

The Pack

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

**Level: Advanced, C1. September to
December 2019**



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Welcome to *The Pack*!

This material from *Learn Hot English* will provide you with ready-to-go lessons so your students can learn lots of useful English!

Teaching ideas

Here are a few quick ideas on how to use the material in this pack 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/teachers 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

Remember, as part of the Learn Hot English method, we recommend three rounds of listening / viewing:

1. Listen once **without stopping** for a general understanding (listening for gist).
2. Listen again (as many times as necessary) to answer comprehension questions, this time pausing if/when necessary.
3. Listen a final time, but this time reading the script at the same time.

Also, remind students that any discussion questions are simply a means to get them speaking. Students are free to invent information if they think the question is too “personal”. The questions are simply there to get students speaking. The actual information is secondary.

Finally, although the articles are graded, you can easily use them for other levels. For example, you could use material from the Upper Intermediate Pack with Advance-level students; or material from the Pre-Intermediate Pack with Intermediate-level students, etc. In some cases, you may need to adjust how students work on the material (such as providing more or less support depending on the level), but these adjustments are easy to make.

Good luck!

PS! Please mention to students that these lessons are from Hot English! Thanks! We appreciate any help you can give us in this respect.

The diplomatic art of giving gifts!

[track 01]

Lesson summary: This is an article about the gifts that presidents, royals and prime ministers give to other dignitaries when they travel abroad. It's a great topic for getting your students speaking.

Warm-up

Quotes

Print off or write up the following gift quotes. Give your students a few minutes to read over them and discuss them (ask them what they think of them, which ones they like, which ones they agree with, etc.). Then, remove the quotes. Read them out or write them up with gaps. Students have to remember the missing words. For example:

Teacher: "A friend is a gift you give _____."

Student: Yourself!

Etc.

Gift quotes

"A friend is a gift you give yourself." Robert Louis Stevenson

"Love the giver more than the gift." Brigham Young

"The manner of giving is worth more than the gift." Pierre Corneille

"Your gift is not what you do but what you are." Sunday Adelaja

"The greatest gift is a portion of thyself." Ralph Waldo Emerson

"Your personal truth is your gift to the world." Jennifer Elisabeth

"Every problem is a gift – without problems we would not grow." Anthony Robbins

"Breath is the finest gift of nature. Be grateful for this wonderful gift." Amit Ray

"The older I get, the better I understand that every day is a gift." Joel Osteen

"The greatest gift you can give another is the purity of your attention." Richard Moss

"We make a living by what we get, but we make a life by what we give." Winston Churchill



“My father gave me the greatest gift anyone could give another person, he believed in me.” Jim Valvano

“Being gifted doesn’t mean you’ve been given something. It means, you have something to give.”

“There are souls in this world who have the gift of finding joy everywhere, and leaving it behind them when they go.” Frederick William Faber

“If I were given the opportunity to present a gift to the next generation, it would be the ability for each individual to learn to laugh at himself.” Charles M. Schulz

“Every gift which is given, even though it be small, is in reality great, if it is given with affection.” Pindar

“The excellence of a gift lies in its appropriateness rather than in its value.” Charles Dudley Warner

“The greatest gift that you can give yourself is a little bit of your own attention.” Anthony J. D'Angelo

“You give but little when you give of your possessions. It is when you give of yourself that you truly give.” Kahlil Gibran

“The greatest gift is our own eyes, sense of smell, and abilities to deduce.” Patricia Cornwell

“The gift of learning to meditate is the greatest gift you can give yourself in this lifetime.” Sogyal Rinpoche

Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can’t see the text as they do the exercises.

Remember, for the first listening you should play the recording once without stopping so students get the gist of it. For the second listening, if your students’ listening level is low, stop the recording after each paragraph and check their understanding.

After finishing that, and if you’ve done this as a listening activity (not a reading), let your students read the text as you play the recording again. This is good for developing their listening skills as they can see the connection between the written and spoken language.

Follow-up activities

Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

The perfect gift

First, as a class, brainstorm the names of as many presidents, royals, prime ministers, etc. as you can and write these on the board. Then, students choose one person from this list and decide which gift would be perfect for them and why. When they're ready, students take turns reading out their gift ideas and reasons (without saying who they're referring to). Other students have to guess who the gift is for.

