

The Pack

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

Level: Intermediate, B1. 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. Really ridiculous office rules [track 01]

Ask students questions about any rules where they work. For example:

What rules are there about the use of personal phones or electronic devices at work? How long do you get for lunch? What rules are there about what clothes you can wear? Are you allowed to have any cigarette breaks? When? How long for? What security measures are there at work? Have they ever been breached? What happened? What are the rules regarding eating at work or bringing in food?

Next, do the activities on the sheet. 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 the 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).

In pairs, students discuss the rules from the text one by one and think of arguments either in favour or against the rules. Finally, students (in pairs or individually) write up a list of 5 new rules for the office. Tell them to make these as funny, serious or silly as they like. When they're ready, ask for volunteers to present their rules to the class. Other students comment on them or ask questions.

Another fun activity would be for students to write a dialogue in pairs. One student plays the part of a boss and the other is an employee. The boss is telling off the employee for breaking some rules at work. Tell students to make this as funny, silly or serious as they like. When they're ready, ask for volunteers to act out the scene.

Important for listening activities: 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. Do this in general for all listening activities.

2. 3 famous stars [track 02]

As a warmer activity, play a trailer to a film that one of these three stars has starred in. For example, *Mother!* with Javier Bardem. Ask students questions about it. For example:

What did you think of the trailer? Would it make you want to see the film? What do you think it's about? Who stars in the film? What other films have you seen with these actors? Have you seen the film? What did you think of it? What's it about? What films have you seen lately? What did you think of them? When was the last time you went to the cinema? What did you see there? What do you like or dislike about going to the cinema?

Or, bring in photos of Javier Bardem, Scarlett Johansson and Angelina Jolie. Students think of a speech bubbles for the pictures (like the ones on the page). When they're ready, display these and students can vote on the best or funniest ones.

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

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

Or, students 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 (who is interviewing him/her). When they're ready, ask for volunteers to act out their dialogues in front of the class.

Important for listening activities: if your students have difficulty listening to English, do it as a "broken listening". So, with this activity, you could just focus on one of the actors and ask some very simple comprehension questions. 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. Do this in general for all listening activities.

3. Travel English: on the plane [track 03]

Students study the “plane-related” words/phrases for a few minutes then cover up the page. Describe a word. Students have to say what the word or expression is. This could be played as a game. For example:

Teacher: It's an object they use to bring food to you.

Student: A tray!

Afterwards, students can do this in pairs.

Next, tell your students to cover up the audio script. Tell them they're going to listen to some typical announcements on a plane. They listen once and make a note of any plane-related vocabulary. Then, they listen again and answer these questions (you could write them on the board, print them off or read them out):

1. What's the airline number? (487)
2. What is prohibited during the flight? (smoking)
3. How high is the plane flying? (33,000 feet)
4. How fast is it going? (400 miles per hour)
5. What's the weather like in Paris? (clear and sunny and 25 degrees)
6. What time do they land? (15.15)

As a follow-up activity, students create a dialogue between a flight attendant and a passenger or a flight attendant and the captain. Tell them to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues. Or, students could write a letter or e-mail to an airline complaining about the flight or the behaviour of one of the in-flight attendants or the captain. When they're ready, they read out their e-mails and answer any questions.

4. Three unusual sports [track 04]

Bring in some pictures of sports (basketball, football, volleyball, etc.) and ask students questions about them. Students could discuss these in pairs, or you could do it as a class:

What are your favourite sports? Why do you like them? How often do you do or play them? What sports do you like to watch? Why? When do you watch them? What team sports do you like? Why do you like them? What about individual sports? Which sports are you good at? When did you learn how to do or play them? Have you ever been a member of a sports team? Which ones? Did you win any competitions or trophies? Which ones? What do you do to keep fit and healthy? How active are you? What do you do? What are your favourite winter sports? Why do you like them?

Then, students do the listening activity, but make sure they cover up the audio text so it's a true listening. For the final listen, let students read the text.

As a follow-up activity, students give a short presentation on a sport of their choice (either a common one or an unusual one or one from this page). They use notes to give a short one- to three-minute presentation. They could go over the history of a sport, explain how to do it, talk about a famous sportsperson, etc. Then, they answer any questions.

5. Story time [tracks 05-06]

Write these questions on the board. In pairs or individually, students try to think of the answers:

1. What letter of the alphabet is an insect?
2. What letter is a body of water?
3. What letter is a part of the head?
4. What letter is an exclamation?
5. What letter is a vegetable?
6. What letter is a drink?

Then, play the recording so students can check their answers. Don't let them see the text yet. Stop when it gets to the last one (don't play the next joke just yet).

Next, assign a joke (the final one from the first page or any of the three from the next page) to each student (or pairs of students in large classes). Students then read over their joke and write three questions about it. For example, for joke one: *What does the woman want to buy from the large department store?*

When they're ready, students exchange questions, so each student (or pair of students) has a set of questions for a joke they haven't seen. Then, play the recording. Students listen and try to answer their questions.

Afterwards, students choose a joke and prepare notes on it, getting ready to tell it. When they're ready, they get into pairs and take turns telling their jokes, using notes (not reading directly from the text). Finally, ask for volunteers to tell their jokes to the class.

