

The Pack

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

Level: Advanced, C1. April-June 2018



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Welcome to *The Pack!*

This selection of material from Learn Hot English will provide you with ready-to-go lessons and help your students learn English!

Teaching ideas

Here are a few quick ideas on how to use the material in this pack (lessons 1 to 6) in class. The practical lessons will get your students using lots of useful language and all the essential skills: speaking, listening, reading and writing. A lot of these activities come with listening material. You can download the audio files from www.learnhotenglish.com/bookfiles and then load it onto your smartphone, tablet computer, etc. Please e-mail us with any other ideas you may have, or any comments in general: andy@learnhotenglish.com

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

1. Listen once for a general understanding (listening for gist).
2. Listen again to answer comprehension questions.
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 necessary, or if they think the question is too “personal”. The questions are simply there to get students speaking. The actual information is secondary!

1. 4 types of robber! [track 01]

Warm-up

Have a discussion about “silliness, luck, cheekiness” and “nastiness” – the titles for the four types of robber in the text. Either print off these questions for students to ask in pairs, or ask them to students in general. Remind students that they can answer any questions they like (and in any order), and that the objective of these questions is to get them talking. If a question appears a bit “personal”, they can just ignore it or invent the answer:

When was the last time something lucky happened to you? What was it? In what way was it lucky? When was the last time you were unlucky? What happened? Why were you unlucky? Have you ever had a lucky escape? When? In what way was it lucky? When was the last time you did something silly? What was it? When was the last time something silly happened to you? Do you know anyone who you'd describe as silly? Who? Why is he/she silly? What do you do to avoid doing silly things? Have you ever made a cheeky request? What was it? Have you ever done something a bit cheeky? What was it? What happened? Do you know anyone who's a bit cheeky? Who? In what way? How cheeky were you as a child? Give examples. Do you know anyone who you would describe as nasty? Who? In what way are they nasty? What's your definition of a nasty person? Has anyone ever done anything nasty to you? What was it? Have you ever been a bit nasty to someone? Who? Why?

Lesson activities

Go through the activities for the lesson: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. Simply don't allow students to read the text as you do the exercises, but to listen to it instead.

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

Assign a story to each student (different ones if possible). Students have a minute or two to try to remember as much as possible. When they're ready, they can either retell their stories in pairs, or ask for volunteers to retell their stories in front of the class, using as many of the words as possible (or even doing it by heart).

Follow-up

Story time

Students write their own stories about a silly, lucky, cheeky or nasty person, or about a time they were silly, lucky, cheeky or nasty. When they're ready, ask for volunteers to read out their stories (using notes, not reading it word-for-word). Other students vote on the best or most interesting ones.

News report

Students write a news report about a robbery. The news report should include information that answers the following questions: *who, what, when, where, why, how...* 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. Other students listen then ask questions; or the person presenting the news could ask them questions.

Dialogue

In pairs, students write a dialogue between a reporter and someone involved in one of the stories. 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.

2. 6 socially-awkward situations! [track 02]

Warm-up

Print off or write up this mini-quiz. Students do it individually or in pairs. Then, ask for any volunteers to share their embarrassing moments. Remind students that they can invent information if they want – the idea is to get them speaking. For each situation that they respond affirmatively to, students should give details and explain what happened, etc.

Have you ever...

- ...forgotten a friend's name?
- ...been unable to answer a simple question?
- ...asked someone if they were pregnant when they weren't?
- ...said "I love you" and not have it returned?
- ...told an inappropriate joke?
- ...been embarrassed by the actions of a friend or partner?
- ...spilt food or drink over yourself in public?
- ...been caught lying?
- ...been overheard by the person you're talking about?
- ...fallen over in public?
- ...spat out food or drink because you started laughing?
- ...accidentally spat on someone while talking to them?
- ...been caught dancing when you thought you were alone?
- ...been caught talking to yourself when you thought you were alone?
- ...been caught picking your nose?
- ...walked into the wrong toilet?
- ...tried to chat someone up who was with their partner?
- ...said hello to someone who you later realised you didn't know?
- ...had your zip undone in public?
- ...had your shirt tucked into your underwear?

