

# *The Pack*

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

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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 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. When e-mails go viral [track 01]

Have a discussion about e-mails in general. Either print off these questions for students to ask in pairs or ask them to students in general:

*How often do you send emails? Have you ever pressed "send" and then wished you hadn't? If you could secretly view anyone's email, whose email would you spy on? What are some of the best or worst emails you have ever received? Have you ever had a computer virus from an email? What happened? How important is e-mail to you? When was the last time you wrote and posted a letter? Do you ever write letters? How much time do you spend reading and writing e-mails? How do you go about writing e-mails? How long does it take you? What does it depend on? When was the last time an e-mail made you very happy or excited about something? What do you think will replace e-mail in the future?*

Next, do the activities on the sheet. You could do this as a listening activity by telling students to turn over the text and to listen to the recording. They listen once (or read the article if you want it as a Reading activity) and see whether their predictions were correct. Then, they listen again and do the activities (either as a Reading or Listening exercise).

As a follow-up activity, students write a reply to one of the e-mails. Or, in pairs, they write a dialogue between two people involved in the e-mail. For example, the landlord in the first story and a tenant. When they're ready, ask for volunteers to act out their dialogues.

### 2. Practical English: making excuses [track 02]

Students read over the list of expressions for a couple of minutes, then cover up the page. Read out the expressions, making a beeping sound for a missing word. Students have to guess what the missing word is. For example:

Teacher: I had to take my grandma \_\_\_\_\_ (beep) the hospital.

Student: To!

This could be played as a team game, with points for correct answers.

Next, write the following situations on the board. In pairs or individually, students think of excuses for any of the situations (or any others they can think of). When they're ready, ask for volunteers to explain their ideas and discuss as a class. Situations:

*You didn't do your homework, you didn't take the rubbish out, you didn't send me the e-mail, you didn't pass on the information, you didn't get to the airport in time, you missed the meeting, you didn't go into work, you didn't pay for the repairs...*

For example:

Student A: You didn't do your homework.

Student B: I did, but the dog chewed it up.

Next, do a listening activity with the dialogue. Read out the introduction to the dialogue, explaining what it's about. Then, write the following on the board (or print it off):

1. Bungee jumping off London Bridge
2. The London steak eating competition
3. Putting up the posters
4. Dropping off the albums

Students listen and write down any excuses the speakers have for not having done these things.

As a follow-up activity, students think of six requests to ask a friend or business colleague. For example: *Could you help me move house this weekend?*

When they're ready, students get into pairs and take turns making requests. The student listening has to think of a good excuse for not helping or complying with the request.

When students have done this for a while, ask for volunteers to act out their mini-dialogues; or, do the activity as a class exercise.

### **3. Business English: useful expressions with “work” [track 03]**

Write the following words on the board (or print them off):

*The working day, a workaholic, the workforce, the working week, working capital, a heavy workload, an extra workload, workmanship, workmates, the workplace, a workstation*

Either, ask for volunteers to define any of the words. Or assign a word / expression to each student or pairs of students (or assign more than one if you want). Students then write three definitions for the word: one true and two false. When they're ready, students take turns reading out their three definitions. Other students have to guess which one is correct. For example:

A workaholic is someone who...

- a) ...frequently gets drunk at work.
- b) ...is obsessed with works and works a lot.
- c) ...takes credit for other people's work.

“b” is the correct answer.

Students study the example sentences (they could take turns reading them out for a bit of pronunciation practice) for a few minutes and then cover up the page. Then, create a sentence with a missing “work-related” term. Students have to guess what it is. For example:

Teacher: She works really hard. She’s a \_\_\_\_\_.

Student: Workaholic!

Then, do a listening activity with the telephone conversation. Tell students to cover up the text. They listen once and answer the following questions (write them on the board, print them off (without the answers), read them out or dictate them) :

1. What does Paul thank Margaret for? (her help with the end-of-year figures)
2. What does he want her thoughts on? (the new computing system)
3. What is Margaret’s reply regarding this? (she thinks it’ll improve efficiency and they think they should be able to reduce the workforce)
4. What impact will it have on staff morale? (it’ll have a good effect because it’ll reduce the heavy workload)

Afterwards, students look through the text and find any “work” related words.

As a follow-up activity, students create a dialogue between two colleagues at work, using as many of the expressions from this lesson as they can. When they’re ready, ask for volunteers to act out their dialogues. Or, students could write a letter or e-mail to a colleague using as many of the expressions as they can. When they’re ready, they read out their e-mails and answer any questions.

#### 4. Two famous films [track 04]

Write the words Vince Vaughn and Leonardo DiCaprio on the board. Then, read out the following fun facts. Students have to guess which actor the fun facts are referring to. This could be played as a game, with points awarded for correct answers. Read these out in random order:

- He was born on 28th March 1970. (Vince)
- He was born in Minneapolis (Minnesota). (Vince)
- He’s 1.96 metres tall. (Vince)
- He stars in the series *True Detective*. (Vince)
- His mother’s name is Sharon. (Vince)
- His sisters are called Valeria and Victoria. (Vince)
- He was born on 11th November 1974. (Leo)
- He was born in Hollywood, Los Angeles. (Leo)
- He’s 1.83 metres tall. (Leo)
- His first film role was in *Critters 3*. (Leo)
- His mother named him after a famous artist. (Leo)
- His mother’s name was Irmelin Indenbirken, and she was born in Germany. (Leo)
- His father is half-German and half-Italian. (Leo)

Next, 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 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.

Afterwards, assign one of the films 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 their speaking skills.

Or, students could create a quiz on one of these stars, writing 3 to 6 questions to ask. Or, they could write the text for a dialogue between one of the stars and a journalist (with the journalist asking questions). When they’re ready, ask for volunteers to act out their dialogues in front of the class.