6. Weird trivia [track 07]

Students do the vocabulary matching activity on the first page for this lesson. Then, write the following words on the board:

knife, fork, spoon, dreams, singing, swimwear, toupees, goldfish, bats, caves, macaroni, golf balls, serial killers, penguins, dolphins, tankers, Einstein.

In pairs or individually, students think of three facts (or more if they want) for any of the objects. Two of the facts should be true or one should be false (or vice versa). Students can either find this information online, write down something they already know or invent it. For example, for golf balls, they could say: "Golf balls leave the tee at approximately 250 km/h." (true)

When they're ready, ask for volunteers to read out their "facts". Other students have to guess whether the "fact" is true or not. This could be played as a game.

Then, play the recording. You could get students to listen to it without reading the text at the same time. Ask them to listen and make a note of as much of the information as possible. Afterwards, go over this and let students consult the text. Also, ask students which bit of information they thought was the most unusual or surprising.

Finally, students choose one of the objects or things and prepare a one-minute mini-speech on it. Tell them to make the presentation as serious, funny or ridiculous as they like, and that it can include factual or invented information. When they're ready, ask for volunteers to give their presentations using notes. Other students could ask questions. Students need to talk for one minute without hesitating, pausing or repeating any information.

7. Vocabulary clinic: UK / US words

Print off a list of UK-US words (see website link below). Students find images for six of the words, or draw them on bits of paper. Then, they show the pictures to other students who have to guess what they are, and say what the British or American word for it is (or both if they can). This could be played as a game. For example:

Student A: He/She shows a picture of an aubergine.

Student B: *Aubergine!* (or) *Eggplant!*

Students get a point for each correct definition (with a maximum of two points). Here's the link to the website:

<https://en.oxforddictionaries.com/usage/british-and-american-terms>

You could prepare some of these words in advance, finding pictures for 10 of them or drawing them yourself.

Next, tell students to study the information on the page for a few minutes. Then, play some games with the words.

1. Show a picture, students have to say what the British and American terms are.
2. Say the British word, students have to say the American equivalent.
3. Read out a sentence, making a beeping sound for the key word. Students complete it with the correct term (either the British or American one).

As a follow-up activity, students write three of their own sentences, using either the British English or American English term. Then, they read them out. Other students have to say the equivalent term in either British or American English. For example:

A: I was riding my bike on the side walk.

B: Pavement!

This could be played as a game.

8. 40 useful e-mail expressions

Students read over the list of 40 expressions on the second page of this lesson 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've _____ (*beep*) a summary of the products to this e-mail.

Student: Attached! / Sent!

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

Then, go through the exercises on the first page, identifying the parts of the e-mail.

As a follow-up activity, students write an e-mail to someone at work. Tell them to use at least six of the expressions from the lesson, and to lay out their e-mail as the example one on the first page. Also, tell students to include the following in the e-mail to make it more interesting:

1. A request
2. Two to three questions
3. A description of a problem and some possible solutions

Go around the room and help students with their writing. When they're ready, students exchange e-mails. They read over their e-mail and think about how to replay to it. Then, they get together in pairs (or do it with you in the case of one-to-one classes) and orally discuss their replies to the points in the e-mail, talking about any issues brought up in the e-mail.

Objective To read and listen to an article about office rules in English.

Think about it Are there many rules and regulations where you work or study? What are they? Are there any ridiculous rules and regulations? What are they? What rules would you introduce?

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

THIS IS RIDICULOUS!



REALLY RIDICULOUS OFFICE RULES

The website Reddit.com recently invited readers to **submit** their stories of ridiculous rules at work. Soon, there were thousands of comments on the **thread**. Here are a few of them.

"We aren't allowed to put our coats on **chair backs** – they have to go on a **stand**, and only one coat per **hook** on the stand!"

"We can't carry coffee from the **vending machine** by hand – it must be on a **tray**."

"We aren't allowed to sit on the edge of someone's desk to talk to them."

"If we walk up or down the stairs, we have to hold onto the **handrail** at all times or we get **disciplined**!"

"If we want to pin notices to the **notice board**, we have to wear **safety glasses**! Apparently, someone got injured once, so they're worried it'll happen again. You also have to use the glasses if you want to use a **stapler**!"

"We aren't allowed to move our own furniture as this is **violating union** rules. So, we have to call and **schedule** the **movers** to come over and do it for us... and of course, they charge us for it, even if it's something we could do ourselves in just

two minutes."

"In the café where I work there are strict rules for men who want to wear **beards**. They have to be between a certain length or you have to shave it off. Also, if you want to grow a beard, you aren't allowed into work for two weeks until you've grown it out to a 'respectable length'."

"Management at the office where I work don't trust us with water bottles – apparently they think we'll fill them with alcohol."

"We can only drink water from small cups, and you have to drink the whole cup immediately, then **dispose of** the cup."

"We're allowed one fifteen minute **break** at 10:30. Then, we get our lunch at 1:00, and you are allowed one more fifteen minute break at 3:30. If you're ONE MINUTE late coming back from any of those three things, you get a **written warning**."