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 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.

Story

Students think of a similar story or anecdote, or create another paragraph for the article. They practise telling it, using notes. Then, they do it in pairs, taking turns to tell one another their stories, once again, using only notes, not reading it out word-for-word. Finally, ask for volunteers to tell their stories. Other students vote on the best ones.

E-mail

As a follow-up activity to the dialogue, students write an e-mail to a friend describing what happened. When they're ready, ask for volunteers to read out their e-mails (using notes, not reading it out word-for-word). Other students vote on the best ones. Or, students "send" the e-mail to a classmate, who reads it and then reports back on the information, or who responds to it.

3. Was Shakespeare the world's first psychologist? [track 03]

Warm-up

Print off or write up the following fun facts about Shakespeare. Give your students a few minutes to read over them. Then, remove the facts and ask questions about them. This could be played as a game, with teams getting points for each correct answer. For example:

Teacher: What was William Arden (one of Shakespeare's relatives) arrested for?

Student: Plotting against Queen Elizabeth I.

Etc.

William Shakespeare facts!

- One of Shakespeare's relatives on his mother's side, William Arden, was arrested for plotting against Queen Elizabeth I, imprisoned in the Tower of London and executed.
- Shakespeare married his wife Anne Hathaway when he was 18. She was 26 and three months pregnant with Shakespeare's child when they married. Their first child Susanna was born six months after the wedding.
- There are more than 80 variations recorded for the spelling of Shakespeare's name. In the few original signatures that have survived, Shakespeare spelt his name *Willm Shaksp*, *William Shakespe*, *Wm Shakspe*, *William Shakspere*, *Willm Shakspere*, and *William Shakspeare*. There are **no** records of him ever having spelt it "William Shakespeare", as we know him today.
- Few people realise that apart from writing his numerous plays and sonnets, Shakespeare was also an actor who performed many of his own plays as well as those of other playwrights. There is evidence that he played the ghost in *Hamlet* and Adam in *As You Like It*.
- During his life, Shakespeare performed before Queen Elizabeth I and, later, before James I who was an enthusiastic patron of his work.
- It's likely that Shakespeare wore a gold hoop earring in his left ear. This style is evidenced in the Chandos portrait, one of the most famous depictions of Shakespeare.
- During his lifetime, Shakespeare became a very wealthy man with a large property portfolio. He was a brilliant businessman – forming a joint-stock company with his actors meaning he took a share in the company's profits, as well as earning a fee for each play he wrote.
- Shakespeare wrote a curse for his grave, daring anyone to move his body from that final resting place. His epitaph was:

*Good friend for Jesus' sake forbear,
To dig the dust enclosed here:
Blest be the man that spares these stones,*

And curst be he that moves my bones.

Though it was customary to dig up the bones from previous graves to make room for others, the remains in Shakespeare's grave are still undisturbed.

- Shakespeare has been credited by the Oxford English Dictionary with introducing almost 3,000 words to the English language. Estimations of his vocabulary range from 17,000 to 29,000 words – at least double the number of words used by the average person.
- The Royal Shakespeare Company sells more than half a million tickets a year for Shakespeare productions at their theatres in Stratford-on-Avon, London and Newcastle – introducing an estimated 50,000 people to a live Shakespeare performance for the first time each year.
- Shakespeare never actually published any of his plays. They are known today only because two of his fellow actors – John Hemminges and Henry Condell – recorded and published 36 of them posthumously under the name 'The First Folio', which is the source of all Shakespeare books published.
- The American President Abraham Lincoln was a great lover of Shakespeare's plays and frequently recited from them to his friends. His assassin, John Wilkes Booth was a famous Shakespearean actor.
- Candles were very expensive in Shakespeare's time so they were used only for emergencies. Most writers wrote in the daytime and socialised in the evenings. There is no reason to think that Shakespeare was any different from his contemporaries.
- It was illegal for women and girls to perform in the theatre in Shakespeare's lifetime so all the female parts were written for boys. The text of some plays like Hamlet and Antony and Cleopatra refer to that. It was only much later, during the Restoration (more or less 1660-1688), that the first woman appeared on the English stage.