E-mail

In pairs or individually, students write an e-mail to a president, royal, prime minister, etc. thanking him or her for the gift they gave. They should say why they like the gift so much, what it means to them, what they've done with it, where they're going to keep it, etc. Tell your students to make the e-mail as funny, serious or silly as they like. When they're ready, students exchange e-mails and read them over to see if they can find any errors or mistakes.

Dialogue

In pairs, students write a dialogue between a president, royal, prime minister, etc. and the person they're visiting. During the dialogue, they should exchange gifts, explaining clearly what the gift is, why it's so special, why you're giving it, what to do with it, etc. Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones. Students could also film the dialogues on a smartphone then show it to the class.

Discussion: gifts & presents

Discuss these questions in pairs.

- When was the last time you gave someone a gift? Who was it? What was the gift? How did the other person react?
- When was the last time you received a gift? Who gave it to you? What was it? How did you react? What did you do with it?
- Have you ever received something you really didn't want? What did you do with it?
- Have you ever given your present to someone else? Why did you give it away? Who did you give it to? What was the gift? Did anyone ever find out?
- Have you ever donated or thrown a gift away? Why? What was it? Who had given it to you?
- Have you ever been blown away by a gift that someone gave you? What was it? Who gave it to you? Why was it so amazing?
- Has anyone ever asked you about a gift they gave you and where it was?
- When was the last time you had to pretend to be happy with a gift you actually hated? What was it? Why didn't you like it? Who had given it to you? What happened to it in the end?

Objective To improve your reading and listening skills.

Think about it What presents do you give when you go to visit someone or stay with them? What are some of the best presents you've ever received? What's the most expensive present you've ever given someone? Who was it for?

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

📍 **TRACK 21: ENGLISHMAN & US MAN**



IS THAT IT?

THE DIPLOMATIC ART OF GIVING GIFTS!

When was the last time you gave someone a present? In the world of **diplomacy**, it's common to offer **gifts** to visiting kings, queens, presidents and prime ministers; or to bring presents for representatives of a **host country**. The gifts range from the ordinary to the **absurd**. Here are a few examples.

The royal family receives a lot of gifts, some of which are really unusual. A list from 2013 included a state **coach** made out of chocolate, a portrait of the Queen burnt into tree bark, a plastic stand-up angel, a garden gnome and a book titled *Your Arms Remind Me of Pork Luncheon Meat*.

Sometimes, the royals are given **live** animals. In 1764, King George III was presented with a cheetah while in India; and in 1827, King George IV was given a giraffe by the **pasha** of Egypt. The present-day Queen has received two black beavers from Canada, and was once given an elephant and a crocodile during a visit to Gambia.

President Obama seems to be popular, **judging by** the number of gifts he receives. Canadian Prime Minister Stephen Harper once gave Mr Obama a ball signed by the 2011 Toronto Raptors professional basketball team, as well as a golden-framed, 19th-century antique map of North America. Queen Elizabeth II presented the president with a leather-bound volume entitled *A Selection of Papers*

From the Royal Archives 1834-1897, and a **brooch** with **gold leaves** to First Lady Michelle Obama. Prince Charles once gave the Obamas a 15-piece **china tea set**.

Nicolas Sarkozy (the ex president of France) is an extremely generous gift-giver. In 2011, he gave the Obamas presents worth more than \$40,000. The list of goodies included a large black Hermès golf accessory bag, two Baccarat **crystal** table lamps on silver **pedestals**, a **monogrammed** black leather Louis Vuitton business bag, and a glass sculpture of Alexander the Great's horse.

Others aren't quite so imaginative. On a visit to China, David Cameron gave the Chinese Premier Li Keqiang a collection of books, a pair of gloves and a tennis racket signed by Andy Murray, among other things. In return, Cameron received a painting of a horse, and a model of a Chinese bullet train. And Cameron gave Russian leader Vladimir Putin a framed photo of the pair of them watching the judo at the London Olympics. Cameron got a bottle of Armenian cognac in return. One of the most thoughtful gifts ever was the one given by ex Prime Minister Gordon Brown to Barack Obama. He proudly presented the president with a **pen holder** made from the **timbers** of the Victorian **anti-slavery ship**, HMS Gannet.