## 5. How to be more attractive [track 05]

Print off or write up the following quotes about beauty. In pairs or individually students read over them and choose their two favourites. Then, bring the class back together and discuss as a class.

“The future belongs to those who believe in the beauty of their dreams.” Eleanor Roosevelt

“My greatest beauty secret is being happy with myself.” Tina Turner

“Beauty is how you feel inside, and it reflects in your eyes. It is not something physical.” Sophia Loren

“Beauty is power; a smile is its sword.” John Ray

“Think of all the beauty still left around you and be happy.” Anne Frank

“Everything has beauty, but not everyone sees it.” Confucius

“Beauty is when you can appreciate yourself. When you love yourself, that's when you're most beautiful.” Zoe Kravitz

“Life is full of beauty. Notice it. Notice the bumble bee, the small child, and the smiling faces. Smell the rain, and feel the wind. Live your life to the fullest potential, and fight for your dreams.” Ashley Smith

“Imperfection is beauty, madness is genius and it's better to be absolutely ridiculous than absolutely boring.” Marilyn Monroe

“Smiling is definitely one of the best beauty remedies. If you have a good sense of humour and a good approach to life, that's beautiful.” Rashida Jones

“Peace is the beauty of life. It is sunshine. It is the smile of a child, the love of a mother, the joy of a father, the togetherness of a family. It is the advancement of man, the victory of a just cause, the triumph of truth.” Menachem Begin

Then, go through the activities for the lesson (Pre-reading, Reading I, etc.). You could do this as a listening by telling students to turn over the text and to listen to the recording (instead of reading it). They listen once (or read the article if you want it as a Reading activity) and see whether their predictions were correct. Then, they listen again and do Reading II activity.

As a follow-up activity, students design an experiment based on attraction or beauty or any related topic. They think about how to carry it out. They could use the following steps (or any other ones) to help them think about how to go about it. Tell them to make it as funny, serious or ridiculous as they like:

Scientific experiments:

- Define your objective (what are you going to do)
- Find the best method to get the job done
- Write out the steps you will take
- Make predictions
- Carry out the experiment
- Analyse the results
- Draw conclusions

When they're ready, ask for volunteers to give a mini-presentation on their ideas for a attraction-beauty experiment, or to present the results of an experiment that has already been carried out.

## 6. Are we washing too much? [track 06]

Bring in ads for cleaning, beauty products, cosmetics, grooming, shampoo, etc. Students name the objects and discuss them. For example: *How often do you wash your hair? How do you cut your nails? Which after-shave, perfume, etc. do you use? Why?* Etc.

In pairs or individually, students brainstorm as many words as they can related to water (either directly or indirectly). This could be played as a game, with the winner being the team or student who thinks of the most words. For example: *sea, lake, river, wash, clean, washing machine, garden hose, etc.*

Then, go through the activities for the lesson (Pre-reading, Reading I, etc.). You could do this as a listening by telling students to turn over the text and to listen to the recording (instead of reading it). They listen once (or read the article if you want it as a Reading activity) and see whether their predictions were correct. Then, they listen again and do the Reading II activity. Or, you could just do it as a Reading activity.

As a follow-up activity, students create an advert for a real or invented beauty or personal cleaning product. They could present it like a tele-shopping advert, using persuasive language and focusing on the benefits. If there are enough students, they could do this in pairs.

## 7. Useful idioms: Danger

Ask students these danger related questions, or get them to discuss them in pairs (or groups):

*When was the last time you were in danger? What happened? When was the last time you did something dangerous? What was it? How much danger were you in? What are some of the most dangerous sports in the world? What are some of the most dangerous things to do? Why do some people seem to like doing dangerous things? What are some of the most dangerous animals in the world? What should you do if you find yourself in a dangerous situation with them?*

Then, tell your students to study the idioms for a few minutes. When they're ready, tell them to turn over the page. Describe one of the idioms and see if students can say it correctly. For example:



Teacher: If you do this, you do something after you've assessed the situation, knowing full well that there are possible dangers.

Student: Take a calculated risk.

Finally, students ask and answer the following questions with idioms in them:

*When was the last time you took a calculated risk? What happened? When was the last time you threw caution to the wind? What did you do? Do you know someone who often cries wolf? Who? Have you ever dined with death? Where were you? Have you ever been sailing close to the wind? Why? When was the last time that something of yours was at stake? What was it? What happened?*

Or, they write up an anecdote about danger, using as many of these idioms as they can. When they're ready, ask for volunteers to tell their anecdotes from memory or with notes (but not by reading out the story).

## 8. The Google Guys: Larry Page & Sergey Brin!

Play a video clip on the Google guys (Larry Page and Sergey Brin) . Search YouTube for "Tradition of Innovation: Larry Page and Sergey Brin, Co-founders". Students watch the clip and make notes on how Larry Page and Sergey Brin met.

Link: <https://www.youtube.com/watch?v=x2WDVG0dvnE>

Then, explain that you're going to be looking at the Google guys and their ideas on how to be successful in business (or life in general). First, write the following on the board:

- Build the right team
- Make it simple
- Become an expert
- Set tough goals
- Embrace failure

In pairs or individually, students make notes on what they think the Google guys will have to say on these different areas. When students are ready, discuss their ideas as a class. Then, students read over the text to compare their ideas with the ones in the article.

As a follow-up activity, students prepare a mini- one-minute-speech on success (either in business or in life in general). They can use the ideas in this article, or add in any other ideas of their own. Students could do this as a joint-presentation with two students presenting the ideas. When they're ready, ask for volunteers to give their mini-presentations.



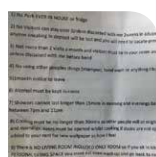
**Objective** To improve your reading and listening skills.

**Think about it** Why do you think some e-mails go viral? Do you think it's OK to send personal e-mails while at work? Why? Why not? Have you ever sent an e-mail then regretted it afterwards? What was it about?

