

The Pack

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

**Level: Pre-intermediate, A2. September-
December 2017**



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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 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

1. Things we still love to do [track 01]

Ask students to write descriptions for three of the pictures on the page. For example: *The woman bottom right is doing a handstand.* Then, go over this with the class. Next, do the exercises for the lesson (as they are on the page). 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).

As a follow-up activity, students write a description of one of the activities, explaining how to do it, but without mentioning what it is. Then, students take turns reading out their descriptions. Other students have to guess what it is. For example:

Student A: In order to play this game, one person goes to hide. Then, the other people have to find him/her.

Student B: Hide and seek!

This could be done in pairs or as a class game.

2. English in Action: E-mail [track 02]

Students read over the e-mail related words for a couple of minutes then cover up the page. Describe one of the words and students have to guess what it is. For example:

Student A: It's a document you include in an e-mail.

Student B: An attachment.

Then, do a listening activity with the audio material (tell students to cover up the audio script for this). Students listen and make a list of any e-mail related difficulties the speakers are having. For example: *One of the speakers didn't have the right e-mail address.*

Afterwards, students can do the gap-fill activity (and read over the audio script to help with their comprehension). As a follow-up activity, students could write their own dialogue with two people discussing e-mail related issues. Ask for volunteers to perform their dialogues in front of the class.

3. Natural English: What's your favourite TV series? [track 03]

Ask students what their favourite TV series are and why they like them. Then, tell them to listen to the six people talking about their favourite series. Students should not look at the audio script at this stage. Students listen and make a note of the TV series that each speaker mentions. For example: *Speaker one says her favourite TV series is Once Upon A Time*. Afterwards, students can check their answers by reading over the audio script. As a follow-up activity, students write a review of their favourite TV series and then discuss in pairs or as a class.

Important: if your students have difficulty listening to English, do it as a “broken listening”. So, stop after each person on the recording has spoken (or after each paragraph) and then check their understanding. Keep reminding students that for the first listening, it's very important that they try to capture the general meaning (not every single word!). When you've completed the related exercises, let students listen and read at the same time so they can see the relationship between the spoken and written words.

4. All about me! [track 04]

Students think of 6 biographical questions to ask one another, then ask and answer these in pairs: *What's your surname? What does your mum do?* Etc. Afterwards, they can do the listening activity. Remind students not to look at the audio script. As a follow-up, students write short descriptions of themselves. Finally, ask for volunteers to give a presentation on themselves (using notes, not reading out their text word for word) and answer any questions other students may ask.

5. Funny product labels [track 05]

Ask your students to look at the pictures and to identify the objects. Ask them questions about the objects: *What is it? What is it used for? Have you got one at home?* Etc. Then, students read over (or listen to) the article. They decide which one is the funniest or most ridiculous product label. As a follow-up activity, students write their own funny product labels. Students present these to the class and other students vote on the best ones.

6. Noise nuisance [track 06]

Mime the action or fighting words. Students try to describe the actions using the correct language. For example:

Teacher: The teacher mimes shooting an arrow.

Student: *Shooting an arrow!*

Then, go through the article, doing the activities together. Finally, students write a short story using as many of the words as possible. Later, ask for volunteers to read these out, with other students voting on the best ones.

7. Taking a taxi! [track 07]

Students study the “taxi-related” phrases for a few minutes then cover up the page. Read out the phrases with a missing word (replacing the word with a beeping sound). For example:

Teacher: Could you take me ____ (*beep!*) the hotel, please?

Student: To!

Students have to say what the missing word is. This could be played as a game. Then, students listen to the dialogue (without looking at the script). You’ll have to fast forward to the correct place on the audio recording as the dialogue is at the end. Ask students a couple of simple comprehension questions. For example:

1. Where does the customer want to go? (the airport)
2. What’s the traffic like? (a bit heavy)
3. What time does the passenger need to get to the airport? (by 12)
4. Is the passenger going away for business or pleasure? (business)
5. How long does the taxi driver think it’ll take? (about half an hour)

Etc. Finally, in pairs, students create a mini-dialogue between a passenger and a taxi driver. When they’re ready, ask for volunteers to act out their dialogues in front of the class.

8. Word booster: useful expressions with “do”

Students read over the expressions for a couple of minutes, then cover up the page. Act out one of the expressions and students have to guess what it is, or describe the expressions verbally and elicit the correct expression with “do”. Or, use actions to help students guess the expression. For example:

Teacher: When you use a machine to make your clothes flat and not wrinkled.

Student: Do the ironing!

Afterwards, students write three questions each with the expressions, then ask and answer them in pairs. For example: *How often do you do the housework? Who does the ironing in your house? How often do you take the rubbish out?* Etc.

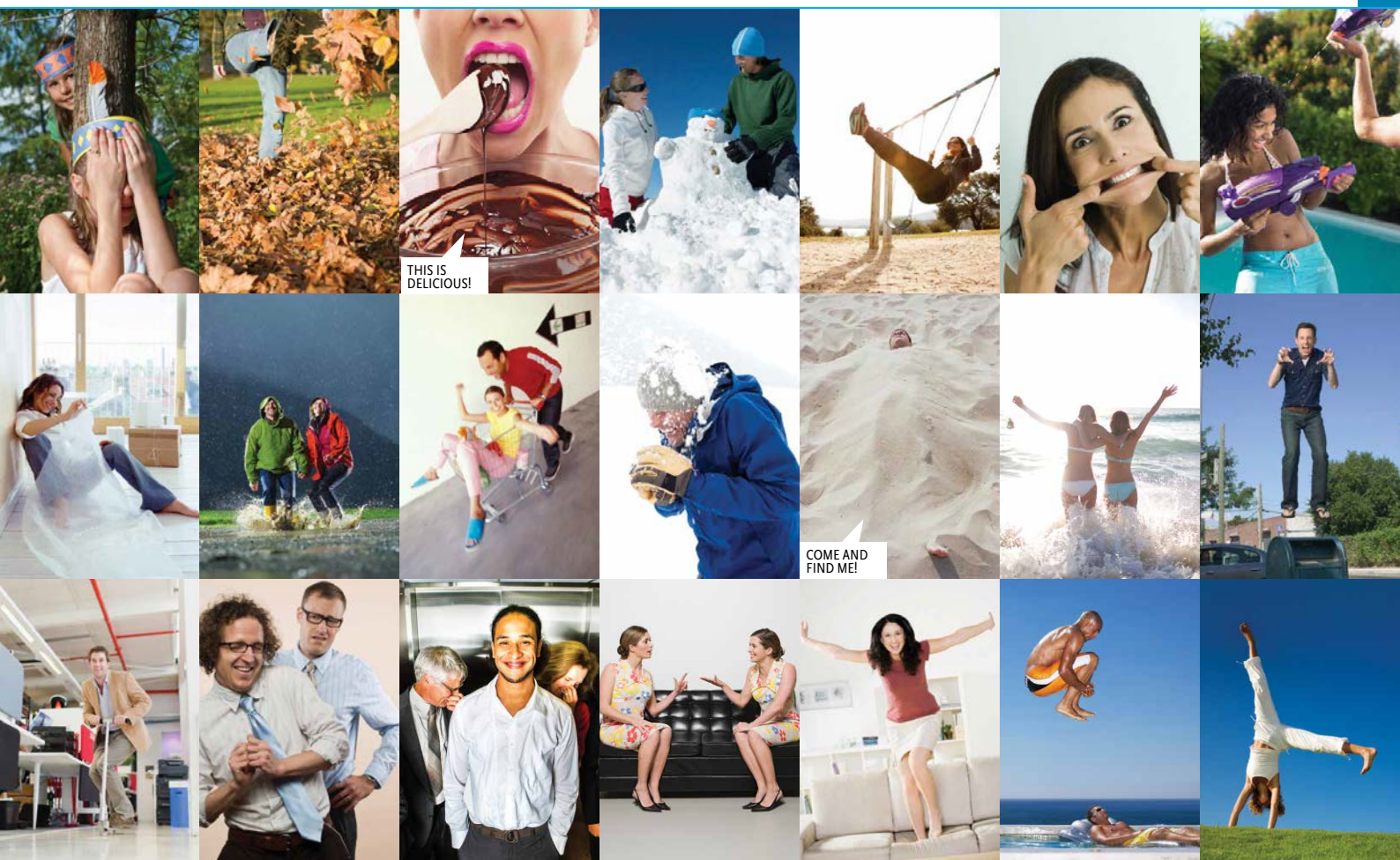
Objective To improve your reading and listening skills.