"We can't send e-mails from our work accounts without selecting what the e-mail is for. To send it, we have to select from a **drop-down menu** things like 'casual memo' or 'request for time off'. Everyone's **going nuts** over how **absurd** it is."

Whatever next! ✨

GLOSSARY

to submit *vb*
if you "submit" an answer or comment, you send it so it can be checked

a thread *n*
a series of comments or answers on an online topic

a chair back *n*
the part of a chair that your back touches as you're sitting

a stand *n*
a (coat) "stand" is a piece of furniture for holding coats

a hook *n*
a piece of metal in a semi-circle that is used to hold things

a vending machine *n*
a machine that sells hot drinks, etc.

a tray *n*
a flat piece of wood or plastic for carrying plates of food, drinks, etc.

a handrail *n*
a long piece of metal or wood that you hold onto for support

to discipline *vb*
if you "discipline" someone, you punish them or talk to them angrily because they've done something wrong

a notice board *n*
a board where you can put pieces of paper with information, etc.

safety glasses *n*
special glasses to protect your eyes

a stapler *n*
a device for putting staples (little pieces of metal) into pieces of paper to hold the pieces of paper together

to violate rules *exp*
to do something that is against the rules

a union *n*
a workers' organisation which represents workers and tries to improve working conditions and pay

to schedule *vb*
if something is "scheduled" to happen at a particular time, it will happen at that time

a mover *n*
someone whose job is to move furniture or equipment

a beard *n*
an area of hair that grows on a man's face

to dispose of *exp*
if you "dispose of" something, you throw it away

a break *n*
a short period of time when you stop working (usually for about 15 minutes)

a written warning *n*
a letter to an employee describing a problem or rule that has been broken. Very often, someone with three "written warnings" has to leave their job

a drop-down menu *n*
a list of options that appears on a computer program

time off *exp*
if you have "time off", you leave work for a holiday or in order to do something

to go nuts *exp inform*
if people are "going nuts"; they're getting angry or frustrated about something

absurd *adj*
ridiculous / stupid

Answers on page 44

1 Reading I

Read the article once. Which rule is the most ridiculous? Why?

2 Reading II

Read the article again. Then, describe the rules which refer to the following objects.

1. Coats =
2. A cup of coffee =
3. The stairs =
4. A stapler =
5. Furniture =
6. Beards =
7. Water bottles =
8. E-mails =

Objective To improve your listening skills.

Think about it Which famous actors do you like? Have you seen any films with these actors in them? Which ones? What did you think of the films? Which actors are popular in your country?

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

Answers on page 44

1 Pre-listening

Think of three questions to ask about any of these famous people: Javier Bardem, Scarlett Johansson, Angelina Jolie. For example: *When was he born?* / *Has she ever won an Oscar?* Etc.

2 Listening I

You're going to listen to some information about three famous people. Listen once. Were any of your questions from the Pre-listening activity answered?

3 Listening II

Listen again. Then, write the name of a star (Javier, Scarlett, Angelina) in each space.

- _____ was once married to actor Ryan Reynolds.
- _____ once starred in a film with Brad Pitt.
- _____ was born in 1969.
- _____ has worked for the United Nations.
- _____ is also a great singer.
- _____ is married to actress Penelope Cruz.
- _____ likes to cook in her spare time.
- _____ has been a Bond villain.

4 Language focus The past simple

Complete the sentences with the correct past simple verbs.

- He _____ an Oscar for Best Actor.
- She _____ her album three years ago.
- She _____ in a film with him.

5 Listening III

Complete the audio script with the correct words.

Audio script

3 famous stars!

Javier Bardem

Javier Bardem is a Spanish actor. He was born in 1969 in Las Palmas in the Canary Islands. Some of his most famous (1) _____ include *Jamón Jamón*, *No Country For Old Men*, and *Skyfall*. He's married to actress Penelope Cruz, and they've got a young son together. He won an Oscar (Academy Award for Best Supporting Actor) for his (2) _____ as Anton Chigurh in *No Country for Old Men*, and he was nominated for an Oscar (Best Actor, 2000) for *Before Night Falls*, but lost out to Russell Crowe who starred in *Gladiator*. He's played quite a few villains in his (3) _____, including serial killer Anton Chigurh in *No Country For Old Men* (2007), and the Bond (4) _____ Raoul Silva from *Skyfall*.



Scarlett Johansson

Scarlett Johansson is an American actress. She was born in New York in 1984. Some of her most famous films include *Lost in Translation* (2003), *Vicky Cristina Barcelona* (2008) and *The Avengers* (2012). She married (5) _____ Ryan Reynolds in 2008, but they got divorced in 2012. She has a sister, Vanessa, who is also an actress. Apart from being a world-famous actress, she's also a great (6) _____. In 2008, she released her own album *Anywhere I Lay My Head* with 10 songs written by songwriter Tom Waits, as well as one of her own (7) _____. In her spare time, she likes to cook, and she's described herself as a "major foodie".



