

The Pack

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

Level: Intermediate, B1. 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.

Unusual things sold on eBay!

[track 01]

Lesson summary: This is an article about unusual things that are sold on eBay. It's a great topic for getting your students speaking.

Warm-up

eBay

Students look at the list of unusual things that you can buy on eBay – an online auction website where people sell things and buyers bid for those things. In pairs or small groups, students decide what each thing consists of and how much each thing might cost. In some cases it's more obvious what the product is, but students should still try to describe it. Then, when they've done this, discuss students' ideas with the whole class and try to come to a consensus.

For example: *"I think the 'ghost in a jar' is a little ghost the seller claims to have caught and placed into a glass jar. Of course, you won't be able to see it because it's transparent!"*

- A ghost in jar
- A grandmother
- An imaginary friend
- A haunted rubber duck
- A Dorito shaped like the Pope's hat
- The meaning of life
- A piece of Britney Spears' bubble gum
- Unwanted Brussels sprouts
- An unassembled snowman
- A right to name a baby
- Justin Timberlake's half-eaten French toast
- Green witch boots from the stage show *Wicked*
- A box of 10 Twinkies (a type of sponge cake)
- A grilled cheese sandwich with the face of the Virgin Mary



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, section or question to 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

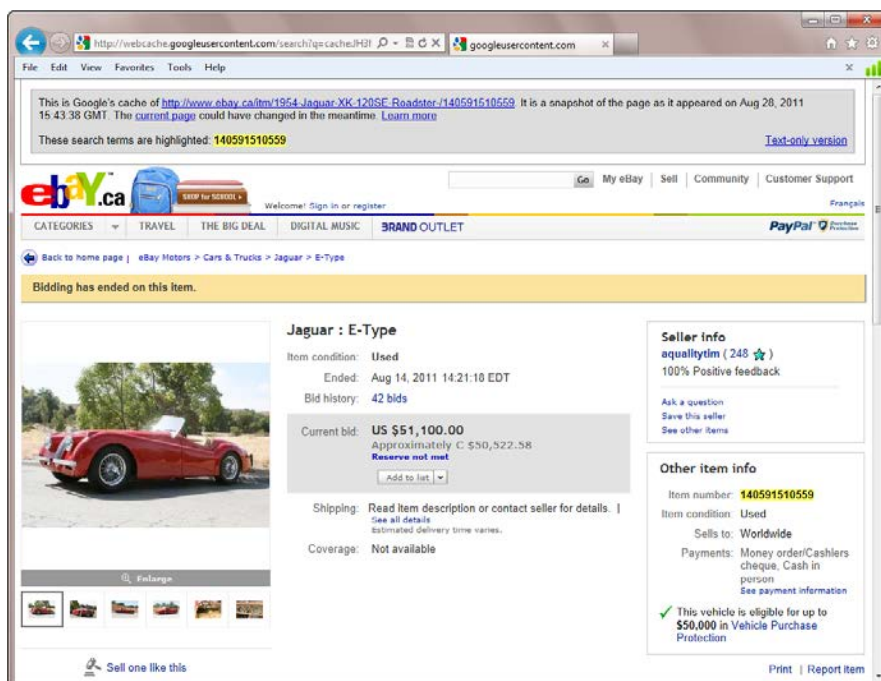
Retell it!

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.

eBay product advert

In pairs or small groups (or individually), students create an advert for a product on eBay. The advert should be on an A4 sheet of paper, laid out horizontally. It should include an image of the product, the name of the product, and a description of the product: a list of its benefits and features, its price (which should be between £10 and £300), colour, age, condition, history, repairs, damage...

When students are ready, display the adverts. Other students look at them and choose the one they like the most.



The auction!

Using the products students prepared for the previous activity, hold a class auction. First, each student presents his/her product to the class, explaining everything about it. Then, tell students that they each have £1,000 to spend. Choose a product to start with, and let the bidding start. The winner is the student who buys the most products for the least amount of money.

Discussion: buying & selling

Discuss these questions in pairs.

- When was the last time you sold something? What was it? Where did you sell it? How much did you sell it for? How easy or difficult was it to sell?
- When was the last time you bought something? What was it? Where did you buy it? How much did you buy it for? How easy or difficult was it to buy?
- When was the last time you bought something and then regretted having bought it afterwards? What had you bought? Why did you regret having bought it?
- What was the last thing you bought that you were really pleased with? Why were you so pleased with it?
- What have been some of the best things you've bought in your life? Why were they so good?
- What items from home would you like to sell? Why? Where would you sell them? Why?