Think about it What's your idea of having fun? What fun activities do you do? Is there anything you did as a child that you still enjoy doing now? What?

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

READ & LISTEN II

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& ENGLISHWOMAN



Answers on page 44

1 Reading I

Read the article once. Which of the activities mentioned do you do?

2 Reading II

Read the article again. Then, complete the expressions with the correct verbs. Try to do it without referring back to the article. In some cases, more than one answer may be possible.

- _____ a water fight
- _____ a noise
- _____ a funny face
- _____ out on someone (in order to frighten them)
- _____ a joke on someone
- _____ on the bed or the sofa
- _____ a rude noise
- _____ back what someone says
- _____ hide and seek

THINGS WE STILL LOVE TO DO!

A recent study by Panasonic asked 1,000 parents which childhood pastimes they still enjoy doing. Here are some of the results.

- Playing **hide and seek**.
- Kicking **piles of** dead leaves.
- Licking the **cake mix** from the bowl.
- Building a **snowman**.
- Going on a **swing**.
- Pulling **silly faces**.
- Having a **water fight**.
- Popping **bubble wrap**.
- Jumping in **puddles**.
- Riding in supermarket **trolleys**.

- Having **snowball fights**.
- Getting **buried** in the sand.
- Playing in the **waves** at the beach.
- **Jumping out on** people.
- Playing **jokes on** people.
- **Irritating** people.
- Making **rude** noises.
- Repeating back what someone says.
- **Jumping on** the bed or sofa.
- **Dive-bombing** in the pool.
- Doing **handstands** or **somersaults**.

Deep down, we're all just big kids! ☆

GLOSSARY

- hide and seek** *n*
a game: player A covers his/her eyes and waits while the others players hide. Then, player A tries to find the others
- a pile of** *exp*
if there's a "pile of" leaves (for example) there are many leaves with one on top of the other
- cake mix** *n*
a food substance you use to make a cake
- a swing** *n*
a seat tied to a metal bar with ropes or chains. You sit on it and move up and down
- bubble wrap** *n*
a type of polythene wrapping with many small bubbles of air. It's used to protect products
- a puddle** *n*
a small area of water or liquid on the ground
- a trolley** *n*
a metal cart with wheels that you put food in when you're shopping in a supermarket
- to bury** *vb*
to put something in a hole in the ground (often a dead body)
- a wave** *n*
a large area of water in the sea created by the wind
- to jump out on someone** *exp*
if you "jump out on someone", you frighten them by suddenly appearing in front of them
- rude** *adj*
insulting / disrespectful / impolite
- dive-bombing** *n*
if you "dive-bomb", you put your legs up close to your body (so you're in the shape of a ball, more or less) and then jump into the swimming pool
- a handstand** *n*
if you do a "handstand", you put your legs in the air and support your body with your hands
- a somersault** *n*
a forward roll with your head on the ground

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Think about it What's your idea of having fun? What fun activities do you do? Is there anything you did as a child that you still enjoy doing now? What?

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READ & LISTEN II

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- _____ a rude noise
- _____ back what someone says
- _____ hide and seek

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- Riding in supermarket **trolleys**.

- Having snowball fights.
- Getting **buried** in the sand.
- Playing in the **waves** at the beach.
- **Jumping out on** people.
- Playing jokes on people.
- Irritating people.
- Making **rude** noises.
- Repeating back what someone says.
- Jumping on the bed or sofa.
- **Dive-bombing** in the pool.
- Doing **handstands** or somersaults.

Deep down, we're all just big kids! ☆

GLOSSARY

- hide and seek** ¹¹
a game: player A covers his/her eyes and waits while the others players hide. Then, player A tries to find the others
- a pile of** ^{exp}
if there's a "pile of" leaves (for example) there are many leaves with one on top of the other
- cake mix** ¹¹
a food substance you use to make a cake
- a swing** ¹¹
a seat tied to a metal bar with ropes or chains. You sit on it and move up and down
- bubble wrap** ¹¹
a type of polythene wrapping with many small bubbles of air. It's used to protect products
- a puddle** ¹¹
a small area of water or liquid on the ground
- a trolley** ¹¹
a metal cart with wheels that you put food in when you're shopping in a supermarket
- to bury** ^{vb}
to put something in a hole in the ground (often a dead body)
- a wave** ¹¹
a large area of water in the sea created by the wind
- to jump out on someone** ^{exp}
if you "jump out on someone", you frighten them by suddenly appearing in front of them
- rude** ^{adj}
insulting / disrespectful / impolite
- dive-bombing** ¹¹
if you "dive-bomb", you put your legs up close to your body (so you're in the shape of a ball, more or less) and then jump into the swimming pool
- a handstand** ¹¹
if you do a "handstand", you put your legs in the air and support your body with your hands
- a somersault** ¹¹
a forward roll with your head on the ground

Think about it

How many e-mails do you send each day? What sort of things do you use e-mail for? How has e-mail made our lives easier? In what ways has e-mail changed our lives? Has it made them more straightforward, or more complex? How?

ENGLISH IN ACTION... E-MAIL

See
pages 23
and 24 for more
information on
e-mails.

