

The Pack

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

Level: Advanced, C1. January-April 2018



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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 dynamic!

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 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

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.

Look in Proficiency Pack as there may be some video or article lessons you can use. Simply make the activities less challenging by spending more time on any Pre-viewing or warm-up activities.

1. 4 holiday scams to watch out for [track 01]

Warm-up

Write the following words on the board. Then, read out the sentences, making a beeping sound (or similar) where the gaps are. Students listen and say (or write down) which word goes in the gaps. Or, write the sentences on the board or print them off. This could be played as a game.

trick pyramid smooth dupe gullible scheme advantage con scam conned

1. _____ people are often victimised by con artists.
2. You shouldn't trust all of the emails you receive because some are fraudulent and could be part of a _____.
3. Someone who talks a lot and tries to influence or convince others in a deceptive manner is often called a _____ talker.
4. _____ artists are people who deliberately try to trick others.
5. A fraudulent plan or arrangement involves sneaky or crafty measures that are implemented in order to _____ others into believing untrue things.
6. My friend was swindled by a fraudulent e-mail last month that claimed she would earn thousands of dollars in days if she joined a money-making _____.
7. People who are the victims of money-making scams are often quite embarrassed because they were _____ into willingly giving away their hard-earned money.
8. They are ashamed because they were too trusting and someone knowingly took _____ of them.
9. The e-mail was sent in an effort to _____ unsuspecting people.
10. A _____ scheme is an illegal, money-making investment plan. As part of this, former investors are paid either in part or in full by later investors who are convinced to join the scheme. In the end, latter investors lose out if they can't find new investors to scam.

Answers

1. gullible; 2. scam; 3. smooth; 4. con; 5. trick; 6. scheme; 7. conned; 8. advantage; 9. dupe; 10. pyramid

Lesson activities

Go through the activities for the lesson on the sheet (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 story to each student (different ones if possible). Students have a couple of minutes to try to remember as much as possible. When they're ready, they can either retell their stories in pairs, or ask for volunteers to retell their stories in front of the class, using as many of the words as possible (or even doing it by heart).

Follow-up

Students write their own stories about scams (either real or invented). When they're ready, ask for volunteers to read out their stories (using notes, not reading it word-for-word). Other students vote on the best or most interesting ones.

In pairs, students write a dialogue between a police officer and a scam victim, who is reporting the crime. Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to read or act out their stories or dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones, or ask and answer questions.

As a follow-up activity to the dialogue, students write an e-mail to a friend describing what happened. When they're ready, ask for volunteers to read out their e-mails (using notes, not word-for-word). Other students vote on the best ones. Or, students "send" the e-mail to a classmate, who reads it and then reports back on the information.

2. How to understand the British [track 02]

Warm-up

Write the following phrases on the board or print them off. In pairs, students read over the phrases and say what they think the phrases mean, or what the person is saying or intending to say. At first, get students to focus on what the literal meaning could be. Then, tell them to think about what the phrases could mean if someone was being polite, or indirect – the hidden meaning. When they're ready, bring the class back together and ask for their thoughts on it. For example:

Student 1: What do you think "It isn't too bad" means?

Student 2: I think it means that it's quite good.

Etc.

1. It isn't too bad.
2. That was very brave of you!
3. Not bad for a first attempt!
4. Very interesting!
5. OK. I'll bear it in mind.
6. I'm sure it's all my fault.
7. You must come over for dinner sometime.
8. Oh, and by the way, did you finish the work?
9. I was a bit disappointed with the results.
10. We'll probably need to think it over.
11. I hear what you're saying.
12. Ah huh [accompanied by a nodding head]
13. With the greatest respect, I'm not sure it's quite what we were looking for.

Lesson activities

Go through the activities for the lesson: the Reading I and Reading II activities (the Pre-reading activity has been done as the warm-up). 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.

Follow-up

In pairs, students write a dialogue between a foreigner and a British person, using some of the phrases from this lesson or any others. Tell them to make the dialogue as funny, silly or serious as they like. They could include misunderstandings and language mistakes too. 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.

3. 5 money conversations [track 03]

Warm-up

Pre-teach or remind students of a few basic maths terms: *plus, minus, divided by, times...* Also, remind them of the differences between British and US English (in British English they use “and” more frequently):

British English: 648 = six hundred **and** four-eight

US English: 648 = six hundred four-eight

Then, play a game. Read out the following maths problems (or any others) fairly quickly and only once. Individually, in pairs or small groups, students write down the answers. Finally, go over the answers. Who got the most correct? You may want to do a few practise questions first so they get used to hearing the maths terms. Tell your students they can’t write anything down and that they have to do it in their heads.