Objective To improve your reading and listening skills.

Think about it Have you ever sold anything online? What was it? Which of the objects from this page would you like to buy? Why? Which of your possessions would you like to put up for sale? How much would you sell them for?

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

TRACK 11: ENGLISHMAN & US MAN



IT'S ONLY BEEN USED ONCE!

UNUSUAL THINGS SOLD ON eBAY

by Christian Olijve

eBay is one of the world's biggest **online retailers**. You can buy everything from clothes to toys to **antiques** to furniture and books. You can also get some unusual items. **Margaret Thatcher's** handbag once sold for £103,000. Justin Timberlake's half-eaten **French toast** went for \$3,154 in 2006, and J.D. Sallinger's un-cleaned toilet was **put up for auction** in 2011 at a starting price of \$1million. Here are some more unusual things that have been sold on eBay.



Product: A man's life
Sold for: Just over \$200,000

Ian Usher

was so sick and tired of his life and everyone in it that he decided to sell it. The sale included all his material possessions – his house, his furniture, his car, etc. – as well as the possibility of getting introduced to all his friends. Talk about a new beginning!

the superstar thought it would be a good idea to sell it for **charity**. And as she claims to have caught the cold from fellow-actor Samuel L. Jackson, the tissue has double celebrity value. ☆

VIDEO

YouTube

Watch a video about some unusual things sold on eBay. Search YouTube for “3 Weird Clothing Items That Sold On ebay”.

GLOSSARY

an online retailer *n*
a website business that sells things
an antique *n*
an object that is old and valuable
Margaret Thatcher *n*
a British prime minister from 1979 to 1990
French toast *n*
bread that is covered in an egg mixture and then fried
to put up for auction *exp*
if you “put an object up for auction”, you sell it at a public sale. The person who offers the highest price can buy it
a username *n*
a name you type in so you can access a website
an imaginary friend *n*
a friend who exists in your head
a bid *n*
an offer of a price for an object at an auction or public sale
short on cash *exp*
if you're “short on cash”, you don't have much money
a forehead *n*
the part of your head above your eyes and below your hair
snoring *adj*
if someone “snores”, they make a loud sound through their mouth or nose when they're sleeping. “Snoring” is the adjective
a remedy *n*
a cure for an illness
an association *exp*
if you have an “association” with someone, you do business or work with them
a CEO *abbr*
the chief executive officer – the most important person in a company
a tissue *n*
a thin piece of paper you can use to clean your nose
a charity *n*
an organisation that helps poor people (for example)

Answers on page 44

1 Pre-reading

Look at the product names in the article. What do you think the products consist of exactly? Why would someone pay for them?

2 Reading I

Read or listen to the article once. What's the most ridiculous or unusual product that was sold on eBay? Why?

3 Reading II

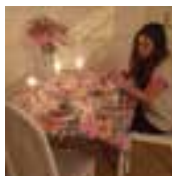
Read the article again. Then, answer the questions.

1. How much was “the meaning of life” sold for?
2. Who sold his imaginary friend?
3. What was the imaginary friend's name?
4. What did Ian Usher sell?
5. What part of his body did Andrew Fischer put up for sale?
6. Who gave Scarlett Johansson a cold?



Product: The meaning of life
Sold for: \$3.26 dollars

Have you ever wondered about the meaning of life? For a mere \$3.26, you could have had the answer.



Product: An imaginary friend
Sold for: \$3,082.15 dollars

A man with the **username** “thewildandcrazyol” felt he was getting a bit too old for his **imaginary friend** Jon Malipiemman so he put him up for sale. “He is really friendly and I will send you a list of things he likes and dislikes,” the seller explained. Amazingly Jon Malipiemman got 31 **bids**.



Product: a man's forehead
Sold for: \$37,375
When

Andrew Fischer was a little **short on cash** he decided to put his **forehead** up for sale as advertising space. He eventually got \$37,375 to advertise the **snoring remedy**, SnoreStop. “I look forward to an enjoyable **association** [with Andrew],” SnoreStop CEO Christian de Rivel said in an interview with NBC news.



Product: Used tissue
Sold for: \$5,300

Of course, this isn't just any **tissue** – this is Scarlett Johansson's. After blowing her nose once,

Places made famous by films! [track 02]

Lesson summary: This is an article about places that appear in films and that have become famous as a result. For example, the bookshop from the film *Notting Hill*, or the hotel from horror movie *The Shining*. It's a great topic for getting your students speaking.

Warm-up

Movie descriptions!