Useful words

- **Inbox** – a folder that shows e-mail messages you've received.
- **Outbox** – a folder that shows the e-mail messages you've sent.
- **Recipient** – the person who receives an e-mail.
- **Sender** – the person who sends the an e-mail.
- **Send** – if you "send" an e-mail, you write it and then press "send" so someone can receive it.
- **Receive** – if you "receive" an e-mail, the e-mail appears in your Inbox.
- **Reply** – if you "reply" to an e-mail, you send an e-mail response to the person who sent you an e-mail.
- **Delete** – if you "delete" an e-mail, you remove it from your Inbox.
- **Attachment** – a file (a Word document, for example) that you include with an e-mail message.
- **Carbon Copy (CC)** – if you "CC" someone in a message, you send the message to that person as well as the main recipient.
- **Blind Carbon Copy (BCC)** – if you "BCC" someone in a message, you send the message to that person as well as the recipient. However, the BCC person doesn't appear in the list of recipients – the BCC person is hidden!
- **Draft** – an e-mail that you save so you can edit and send it later.
- **E-mail address** – the unique address of an e-mail user.
- **Sent items** – a folder that shows the e-mail messages you've sent.
- **Forward an e-mail** – to send an e-mail you've received to another person.
- **Bounce back** – if an e-mail "bounces back", it returns to your Inbox because it can't be sent.
- **@** – this key is pronounced "at".
- **.com** – this is pronounced "dot com".
- **Emoticon** – a little symbol to show what mood you're in. For example, this one is used to show that you're happy: ☺
- **Capital letters** – in big letters: LIKE THIS.
- **Lower case** – in little letters: like this.
- **Junk mail / spam mail** – e-mails that you don't want / unsolicited e-mails / e-mails written from people or companies you don't know. They're often e-mails selling something.



Dialogue: The e-mail



Harold and Mary are work colleagues. They're having problems sending an e-mail and are talking by telephone to try and resolve the problem. **[Listen once. Then, complete the conversation with the correct verbs.]**

M=Mary H=Harold

M: Hey, did you get the e-mail?

H: No, when did you send it?

M: Yesterday. Maybe it (1) _____ into your junk mail.

H: Hang on! I'm right in front of my computer. Let me (2) _____. No, it isn't in my spam folder. Are you sure it didn't bounce back to you?

M: No, it's in my sent items.

H: OK, have you got the right e-mail address? It's HaroldjSmith99@gcorp.com. The H and S (3) _____ capitals and the "j" is lower case.

M: Oh, I had harold.smith99@gcorp.com

H: Ah! That's the problem.

M: OK. I'll send it again. *[Pause]* OK, I just (4) _____ it.

H: Great.

M: Whoops! I (5) _____ to attach the document.

H: Well, just attach it and re-send it.

M: OK. I'm (6) _____ the PDF now, and sending it again.

H: Did you remember to CC in Bill? And BCC Maggie too?

M: Oh, no, I forgot. OK, I'll send it again. Right, I've just sent it. You should have it in a moment. The subject heading is "Agenda for today's meeting".

H: Perfect.

M: Got it?

H: Oh, no. I just (7) _____ a message from your ISP saying the attachment is too big. Can you shrink the attachment down or compress it?

M: I don't really know how. Ah, what a pain!

H: Yeah. And I (8) _____ that document urgently. The meeting starts in five minutes. What are we going to do?

M: I know.

H: What?

M: Why don't I print it out and (9) _____ it to you.

H: You're a genius!

M: If you turn around, you'll see I'm (10) _____ at the desk right behind you.

H: Great!

M: I'll pass it to you in just a moment!

NATURAL ENGLISH

©TRACK 6: AMERICAN WOMAN,
AMERICAN MAN, ENGLISH WOMAN,
NEW ZEALAND MAN, FRENCH WOMAN,
AMERICAN MAN

What's your favourite TV series?

Photos and interviews by Georgie & Danielle

Remember!

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

Danielle
(USA Journalist)



My favourite TV series right now is *Once Upon A Time*. I love how the **fairytale**s are **incorporated** into the real world and it's so fun every episode to see new characters that are recognisable from childhood stories.

Bryan
(USA, Travel writer)



My favourite TV series is *The Wire*. It's got **pretty much** everything: a lot of drama, great characters, the production quality is really high and it's a really **in-depth** look at the inner **slums** of the city of Baltimore, Maryland.

*SIC

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

sic' = which is written and starring... = which stars and is written by...

GLOSSARY

- a fairytale** *n*
a story for children with magical events and imaginary creatures
- to incorporate** *vb*
if A is "incorporated" into B, A appears in B
- pretty much** *exp*
if something has got "pretty much" everything, it's more or less got everything
- in-depth** *adj*
an "in-depth" investigation is a very complete and complex investigation
- a slum** *n*
a poor area of a city where many people live in bad houses (often made by the people living there)
- witty** *adj*
intelligent and funny
- clever** *adj*
intelligent
- a period** *n*
a particular time in history
- set in** *exp*
if a film is "set in" a city, the story happens in that city
- light** *adj*
not serious
- a plot** *n*
the story in a film / book
- suspense** *n*
if a film has a lot of "suspense", it makes you feel worried / excited / frightened, etc.
- a season** *n*
a period of time in which a TV series is shown: for three months, for six months, etc.
- poignant** *adj*
something "poignant" makes you feel sad
- to go on** *phr vb*
to happen
- pop culture** *n*
the most popular things in a country: the most popular TV series, the most popular music, etc.
- social issues** *n*
problems in society: employment, poverty, marriage, birth rates, etc.

Georgina
(England, swimmer)



My favourite TV series is *Buffy the Vampire Slayer*, just because I think it's really funny and **witty**, and the guy who writes it, Joss Whedon, is very **clever** and his characters are very interesting.

James
(New Zealand, Travel writer)



Erm, my favourite TV series is definitely *Mad Men*, erm I've seen all the seasons and I love... I love the, the, the historical **period** it's **set in** but I also think the series manages to be both kind of **light** and fun but also really interesting and has really complex characters.

Leslie
(France, HR assistant)



I really like *Dexter* because there's always a good **plot** and plenty of **suspense**. As soon as one **season** finishes, I can't wait for the next one to start.

John Michael
(USA, Business Owner)



My favourite TV series is *Thirty Rock* which is written and starring [sic] Tina Fey. Erm, it's really, really funny and it's very **poignant** and it always talks about things that are **going on** in **pop culture** in the world and it focuses on **social issues** in a humorous way.

Objective To improve your listening skills.

Think about it Where are you from? Where are you living at the moment? What do you do? What do you do when you aren't working? What hobbies have you got? What do you like to do in your free time?

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

Answers on page 44

1 Pre-listening

Look at the pictures of the three people. Where do you think they're from? What do you think they do?