Unfortunately for Brown, the presents he received weren't quite as impressive: two models of the presidential

helicopter (Marine One) for his sons, and a box set of 25 DVDs of classic American films. It later **transpired** that the DVDs were **incompatible** with British DVD players, so he couldn't watch them.

Poor old Gordon! ☹️

VIDEO

YouTube

Watch President Obama give a present to the Pope. Search YouTube for "President Obama presents gift to Pope Francis".

GLOSSARY

diplomacy *n*
the activity of managing relations between different countries

a gift *n*
a present; something nice that you give to someone

a host country *n*
a country that has received a special visitor such as a president of another country, etc.

absurd *adj*
ridiculous, stupid, silly

a coach *n*
a vehicle with wheels that is pulled by horses

live *adj*
a "live" animal is alive (not dead)

a Pasha *n*
an important official in the Ottoman Empire (an empire that ruled from what is now modern-day Turkey from 1300 until 1920, more or less)

judging by *exp*
we often use "judging by" to introduce the reasons why we think something is true

a brooch *n*
a small piece of jewellery with a pin at the back so you can put it on a jacket, etc.

gold leaves *n*
gold in the form of very thin sheets, often used to decorate objects

china *n*
a hard white substance made from clay. It's used to make cups, bowls, plates, etc.

a tea set *n*
a set of cups, dishes, etc. used to serve tea

crystal *n*
a transparent rock that's used to make jewellery

a pedestal *n*
the base for a statue, etc.

monogrammed *adj*
if an object is "monogrammed", it has the first letters of a person's name on it

a pen holder *n*
an object used for holding a pen

a timber *n*
wood that is used for building houses, ships, etc.

an anti-slavery ship *n*
a ship that was used to stop ships transporting slaves

to transpire *vb*
when it "transpires" that something is true, people discover that it is actually true

incompatible *adj*
if A is "incompatible" with B, A and B are very different and they can't be used together

Answers on page 44

1 Pre-reading

Look at the list of gifts below. Which three would you like to receive? Why?

an elephant **a basketball ball**

an antique map **a cheetah**

a golf accessory bag

a giraffe **a brooch** **beavers**

a tennis racket signed by Andy Murray

a box set of 25 DVDs

a painting of a horse

a bottle of Armenian cognac

2 Reading I

Read or listen to the article once. Which gift is the most absurd? Which one is the best? Why?

3 Reading II

Read the article again. Then, write gifts from the Pre-reading activity next to each person.

1. Queen Elizabeth II
2. King George III
3. King George IV
4. David Cameron
5. President Obama
6. First Lady Michelle Obama
7. Chinese Premier Li Keqiang
8. Ex-Prime Minister Gordon Brown

Freedom for garden gnomes! [track 02]

Lesson summary: This is an article about the Gnome Liberation Front – an organisation that “liberates” garden gnomes and “returns” them to the wild. This is a great topic for getting your students speaking.



Warm-up

Unusual organisations

Students read over the list of organisations below. They choose 2 and guess or imagine what the organisations might involve, what they’re trying to achieve, what they do, who they’re trying to help, how they’re trying to help them, etc. Then, in pairs or individually, students choose an organisation and write a description of it and what it supposedly does (without naming the organisation). When they’re ready, students take turns reading out their descriptions. Other students have to guess which organisation they’re referring to.

- The Association for Pet Loss and Bereavement
- The Association for Gravestone Studies
- The Association for Positive Behaviour Support
- The Association for Pet Obesity Prevention
- The National Association for Self-Esteem
- The Association for Applied and Therapeutic Humour
- The Prince Philip Movement
- The Gnome Liberation Front
- The International Association for Bear Research and Management
- The Association for Crime Scene Reconstruction
- The Association for Astrological Networking
- The World Association of Detectives
- The National Association of Professional Pet Sitters
- The International Association of Youth Hypnotists
- The American Association of Candy Technologists
- The Association for Dressings & Sauces

Lesson activities

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Follow-up activities

Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

Design it, sell it!