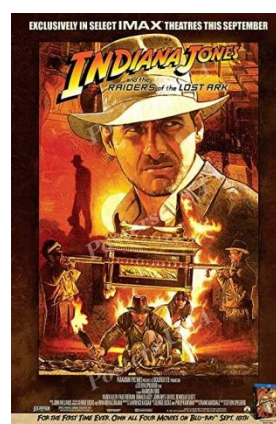
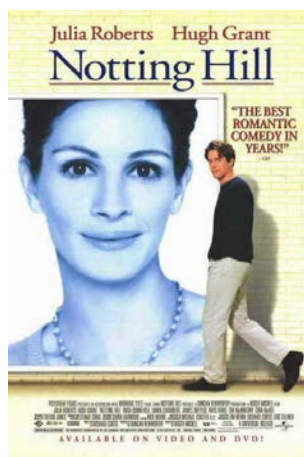
Students look at the list of films below and choose one. They write a short description of it and what it's about. When they're ready, they take turns reading out their descriptions without naming the film. Other students have to guess the film. For example:

Student 1: A shark terrorises tourists at a holiday resort on the north-eastern coast of the United States.

Student 2: Jaws!

Etc.

- Jaws
- Ghostbusters
- Citizen Kane
- Notting Hill
- Gone with the Wind
- The Godfather
- Breakfast at Tiffany's
- One Flew Over the Cuckoo's Nest
- Goodfellas
- Mrs Doubtfire
- Fault in our Stars
- Singin' in the Rain
- Taxi Driver
- Rocky
- The Dark Knight
- Raiders of the Lost Ark
- It's a Wonderful Life
- Gladiator
- Dr. Strangelove
- Titanic
- The Shining
- Some like it Hot



Lesson activities

Go through the following activities for the lesson. Remind students not to look at the listening text as they do the exercises. 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.

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. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

E-mail

In pairs or individually, students write an e-mail to the local council asking for a building or piece of street furniture (such as a statue) to be protected. The building could be a real building from a film, an invented one from a real film, an invented one from an invented film, etc. In the e-mail to the local council, students should explain what the building is, which film it's from and why it shouldn't be removed or pulled down.

Dialogue

As a follow-up to the previous activity, students write up notes for a dialogue between the person trying to protect the building and a local councillor. Each person should explain their position. Tell your students to invent any information, and to make it 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 then ask questions.

Discussion: buildings

Discuss these questions in pairs.

- Are there any famous buildings in your town or city? Why are they famous?
- Are there any famous landmarks, statues or other items of street "furniture"? In what way are they famous?
- Are there any films which take place in your town or city? Which ones? Which areas of the town or city appeared in the film?
- Did any important or famous buildings appear in the film? Which ones?
- How important is it to protect old buildings?
- What do you like or dislike about old buildings?
- Have you ever visited a place or building that appears in a film? Which one? Where was it? How did it make you feel?
- Which place or building from a film would you like to visit? Where is it? Why would you like to see it?

SHALL WE SHARE AN INTIMATE MOMENT?



Places made famous by films

by Christian Olijve

Famous places often appear in films.

But sometimes, a place can become famous because of a movie. Here are six of them.

The fire station from *Ghostbusters*



Location: 14 North Moore Street, New York (USA). This

comedy starred Bill Murray and Sigourney Weaver and is about three **parapsychologists** who start a ghost catching business. They use a fire station in New York as their headquarters. The actual **fire station** is a popular **landmark** and fans of the film often take pictures of themselves there.

The bookshop in *Notting Hill*



Location: 142 Portobello Road, London (England).

This bookshop in London became famous after William Thacker (played by Hugh Grant) met Anna Scott (played by Julia Roberts) there in a scene from the romantic comedy *Notting Hill*. Unfortunately, it never **survived** as a bookstore and eventually became a shoe shop.

Tiffany's, from *Breakfast At Tiffany's*



Location: 727 Fifth Avenue, New York City (USA). *Breakfast*

At Tiffany's is a romantic comedy starring Audrey Hepburn and George Peppard. Hepburn plays a young woman who becomes interested in a

man who has just moved into her **apartment building**. Tiffany's (also known as Tiffany & Co.) is a luxury goods and jewellery shop that appears several times in the film.

The bench from *Fault In Our Stars*



Location: Prinsengracht 263-267, Amsterdam (The Netherlands).

Fault in our Stars is the **heartbreaking** story of two young cancer patients who fall in love. It stars Shailene Woodley and Ansel Elgort. The **bench** features in the film and is where the main characters share a special moment (including a kiss). The **local council** removed the bench for a time, but it was returned by popular demand after **complaints** from fans of the film.