1. What’s 36 plus 3?
2. What’s 112 plus 19?
3. What’s 228 plus 32?
4. What’s 104 plus 62?
5. I spend 22p on chocolate, 13p on sweets and 62p on a stamp. How much have I spent in total?
6. What’s 219 minus 6?
7. What’s 522 minus 14?
8. What’s 886 minus 25?
9. What’s 148 minus 31?
10. What’s 7 times 7?
11. What’s 6 times 6?
12. What’s 9 times 9?
13. What’s 48 divided by 6?
14. What’s 24 divided by 2?
15. What’s 64 divided by 8?
16. What’s 16 divided by 4?

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 all the activities, 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, in pairs, students practise one of the dialogues. They try to do it from memory. When they’re ready, ask for volunteers to act out their version of the dialogue, using as much of the language as possible (or even doing it by heart). Other students listen and vote on the most accurate versions.

Follow-up

In pairs, students write their own money-related dialogue. Tell them to make it 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.

4. Four stories of lucky people [track 04]

Warm-up

Start a discussion about superstitions and luck 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 ever had a lucky escape? What happened? Do you know anyone who's had a stroke of luck lately? What happened? Do you consider yourself a lucky person in general? In what way? Why? When was the last time you were lucky? What happened? What comes to mind when you hear the word "superstition"? What superstitions do you know? Which ones do you believe? What numbers are considered lucky or unlucky in your country? Why? Can any animals or insects bring good or bad luck? Are any colours lucky or unlucky? What can you do to prevent bad things from happening? Would you ever do anything to avoid any unlucky numbers: change your phone number, move seats on a plane, request a different hotel room, etc.? Would you change your name if you heard your name was unlucky? How do you think some superstitions started? How superstitious are you? What superstitions do you have? What actions or events can bring bad luck in your country: walking under a ladder, breaking a mirror, spilling salt, etc.? What symbols in your culture are considered lucky? Why is that? What do you say when someone sneezes in your country? Why do you say this? Which objects that are said to bring good luck in your country: a rabbit's foot, a lucky coin, etc.? What's your lucky number?

Lesson activities

Go through the activities for the lesson on the sheet (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 story to each student (different ones if possible). Students have a minute or two to try to remember as much as possible. When they're ready, they can either retell their stories in pairs, or ask for volunteers to retell their stories in front of the class, using as much of the language as possible (or even doing it by heart).

Follow-up

Students write their own stories about lucky people. When they're ready, ask for volunteers to read out their stories (using notes, not reading it word-for-word). Other students vote on the best or most interesting 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 read or act out their stories or dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

As a follow-up to the previous activity, students write an e-mail to a friend explaining what happened. When they're ready, ask for volunteers to read out their e-mails (using notes, not word-for-word). Other students vote on the best ones. Or, students "send" their e-mail to a classmate, who reads it and then reports back with the information.

5. The 9 types of intelligence [track 05]

Warm-up

Do this intelligence test with your students. You could write it up on the board or print it out. Or, you could read out the questions for them to answer to make it even more challenging. Students do it individually or in pairs.

1. What relation is your niece's brother to you? Your...
...cousin ...nephew ...uncle ...son
2. How many birthdays does the average man have?
1 10 65 75
3. Some months have 31 days; how many have 28?
1 2 3 9 12
4. Is it legal for a man in Scotland to marry his widow's sister?
No yes
5. If there are 3 apples and you take away 2, how many have you got?
1 2 3
6. A doctor gives you three pills, telling you to take one every half hour.
How many minutes would the pills last??
20 40 60 90
7. A farmer has 17 sheep, and all but 9 die. How many are left?
1 3 5 8 9
8. How many males and how many female animals did Moses take on the ark?
3 2 1 0
9. How many two-cent stamps are there in a dozen?
1 3 6 9 12
10. You're participating in a race, and you overtake the second person. What position are you in?
1st 2nd 3rd
11. Tricky maths: take 1000 and add 40 to it. Now add another 1000. Now add 30. Add another 1000. Now add 20. Now add another 1000. Now add 10. What's the total?
5,000 6,000 4,100
12. Mary's father has five daughters: 1. Nana, 2. Nene, 3. Nini, 4. Nono. What's the name of the fifth daughter?
Nano Mary Nunu

Answers

1. Your nephew.
2. One.
3. 12 – all of them.
4. No, because he's dead.
5. Two – you took them, remember?
6. 60 minutes: you take the first pill, then 30 minutes later you take the 2nd one, then 30 minutes later for the 3rd one-
7. Nine.
8. None – Moses didn't have an ark, Noah did!
9. 12 – There are twelve two-cent stamps in a dozen.
10. If you overtake the second person and you take his place, you are second.
11. 4,100 (check it with a calculator if you don't believe it!).
12. Mary.

