

# *The Pack*

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

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## **Index**

- 1. Beware of the drones [track 01]**
- 2. 5 celebrities who fell from grace [track 02]**
- 3. Zombie attack [track 03]**
- 4. The business trip [track 04]**
- 5. Slang conversation: DIY / Home repairs [track 05]**
- 6. Group talk: Do you like eating out? [track 06]**
- 7. Business news: How airlines make their money [track 07]**
- 8. Phrasal verbs: problems**

## 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 8) 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)

#### 1. Beware of the drones! [track 01]

Have a discussion about drones. Ask students these questions (or any others):

*What's your definition of a drone? How do you think drones are operated? What civilian uses do drones have? What about military uses? What could you use a drone for? What would you like to do with a drone if you had one? Do you think drones are here to stay? Why? Why not? What videos have you seen of people flying drones? How useful might drones be in wars? How safe are drones? Do you think people should have a license to fly drones? Why? Why not? What does the word "drone" mean? How will drones change the delivery of shopping in the future? Would you like to learn to fly a drone? Why? Why not? If you had a drone, what would you like to film or take pictures of? Why? What do you think the future holds for drones? Should drones be banned? Why? Why not? How could drones help in the war against terrorism?*

Next, do some activities based on the text. In order to make it more difficult for your higher level students, do it as a listening activity. In order to do this, tell your students to turn over the text and to listen to the recording. Students listen and then answer these questions.

1. What is a drone?
2. What civilian uses do they have?
3. What example of a search and rescue mission do they give?
4. How is the German railway organisation using drones?
5. What are the benefits for the military of drones?
6. In what way are drones used by the military?
7. What are some of the controversial aspects of drone usage?

As a follow-up activity, students either design a drone for civilian use and then think of a way to sell it. They make a list of all the features and benefits. When they're ready, ask for volunteers to present their drones. Other students listen then answer questions.

Or, students invent their own spy gadget. They prepare a mini-presentation for it. They could create a new spy camera, GPS tracker, document scanner, anti-bugging device, night vision equipment, aerial snooping device, etc.

## 2. 5 celebrities who fell from grace! [track 02]

Start off with a discussion about celebrities. Ask and answer these questions (or any others):

*Have you ever met a celebrity or famous person? Who was it? Where were you? What did you say? Which celebrity or famous person would you like to meet? Why? What would you do if you could spend a day with this person? Do you think famous people have the right to have a private life? Why? Why not? What sort of bans or controls should be in place with regard to famous people? What do you think of the paparazzi? Why do you think there is such a high demand for gossip magazines and gossip TV programmes? What are the pros and cons of being a celebrity? Which celebrity or famous person do you most admire? Why? Would you like to be famous? Why? Why not? Have you heard of any famous people who have done something embarrassing or illegal? What happened? How did it affect their careers? Has this happened to any famous people from your country? Who? When? What happened?*

Next, write the following names on the board and elicit any information your students know about these people: *Tiger Woods, Phil Spector, Lindsay Lohan, Lance Armstrong, Charlie Sheen.*

Then, do the activities on the sheet. In order to make them more difficult, you could do this as a listening activity. Tell your students to turn over the text so they can't see it. Then, go through the activities on the page. Finally, let students read over the text to check their comprehension. Or, you could do it as a Reading activity with students reading the text (and listening to it at the same time if you want).

Next, watch a video news report on Tiger Woods' car crash. Students listen to the news report and make notes on what they say about the crash and how they describe it, and also make notes on anything they say about the sports star in general. Students should try to get as many details as they can. Search YouTube for "Tiger Woods in Car Crash", or use this link: <https://www.youtube.com/watch?v=0XP3HYy5PZ8>

Afterwards, assign one of the actors to each student (don't worry if more than one student has the same text). Students then read over their information and make notes. Then, when they're ready, they give an oral summary of the information without referring back to the text. This is good for developing students' speaking skills.

Or they write a dialogue based on an interview between the star and a journalist (with the journalist asking questions).

### 3. Zombie attack [track 03]

Print off these synopses of four famous zombie movies and give them to each student. Students study the information for a few minutes. Then, tell them to turn over the sheet and ask them questions. This could be played a team game. For example:

Teacher: When was the film *Night of the Living Dead* released?

Student: In 1968.

[information from Wikipedia]

#### ***Zombieland*** (2009)

*Zombieland* is a 2009 American comedy horror film directed by Ruben Fleischer and written by Rhett Reese and Paul Wernick. The film stars Woody Harrelson, Jesse Eisenberg, Emma Stone and Abigail Breslin as survivors of a zombie apocalypse. The film follows a geeky college kid making his way through the zombie apocalypse, meeting three strangers along the way and together taking an extended road trip across the Southwestern United States in an attempt to find a sanctuary free from zombies.

#### ***Planet Terror*** (2007)

*Planet Terror* is a 2007 American zombie film directed by Robert Rodriguez. It follows a group of people attempting to survive an onslaught of zombie-like creatures as they fight with a military unit. The film stars Rose McGowan, Freddy Rodriguez, Josh Brolin, Marley Shelton, Naveen Andrews and Bruce Willis.

#### ***Shaun of the Dead*** (2004)

*Shaun of the Dead* is a 2004 British horror comedy film directed by Edgar Wright, written by Wright and Simon Pegg, and starring Pegg and Nick Frost. Pegg plays Shaun, a man attempting to get some kind of focus in his life as he deals with his girlfriend, his mother and stepfather. At the same time, he has to cope with an apocalyptic zombie uprising.

#### ***Night of the Living Dead*** (1968)

*Night of the Living Dead* is a 1968 American independent horror film, directed by George A. Romero, starring Duane Jones and Judith O'Dea. It was completed on a \$114,000 budget and premiered 1<sup>st</sup> October 1968. The film became a financial success, grossing \$12 million domestically and \$18 million internationally. It has been a cult classic ever since. The story follows characters Ben (Jones), Barbra (O'Dea), and five others trapped in a rural farmhouse in Western Pennsylvania, which is attacked by a large and growing group of "living dead".