The family home from *Mrs Doubtfire*



Location: 2560 Steiner Street, San Francisco (USA).

Mrs Doubtfire is about out-of-work **voice-over artist** Daniel Hillard (played by Robin Williams). After his wife files for divorce, Daniel desperately wants to be with his children, so he **pretends** to be a **nanny** so he can take care of them. The actual house where the film was set is a popular tourist destination. The home is now owned by a San Francisco plastic surgeon. On hearing of the death of actor Robin Williams, fans **paid their respects** by leaving notes and flowers outside the house.

The hotel from *The Shining*

Location: Timberline Lodge,



27500 West Leg Road, Oregon (USA).

"All work and no play makes Jack a dull boy," were the famous words spoken by frustrated writer Jack Torrance (played by Jack Nicholson). Jack and his family spend the winter at the **isolated** Overlook Hotel where strange things start happening. The hotel used for **exterior shots** in the movie is Timberline Lodge, which is on the south side of Mount Hood in Oregon (USA). It was built in the late 1930s and is a popular tourist attraction for fans of the movie. ☺

VIDEO

You Tube

Watch the trailer for the film *Notting Hill*. Search YouTube for "**Notting Hill** – Trailer".

GLOSSARY

a **parapsychologist** ¹¹ someone who investigates paranormal and psychic phenomena (such as ghosts)

a **fire station** ¹¹ a building where there are fire engines and where fire fighters wait until they're called to a fire

a **landmark** ¹¹ a building or structure that can be easily seen from far away in a city or town

to **survive** ¹¹ if a shop (for example) "survives", it continues to exist as a shop, even though times are hard, or the economy is slow

an **apartment building** ¹¹ a large building with many floors and many apartments (little houses) in it

heartbreaking ¹¹ adj

very sad

a **bench** ¹¹

a long chair in the street where you can sit

the **local council** ¹¹

the people who are elected to represent a town or city. The "local" council is the one in the area you're referring to

a **complaint** ¹¹

if someone makes a "complaint", they say that they aren't happy about something

a **voice-over artist** ¹¹

an actor who does the speaking part for a cartoon character in a film or TV show

to **pretend** ¹¹ ^{vb}

if you "pretend" to be someone, you act as if you're that person, even though you aren't

a **nanny** ¹¹

a woman who is paid to look after children, often in a rich person's house

to **pay your respects** ¹¹ ^{exp}

if you "pay your respects" to someone who has just died, you go to see a relative of theirs or you leave flowers at their house

isolated ¹¹ ^{adj}

an "isolated" place is far from towns, cities and people and is difficult to reach

exterior shots ¹¹

the parts of the film that are shot outside (not in a building or room, etc.)

Answers on page 44

1 Pre-reading

Look at the names of the films in the article. Which ones have you seen? What did you think of them? Which ones would you like to see? Why?

2 Reading I

Read or listen to the article once. Which famous place from these films would you like to visit? Why?

3 Reading II

Read the article again. Then, write the name of a film next to each description.

1. It's about a man who will do anything to be with his children.
2. It's set in New York City and stars Bill Murray.
3. It's a romantic comedy with a scene in a shop in London.
4. It's a horror film that takes place in a hotel.
5. It's the story of two people who fall in love.
6. It's set in New York City and stars Audrey Hepburn.

How to deal with stress! [track 03]

Lesson summary: This is an article about the things you can do to reduce or relieve stress. It's a great topic for getting your students speaking.

Warm-up

Stress cures!

Students look at the list of potential ideas for reducing stress. In pairs or small groups, they choose 3 of the ideas and imagine what they consist of and how they could help reduce stress. In some cases it's more obvious than with others. Then, when they've done this, discuss students' ideas with the whole class.

For example: *Food & drink* "They say that food like dark chocolate or drinks such as green tea can help relax you and relieve stress."

- Food & drink
- Sleep
- Confidence
- Activities
- Supplements
- Fruit
- Herbs, oils, scents & ointments
- Tea
- Nutrition
- Exercise
- Candles
- Caffeine
- Writing
- Chewing gum
- Friends
- Family
- Going out
- Laughing
- Smiling
- Saying no
- Prescription drugs
- Yoga
- Pets
- Cuddling
- Music
- Breathing



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,

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

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, section or question 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.), or the song lyrics extract 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. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

Presentation

Individually, in pairs or in small groups, students write up notes for a short one-minute presentation with ideas on how to relieve or reduce stress. When they're ready, they present their videos. Other students vote on the best or most useful ones. Alternatively, students could film the presentation on their smartphones and then show it to the class.