Angelina Jolie

Angelina Jolie is an American Oscar-winning actress, director, and screenwriter. She was born in 1975. She had a bit of a wild (8) _____, but is now better known for her movie career and charity work. She's been in quite a few action-adventure movies such as *Lara Croft (Lara Croft: Tomb Raider)* or the action-romance *Mr. and Mrs. Smith*, which she co-starred in with (9) _____ Brad Pitt. Angelina and Brad are one of Hollywood's most famous couples. They've got six children together: three biological, and three adopted children from Cambodia, Ethiopia and Vietnam. These days, she does a lot of charity work. She was named a UNHCR (United Nations High Commissioner for Refugees) Goodwill (10) _____, and she's supported causes such as environmental conservation in Cambodia and education for children affected by man-made or natural (11) _____.



Note!

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

TRAVEL ENGLISH

ON THE PLANE

Practical English to use in English-speaking countries. **This month:** *On the plane.*

Vocabulary



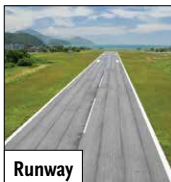
Airline



Tray



Pilot



Runway



Cockpit



Flight attendants



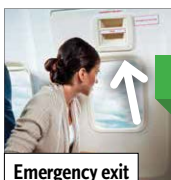
Safety belt / seat belt



Life jacket



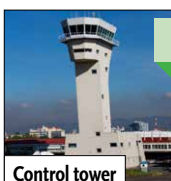
Seat



Emergency exit



Oxygen mask



Control tower



Passenger



Sick bag



Airline food



Overhead locker



(Food) trolley



aisle

Useful expressions

What you ask/say

- Could you help me put this bag in the overhead locker, please?
- Can I pay in euros?
- I'll have a black coffee, please.

What you hear

- Can I see your boarding card, please?
- Please make sure your seat belts are fully-fastened.
- What would you like to drink?



Audio: On the plane

Here are some typical announcements that you can hear on the plane. Listen once and complete the text with the correct words.

Welcome

Ladies and gentlemen, welcome onboard Gallop Airlines (1) _____ 4B7 from London Gatwick to Paris. Please fasten your (2) _____ and secure all baggage underneath your seat or in the overhead lockers. And make sure your (3) _____ and table trays are in the upright position. Please turn off all personal electronic devices, including laptops and mobile phones. We'd also like to remind you that (4) _____ is prohibited for the duration of the flight. Thank you for choosing Gallop Airlines. Enjoy your flight.

During the flight

Ladies and gentlemen, the captain has turned off the Fasten Seat Belt sign, and you may now move around the (5) _____. However we recommend you keep your seat belt fastened in case of any unexpected turbulence.

The captain speaks

Good afternoon. This is your captain speaking. I'd just like to welcome everyone on Gallop Airlines

Flight 4B7. We're currently cruising at an (6) _____ of 33,000 feet and an airspeed of 400 miles per hour. The time is 1:25 pm. With the tailwind on our side, we're expecting to (7) _____ in Paris approximately fifteen minutes ahead of schedule. The weather in Paris is clear and sunny, with a high of 25 degrees for this afternoon. The cabin crew will be coming around in about twenty minutes to offer you a light snack and drink. I'll talk to you again before we reach our (8) _____, but until then, sit back, relax and enjoy the rest of the flight.

Landing

Good afternoon ladies and gentlemen and welcome to Paris. We've just landed at Charles de Gaulle Airport where the local time is fifteen minutes past three in the afternoon. The (9) _____ outside is 25 degrees Celsius. For your safety please remain seated with your seatbelt fastened until the (10) _____ has come to a complete stop and the seat belt sign has been switched off! Before leaving, please ensure that you have all of your personal belongings with you. On behalf of Gallop Airlines and the entire (11) _____, we'd like to thank you for joining us and we look forward to seeing you on board again in the near future. Have a nice day!

VIDEO

YouTube

Watch this video of an unusual flight attendant. Search YouTube for "world's coolest flight attendant".

Objective To improve your listening skills.

Think about it What sports do you do regularly? What sports did you use to do? Have you tried any of the sports mentioned on this page? What's the most unusual sport you've ever tried?

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Answers on page 44

1 Pre-listening

Look at the names of the three unusual sports? What do you think they involve?

2 Listening I

You're going to listen to some information about three unusual sports.

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

3 Listening II

Listen again. Then, choose the correct answers.

- Zorbing involves rolling down a hill in a *plastic / metal* ball.
- There aren't any *brakes / wheels*.
- It makes you feel *dizzy / strange*.
- Some of the sandboards have got *pieces of rope / straps*.
- It can be *exhausting / boring* because you have to walk up the sand dunes.
- It's a *seasonal / an all-year* sport.
- You sit in an inflatable *sofa / armchair*.
- You steer it with a *wheel / your hands and feet*.
- It was invented in *New Zealand / Australia*.

4 Language focus

Have (got)

Which of these sentences are referring to an obligation?

- They've got them in red and green.
- You've got to be back by six.
- You've got enough time – don't worry!
- You've got to do it by Friday.

5 Listening III

Complete the audio script with the correct prepositions.