2 Listening I

You're going to listen to three people talking about themselves. Listen once to compare your ideas from the Pre-listening activity.

3 Listening II

Listen again. Then, complete the table.

Abbie

1	Nationality	
2	Age	
3	City of residence	
4	Job / occupation	

Hannah

1	Nationality	
2	Age	
3	City of residence	
4	Job / occupation	

Harvey

1	Nationality	
2	Age	
3	City of residence	
4	Job / occupation	

4 Language focus

There is / There are

Complete the sentences with **There is** or **There are**.

- _____ a park near my house.
- _____ a swimming pool in the hotel.
- _____ a golf course close by.
- _____ lots of other Australians working there.

5 Listening III

Complete the audio script with the correct verbs.

All about me!



Audio script

Hi, my name's Abbie. I'm originally from Boston, Massachusetts, but I've been (1) _____ in London for the past 16 years. I'm 25 years old and I'm (2) _____ in an insurance firm. There are lots of other Americans in the company. I often meet up with friends at the weekend or (3) _____ some sport. There's a park near where I live and I often go jogging there.

My name's Hannah and I'm 32 years old. I'm from London. After school, I studied tourism and hotel management and (4) _____ a job in a five-star hotel. Right now, I'm living and working in a hotel casino in Las Vegas. It's amazing. There's a swimming pool and a gym in the hotel, and I (5) _____ a lot of time there when I'm not working. There's also a golf course close by and I often (6) _____ there on my days off. I've got a 6-month contract but I'm hoping to stay for longer.

Hi, I'm Harvey and I'm 29 years old. I'm originally from South Africa, but we moved to England when I was about two. After university, I (7) _____ accountancy and then started working in an accountancy firm in Manchester. But about three years ago, I decided to (8) _____ around the world. I'm in Sydney, Australia, at the moment. I work in a bar by the beach, which is great. There are lots of other foreigners working in the bar, and it's popular with backpackers. I've (9) _____ lots of friends here. I think I'll stay here for a few more months then go back to the UK.

Note!

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

FUNNY PRODUCT LABELS

Our mini-series on funny signs from English-speaking countries. Here's another part in our series on funny **product labels**. Some companies seem to think **we're lacking in the brain department**.



1 On a bottled drink: "**Twist top off** with hands. Throw top away. Do not put top in mouth." But it's the best part!



3 Manual for a computer mouse: "Not to be used as a **weapon**." What? Not even against cats?

2 On a box for a **hammer**: "May be dangerous if **swallowed**." Well, **that's just as well** because it was quite hard getting it in my mouth anyway.

4 On the packaging for a rifle: "Warning: **Misuse** may cause injury or death." Oh, and I was thinking of giving the gun to my three-year-old as a toy.



7 On the packaging for a **car jack**: "For **lifting** purposes only." Oh, and I thought it would be perfect for decorating the living room.

6 On a box of **fireworks**: "Do not put fireworks in mouth." But that's my special party trick.

5 On a standard photo-sized, inflatable **picture frame**: "Not to be used as a personal **flotation device**." But it's perfect for my pet mouse.

8 On the **wrapper** of a bar of chocolate: "Remove plastic before eating." Really?

9 On a credit card statement: "Payment is **due** by the **due-date**." And when's that due-date due?

10 A warning label for a washing machine: "Not for small children." But it's the best way of cleaning them.



GLOSSARY

- a product label** *n*
a piece of paper on a product with information about that product
- we're lacking in the brain department** *exp*
we are stupid – we have no brain (the organ in your head you use for thinking)
- to twist a top off** *exp*
to take off a top by turning it
- a hammer** *n*
a tool with a piece of metal and a wooden/rubber handle that is used for hitting things (often nails)
- to swallow** *vb*
to take food from your mouth to your stomach
- that's just as well** *exp*
that's good/fortunate/lucky
- a weapon** *n*
a gun/knife/rocket, etc
- misuse** *n*
not using something in an appropriate way
- a picture frame** *n*
a container for a photo/picture so that photo/picture can be displayed
- a flotation device** *n*
an inflatable object you use to float in the water
- fireworks** *n*
devices containing chemicals that burn and explode with lots of noise and colour. Often used at celebrations
- a car jack** *n*
a portable device for lifting the car so you can change the tyres
- to lift** *vb*
to put into a higher position
- a wrapper** *n*
the paper/plastic around a chocolate bar or other food product
- to be due** *exp*
if something is "due" at a certain date, it will happen on that date
- a due-date** *n*
a date when something must happen

DR FINGERS' DESCRIPTIVE NOISE "NOISE NUISANCE"

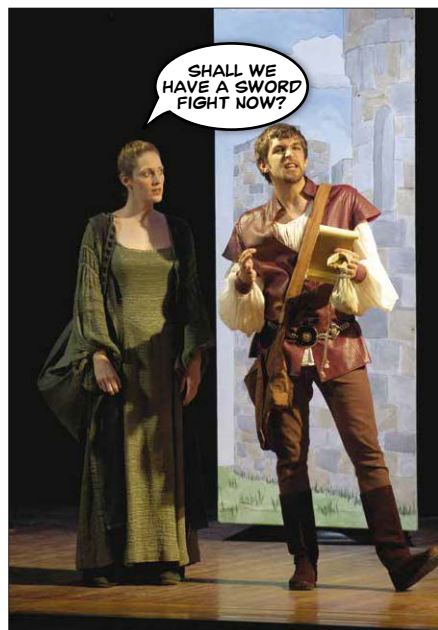


Here's another part in our special "noise" class. This month: fighting noises. Answers also on page 24

Part I

Listen to each noise sentence and the accompanying noise. Repeat each sentence as you hear it.

1. He **punched** me.
2. I kicked him.
3. They shot some **arrows** at me.
4. She fired the gun.
5. They fired the cannon at the building.
6. Indiana Jones tried to whip me.
7. He blew a poisoned **dart** at me.
8. They **blew up** the building with high explosives.
9. They had a **sword** fight.
10. I threw a knife at the door.



