), in a sauce with hot spices. It's usually eaten with rice. It's very popular in India

### a **chicken biryani** *n*

an Indian dish made with chicken that's cooked with lots of spices

### **naan bread** *n*

a type of bread that's round and flat. It's eaten with Indian food

### to **miss** *vb*

if you "miss" something, you feel sad because you don't have that thing anymore

### **roast** *adj*

"roast" chicken (for example) has been cooked in oil in an oven (an electrical appliance with a door at the front)

### a **kid** *n* *inform*

a child

### **sushi** *n*

a Japanese dish of rice served with raw (not cooked) fish

### **bloated** *adj*

if you feel "bloated", your stomach feels uncomfortable because you've eaten too much

### **stuffed** *adj*

if you feel "stuffed", your stomach feels uncomfortable because you've eaten too much

### **gravy** *n*

a sauce made from meat juices

### **string beans** *n*

a thin, green vegetable

### **mom** *n* *US inform*

mum; mother

### to **grill** *vb*

when you "grill" food, you cook it on or under a very strong heat

### **pesto** *n*

a green-coloured Italian sauce made from basil, garlic, pine nuts, cheese and olive oil

**Rayna Taylor**  
(USA, marketing executive)



My favourite main dish is fried chicken and gravy with white rice and **string beans**. Erm, I love it because my **mom** makes it so good [**sic**].

**Lindsay MacNaughton**  
(Scotland, translator)



My favourite main dish would be **grilled** salmon with green beans and fresh **pesto**. I love salmon and I love pesto, and green beans are my favourite vegetable.

**Objective** To improve your reading skills.

**Think about it** Have you made any mistakes lately? What were they? What are some of the biggest mistakes you've made in your life? Have you been affected by anybody else's mistakes lately? In what way?

**Exams** This reading activity will help prepare you for English exams such as PET and TOEFL.

Answers on page 44

## 1 Pre-reading

You're going to read about two expensive mistakes: one involving a police search in the hills of Scotland; another involving some trees. What do you think happened? Make notes.

## 2 Reading I

Read the article once to compare your ideas from the Pre-reading activity.

## 3 Reading II

Read the article again. Then, answer the questions.

1. How many police officers were involved in the search?
2. How long did they spend looking for the woman?
3. What's the name of the police officer who spoke to the press?
4. What's the dog's name?
5. How many trees were chopped down?
6. In which town did the incident take place?
7. How long had it taken the volunteers to plant the trees?
8. How many trees survived?

## Language focus

### The Past Continuous

Look at the extract from the article on this page, "...a woman was out walking in the woods..." The writer has used the Past Continuous: **was walking**. Complete the following sentence beginnings with your own ideas.

1. Yesterday afternoon, I was walking in...
2. I was thinking about... yesterday morning.
3. This afternoon, I was trying to...
4. Yesterday at 2pm, I was having lunch at...



# 2 expensive mistakes

**W**e all make mistakes – it's part of life. But some mistakes have a bigger impact than others, as these two examples clearly show.

### The dog

In September 2013, a woman was out walking in the woods of Stirlingshire (Scotland) when she heard some **muffled cries** of "help!" She reported the incident to the police, as did three other people. Within hours, there was a major **search and rescue operation**, with 20 police officers, a dog unit and a mountain rescue team. In total, officers spent eight-and-a-half hours **combing** a small area of **woodland searching** for the woman. They eventually abandoned the search after finding no evidence of the missing person. Inspector Pat Scroggie, who led the operation, said "We had teams search the hills accompanied with search dogs. We carried out systematic searches of all sections of the hill." However, some time after **calling off** the search, it was discovered that the woman **in distress** was in

fact another walker who was calling for her dog, whose name was... "Yelp"