Audio script

Three unusual sports

Zorbing

I tried zorbing last week and it was amazing. Basically, you get (1) _____ this plastic ball and go rolling down a hill. Some of the balls have harnesses in them, but the one I went in didn't. The balls are like (2) _____ 3 metres in diameter, and there's an inner ball too (3) _____ about 2 metres, with a 50 centimetre air cushion. There aren't any brakes, and you can't steer it so you just have to hope you aren't going to hit anything. The inner layer (4) _____ plastic sort of absorbs the shock. I went spinning (5) _____ this hill and felt pretty dizzy afterwards.



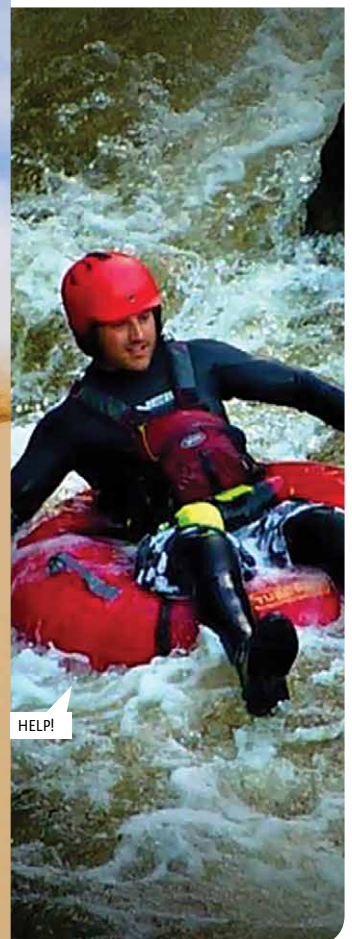
Sandboarding

I went sandboarding a few years ago. It's like snowboarding, but you do it (6) _____ sand... oh, and it's hot rather than cold! You can do it on sand dunes by the beach or in deserts. Some (7) _____ the boards have got straps, but others don't have any bindings. The first time I tried it I was in Tunisia and they had these 4X4s that took us (8) _____ the hills, which was fun. But another time I went in California we just had to walk (9) _____ the dunes ourselves, which is pretty exhausting after about the fifth time! I guess the good thing is that it's an all-year sport and you can do it any time (10) _____ the year!



River Bugging

I went river bugging when I was in New Zealand. It's like whitewater rafting, but you're (11) _____ this little sort of inflatable armchair they call a river bug. Basically, you sit in it, strap yourself in and go down white-water rapids. While you're going (12) _____ the rapids, you have to try to steer it (13) _____ your hands and feet. It's pretty intense and a bit scary. I'd done some whitewater rafting before, but this is completely different as you're all (14) _____ your own. I think it was invented in New Zealand, but it's popular all over the world now. Apparently, they've also invented this sport called buggpolo where you sit (15) _____ a river bug and play water polo. I'd like to try that one day.

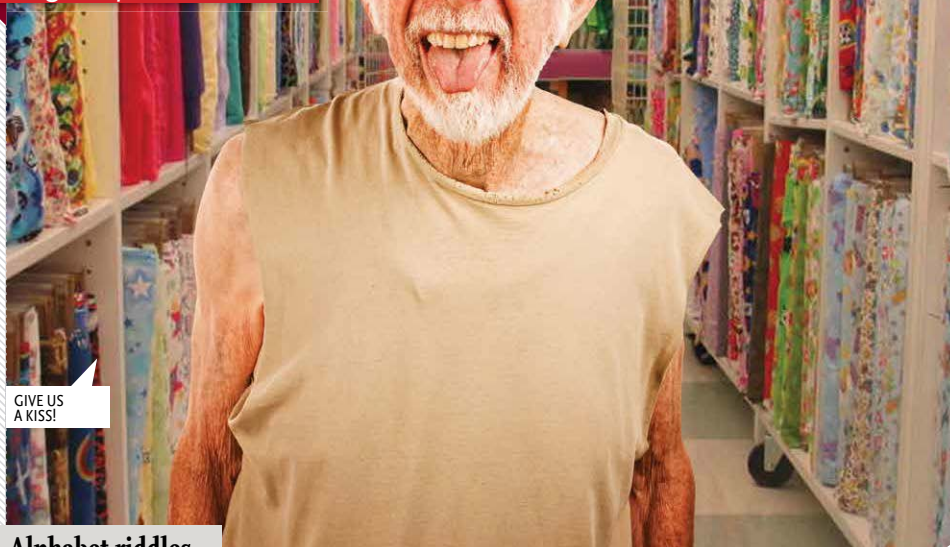


Note!

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

STORY TIME

Jokes, anecdotes and stories as told by native English speakers.



GIVE US
A KISS!

Alphabet riddles

- A:** What letter of the alphabet is an insect?
B: I don't know. What letter of the alphabet is an insect?
A: B. (bee)
- A:** What letter is a body of water?
B: I don't know. What letter is a body of water?
A: C. (sea)
- A:** What letter is a part of the head?
B: I don't know. What letter is a part of the head?
A: I. (eye)
- A:** What letter is an exclamation?
B: I don't know. What letter is an exclamation?
A: O. (oh!)

