

The Learn Hot English *Proficiency Pack*

Ready-to-go lessons for proficiency-level students!

Level: Proficiency, C2. September to December 2018



Introduction

The aim of these lessons is to get your proficiency-level students speaking and writing after reading or listening to authentic, native-level materials. The practical lessons will allow your students to use lots of useful language and apply all the essential skills: speaking, listening, reading and writing. The follow-up activities will help reinforce learning and give students opportunities to put any newly-acquired language into practice. This will ensure dynamic classes and rapid learning.

The video files consist of mostly English-speakers speaking naturally (they aren't scripted texts). The reading texts are from online native-level sources.

A lot of these activities come with video or listening files. You can download the compressed file from www.learnhotenglish.com/teachers and then load the audio or video files onto your smartphone, tablet computer, laptop, etc.

For students with a high listening level, you might just let them watch the videos once to challenge them a bit more. In most cases, this will mean skipping the "first viewing" activity and going straight to the "second viewing" one.

For additional material for your Proficiency-level students, check out the Advanced Pack as there may be some audio-lessons you can use. Simply make the listenings more challenging by cutting out any Pre-listening, warm-up activities or First Listening activities.

Please e-mail us with any other ideas you may have, or any comments in general:
andy@learnhotenglish.com
Good luck!

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1. What is a typical British day?

1 Warm up

What comes to mind when you hear the word “British”? What’s your stereotypical image of a British person? What stereotypes do you know about British people? What do you think a typical British day consists of? List some activities you imagine British people do in each of these parts of the day. Discuss your ideas with a partner.

- *Morning:*
- *Afternoon:*
- *Evening:*
- *Night:*



2 First viewing

You’re going to watch actors James McAvoy and Emily Blunt describe a typical British day. Watch it once. What was the most surprising thing you learnt about the British? Why? What did you already know?

3 Second viewing

Listen again and answer the following comprehension questions.

1. What is contained in Marmite? What fact does James give about Marmite?





2. How does Emily sarcastically describe a tabloid newspaper?
3. What is an allotment, according to James?
4. What is Emily's trick to making Yorkshire Puddings? What happened to her Yorkshire Puddings at Christmas?
5. How does the TV programme Countdown provide a good insight into British culture?
6. What type of shop is Argos?
7. How do they describe what they call "builder's tea"?
8. What does James say about "wine gums"?
9. How does the pair describe traditional British pubs?



Discussion

What stereotypes exist about people from your country? How accurate are these depictions? What other stereotypes do you have about people from neighbouring countries? How fair are these stereotypes?

What's a "typical" daily routine for people from your country?

What do people typically eat for breakfast, lunch and dinner in your country?

What types of food are popular in your country? What types are un popular? Why?

What memories do you have about growing up as a child in your country?

What were the best shows on television when you were growing up?

Why do you think some people read tabloid newspapers?

How polite do you think people from your country are? Does this change according to which part of the country they're from?

What different accents exist in your country? Can you do any impressions of these?

4 Follow-up

Retell it!

Prepare a short description of what was said in the video. You've got a couple of minutes to do this. Make notes. Then, when you're ready, try to recount the information, using as much of the language as possible.

Dialogue

In pairs or individually, write a dialogue of an interview between a reporter and stereotypically typical British person, or a stereotypical person from your country. Make the interview as funny, silly or serious as you like. When you're ready, act it out (using notes, not reading it out word-for-word) in front of the class. Other students listen then ask questions.

Presentation

Write notes for a two-minute presentation on a typical day for someone from your country? Make this as funny, silly or serious as you like. When you're ready, give your presentation (using notes, not reading it out word-for-word). Other students listen and then ask questions.