Lesson activities

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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.

Dialogue

In pairs, students write a dialogue of a session between a psychologist and a patient. 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.

4. 5 unusual people to follow on Twitter! [track 04]

Warm-up

Have a discussion about social media in general. Either print the questions off for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that they can answer any questions they like (and in any order), and that the objective of these questions is to get them talking. If a question appears a bit “personal”, they can just ignore it or invent the answer:

Who are you following on Twitter? What about Facebook? Why do you follow these people? What makes them interesting to follow? What social networking sites do you use? What are the pros and cons of social networking? What do you post on your social media pages? What have been some of your most popular posts? Do you ever comment on other people’s posts? What sort of comments have you made lately? What kind of information are you comfortable sharing with the general public? What about your friends? What type of information should you put on social networking sites? Have you joined any social networking groups? Which ones? Why did you join them? Which sites do you follow the most? Why? Do you think social networking has made us more or less sociable? In what way? Do you check social media sites to find out what your friends are doing? Why? Why not? Has social networking allowed you to get in touch with any old friends? Who? How often do you communicate with them? Have you ever made friends with anyone from a social networking site? Who? What happened? Have you ever met up with that person face-to-face? What happened? How did you get on? What new features would you like to see on social networking sites? Have you ever checked up on someone secretly on a social networking site? Who? Why? Which politicians do you follow on social networking sites? Why? In what way are social networking sites dangerous? Should children be allowed to use social networking sites? Why? Why not? Is social networking changing us in any way? How?

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.

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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.

Dialogue

In pairs, students write a dialogue of an interview between a reporter and one of the Twitter characters (for a bit of fun) or the inventor of the Twitter character. Tell your students to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their interviews (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Presentation

Students write notes for a two-minute presentation on an idea for a new character for people to follow on Twitter. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

5. How to enjoy life... slowly! [track 05]

Warm-up

Print off or write up the following “slow” quotes. Give your students a few minutes to read over them. Then, remove the quotes. Read them out or write them up with gaps.

Students have to remember the missing words. For example:

Teacher: “Speed of life is a _____ not a healer.”

Student: “Killer”!

Etc.

“Slow” quotes!

- “I am a slow walker, but I never walk back.” Abraham Lincoln
- “Slow down and enjoy life. It's not only the scenery you miss by going too fast - you also miss the sense of where you are going and why.” Eddie Cantor
- “Tea time is a chance to slow down, pull back and appreciate our surroundings.”
Letitia Baldrige
- “Drive slow and enjoy the scenery - drive fast and join the scenery.” Douglas Horton
- “Perfection is attained by slow degrees; it requires the hand of time.” Voltaire
- “Wishing to be friends is quick work, but friendship is a slow ripening fruit.” Aristotle
- “Talk low, talk slow and don't say too much.” John Wayne
- “Be slow to fall into friendship; but when you're in, continue firm and constant.”
Socrates
- “Wisely, and slow. They stumble that run fast.” William Shakespeare
- “The slow philosophy is not about doing everything in tortoise mode. It's less about the speed and more about investing the right amount of time and attention to the problem so you solve it.” Carl Honoré
- “Time is too slow for those who wait, too swift for those who fear, too long for those who grieve, too short for those who rejoice, but for those who love, time is eternity.”
Henry Van Dyke
- “One of the best pieces of advice I ever got was from a horse master. He told me to go slow to go fast. I think that applies to everything in life. We live as though there aren't enough hours in the day, but if we do each thing calmly and carefully, we'll get it done quicker and with much less stress.” Viggo Mortensen