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

# WHEN E-MAILS GO VIRAL

A funny photo, video or e-mail can go viral in a matter of minutes if enough people forward it to their friends. Here are three stories of e-mails that went viral.



## The landlord from hell

In early 2013, Londoner

Laura Evelyn was flat hunting. One house seemed perfect, but as she was leaving the landlord (who also lived there) gave her a four-page list of house rules. They were so outrageous that she photographed them and sent them to friends via e-mail and Twitter. Soon, the crazy flat rules were in inboxes throughout the world. One of them said, "Noisy and rude people will get one chance to calm down. If not, they'll lose their deposit, and they'll have to vacate the premises immediately." Another warned, "Don't leave dirty dishes in the sink or a charge of £15 will be added to the rent." Also, tenants were only allowed two visitors per month and couldn't take showers longer than 15 minutes. Needless to say, Laura decided to keep looking.



## Edmund Lim's coffee cup

In early 2013, Edmund

Lim's coffee cup went missing. He was so angry about it that he sent his workmates a blanket e-mail. In the message, Lim, an analyst at Rio Tinto, explained the sequence of events that led to the disappearance of the cup.

"Sometime after 10.30 this morning, my coffee cup was stolen. The details are as follows:

1. I brought my cup to the men's washroom.
2. I left it next to the washroom sinks.
3. I then proceeded to use the bathroom stall.
4. In that time, I know someone entered and exited the room, and I know that after that person used the urinal, they grabbed a few pieces of paper towel.
5. I exited the bathroom stall afterwards.
6. My cup was then missing."

He also attached a picture of the colourful mug in a bid to track it down. The hilarious e-mail soon went viral as his colleagues started a "campaign" to help him find his cup. Fortunately, it all ended well and the cup was returned to its rightful owner.



## Saucy e-mail

Richard Phillips was a rich partner at a

London law firm. One day during a business lunch, his secretary Jenny (who was also at the lunch) accidentally spilt ketchup on Richard's trousers. A few days later Richard sent Jenny an e-mail asking her to pay the £4 dry-cleaning bill to get the stain removed. But Jenny didn't get the e-mail straight away – she'd gone on leave because her mother had just died. Only when Jenny returned to work a week later did she see the e-mail. She replied, "I must apologise for not getting back to you straight away but due to my mother's

sudden illness, death and funeral, I have had more pressing issues than your £4." And she intentionally copied her e-mail to 250 other staff members. The e-mail went viral and soon everyone knew Richard was both insensitive and cheap. He was so ashamed that he quit! ☆

## GLOSSARY

**to go viral** *exp*  
if something on the internet "goes viral", it becomes very popular

**outrageous** *adj*  
unacceptable, shocking, very bad

**to vacate the premises** *exp*  
to leave a house, flat, building, etc.

**to warn** *vb*  
if you "warn" someone about something, you tell them about a possible danger

**a sink** *n*  
a container in a kitchen where you wash food / the dishes, etc.

**the rent** *n*  
a monthly payment for the use of a house / flat, etc.

**a tenant** *n*  
someone who lives in another person's house/flat and who pays rent

**a blanket e-mail** *n*  
an e-mail you send to many people at the same time

**a sequence of events** *n*  
the order in which things happened

**a bathroom stall** *n*  
a small "room" in a public toilet which has a toilet in it

**a urinal** *n*  
a bowl fixed to the wall of a men's public toilet where men go to the toilet

**to grab** *vb*  
to take something suddenly and violently

**to exit** *vb*  
to leave a building, etc.

**a mug** *n*  
a large cup for tea / coffee, etc.

**to track down** *phr vb*  
to find and catch someone

**to spill** *vb*  
if you "spill" a liquid, the liquid goes out of a container by accident and onto a shirt/sofa/carpet, etc.

**dry-cleaning** *n*  
a "dry-cleaning" shop is one where they clean your clothes for you

**a stain** *n*  
a mark on clothing/material that is difficult to remove

**to remove** *vb*  
if you "remove" a stain from clothing (for example), you make it go away

**on leave** *exp*  
if someone is "on leave", they're away from work for personal reasons

**a pressing issue** *n*  
a problem that needs immediate attention

**insensitive** *adj*  
someone who is "insensitive" doesn't think about other people's feelings

**to quit** *vb*  
if you "quit" an activity, you stop doing it

Answers on page 44

## 1 Reading I

Look at the titles for the e-mail stories. What do you think they're about? Make notes. Then, read the article once to compare your ideas.

## 2 Reading II

Read the article again. Then, write Landlord, Edmund or Richard next to each statement.

1. He asked his colleagues to help him solve a mystery.
2. He received a sarcastic e-mail from an employee.
3. He threatened to charge people for not cleaning up.
4. He left his job in the end.
5. He said that showers could last no longer than 15 minutes.
6. He found what he was looking for in the end.

## 3 Language focus Past tenses

Read through the article again and find as many examples of past tenses as you can. Why are they being used?

**Think about it!**

When was the last time you made an excuse about something? What excuse did you use? Did the other person believe you? What are some of the worst / funniest excuses you've ever heard? Who was using them? Why?

# PRACTICAL ENGLISH

## MAKING EXCUSES

This month we're looking at how to make excuses in English.

### Blaming other people

- I thought you were going to do it.
- You said that you'd do it.
- I had to take my grandma to hospital.
- Frank told me that we didn't need to do it.

### Blaming the weather / technology, etc.

- The bus broke down.
- The traffic was terrible.
- It was too cold. / It was too hot.
- The printer ran out of ink.
- The computer crashed.
- The internet wasn't working.
- I couldn't get a connection.

### Time

- I didn't have the time.
- I was too busy.
- I had too much on.
- I ran out of time.