### The trees

In July 2013, a council worker accidentally **chopped down** 2,000 trees. The young **saplings** were hidden by long grass in a **meadow** in Harrogate (North Yorkshire, England). They'd been planted by **volunteers** from the Bilton Grange Conservation Group as part of a nationwide Woodland Trust scheme which saw the planting of six million trees to celebrate the Queen's **Diamond Jubilee**. It took 40 volunteers several days to plant 2,000 trees, but just a few minutes for the council worker to chop them all down. "The council had told the grass cutter where to go, but he ignored directions and **wiped out** the young trees," said Keith Wilkinson, chairman of the Bilton Grange Conservation Group which carried out the planting. "It is a real **shame**. The **mower** has just ripped most of them from the ground. Only a couple of **oaks** have **survived**. It is **disheartening** for the volunteers. It is sad to

have lost all that work," he added. ☆

## GLOSSARY

- muffled** *adj*  
a sound that is very weak. The noise could sound as if it's far away
- a cry** *n*  
a sound that someone makes when they're frightened / in pain, etc.
- a search and rescue operation** *n*  
an operation by the police to find someone who is lost in the mountains, etc.
- to comb** *vb*  
if the police (for example) "comb" an area, they look very carefully in that area
- woodland** *n*  
an area with many trees
- to search for** *exp*  
to look for
- to call off** *phr vb*  
if you "call off" an operation, you stop it
- in distress** *exp*  
if someone is "in distress", they're in danger / pain / trouble, etc.
- to chop down** *phr vb*  
if you "chop down" trees (for example), you cut them and make them fall down
- a sapling** *n*  
a young tree
- a meadow** *n*  
an area of land with grass and flowers on it
- a volunteer** *n*  
someone who works for a charity or organisation without being paid for it
- a diamond jubilee** *n*  
a celebration held to mark the 60th or 75th anniversary of something. In this case, it was to celebrate the 60th anniversary of Queen Elizabeth II's reign (she became Queen on 6th February 1952)
- to wipe out** *phr vb*  
if you "wipe something out", you destroy it completely
- a shame** *n*  
if you say that something is a "shame", you're saying that it's sad / disappointing / bad, often because it can't happen
- a mower** *n*  
a machine that's used to cut the grass
- an oak** *n*  
a large tree with strong, hard wood
- to survive** *vb*  
if someone/something "survives", it isn't killed or destroyed
- disheartening** *adj*  
something "disheartening" is sad or disappointing

**Objective** To improve your listening skills.

**Think about it** What's the most exciting / interesting / unusual holiday you've ever been on? Where did you go? What did you do there? What's the most expensive holiday you've ever been on? Where did you go? Was it worth it? Why?

**Exams** This reading activity will help prepare you for English exams such as KET and TOEFL.

Answers on page 44

## 1 Pre-listening

What do you think you can see or do on a holiday in the following countries / areas: Canada, Central Africa, Costa Rica?

## 2 Listening I

You're going to listen to three people talking about their holidays in Canada, Central Africa, Costa Rica. Listen once to compare your ideas from the Pre-listening activity. Which trip would you like to go on? Why?

## 3 Listening II

Listen again. Then, complete the table.

### PLACES VISITED

- |   |                |
|---|----------------|
| 1 | CANADA         |
| 2 | CENTRAL AFRICA |
| 3 | COSTA RICA     |

### DURATION OF TRIP

- |   |                |
|---|----------------|
| 1 | CANADA         |
| 2 | CENTRAL AFRICA |
| 3 | COSTA RICA     |

### ANIMALS/BIRDS SEEN

- |   |                |
|---|----------------|
| 1 | CANADA         |
| 2 | CENTRAL AFRICA |
| 3 | COSTA RICA     |

### PRICE

- |   |                |
|---|----------------|
| 1 | CANADA         |
| 2 | CENTRAL AFRICA |
| 3 | COSTA RICA     |

## 4 Language focus

### The past of the verb to be

Look at this extract from the audio script of the recording on this page: "...It was a six-night trip..." The speaker has used the past of the verb *to be*: *was*. Read through the audio script again and find some more examples of the past of the verb *to be*.

## 5 Listening III

Complete the audio script with the correct words.

## Audio script

# 3 incredible holidays

## Audio script

We asked three people about their most memorable holidays.

### 1 Wolves in Canada

We went to Prince Albert National Park in Canada about three years ago. It was a six-night (1) **travel / trip**, travelling by dog sled. It was very cold and it snowed a lot, but it was well worth it. We saw some wolves on our (2) **three / third** day there. It was pretty expensive – about £1,000 per person – but an incredible (3) **experience / experiment**. The price included transfers, six nights' accommodation in a lakeside cabin, all our (4) **dinner / meals** and the guides and equipment.