Answers:

1. It's made from yeast. It's full of vitamin B12 which means that if you happen to live in an area known to have mosquitoes, a daily dosage of Marmite can reduce the risk of malaria.
2. She describes it sarcastically as "classy" (as it isn't at all "classy").
3. James explains that an allotment is an area of land that you can grow vegetables on. The land is owned by the local council.
4. She says that she gets the best results when she leaves the batter out all day. When she made some Yorkshire Puddings last Christmas they were so big they were like boats.
5. During the game show the contestants have to ask for vowels and consonants and use a lot of "please" and "thank you's" just as British people do in daily life.
6. Argos is a catalogue shop where you enter and consult a large book full of different products from any department you can think of. You select all the products you would like to purchase and you take your list to the counter where someone will go into the warehouse and bring you your items.
7. They say that "builder's tea" (literally tea that a typical builder might drink) is very strong.
8. James says that wine gums used to have alcohol in them (which isn't true).
9. Often the pub will be independently owned rather than part of a chain of pubs. The floor will be dirty and sticky from years of spilt drinks and the carpet should look old fashioned and worn out – just like the landlord. Everyone knows each other and is friends.

2. Why are offices so stressful?

1 Warm up

Look at the list of professions below. Which three are the most stressful? Why? Which 3 aren't that stressful? Why? Discuss your ideas with a partner.

accountant, mechanic, police officer, shop assistant, secretary, taxi driver, waiter, professions, engineer, physician, teacher, technician, accountant, vet (veterinarian), lawyer, pharmacist, software developer, surveyor, designer, psychologist, dietitian, scientist, midwife, surgeon, dietitian, scientist, midwife, surgeon, physiotherapist, mechanic, electrician, consultant, architect, broker, radiographer, artist, plumber, chef



2 First viewing

You're going to listen to a panel show discuss a survey on the biggest causes of stress at work. What do you think these causes are? Make notes, and discuss with a partner. Then, watch the video once to compare your ideas.

3 Second viewing

Listen again and answer the following comprehension questions.

1. What is the main cause of stress listed by the study?
2. What else do they mention?
3. Why is this survey a fairly good indicator of general attitudes at work?
4. How does Ali explain the presence of "unclear goals" at the top of the list?
5. Why is Jason skeptical about this idea of "unclear goals" causing stress?

6. Why does Jason feel that this is however an understandable response?

7. Why is 'Unlimited Vacation' not as great as it may first appear?

4 Follow-up

Retell it!

Prepare a short description of what was said in the video. You've got a couple of minutes to do this. Make notes. Then, when you're ready, try to recount the information, using as much of the language as possible.

Dialogue

In pairs or individually, write a dialogue of an interview between a boss and an employee, who is complaining about being stressed with too much work to do. Make the dialogue as funny, silly or serious as you like. When you're ready, act it out (using notes, not reading it out word-for-word) in front of the class. Other students listen then ask questions.

Presentation

Write notes for a two-minute presentation on how to ensure a stress-free working environment. Make this as funny, silly or serious as you like. When you're ready, give your presentation (using notes, not reading it out word-for-word). Other students listen and then ask questions.

Discussion Questions

Discuss the questions in pairs.

What do you find most stressful about work?

How would you describe your perfect boss?

Which do you prefer: to work alone or as part of a team? Why?

How important is it to have nice surroundings at work?

What would your dream office look like?

What are your hours like at work? Would you like to change them? In what way?

How much holiday leave do you get each year?

What is your commute to work like?

What do your colleagues do that annoys you? What do you do about it?

How has technology changed the way you work, or that people work in general?

Answers:

1. The survey cites "unclear goals" as the main cause of stress at work.

2. They also mention the workers' commute, a bad manager, difficult coworkers, and excessively long hours.

3. Despite being a study of 88,000 workers in technology companies, these organisations have several different departments such as Human Resources, Communication, Legal, etc. So, it includes a wide variety of professions.