In pairs or small groups, students design a new type of garden gnome. They write up a description of it, create a picture of it (or print one off from Google), and make notes for giving a sales presentation on it. Students should include its name, colour, price, back story, history, size, accessories, clothing... When they're ready, ask for volunteers to present their gnomes. Other students listen, ask questions and then vote on the best ones.

News report

Students write a news report on an incident involving a garden gnome. The news report should include information that answers the following questions: *who, what, when, where, why, how*. Tell your students to make the news report as funny, silly, serious or dramatic as they like. When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. They could also present it as if they were two reporters in a news studio, sitting at a desk looking into the camera. Alternatively, they could film the news report with their smartphones and then show it to the class. Other students listen then ask questions, or the person presenting the news could ask them comprehension questions.

Debate it!

Hold a debate! Divide the class into two. Half the class is in favour of increased rights for garden gnomes. The other half is against this. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against the proposal (even if they don't agree with it personally). When they're ready, allow representatives from each group to stand up and present their arguments. When both sides have finished,

open up the debate 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. Tell students they can vote either way and that they don't have to vote according to their initial group and the stance that they were representing.

Discussion: Organisations, charities & volunteer work

Discuss these questions in pairs.

- What charities are there in your country? Who are they trying to help? How many can you name?
- What organisations are there in your country? Who do they represent or help? What do they do? Why do they exist?
- Have you ever helped out in a charity or organisation? What did you do?
- What volunteer projects have you been involved in?
- Why do you think some people do volunteer work?
- Would you like to work as a volunteer? Which organisation would you like to help out?
- Have you ever done any volunteer work? What did you do?
- What are the pros and cons of volunteering?
- Do you know anyone who has done any volunteer work? What did they do?
- Have you ever benefitted from someone's volunteer work? What? When? How?
- How many types of volunteer work can you name in one minute?
- What type of volunteer work is there after a natural disaster?
- Have you read anything in the news about any volunteer work? What was it?



Objective To improve your reading and listening skills.

Think about it Do garden gnomes (or other similar things) exist in your country? How popular is gardening in your country? What freedom or liberation movements are there in your country? What do they want to achieve? What pranks are typical or famous in your country?

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

◎ TRACK 22: ENGLISHMAN & ENGLISHWOMAN

QUIRKY NEWS

Unusual news stories from around the world.

FREEDOM FOR GARDEN GNOMES!



Answers on page 44

Pre-reading

Match the imaginary creatures (1 to 8) to the pictures (a-h).

1. Fairy ☐
2. Elf ☐
3. Ogre ☐
4. Giant ☐
5. Troll ☐
6. Leprechaun (from Ireland) ☐
7. Gnome ☐
8. Dragon ☐



Reading I

Read or listen to the article once. Why do people steal gnomes? What two reasons are given?

Reading II

Read the article again. Then, answer the questions.

1. What are the aims of the Gnome Liberation Front?
2. Why are stolen gnomes repainted?
3. Where and when was the FLNJ formed?
4. What did the incident known as the "mass suicide" involve?
5. Which famous person was the gnome from Washington photographed with?
6. What did Murphy the Gnome do in New Zealand?

Gardening is a popular hobby in the UK. In fact, the industry is worth over £4 billion and continues to grow despite the **recession**. One popular feature of many British gardens is the garden gnome – a small ceramic, **bearded** character. They're often placed in gardens as decoration, but some people consider this to be cruel.

The Gnome Liberation Front **aims** to **liberate** gnomes and return them to the **wild**. Members of the organisation argue that gnomes have been captured and **stripped of their freedom**. After liberating them from "their life of **miserable solitude**", gnomes are often **repainted** so they can't be identified.

The very first gnome liberation organisation was *Le Front pour la Libération des Nains de Jardin* (FLNJ), which was formed in France in 1997. In its first year, the Front stole over 150 garden gnomes and its leader was **charged in absentia**. In 1998, there was an incident known as the "mass suicide" that took place in Briey, a small city in eastern France. As part of this, 11 garden gnomes were hung from a bridge, with **nooses** around their necks. A nearby note stated, "When you read these few words, we will no longer be part of your **selfish** world, where we serve merely as pretty decorations." In 2000,

20 gnomes were "freed" from a garden show in Paris.