Next, do the activities on the sheet. In order to make it more difficult for your higher level students, do it as a listening activity. In order to do this, tell your students to turn over the text and to listen to the recording. Go through the activities. Students listen and then answer the questions.

Language – students study the words in the glossary box for a couple of minutes. Then, tell them to cover up the text. Read out the phrases with a missing word (replacing the word with a beeping sound). Students have to say what the missing word is. Or,

describe the word or expression. Students have to identify it. This could be played as a game. For example:

Teacher: It's a word for a dead body.

Student: A corpse.

As a follow-up activity, students think up an idea for a new zombie movie. They use the following steps as a base for their idea. When they're ready, ask for volunteers to present their ideas. Other students listen and ask questions:

- Film title
- Tagline (a slogan for the film)
- Synopsis (a summary of the story)
- Actors and directors (information about who will star in the film)
- Distribution and marketing strategy (screenings, social media, promotional ideas, etc.)
- Intended audience (target market, etc.)
- Fundraising strategy

#### **4. The business trip [track 04]**

Start off with a discussion about business trips, or short trips in general. Use these questions or any others:

*What sort of things do you take on business trips or short trips in general? When was the last time you went on a business trip or a short trip? Where did you go? How did you get there? How long was the journey? How was the journey? How long were you there for? What did you do there? What was the purpose of the trip? What did you take with you? Did anything funny or unusual happen during the trip? What? Did you buy anything while you were there? What was it? Where did you stay while you were there? What sort of expenses did you have while you were there? What do you like or dislike about business trips or short trips?*

Next, draw a picture of an open suitcase on the board or on a piece of paper. Tell students to imagine that they're going away on a three-day business trip to Sao Paulo in Brazil. What are they going to take? They've got five minutes to write up a list of everything they're going to take with them.

Go through the activities. Make sure you do this as a listening activity, telling students to cover up the script as they do the exercises. Remind students to listen for gist – for a general understanding of the text. Also, tell them that the best thing is to focus on the key words (the nouns, verbs, adjectives, etc.). At the end (after you've finished all the activities), let students listen once more as they follow the script. This is good for developing their listening skills.

Language – do the language activity. Then, play a game. Read out a sentence with “get”. Students have to say what “get” means in this case, or give a simple synonym for the word. For example.

Teacher: I had to get a taxi there.

Student: Take.

As a follow-up activity, students write a dialogue based on a phone call between someone on a business trip and someone back in the office. Students think of problems to bring up during the phone call. When they're ready, ask for volunteers to act out their telephone dialogues. Tell them to make it as funny, silly or serious as they like.

### **5. Slang conversation: DIY / Home repairs [track 05]**

Bring in photos or pictures of DIY objects. Type in "vocabulary DIY" into Google images and print off a sheet. Or, write a list on the board:

*Paintbrush, ladder, hammer, mallet, nail, screw, Allen key, drill, nut and bolt, washer, screwdriver, spanner (wrench), pliers, wire cutters, tape measure, saw, electric saw, axe, chisel, vice, etc.*

Point at objects you've got pictures of and students have to name them. Or, describe one and students have to say what it is. For example:

Teacher: It's something you use to bang in nails.

Student: A hammer.

Then, go through the activities on the sheet. Make sure you do this as a listening activity, telling students to cover up the script as they do the exercises. Remind students to listen for gist – for a general understanding of the text. Also, tell them that the best thing is to focus on the key words (the nouns, verbs, adjectives, etc.). At the end (after you've finished all the activities), let students listen once more as they follow the script. This is good for developing their listening skills.

Then, do the language activity on the page in which students have to think of a standard versions of the slang expressions.

As a follow-up, students choose one of the DIY tools or objects and create a poster ad for it, or a teleshopping ad or promotional video for it. They should show how it works, say what it is, explain why it's so great, stress the features and benefits, demonstrate how easy it is to use, show any advantages it has over the competition, etc. When they're ready, ask for students to present their DIY tool or object. Other students listen then ask questions.

## 6. Group talk: Do you like eating out? [track 06]

Start a discussion about eating out. Ask and answer these questions or any others.

*When was the last time you ate out? Where did you go? What did you have there? How was it? Would you go back? How often do you eat out? Where do you usually go when you eat out? How much do you usually pay when you eat out? Who do you usually go with when you eat out? What sort of food do you like? Why? What foreign food do you like? What do you prefer: eating out or eating at home? Why? What dishes can you make? How do you make them? What are they like? What are some of the most popular restaurants in your town, city or country? Why are they so popular? What fast food restaurants do you like? Why do you like them? What do you have there? What do you usually drink when you go out to restaurants? What desserts do you usually have? How much do you like to spend when you go out to eat? Have you ever worked in a restaurant? Which one? What was it like? Have you ever made a complaint in a restaurant? What did you complain about? Have you ever complimented the chef? What did you say? Have you ever sent a dish back to the kitchen? Why? What's the biggest tip you've ever left? How much was it? What are some of the best or worst experiences you've had in restaurants? What do you think of buffet restaurants? What are the pros and cons of them? What are some of your favourite starters? Do you always have a starter? Why? Why not?*

Then, go through the activities. Make sure you do this as a listening activity, telling students to cover up the script as they do the exercises. Remind students to listen for gist – for a general understanding of the text. Also, tell them that the best thing is to focus on the key words (the nouns, verbs, adjectives, etc.). At the end (after you've finished all the activities), let students listen once more as they follow the script. This is good for developing their listening skills.

As a follow-up activity, students either write a dialogue restaurant scene. Tell them to make it as funny, serious or silly as they like. Or, they prepare a presentation on how to make a dish they know how to cook. When they're ready, ask for volunteers to act out their dialogues or to give their presentations.

