

The Pack

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

Level: Intermediate, B1. 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 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 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.

1. Learn 20 words & expressions to talk about transport [track 01]

Warm-up

Tell your students to study the words for a few minutes. Then, tell them to turn over the sheet. Describe one of the words. Students have to identify it. This could be played as a game. For example:

Teacher: It's a form of "ecological" transport with two wheels.

Student: A bicycle.

Etc.

Lesson activities

Go through the following activities for the lesson. Remind students not to look at the listening text as they do the exercises.

Pre-listening

Ask students what could go wrong during a trip or journey, or while they're travelling.

For example: *You could miss the train.*

Students think of as many things as they can. When they're ready, ask for their ideas and write these on the board.

First listening

Tell your students that they're going to listen to a dialogue. Musicians Randy and Flynn are on their way to a pub, where they're going to play in their band. However, they're having a few problems getting there. Students listen to the dialogue once (without reading the script). They make a note of any travel related problems that are mentioned. Were they similar or the same as the things your students thought of?

Second listening

Students listen again. Then, they answer these questions:

1. How far is the pub from the bus stop?
2. Why can't they call the breakdown service?
3. What heavy objects are they carrying?
4. How many people are in the pub waiting for the concert?
5. What do they think the building is that they can see?
6. What flying object appears?
7. What are they ordered to do?

Answers

1. about 15 minutes by taxi;
2. because they haven't renewed the insurance policy;
3. a guitar and an amp;
4. seven including Flynn's mum;
5. the train station;
6. a helicopter;
7. They're ordered to leave the area

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.

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

Follow-up

In pairs, students write a transport-related dialogue (on a plane, in a train, at a station, etc.). Tell them to make the dialogue 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 think of a travel-related anecdote to tell other students. They practise telling it, using notes. Then, they do it in pairs, taking turns telling one another their stories, once again, using only notes, not reading it out word-for-word. Finally, ask for volunteers to tell their stories. Other students vote on the best ones.

2. If you could be anywhere in the world right now, where would it be? [track 02]

Warm-up

Have a discussion about countries 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 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:

Which countries have you visited? What were some of your favourites? Why did you like them? What do you like about your country? What do you think visitors like about your country? Which countries would you like to visit? Why? What country would you like to live or work in? Why? Would you like to work in a tropical country? Why? Why not? Where would you definitely not like to live? Why? Would you prefer to live in a cold or hot country? Why? Which continents have you been to? Which countries have you visited there? Which ones did you like? Which country in Asia would be a great place to live? What about Europe or North America? What special festivals does your country have? What do you like about them? What would you like to visit or see in your country? Why? What route would you take if you went on a world trip? What countries are near or next to your country? In what way are they similar or different to your country? What do you like or dislike about them?

Lesson activities

Go through the following activities for the lesson. Remind students not to look at the listening text as they do the exercises.

Pre-listening

Write the following question on the board: *If you could be anywhere in the world right now, where would it be?*

Students think about it individually, then discuss it in pairs. Finally, ask for volunteers to tell the class their answers.

First listening

Tell your students that they’re going to listen to six people answering the question from the Pre-listening activity. Students listen once (without reading the script) and make a note of the places mentioned.

Second listening

Students listen again. Then, they answer these questions:

1. Who has inspired Danielle to go to the country she mentions?
2. Why does Bryan want to go kayaking in the country he talks about?
3. Why does Georgina want to go to the country she mentions?
4. Why does James want to go to the place he speaks about?
5. Why does Leslie want to go to the place she mentions?
6. Why does John like the place that he talks about?

Answers

1. a friend; 2. because he says the seas there are beautiful; 3. because she wants to visit her family there; 4. because only a few people have been there, and it's so different from earth; 5. because she has very good memories of it; 6. because it's so vibrant and unique

Now let students read the script. 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 lesson to each student (different ones if possible): Danielle, Bryan, etc. Students have a minute or two to try to remember as much of the information as possible. When they're ready, they can either retell the information in pairs, or ask for volunteers to do it in front of the class, using as many of the words as possible (or even doing it by heart if they can).

Follow-up

Students write notes for a presentation on a country or city of their choice. They should include information on the top 5-10 things to do there, where to eat, what to see, when to go, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

Or, students write an e-mail to a friend describing a place or country they've just visited. 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.