Some liberated gnomes are taken on trips around the world – an activity known as "gnoming". Over the years, there have been several incidents. In one case, a gnome was stolen from Redmond (Washington) and taken on a trip around the USA. He was photographed in Hollywood, San Francisco and Las Vegas. There was even a photo of him with Paris Hilton, which was published in *People* magazine.

In one of the most spectacular cases, a gnome went on a 7-month adventure. During the trip, he was photographed swimming with turtles off the Great Barrier Reef, **scaling** a glacier in New Zealand, touring the ancient ruins of Angkor Wat in Cambodia, **abseiling** down a mountain, standing in a shark's mouth, swimming in the sea and riding a motorbike. Seven months later, he was returned to his owners, Eve and Derrick Stuart-Kelso. Next to him was a parcel containing a photo album with 48 pictures of his round-the-world trip. In an interview with the press, Mrs Stuart-Kelso said, "Murphy was quite badly damaged and... his feet were **missing**, but that's no real surprise given the fact that he was sent abseiling down a mountain."

Power to the gnomes! ☘

GARDEN GNOMES

The first garden gnomes were made in the town of Gräfenroda, in Germany, in the mid-19th century. Garden gnomes quickly spread to other countries such as France and England where gardening was popular. Currently, there are an estimated 25 million garden gnomes in Germany.

VIDEO

YouTube

Watch a news report on the theft of some garden gnomes. Search YouTube for "Stolen Gnome investigation".

GLOSSARY

a recession *n*
a period of poor economic activity, with little money and few people buying or selling things, etc.
bearded *adj*
with a beard – hair on the lower part of the face
to aim *vb*
if you "aim" to do something, you want to do that thing and it's your objective
to liberate *vb*
to free; to help someone escape from a prison, etc.
the wild *n*
animals that live in the "wild" are free and live in the mountains, forests, etc.
to strip of your freedom *exp*
when someone is "stripped of their freedom", they become a prisoner
miserable *adj*
if someone is "miserable", they're very sad
solitude *n*
the state of being alone
to repaint *vb*
if you "repaint" something, you paint it again so it's a different colour, etc.
to charge in absentia *exp*
if someone is "charged in absentia", they're charged for a crime, even though they aren't there to hear the charges or be sent to prison
a noose *n*
a circle at the end of a piece of rope that is used to hang someone when it's placed around their neck
selfish *adj*
someone who is "selfish" only thinks about themselves and not other people
to scale *vb*
if you "scale" a mountain, you climb it
to abseil *vb*
if you "abseil" down a rock face, you go down it using a rope
missing *adj*
if something is "missing", it isn't there anymore – it's gone

How to win an argument! [track 03]

Lesson summary: This is an article about how to argue in English. It's a great topic for getting your students speaking.

Warm-up

False arguments

In pairs or individually, students read over the “false arguments” (also known as “logical fallacies”) below. They decide what's wrong with them. Then, when they're ready, go over them as a class and see if you can agree. Students who finish early can write some more false arguments. For example:

Argument: **“Joe lives in a big building, so his apartment must be huge.”**

Argument deconstruction: *Just because Joe lives in a big building, it doesn't mean that his own apartment will be big.*



- Joe lives in a big building, so his apartment must be huge.
- Once all gun-owners have registered their firearms, the government will know exactly who to confiscate them from.
- If we legalise marijuana, next thing you know we're legalising heroin!
- The Ford F-150 is the best-selling truck in America, therefore it is the best truck.
- More people prefer the taste of Pepsi to Coca-cola and therefore Pepsi is better than Coca-cola.
- Since no real evidence has been collected of UFOs, they can't exist.
- Scientists don't know exactly what happened in the Big Bang, so it can't be true.
- Thousands of Americans have seen lights in the night sky which they couldn't identify. This proves the existence of life on other planets.
- The customer's internet is slow and he's using a PC (not a Mac), so it must be a problem with PCs.
- Atmospheric CO2 levels and drug use have both increased steadily since the 1960s. Therefore carbon dioxide causes people to use drugs.
- When people buy more water at the park on a sunny day they also buy more ice cream. So, ice cream must make people thirsty.

Lesson activities

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Follow-up activities

Retell it!

Assign a paragraph to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

False argument creation

In pairs or individually, students create 3 false arguments similar to the ones in the warm-up activity. When they're ready, they exchange false arguments with another pair or student. Then, they try to dismantle each other's false arguments.

