

The Pack

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

**Level: Pre-intermediate, A2. September to
December 2019**



Index

- 1. Different types of selfie! [track 01]**
- 2. Do we really need these 11 things? [track 02]**
- 3. What not to say in your CV! [track 03]**

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.

Different types of selfie! [track 01]

Lesson summary: This is an article about selfies (photos you take of yourself with your smartphone). It's a great topic for getting your students speaking.

Warm-up

Famous selfies

Display the famous selfies. In pairs or small groups, students describe them, and say who's in the pictures and what's happening.

Then, they look over the list of types of selfies below and decide what they consist of. When they're ready, discuss their ideas as a class.

- Bed selfie
- Beach feet selfie
- Food selfie
- Gym selfie
- Drunk selfie
- Duckface selfie
- Friends selfie
- Shy selfie
- Belfie
- Holiday selfie
- Famous friends selfie
- Badass selfie
- Happy couple selfie
- Naked selfie
- Inappropriate selfie



Learn Hot English Language Services www.learnhotenglish.com

Check out our **blog** for more material: www.learnhotenglish.com/blog

Famous selfies



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. For the first listening, play it once through without stopping.

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.

If you do this as a reading activity, you could assign a paragraph to different students. Then, in pairs or small groups, get them to explain what their assigned food item consists of.

Follow-up activities

Retell it!

Assign a paragraph (or paragraphs) 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. This works well in pairs, with you monitoring the language.

The famous selfie presentation

In pairs or individually, students take their own selfie or find one online (by searching on Google). Then, they prepare a short presentation on it, explaining who's in it, where it's taken, when it's taken, etc. They should include copies of the selfie to show other students. When they're ready, students present their selfie to the class. Other students listen and then ask questions.

Selfie dialogue

In pairs, students write up notes for a dialogue between a reporter and someone who was in one of the selfies from the article. The reporter should ask questions using *who*, *what*, *where*, *why*, *when*, *how* to get as much information as possible about the selfie. 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. Students could also film the dialogues on a smartphone then show it to the class.

Discussion: photography & selfies

Discuss these questions in pairs.

- What was the last photo you took? Who was it of? Where did you take it?
- What do you usually take photos of?
- What do you do with your photos: keep them on your phone, put them onto a computer or hard-drive...?
- Do you ever make prints of your photos? What do you do with the prints?
- Do you make photo albums? Why? Why not?
- Have you framed and displayed any of your photos? Which ones? What are they of? Where are they hanging?
- Have you ever taken a selfie? Where were you? When was it? Who were you with?

Objective To improve your reading and listening skills.

Think about it Have you taken a selfie lately? What type of selfie was it? What type of selfies do you take? What do you think of selfies? Why do you think people take so many selfies?

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

TRACK 3: ENGLISHMEN



DIFFERENT TYPES OF SELFIE!

Thousands of smartphone **self-portraits** or “selfies” are taken and shared every day. But not all selfies are the same.



The bed selfie

Take a picture of yourself in bed. Also known as a morning selfie.



A beach feet selfie

A picture of your feet with the sand and sea in the background. Guaranteed to make your friends jealous while they're stuck in an office.



A food selfie

A picture of you with a plate of food that you're about to eat.



The gym selfie

A picture taken of you at the gym, with some impressive equipment in the background.



The drunk selfie

A selfie of you while you're drunk.



The duckface selfie

For this selfie, simply push out your lips and make them look bigger and sexier. Also known as a trout pout selfie.



A friends selfie

Take a horizontal picture of you

with lots of friends to show just how popular you are.



The shy selfie

A picture of you looking shy and

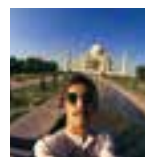
awkward, as if you didn't want the picture taken... even though it was you who took it!



Belfie

An abbreviated form of “bottom selfie”, this is

a self-portrait showing your backside. This is popular among celebrities such as Kim Kardashian and Rihanna.



The holiday selfie

A picture of you in some exotic location.

Guaranteed to make your friends jealous.



The famous friends selfie

Take a picture of yourself with

someone famous, then let all your friends know about it.



The badass selfie

A picture of yourself looking really

mean and hard, even though the worst thing you've ever done is to cross the road when the lights were red.



The happy couple selfie

A picture that says,

“Look, I've got a wonderful boyfriend/girlfriend.”



The naked selfie

Naked selfies are often used for sexting.

Democratic congressman Anthony Wiener became internationally famous after sending naked selfies to a number of women.