Lesson activities

Go through the activities for the lesson on the sheet: 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 paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the information. When they're ready, in pairs, students try to retell the information, using as much of the language as possible. Or, ask for volunteers to report back on their information, using as much of the original language as possible (or even by heart if they can).

Follow-up

In pairs or individually, students create questions for an intelligence test. When they're ready, ask for volunteers to read out the questions for their test. Other students try to answer the questions.

6. Caught on camera! [track 06]

Warm-up

Have a discussion about politics and politicians 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:

Who are some of the most “famous” politicians from your country? What do they do or say that makes them so “famous”? What do you think of them? Which politicians do you like? Why do you like them? Which ones don’t you like? Why don’t you like them? What are some of the most important political issues at the moment? Would you like to be a politician? Why? Why not? What are the pros and cons of being a politician? Do you ever argue about politics? Who with? What about? Do you and your friends or family members have similar political views? If not, in what way are they different? Do you think people’s political views change over their lifetime? Why? Why not? What would you change about politics and politicians? What do you think of your country’s political system? How fair or unfair is it? Which politicians from other countries are famous in your country? Why are they famous? Why do you think people get involved in politics? What are the qualities of a good political leader? In what way are politicians dishonest or corrupt? Have there been any referendums in your country? What happened? What was the result of the last election in your country? What are (or were) the consequences of the result? What is the minimum voting age in your country? Should it be higher or lower? What type of political system does your country have? How could it be improved? Which party is now in power in your country? What have some of this party’s ups and downs been? Who is the leader of this party? What do you think of him/her? Have any politicians in your country been in the news or in trouble with the law? Who? Why? Have any been secretly filmed doing something bad, unethical or illegal? When? Where? Who? What happened as a consequence? What demands are there on public figures to behave perfectly in public? How important is this?

Lesson activities

Go through the activities for the lesson on the sheet: 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 paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they’re ready, students try to recount the information, using as much of the language as possible. Or, ask for volunteers to report back on their things, using as much of the original language as possible (or even by heart if they can).

Follow-up

In pairs, students write a dialogue of an interview between a reporter and someone involved in one of these 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.

As a follow-up activity to the dialogue, students write an e-mail to a friend describing what happened either in the interview, or simply recounting the story. When they're ready, ask for volunteers to read out their e-mails (using notes, not word-for-word). Other students vote on the best ones. Or, students "send" the e-mail to a classmate, who reads it and then reports back on the information.

Objective To improve your listening skills.

Think about it Have you ever been robbed while you were on holiday? What happened? What do you do to stay safe when you're on holiday? Have you heard of any typical holiday scams? What are they?

Exams This listening activity will help prepare you for English exams such as FCE, IELTS and TOEFL.

Answers on page 44

1 Pre-listening

How could you get robbed or tricked in the following places when travelling abroad? Think of as many ideas as you can.

at an airport

in a street market

at a train station

using a car / driving

2 Listening I

You're going to listen to four people talking about holiday scams/tricks/robberies. Look at the list of words below (1-3). What do you think happened? Make notes. Then, listen once to check your answers.

- The airport:
the check-in desk, a luggage trolley
- The market:
a stall-holder, a beautiful wooden statue
- The train station:
a ticket machine, an elderly gentleman, train tickets
- The motorway: *traffic cops, luggage in the boot*

3 Listening II

Listen again. Then, write a short summary of what happened in each case.

4 Language focus Relative clauses

Look at this extract from the audio script of the recording on this page: "...the check-in desk, which was practically empty..." Complete the following sentences with the correct relative pronouns.

- The man _____ helped us ended up stealing our money.
- We had a ticket for a train _____ was leaving in two hours.
- This is the man _____ bags were stolen.

5 Listening III

Complete the audio script with the correct words.

4 holiday scams to watch out for!

Have you ever been robbed or tricked while you were on holiday? Here are four stories of holiday scams to watch out for!