Dialogue

In pairs, students write up notes for a dialogue between two people, one of whom is using a lot of false arguments. Students could use the false arguments they created in the previous activity. Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones. Or, students could also film the dialogues on a smartphone then show it to the class.

Speed arguments!

Print off the debating statements below (or any others) on little slips of paper or cards. Make enough sets for pairs of students in your class. Then, put your students into pairs. Give each pair a set of the debating cards face down. Before starting, students choose to be either "YES" or "NO". Those who are "YES" must agree with the statement (even if they don't in real life); and those who are "NO" disagree with it. On the word go, students turn over a card to reveal a debating statement. Then, they have 30 seconds to decide what they're going to say. This could be a logical or illogical argument – it

doesn't matter. When the 30 seconds is up, they have to argue over the issue for 2 minutes. Once the 2 minutes is up, they turn over another card and repeat the process. Carry on for as long as possible. Tell your students to argue as “aggressively” as they want – the more passion, the better! When they've finished, bring the class back together and ask for any ideas students had on the issues, or for a pair to recreate one of their “heated” arguments.

Debating topics

- Terminally ill patients should have a right to end their life.
- There should be an upper age limit of 75 years old for driving.
- The minimum age limit for starting to drive should be lowered to 16.
- There should be a restriction on how many children a family can have.
- Hate groups should be allowed to post their messages of hate on social media.
- News reports shouldn't show or mention the identities of mass shooters or terrorists.
- Stem cell research should be publicly funded.
- There should be an age limit on when children can have mobile phones.
- There should be a limit on how many pets you can own.
- Beggars should be fined if they're caught lying about their situation to get money.
- Marijuana should be legalised.
- Pharmaceutical companies or doctors should be required to pay for the treatment of those who get addicted to their medication.
- Universal health care should be a basic human right.
- Obese people should be charged an “obesity” tax for travelling on all forms of transport – public or private.
- People who smoke or drink heavily should have to pay for any medical attention, treatment or operations.
- Mobile phones should be banned in the classroom.
- All schools should require pupils to wear uniforms.
- All public universities should be free.

- Primary and secondary schools should ban the sale of junk food.
- Any treasure you find in your property or garden should be given to the state.
- Teachers should be paid the same as doctors or lawyers.
- Homework should be banned for primary school children.
- Schools should replace teachers with robots or AI (artificial intelligence) technology.
- Schools should be year-round and only have 4 weeks' holiday in total.
- All guns in private hands should be banned.
- Convicted felons shouldn't be allowed to vote.
- Prisoners should be forced to do unpaid work while in prison.
- Prisons should be allowed to go private.
- Social media platforms should be responsible for any fake news that is posted on their site.
- Mobile phone companies should be allowed to track your movements.
- Driverless vehicles should be allowed on the same road as manual drivers.
- Parents should be allowed to micro-chip their children.
- Governments should be allowed to spy on your internet activities as part of their counter-terrorism measures.
- You should be forced to return money if an ATM gives you too much.
- Every retailer should accept a payment of bitcoin.
- Companies should be forced to label products as GMOs (genetically modified organisms).
- Governments should promote plant-based diets over meat-based ones.
- Sugary products should be taxed at a higher rate.
- Citizens should be allowed to sue any politicians who act against climate change measures, or who don't protect the environment.

- All restaurants should be required to say how many calories there are in the food they serve.
- The sale of palm oil should be banned.
- Renewable energy firms should receive subsidies.

Discussion: debates & arguments

Discuss these questions in pairs.

- When was the last time you argued with someone in your family? What did you argue about? What was your position? What was your “opponent’s” position? Who “won” the argument? How do you know?
- When was the last time you argued with someone at work? What did you argue about? What was your position? What was your “opponent’s” position? Who “won” the argument? How do you know?
- When was the last time you argued with someone in a public place: a hotel, a restaurant, a shop... ? What did you argue about? What was your position? What was your “opponent’s” position? Who “won” the argument? How do you know?
- When was the last time you argued with someone at school? What did you argue about? What was your position? What was your “opponent’s” position? Who “won” the argument? How do you know?
- When was the last time you argued with a friend? What did you argue about? What was your position? What was your “opponent’s” position? Who “won” the argument? How do you know?
- When was the last time you spoke out about something? What was it? Who were you talking to? Who were your comments received (positively, negatively, angrily...)?
- What are your top tips for winning an argument?