3. Asking for permission [track 03]

Warm-up

Students look at the expressions for “Asking for permission”. They choose one and work out a mime for it, or a picture. When they’re ready, ask for volunteers to act out (or draw) their expression. Other students have to guess what it is. For example:

Student 1: [Acting out “May I have another piece of cake, please?”]

Student 2: [speaking] May I have another piece of cake, please?

Lesson activities

Pre-listening

Ask students questions about exams they’ve taken. 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 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 was the last exam you took? How did it go? What was it like? How easy or hard was it? Was it easier than you expected or more difficult? In what way? What are some of the easiest or most difficult exams you’ve ever taken? Why were they so easy or hard? How do you prepare for exams? Do you get nervous before an exam? What do you do to control your nerves? Do you think exams are a good way of evaluating a student? In what other ways could students be evaluated? What sort of exams are there in your country at school? How easy or difficult are they? How well did you do in the exams at school? How did you revise for your exams? What are your top tips for revising for exams? Have you ever used coffee to stay awake so you could study more? How did it make you feel? Which exam results have been the most disappointing for you? Which ones have really made you feel good? Why? What’s more important for getting a job: good exam results or a lot of experience and ability? Are you studying for an exam right now? What is it? When are you going to take it? How confident do you feel about it?

First listening

Tell your students that they’re going to listen to a dialogue that takes place during an exam. Brainstorm a list of typical questions that someone might ask in an exam. For example: “Can I go to the toilet, please?”

Then, students listen once to check whether any of their ideas are mentioned.

Second listening

Students listen again. Then, they answer these questions:

1. What do the examinees (the people taking the exam) have to write at the top of the exam paper?
2. How long do they have to do the exam?
3. What type of sharpener does Declan use?
4. What does he ask to pick up from the floor?
5. What does he offer Ms Harsh?
6. What does Ms Harsh try to confiscate?

Answers

1. their names; 2. two hours; 3. an electric one; 4. his pencils; 5 a sip of his drink; 6. a mobile phone

Now let your 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 the dialogue, trying to do it from memory. When they're ready, ask for volunteers to act out their version of the dialogue, using as many of the words as possible. Other students listen and vote on the best ones.

Follow-up

In pairs, students write a dialogue between two people, one of whom is asking for permission to do things. 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.

4. Help! Ridiculous emergency calls [track 04]

Warm-up

Have a discussion about danger 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 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 called the emergency services? What for? Have there ever been any emergency situations in your street, office, city or country? What were they? What happened? How effective are the emergency services in your country? Have you ever been in danger? What happened? Where were you? What precautions do you take to avoid danger? What is the “fight or flight” response? Have you ever experienced it? Where were you? What happened? Have you ever been in a place where you felt in danger? Where were you? Why did you think you were in danger? Have you ever done anything that put your life at risk? What was it? Why did you do it? Have you ever done any dangerous or extreme sports? Which ones? What are some of the dangerous areas or neighbourhoods in your town or city? In what way are they dangerous? Have you ever been there? What happened? What are some of the most dangerous things you’ve ever done? What dangers are there at home? What can be done to avoid them? What’s the number for the emergency services in your country? What dangers are there on the road? What can be done to reduce these dangers? When can a government do to protect citizens? In what way does the state put its citizens at risk or in danger? Would you risk your life to save someone? Who? Under what circumstances?

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 (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 many of the words as possible (or even doing it by heart).

Follow-up

Students write their own stories about emergencies. 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, students write a dialogue between an interviewer and someone involved in one of the emergencies from this lesson (or any other lesson). Tell them to make the dialogue 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. 14 fun things to do at the airport [track 05]

Warm-up

Have a discussion about air travel 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 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 like or dislike about flying? When did you last travel by air? Where did you go? How long was the flight? How was the flight? Has anything frightening ever happened on a flight? What was it? What do you prefer: window seats or aisle seats? Why? Do you think air travel is safe? Why? Why not? What are the pros and cons of being a pilot? Would you like to be a flight attendant? Why? Why not? Have you ever missed a flight? Why? What happened? What do you do to ensure you get to the airport in time for your flight? What do you prefer: travelling by plane or car? Why? What's the longest flight you've ever been on? Where did you go? What did you do on the flight? What do you usually do during the flight? Have you ever sat next to someone on a flight who you later became friends with? Who was it? What did you talk about? How did you become friends? What are some of the worst people you've sat near or next to on a flight? Why were they so annoying or terrible? Have you ever witnessed an air-rage incident? What happened? Why was the person so angry? Have you ever been angry on a flight? Why? What happened? Have you ever travelled first class on a plane? What was it like? What did you like about it? Have you ever made a complaint regarding a flight? What did you complain about? How was it resolved? What are some of your favourite airports? Why do you like them? What are some of your least favourite airports? Why don't you like them? What do you usually do at the airport while you're waiting for your flight to leave? What can you do at the airport in your city? Use these words to help you think of ideas: shops, music, health, sport, reading, film, food, drink, leisure, exercise, beauty, art, culture...