### Honesty

- I couldn't be bothered.
- I didn't feel like it.
- I wasn't in the mood.
- I got bored.
- I wasn't sure what to do.
- I couldn't find the right address.

### Making excuses for someone

- He's tired.
- She isn't usually like that.
- She's just going through a bad patch.
- He's usually quite nice.

### Health

- I'm on a diet.
- My doctor told me not to do any physical work.
- I'm on medication.
- I need to get some rest.
- I woke up feeling really bad.

I THOUGHT YOU  
WERE GOING TO  
DO IT!



### Dialogue: Publicity

Randy and Flynn are in a band. They've just released their first album. Now they need to promote it. **[Listen once. Then, complete the text with the correct words.]**

F=Flynn R=Randy

F: Amy called. She was asking what we were going to do about promoting the album.

R: Oh, right.

F: She suggested a **publicity stunt**, you know, like bungee jumping off London Bridge. It'll get us in the (1) \_\_\_\_\_.

R: Sounds great!

F: Perfect! I told her you'd like that one.

R: What? I can't do stuff like that. I'm scared of (2) \_\_\_\_\_.

F: Well, I can't do it. I don't know how to swim.

R: You don't need to know how to swim! You're attached to the (3) \_\_\_\_\_ by a bungee cord. You'll never even touch the water.

F: Oh, and I **put my back out** the other day. Erm, she suggested a second stunt we could do instead.

R: What's that?

F: One of us should enter the upcoming London steak eating competition. Eat as much (4) \_\_\_\_\_ as you can in ten minutes. I'd gladly do it but I'm a vegetarian.

R: Since when?

F: Last (5) \_\_\_\_\_.

R: Well, I'm on a diet. So, I can't do it.

F: This is ridiculous. We're never going to get this album promoted. By the way, did you put the (6) \_\_\_\_\_ up?

R: I thought you were going to do it.

F: No, that was your job!

R: Can't you do it? I'm pretty busy at work.

F: No way! I'm in charge of dropping the new album off at the (7) \_\_\_\_\_.

R: And have you?

F: Have I what?

R: Dropped off the albums?

F: Well, not just yet. Bad back, you see. But it's on my (8) \_\_\_\_\_ of things to do.

R: No wonder we haven't sold any copies of the album yet! They're sitting in a box at your house!

### GLOSSARY

a **publicity stunt** is a spectacular action designed to generate publicity (attention) for a business, etc.  
to **put your back out** *exp* to do something that causes you to have backache or a pain in your back



# BUSINESS ENGLISH

## USEFUL BUSINESS EXPRESSIONS - WORK.



This month we are looking at some typical words or expressions with "work". Listen and repeat the following expressions.

1. In the past, we worked ten hours a day. Now, the **working day** has been shortened to eight hours.
2. Sandra is a **workaholic**. She starts at 6 in the morning and doesn't stop till about 9 at night.
3. Half the **workforce** is unemployed in this country.
4. There will be a shorter **working week** thanks to this new computing system.
5. They are demanding better working conditions.
6. They have about 300,000 euros **working capital**.
7. She had to cancel the trip because of her **heavy workload**.
8. **We can't cope** with all this extra workload.
9. The standard of **workmanship** at this company that produces precision tools is extremely high.
10. Does he get on with his **workmates**?
11. What difficulties do you **face** in the workplace?

Discrimination?  
**Bullying?**

12. We have an **open-plan office** with individual workstations.

### Business Telephone Conversation

Now listen to this conversation. You'll hear many of the expressions from this unit.

- Margaret:** Hello? Margaret speaking.
- Paul:** Oh, hi, Margaret. This is Paul Oates from accounting.
- Margaret:** Oh, hi Paul. How can I help you?
- Paul:** Well, firstly, thanks for your help with the end-of-year figures. I couldn't have done it without you.
- Margaret:** No problem.
- Paul:** Secondly, I was just hoping to get your thoughts on the new computing system.
- Margaret:** Well, it will definitely improve efficiency, and we should be able to reduce the workforce – one of the company objectives for next year.
- Paul:** What impact do you think it will have on the working day?
- Margaret:** Well, I think you'll find that a lot more time can now be

dedicated to more strategic thinking, rather than trying to deal with everyday stuff. It'll also have a good effect on staff morale as it'll reduce the heavy workload.

**Paul:** OK, thanks a lot for that. I just wanted to get your initial thoughts. We can talk about it later.

**Margaret:** OK, speak soon. Bye.

**Paul:** Bye. ☆

### GLOSSARY

**the working day** *n*  
the number of hours you work during the day (also: the workday)

**a workaholic** *n*  
a person who is obsessed with work

**the workforce** *n*  
the people who are working in an organisation

**the working week** *n*  
the number of hours you work during the week

**working capital** *n*  
money available for use (as opposed to money tied up in investments)

**a heavy workload** *n*  
a lot of work that has to be done

**we can't cope** *exp*  
we cannot do it – it is too much for us

**workmanship** *n*  
the skill and quality with which something is made and which affects the appearance and quality of that thing

**workmates** *n*  
the people who you work with

**to face** *vb*  
if you "face" a problem, you must find a solution to that problem

**bullying** *n*  
intimidating, frightening or hurting an individual psychologically or physically. Often done by someone/people in a stronger or more superior position

**an open plan office** *n*  
a large office area with everyone working in the same large room

**a workstation** *n*  
a desk with a computer on it in an open room. Anyone can use the desk

### Directors

**Managing Director**  
Thorley Russell (00 34 91 543 3573)  
thorleyr@hotenglishmagazine.com

**Editorial Director**  
Andy Coney (00 34 91 543 3573)  
andyc@hotenglishmagazine.com

### Finance

**Financial Director**  
Leigh Dante (00 34 91 549 8523)  
leigh@hotenglishmagazine.com

### Classes Department

(00 34 91 455 0273)  
classes@hotenglishmagazine.com

**Teacher Coordinator**  
Melissa Armstrong  
teacherinfo@hotenglishmagazine.com

**Accounts manager**  
Chelo Requena  
classes@hotenglishmagazine.com

### Administration Department

**Subscriptions (9:30-13:00)**  
Jorge Toral (tel / fax) (00 34 91 549 8523)  
Skype: hotenglishgroup  
subs@hotenglishmagazine.com  
payments@hotenglishmagazine.com  
Credit control and administration  
9:00 - 2pm (by e-mail thereafter)  
Office hours 10am to 6pm (Spanish time)