The inappropriate selfie

A selfie taken at an inappropriate

moment, such as at a funeral, or like the one David McCarthy took after German cyclist Marcel Kittel had collapsed to the ground with exhaustion, or the one a young man took of himself at Eastbourne pier (in southern England), which was in flames. 🔥

VIDEO

YouTube

Find out how to take the perfect selfie. Search YouTube for “How to Take The Perfect Selfie”.

GLOSSARY

a self portrait *n*

a photo you take of yourself, or a painting you paint of yourself

stuck *adj*

if you're “stuck” in an office, you're trapped there and can't leave

a trout pout *n*

someone with a “trout pout” has thick lips (the part of your mouth you use for kissing). Literally, a “trout” is a type of fish; a “pout” is a look in which you push out your lips. Kids sometimes do it when they're angry

shy *adj*

a “shy” person is nervous in the company of other people

awkward *adj*

someone who feels “awkward” feels uncomfortable or nervous

jealous *adj*

If you're “jealous” of another person, you feel angry because you aren't in their situation

mean *adj*

a “mean” person is violent or cruel

hard *adj*

strong both physically and mentally

sexting *n*

the act of sending messages with sexually explicit photos between mobile phones

Congressman *n*

an elected member of the House of Representatives in the USA

a pier *n*

a wooden structure that goes into the sea. It often has shops or theatres on it

in flames *exp*

if something is “in flames”, it's burning

Answers on page 44

1 Pre-reading

Look at the pictures of the different types of selfie.

How many of them can you identify? How many of them have you taken? Which ones would you never take? Why?

2 Reading I

Read or listen to the article once. What's your favourite type of selfie? Why? What's your least favourite? Why?

3 Reading II

Read the article again. Then, write the correct type of selfie next to each statement.

1. It's often taken with a well-known person.
2. It's also known as a morning selfie.
3. It's a picture of you with big lips.
4. It's a picture of you looking awkward.
5. It's a picture of you and your partner.
6. It's guaranteed to make your friends jealous.

Do we really need these 11 things?

[track 02]

Lesson summary: This is an article about things that are becoming obsolete and that we don't need any more (such as CDs). It's a great topic for getting your students speaking.

Warm-up

Quotes

Print off or write up the following quotes about the past. 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: "We can't change our past, but we can choose our _____."

Student: "Destiny!"

Etc.

- "We can't change our past, but we can choose our destiny." Anonymous
- "It's more fun to think of the future than dwell on the past." Sara Shepard,
- "Never regret anything because at one time it was exactly what you wanted." Anonymous
- "You can't start the next chapter if you keep re-reading the last one." Anonymous
- "Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin." Mother Theresa
- "When the past calls, let it go to voicemail. It has nothing new to say."
- "Never regret anything that has happened in your life, it cannot be change, undone or forgotten. So take it as a lesson learned and move on. :)" Anonymous
- "The past is there to look back at our mistakes; the future is there to make sure you don't make the same ones." Anonymous



- “We are products of our past, but we don't have to be prisoners of it.”
Rick Warren
- “You can't look into a bright future if your eyes are still filled with tears from the past.” Anonymous
- “Don't let today's disappointments cast a shadow on tomorrow's dreams.”
Anonymous
- “The future is stardust because you can dream it. The present is clay because you can mold it. But the past is stone because you can never change it.” Anonymous
- “Stop worrying about the past when there is nothing you can do to change it.”
Anonymous
- “Yesterday is history, tomorrow is a mystery, today is a gift of God, which is why we call it the present.” Bill Keane

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.

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) 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.

TV shop commercial!

In pairs or small groups, students create a TV show commercial for one of the products from the article, trying to get people to use it or buy it again. For inspiration, search YouTube for “Chopping Machine TV Shop commercial” and show them this invented advert. Or, for a bit of fun, search for “Top 10 Worst As Seen on TV Items Ever”. When they're ready, students act out their TV shop commercial and explain everything about

their product. Alternatively, they could film it on their smartphones and then show it to the class. Other students listen and ask questions, or vote on the best ones.



Dialogue

In pairs, students write a dialogue between a salesperson and a potential customer. The salesperson should try to sell one of the objects from this article, or get the customer to use one of the services, 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 (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Discussion: Things we don't use any more

Discuss these questions in pairs.

- What technology, objects, toys, etc. from your childhood don't exist anymore?
- Which things from your childhood do you think might exist in the future? Why?
- Have you ever watched a DVD? What was it of? Did you know how to use the DVD player?
- Have you ever listened to a CD or cassette tape? What was it like? Did you know how to use the CD player or cassette recorder?
- Have you ever seen a public phone booth? Where was it? What did it look like? How do you use the phones in a public phone booth?
- Have you ever seen an old camera that required camera film? Can you explain how it works? What are the pros and cons of digital cameras or cameras in phones?
- Have you ever booked a holiday through a travel agency? Where did you go? What was the experience like? What are the pros and cons of booking holidays online or through a travel agency?
- Have you ever handwritten a letter? Who did you write to? Why did you send a handwritten letter? What are the pros and cons of e-mail or other forms of digital communication?