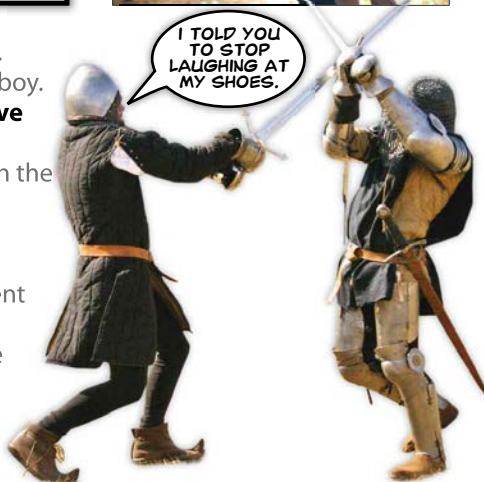
Part II

Now, look at the following sentences. In each one there are missing "noise words". Listen to the sound on the CD, then write in the correct word or words that describe the sound. Choose from the words below.

shot an arrow	kicked
punched	fired the gun
fired the cannon	whipped
blew up	blew a poisoned dart
threw a knife	sword fight



1. The bandit _____ the bridge.
2. The bandit _____ at the cowboy.
3. Indiana Jones _____ the **grave robber**.
4. Robin Hood had a _____ with the Sheriff of Nottingham.
5. The explorer _____ at me.
6. He _____ at my hat.
7. The boxer _____ her opponent on the nose.
8. The king _____ as part of the celebration.
9. She _____ him in the **shins**.
10. We _____ at the painting. ✨



GLOSSARY

to punch *v*
to hit with a closed hand
an arrow *n*
a stick with a sharp point at the end that is fired at people from a bow
a dart *n*
a small object with a sharp point that is fired, blown or thrown
to blow up *phr vb*
to destroy by causing an explosion
a sword *n*
a large knife used for fighting
a grave robber *n*
a person who opens graves (places where dead bodies are buried) in order to find treasure or valuable objects
a shin *n*
the front part of your leg between your knee and your foot

Taking a taxi

Learn the kind of English you need for social occasions. This month: taking a taxi.

Part I: Listen and repeat these expressions.

What you say

- Taxi! (in the street)
- Could you call a taxi for me, please?
- Where can I get a taxi?
- Is this taxi free?
- Do you know this address?
- Do you know where this street is?
- Could you take me to the hotel, please?
- I'd like to go to the airport, please.
- To the town centre, please.
- Please take me to this street.
- Could you go a bit slower, please?
- How much will it cost, more or less?
- Just stop over there, please.
- The **meter** isn't **running**.
- How long will it take?
- I'll tell you when we get there.
- Just **drop me off** at the corner.
- I'm **in a hurry**.
- Could you take me to the nearest Underground station, please?
- I'll get out **by** the traffic lights.



Part II

Now listen to this social English dialogue. In this conversation, John is in a taxi.

- John: To the airport, please.
 Taxi driver: Any particular route?
 John: The quickest! What's the traffic like?
 Taxi driver: It's a bit **heavy** – we're in **rush hour**.
 John: I need to get there by 12.
 Taxi driver: That's gonna be **hard**.
 John: Well, **do your best**, please.
 Taxi driver: Off on holiday, are you?
 John: No, business.
 Taxi driver: Do you mind if I **put the radio on**?
 John: No, not at all. How long do you think it's going to take to get there?
 Taxi driver: About half an hour.
 John: Good, I should **make it**.



GLOSSARY

- a meter** *n*
 a machine in a taxi that says how much you must pay
to run *vb*
 if a machine is "running" it is working
to drop someone off *exp*
 to leave someone in a place
in a hurry *exp*
 if you are "in a hurry", you must go somewhere quickly
by *prep*
 next to
change *n*
 small amounts of money in the form of coins and small-denomination notes
what's the traffic like? *exp*
 is there much traffic?
the boot *n*
 the back of the car where you can put luggage, etc
heavy *adj*
 if traffic is "heavy", there are many cars on the road
rush hour *n*
 the period of time when people are travelling to work or from work. This means there are a lot of cars on the road
hard *adj*
 difficult
do your best *exp*
 try to do the best you can
to put the radio on *exp*
 to turn on the radio
to make it *exp*
 to be successful; to achieve what you wanted to achieve; to arrive when you wanted to arrive

- I'm sorry but I don't have any **change**.
- Do you have change for a 50-euro note?
- **What's the traffic like** today?
- I'm **in a hurry**.
- It's about 30 km from here.
- It'll take about ten minutes.
- Where would you like to go?
- Where to?
- You can put your luggage in the **boot**.
- There's a surcharge from the airport.
- Don't you have any change?
- Do you know what part of town it's in?
- Which way would you like to go?
- Any preferences for the route?
- That'll be twenty-six euros, please. ☺

What you hear

WORD BOOSTER

USEFUL EXPRESSION WITH DO



FREE Audio files!
Download the MP3 audio files for this month's magazine from here:
www.hotenglishmagazine.com/MP3/HEMP3.zip

We generally use **do** to refer to an activity in general:

- What did you **do** last night?
- She wants to **do** something interesting this afternoon.
- What are you **doing** at the weekend?
- Could you **do** it for me?

We can also use **do** to refer to jobs in general:

- What do you **do**? (What's your job?)
- I don't feel like **doing** anything this morning.
- What did you **do** while you were there? (What job did you have while you were there?)

We sometimes use **do** instead of a more exact

verb, usually when the meaning is clear from the situation:

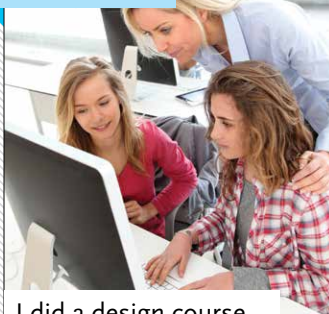
- I'm going to **do** my room. (this could mean tidy or paint, etc.)
- When are you going to **do** the car? (fix it / wash it, etc.)

And we can use **do** for non-specific activities:

- Did you **do anything** interesting at the weekend?
- They **did nothing** all day.
- I **do everything** around here!
- Is there **anything** I can **do** to help?

Here are some more useful expressions with **do**:

Do a course



I did a design course to learn how to use the new program.

Do a drawing



He did a nice drawing of me.

Do someone a favour



Could you do me a favour and get that bag down for me, please?

Do well / badly



I think I did quite well in the test.

Do business with someone



We've been doing business with them for several years.

Do the ironing



I've done the ironing so you can do the washing up!

Do the shopping



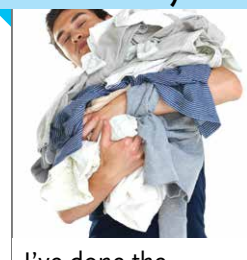
Have you done the shopping yet?

Do the washing up



I couldn't do the washing up because there wasn't any washing-up liquid.

Do the washing / do the laundry



I've done the washing and I've hung up the clothes on the washing line.

Do some cleaning



I'll do the living room if you do the bathroom!

Do sport



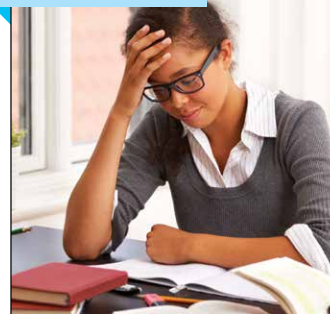
Do you do a lot of sport?

Do the housework



I do all the housework in this flat.

Do homework



I can't do my homework with all this noise.