## 7. Business news: How airlines make their money

Start off with a discussion about flying in general. Ask and answer these questions or any others:

*When was the last time you flew somewhere by plane? Where did you go? How long was the flight? What did you eat or drink during the flight? Where were you sitting? How was the flight in general? Did you talk to anyone during the flight? Who? What did you talk about? What did you do during the flight? How old were you when you went on your first flight? Where did you go? What do you like or dislike about travelling by plane? What's the longest flight you've ever been on? What are some of the worst flights you've ever been on? Why were they so bad? Would you like to be a flight attendant? Why? Why not? What are the pros and cons of travelling by plane? Do you know someone who is afraid of flying in an airplane? What are they doing (or have they done) to overcome their fears? Where do you get your airline tickets? Why? Have you ever been stopped in the security zone or in customs? What happened? Why were you stopped? What did they ask you? What are some of your favourite airlines? Why do you like them? What are some of your favourite airports? Why do you like them?*

Next, students watch this video (see below) on airlines' "dirty little secrets". Students make a note of what's said. When it's finished, ask questions to check their understanding and discuss the issues as a class. Search YouTube for "The dirty little secrets of the airline industry".

Or use this link: <https://www.youtube.com/watch?v=08BlzGbT4Ts>

After that, do the activities on the sheet. In order to make it more difficult for your higher level students, do it as a listening activity. In order to do this, tell your students to turn over the text and to listen to the recording. Go through the activities. Students listen and then answer the questions.

As a follow-up activity, students imagine they work for an airline. They write up a proposal with 5-10 ideas on how to maximise profits or make savings. They can make this a funny, silly or serious as they like. When they're ready, ask for volunteers to present their ideas.

## 8. Phrasal verbs: problems

Start off the lesson with a general discussion on problems in general.

*What problems is your country facing at the moment? What is being done to deal with these problems? What about your town or city? What sort of issues are they facing? What are your top tips for dealing with problems in general? What are some problems or difficulties that you're facing at the moment? What problems have you resolved lately? How did you resolve them? What do you usually do when you're facing a problem? Who do you talk to about it? When was the last time you helped someone resolve a problem? What did you do? How successful were you? Whose advice do you usually follow? Why? What techniques do you use for resolving problems?*

Then, tell your students to do the exercise and to study the meaning of the phrasal verbs for a few minutes. Go over the exercises. Then, tell students to cover up the text.

Describe a phrasal verb. Students have to say what it is. Or, read out sentences with a missing word (replacing the word with a beeping sound). Students have to say what the missing word is. This could be played as a game. For example:

Teacher: I gave \_\_\_\_\_ (beep) trying to do it because it was too difficult.

Student: A tray!

Next, print off or ask these questions based on the phrasal verbs for your students to discuss (or any others):

*When was the last time you had to give up on something? Why did you give up? What could you have done to resolve the issue? Who do you deal with on a daily basis? What sort of things do you discuss or do together? When was the last time you had to deal with a problem? What was it? How did you resolve it? When was the last time a problem came up unexpectedly? How good are you at coming up with solutions to problems? What's your technique for generating possible solutions? When was the last time you sorted out an issue successfully? What was it? Have you ever put off dealing with something? Why did you put it off? Is there anything that you're putting off at the moment? What is it? What are the pros and cons of sleeping on ideas or possible solutions? When was the last time you did that? What was the result? When was the last time you had a meeting to go through potential solutions? What were you discussing? What ideas were discussed?*

As a follow-up activity, students write a dialogue, anecdote or story using as many of these phrasal verbs as they can. When they're ready, ask for volunteers to read out their anecdotes or stories (using notes, not reading directly from the text). Other students listen and ask questions, or could vote on the best ones.

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

**Think about it** What do you think about drones? What are the pros and cons of using drones? Would you ban drones? Why? Why not? What can drones be used for? What ethical issue are there with using drones?

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

# BEWARE OF THE DRONES!

**K**iller drones, attack drones, spy drones, surveillance drones...

The Pentagon has some 7,000 aerial drones in operation right now. However, the *Washington Times* predicts that by 2020, there could be as many as 30,000. But is this a good thing?

First of all, what is a drone? Basically, a drone is a plane without a pilot – an “unmanned aerial vehicle” (a UAV), or “remote piloted aircraft” (RPA). Drones

can be controlled by a pre-programmed computer or a pilot in a control centre.

Drones have several important civilian uses. They can be used to analyse traffic, detect **poachers**, inspect remote gas and oil pipes, monitor forest fires, patrol the coast, track storms, check up on endangered wildlife and locate escaped prisoners.

They can also be used for search and rescue missions.

Just recently, the German railway organisation has started using surveillance drones in their fight against graffiti. With their **thermal-imaging cameras**, the drones are used to identify graffiti-sprayers, who are then arrested by security guards.

Drones are used extensively by the military too. Drones are cheaper to buy and **run** than conventional aircraft, they **keep** military personnel **out of harm's way**, they can stay in operation for significantly longer periods of time and they can attack with **pinpoint accuracy** from greater distances (reducing, in theory, **collateral damage** to civilians and infrastructure).

Military drones have two principal uses. Firstly, they're used for surveillance. The technology for this is known as the “Gorgon Stare” – a video capture device with nine cameras which can take in a 4-by-4 kilometre area. Drones are also used to **strike targets**, either buildings or people.

More controversially, drones have been used in the assassination of suspected terrorists. For example, in September 2011, US citizen Anwar al-Awlaki, who was accused of being the organisational leader of al Qaeda in the Arabian Peninsula, was killed in Yemen by a US drone strike. He died without an opportunity to answer the charges. Some argue that the use of drones puts fighting wars on a similar level to video games, making it too easy and diminishing **ethical decisions**.

Should we be afraid of drones? \*

## DRONES

“Drones” get their name from the sound they make. For example, if something “drones”, it makes a low, continuous noise. Also, if you say that someone is “drone on”, you're saying that they're talking in a boring, monotonous way.

## US AIR FORCE PILOTS

US air force pilots near Las Vegas can fly drones 7,500 miles away in Afghanistan. The air force has over 60,000 people working to process all the data collected by drones worldwide.

## VIDEO

YouTube

Watch a Domino's pizza being delivered by a drone. Search YouTube for “Introducing the Domino's DomiCopter!”