**Barcelona office (Hot English)**  
barcelona@hotenglishmagazine.com

**Seville office (Hot English)**  
classes@hotenglishmagazine.com

### Editorial Department

James Blick **assistant editor**  
Philip McIvor **designer**  
Patrick Howarth **writer**  
Steve Brown **writer**  
Christine Saunders **writer**  
Louisa Glancy **writer**

### Contributors

Blanca San Roman **translation**  
Magnus Coney **proof reading**  
Marcie Lambert **proof reading**  
Natalia T. Piekarczyk **proof reading**  
Laurent Guiard **French depart.**  
Danielle Ott **intern**  
Georgina Kiely **intern**  
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Vanessa Simmonds **writer**  
Megan Boyle **intern**  
JohnMichael Mulderig **intern**  
Slim Pickens **special intern**  
Nick Hargreaves **writer**

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info@hotenglishmagazine.com  
www.hotenglishmagazine.com  
www.hotenglishmagazine  
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**Objective** To improve your listening skills.

**Think about it** Have you seen any films with Leonardo DiCaprio? What did you think of them? Which comedy films with Vince Vaughn and Owen Wilson have you seen? What do you think of these two films?

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

Answers on page 44

## 1 Pre-listening

Match the films (1 to 7) to the taglines (slogans) (a-g).



- One bad apple! ☐
- Prepare to stroke pure evil! ☐
- Hiring them was a brilliant mistake. ☐
- May the best loser win. ☐
- President by day, hunter by night. ☐
- Hunted by your future. Haunted by your past. ☐
- Can't repeat the past? ...of course you can! ☐

## 2 Listening I

You're going to listen to some information about two films: *The Internship* and *The Great Gatsby*. From the posters and taglines, what do you think the films are about? Make notes. Then, listen once to compare your ideas. Which movie would you like to see? Why?

## 3 Listening II

Listen again. Then, answer the questions.

- Why are Billy and Nick desperate for work in the film *The Internship*?
- Why are they so out of place in their internship at Google?
- What do they have to spend their summer doing?
- What do the members of the winning team get?
- When does the film *The Great Gatsby* take place?
- What does Nick Carraway rent for the summer in Long Island?
- Why is Jay Gatsby always throwing such lavish parties?
- Why does the speaker say that it's unusual that the film is in 3D?

## 4 Language focus

### The present simple passive

Read through the script again and find some examples of the present simple passive.

## 5 Listening III

Complete the audio script with the correct words.

## Audio script

# Two famous films!

### The Internship

I went to see *The Internship* the other day. It's about these two middle-aged salesmen (Billy McMahon and Nick Campbell) who (1) \_\_\_\_\_ because their boss decides to outsource the sales department. Desperate for work, Billy (played by Vince Vaughn), (2) \_\_\_\_\_ at Google for himself and his friend, Nick (played by Owen Wilson). "You got us a job in Google?" Nick asks. "Not a job, job. It's an internship that could lead to a job," says Billy. On their first day at work, they soon see how (3) \_\_\_\_\_ they are as they're almost twice the age of all the other interns. But the way they try to fit into the company is hilarious! They have to spend the summer competing in teams against other interns (4) \_\_\_\_\_. The members of the winning team get jobs. Billy and Nick are teamed with other interns seen as rejects. The film is directed by Shawn Levy, written by Vince Vaughn and Jared Stern, and it stars Vince Vaughn and Owen Wilson (5) \_\_\_\_\_ after starring in the 2005 film *Wedding Crashers*.

### The Great Gatsby

*The Great Gatsby* takes place in the 1920s. The story is told (6) \_\_\_\_\_ Nick Carraway (played by Tobey Maguire), who's a kind of narrator for the film. Nick is a World War I veteran who rents a house in Long Island, New York, for the summer. The house is right next to the mysterious Jay Gatsby (played by Leonardo DiCaprio). Jay Gatsby (7) \_\_\_\_\_ and he's always throwing these lavish parties. It later turns out that he's doing this to try to win back his former girlfriend. The film's interesting because (8) \_\_\_\_\_ what's known as the roaring twenties. This is a time when New York was going through a few changes. As they say in the film, "The buildings were higher, the parties were bigger, the morals were looser and (9) \_\_\_\_\_." The film focuses on greed, indulgence and love, and it's based on an American classic by author F. Scott Fitzgerald (which was published in 1925). The sets are amazing, and you really get to experience this as the film's in 3D, which is unusual because they usually make action films or kids' films in 3D. Anyway, it seemed (10) \_\_\_\_\_. The film was co-written and directed by Baz Luhrmann, and stars Leonardo DiCaprio, Tobey Maguire and Carey Mulligan.





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

**Think about it** Who are some of the most attractive people from your country? Who are the most attractive people in your family or at work? What makes someone attractive?

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

## READ & LISTEN II

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HOW COOL AM I?

NICE GUITAR!

# HOW TO BE MORE ATTRACTIVE!

Answers on page 44

## 1 Pre-reading

What makes someone attractive? Put the following ideas (or any others) in order of importance.

voice personality wealth  
beauty size/weight hair  
musical ability status  
job/profession the season  
sense of humour clothes  
the weather

## 2 Reading I

Read the article once. Which study do you think makes the most sense? Why?