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 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).

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Follow-up

Students think of (or invent) an airport-related anecdote. 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.

6. Top 20 phrasal verbs!

Idea 1

Give your students a few minutes to read over the meanings of the phrasal verbs on the page. Then, tell them to turn over their sheets. Define one of the phrasal verbs and see who can identify it. This could be played as a game. For example:

Teacher: To cancel an event.

Student: To call off!

Etc.

Idea 2

Students study the phrasal verbs for a few minutes. Then, play a game. Read out a sentence with the phrasal verbs, but omit the particles (making a beeping sound instead). Students have to identify the missing particle. For example:

Teacher: I'm really looking forward ____ [beep] the party.

Student: To!

Idea 3

Ask questions with the phrasal verbs. 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 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:

When was the last time you gave up doing something? Have you ever bought a ticket for an event that was called off? Why was it called off? Have you ever had to look after someone? Who was it? When was the last time you put something off? Why did you put it off? What are you looking forward to? Do you know anyone who has broken up with their partner lately? Why did they break up? What problems are you dealing with at the moment? Do you know anyone who has ever passed out? Why did they do that? When was the last time you had to look up the meaning of a word? Which word was it? Have you ever hung up the phone on someone? Who? Why? When was the last time you came up with a good idea? What was it? Who do you get along with at work? When was the last time you made up a story? Why did you do it? When was the last time you turned up late for something? Why were you late?

Idea 4

Students write a story or anecdote using five of the phrasal verbs. You could assign the phrasal verbs or let them choose their own. When they're ready, ask for volunteers to read out their stories (using notes, not reading it word-for-word). Other students listen and make a note of the phrasal verbs used. Or, the person telling the story could ask comprehension questions based on the story afterwards.

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Idea 5

In pairs, students write a dialogue using as many of the phrasal verbs as they can. Tell them to make the dialogue 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.

Idea 6

Students create a presentation on a topic of their choice using as many of the phrasal verbs as they can. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

As a follow-up, students write an e-mail to a friend explaining what the presentation is about. 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, most interesting, or best presented ones.

Objective To learn some useful words and expressions for talking about transport.

Think about it

What forms of transport do you use most? How often do you go somewhere by train? Do you ever use a bicycle? What for? Have you got a car? How often do you use it? What do you use it for? What do you like about going by car?

● TRACK 6: ENGLISHMAN & US MAN

ENGLISH IN ACTION...

LEARN 20 WORDS & EXPRESSIONS TO TALK ABOUT TRANSPORT!

Useful words



Train



Bus



Car



Bicycle / bike



Motorbike



Plane / aeroplane
("airplane" in US English)



Underground/
subway train



Tram ("trolley /
streetcar" in US English)



Lorry ("truck"
in US English)



Van



Taxi



Ship



Helicopter



Ambulance



Fire engine ("fire
truck" in US English)



Tractor



Sailboat /
sailing boat



Hot air
balloon

More words

- **Insurance policy** – a legal agreement with an insurance company. The company will pay for any damage you cause while driving, etc.
- **To hitchhike** – to ask a car driver to take you somewhere for free.
- **Breakdown service** – a company that repairs your car if it breaks down.
- **Break down** – to stop working (a car / machine, etc.).
- **Tow truck** – a vehicle that tows (pulls) your car.

The journey



I SHOULD
HAVE TAKEN
A TAXI!

Musicians Randy and Flynn are on their way to a pub, where they're playing a concert. However, their van has broken down. They've decided to walk across a field to a train station.

[Complete the conversation with the correct verbs.]