## GLOSSARY

- a drone** *n*  
a plane that is controlled by a computer or a pilot in a control centre.
- surveillance** *n*  
close observation of a spy/criminal/country, etc.
- the Pentagon** *n*  
a five-sided building near Washington DC with offices for the US Department of Defense and the US Armed Forces
- a poacher** *n*  
a person who catches or kills wild animals illegally
- to wander off** *phr vb*  
if someone “wanders off”, they walk slowly away from a fixed point
- the wilderness** *n*  
a large area of land with mountains, hills, etc. and no buildings or people
- a ground search** *n*  
if there's a “ground search”, the police (for example) look for someone on the ground
- night-vision equipment** *n*  
equipment that lets you see in the dark
- heat-sensing equipment** *n*  
equipment that can detect people from the heat that comes off their bodies
- a thermal-imaging camera** *n*  
a camera that can produce images of people from the heat they give off
- to run** *vb*  
to operate; to use
- keep out of harm's way** *phr vb*  
if you “keep someone out of harm's way”, you make sure that they're safe and they aren't injured
- pinpoint accuracy** *n*  
if you hit A with “pinpoint accuracy”, you hit A at exactly the right place
- collateral damage** *n*  
damage caused to civilians or buildings during military operations
- to strike** *vb*  
to hit with a weapon (a bomb, etc.)
- a target** *n*  
a person or object that's going to be attacked
- an ethical decision** *n*  
a decision that is morally good or correct



STOP DRONING ON!

Answers on page 44

### 1 Pre-reading

What can drones be used for? Think of as many ideas as you can. Then, read the article once to compare your ideas.

### 2 Reading I

Read the article again. Then, without referring back to the text, write up a short article on the pros and cons of drones. Use as many words from this article as you can.

In May 2013, in a wooded area off a Canadian highway, the victim of an automobile accident **wandered off** into the **wilderness**. A **ground search** and an air-ambulance helicopter with **night-vision equipment** failed to find him. But after a mobile phone call from the victim showed police where he might be, a Dragan Flyer X4-ES drone with **heat-sensing equipment** was used to find him.

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

**Think about it** Are any of these people famous in your country? Which ones? What do you know about them? Have any famous people from your country fallen from grace? Who? Why? What did they do?

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



# 5 CELEBRITIES WHO FELL FROM GRACE!

**“T**he higher you go, the harder you fall” is a common English expression. It means the more successful you become, the more you have to lose. And it’s an experience shared by many celebrities who have ruined their **careers** by doing something stupid or illegal. Here are five famous people who have **fallen from grace**.



## Tiger Woods

In 2009, Tiger Woods was the best golfer in the world. He’d won more championships than anyone else and was considered **unbeatable**. But then he had an affair. In fact, he had lots of them. In December 2009, the **tabloids** revealed that Woods had **cheated on** his wife with more than 12 women. The fallout? Tiger lost his wife, several multi-million dollar sponsorship deals and he temporarily stopped playing golf. But it wasn’t all bad news. Just two years later, Tiger managed to reclaim the **number-one** golfing spot... and a new girlfriend.



## Phil Spector

Phil Spector was a very successful record producer in the 1960s. He wrote and produced 25 Top 40 singles and worked with artists such as John Lennon, George Harrison and Tina Turner. But he had an anger problem and, according to friends, liked playing with guns. Then,

in 2003, Phil shot actress Lana Clarkson at his Los Angeles mansion. The couple had been on a date, and Phil murdered her when she tried to go home. The former superstar is serving a 19-year sentence for murder.



## Lindsay Lohan

Between 2003 and 2005, Lindsay Lohan starred in a string of highly successful films and became known as the “teen movie queen”. She had big plans too, claiming she wanted an Oscar by the age of 30. Unfortunately, that’s not looking likely. In 2006, Lindsay started drinking and doing drugs; and since 2007, she’s been arrested over twenty times. Her crimes include **drink-driving**, drug possession, **assault** and theft.



## Lance Armstrong

Cyclist Lance Armstrong won the Tour de France a record-breaking seven times. However, many suspected him of using **performance-enhancing drugs**. But Lance always denied the accusations. Then, in August 2012, the United States Anti-Doping Agency published proof that Lance had been taking illegal substances. And finally, in January 2013, the athlete admitted the allegations on TV. The former champion has been **stripped of** all his Tour de France titles.

## Charlie Sheen

In 2010, Charlie Sheen was the highest-paid actor on TV, earning \$1.8 million per episode for his **sitcom** *Two and a Half Men*. But in February 2011, he publically called the show’s creator a “stupid little man”, among many other things. Charlie was **fired** from the programme and had a total **meltdown**. He stated in a television interview that he was a “warlock”, that he had “poetry in his **fingertips**” and that he was on a drug called “Charlie Sheen”. He also uploaded a YouTube video of himself smoking cigarettes through his nose.

Have any stars in your country fallen from grace? ➔

## GLOSSARY

**a career** *n*  
a job you choose to do for the majority of your working life  
**to fall from grace** *exp*  
if a famous person “falls from grace”, that person becomes less popular after an incident or after doing something illegal  
**unbeatable** *adj*  
it’s impossible to win against someone who is “unbeatable”  
**the tabloids** *n*  
newspapers that often have personal stories about the rich and famous  
**to cheat on** *phr vb*  
if A “cheats on” B, A has a relationship with another person  
**the number-one spot** *exp*  
the top of a list; the most important person  
**drink-driving** *n*  
the crime of driving a car while drunk; “drunk-driving” in US English  
**assault** *n*  
a physical attack  
**performance-enhancing drugs** *n*  
substances used by athletes to make them run faster, etc.  
**doping** *n*  
taking illegal drugs in order to run faster, etc.  
**to strip of** *phr vb*  
if you “strip someone of” their titles or medals, you take away those titles or medals  
**a sitcom** *n*  
a funny TV series about the lives of a group of people; a situational comedy  
**to fire** *vb*  
if someone is “fired” from a programme, they’re told to leave that programme  
**a meltdown** *n*  
if someone has a “meltdown”, they lose control and become a bit crazy or angry  
**a fingertip** *n*  
the part of your finger at the end of it

Answers on page 44

## 1 Pre-reading

This article is about five famous people (see the main text). What problems do you think they had? Make notes. Then, read the article once to compare your ideas.