1 The airport

I was at the airport once on my way home after a two-week holiday. I'd arrived early and walked straight up to the check-in desk, which was practically empty. After showing the man there (1) _____, I took my bags off the trolley and put them onto the conveyor belt. As soon as I'd finished, I picked up my boarding card, but as I turned round to take the trolley back, I saw a young man walking off with it... along with my 50 cents in the slot. What a cheek, I thought. It wasn't the money – it was the principle. I mean, (2) _____.



2 The market

I was at a market once looking for some souvenirs to take back home. One of the stallholders showed me this beautifully-carved wooden statue. It looked really nice so I thought I'd buy it (3) _____. The woman wrapped it up for me in brown paper and bubble-wrap and I took it back to my hotel and packed it in my bag. However, (4) _____ and opened the package, I saw that she'd switched the nice statue for a cheap plastic one.



3 The train station

I was at a train station with my girlfriend once, standing in front of a ticket machine when this elderly guy came up to us and asked where we were going. I told him, and before I could say anything, (5) _____ and paid for the tickets. He looked honest, so we gave him the cash, and then he disappeared. Later, as we passed through the ticket control to board the train, we found that we'd paid €84 for two single tickets that were worth less than €3! On top of that, we had to go back (6) _____!



4 The motorway

After a pleasant three-week holiday by the beach, we packed up our bags and put them into the rental car so we could drive to the airport for our flight home. As we were driving along the motorway, we were pulled over by the police. One of the police officers (7) _____ and asked to see my driving licence and the car insurance paperwork. While he was talking to me, another officer was at the back of the car inspecting the boot. Eventually, the officer handed back my papers and told us (8) _____. But when we got to the rental office to return the car, we realised that our bags that had been in the boot were missing. They were fake cops!



Note!

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

Objective To improve your reading and listening skills.

Think about it Do you prefer speaking directly or being more indirect when communicating? Can lying? ever be justified? When? Do you prefer people to speak their mind or to be a bit more tactful? Why?

Exams This reading and listening activity will help prepare you for English exams such as FCE, IELTS and TOEFL.

TRACK 20: ENGLISHWOMAN & ENGLISHMAN

HOW TO UNDERSTAND THE BRITISH

The British often use indirect language in an attempt to be **polite**. As a result, it can be hard to understand the true meaning behind the words. In order to help, a Dutch company has drawn up a guide to help translate some typical British English phrases.

IT'S AWFUL!



WHOOOPS! I FORGOT TO BE POLITE!



Answers on page 44

1 Pre-reading

Look at the phrases / comments in the left-hand column of the table. What do you think they really mean when a British person says them? Make notes.

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity. How many did you get right?

3 Reading II

Read the article again. Then, answer the questions. *What would a British person say if they...*

- ...thought something was awful?
- ...thought something was boring?
- ...were very angry?
- ...disagreed with you and didn't want to discuss it any further?
- ...wanted to show they were listening, even though they didn't agree with you?

	What a British person might say	What a foreigner will probably understand	What the British person really means
1.	It isn't too bad.	She likes it!	It's awful !
2.	That was very brave of you!	She thinks I'm very courageous !	You're insane !
3.	Not bad for a first attempt!	She thinks it's quite good.	I hate it.
4.	Very interesting!	She seems to like the idea.	How boring!
5.	OK. I'll bear it in mind .	She'll probably do it.	I've forgotten it already.
6.	I'm sure it's all my fault.	She's accepting responsibility.	It's definitely your fault.
7.	You must come over for dinner sometime.	I've been invited to dinner.	This is not an invitation.
8.	Oh, and by the way , did you finish the work?	This isn't important.	This is very important.
9.	I was a bit disappointed with the results.	It doesn't really matter.	I'm very angry.
10.	We'll probably need to think it over.	She's still thinking about it.	I'm never buying it.
11.	I hear what you're saying.	She accepts my point of view!	I disagree and do not want to discuss it further
12.	Ah huh [accompanied by a nodding head]	She agrees with me!	I'm listening, but I don't agree.
13.	With the greatest respect, I'm not sure it's quite what we were looking for.	She really respects me!	You are an idiot!

Understanding the words is only half the problem! ☆

GLOSSARY

awful *adj*

very bad; terrible

courageous *adj*

someone who is "courageous" does things that people consider dangerous

insane *adj*

if you say that someone is "insane", you're saying that they're crazy/stupid/not normal

to bear in mind *exp*

if you say that you'll "bear something in mind", you promise to remember that thing because it's important

by the way *exp*

this expression is used to add new information or to introduce a new topic in conversation

disappointed *adj*

if you're "disappointed", you're sad and angry about the results of something

Objective To improve your listening skills.