F=Flynn R=Randy P=Pilot

- R: We're never going to get to the pub in time for the concert. We should have gone by bus.
- F: Yeah, but then we'd have had to (1) _____ a taxi too as the bus stop is about 15 miles from the pub.
- R: But at least we wouldn't be stuck here in the middle of nowhere.
- F: It isn't my fault the van broke down.
- R: I told you to get it fixed, and I (2) _____ you to renew the insurance. Without the insurance policy we can't call the breakdown service for a tow truck!
- F: Look, the train station is just across this field.
- R: My arms are killing me. This **amp weighs a ton**. Can't you (3) _____ it for a bit?
- F: I've got my guitar to (4) _____.
- R: This is a disaster.
- F: Stop **moaning**! Just think, all our fans are in the pub (5) _____ for us.
- R: Yeah, all six of them!
- F: Seven! Mum said she'd come. Look, there's a building over there. That must (6) _____ the train station.
- R: Hey, what's that noise? [*a helicopter is flying overhead*]
- F: What noise?
- R: Look, it's a helicopter. It seems to be (7) _____ us.
- F: What's a helicopter doing here at this time of the night?
- P: [*speaking through a megaphone*] You are trespassing on government property! Turn around immediately! This is a live firing range!"
- R: What did he (8) _____?
- F: I don't know. Something about "government property".
- P: Leave immediately! An **artillery bombardment** is about to commence as part of a live firing exercise! I repeat – an artillery bombardment is about to commence! Evacuate the area immediately.
- F: Artillery bombardment? We're about to be blown up!
- R: I told you this was a bad idea.
- F: Run! [*the bombardment starts*]
- R: Help!

GLOSSARY

an **amp** ⁿ
an electronic device that makes an instrument sound louder
to **weigh a ton** ^{exp inf}
to be very heavy
to **moan** ^{vb}
if someone is "moaning", they're talking about something they don't like and complaining about it
artillery ⁿ
big, powerful guns that are used by an army
a **bombardment** ⁿ
a strong and continuous attack by big guns

IF YOU COULD BE ANYWHERE IN THE WORLD RIGHT NOW, WHERE WOULD IT BE?

Remember!

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

Danielle
(USA Journalist)



At this moment, I would love to be in India. I just had a friend tell me about all her experiences there and it sounds kind of **scary** as far as **language barriers** go and also really exciting. And I just think it would be a great experience.

Bryan
(USA, Travel writer)



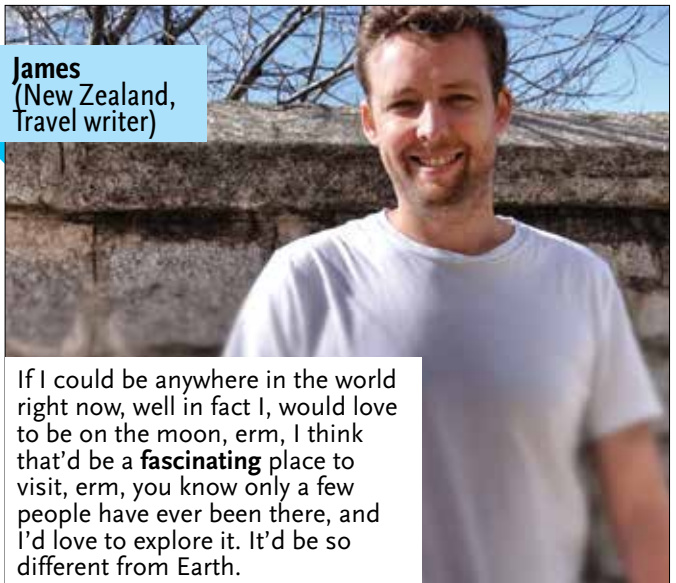
I would go to Croatia if I could go anywhere right now, because I would love to get out into a **kayak**. The seas outside of Croatia are beautiful, perfect temperature, lots of **scenery** to look at and really calm weather.

Georgina
(England, swimmer)



If I could be anywhere in the world right now I think I would probably be visiting my family in Ireland, just because I haven't seen them **in a while** and I love going there.