- A:** What letter is a vegetable?
B: I don't know. What letter is a vegetable?
A: P. (pea)
- A:** What letter is a drink?
B: I don't know. What letter is a drink?
A: T. (tea)

Kissing grandpa

A young, attractive woman goes to buy some **fabric** from a large **department store**. "I'd like some of this material, please. How much is it?" she asks. "One **kiss** per metre," replies the **cheeky clerk** with a smile on his face. "OK," says the girl. "I'll have 10 metres." Not believing his luck, the clerk quickly **measures out** the cloth, cuts it up,

wraps it in paper, hands it to the girl and waits for his kisses. But instead of getting his kisses, the woman takes the material, smiles, then points to an elderly man behind her and says, "Grandpa will pay the bill!" ☆

GLOSSARY

- a fabric** *n*
 a type of material for making clothes, etc.
- a department store** *n*
 a large shop that sells many different things in different departments (areas)
- cheeky** *adj*
 someone who is "cheeky" is a bit rude or disrespectful, but in a funny way
- a clerk** *n*
 a person who works in a shop / office / bank, etc.
- to measure out** *phr vb*
 if you "measure out" cloth, you use a tape measure to get the correct length: one metre, two metres, etc.
- to wrap** *vb*
 if you "wrap" a product with paper (for example), you put paper around the product
- elderly** *adj*
 (of a person) old
- a bill** *n*
 a piece of paper with information about the amount of money you have to pay for something

Next
Learn Hot
English
magazine

Social networking, types of intelligence, top tips for learning English, websites to make you laugh, world food records, music: Frank Sinatra, cynicism, magicians and their tricks, corruption, home-based businesses... and lots, lots more!

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What is Hot English?

A monthly magazine for improving your English. Real English in genuine contexts. Slang. British English. Practical language. US English. Fun and easy-to-read. Helpful glossaries. Useful expressions. Readers from 16 to 105 years old. From pre-intermediate to advanced (CEF levels A2-C1). Ready-to-use lessons. Fantastic 60-minute audio CD. Teacher's Notes. Linked to the Skills Booklets and part of the Hot English Method. Great website with free material: www.hotenglishmagazine.com. All the English you'll ever need!

Story Time



Story Time

The Loving Husband
A man and his wife go on holiday to Jerusalem. While they are there, the man **passes away**. The **undertaker** tells the wife, "You can **have him shipped home** for \$5,000, or you can **bury** him here for \$150." "I think I'll have him shipped home," she says. "Why would you spend \$5,000 to ship your husband home when it would be wonderful to be buried here, and it would only cost you \$150?" the undertaker asks. And the woman replies, "Long ago a man died here, was buried here, and three days later he **rose from the dead**. I just don't want to take any chances."

The Perfect Son

Two men are talking about their children. "You know," says the first man. "I have the perfect son."

"Really?" says the second man.

"Does he smoke?"

"Never!" replies the first man.

"Well, does he drink?" the second man asks.

"No, he's **never touched a drop of alcohol**."

"That's pretty impressive," the second man says. "What about going out? Does he come home late?"

"**Nope!**" the first man says. "He's always in bed nice and early, and he gets up really early too."

"That's great. **I guess** you really do have the perfect son. So, how old is he?" the second man asks.

And the first man replies, "He'll be six months old next Friday."

Flying Idiot

An idiot goes to a **flight school** and asks to have helicopter flying lessons. The owner agrees and shows him how to fly the helicopter. After a couple of hours, the instructor says, "Ok, you can go now. Have fun!"

So, the idiot starts up the motor, and **takes off**. The idiot goes up to about 500 metres then **radios in**. "I'm doing great! I love it! The view is so beautiful!" At about 1,000 metres, the idiot radios in again. "This is easy!" Then, the instructor watches as the idiot climbs to over 1,500 metres. And now she's beginning to worry because the idiot hasn't radioed in.

A few minutes later, the instructor watches in horror as the idiot crashes about half a kilometre away. The instructor runs over and pulls the idiot from the **wreckage**.

"What happened?" the instructor asks.

"I don't know," the idiot replies. "Everything was going fine, but as I got higher, I was starting to get cold, so I turned off the big **fan** thing and then..." ✖

GLOSSARY

to pass away *phr vb*
to die

an undertaker *n*
a person whose job is to prepare the dead for burial or cremation

to have someone shipped home *exp*
to pay money so a (dead) person can be taken home by ship

to bury *vb*
to put someone/something in a hole in the ground

to rise from the dead *exp*
to become alive again

to never touch a drop of alcohol *exp*
a never to drink alcohol

nope *exp inform*
no

I guess *exp*
I think/suppose

flight school *n*
a school where they teach you how to fly

to take off *phr vb*
if a plane "takes off", it leaves the ground in a controlled manner

to radio in *phr vb*
to communicate with someone by radio, often reporting on a situation

wreckage *n*
the remains of something that has been destroyed

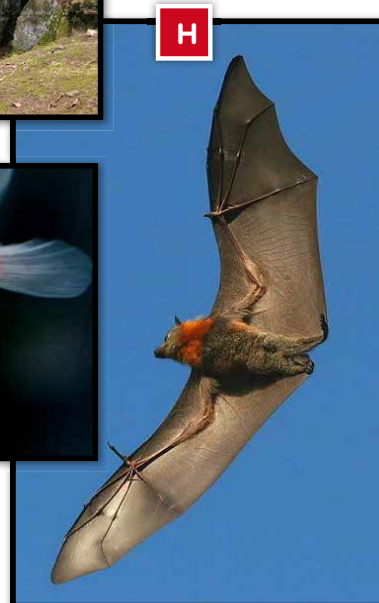
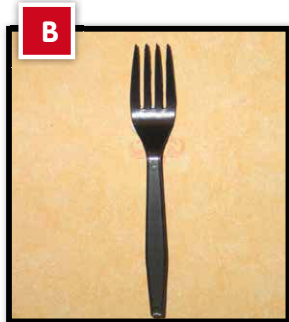
a fan *n*
an object for making the air cool. It goes round and round