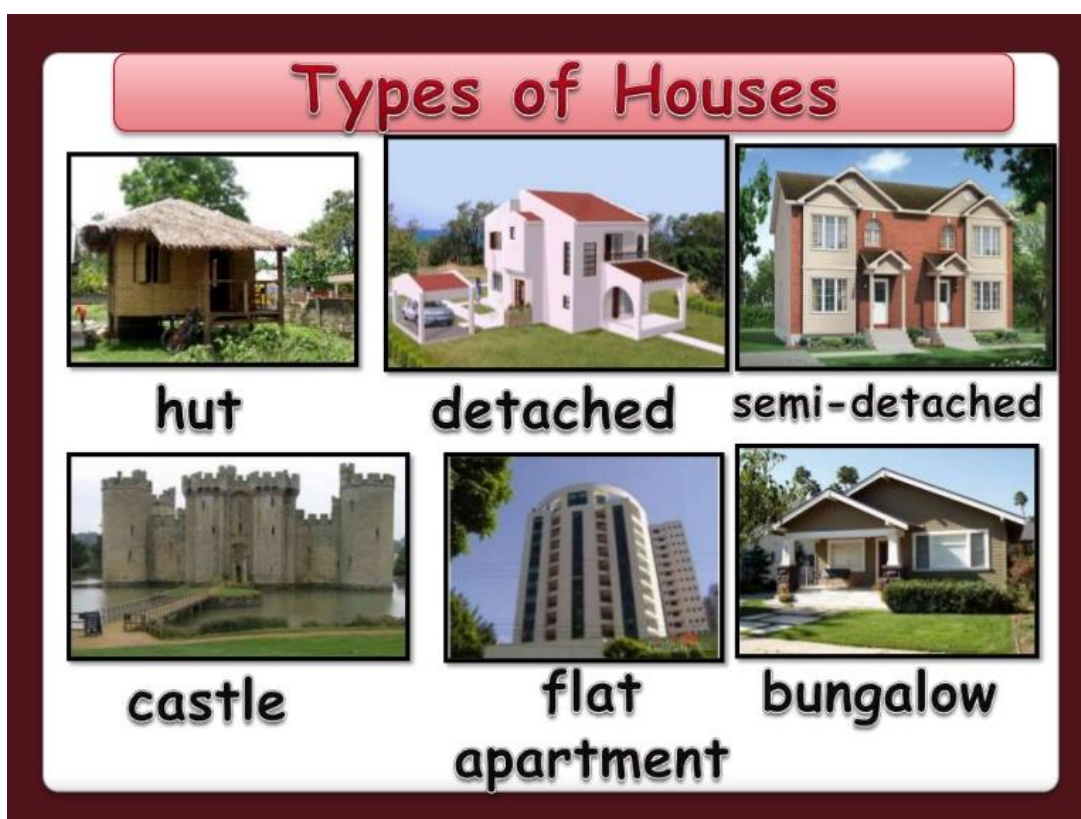
4. She suggests that it may be the result of the introduction of Millennials into the workplace. These younger people expect more feedback and closer relationships with their bosses.
5. He believes that a worker's goal is to do their job or whatever is asked of them. He gives the cynical interpretation that when people complain of 'unclear goals' they are saying that they don't enjoy what they are doing and they think they're better than what they're currently doing.
6. He understands that often employees aren't 100% sure that this is what they want to do in life. He also notes that management is inconsiderate of employees' ambition to do more than what is expected of them.
7. Often this means that although you may be allowed to go on holiday or not come into the office, you are still expected to respond to emails and take phone calls. This effectively means that you don't get an actual break from work or the opportunity to fully relax.

3. So, you want to sell your house, do you?

Warmer

Look at the images of the houses below, and ask and answer the questions below.

How many of the houses below can you name? What other types of houses do you know? Where do you live? What types of houses have you lived in? What type would you like to live in? Why? What does your dream house look like? Describe it in detail. Do you prefer living in an apartment or a regular house more? Why? If you could live anywhere in the world for one year, where would you live? Why? If you had the opportunity, would you ever become a real-estate agent? Why or why not? What do you like about where you currently live? What don't you like? What do you think it's like to be a real-estate agent? What difficulties are there? What sort of reputation do estate agents have in your country?