## 2 Reading I

Read the article again. Then, write the name of a famous person next to each statement.

1. This person has been arrested several times.
2. This person was forced to stop taking part in a TV programme.
3. After just two years, this person was back on top again.
4. This person eventually admitted that the allegations were true.
5. This person was exposed in a 2009 news report.
6. This person is currently in prison for murder.

**Objective** To improve your reading skills.

**Think about it** Have you seen any films or TV series with zombies? What were they like? What other monsters are popular in your country? Does the word zombie exist in your country? What can it mean?

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

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YUMMY!

# Zombie attack!

**Z**ombie films. Zombie video games. Zombie TV series. Why are zombies so popular these days?

The word “zombie” means “spirit of the dead” in Haitian **Voodoo** culture. And it’s used to describe someone in a **trance-like state** who is controlled by a “**sorcerer**”. Zombies in films are often **corpses** that have been **resurrected** – the “living dead”, as they’re also known. They’re typically shown **wandering around** in search of **flesh**, making low **groaning noises**. The best way to kill them is to **blow their brains out**.

One of the first Zombie films was Victor Halperin’s *White Zombie* (1932). Béla Lugosi plays a Haitian voodoo master who transforms a young American woman into a zombie. George Romero’s *Night of the Living Dead* (1968) is another horror classic. In the film, a group of people in an isolated farmhouse are **surrounded** by zombies. The 1978 movie *Dawn of the Dead* (also by Romero) was on a similar theme, but took place in an out-of-town **shopping mall**.

One of the most recent zombie films is Marc Forster’s *World War Z* (2013). This is an adaptation of Max Brooks’s bestselling 2006 novel *World War Z: An Oral History of the Zombie War*. In the film, Brad Pitt plays the part of Gerry Lane, a UN inspector who has to find the

source of a viral outbreak that has **zombified** three billion people across the planet.

There are several zombie TV series too. *The Walking Dead* premiered on 31st October 2010 and is now in its fourth season. The star is sheriff Rick Grimes (played by English actor Andrew Lincoln). He wakes up in a hospital to discover that the world is infested with “walkers” (zombies). Rick sets out to find his family, and is joined by a group of survivors. Over in France, *The Returned* is set in a mountain town where dead people re-appear, apparently alive and normal.

Every year, zombie fans celebrate World Zombie Day. Typically, this involves a Zombie Walk in which participants dress up as zombies and **shuffle** through parts of the city or town. This first ever Zombie Walk took place in Pittsburgh in 2006, but these days, there are zombie walks in cities all over the world. One of the largest ever recorded events was in October 2012 in Buenos Aires (Argentina) with an estimated 25,000 “zombies”. In many cases, the walks are staged as marches to raise awareness of world issues such as hunger and poverty.

So, why are zombies so popular? Many feel that zombies fit in perfectly with the current economic climate. They represent the unemployed, the poor, the **disgruntled**, the hungry, the

destitute... people affected by the world financial crisis. Zombies also play on our fears of a breakdown of society (either through class warfare, a plague or a virus) – a collapse of the world as we know it into one of social revolt, **political upheaval** and economic instability. On the other hand, it could just be that we enjoy being frightened by **mindless**, **relentless**, flesh-eating monsters!

Do you fear the walking dead? ❖

## GLOSSARY

**voodoo** *n*  
a religious cult practised in the Caribbean. Its origins come from traditional African religions

**a trance-like state** *n*  
someone who is in a “trance-like state” is half asleep and is controlled by another person

**a sorcerer** *n*  
a type of wizard who uses the power of evil spirits to do magic

**a corpse** *n*  
a dead body

**to resurrect** *vb*  
if a dead person is “resurrected”, they become alive again

**to wander around** *phr vb*  
to walk in an area with no objective

**flesh** *n*  
the soft part of a person’s body between the bones and the skin – the meat

**a groaning noise** *exp*  
a noise that is deep and low – often made when someone is in pain

**to blow someone’s brains out** *exp*  
to shoot someone in the head

**to surround** *vb*  
if you’re “surrounded” by people, those people are all around you

**a shopping mall** *n*  
a large building with lots of shops / restaurants, etc.

**to zombify** *vb inform*  
to make someone become a zombie

**to shuffle** *vb*  
to walk in a slow way by dragging (pulling) your feet along the ground

**disgruntled** *adj*  
angry; not satisfied

**political upheaval** *n*  
a violent situation in which people attack the government

**mindless** *adj*  
a “mindless” action is one that you do without thinking or worrying about the consequences

**relentless** *adj*  
something bad that is “relentless” never stops or never becomes less intense

Answers on page 44

### 1 Pre-reading

Why do you think zombies are so popular these days? Make notes. Then, read the article once to compare your ideas.

### 2 Reading I

Read the article again. Then, without referring back to the text, write short summaries of the following things.

1. The origins and meaning of the word zombie.
2. The films *White Zombie* and *Night of the Living Dead*.
3. The movie *World War Z*.
4. World Zombie Day.
5. Possible reasons why zombies are so popular.

**Objective** To improve your listening skills.

**Think about it** When was the last time you went on a trip somewhere? Where did you go? How long did you go for? Why did you go there? How was the trip? Did everything go smoothly? What went wrong? Where did you stay?

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

Answers on page 44

### 1 Pre-listening

What can go wrong on a holiday or business trip? Think of as many things as you can. For example:

- You can miss your plane.
- You can lose your passport.
- You can get lost.

Other things?

### 2 Listening I

You're going to listen to three telephone calls from someone who is on a business trip. Listen once. Were any of the things you thought of for the Pre-listening task mentioned?

### 3 Listening II

Listen again. Then, answer the questions.

1. In the first call, why can't Francesca print off any more copies of the brochure?
2. Why did she leave her car in the airport car park?
3. In the second call, why does she want to travel in business class?
4. Why does she have to change her hotel and flight bookings to Bangkok?
5. In the third call, what does she want Greg to do?
6. Why was Francesca talking to herself for part of the conversation?