Objective To learn some words to talk about everyday objects.

Think about it Do you listen to CDs or MP3s? Do you have a landline phone at home? Are there any things that you used in the past that you don't use any longer? What things have disappeared from your life?

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

DO WE REALLY NEED THESE 11 THINGS?

What changes have you noticed over recent years?

Here are 11 things that have become, or are becoming, obsolete.



1 CDs

In 2001, Apple released the world's first iPod and the

way we stored and listened to music changed forever. As a result, the use of digital music has led to a decline in the use of CDs.



2 Videos & DVDs

The DVD came along in 1995 and "killed" the

video. And now downloaded movies are threatening the existence of DVDs.



3 Phone booths

There are almost as many mobile phones in the world as there are people. So, there's almost no need for phone booths.



4 Landline phones

Text messaging. Instant Messaging.

Tweeting. E-mailing – they're all popular means of communication. And that means that landline phones are under threat. Can they survive the technological revolution?



5 Handwritten letters

When was the last time you received a handwritten letter?

These days most people communicate online as it's free and instant, although

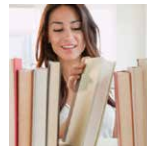
it doesn't have the same personal touch.



6 Shops

Go online and you can buy almost anything. This

has made it increasingly difficult for small, independently-owned shops to survive.



7 Books

Digital downloading has turned books into

computer files that you can buy online at the click of a button. Will paper versions of books eventually disappear?



8 Encyclopaedias

When you want to know something, what do you do? Look

it up online of course! As a result, sales of printed encyclopaedias have dropped dramatically. In 2012, Encyclopaedia Britannica announced that it would stop publishing its printed editions for the first time since 1768.



9 Camera film

It's not so long ago when you had to load film

into a camera, get it developed then wait for days before you could see the photos. These days, digital cameras have taken over, and come free with most mobile phones.



10 Travel agencies

Booking a holiday used to involve going to a travel agency. But these days, you can go online to compare

prices, book your own flight and reserve a hotel room, all from the comfort of your own home.



11 Internet cafés

Up until a few years ago, if you wanted to

go on the internet while you were away from home, you'd have to use an internet café. But these days, most people have a laptop or smartphone with instant internet access.

Technology will keep changing, and so will we. Who knows what the future will bring? *

GLOSSARY

obsolete *adj*
something that is "obsolete" isn't needed because something better has been invented

to release *vb*
when a company "releases" a product, they put it in shops so you can buy it

to store *vb*
when you "store" files on a computer, you put them in a folder on the computer

to lead to *exp*
if A "leads to" B, A causes B to happen

a decline *n*
if there's a "decline" in the use of something, people are using that thing less

to threaten *vb*
if something is "threatened" it's in danger

a phone booth *n*
a tall box with a public phone in it. If you pay, you can make a telephone call from it

a landline phone *n*
a fixed phone (not a mobile phone)

under threat *exp*
if something is "under threat", it's in danger / it could disappear

handwritten *adj*
something that is written with a pen / pencil

to survive *vb*
if something "survives", it doesn't die / it doesn't disappear

to print *vb*
when a book is "printed", it's produced on paper by a machine

to drop *vb*
to decrease

to publish *vb*
if a book is "published", copies of it are made on the machine

to load *vb*

if you "load" something into a machine, you put that thing into a machine

film *n*
a narrow roll of plastic that's used in a camera to take photographs

to develop *vb*
if camera film is "developed", photographs are made from the film

to take over *phr vb*
if a product "takes over", it becomes the most popular product in the market

to book *vb*

if you "book" a flight or hotel room, you arrange to have it at a certain time

a smartphone *n*

a mobile phone that you can use to surf the internet, read e-mails, listen to music, etc.

Answers on page 44

1 Pre-reading

Look at the titles for each section in the article (1 to 11). Which of these things do you use or have you stopped using? Why?

2 Reading I

Read the article once. In your opinion, which things will still exist in 10 years?

3 Reading II

Read the article again. Then, answer the questions.

- When did Apple release the world's first iPod?
- When did DVDs appear on the market?
- How many mobile phones are there in the world?
- When did Encyclopaedia Britannica start printing their encyclopaedias?
- How long does the writer say you had to wait to see your photos in the past?
- What can you do in the comfort of your home that you had to do in a travel agency before?
- Why are internet cafés disappearing?