## 3 Reading II

Read the article again. Then, write a number next to each statement.

1. The number of women approached in the shopping centre.
2. The percentage of women who agreed to meet up with the man when he was carrying the guitar case.
3. The number of women who accepted the friend request from the empty-handed man.
4. The number of students who were filmed as part of the sense of humour test.
5. The year in which the Albright College experiment was carried out.
6. The percentage of people who said that people in summer pictures were better looking than those in the winter ones.

**W**hat makes us attractive? Beauty? Wealth? Success?

Power? According to some recent research, it's a lot more complex than that!

As part of a study by researchers from the University of South Brittany, a 20-year-old man approached 300 women in a shopping centre. He told them that he thought they were "really pretty", and then asked for their phone numbers so they could arrange a date.

For the first 100 women, he was holding a sports bag; for the second group, he had nothing; and for the third lot, he had a guitar case. When he had the sports bag, only 9% of the women agreed to meet up with him again. Fourteen percent gave him their number when he had nothing in his hand. But 31% responded positively when he was holding the guitar case!

A similar study was carried out by the University of Tel Aviv and Ben Gurion University. One hundred single women were sent Facebook friend requests with a message that said, "I like your photo." For half of the respondents, the request had a profile picture of the man with nothing in his hands; and for the other half, he was playing a guitar. Only five (10%) of the 50 women accepted the request or replied to the message sent by the empty-handed man. But 28% accepted the

request or replied to the message sent by the man holding the guitar!

Another study has found that having a sense of humour can help. Researchers Mary Cowan and Anthony Little filmed 40 psychology students explaining which two items they'd take to a desert island and why. Next, 11 other students watched the videos and rated the participants for attractiveness. Interestingly, those participants who had used humour to explain what they'd take to the desert island were considered more attractive.

In a 1997 experiment on physical attractiveness, researchers discovered that the things people valued most were good grooming, neat hair, nice fitting clothing and a healthy weight – all things that we have control over.

In another test, scientists found that women find a man in a plain white T-shirt up to 12% more attractive. Apparently, this type of shirt can create an illusion that broadens the shoulders and slims the waist, producing a more V-shaped body.

A 2010 study by Albright College in Pennsylvania found that both men and women lower the pitch of their voices when they want to signal that they're attracted to another person. And in a further test, men were found to be most appealing when they had

deep, husky voices.

Finally, researchers found that we look more attractive in the summer. Two thousand participants were shown "summer" and "winter" photographs of four men and four women. An overwhelming 73% said the people in the summer pictures were better looking.

Good luck! And don't forget your guitar case! ☆

## GLOSSARY

**wealth** *n*  
someone with a lot of "wealth" has a lot of money or valuable possessions  
**a researcher** *n*  
a person who studies something and tries to discover facts about it  
**to approach** *vb*  
to go near/close to someone in order to talk to them  
**to arrange a date** *exp*  
to ask someone to go with you to a restaurant / the cinema, etc.  
**to meet up with** *exp*  
if you "meet up with" someone, you see them in a specific place at a specific time  
**a friend request** *n*  
a message from someone via Facebook asking you to be on their list of friends on the social networking site  
**a respondent** *n*  
a person who replies to something or answers a question/an e-mail, etc.  
**a profile picture** *n*  
the main photo on someone's page on a social networking site  
**a desert island** *n*  
a small, remote tropical island  
**to rate** *vb*  
if you "rate" someone for attractiveness (for example), you say how attractive you think they are (often from 1 to 10)  
**grooming** *n*  
someone with good "grooming" washes a lot, wears nice clothes, etc.  
**neat** *adj*  
someone with "neat" hair (for example) has tidy, ordered hair  
**to broaden** *vb*  
to make larger or wider  
**a shoulder** *n*  
the joint between your arm and your body  
**to slim** *vb*  
if A "slims" B, A makes B look thinner (less fat)  
**a waist** *n*  
the part of your body in the middle (the stomach area)  
**to signal** *vb*  
if you "signal" a message, you send the message through an action / a sound, etc.  
**husky** *adj*  
someone with a "husky" voice has a low, rough (not smooth) voice

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

**Think about it** How often is it necessary to wash? Do you prefer a bath or a shower? Why? What cleaning products do you use? What are your favourite smells? Which soap do you like to use? Why?

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

© TRACK 20: US WOMAN & NEW ZEALAND MAN



I'M HAVING A SHORT, COLD SHOWER!

Answers on page 44

## 1 Pre-reading

Guess the answers for the following questions. The questions are based on several different surveys in the UK.

1. What percentage of British men don't have a shower every day?
2. What percentage of British women don't have a shower every day?
3. What percentage of people only have a proper wash once a week?
4. What percentage of those questioned have a "shower in a can" (simply applying deodorant – without washing first)?
5. What percentage of British men regularly miss their morning shower because they're too lazy or busy?
6. What could too much washing do to our bodies?
7. Which areas of the body are the most important to keep clean?
8. How could washing less help the environment?

## 2 Reading I

Read the article once to compare your ideas from the Pre-reading activity. Which "fact" is the most surprising?

# ARE WE WASHING TOO MUCH?

Is it good to wash *every* day? Some people are suggesting that it isn't!

According to Lancaster University sociologist Dr Elizabeth Shove, daily showers are a relatively recent development. "Less than a century ago, a weekly bath would have been considered perfectly **adequate**. But now we think nothing of showering once, twice or even three times a day, before and after work or going out and after the gym," Dr Shove said in an interview with the *Times*.

But things seem to be changing. A **poll** for **tissue** manufacturer, SCA, found that 41% of British men and 33% of women no longer shower every day. The poll also revealed that 12% said that they only have a "proper wash" once a week. And 37% admitted to taking a "shower in a can" (applying **deodorant** rather than washing). In another survey from 2012, the Global Hygiene Council found that 58% of British men regularly miss their morning shower because they're too **lazy** or **busy**.