Trivia Matching

Exercise

See if you can do this matching exercise. Look at the list of things (1 to 13), and the photos (A-M). Write a letter next to the name of each thing in the list below. **Answers** also on page 24

1. A goldfish ☐
2. A bat ☐
3. A cave ☐
4. A fork ☐
5. A spoon ☐
6. A banquet ☐
7. A toupee ☐
8. A dimple ☐
9. A golf ball ☐
10. A penguin ☐
11. Swimwear ☐
12. A super-tanker ☐
13. An iceberg ☐



This is another part in our mini-series on strange facts. Whoever thought the world was so **awesome**?

The shortest complete sentence in the English language is "I am". Impress your English teacher with this fascinating fact.

In the White House there are 13,092 knives, forks and spoons, which is enough for a rather large **banquet**.

One third of most our lives is spent asleep; and most of that time is spent in dreaming. **Sweet dreams**.

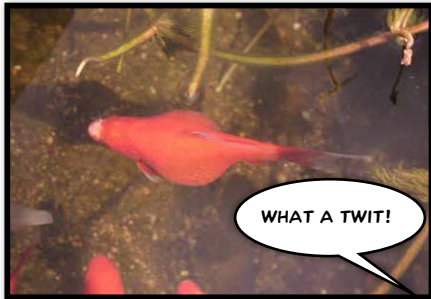
All mammals are thought to dream; and it is suspected that some **lower animals** dream as well. However, what they dream about remains a mystery.

In Florida it is illegal to sing in a public place if you're wearing **swimwear**.



In Tokyo, they sell **toupees** for dogs.

A **pregnant goldfish** is called a **twit**. Incidentally, the oldest known goldfish lived to 41 years of age, and its name was Fred.



Bats always turn left when exiting a **cave**. Useful information if you are ever invited on a bat-catching expedition.



It takes about a two litres of water to cook macaroni, and about four litres to clean the pot. Help the environment by re-using your macaroni water.



There are 336 dimples on a regulation golf ball. Incidentally, according to a recent survey, the most famous dimples in Hollywood are Kurt Douglas' (the actor who starred in the film Spartacus, amongst many other movies).

Strangely, many of the world's worst serial killers have thirteen letters in their names, including Jack the Ripper, Charles Manson, Jeffrey Dahmer, Theodore Bundy and Albert De Salvo.



African black-footed penguins cannot fly, but they can swim up to 40 kph, which is faster than the Atlantic bottle-nosed dolphin, whose maximum speed is 35 kph.



A **fully-loaded super-tanker** travelling at normal speed takes at least twenty minutes to stop, which isn't a lot of time if you happen to notice an iceberg or large rock **up ahead**.

Einstein couldn't speak fluently when he was nine. His parents thought he might have a serious **learning difficulty**. How wrong they were. ✨

GLOSSARY

awesome *adj*
amazing/incredible
a banquet *n*
a large formal dinner for many people
sweet dreams *exp*
something that is often said to someone who is about to sleep. It means, "sleep well and dream about nice things"
a lower animal *n*
not a mammal
swimwear *n*
clothing worn to go swimming
a toupee *n*
a piece of false hair
pregnant *adj*
with a baby inside her
a goldfish *n*
an orange-coloured fish that people often keep as pets
a twit *n* *inform*
a pregnant goldfish; an idiot
a bat *n*
a mammal that lives in a cave, flies and has wings
a cave *n*
a natural hole in the side of a mountain or hill
fully-loaded *adj*
filled with goods for transporting
a super-tanker *n*
a very large ship for transporting oil
up ahead *exp*
in front of you
a learning difficulty *n*
a mental problem that makes it hard to learn



VOCABULARY CLINIC

UK / US WORDS - COMMON EXPRESSIONS



1

British English: Look, there's a little **ladybird**.

American English: If a **ladybug** lands on your hand, you should blow it off for good luck.



2

British English: "We should stop to get some **petrol**."

American English: The price of **gasoline** went up again!



3

British English: Don't forget the **full-stop** at the end of the sentence. [the little circle at the end of a sentence]

American English: I'd use an exclamation mark instead of a **period**.



4

British English: I could do with an **ice lolly**.

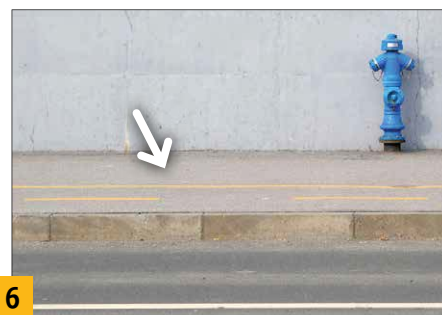
American English: What flavor **popsicle** do you want?