Think about it What do you do to keep track of your expenses? When was the last time you spent more than £100 (more or less)? What did you buy? How careful are you with your money?

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

Answers on page 44

1 Pre-listening

What sort of questions could you ask in the following places? Think of one typical question for each place: *a bank, a supermarket, a restaurant, a train station, a shop.*

2 Listening I

You're going to listen to five short dialogues involving money. Listen once and write down where each dialogue is taking place. Choose from the list below.

bank supermarket shop
 restaurant train station

- Dialogue 1: _____
- Dialogue 2: _____
- Dialogue 3: _____
- Dialogue 4: _____
- Dialogue 5: _____

3 Listening II

Read the definitions of the words and expressions. Then, listen again and say which dialogue they appear in. Write *bank, supermarket, restaurant, train station or shop.*

- Off-peak ticket** – a ticket that you can buy at a time when demand is less.
- Discount coupon** – a piece of paper that gives you a reduction in the price of something.
- Store card** – a card that you can use at a shop. It gives you points every time you buy things there.
- Interest** – money paid at a certain rate.
- Receipt** – a piece of paper with information about something you bought.
- Loan** – an amount of money you borrow.
- Monthly instalments** – the amount of money you pay back every month.
- Voucher** – a piece of paper that gives you a reduction on the price of something.
- Bill** – a piece of paper that tells you how much you have to pay for something.
- Refund** – an amount of money a shop gives you if you return an item.
- APR** – the Annual Percentage Rate: a total amount of interest, including all costs and fees for the year. Some companies advertise monthly interest amounts, which is confusing.

4 Language focus Modal verbs

Look at this extract from the audio script of the recording from this page: "...Could I get a refund, please?..." The speaker has made a request with a modal verb. Write three more requests that you could make in any of the places mentioned in the audio script.

5 Listening III

Complete the audio script with the correct words.

Audio script

5 money conversations!

Note!

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

1

Customer: Erm, I've just been checking the bill and there seems to be a (1) _____. We never ordered this item, and we only had one of these.

Waiter: Oh, I'm sorry. I'll just go and print it off for you again.

Customer: And I've got this "buy one get one free" voucher for a (2) _____ here.

Waiter: I'm afraid those are only valid during the week. I'll be back in a minute with the new bill.

Manager: Well, for a loan of £6,000 over a period of 60 (5) _____, you'll be paying £110.50 per month on an APR of 4%. The total amount you'll have paid toward interest is £629.95, so the sum (6) _____ including the loan and interest payments will be £6,629.95.

Customer: Perfect.

2

Customer: Oh, hi, erm, I bought these (3) _____ last week, but they don't fit properly. Could I get a refund, please?

Assistant: I'm sorry we don't give refunds, but I can give you some vouchers to use at the store.

Customer: OK.

Assistant: Have you got the receipt?

Customer: Erm, no, I think I've left it at (4) _____.

Assistant: I'm afraid I can't deal with any returns unless you've got the receipt.

Customer: Oh, it's just that I've come all the way from Barking and I won't be coming back for... *[fades out]*

4

Assistant: That's £44 and 56 pence. Have you got a store card?

Customer: Yes, and I've got these discount coupons.

Assistant: OK. That's £42.67 pence, please?

Customer: Here you are. *[He gives the shop assistant his credit card.]*

Assistant: Could you key your PIN (7) _____ in, please?

5

Customer: How much is a single ticket to Kettering, please?

Clerk: Are you travelling today?

Customer: Yes.

Clerk: That'll be £85.

Customer: £85! It'd be cheaper to go by (8) _____.

Clerk: If you book over the internet in advance, you can get off-peak tickets for as little as £20.

Customer: Well, I need to go today. I think I'll rent a (9) _____.

Clerk: OK, have a nice day.



Objective To improve your listening skills.

Think about it Have you ever had a lucky escape? What happened? Do you know anyone who's had a stroke of luck lately? What happened? Do you consider yourself a lucky person? In what way?

Exams This activity will help prepare you for English exams such as CAE, IELTS and TOEFL.

Answers on page 44

1 Pre-reading

You're going to read four stories about lucky people. Look at the titles of the stories and guess what they could be about.

2 Reading I

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

3 Reading II

Read the article again. Then, answer the questions without referring back to the text.