Pueblo

common to the Southwest desert, these earth coloured distinctive adobe and stucco houses resemble pueblos of Native Americans. Features include round edged exterior walls, flat roofs and rustic support beams extending through walls.



Queen Anne

although simpler and less elaborate than a Victorian home it has many architectural features such as a round turret, wrap-around porch with gazebo, bay window and gables. Commonly, has horizontal bands highlighting differing textures and materials.



Ranch

typically, a rectangular or "L" shaped home with all rooms on its one level. Its simple layout features openness and efficient use of space. Variations include a raised ranch where the basement level extends partially above the ground to allow for larger windows and the feeling of another above ground level.



Romanesque

typically, these impressive homes are made from brick or stone, having rounded turrets and arched entranceways.



2 First viewing

You're going to watch a video about real estate agents (also known as estate agents, or realtors). What do you think it's like to be an estate agent? What are some of their methods or tricks for getting a buyer or seller? Make notes, and discuss with a partner. Then, watch the video once to compare your ideas. What did you learn about estate agents that you didn't know before?



3 Second viewing

Watch the video again. Then, answer the questions.

1. According to the speaker in the video, why is a realtor's life a daily struggle for survival?
2. What do real estate agencies do with some of the properties they have on listings websites?
3. What happens when the reporter phones up an estate agent's to ask about a property they have listed?
4. What do the following terms mean in real estate lingo?
 - Cosy =
 - Awaiting your touch =
 - Needs TLC (tender loving care) =
 - Partial view =
5. What does the estate agent admit they might say if they're accused of not telling the truth about a property?
6. What's the real reason a realtor does open house?
7. Why might a seller not hear about the highest bid for his/her property?
8. What problems with the seller's house does the estate agent mention?

4 Follow-up

Retell it!

Prepare a short description of what was said in the video. You've got a couple of minutes to do this. Make notes. Then, when you're ready, try to recount the information, using as much of the language as possible.

Dialogue

In pairs or individually, write a dialogue of an interview between an estate agent and a buyer or a seller. Make the interview as funny, silly or serious as you like. When you're ready, act it out (using notes, not reading it out word-for-word) in front of the class. Other students listen then ask questions.

The property sales presentation

Students write notes for a two-minute sales presentation for a property. This could be an invented property, their own house or any existing property or house. Students should include as much information about it as possible in their attempt to sell it. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the best ones, or ask and answer questions.

Answers:

1. In New York City alone, there are 27,000 real estate agents, but last year, there were only 12,598 contracts for sold properties. So, lots of agents are chasing a few contracts.
2. They keep them on the website even if they sold them a few years ago – they're used as "bait" for potential clients.
3. She's told that it's just been sold it, but they do have other similar properties available. Then, they'll try to show you anything because you're an active buyer.
4. • Cosy = small
• Awaiting your touch = you'll have to do a lot of work here
• Needs TLC (tender loving care) = it needs a handyman's touch (some professional building work)
• Partial view = you have a partial view of the water, because you're looking at it through the building (i.e. you don't have a view at all!)
5. They might say that they didn't know about the problem, or weren't aware of it.
6. It's for self-promotion – they're using this (and the For Sale sign, the internet ad, etc.) to get potential buyers to call them so they can convert them into actual buyers.
7. Because the bid might be made through another agent, and the real estate agent doesn't want to have to split the commission with another agent.
8. The problems she mentions are: the dipping floor, the smell of smoke, the burnt out light bulbs and the cluttered furniture. She also mentions overpricing your house.

How much water does it take to make a jacket?

1 Warm up

Ask and answer the following questions.

Where do you usually buy your clothes (choose from the shops below or any others)? Why do you choose these shops? What brands of clothing do you like? Why do you like them? What helps you decide what to buy? Have you ever bought any clothing online? What was it? What do you like or dislike about shopping?