James
(New Zealand, Travel writer)



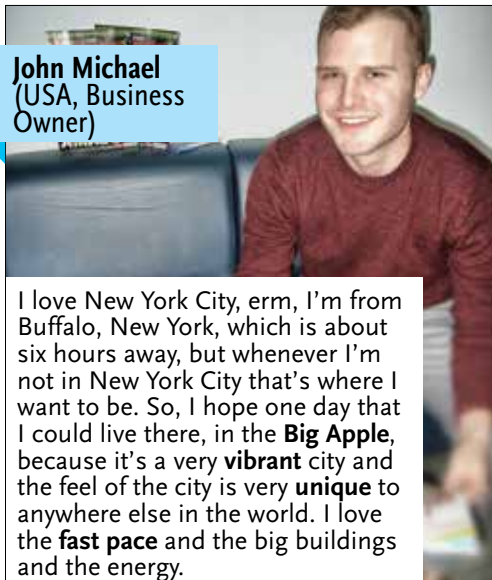
If I could be anywhere in the world right now, well in fact I, would love to be on the moon, erm, I think that'd be a **fascinating** place to visit, erm, you know only a few people have ever been there, and I'd love to explore it. It'd be so different from Earth.

Leslie
(France, HR assistant)



It would be Fort Myers Beach in Florida. I have very good **memories** of holidays I have already spent there with my family in a house on the beach, from which I could see the dolphins swimming past in the morning.

John Michael
(USA, Business Owner)



I love New York City, erm, I'm from Buffalo, New York, which is about six hours away, but whenever I'm not in New York City that's where I want to be. So, I hope one day that I could live there, in the **Big Apple**, because it's a very **vibrant** city and the feel of the city is very **unique** to anywhere else in the world. I love the **fast pace** and the big buildings and the energy.

GLOSSARY

scary *adj*
frightening
a language barrier *n*
something that makes it difficult for you to communicate in another language
a kayak *n*
a long, narrow (thin) boat like a canoe
scenery *n*
the "scenery" in a country area is the land/water/trees/mountains/hills, etc. that you can see around you
in a while *exp*
for quite a long time
fascinating *adj*
incredible / amazing / really interesting
a memory *n*
something you can remember from the past
the Big Apple *n inform*
New York City
vibrant *adj*
full of life, energy and enthusiasm
unique *adj*
unusual and special
fast pace *exp*
if people do things at a "fast pace", they do those things quickly

Think about it!

When was the last time you asked for permission? What were you asking permission for? When was the last time someone asked you permission to do something? What was it for? Have you ever been refused permission to do something? What was it? Why? What did you do?

PRACTICAL ENGLISH

ASKING FOR PERMISSION

This month we're looking at how to ask for permission.

Asking for permission

- Can I ask you a question, please?
- May I have another piece of cake, please?
- Could I turn off the lights, please?
- Do you mind if I leave a bit early today?
- Is it OK if I sit here?
- Would you mind if I asked you something?
- Would they mind if I gave it back tomorrow?
- Would it be all right if I moved the table, please?
- If you don't mind, I'd like to start from the middle.
- Would it be too much trouble to ask for another one?
- Is it all right if I take this one?
- You don't mind if I sit here, do you?
- Are we allowed to take our bags in?

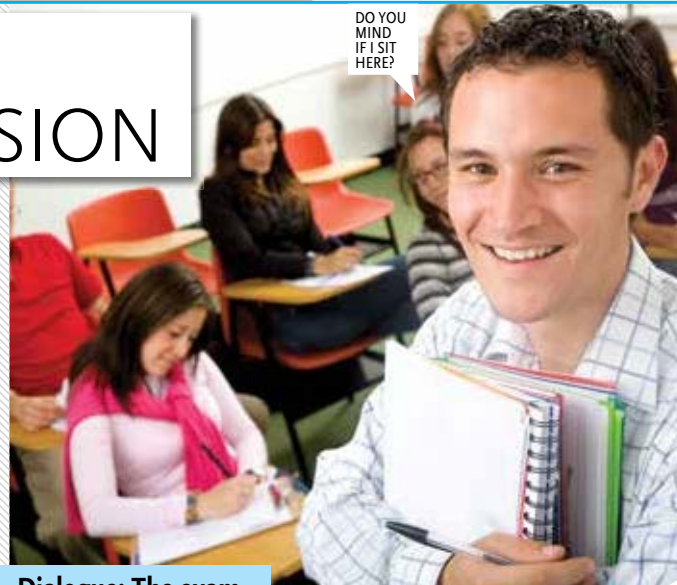
Giving Permission

- Yes, you can.
- Yes, of course.
- Yes, of course you can.
- Of course that would be all right.
- Yes, that's fine.
- OK.
- Sure.
- Go ahead.
- No problem.

Refusing permission

- No, you can't.
- Of course you can't.
- Actually, you aren't allowed to do that.
- Actually, I'd rather you didn't.
- No, I'm sorry but you can't.
- I'm afraid you can't do that.
- Yes, I would. (in answer to, "Would you mind if...?")
- I'm not sure.
- I think you'd better wait until Mark gets back.