- “Progress, of the best kind, is comparatively slow. Great results cannot be achieved at once; and we must be satisfied to advance in life as we walk, step by step.” Samuel Smiles
- “If you slow things down, you notice things you hadn't seen before.” Robert Wilson
- “Sometimes I think there are only two instructions we need to follow to develop and deepen our spiritual life: slow down and let go.” Oriah Mountain Dreamer
- “If you're always racing to the next moment, what happens to the one you're in? Slow down and enjoy the moment you're in and live your life to the fullest.” Nanette Mathews
- “Speed of life is a killer not a healer, so slow down to bloom like a flower.” Debasish Mridha
- “Stop rushing. Slow down and enjoy the beauty of life.” Debasish Mridha
- “Maybe every once in a while we can take a break from doing everything faster and quicker to reflect on who we are and where we are going.” Joe Plumeri
- “It's better to be slow and careful in the right direction, than to be fast and careless on the wrong path. Be sure that you are on the right path before you begin to take your steps!” Israelmore Ayivor
- “Speed can be fun, productive and powerful, and we would be poorer without it. What the world needs, and what the slow movement offers, is a middle path, a recipe for marrying la dolce vita with the dynamism of the information age. The secret is balance: instead of doing everything faster, do everything at the right speed. Sometimes fast. Sometimes slow. Sometimes in between.” Carl Honoré
- “If people just took it a day at a time, they'd be a lot happier.” Richard Bachman
- “Like a bee in a flower bed, the human brain naturally flits from one thought to the next. In the high-speed workplace, where data and headlines come thick and fast, we are all under pressure to think quickly. Reaction, rather than reflection, is the order of the day. To make the most of our time, and to avoid boredom, we fill up every spare moment with mental stimulation...Keeping the mind active makes poor use of our most precious resource. True, the brain can work wonders in high gear. But it will do so much more if given the chance to slow down from time to time. Shifting the mind into lower gear can bring better health, inner calm, enhanced concentration and the ability to think more creatively.” Carl Honoré

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.

Dialogue

In pairs, students write a dialogue of an interview between a reporter and someone involved in the Slow Movement. Tell your students to make the interview 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.

Presentation

Students write notes for a two-minute presentation on an idea for a Slow TV show, similar to the ones from Norway mentioned in the article. Students should include information on what it is, what it's about, who will feature in it, where it will be filmed, when it will be filmed, why it will be interesting, who it will appeal to, how long it will last, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

Debate it!

Hold a debate! Divide the class into two. Half the class is in favour of the idea of taking life slowly and being part of the Slow Movement. The other half is against it. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against. 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.

Objective To improve your reading and listening skills.

Think about it Have you read any stories about robberies or crimes recently? What happened? Have you ever had anything stolen? What was it? What did you do? Where are some of the worst places for robberies?

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



4 TYPES OF ROBBER

A thief is a thief, right? Not exactly, as these four types of robber clearly show.

Silly

In June 2013, Andrew Nell and Steve Tilley decided to rob a petrol station. They both **grabbed** the nearest thing they could find to use as a **disguise**. Tilley put a scarf around his head, and Nell used a **see-through** plastic bag. This meant that an image of Nell's face was captured on **CCTV**. Days later, he was recognised in the street by an **off-duty** police officer. He was **jailed** for two years. Speaking after the **trial**, Detective Constable Steve White said Nell's disguise was "the most ridiculous" he'd ever seen.

Unlucky

In May 2013, 24-year-old Simon Jolton **broke into** a hotel room in Brighton, England. He forced open a window before climbing in and **sifting through drawers**. Unfortunately he woke up the guests, and they turned out to be... three British police officers. In fact, the hotel was full of police officers who were taking part in an international football tournament, with participants from Italy, Brazil, the USA, Japan, Spain, China and France. A British Transport Police spokesperson said, "He couldn't have chosen a worse place to rob that night." Jolton **pleaded guilty** to attempted **burglary** and was sentenced to eight months in prison.