1. How were the two men rescued?
2. What effect did the alcohol have on the two men?
3. What jogged Koch's memory about his Bitcoins?
4. What did he do with the money?
5. What was surprising about Valery's jog along the train track?
6. What effect did the crack on the vase have on its sale price?

4 Language focus Passive reporting verbs

Look at the extract from the article on this page, "...It's been estimated that..." The writer has used a passive reporting verb. Complete the sentence beginnings with your own ideas.

1. It's believed that the president has...
2. It's alleged that her boss has...
3. It was reported that his work colleague...

4 stories of lucky people!

Have you ever had a lucky escape? Here are four stories of extremely lucky people.

1 Beer

Two men who fell into the freezing cold sea survived because they'd been drinking. The unidentified swimmers jumped into the sea off Herne Bay, Kent (England), but soon got into trouble. It was reported that a police officer used a **life ring** to pull one of the men to safety. The other man, who had lost consciousness, was dragged in by a **coastguard** deputy station manager. Paramedics said that the alcohol slowed down the men's reaction to the cold, and possibly saved their lives.

2 Money

Back in 2009, Norwegian Kristoffer Koch invested 150 kroner (about \$27) in 5,000 **bitcoins**. He forgot about them until an article in the newspaper in April 2013 **jogged his memory**. Bitcoins are stored in **encrypted wallets** secured with a private key. After eventually working out what his password was, Koch got a pleasant surprise: his bitcoins were now worth five million kroner (about \$90,000). It's been reported that Koch exchanged one fifth of his 5,000 bitcoins, giving him enough money to buy an apartment in one of the Norwegian capital's wealthiest areas.

3 Snow

Russian Valery Malkov was on a train in Siberia when he fell out. Valery (42) had left his compartment to go for a cigarette. But on opening a door that should have been locked, he was thrown out into the **hostile** Siberian **wilderness**. Temperatures outside were a freezing -40°C, and he was only wearing a T-shirt, shorts and **slippers**. Undeterred, he began to run after the train, eventually arriving at a small station after a 7-kilometre run. "I don't know how I didn't freeze," he said later. He stayed at the station overnight and got on another train the following morning.

4 Crockery

The owner of a Chinese vase got a pleasant surprise when it was **put up for auction**. He'd inherited the object from a relative many years ago and thought it was of little value because the top part was damaged. So, he'd kept it in a **battered** cardboard box. However, at a recent auction, the piece was sold for a **staggering** £119,500. It's been estimated that it would have fetched £1m if it hadn't been for the huge **crack** on its neck. All the same, the owner, who's in his 80s, was said to be delighted. Duke's auctioneer Andrew Marlborough

said of the seller, "He is a man of **modest means** so he was **over the moon** with the final price." ✨

GLOSSARY

- a life ring** *n*
a circular object that you can throw to someone who is in the water and who needs help
- a coastguard** *n*
a person whose job is to help ships / rescue people from the water / stop illegal activities, etc.
- a bitcoin** *n*
a digital currency. It's stored in encrypted wallets (see entry below) on the internet
- to jog your memory** *exp*
if a story/word/action, etc. "jogs your memory", it helps you remember something
- an encrypted wallet** *exp*
if a document is "encrypted", it's written in a special code. A "wallet" is an object a man (usually) uses to carry money. An "encrypted wallet" is a protected area online where you can keep money
- hostile** *adj*
a "hostile" area is either very cold or very hot and has no shelter (protection)
- a wilderness** *n*
an area of natural land where people can't live because there's no food / wildlife, etc.
- slippers** *n*
soft, comfortable shoes you wear in the house
- to put up for auction** *exp*
if you "put an object up for auction", you sell it in an auction (a public sale – the object goes to the person who offers the most money)
- battered** *adj*
old and broken
- staggering** *adj*
very surprising
- a crack** *n*
if a vase (for example) has a "crack" in it, it's broken and has a line on its surface
- of modest means** *exp*
someone "of modest means" isn't rich and doesn't have a lot of money
- over the moon** *exp*
very pleased; very happy

Note!

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

Objective To improve your reading and listening skills.

Think about it What particular skills or abilities do you have? Which of the 9 types of intelligence do you have? Which ones would you like to have? Why? Have you ever done an IQ test? How did you do in it?

Exams This activity will help prepare you for English exams such as CAE, IELTS and TOEFL.



I'VE GOT ALL
9 TYPES OF
INTELLIGENCE!