What not to say in your CV! [track 03]

Lesson summary: This is an article about mistakes that people often make on their CVs (curriculum vitae) when applying for a job. It's a great topic for getting your students speaking.

Warm-up

Typical mistakes

In pairs or small groups, students read over the following groups of sentences below and try to explain the meanings of the words in bold. All the words are **homophones**. This means they sound the same, but they have a different meaning. When students are ready, go over the activity as a class and discuss the language.

- **It's** Tuesday today.
I gave the dog **its** food.
- There were just **two** of us at the party.
Can Pete come **too**?
Where are you going **to**?
- **They're** playing football in the park.
They said we could borrow **their** car.
I don't want to go **there**.
- **You're** working tomorrow, aren't you?
By the way, I've got **your** tennis racket.

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.

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 couple of minutes to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

Language quiz

In pairs or small groups, students write 10 sentences using the words from this lesson, or any other tricky English words. Half their sentences should be correct, and other half should have deliberate mistakes in them. When they're ready, students exchange lists and try to identify any errors. Later, go over this as a class. Monitor the language carefully and if possible check students' lists before they exchange them.

Dialogue

In pairs, students write up notes for a dialogue between a boss and an employee. The boss has written an e-mail to send out to customers, but it's full of mistakes. The employee should think of a way to explain this to the boss as carefully as possible because he's extremely proud and self-important. The boss could react either positively or negatively to this form of criticism. 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. Students could also film the dialogues on a smartphone then show it to the class.

Discussion: mistakes

Discuss these questions in pairs.

- When was the last time you made a mistake in your own language? What was it? How typical or common is it? Who spotted the mistake? What did you do about it?
- Have you ever noticed a mistake in a publication (a book, newspaper, etc.)? What was it? What did you do about it?
- How important is it to check your written work?
- How carefully do you check your written work before sending or publishing it?
- What's your editing process with respect to written texts? How do you go about checking it?
- When was the last time you made a mistake in life? What was it? Who pointed it out, or how did you discover it? What did you do about it? Did you ever make the same mistake again? When? Why?
- In what way can we learn from our mistakes?
- How do you react when people point out your mistakes?

Objective To learn about some common spelling and grammar mistakes in English.

Think about it What are your top tips for writing a CV? Which words are difficult to spell in your language? How careful are you when you write? What do you do to check your work?

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

Answers on page 44

1 Pre-reading

Which words do you find difficult to spell in English? Think of six.

2 Reading I

Read over the eight extracts from CVs, etc. Which one is the funniest / silliest? Why?

3 Reading II

Read the article again and see if you can find the mistakes in the eight sample sentences.

5 COMMON ENGLISH ERRORS

Learn to avoid these common English mistakes. These words are difficult because they're homophones – words that sound the same, but which have a different spelling and meaning.

1 It's or its?

It's is the contraction of *it is*. *Its* is a possessive. For example:

- a) *It's* freezing today!
- b) Lay the bottle on *its* side.

2 Two, too, or to?

Two is the word for the number 2. *Too* can mean "as well". *To* is a preposition.

- a) *Two* friends of mine are coming to the party.
- b) I want to go *too*, but I don't think I can afford it OR Slow down! You're driving *too* fast!
- c) When are you going to Italy?