Think about it

How many e-mails do you send each day? What sort of things do you use e-mail for? How has e-mail made our lives easier? In what ways has e-mail changed our lives? Has it made them more straightforward, or more complex? How?

ENGLISH IN ACTION... E-MAIL

See
pages 23
and 24 for more
information on
e-mails.

Useful words

- **Inbox** – a folder that shows e-mail messages you've received.
- **Outbox** – a folder that shows the e-mail messages you've sent.
- **Recipient** – the person who receives an e-mail.
- **Sender** – the person who sends the an e-mail.
- **Send** – if you "send" an e-mail, you write it and then press "send" so someone can receive it.
- **Receive** – if you "receive" an e-mail, the e-mail appears in your Inbox.
- **Reply** – if you "reply" to an e-mail, you send an e-mail response to the person who sent you an e-mail.
- **Delete** – if you "delete" an e-mail, you remove it from your Inbox.
- **Attachment** – a file (a Word document, for example) that you include with an e-mail message.
- **Carbon Copy (CC)** – if you "CC" someone in a message, you send the message to that person as well as the main recipient.
- **Blind Carbon Copy (BCC)** – if you "BCC" someone in a message, you send the message to that person as well as the recipient. However, the BCC person doesn't appear in the list of recipients – the BCC person is hidden!
- **Draft** – an e-mail that you save so you can edit and send it later.
- **E-mail address** – the unique address of an e-mail user.
- **Sent items** – a folder that shows the e-mail messages you've sent.
- **Forward an e-mail** – to send an e-mail you've received to another person.
- **Bounce back** – if an e-mail "bounces back", it returns to your Inbox because it can't be sent.
- **@** – this key is pronounced "at".
- **.com** – this is pronounced "dot com".
- **Emoticon** – a little symbol to show what mood you're in. For example, this one is used to show that you're happy: ☺
- **Capital letters** – in big letters: LIKE THIS.
- **Lower case** – in little letters: like this.
- **Junk mail / spam mail** – e-mails that you don't want / unsolicited e-mails / e-mails written from people or companies you don't know. They're often e-mails selling something.



Dialogue: The e-mail



I'VE SENT THE E-MAIL!

I'VE RECEIVED THE E-MAIL!

Harold and Mary are work colleagues. They're having problems sending an e-mail and are talking by telephone to try and resolve the problem. [Listen once. Then, complete the conversation with the correct verbs.]

M=Mary H=Harold

M: Hey, did you get the e-mail?

H: No, when did you send it?

M: Yesterday. Maybe it (1) _____ into your junk mail.

H: Hang on! I'm right in front of my computer. Let me (2) _____.

No, it isn't in my spam folder. Are you sure it didn't bounce back to you?

M: No, it's in my sent items.

H: OK, have you got the right e-mail address? It's HaroldjSmith99@gcorp.com. The H and S (3) _____ capitals and the "j" is lower case.

M: Oh, I had harold.smith99@gcorp.com

H: Ah! That's the problem.

M: OK. I'll send it again. [Pause] OK, I just (4) _____ it.

H: Great.

M: Whoops! I (5) _____ to attach the document.

H: Well, just attach it and re-send it.

M: OK. I'm (6) _____ the PDF now, and sending it again.

H: Did you remember to CC in Bill? And BCC Maggie too?

M: Oh, no, I forgot. OK, I'll send it again. Right, I've just sent it. You should have it in a moment. The subject heading is "Agenda for today's meeting".

H: Perfect.

M: Got it?

H: Oh, no. I just (7) _____ a message from your ISP saying the attachment is too big. Can you shrink the attachment down or compress it?

M: I don't really know how. Ah, what a pain!

H: Yeah. And I (8) _____ that document urgently. The meeting starts in five minutes. What are we going to do?

M: I know.

H: What?

M: Why don't I print it out and (9) _____ it to you.

H: You're a genius!

M: If you turn around, you'll see I'm (10) _____ at the desk right behind you.

H: Great!

M: I'll pass it to you in just a moment!

NATURAL ENGLISH

©TRACK 6: AMERICAN WOMAN,
AMERICAN MAN, ENGLISH WOMAN,
NEW ZEALAND MAN, FRENCH WOMAN,
AMERICAN MAN

What's your favourite TV series?

Photos and interviews by Georgie & Danielle

Remember!

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

Danielle
(USA Journalist)



My favourite TV series right now is *Once Upon A Time*. I love how the **fairytale**s are **incorporated** into the real world and it's so fun every episode to see new characters that are recognisable from childhood stories.

Bryan
(USA, Travel writer)



My favourite TV series is *The Wire*. It's got **pretty much** everything: a lot of drama, great characters, the production quality is really high and it's a really **in-depth** look at the inner **slums** of the city of Baltimore, Maryland.

*SIC

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

sic' = which is written and starring... = which stars and is written by...

GLOSSARY

- a fairytale** *n*
a story for children with magical events and imaginary creatures
- to incorporate** *vb*
if A is "incorporated" into B, A appears in B
- pretty much** *exp*
if something has got "pretty much" everything, it's more or less got everything
- in-depth** *adj*
an "in-depth" investigation is a very complete and complex investigation
- a slum** *n*
a poor area of a city where many people live in bad houses (often made by the people living there)
- witty** *adj*
intelligent and funny
- clever** *adj*
intelligent
- a period** *n*
a particular time in history
- set in** *exp*
if a film is "set in" a city, the story happens in that city
- light** *adj*
not serious
- a plot** *n*
the story in a film / book
- suspense** *n*
if a film has a lot of "suspense", it makes you feel worried / excited / frightened, etc.
- a season** *n*
a period of time in which a TV series is shown: for three months, for six months, etc.
- poignant** *adj*
something "poignant" makes you feel sad
- to go on** *phr vb*
to happen
- pop culture** *n*
the most popular things in a country: the most popular TV series, the most popular music, etc.
- social issues** *n*
problems in society: employment, poverty, marriage, birth rates, etc.

Georgina
(England, swimmer)



My favourite TV series is *Buffy the Vampire Slayer*, just because I think it's really funny and **witty**, and the guy who writes it, Joss Whedon, is very **clever** and his characters are very interesting.

James
(New Zealand, Travel writer)



Erm, my favourite TV series is definitely *Mad Men*, erm I've seen all the seasons and I love... I love the, the, the historical **period** it's **set in** but I also think the series manages to be both kind of **light** and fun but also really interesting and has really complex characters.

Leslie
(France, HR assistant)



I really like *Dexter* because there's always a good **plot** and plenty of **suspense**. As soon as one **season** finishes, I can't wait for the next one to start.

John Michael
(USA, Business Owner)



My favourite TV series is *Thirty Rock* which is written and starring [sic] Tina Fey. Erm, it's really, really funny and it's very **poignant** and it always talks about things that are **going on** in **pop culture** in the world and it focuses on **social issues** in a humorous way.