### 4 Language focus

#### The use of to get

What does the verb **to get** (or an expression with **get**) mean in the following extracts from the script?

1. I need you to **get** some more copies of that.
2. Just **get** a taxi there...
3. I need you to **get** me into business class.
4. There's no way I can **get through** all these meetings.
5. I'll **get onto** it right away.
6. I'll be **getting into** Singapore two days later.

### 5 Listening III

Complete the audio script with the correct words.



### Note!

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

### Audio script

# The business trip

Francesca is on a business trip. She's been phoning her colleague Greg to ask for help along the way. F=Francesca G=Greg

#### Call 1

- F: Greg?  
G: Francesca. How's it going? You're in Singapore, aren't you?  
F: Yes. Look, I've only got a couple of minutes (1) \_\_\_\_\_, and I need a favour.  
G: Fire away.  
F: I need to print off some more copies of the brochure, but I haven't got the PDF with me. I need you to send it over asap.  
G: OK. Will do.  
F: Send over the price list too as I need to get (2) \_\_\_\_\_.

- G: No problem.  
F: And finally, I need you to go and pick up my car.  
G: Your car?  
F: Yes, I had to leave it in the airport car park. (3) \_\_\_\_\_ . It's in the short-stay car park on the third floor, parking bay C56.  
G: Right...  
F: So, could you pop over there and drive it home for me, please?  
G: But...?

- F: Just get a taxi there and drive my car back. Keep the receipt and I'll reimburse you when I get back.  
G: And the keys...?  
F: There's a spare set in my desk – top drawer on the right.  
G: OK. Good idea 'cos they charge you a bomb (4) \_\_\_\_\_ – I think it's something like £80 a day!  
F: OK. Thanks.  
G: So, what... [phone hangs up]

#### Call 2

- F: Greg?  
G: Oh, hi. How's it going?  
F: Not too bad. Look, I need you to (5) \_\_\_\_\_ ?  
G: Yeah, sure. What's up?  
F: I need you to get me into business class. There's no way I can get through all these meetings (6) \_\_\_\_\_ . They've been pretty intense and I'm exhausted, and we've got another round in Tokyo in two weeks. It's just endless. No one

can make decisions!

- G: OK. I'll get onto it right away.  
F: Great.  
G: So, how's the trip been besides work? How's Seoul? What have you...  
F: I also need you to change the booking. (7) \_\_\_\_\_ in Bangkok in a couple of days but there's no way we're going to (8) \_\_\_\_\_, so I need you to change the hotel booking and get me on another flight. I reckon we'll be finished up here in two days, so get me on a flight on Tuesday morning and book the hotel for three nights there. And send me the details to my hotmail account.  
G: OK! Will do.  
F: Great. Thanks a lot.  
G: So, what... [phone hangs up]

#### Call 3

- F: Greg?  
G: Fran! Where are you?  
F: Bangkok.  
G: Lucky you! Having fun!  
F: Not really. I've lost my passport.  
G: Oh, no.  
F: I'm supposed to be travelling to Kuala Lumpur tomorrow.  
G: Disaster!  
F: Look, I've got (9) \_\_\_\_\_ . It's in the top drawer of my filing cabinet – you know the one to your right as you go through the door. Could you scan that in and send it over to me.  
G: OK.  
F: The guys at the embassy said it would speed up the process if I had a copy.  
G: OK.  
F: Also, I need you to call Patrick and tell him I'll be getting into Singapore two days later. You'll also need to change the hotel booking, and get me on a later flight. Then, you'll also have to phone up Marge in Hong Kong and tell her that (10) \_\_\_\_\_, plus you'll have to make all the other hotel and flight changes there too. I think if you get me a flight on Thursday evening that should be fine. OK? Have you got that? Greg? Greg?  
G: Hi, yeah. I was just getting a pen. What were you saying? [phone hangs up]  
F: Greg? Greg? GREG!!!!!!!!!!!!!!!!!!!!!!!

**Objective** To teach you some slang words and expressions.

**Think about it**

Do you ever do any DIY? Are you good at it? What was the last bit of DIY that you did? How successful was it?

©TRACK 24  
ENGLISHMAN  
& NEW ZEALAND MAN

# SLANG CONVERSATION DIY / HOME REPAIRS!

Stephen has just popped round to Ben's house for a chat. Ben is doing a bit of DIY (Do-It-Yourself – home repairs). Listen once and answer these questions: What does Ben put up in the kitchen? Is he successful?

Then, listen again and try to guess the meaning of the following slang expressions (also marked in bold in the text). Write out a version of them in Standard English:

	Slang expression	Standard version
1	Give us a hand...	
2	To make a pig's ear of something	
3	Grab a hold of...	
4	To whack	
5	A wuss	
6	Budge it over	
7	A cuppa	
8	To give someone an earful	
9	As safe as houses	
10	Wonky	
11	Flimsy	
12	Rubbish!	

B=Ben S=Stephen Bh=Beth

## Dialogue

**B:** Give us a hand putting this shelf up, would you?  
**S:** I thought you'd given up on DIY. You **made a pig's ear** of that wardrobe you put up last week. It almost killed your poor cat!  
**B:** Yes, well, the instructions weren't exactly clear.  
**S:** Excuses, excuses...  
**B:** Right, enough of that. **Grab a hold of** the end of this board.  
**S:** What are you going to do with it?  
**B:** **Whack** a nail into the wall. Just hold it still.  
**S:** You're joking! I'm not putting my fingers anywhere near that hammer.  
**B:** Stop being such a **wuss**! It's perfectly safe.  
**S:** Give **me** the hammer then, and you hold it.  
**B:** Erm, perhaps not.  
**S:** You need to drill in a couple of holes and put in some wall plugs. Nails won't hold it up.  
**B:** Oh, right. Where shall I put the holes?  
**S:** If you put them in here, the door will bang into the shelf every time someone comes in. **Budge it over**



a bit. Hey, what about that nice **cuppa** you promised me?  
**B:** If I don't get a move on, Beth is gonna **give me a right earful**.  
**S:** Where is she?  
**B:** Out shopping. Stand back. Here goes. *[drilling]* Perfect! Now all I need to do is to whack in the plugs and screw in the shelf and Bob's your uncle.  
**S:** I'll put the kettle on.  
**B:** *[admiring his work]* Perfect! It's as **safe as houses**.  
**S:** It's a bit **wonky**.  
**B:** No it isn't.  
**S:** And it looks a bit **flimsy**. You wouldn't want to put more than a couple of champagne glasses on it.  
**B:** **Rubbish!** Look, I'll put these books on it. See! It's fine! *[It comes crashing down, and the door opens]*  
**Bh:** *[shouting from afar]* Hi, Ben. Did you get that shelf up? I can't wait to see it.  
**B:** *[whispering]* I'm not here.  
**S:** Yeah, like she'll never see you cowering under that table.  
**B:** Shush!