5

British English: You'll have to sleep on the **sofa**.

American English: I just spilt some wine on the **couch**.



6

British English: We should walk on the **pavement**.

American English: The car was parked illegally on the **sidewalk**.



7

British English: She dealt the cards **anti-clockwise**.

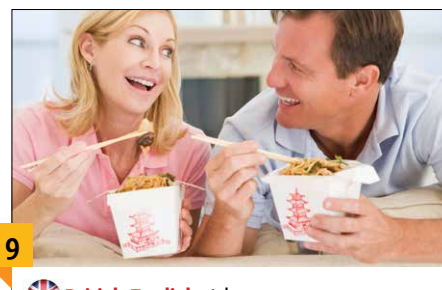
American English: To open the door, turn the knob **counterclockwise**.



8

British English: Wrap the sandwiches in **cling film** so we can eat them later on.

American English: I don't like **Saran wrap** – it always sticks together and makes a big mess. (also, plastic wrap)



9

British English: I know a great Chinese restaurant nearby where we can get some food to **take away**.

American English: Let's get some food to **take out** – I don't feel like cooking.



10

British English: Could you help me fix the **zip** on my coat?

American English: Do you want the jacket with a **zipper** or buttons?



11

British English: He's a professional **football** player.

American English: **Soccer** is starting to become more popular in the United States.



12

British English: If you don't want to walk, we can get the **tram**.

American English: If you're in San Francisco, you have to go on one of the famous **streetcars**.

40 useful e-mail expressions!

Learn lots of useful expressions to use in e-mails. See pages 10 and 23 for more information on e-mails.

Label the parts of the e-mail with the words below.

Parts of the e-mail

greeting summary of the topic (re:) opening main body
goodbye subject box line closing / signing off

New Message

Recipients barbara@joneston.com

Subject meeting next week ← 1

Re: Meeting next week ← 2

Dear Barbara, ← 3

I hope that you're well and that you enjoyed your Easter break.
A couple of things: ← 4

Your suggestion regarding the agenda for the meeting sounds fine.
So, if it's all right with you, we'll meet at 4pm in your offices next Friday. Let me know if this suits you. One thing, could you send back those sales figures from last year, please? I can't find them.

I look forward to seeing you next week. ← 5

Best regards, ← 6
Mike Smithers ← 7

Send

An Outbox in English

How do you say these words in your language?
Write translations in the spaces below.

Outbox - Microsoft Outlook

File Edit View Go Tools Actions Help Outlook Connector

Back Forward Reply Reply to All Forward News Sent To

Mail

Favorite Folders

Inbox in Ashish - TS

Inbox in Ashish-Gmail (3)

Mail Folders

All Mail Items

inbox

Infected Items

Junk E-mail ← 8

Outbox (1) ← 9

RSS Feeds

Sent Items ← 10

Search Folders

Outbox

To Subject

Date: None

ashish... Test Delay Mail

1

2

3

4

5

6

7

8

9

10



Topic

- Re: Next week's meeting.
- Re: the latest sales figures.

Starting the e-mail

- Dear Sir/Madam, [formal for someone you don't know]
- Dear (Ms Smith), [formal]
- Hi (Jennifer), [informal]
- Hi, [informal]

Opening the e-mail

- I hope you're well and that you enjoyed your holiday.
- I hope that everything is going well.
- How's it going? (informal)

Attachments

- I've attached a summary of the products.
- The attached file contains the information you were looking for.
- I'm attaching the information you requested.

Requests

- Could you send that back to me by tomorrow night, please?
- Could you paste it in and send it, please?
- Can you let Hannah know that I'll only be in from 4-6pm today?

Future actions

- I'll look at the spreadsheet as soon as I can.
- We'll send you a copy when it's printed.
- You'll have it by Friday, without fail.

Scheduling / timetabling information

- I'm afraid I won't be able to make tomorrow's meeting.
- I'll only be in the office on Thursday and Friday this week.
- I was just wondering whether we could meet at 7pm instead of 6pm.

Confirming something

- I received the report you sent, thanks.
- The file you sent arrived last night.
- I received the documents, thanks.

Questions

- Have you got a copy of the brochure in English?
- When do you need them by?
- Is there anything I can do to help?

Apologising

- I'm sorry I didn't get to see you last week.
- Apologies for the misunderstanding last week.
- I'm really sorry that we didn't get to see each other at the conference.

Updates / situation reports

- The meeting has been postponed until next week.
- I've got a few ideas to put to you. I'll send them over asap.
- I'm putting together a response right now. I'll send it later today.

Closing / signing off

- I look forward to seeing you next week.
- I look forward to hearing from you soon.
- Speak soon. (informal)

Saying goodbye

- Yours sincerely, (formal – if you know the person, or have used the person's name)
- Yours faithfully, (formal – if you don't know the person, or haven't used the person's name)
- Kind regards, / Best regards, / Regards, (formal)
- Best wishes, / All the best, / Yours, (semi-formal)
- Bye, / Cheers, (informal)

Useful expressions

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