So, is this new *anti*-washing movement such a bad thing? Some research suggests that too much washing can actually be bad for you. A study conducted by the University of California found that too much washing **strips** away beneficial **bugs** that the body uses to help **ward off** infections. "A **vigorous** daily shower would disturb the natural bug **flora** of the

skin as well as skin oils," explained John Oxford, Professor of Virology at Queen Mary's School of Medicine and Dentistry.

But could washing less frequently be dangerous? No, says Professor Oxford. "As long as people wash their hands often enough and pay attention to the area of the body **below the belt**, showering or bathing **every other day** would do no harm," Professor Oxford said. "Even twice a week would not be a problem if people used a **bidet** daily as most **infectious** bugs hang around our lower halves. We pay too much attention to smelling good, with perfumes for men and women. We should wash to stop **cross-infection**, not for **grooming** reasons."

Some are promoting the idea that washing less will also help the environment. Waterwise, an **NGO** dedicated to reducing water consumption in the UK, argues that having fewer or shorter showers will help prevent **global warming**. As part of their long-running Shower Power campaign, they claim that spending less time in the shower will reduce your water bill, cut down on your electricity consumption and bring down your **carbon footprint**. Plus, it'll give you more time to **snuggle up** in bed, enjoy your breakfast and get to work.

So, will you be washing less frequently? ☺

## DRY SHAMPOO

Both Prince Harry and Jessica Simpson have said they prefer to use dry shampoo – a type of powder you put on your head that soaks up any oil and dirt. Prince Harry once admitted that he hadn't washed his hair for two years!



## GLOSSARY

**adequate** *adj*  
enough/satisfactory/acceptable in terms of quality or quantity  
**a poll** *n*  
if there's a "poll", a company asks people questions in order to get information  
**a tissue** *n*  
a thin piece of paper we use to clean our nose, etc.  
**deodorant** *n*  
a substance we put on our body (usually under the arm) to make us smell nice  
**lazy** *adj*  
someone who is "lazy" doesn't want to do anything  
**busy** *adj*  
someone who is "busy" has a lot of things to do  
**to strip away** *phr vb*  
if A "strips away" B, A removes B or takes it away  
**a bug** *n*  
a microorganism in our body. Normally, "bug" is used to refer to a small insect  
**to ward off** *phr vb*  
if A "wards off" infection or bacteria, A stops or prevents infection or bacteria  
**an infection** *n*  
a disease caused by germs or bacteria  
**vigorous** *adj*  
a "vigorous" shower would be short, sharp and energetic  
**flora** *n*  
the microorganisms that live on or in our bodies  
**below the belt** *exp*  
the area below your belt (the strap you use to hold up your trousers)  
**every other day** *exp*  
every second day; one day yes, the next day no  
**a bidet** *n*  
a container with a tap (with running water) for washing the lower part of the body after going to the toilet  
**infectious** *adj*  
an "infectious" bug can pass on a disease or infection  
**cross-infection** *n*  
if there's "cross-infection", a disease or bacteria passes from one person to another, or one animal to another, etc.  
**grooming** *n*  
someone with good "grooming" washes a lot, wears nice clothes, etc.  
**an NGO** *abbr*  
a non-governmental organisation – a charity, etc.  
**global warming** *n*  
a gradual increase in the overall temperature of the earth's atmosphere  
**a carbon footprint** *n*  
the amount of carbon dioxide (CO<sub>2</sub>) that is produced by a person, group, etc.  
**to snuggle up** *phr vb*  
to go close to someone in order to be warm or for comfort/affection, etc.



# USEFUL IDIOMS DANGER

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## Calculated risk

If you take a "calculated risk", you do something knowing that there are possible dangers involved.

**"We took a calculated risk when we hired Ken as he'd never done this sort of work before, but he seemed to be the ideal candidate."**



## Throw caution to the wind

To take a risk.

**"We decided to throw caution to the wind and invest in the new computer system, even though we weren't sure whether it was the right one for us."**



## Close shave

A situation in which an accident or a disaster nearly happens.

**"I sold my shares in the company one week before it went bankrupt. That was a close shave!"**



## By a hair's breadth

If you avoid something dangerous "by a hair's breadth", you only just manage to escape from that thing.

**"As he was fixing the window, the screwdriver slipped out of his hand and missed a pedestrian's head by a hair's breadth."**



## Cry wolf

To call for help when you aren't really in danger. After a few times doing this, people stop taking you seriously.

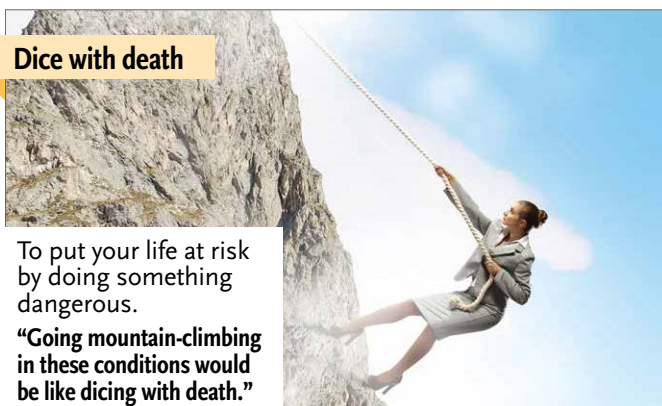
**Is he really in trouble or is he just crying wolf again?"**



## Dice with death

To put your life at risk by doing something dangerous.

**"Going mountain-climbing in these conditions would be like dicing with death."**



## Sail close to the wind

If you "sail close to the wind", you take a risk which could cause problems or danger.