CAN I ASK YOU A QUESTION, PLEASE?



DO YOU MIND IF I SIT HERE?

Dialogue: The exam

Declan is in an exam hall. He's about to do an exam. Ms Harsh is **invigilating**. [Listen once. Then, complete the text with the correct words.]

H=Ms Harsh D=Declan S=Student

- H: Now, come in quickly and sit down quietly. Do NOT turn over your exam papers until I tell you to do so. Remember to write your name clearly at the top of the paper, and make sure you read the questions carefully. You may now turn over your exam papers. You have two hours to complete it.
- D: Excuse me!
- H: Shush! You can't shout like that!
- D: Sorry! Excuse me.
- H: What's wrong?
- D: Can I open the (1) _____, please?
- H: I'll do it.
- D: [coughing] Excuse me! [whispering] Hello?
- H: What?
- D: Can I sharpen my pencil?
- H: Yes, but do it (2) _____. [He starts sharpening his pencil.] What are you doing?
- D: You said I could sharpen my pencil.
- H: You can't use an electric sharpener. Give it to me. [His pencils fall to the ground.]
- D: Do you mind if I pick up the (3) _____?
- H: Just do it quickly!
- D: Excuse me! Excuse me!
- H: What is it now?
- D: I'm thirsty. Can I get a (4) _____?
- H: No! [He opens a can of drink.] What was that noise?
- D: Nothing!
- H: Is that a can of (5) _____?
- D: Yes, would you like some?
- H: You can't drink that in here. Give it to me!
- D: Can I go to the (6) _____, please?
- H: No!
- D: But I've got to go.
- H: Well you can't. [His mobile phone starts ringing.] What's that?
- D: My (7) _____. Do you mind if I get it?
- H: Yes, I do.
- D: Actually, I'd better get it. "Hi, yeah, it's me. I'm in an exam. We're just about to..."
- H: You can't make phone calls in an (8) _____. I'm confiscating the phone.
- D: You can't take my phone!
- H: Oh, yes, I can.
- D: Oh, no, you can't.
- H: Oh, yes, I can.
- S: SHUSH!!!! Do you mind keeping the (9) _____ down! We're trying to do an exam in here!

GLOSSARY

to invigilate *vb*
someone who "invigilates" an exam, controls it and makes sure it starts at the right time, etc.

Objective To improve your listening skills.

Think about it Have you ever called the emergency services? What for? Have there been any emergency situations in your street / city / office, ec.? How effective are the emergency services in your country?

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

Answers on page 44

1 Pre-listening

You're going to listen to some extracts of "emergency" calls involving the following things:

- A film on Sky TV
- A radio-controlled helicopter
- Some cat food
- A hamster
- Breakfast
- Some builders
- A man on a bench

What do you think the emergencies were about?

2 Listening I

Listen once to compare your ideas from the Pre-listening activity.

3 Listening II

Listen again. Then, answer the questions.

1. What was the first caller looking for?
2. What had crashed onto a neighbour's roof?
3. What did the cat owner want to know about?
4. Which animal had another caller lost?
5. How old was the person who refused to eat his breakfast?
6. How big was the rock that the builder's left?

4 Language focus Perfect tenses

Look at this extract from the audio script of the recording on this page: "...it's crashed on a nearby roof..." The speaker has used the Present Perfect: **it has crashed**.

Read through the audio script again and find some more examples of perfect tenses.

5 Listening III

Complete the audio script with the correct words.

THIS IS AN
EMERGENCY!
I CAN'T FIND
MY GLASSES!



Note!

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

Audio script

Help! Ridiculous emergency calls

If you need the police, ambulance or fire service in the UK, you can dial the 999 emergency number. However, not everyone seems to understand the true meaning of the word "emergency", as these examples of real-life calls clearly show.

Yeah, well, a few days ago, I saw this film (1) _____ Sky TV, but I can't find it. Is there anyone there who could tell me what channel it's on, and what time it's on, please?

Well, it's my son's radio-controlled helicopter – it's (2) _____ a nearby roof. Now, I know the owners are away, so I was just wondering whether you could give us permission to go and get it.

Yes, well, as I was saying, I've spent all my money and I've got nothing left for the taxi home. So, I was wondering whether you could send someone round to (3) _____, or whether someone could lend me the money.