Cheeky

In April 2013, after a three-

course meal complete with two bottles of expensive wine and several **pints** of beer, Jeremy Smith complained of **chest pains**. Concerned, the restaurant manager phoned for an ambulance. However, while they were waiting for the vehicle to arrive, the manager saw Smith finishing off his pint. Suspicious, the manager reported the incident to the police; and after an investigation, Smith was arrested on charges of **fraud**. It was later found that Smith had been involved in a **string of "dine-and-dash"** incidents across the country. During the trial, **jurors** heard how Smith would order large amounts of food and drink. Then, when it came to paying the bill, he'd pretend to have chest pains so he could avoid having to pay for it. He was jailed for six weeks.

Nasty

In February 2013, Anthony Campen broke into a primary school classroom and stole a pet chicken. He then took it to a house party, fed it snacks and **set it free**. It was never seen again. Campen was caught after he posted pictures of himself with the chicken on Facebook. During the trial, **magistrates** were told of the **distress** caused to pupils at the school who had lost a much-loved pet which they had **raised** as part of a school project. Campen, 29, admitted causing unnecessary **suffering** to an animal and was ordered to pay £130 compensation and £85 costs. **Unrepentant**, Campen tweeted after the

trial, "£215 for a chicken! I can't believe it! Right, I'm off to KFC!!" ☺

GLOSSARY

to grab *vb*
to take quickly and forcefully/violently
a disguise *n*
clothing you wear so people can't recognise you
see-through *adj*
if something is "see-through", you can see through it – it's transparent
CCTV *abbr*
closed-circuit television – little cameras in the street or the entrance to shops that record what happens
off-duty *adj*
if a police officer (for example) is "off-duty", he/she isn't officially working
to jail *vb*
to send someone to prison/jail
a trial *n*
a legal process in which the jury (the 12 people) decide whether someone is innocent or guilty of a crime
to break into *phr vb*
to enter a property illegally, often in order to steal something
to sift through *phr vb*
if you "sift through" the contents of a drawer (for example), you look at it carefully in order to find something
a drawer *n*
a small box in a piece of furniture where you can put things: socks, pants, etc.
to plead guilty *exp*
if a suspect "pleads guilty", he/she admits that they have committed the crime
burglary *n*
the crime of entering property illegally in order to steal
a pint *n*
a measurement of liquid that is 568 cubic centimetres (cc)
chest pains *n*
if you've got "chest pains", it hurts in your chest (the area at the front and top of your body)
fraud *n*
the crime of gaining money by a trick or by lying
a string of *exp*
a series of; a number of
dine-and-dash *exp*
eating (dining) in a restaurant then running away (dashing) without paying the bill
a juror *n*
a member of the jury – the 12 people who decide whether someone is innocent or guilty
to set free *exp*
if you "set an animal (for example) free, you let it go so it isn't in a cage, etc.
a magistrate *n*
a judge in law courts which deal with minor crimes
distress *n*
if someone suffers from "distress", they're feeling very sad
to raise *vb*
if you "raise" an animal, you look after it from when it's a baby until it's an adult
suffering *n*
serious pain that someone feels in their body or mind
unrepentant *adj*
someone who is "unrepentant" doesn't feel bad about what they've done
KFC *abbr*
Kentucky Fried Chicken – a restaurant chain that sells fried chicken

Answers on page 44

1 Reading I

You're going to read about four different robbers: a silly one, an unlucky one, a cheeky one and a nasty one. Based on these descriptions, what do you think they did?

2 Reading I

Read the article once to compare your ideas from the Pre-reading activity. Which robber is the worst? Why?

3 Reading II

Read the article again. Then, write Silly, Unlucky, Cheeky or Nasty next to each statement.

1. He was trying to avoid paying for his food.
2. He was seen on CCTV.
3. He was fined over £200.
4. He tried to rob some police officers.
5. He stole a class pet.
6. His disguise was described as "ridiculous".

4 Language focus

Modal verbs

Look at the extract from the article on this page, "...so he could avoid having to pay for it..." The writer has used a modal verb: **could**. Complete the following sentence beginnings with your own ideas.