### 2 Gorillas in Central Africa

We went on a nine-day trip to Central Africa last year. We were in Rwanda's Parc National des Volcans and Uganda's Bwindi National Park. We saw gorillas, chimps and golden monkeys in the (5) **wild / savage**. We also saw some tree-climbing lions. On the fourth day, there was a boat (6) **cruising / cruise** on the Kazinga Channel. This stretch of water has the greatest (7) **concentration / concentrate** of hippos in Africa. I got some amazing photos. We also climbed an ancient volcano, went on guided nature walks and visited Dian Fossey's grave. It cost about £5,000 per person but it was an experience of a (8) **live / lifetime**.



### 3 Birds in Costa Rica

We went on a 16-day tour to Costa Rica. The country has some incredible geography and tropical ecosystems, so it's the perfect place to go if you're into (9) **green / nature**. We went to the Monteverde Cloud Forest Reserve, where we saw some quetzals, which are these really colourful birds. We also went to the beaches and forests of Manuel Antonio National Park on the Pacific coast, and spent a night in a riverbank (10) **lodge / lodger** in the Tortuguero National Park surrounded by rainforest on the Caribbean (11) **coast / beach**. There were lots of activities, including white-water (12) **raft / rafting** on the Pacuare river, and a hike up the Poa volcano. It cost about £2,000 per person, but it was well worth it.



## Note!

Don't read the audio script until you've completed the exercises and activities.

**Objective** To improve your listening skills.

**Think about it** What do you do to maintain your weight? Have you ever been on a diet? Which one was it? What did you have to do? What other diets have you heard of? Do you think they're effective? Why?

**Exams** This listening activity will help prepare you for English exams such as PET and TOEFL.

Answers on page 44

### 1 Pre-listening

What are some of the best ways to lose weight? Think of as many as you can? What are the pros and cons of each?

### 2 Listening I

You're going to listen to some information about two unusual diets. Listen once. Which one would you prefer to try? Why?

### 3 Listening II

Listen again. Then write **VB6** or **5:2** next to each statement.

1. It was invented by an American.
2. There are some days when a woman can only have 500 calories.
3. You can't eat any meat before a certain time.
4. You have to control how many calories you eat for a couple of days a week.
5. You can eat what you want after a specific time.
6. Some celebrities have been following it.
7. You can eat what you want for five days a week.

### 4 Language focus

#### The Present Perfect Continuous

Look at this extract from the audio script of the recording on this page: "...I've been eating lots of..." The speaker has used the Present Perfect Continuous: *have been eating*. Complete the following sentence beginnings with your own ideas.

1. Today, I've been working on...
2. I've been talking to... this afternoon.
3. This week, I've been trying to...
4. At home, I've been making an effort to...

### 5 Listening III

Complete the audio script with the correct prepositions.

# 2 unusual diets

## Audio script

We asked a few people what they've been doing to lose weight.