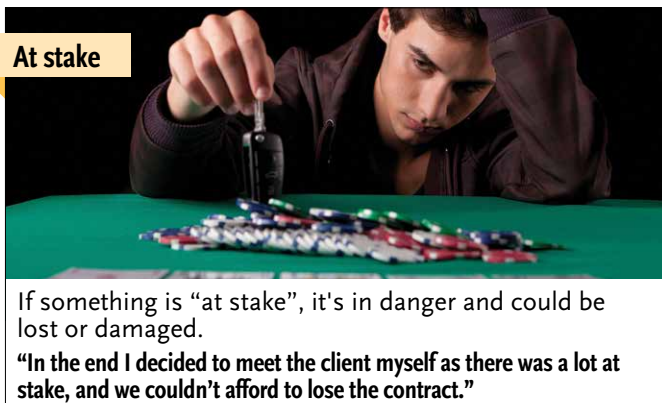
**"With this investment we could double our money, but we'll be sailing close to the wind because if we lose, we won't have enough money to pay the rent."**



## At stake

If something is "at stake", it's in danger and could be lost or damaged.

**"In the end I decided to meet the client myself as there was a lot at stake, and we couldn't afford to lose the contract."**



## Questions!

When was the last time you took a calculated risk? What happened? When was the last time you threw caution to the wind? What did you do? Do you know someone who often cries wolf? Who? Have you ever diced with death? Where were you? Have you ever been sailing close to the wind? Why? When was the last time that something of yours was at stake? What was it? What happened?



**Objective** To improve your reading comprehension and learn business tips in English.

**Think about it** Why do you think Google is such a successful company? What do you like/dislike about the Google search engine? Can entrepreneurs learn from failure? In what ways?

# The Google Guys: LARRY PAGE & SERGEY BRIN!

JUST  
GOOGLE  
US!

## VIDEO

YouTube

Watch Sergey Brin talk about failure. Search YouTube for "Sergey Brin failure"

## GLOSSARY

**a search engine** *n*  
a website such as Google or Yahoo that you can use to search for things on the internet

**a smartphone** *n*  
a mobile phone that lets you make calls, play games, search the internet, send e-mails, etc.

**compatible** *adj*  
if two people are "compatible", they work well together

**to credit** *vb*  
if you "credit" your success to something, you think that thing is responsible for your success

**a rush** *n*  
if you're in a "rush" to do something, you want to do it quickly

**a venture** *n*  
a new project or activity which could fail or be very successful

**to gravitate** *exp*  
if you "gravitate" towards something, you're attracted to that thing

**to pay off** *phr vb*  
if something "pays off", it's successful and good in the end

**to set a goal** *exp*  
if you "set a goal", you decide what you want to do/achieve/have in the future

**to achieve** *vb*  
if you "achieve" something, you achieve it or do it well/successfully

**to attain** *vb*  
if you "attain" something, you achieve it or do it well/successfully

**achievable** *adj*  
if something is "achievable", it's possible to do it

**a turbine** *n*  
a machine which uses air/gas/water, etc. to turn a wheel and produce power

**renewable energy** *n*  
a form of energy (such as solar/wind energy, etc.) that's unlimited and that produces power without polluting the atmosphere

**investment capital** *n*  
money used to invest in a (new) company with the hope of receiving future profits

**proudly** *adv*  
if you talk about something "proudly", you say good things about that thing because you're pleased with it and the results

**a prototype** *n*  
a new type of machine which you need to test before you can manufacture it

**to invest** *vb*  
if you "invest" in a new business, you buy shares in the business in the hope that you'll increase the value of your money in the future

**to push something to its limits** *exp*  
if you "push a machine (for example) to its limits", you use the machine to its maximum capacity until it's about to break or stop working. You do this in order to see what happens to it under these conditions

**G**oogle is one of the largest and most powerful technology companies in the world. It was launched by Stanford university students Larry Page and Sergey Brin in 1996. Now, it has over 50,000 employees and makes about \$50 billion a year. The company's key products are the [www.google.com](http://www.google.com) **search engine** and the Android **smartphone** operating system. So, what are Larry and Sergey's top tips for success?

### 1 Build the right team

"Having great people involved, that you really like and you're **compatible** with, is tremendously important," says Larry. Larry and Sergey **credit** much of their success to the fact that they make a great team. "Some entrepreneurs are in such a **rush** to start a new **venture** that they don't wait to find the right people to work with. And that's a big mistake."

### 2 Make it simple

"Technology has this way of becoming overly complex, but simplicity was one of the reasons people **gravitated to** Google," writes Sergey. If your products are simple, then people will be more likely to use them. And remember – if you don't properly understand your products, your customers certainly won't.

### 3 Become an expert

Larry and Sergey spent years researching [www.google.com](http://www.google.com) before they launched the website in 1998. And that

meant they knew everything there was to know about how search engines worked. "That was a nice position to be in," says Larry. The Google founders think that entrepreneurs should take time to really understand their business and their market as it'll **pay off** in the long run.

### 4 Set tough goals

"You should **set** really aggressive **goals** that you're not sure you can **achieve**," explains Larry. He says that some entrepreneurs only set goals they think they can **attain**. But, he explains, if you only set **achievable** goals you're never going to create something truly extraordinary.

### 5 Embrace failure

Sergey believes that a lot of good things come from failure. He explains that every failure has "side effects", which always include important lessons. For example, Google recently invested in a company that makes a new type of flying **turbine** that generates **renewable energy**. During the negotiations for **investment capital**, a spokesperson for the turbine company **proudly** said that none of its **prototypes** had crashed. Sergey agreed to **invest** in the company but he demanded that five prototypes crash in the near future. Why? Because that would mean the prototypes had been **pushed to their limits**, and the final product would be better thanks to these "failures". ☆

### Bio - Larry Page

Lawrence "Larry" Page (born 26th March 1973) is an American computer scientist and internet entrepreneur who is the co-founder of Google, along with Sergey Mikhaylovich Brin (born 21st August 1973).