1. I couldn't see... from where I was standing.
2. We couldn't leave because...
3. She could hear them as they...
4. I couldn't go there because...

Objective To improve your reading and listening skills.

Think about it

Has anything embarrassing happened to you lately? What was it? What type of awkward/difficult situations are there at work? What about in the street or on public transport?

Exams

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

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LIFE CAN BE SO AWKWARD!



Answers on page 44

1 Pre-reading

Look at the list of situations below. What embarrassing things could happen there? Think of as many as you can. *in the street, in a café, on the train, on a bus, on a plane, in a taxi, at a party, at a business lunch, at work, in a shop, in a hotel, in the street, in a bar, in the toilet, at a meeting...*

2 Reading I

Read over the situations (1 to 6) in the article. What would you do? Make notes. Then, read the "rules" once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions. Try to do it without referring back to the article.

1. What does the writer suggest you do if you can't remember someone's name when you're supposed to be introducing them?
2. How often should you raise your hand if you're about 100 metres away from someone while walking towards them?
3. When is it all right to make a dash for an empty seat on a train?
4. What should the last person out of a restaurant do if you're both walking in the same direction?
5. What should happen if you're both wearing the same outfit in a party?
6. What should the last person on a bus do if you're obliged to sit next to someone you only vaguely know?

6 SOCIALLY-AWKWARD SITUATIONS!

Have you ever told a joke then forgotten the punch-line? Or waved at someone you thought you knew, then realised it was a complete stranger? Or told someone a story then suddenly remembered that they'd told it to you in the first place? If you have, then this mini-guide on socially-awkward situations should help. *[Based on an article by BuzzFeed.com]*

1 You're chatting to someone at a party when a friend comes along. You want to introduce them to each other but you can't remember one of the names.

Rule: Introduce the person you know by name, then excuse yourself as quickly as possible. Hopefully, they'll work it out by themselves.

2 You spot someone you know on the street and wave at them. The problem is, they're still 100 metres away. Where do you look? Are you supposed to smile at them the entire time?

Rule: Put your head down after the first wave, then

follow up by **raising** your hand every 10 metres until you meet up.

3 You've just got on the train and you notice a free seat. However, there's another passenger about the same distance away as you who also wants to sit down.

Rule: Do you know this person? Are you acquainted with any of the other passengers on the train? If the answer to these two questions is "no", then **make a dash** for the seat even if it results in a loss of dignity!

4 You've just been to a lunch and said goodbye to everyone, but as you head off home, you realise that one of the guests is walking off in the same direction.

Rule: If you're both already walking together, the last person out has to invent an excuse for going in the opposite direction. Otherwise, the last person to leave has to spend five minutes "window shopping" to give the other person

enough time to get ahead.

5 You're at a party and there's someone else there with the exact same outfit as you!

Rule: Flip a coin to decide who has to go home and get changed.

6 Your bus has finally arrived and all you want to do is sit down and listen to some music. However, as you're getting on, you lock eyes with someone you vaguely know from work. And the only free seat is next to them.

Rule: The last person on board has to get off at the next stop then wait for another bus. ☹

GLOSSARY

a punch-line *n*
the end part of a joke that's supposed to be funny

to raise *vb*
if you "raise" a hand, you put it into a higher position

to make a dash for something *exp*
to move towards something very quickly

dignity *n*
if someone loses their "dignity", they do something that makes them look a bit stupid or silly

to flip a coin *exp*
to throw a coin in the air. This is often done as a game: people choose "heads" or "tails" – the person who chooses correctly wins something

Objective To improve your reading and listening skills.

Think about it Have you ever seen a Shakespeare play? Which one? Was it performed in a theatre or was it a film? What did you think of it? Are there any famous playwrights from your country? Who are they? What are they famous for?

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

SOME ARE BORN GREAT, SOME ACHIEVE GREATNESS AND OTHERS HAVE GREATNESS THRUST UPON THEM.