Objective To improve your listening skills.

Think about it Where are you from? Where are you living at the moment? What do you do? What do you do when you aren't working? What hobbies have you got? What do you like to do in your free time?

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

Answers on page 44

1 Pre-listening

Look at the pictures of the three people. Where do you think they're from? What do you think they do?

2 Listening I

You're going to listen to three people talking about themselves. Listen once to compare your ideas from the Pre-listening activity.

3 Listening II

Listen again. Then, complete the table.

Abbie	
1	Nationality
2	Age
3	City of residence
4	Job / occupation

Hannah	
1	Nationality
2	Age
3	City of residence
4	Job / occupation

Harvey	
1	Nationality
2	Age
3	City of residence
4	Job / occupation

4 Language focus

There is / There are

Complete the sentences with **There is** or **There are**.

- _____ a park near my house.
- _____ a swimming pool in the hotel.
- _____ a golf course close by.
- _____ lots of other Australians working there.

5 Listening III

Complete the audio script with the correct verbs.

All about me!



Audio script

Hi, my name's Abbie. I'm originally from Boston, Massachusetts, but I've been (1) _____ in London for the past 16 years. I'm 25 years old and I'm (2) _____ in an insurance firm. There are lots of other Americans in the company. I often meet up with friends at the weekend or (3) _____ some sport. There's a park near where I live and I often go jogging there.

My name's Hannah and I'm 32 years old. I'm from London. After school, I studied tourism and hotel management and (4) _____ a job in a five-star hotel. Right now, I'm living and working in a hotel casino in Las Vegas. It's amazing. There's a swimming pool and a gym in the hotel, and I (5) _____ a lot of time there when I'm not working. There's also a golf course close by and I often (6) _____ there on my days off. I've got a 6-month contract but I'm hoping to stay for longer.

Hi, I'm Harvey and I'm 29 years old. I'm originally from South Africa, but we moved to England when I was about two. After university, I (7) _____ accountancy and then started working in an accountancy firm in Manchester. But about three years ago, I decided to (8) _____ around the world. I'm in Sydney, Australia, at the moment. I work in a bar by the beach, which is great. There are lots of other foreigners working in the bar, and it's popular with backpackers. I've (9) _____ lots of friends here. I think I'll stay here for a few more months then go back to the UK.

Note!

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

FUNNY PRODUCT LABELS

Our mini-series on funny signs from English-speaking countries. Here's another part in our series on funny **product labels**. Some companies seem to think **we're lacking in the brain department**.



1 On a bottled drink: "Twist top off with hands. Throw top away. Do not put top in mouth." But it's the best part!



3 Manual for a computer mouse: "Not to be used as a **weapon**." What? Not even against cats?

2 On a box for a **hammer**: "May be dangerous if **swallowed**." Well, **that's just as well** because it was quite hard getting it in my mouth anyway.

4 On the packaging for a rifle: "Warning: **Misuse** may cause injury or death." Oh, and I was thinking of giving the gun to my three-year-old as a toy.



7 On the packaging for a **car jack**: "For **lifting** purposes only." Oh, and I thought it would be perfect for decorating the living room.

6 On a box of **fireworks**: "Do not put fireworks in mouth." But that's my special party trick.

5 On a standard photo-sized, inflatable **picture frame**: "Not to be used as a personal **flotation device**." But it's perfect for my pet mouse.

8 On the **wrapper** of a bar of chocolate: "Remove plastic before eating." Really?

9 On a credit card statement: "Payment is **due** by the **due-date**." And when's that due-date due?

10 A warning label for a washing machine: "Not for small children." But it's the best way of cleaning them.



GLOSSARY

- a product label** *n*
a piece of paper on a product with information about that product
- we're lacking in the brain department** *exp*
we are stupid – we have no brain (the organ in your head you use for thinking)
- to twist a top off** *exp*
to take off a top by turning it
- a hammer** *n*
a tool with a piece of metal and a wooden/rubber handle that is used for hitting things (often nails)
- to swallow** *vb*
to take food from your mouth to your stomach
- that's just as well** *exp*
that's good/fortunate/lucky
- a weapon** *n*
a gun/knife/rocket, etc
- misuse** *n*
not using something in an appropriate way
- a picture frame** *n*
a container for a photo/picture so that photo/picture can be displayed
- a flotation device** *n*
an inflatable object you use to float in the water
- fireworks** *n*
devices containing chemicals that burn and explode with lots of noise and colour. Often used at celebrations
- a car jack** *n*
a portable device for lifting the car so you can change the tyres
- to lift** *vb*
to put into a higher position
- a wrapper** *n*
the paper/plastic around a chocolate bar or other food product
- to be due** *exp*
if something is "due" at a certain date, it will happen on that date
- a due-date** *n*
a date when something must happen

DR FINGERS' DESCRIPTIVE NOISE

"NOISE NUISANCE"

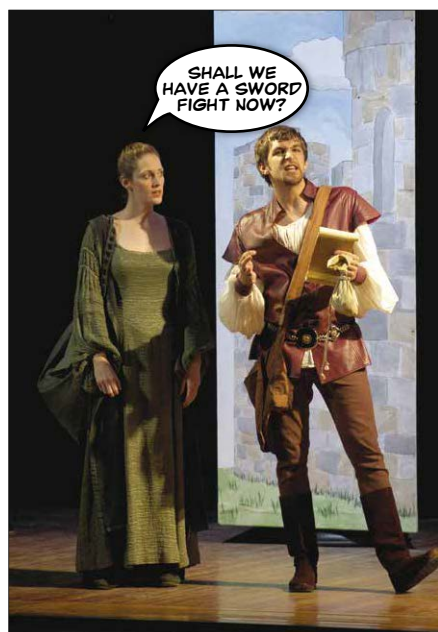


Here's another part in our special "noise" class. This month: fighting noises. Answers also on page 24

Part I

Listen to each noise sentence and the accompanying noise. Repeat each sentence as you hear it.

1. He **punched** me.
2. I kicked him.
3. They shot some **arrows** at me.
4. She fired the gun.
5. They fired the cannon at the building.
6. Indiana Jones tried to whip me.
7. He blew a poisoned **dart** at me.
8. They **blew up** the building with high explosives.
9. They had a **sword** fight.
10. I threw a knife at the door.