### The VB6 diet

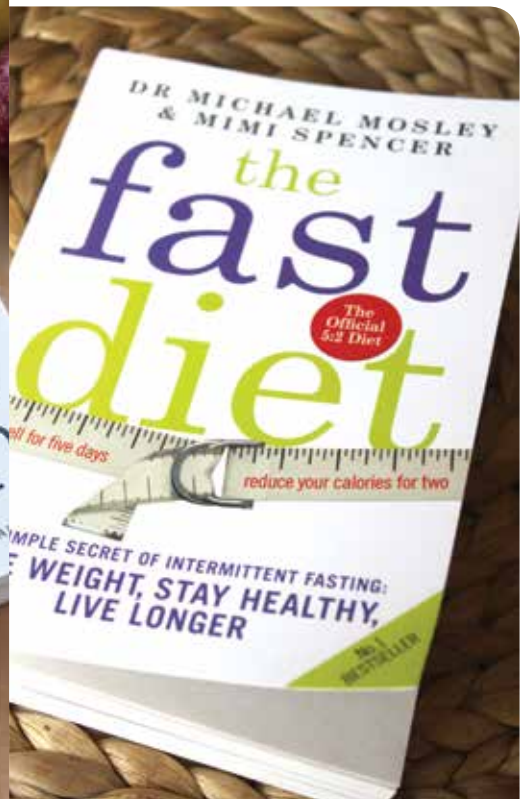
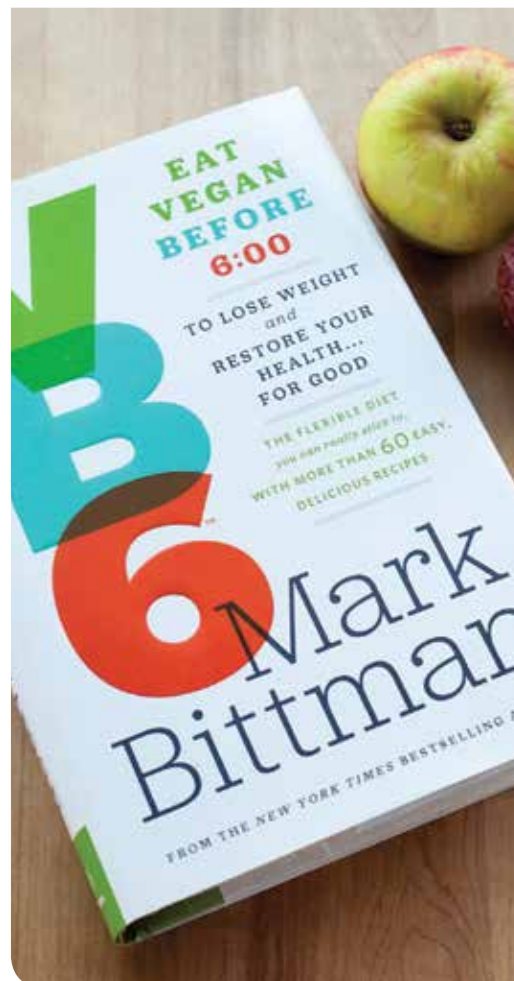
I've been on this diet called VB6. It stands (1) \_\_\_\_\_ Vegan Before 6pm. Basically, you eat vegan food all day, then (2) \_\_\_\_\_ dinner you can have whatever you want. As a vegan, you can't eat any animal products: no meat (obviously!), no cheese, no milk, no eggs, no fish... Instead, you eat lots (3) \_\_\_\_\_ fruit, vegetables, grains and pulses. The diet was invented (4) \_\_\_\_\_ this American guy called Mark Bittman and he's got thousands of followers. I've been eating lots of raw vegetables today: some broccoli, carrot and celery sticks. But (5) \_\_\_\_\_ six, I'll be frying myself a nice big steak with chips! I quite like the diet because you suffer a bit during the day, but then you can treat yourself (6) \_\_\_\_\_ the evening!

### The 5:2 diet

I've heard that Jude Law, Ben Affleck and Beyoncé have all been on it, as well as Kate Middleton's uncle, according to a report in the *Telegraph*. Basically, the diet involves eating very little (8) \_\_\_\_\_ two, non-consecutive days a week, and then eating what you want for the other five. On the days when you don't eat much, you're supposed to have (9) \_\_\_\_\_ 600 calories if you're a man and 500 if you're a woman, which isn't much, given that the average man and woman is supposed to have about 2,500 and 2,000 calories a day respectively. So, you have to eat very small portions or you'll go (10) \_\_\_\_\_ the limit! For breakfast this morning, I had about 300 calories, (11) \_\_\_\_\_ one scrambled egg, a slice of ham, a glass of water and a cup of green tea. For lunch, I had some fish with a few boiled vegetables, which was another 300 calories – which took me (12) \_\_\_\_\_ to my limit of 600 calories! I'm starving, but tomorrow I can eat what I want!

## Note!

Don't read the audio script until you've completed the exercises and activities.



## CALORIES

According to the National Health Service (NHS) in the UK, the average male adult needs approximately 2,500 calories per day to keep his weight constant, while the average adult female needs 2,000. Visit this website to find out how many calories different food items have: <http://whatscookingamerica.net/NutritionalChart.htm>