*Primark, Zara, H+M, Sfera, GAP, Polo Ralph Lauren, Pepe Jeans, Levi Strauss, Prada, Chanel, Burberry, Versace, Armani...
Other?*



2 First viewing

You're going to listen to documentary presenter Stacey Dooley talking to high street shoppers on the fashion industry. Listen once. How do the shoppers respond to the revelations?

- a) They don't seem to be surprised about how their clothes are produced.
- b) They don't seem to care at all about what they're told about their clothes.
- c) They seem to be shocked by what Stacey reveals to them about their clothing.

3 Second viewing

Listen again and answer the following comprehension questions.

1. Why are water resources diminishing according to Stacey?
2. What did Stacey know about clothing production before making this documentary?
3. How do the shoppers' predictions compare to the actual statistics of water usage in producing these items of clothing? How much water does the boy think was used to grow the cotton to make the jacket he bought?
4. How does the young man evaluate his decision to buy the jacket after finding out how much water it requires?
5. Why does the woman wearing the bandana get particularly upset?
6. How does this revelation impact the upset woman?
7. What does Stacey believe is the reason people don't think about the consumption of water when buying clothes?

4 Follow-up

Retell it!

Prepare a short description of what was said in the video. You've got a couple of minutes to do this. Make notes. Then, when you're ready, try to recount the information, using as much of the language as possible.

Dialogue

In pairs or individually, write a dialogue of an interview between a reporter and a fashion label owner who is being asked about some controversial aspects of his/her business. Make the interview as funny, silly or serious as you like. When you're ready, act it out (using notes, not reading it out word-for-word) in front of the class. Other students listen then ask questions.

Presentation

Write notes for a two-minute presentation on a fashion label, explaining how it's sustainable and ethical. Make this as funny, silly or serious as you like. When you're ready, give your presentation (using notes, not reading it out word-for-word). Other students listen and then ask questions.

Debate it! Fashion should be ethical and sustainable!

Hold a debate! The teacher will divide the class into two. Half the class agrees with the statement *Clothing manufacturers should ensure their products are produced ethically and sustainably!* The other half is against it. In your groups prepare arguments either in favour of or against the proposal (even if you don't agree with it personally). When you're ready, a representative from each group should stand up and present their arguments. When both sides have finished, the debate will be opened up so anyone can make comments, respond to previous points, etc. At the end (after a few minutes), hold a vote and see which idea is the most popular. At the end, you can vote either way and

you don't have to vote according to your initial group and the stance that you were representing.

Discussion Questions

Discuss these questions in pairs.

- What fashion labels do you know about? How many can you name?
- What fashion labels are there from your country?
- What do you know about the fashion industry? What controversial aspects are there related to the fashion industry?
- What are some of the human or social costs associated with producing clothing?
- Why are some people so interested in fashion?
- How important is fashion to society?
- What looks and styles are fashionable at the moment?
- How is water wasted recreationally or commercially? What could be done to reduce this waste?
- What can you do to save water at home or at work?
- What are the health benefits to drinking water?
- How much water do you drink every day? Do you think this is enough?
- How polluted are the rivers, lakes and oceans in your country?
- How might technological advances help ensure a sustainable water supply?

Answers:

1. The use of cotton in clothing production requires huge volumes of water, causing large bodies of water to shrink and disappear.
2. She was aware of the human costs associated with producing clothes for us to buy, but was totally unaware of the environmental costs involved.
3. The shoppers all make guesses that prove hugely incorrect and underestimate the consumption of water needed to grow the cotton needed to make their clothes. The boy thinks it took 800 litres. It would actually take 10,330 litres.
4. He wonders whether the jacket is really needed as much as an individual needs 10,000 litres of drinking water.
5. She knows of people who have struggled with water shortages and lack water simply to drink, wash, cook and clean.
6. She proclaims that she will, from this point onwards, change her shopping habits to avoid contributing to the overconsumption of water.
7. She believes that it's not the result of a lack of compassion, but rather that people are uninformed about the production of clothing and unaware of its impact on water resources.