Dialogue

In pairs, students write a dialogue of a session between a psychotherapist and patient. The patient is looking for advice on how to reduce his/her level of stress. 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.

Discussion: stress

Discuss these questions in pairs.

- What makes you feel stressed: people, work, not getting enough sleep...?
- When was the last time you felt stressed? Why were you so stressed?
- What do you do to relieve your stress?
- What was the last thing you did to relieve your stress? How effective was it?
- What methods have you heard about for relieving stress? How effective do you think they could be?
- Have you ever tried to help someone who felt stressed? What did you do or suggest? How useful was the advice you gave?
- Which people make you feel stressed? Why? Which people relax you and calm you down? Why? How?

Objective To improve your reading and listening skills.

Think about it What do you do when you're stressed? What makes you stressed? Have you been at all stressed lately? Why? Do you know anyone who is really stressed? Why are they so stressed?

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

IS THAT THE
TIME?



HOW TO DEAL WITH STRESS!

When was the last time you felt stressed? What did you do about it? Here are a few ways of dealing with stress.

Stress is the feeling you get when you're under pressure. All sorts of situations can cause stress: moving home, financial difficulties, **work overload**, driving in heavy traffic, noisy neighbours, pollution, uncertainty...

So, what can we do about stress? Here are some possible solutions.

Smile: incredibly, your mind will often follow the lead of your body. So, if you smile, you'll be telling your brain that everything's all right, and your **mood** will improve. Next time you're feeling stressed, try smiling for 10 minutes.

Take action: deal with problems as soon as they **pop up**. For example, if you're angry with someone, talk about it and let them know how you feel rather than **bottling it up**.

Get organised: before leaving work at night, tidy up your desk and make a list of the things you're going to do the following day. When you get in early in the morning, check over the list and make sure that you can get it all done.

Prioritise: if you're feeling **overwhelmed** by all the things you've got to do,

make a list and divide the tasks into "essential" and "non-essential" items. Put the non-essential ones to one side, then deal with the essential ones one by one until you can cross them off the list.

Exercise: doing exercise is a great way of getting your mind off things and reducing stress. Go for a run, have a swim, spend some time in the gym, go for a walk...

Relax: find some time to really **switch off**: have a bath, meditate, get a massage, sweat it out in a sauna, do some yoga...

Make positive choices: read books that make you feel good and spend time with people you enjoy being with. Avoid spending too much time on social networks or watching TV, and stay away from negative people.

Get some perspective: learn how to **take things with a pinch of salt**. Is the situation really as bad as you're making it out to be? Is the work really as urgent as they say it is? Is it a question of life and death? Stop taking life so seriously!

Share it: don't keep your problems to yourself, talk about them. Chat with friends and try to laugh about the things that have been stressing you.

Focus: put 100% of your energy into the things you can change, and do your

best to ignore the things you can't. What's the point of getting angry about the weather, the traffic or the government?

Get a pet: studies have shown that interacting with animals is a great way of relieving stress and tension.

Eat well: make sure you have a healthy and balanced diet with lots of fruit and vegetables. And avoid too much alcohol and any stimulants such as coffee.

Take up a hobby: find some time to do something you enjoy doing: restoring old cars, building models, gardening, salsa dancing... anything. Doing something that lets you feel in control will help reduce the stress.

Feeling better? ☺

VIDEO

YouTube

Watch this video on dealing with stress. Search YouTube for "How to Deal With Stress".

GLOSSARY

work overload *n*
if you're suffering from "work overload", you've got too much work to do and not enough time to do it

a mood *n*
if you're in a good "mood", you're happy and you feel good

to pop up *phr vb*
if something "pops up", it appears or happens suddenly

to bottle up *phr vb*
if you "bottle up" feelings, you keep them inside you and you don't express them or talk about them

overwhelmed *adj*
if you're "overwhelmed" by a feeling, it affects you very strongly, and you don't know what to do about it

to switch off *phr vb*
if you "switch off", you stop thinking about work (for example) and start to relax

to take things with a pinch of salt *exp*
if you "take something with a pinch of salt", you don't believe it completely

Answers on page 44

1 Pre-reading

Think of four ideas for dealing with stress.

2 Reading I

Read or listen to the article once. Which ideas do you like the best? Why?

3 Reading II

Read the article again. Then, answer the questions. According to the writer, what should you do...

1. ...to improve your mood?
2. ...if a problem pops up?
3. ...before leaving work at night?
4. ...with the things on your non-essential items list?
5. ...to get your mind off things?
6. ...to switch off?
7. ...to help you feel like you're in control again?