Well, the thing is, my cat died and now I've got all this unused cat food from the supermarket and I was wondering whether I could (4) _____. Do you know what my consumer rights are?

Erm, yeah, well, it's my daughter – she can't find her hamster. It might sound like a trivial matter, but she's in tears. She says she's heard it (5) _____ under the floorboards. Could someone pop over to help us look for it?

Yeah, it's my son – he hasn't eaten his breakfast and he's about to go to work. He's just refusing to eat it. Could someone (6) _____ and sort of order him to eat it? [How old is your son?] He's 45. No, I tell a lie, he's 46 now – he's just had his birthday.

Well, I contracted these builders and they did some work in my back garden, but before they left, they didn't (7) _____ properly and they've left this rock in the middle of the lawn. [How big is the rock?] Well, it's about as big as my head... I mean, hand... my hand, more or less.

I know this is going to sound a bit strange, but there's this man on the bench, and he hasn't moved for at least 10 minutes, and I think that perhaps he might be dead. Well, my question is that if I report him dead does that make me, like, (8) _____ the funeral costs and stuff?

Objective To improve your reading and listening skills.

Think about it What are some of your favourite airports? Why do you like them? What are some of your least favourites? What do you like/dislike about flying?

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



Answers on page 44

1 Pre-reading

What do you usually do in the airport when you're waiting for your flight? Make a list. For example: *listen to music, read a newspaper, have a coffee...*

2 Reading I

Read or listen to the article once. Which airport would you like to visit? Why?

3 Reading II

Read the article again. Then, write the name of an airport next to each statement.

1. You can relax in a Jacuzzi.
2. There's an aquarium there.
3. A dog owner is walking around with a therapy dog.
4. You can walk through a rainforest.
5. There's a place where you can do some yoga.

4 Language focus Prepositions

Look at the extract from the article on this page, "...in airports around the world..." Complete the following sentences with the correct prepositions.

1. They're _____ the garden.
2. It's _____ the table.
3. We're _____ the meeting room.
4. The books are _____ the bed.

14 FUN THINGS TO DO AT THE AIRPORT

What do you like to do at the airport when you're waiting for your flight? The travel **comparison website** CheapFlights.co.uk **compiled** a **list** of some of the many things you can do (mostly for free) in airports around the world. Here are some of them.

You can...

- ...play table tennis at Mitchell Airport (Milwaukee, USA).
- ...go for a swim or relax in a Jacuzzi at Singapore's Changi Airport.
- ...get your teeth **whitened**, check your blood pressure or have a medical **check-up** at Incheon Airport (Seoul, South Korea).
- ...admire a 14-metre statue of Gollum from Lord of the Rings in Wellington Airport (New Zealand).
- ...observe fish in an **aquarium** in Vancouver International Airport (Canada).
- ...do some **star-gazing** in the **planetarium** at Tokyo Haneda Airport (Japan).
- ...doze off in one of the specially-designed "sleeping chairs" in Amsterdam Airport Schiphol (the Netherlands).
- ...pet Casey the **therapy dog** at Miami International Airport (Florida, USA). The dog walks around the terminal with her owner and anyone is welcome to touch her.
- ...go to a Hello Kitty-themed bathroom in Taipei Airport (Taiwan).
- ...walk through an indoor rainforest at Kuala Lumpur International Airport (Malaysia).
- ...go ice skating on a synthetic **rink** in Incheon Airport (Seoul, South Korea).
- ...enjoy a musical concert at Nashville International Airport (Tennessee, USA), where they hold up to 100 concerts per year.
- ...go for a **jog** on a special running **track** at Charles de Gaulle airport (Paris, France).

- ...do some yoga in a specially-designed studio at Dallas/Fort Worth International Airport (Texas, USA).

These days, there's a lot more to airports than restaurants and shops! ✨

GLOSSARY

a comparison website ¹ a website that looks at the prices of similar things. For example, prices for a type of camera / a holiday / flights, etc.

to compile a list ^{exp} to write a series of things, with one piece of information below the next

to whiten ^{vb} if you get your teeth "whitened", you put a substance on them to make them whiter

a (medical) check-up ¹ if you have a "check-up", a doctor looks at your body and writes a report about you

an aquarium ¹ a building, often in a zoo, where there are fish and underwater animals

star-gazing ¹ observing the stars and sky at night

a planetarium ¹ a building where lights are shone on a ceiling to represent the planets and stars

to doze off ^{phr vb} if you "doze off", you go to sleep

to pet ^{vb} if you "pet" an animal, you touch it in a nice/gentle way

a therapy dog ¹ a dog that people in hospitals / nursing homes / retirement homes, etc. can touch. Touching it makes them feel good

a rink ¹ a large area covered with ice where people go to ice-skate

a jog ¹ if you "go for a jog", you run in order to get fit and healthy

a track ¹ a piece of ground, often oval-shaped, that people run around (or along) in a race or in order to get fit, etc.