The 9 types of intelligence

People are **smart**, average or stupid, right? Wrong. According to a famous 1983 study by psychologist Howard Gardner, there are actually *nine* types of intelligence. And everyone has at least one of them.

1 Naturalist intelligence ("nature smart")

These people feel a close connection with nature. If you're "nature smart", you might become a farmer, a tree doctor or a chef.

Example: Jane Goodall is a famous chimpanzee expert who has spent long periods of time living with chimps and studying their habits.

2 Musical intelligence ("musical smart")

People with musical intelligence can recognise musical patterns and tunes quite easily. They're likely to become musicians, conductors or music critics.

Example: Mozart learned to play his first instrument at the age of three and composed his first piece at six.

3 Logical-mathematical intelligence ("number smart")

Number smart people are analytical, think logically and enjoy studying patterns. They make good mathematicians, scientists or inventors.

Example: Physicist Stephen Hawking has done a lot of important work on **the Big Bang Theory** and wrote the best-selling non-fiction book *A Brief History of Time* (1988).

4 Existential intelligence ("soul smart")

These people try to answer philosophical questions such as, "What's the meaning of life?" They often become **life coaches**, **theologians** or philosophers.

Example: The work of ancient Greek philosopher Socrates remains influential in modern philosophy and in the study of ethics.

5 Interpersonal intelligence ("people smart")

Someone with this sort of intelligence is called a "people person". They are skilled communicators and make great psychologists, politicians and salespeople.

Example: Bill Clinton has a **knack for** making people like him – he even managed to remain popular after the **Monica Lewinsky** scandal!

6 Bodily-kinaesthetic intelligence ("body smart")

Sportspeople, dancers and surgeons are "body smart". They've got impressive hand-eye coordination and excellent **motor skills**.

Example: The late singer Michael Jackson was famous for his impressive dance routines.

7 Linguistic intelligence ("word smart")

These people love words, and they're good at using them. If you're "word smart", you construct convincing arguments and might become a writer, politician or lawyer.

Example: Barack Obama is renowned for his powerful

speeches and has written two bestselling books.

8 Intra-Personal intelligence ("self smart")

"Self smart" people enjoy analysing their thoughts and feelings. They might become psychologists, spiritual leaders or philosophers.

Example: Sigmund Freud (1856-1939) was an Austrian neurologist who is known as the founding father of **psychoanalysis**.

9 Spatial intelligence ("picture smart")

People with spatial intelligence are good at interpreting shapes and sizes and the relationship between objects. They tend to work as artists, designers and sculptors.

Example: Spanish painter Salvador Dali's surrealist paintings are full of complex shapes and perspectives.

So, which types of intelligence have you got? ➡

GLOSSARY

smart *adj*
intelligent / clever
the Big Bang Theory *n*
a theory that the universe started about 20 billion years ago from a violent explosion
a life coach *n*
a person whose job is to offer advice on work / personal matters / health, etc.
a theologian *n*
someone who studies religion, and religious beliefs
a knack for *exp*
if you have a "knack for" something, you're good at that thing
Monica Lewinsky *n*
in 1998 US President Bill Clinton had an affair with a White House intern called Monica Lewinsky
motor skills *n*
skills that are associated with the activity of the body: running, using your hands, dancing, etc.
psychoanalysis *n*
the treatment of someone who has mental problems. This treatment often consists of asking the patient about his / her feelings and past so the psychoanalyst can discover what may be causing the problems

Answers on page 44

1 Pre-reading

Look at the paragraph titles in the text (1 to 9). What do you think each type of intelligence involves? Make notes.

2 Reading I

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

3 Reading II

Read the article again. Then, write a short description of each type of intelligence. Try to do it from memory.

4 Language focus Suffixes

Look at these words from the article with the suffix **-ist**. What do the words mean?

psychologist	naturalist
scientist	physicist
linguist	neurologist
artist	

Objective To improve your listening skills.

Think about it Have you seen any videos of public figures caught doing something funny or illegal on video? What were they? What funny videos have you seen online or on YouTube? Are there any controversial public figures in your country? Who are they?

Exams This activity will help prepare you for English exams such as CAE, IELTS and TOEFL.



Caught on camera!

You have to be careful what you do in public these days, as someone could be filming it. Here are three cases of people who were caught on camera.

Answers on page 44

1 Pre-reading

What could you be caught doing on camera? Think of as many situations as possible. Which ones would be the most embarrassing? Why?

shouting at someone, falling over, picking your nose, kissing someone, smoking, drinking, dancing, stealing something, hitting someone, fighting with someone, arguing with someone, being rude to someone, being drunk, acting in a silly manner, making someone cry, crying...