Objective To improve your listening and reading skills.

Think about it How often do you argue? Do you ever argue at work? Who with? What about? What do you argue about at home? Have you ever had an argument with a superior? What was it about? When was the last time you saw two people arguing? What were they arguing about? Who was arguing? How angry were they?

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

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I'M
DEFINITELY
WINNING!

"I'm not arguing, I'm just explaining why I'm correct!" How to win an argument!

What's the best way to win an argument? Here are our top tips.

Preparation: do your research and make sure you've got all the facts and figures **at your fingertips**. Also, work out what you think the other person will say so you can **counter** their arguments.

Clarity: lay out your points clearly and with examples. Don't make generalisations such as "you always spend hours in the bathroom" because your opponent will think of a time when they didn't, and then you'll lose that argument. Instead, be specific and say, "You spent over 20 minutes in the bathroom this morning."

Listen: listen carefully to your opponent and ask lots of questions to get them talking. As they're chatting away, you may notice **flaws** in their argument. Also, ask questions, such as "What would that entail?" or "How would that work?" so your opponent is forced to go through their idea step by step.

Watch out for the following **logical fallacies** – things that sound reasonable but which are actually flawed or dishonest.

The correlation-causation confusion: this is when your opponent confuses **correlation** (or **coincidence**) with **causality**. For example, since the 1950s, both CO₂ levels and obesity levels

have increased sharply. But does this mean that atmospheric CO₂ has caused obesity? Of course not – it's just a coincidence.

The straw man: your opponent simplifies your argument, then argues against the simplified version. For example, imagine you propose reducing defence spending. Your opponent then argues that cutting defence funding will leave the country **defenceless**, and then proceeds to argue against leaving the country defenceless, ignoring your original arguments for decreasing defence spending.

The ad populum fallacy: this is when your opponent bases their argument on the fact that everyone does something so it must be the "right" thing to do. For example, "Most smokers think we should be able to smoke in public places. Therefore, smoking in public places is a good idea."

The false dilemma: your opponent builds an argument on the basis that there are only limited choices or outcomes when actually there could be several. For example, they could say, "Either we buy the new system or the business will **go bust**." Clearly that isn't the only option.

The red herring: this is when your opponent introduces something that isn't directly related to the subject in an attempt to deflect attention, confuse

you or change the topic of conversation. For example, imagine you catch someone cheating in an exam, and they say, "OK, I admit I was cheating, but everyone else has been cheating too." In this case, your opponent is trying to divert attention away from him/herself.

The slippery slope: your opponent claims that if A happens, it'll lead to B, and when that happens it'll lead to C and then D. For example: "If we introduce restrictions on who can buy guns, the government will take away our rights." Of course, it isn't necessarily true that one thing will naturally lead to another.

Are you ready for an argument? ✨

VIDEO

YouTube

Watch an argument from the TV series *Friends*. Search YouTube for "**Friends-Ross and Rachel arguing about the baby**".

GLOSSARY

at your fingertips *exp*
something that's "at your fingertips" is close to you and you can use it easily
to counter *vb*
if you "counter" what someone has said, you give the opposite arguments
a flaw *n*
a "flaw" in an argument is a mistake in it
a logical fallacy *n*
an idea which people think is true but which is actually false or incorrect
a correlation *n*
a "correlation" between things is a connection between them
a coincidence *n*
when there's a "coincidence", two or more events happen at the same time by chance (by luck)
causality *n*
the relationship between cause and effect
defenceless *adj*
if a country is "defenceless", it can't defend itself
to go bust *exp*
if a business "goes bust", it stops operating because there's no more money

Answers on page 44

1 Reading I

What are your top tips for winning an argument? Make notes. Then, read the article once to compare your ideas.

2 Reading II

Read the article again. Then, write a brief explanation of the following things without referring back to the article.

1. The correlation-causation confusion =
2. The straw man =
3. The ad populum fallacy =
4. The false dilemma =
5. The red herring =
6. The slippery slope =