Answers on page 44

1 Pre-reading

What advice would you give on the following things? What are your top tips for dealing with it/them? How would you personally deal with a problem related to any of these things?

the past, jealousy, doubts, taking action, our thoughts, expectations, clever/stupid people, attractive people/things, life in general...

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading task. Which quotes do you like, dislike or agree with? Why?

3 Reading II

Read the article again and try to memorise the quotes. Then, without referring back to the article, see if you can recite the following ones.

1. You can't undo the past.
2. The attractive appearance of something isn't an indication of its true nature.
3. Life is a mass of psychological confusion.
4. Jealousy can drive you to do terrible things.
5. If you expect too much, you'll soon be disappointed.

WAS SHAKESPEARE THE WORLD'S FIRST PSYCHOLOGIST?

William Shakespeare's plays are still popular today. But why? Is it the language? The characters? The stories? Some say it's because the **playwright** was such a good observer of human behaviour. Here are a few Shakespeare quotes on the human condition that still **ring true** today. [The plays that the quotes come from are in brackets.]

"To be, or not to be, that is the question." (*Hamlet*)
Life is a mass of psychological confusion.

"What's done is done." (*Macbeth*)
You can't **undo the past**.

"Expectation is the root of all heartache." (a quote attributed to Shakespeare)
If you expect too much, you'll soon be disappointed.

"This above all, to **thine** own self be true." (*Hamlet*)
Do what you feel is right in life, not what other people

tell you to do!

"All that glitters is not gold." (*The Merchant of Venice*)
The attractive appearance of something isn't an indication of its true nature.

"There is nothing either good or bad but thinking makes it so." (*Julius Caesar*)
It's often the way we think about something that determines our opinion of it.

"The lady **doth** protest too much, methinks." (*Hamlet*)
Someone who is protesting excessively probably has something to hide.

"O, beware, my lord, of jealousy; it is the green-eyed monster, which doth mock the meat it feeds on." (*Othello*)
Jealousy can drive you to do terrible things.

"The fool doth think he is wise, but the wise man knows himself to be a fool." (*As You Like It*)
Stupid people often think they're clever, but really

intelligent people are aware of their **limitations**.

"Our doubts are traitors and make us lose the good we oft might win by fearing to attempt." (*Measure for Measure*)
Self-doubt often stops us from doing the things we ought or want to do.

"Love all, trust a few, do wrong to none." (*All's Well That Ends Well*)
Love everyone and be kind to them, but never **let your guard down**.

How true! ☺

GLOSSARY

a **playwright** ⁿ
a person who writes theatre plays
to **ring true** ^{exp}
if something "rings true", it sounds true or correct
to **undo the past** ⁿ
you can't undo the past = you can't change the past
thine ^{old English exp}
"your" in very old English
doth ^{old English exp}
"does" in very old English
a **limitation** ⁿ
our "limitations" are the things that stop us from doing certain things. For example, having no money could be a "limitation"
to **let your guard down** ^{exp}
if you "let your guard down", you start to relax and you stop looking out for danger

Objective To improve your reading and listening skills.

Think about it Who are you following on Twitter? What about Facebook? Why do you follow these people? What makes them interesting to follow? Would you follow any of the animals mentioned in this article? Why? Why not?

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

Answers on page 44

1 Pre-reading

If the following animals could talk, what do you think they'd say?

horse pigeon cat
fox seagull

2 Reading I

Read or listen to the article once. Which animal makes the most interesting or the funniest comments? Which one would you like to follow? Why?

3 Reading II

Read the article again. Then, answer the questions. Try to do it without referring back to the article.

1. What play on words does Weird Horse use?
2. What seems to indicate that Jon Pigeon has something against humans?
3. In what way does Larry the Cat imply that flood victims would suffer twice?
4. What does Gus the Fox do to try to get attention?
5. Logically speaking, when do you think Gus the Fox made the comment to the turkey?
6. How did Ivan the Seagull manage to insult a cat?