TOP 20 PHRASAL VERBS!



1



Give up

If you "give up" doing something, you stop doing it.

"She gave up smoking."

2



Call off

If you "call off" an event, you cancel it.

"They called off the meeting."

3



Look after

If you "look after" someone, you take care of them.

"He looked after me while I was sick."

4



Put off

If you "put something off", you postpone it and do it at a later time.

"They put off the tennis match because of the weather."

5



Carry on

To continue.

"Carry on doing that until I get back."

6



Look forward to

If you're "looking forward to" something, you're excited and pleased about it.

"We're really looking forward to the trip."

7

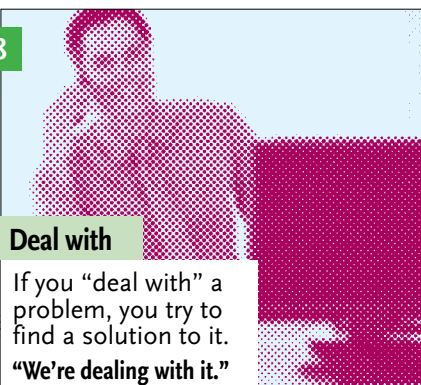


Break up

If two people "break up", they stop having a relationship.

"They broke up after three months together."

8

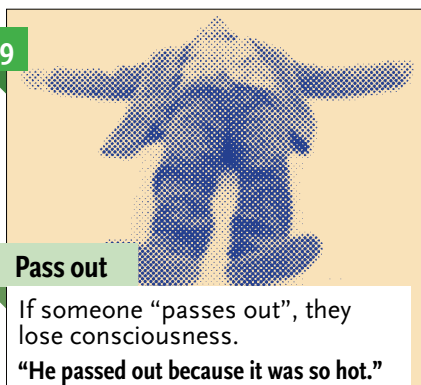


Deal with

If you "deal with" a problem, you try to find a solution to it.

"We're dealing with it."

9

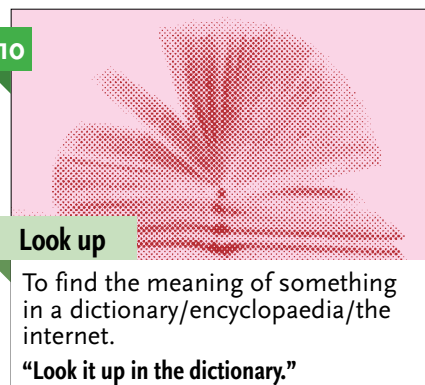


Pass out

If someone "passes out", they lose consciousness.

"He passed out because it was so hot."

10




Look up

To find the meaning of something in a dictionary/encyclopaedia/the internet.

"Look it up in the dictionary."

11



Turn into

To become.
"The situation soon turned into a nightmare."

12



Hang up

To end a telephone conversation by putting down the phone.
"She wished him a happy birthday then hung up."

13



Call back

To return a telephone call.
"I'll call you back later."

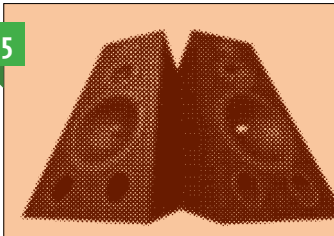
14



Pick up

To take something in your hands.
"I picked up the money from the ground then left."

15



Speak up

To speak more loudly.
"Could you speak up, please? I can't hear you from here."


16



Come up with

To think of something.
"I think we've come up with a good solution to the problem."

17



Get along

If you "get along" with someone, you have a good relationship with them.
"I get along really well with my brother."


18



Make up

To invent.
"You made up that story, didn't you?"


19



Turn up


To arrive at a place.
"He turned up half-an-hour late."

20



End up

If you "end up" somewhere, you arrive at that place eventually.
"We ended up at Tom's house last night."



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