3 They're, their or there?

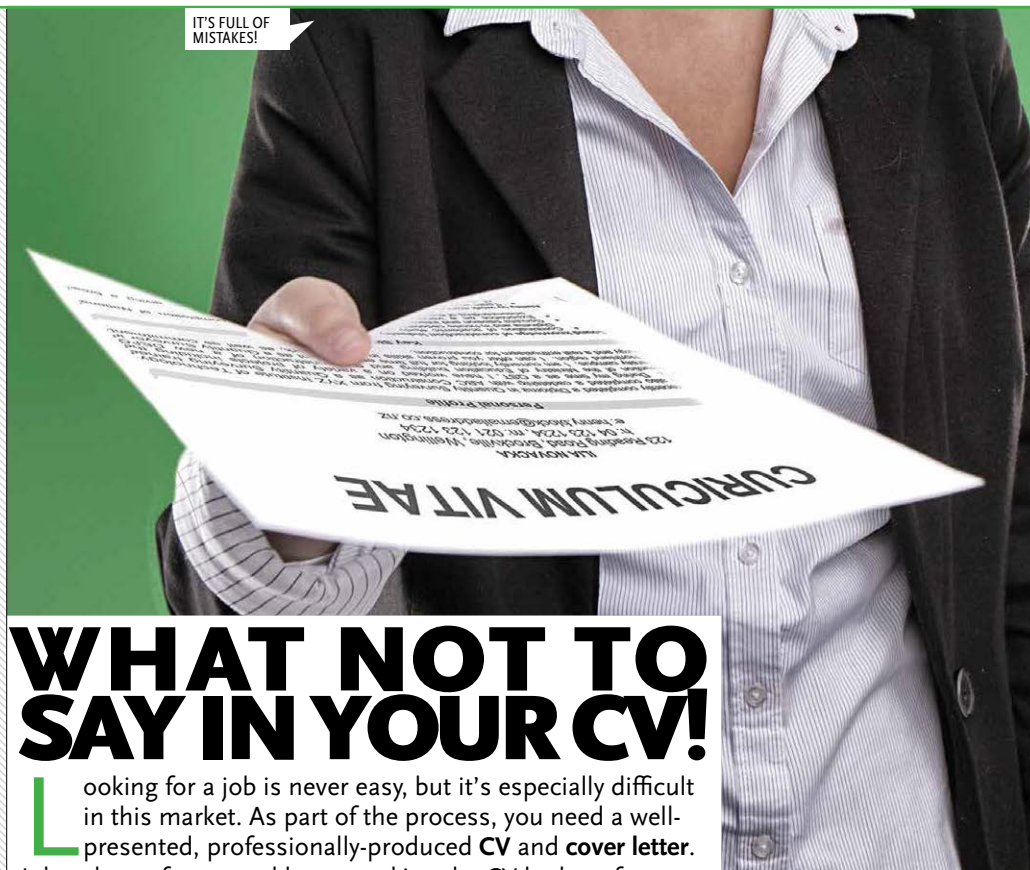
They're is the contraction for *they are*. *Their* is a possessive. *There* indicates a place or location.

- a) *They're* going to go to the movies.
- b) They said we could stay at *their* place.
- c) I'm not going in *there* – it's dark!

4 You're or your?

You're is the contraction for *you are*. *Your* is a possessive.

- a) *You're* turning 50 today.
- b) Today is *your* birthday.



WHAT NOT TO SAY IN YOUR CV!

Looking for a job is never easy, but it's especially difficult in this market. As part of the process, you need a well-presented, professionally-produced **CV** and **cover letter**. Jobseekers often spend hours making the CV look perfect, but not so long **proofreading** it. Check out these CV and cover letter **bloopers** and see if you can identify the errors or problems.

1 "I really enjoy my **current** job, but I hate my boss. So, its time to **move on**."

2 "A great lover of languages, I speak intermediate German, high-level Russian, and fluent Engrish."

3 "My duties included greeting **laundrette** customers, removing they're clothes, and washing them."

4 "I'm looking for a well-paid job that offers significant **perks** and **bonuses** (i.e. a company car, extended holidays, medical insurance, etc.). So, if you're company is offering this, I'd be pleased to come in for an interview."

5 "I was made the **scapegoat** for the failure of the project and they **fired** me, which was really unfair. I'm hoping you're firm can do better."

6 "I was the Manging Director of a small distribution company, by which I mean it consisted of only one employee: myself."

7 "I was both surprised and **humbled** to receive not one, but to separate plaques in recognition of my work."

8 "I have covered my whole body in Inca tattoos, but their not visible when wearing a **suit**."

Warning
some of these sentences contain errors

Remember to check your work before you send it! ☆

GLOSSARY

a **CV** *abbr*

a "curriculum vitae" – a document with personal details, and information about your education, and the jobs you've had

a **cover letter** *n*

a letter you send to a company when you're applying for a job. It explains who you are and why you want the job

to **proofread** *vb*

if you "proofread" a book or document before it's published, you read over it to check that there aren't any mistakes

a **blooper** *n*

a mistake

current *adj*

your "current" job (for example) is the one you've got at the moment

to **move on** *phr vb*

if you "move on", you go to live in another place or get another job

a **laundrette** *n*

a shop where you can pay to use a washing machine to clean and dry your clothes

to **remove** *vb*

if you "remove" clothes, you take off clothes

a **perk** *n*

a benefit given to someone in a particular job: a company car, medical insurance, etc.

a **bonus** *n*

a benefit given to someone in a particular job: a company car, medical insurance, etc.

a **scapegoat** *n*

if A is made a "scapegoat" for something bad that happened, people blame A for that thing, even though it wasn't A's fault

to **fire** *vb*

if someone is "fired", they are told to leave their job

humbled *adj*

if someone feels "humbled", they feel less important than they thought they were

a **plaque** *n*

a flat piece of metal on the wall of a building with information about an important person or event

a **suit** *n*

a combination of clothing with the jacket and trousers of the same colour and material