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**Objective** To improve your advanced listening skills by listening to several speakers chatting in an informal setting.

**Think about it**

How often do you eat out? What are some of your favourite restaurants? What do you cook in the evening if you eat in? Do you like to watch TV while you're eating? Why? Why not?

TRACK 23: SEVERAL ENGLISH ACCENTS



# GROUP TALK

## DO YOU LIKE EATING OUT?

### Note!

Don't read the audio script until you've completed the exercises. Also, please note that when people chat informally, they often use non-standard English and rarely speak in full sentences.

### Audio script

**Megan:** For me, as much as I love a good home meal and as much as I love my parents' roast dinner on a, every Sunday, I do see the **pull** in eating out, I do prefer sometimes just going out with a **bunch of friends** or with my family and eating in a good restaurant. What do you guys think?

**Tim:** I mean, I definitely see, I see, **I see where you're coming from**, eating out with friends and enjoying the environment.

**Sara:** Yeah, the environment is nice.

**Tim:** But if, if, if I was to really think about it, what I would prefer more than the environment of my friends is the food itself.

**Megan:** Yeah.

**Sara:** That's true.

**Tim:** Because I've always been big on food. And what

about you, did you...

**Sara:** I'm totally of that viewpoint, I love going out with friends, once or twice a week.

**Megan:** Yeah.

**Sara:** But more than that, on a general weeknight or whatever, I much prefer to stay at home, cook for myself...

**Tim:** Oh yeah.

**Megan:** Enjoy a good home cooked meal in front of a film, in front of the TV, just chilling.

**Sara:** Yeah. With my **roommates**, yeah, just **hanging out**, chatting, totally relaxed and comfortable.

**Tim:** Especially if you can eat at your parents' house when you're eating at **their expense**.

**Megan:** Exactly.

**Sara:** That too.

**Megan:** And one of the things with eating out is you haven't got to **do the washing up**.

**Sara:** Oh, that's true.

**Megan:** Although, but then if you go to your parents' house, you can still have a home cooked meal but just **pass on** the...

**Sara:** The **dishes**?

**Megan:** The washing up, to my younger sister or something.

**Sara:** Oh that works! If you have younger **siblings** around...

**Megan:** It definitely does.

**Tim:** Definitely. One of the things I will say about eating at home is that... *[fades out]*

### GLOSSARY

**the pull** *n*  
the attraction / the benefit  
**a bunch of** *exp*  
a group of  
**I see where you're coming from** *exp*  
I understand what you're saying  
**a roommate** *n US*  
a person who you share a flat/apartment with. A "flatmate" in British English  
**to hang out** *phr vb*  
if you "hang out" in a place, you stay there with friends, relaxing, chatting, enjoying yourself, etc.  
**at someone's expense** *exp*  
if you do something "at A's expense", A pays for everything  
**to do the washing up** *exp*  
to clean the dirty plates, knives, forks, cups, etc.  
**to pass on something** *exp inform*  
if you say that you "pass on" something, you're saying that you don't want to do it  
**(to do) the dishes** *exp US*  
to clean the dirty plates, knives, forks, cups, etc. "Wash up" in British English  
**a sibling** *n*  
your brother or sister

Answers on page 44

### 1 Pre-listening

Before listening, answer these questions: What do you like or dislike about eating out? What do you like / dislike about eating at home? Make notes. Then, listen once to compare your ideas.

### 2 Listening I

Listen again. Then, answer the questions. What does one of the speakers say about...

1. ...eating at her parents' house every Sunday?
2. ...how often she likes to eat out every week?
3. ...what she prefers to do on a weeknight?
4. ...a good home cooked meal?
5. ...the financial benefits of eating at your parents' house.
6. ...washing up at your parents' house?

### Top tip: how to listen

The most important thing to remember when listening to a conversation is that you won't understand every word. So, you should only listen out for the key words – the most important words in the conversation: the nouns, verbs, adjectives, etc. Then, you can use your intuition to fill in the gaps – just as you do in your own language. Knowing the context and topic of the conversation will help with this.

# Business News

BUSINESS NEWS N°6

THE VOICE OF THE PEOPLE

NOVEMBER 2013

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

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

**Think about it**

When was the last time you flew somewhere? Where did you go? Which airline did you fly with? Did you have to pay for any extras or add-ons? What were they? Are you signed up to any frequent flyer programs? Which ones? Have you ever exchanged any air miles for a free flight? Where did you go?

Answers on page 44

**1 Pre-reading**  
You're going to read an article about how airlines make money from extras. What do you think these "extras" are?

**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 much did airlines make from add-ons last year?
2. What was the figure three years ago?
3. Where do airlines get commissions from?
4. Why are frequent flyer programs (FFPs) good for passengers?
5. Why are they a good marketing tool for airlines?
6. How do airlines make money from FFPs?
7. How much is the airline that makes the most from add-ons making per passenger?
8. What percentage of their income does the amount Ryanair makes from extras account for?

## HOW AIRLINES MAKE THEIR MONEY



How much did you pay for your last flight? What about all the extras? A new report by analysts IdeaWorks shows that airlines made £18 billion last year charging passengers for **add-ons**, twice as much as three years ago.