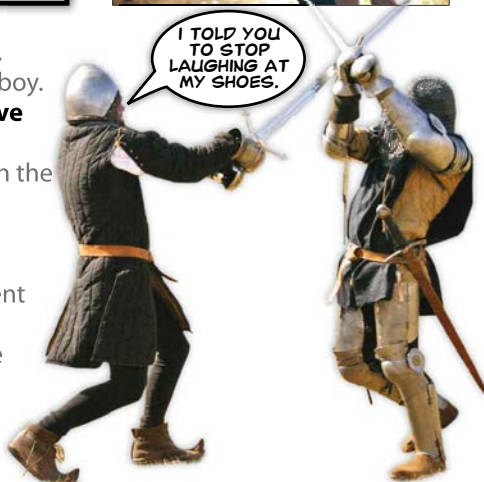
Part II

Now, look at the following sentences. In each one there are missing "noise words". Listen to the sound on the CD, then write in the correct word or words that describe the sound. Choose from the words below.

shot an arrow	kicked
punched	fired the gun
fired the cannon	whipped
blew up	blew a poisoned dart
threw a knife	sword fight



1. The bandit _____ the bridge.
2. The bandit _____ at the cowboy.
3. Indiana Jones _____ the **grave robber**.
4. Robin Hood had a _____ with the Sheriff of Nottingham.
5. The explorer _____ at me.
6. He _____ at my hat.
7. The boxer _____ her opponent on the nose.
8. The king _____ as part of the celebration.
9. She _____ him in the **shins**.
10. We _____ at the painting. ✪



GLOSSARY

to punch *v*
to hit with a closed hand
an arrow *n*
a stick with a sharp point at the end that is fired at people from a bow
a dart *n*
a small object with a sharp point that is fired, blown or thrown
to blow up *phr vb*
to destroy by causing an explosion
a sword *n*
a large knife used for fighting
a grave robber *n*
a person who opens graves (places where dead bodies are buried) in order to find treasure or valuable objects
a shin *n*
the front part of your leg between your knee and your foot

Taking a taxi

Learn the kind of English you need for social occasions. This month: taking a taxi.

Part I: Listen and repeat these expressions.

What you say

- Taxi! (in the street)
- Could you call a taxi for me, please?
- Where can I get a taxi?
- Is this taxi free?
- Do you know this address?
- Do you know where this street is?
- Could you take me to the hotel, please?
- I'd like to go to the airport, please.
- To the town centre, please.
- Please take me to this street.
- Could you go a bit slower, please?
- How much will it cost, more or less?
- Just stop over there, please.
- The **meter** isn't **running**.
- How long will it take?
- I'll tell you when we get there.
- Just **drop me off** at the corner.
- I'm **in a hurry**.
- Could you take me to the nearest Underground station, please?
- I'll get out **by** the traffic lights.



Part II

Now listen to this social English dialogue. In this conversation, John is in a taxi.

- John: To the airport, please.
 Taxi driver: Any particular route?
 John: The quickest! What's the traffic like?
 Taxi driver: It's a bit **heavy** – we're in **rush hour**.
 John: I need to get there by 12.
 Taxi driver: That's gonna be **hard**.
 John: Well, **do your best**, please.
 Taxi driver: Off on holiday, are you?
 John: No, business.
 Taxi driver: Do you mind if I **put the radio on**?
 John: No, not at all. How long do you think it's going to take to get there?
 Taxi driver: About half an hour.
 John: Good, I should **make it**.



GLOSSARY

- a meter** *n*
 a machine in a taxi that says how much you must pay
to run *vb*
 if a machine is "running" it is working
to drop someone off *exp*
 to leave someone in a place
in a hurry *exp*
 if you are "in a hurry", you must go somewhere quickly
by *prep*
 next to
change *n*
 small amounts of money in the form of coins and small-denomination notes
what's the traffic like? *exp*
 is there much traffic?
the boot *n*
 the back of the car where you can put luggage, etc
heavy *adj*
 if traffic is "heavy", there are many cars on the road
rush hour *n*
 the period of time when people are travelling to work or from work. This means there are a lot of cars on the road
hard *adj*
 difficult
do your best *exp*
 try to do the best you can
to put the radio on *exp*
 to turn on the radio
to make it *exp*
 to be successful; to achieve what you wanted to achieve; to arrive when you wanted to arrive

- I'm sorry but I don't have any **change**.
- Do you have change for a 50-euro note?
- **What's the traffic like** today?
- I'm **in a hurry**.
- It's about 30 km from here.
- It'll take about ten minutes.
- Where would you like to go?
- Where to?
- You can put your luggage in the **boot**.
- There's a surcharge from the airport.
- Don't you have any change?
- Do you know what part of town it's in?
- Which way would you like to go?
- Any preferences for the route?
- That'll be twenty-six euros, please. ☺

What you hear

WORD BOOSTER

USEFUL EXPRESSION WITH DO



FREE Audio files!

Download the MP3 audio files for this month's magazine from here:
www.hotenglishmagazine.com/MP3/HEMP3.zip

We generally use **do** to refer to an activity in general:

- What did you **do** last night?
- She wants to **do** something interesting this afternoon.
- What are you **doing** at the weekend?
- Could you **do** it for me?

We can also use **do** to refer to jobs in general:

- What do you **do**? (What's your job?)
- I don't feel like **doing** anything this morning.
- What did you **do** while you were there? (What job did you have while you were there?)

We sometimes use **do** instead of a more exact

verb, usually when the meaning is clear from the situation:

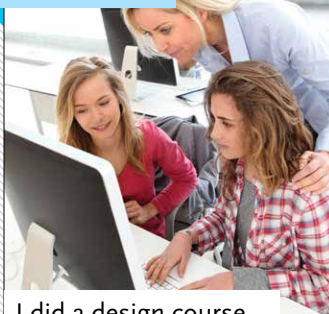
- I'm going to **do** my room. (this could mean tidy or paint, etc.)
- When are you going to **do** the car? (fix it / wash it, etc.)

And we can use **do** for non-specific activities:

- Did you **do anything** interesting at the weekend?
- They **did nothing** all day.
- I **do everything** around here!
- Is there **anything** I can **do** to help?

Here are some more useful expressions with **do**:

Do a course



I did a design course to learn how to use the new program.

Do a drawing



He did a nice drawing of me.

Do someone a favour



Could you do me a favour and get that bag down for me, please?

Do well / badly



I think I did quite well in the test.

Do business with someone



We've been doing business with them for several years.

Do the ironing



I've done the ironing so you can do the washing up!

Do the shopping



Have you done the shopping yet?

Do the washing up



I couldn't do the washing up because there wasn't any washing-up liquid.

Do the washing / do the laundry



I've done the washing and I've hung up the clothes on the washing line.

Do some cleaning



I'll do the living room if you do the bathroom!

Do sport



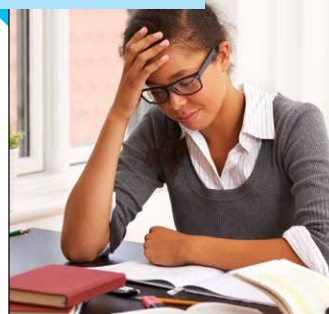
Do you do a lot of sport?

Do the housework



I do all the housework in this flat.

Do homework



I can't do my homework with all this noise.