2 Reading I

Read or listen to the article once. Which situation is the worst? Why?

3 Reading II

Read the article again. Then, write MP, Flowers or Ford next to each statement. Try to do it without referring back to the article.

1. He's being investigated by the police.
2. He seemed to be treating a serious topic as a joke.
3. In one video, he appeared to want to kill someone.
4. He was filmed paying for some drugs.
5. He's been stripped of most of his powers.
6. He was practising how to play a song.
7. He initially denied the allegations.

1 The politician



A Conservative MP was caught on camera playing **air guitar** during a serious parliamentary debate. At the time, Defence Secretary Liam Fox was defending his decision to **sack** 11,000 troops. However, while the minister was explaining how thousands of **service personnel** would soon find themselves **out of a job**, Tory MP Graham Evans was playing air guitar. **Footage** of the incident shows Evans using a rolled up piece of paper as a guitar. Michael Dugher, the **shadow** defence minister, accused the Conservatives of treating job losses among the military "like a joke". It isn't known which song Mr Evans was practising.

2 The bank manager



A former **chairman** of The Co-operative Bank was filmed handing over money for **crystal meth** and **cocaine**. The video shows Paul Flowers, who is also a **Methodist** minister, discussing the purchase of the class A drugs. Flowers, 63, can be seen counting out £300 in the car, then **handing** it to someone sitting in the passenger seat so he can buy the substances from a third person. "What's this then, crystal meth you're getting, yeah?"

says the passenger in the video. "Yeah," responds the driver, who is allegedly Mr Flowers. Flowers was suspended indefinitely by the church after news of the video **came to light**, and West Yorkshire Police have opened an investigation.

3 The mayor



The **Mayor** of Toronto (Canada) was filmed smoking crack cocaine. Rob Ford (1969), was elected mayor of Toronto in 2010, and took office in December of that year. In the video, a man who is allegedly Ford, can be seen holding a glass pipe in one hand and a lighter in the other. Ford initially denied the allegations, calling them "absolutely not true". But finally **came clean** on 5th November 2013. "Yes, I have smoked crack cocaine," he said in an interview. "But am I an addict? No. Have I tried it? Erm, probably in one of my **drunken stupors**, probably approximately about a year ago." Responding to why the admission took so long, Ford said, "I wasn't lying. You didn't ask the correct questions." On 7th November 2013, another video **surfaced** with Ford shouting, "I need 10 minutes to make sure he's dead!" It isn't clear who Ford was referring to. Since the incident, Ford has been **stripped** of most of his powers and been reduced to the role of a **figurehead**.

Watch out for those hidden cameras! ☘

VIDEO

YouTube

Watch Mayor Rob Ford in action. Search YouTube for "Toronto Mayor Rob Ford Knocks Over Councillor".

GLOSSARY

- a Conservative** *n* a member of the Conservative Party – a centre-right political party. Also known as the Tory party
- air guitar** *n* if you play "air guitar", you play an imaginary guitar, moving your fingers in the air
- to sack** *vb* if someone is "sacked", they lose their job
- service personnel** *n* people in the armed services: soldiers, sailors, etc.
- out of a job** *exp* if someone is "out of a job", they don't have a job
- footage** *n* "footage" of a particular event is a film or video clip of it
- shadow** *adj* the "shadow" cabinet in British politics is the opposition party. The "shadow" defence minister is the defence minister from the opposition party (the party not in power)
- a chairman/chairwoman** *n* the chairman of a bank (for example) is the head of it
- crystal meth** *n abbr* crystal methamphetamine: a powerful drug with strong side effects. Also called "ice"
- cocaine** *n* a powerful drug that people often take in through their nose
- a Methodist** *n* a Christian who follows the teachings of John Wesley
- to hand** *vb* if you "hand" something to someone, you give it to them
- to come to light** *exp* if news of something "comes to light", people learn about it
- a mayor** *n* the elected leader of a town or city
- to come clean** *exp* if someone "comes clean", they tell the truth
- a drunken stupor** *n* if someone is in a "drunken stupor", they're very drunk
- to surface** *vb* if something "surfaces", it appears
- to strip** *vb* if someone is "stripped" of their powers, their powers are taken away
- a figurehead** *n* the "figurehead" of an organisation is the leader of it, but they don't have any real power