So, what are these "extras"? Well, they include the prices you pay for **in-flight food** and drinks, as well as charges for paying for tickets by credit card, reserving a seat, getting an **upgrade**, and **penalties** for not having printed your **boarding pass**. Airlines also get **commission** from **car rental firms** and hotels that they recommend to their passengers.

Another important source of revenue comes from **frequent flyer programs** (FFPs). As a customer, you can earn (air) **miles** every time you fly and then convert these into free airline tickets or use the miles at restaurants or hotels.

For the airlines, there are several benefits. Firstly,

the program is great for creating **customer loyalty**. But on top of that, airlines also get money from credit card companies, hotels, supermarket **chains** and restaurants, who buy air miles for their own loyalty programs. For example, if you **accumulate** enough points on your supermarket loyalty card, you can exchange these for airline flights.

So, which airlines are making the most from all the extras? The winner is... Aussie-based Qantas, which earns £37 per passenger. They're followed by AirAsiaX (£28.86 per passenger), Korean Air (£28.82), Virgin Atlantic (£18.95) and Jetstar (£18.42). In a table of the top 10 airlines in Europe, Jet2.com **came top** at £30.15. Surprisingly, Ryanair was sixth on the list, making just £11 per customer last year, which accounts for 22% of their **income**.

Next time you buy an airline ticket, remember to take

account of all the extras you might have to pay! ✪

### GLOSSARY

- an add-on** *n* something extra that a company gives you (or charges you for) as part of a service
- in-flight food** *n* food that you eat on the aeroplane while you're flying somewhere
- an upgrade** *n* if you get an "upgrade", you receive a better version of something. In this case, you get a seat in First Class, for example
- a penalty** *n* an amount of money you must pay as punishment for not doing something correctly
- a boarding pass** *n* a pass an airline gives you. You must have it in order to board (get on) the plane
- a commission** *n* a sum of money paid to a salesperson, etc. for every sale that they make
- a car rental firm** *n* a company that rents cars to people in return for an amount of money
- a frequent flyer program** *n* if you're registered with a "frequent flyer program", you get air miles (points) every time you fly. Later you can exchange these air miles for an airline ticket
- (air) miles** *n* points you get every time you fly with a particular airline
- customer loyalty** *n* if a company has a good level of "customer loyalty", their customers keep buying things from them, rather than other companies
- a chain** *n* a supermarket "chain" (for example) is a company that has a lot of supermarkets all over the country
- to accumulate** *v* if you "accumulate" points, you receive / collect those points over a period of time
- to come top** *exp* if you "come top", you're in (or near) the first position in a list
- income** *n* money a company receives from sales, etc.
- to nickname** *vb* if something is "nicknamed" a certain thing, that's the informal name for it

**FAST FACT**

Qantas is Australia's largest airline, and the oldest continuously-operated airline in the world. It's **nicknamed** "The Flying Kangaroo".

# PHRASAL VERBS PROBLEMS



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**1**



**Give up**  
If you "give up", you stop trying to do something.  
"It's just too \_\_\_\_\_"  
I give up. Maybe you want to have a go."

**2**



**Deal with**  
If you "deal with" a problem, you try to find a solution to it.  
"Nick's in trouble and we're going to have to deal with it as a matter of \_\_\_\_\_."

**3**



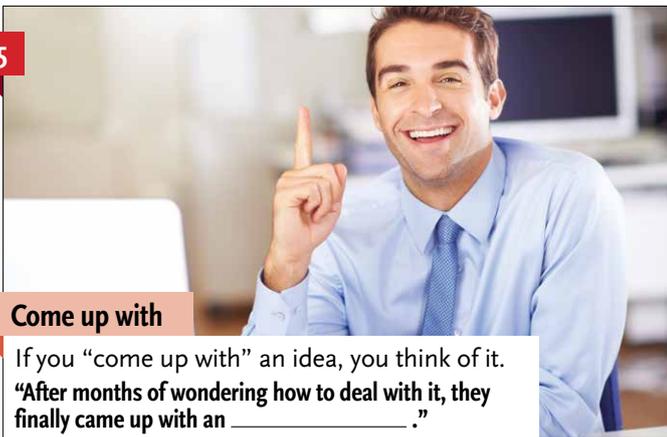
**Come up**  
If a problem "comes up", you find out about it and you have to deal with it.  
"A problem has come up and we're going to have to \_\_\_\_\_ it."

**4**



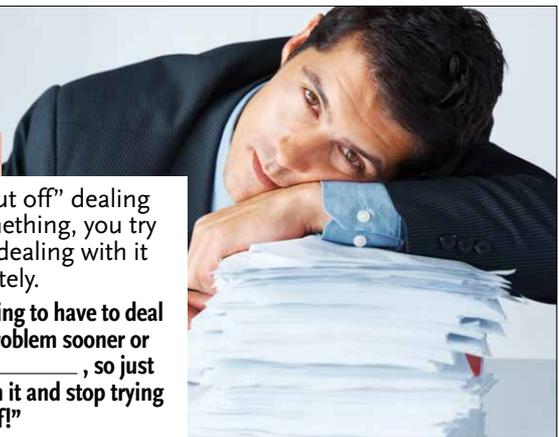
**Sort out**  
If you "sort out" a problem, you find a solution to it.  
"Don't worry! I managed to sort it out and everything went \_\_\_\_\_."

**5**



**Come up with**  
If you "come up with" an idea, you think of it.  
"After months of wondering how to deal with it, they finally came up with an \_\_\_\_\_."

**6**



**Put off**  
If you "put off" dealing with something, you try to avoid dealing with it immediately.  
"You're going to have to deal with the problem sooner or \_\_\_\_\_, so just get on with it and stop trying to put it off!"

**7**



**Sleep on**  
If you "sleep on" an idea, you don't make a decision about it immediately but wait until the next day in order to have more time to think about it.  
"I suggest we sleep on it and get together again first thing tomorrow \_\_\_\_\_ so we can make a decision."

**8**



**Go through**  
If you "go through" your options, you talk about them one by one.  
"I think we need to go through our options then make a decision by popular \_\_\_\_\_."