4 Language focus Phrasal verb particles

Complete the following sentences with the correct particles.

1. They rammed it _____ the key hole in an attempt to open it.
2. You need to cut _____ the top of the vegetable.
3. She kicked it _____ him but it missed.
4. He's got a chip _____ his shoulder.
5. They were scavenging _____ food.



THIS IS ALL JUST HORSE PLAY!

5 unusual people to follow on Twitter!

Looking for some inspiration? Need a new perspective on life? Why not follow one of these Tweeting animals?

1 Weird Horse: @WeirdHorse



With almost 200,000 followers, Weird Horse sings songs, tells stories and offers a unique perspective on life. Here's one of his Tweets:



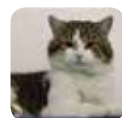
Farmer in a mood because I kicked a Happy Meal at him. I think he's got a **chip on his shoulder** lol



**2 Jon Pigeon:
@PigeonJon**
This angry, foul-mouthed bird with almost 100,000 followers spends his days **scavenging** for food and **bombarding** humans.



Here is Today's Horoscope. You should Ignore Horoscopes.



**3 Larry the Cat:
@Number1ocat**
With almost 40,000 followers, this 6-year-old **tabby cat**

describes life at **Downing Street**.



David Cameron is visiting people whose homes have been **flooded** over Christmas. Surely they've suffered enough?



Two fish in a tank. One says to the other, "Do you know how to drive this thing?"



**4 Gus the Fox:
@GusTheFox**
With over 100,000 followers, this offensive fox **punches** owls and does **bizarre** things just for fun.



Just rammed a load of **soil** into my face for a laugh but no one was watching so I went home.



Just met a turkey called Pat Bunting. Told him that he's going to have his head cut off in about 3 days. He didn't believe me.



**5 Ivan the Seagull:
@ivantheseagull**
This self-styled "philosopher seagull" with

almost 3,000 followers enjoys smoking and swearing at geese.



I am eating so much cheese right now. I didn't even think it was possible to eat this much cheese. Cheese is brilliant.



Was talking to a cat, but he got offended when I told him his head was too small for his body. ☆

GLOSSARY

a **chip on the shoulder** *exp*
someone with a "chip on their shoulder" is angry, often because they feel inferior or because they feel they haven't been treated fairly

lol *abbr* inform text messages
"laughing out loud" – people use this to show that they think something is funny
to scavenge *vb*
if animals "scavenge" for food, they look for it in rubbish bins, etc.

to bombard *vb*
when soldiers "bombard" a place, they attack it with bombs. In this case, the bird "bombs" its victims by going to toilet on them

a **tabby cat** *n*
a light-coloured cat with dark stripes (lines) on its fur (hair)

Downing Street *n*
the prime minister of the UK lives at number 10 Downing Street

to flood *vb*
if your home is "flooded", water goes into it, often after heavy rain

to punch *vb*
if you "punch" someone, you hit them with a closed hand

an owl *n*
a large, nocturnal bird with big eyes
bizarre *adj*
strange, unusual

soil *n*
the substance on the surface of the earth that plants grow in

Think about it

What do you think of fast food? How often do you have it? How often do you sit down with friends and family for a home-cooked meal? Where do you buy your clothes? What type of TV shows do you like?

QUIRKY NEWS

Unusual news stories from around the world.

HOW TO ENJOY LIFE... SLOWLY!

SLOW AND STEADY WINS THE RACE!

Answers on page 44

1 Pre-reading

What do you know about the Slow Movement? What do you think it is? What do you think Slow Food, Slow Travel, Slow Fashion and Slow TV is? Make notes.

2 Reading I

Read the article once to compare your ideas from the Pre-reading activity.

3 Reading II

Read the article again. Then, answer the questions.

1. Who started the Slow Food movement?
2. When did he start it?
3. Why did he start it?
4. What's the objective of the Slow Food movement?
5. How many members does it have?
6. Who wrote the book *In Praise of Slowness*?
7. What's Slow Fashion?
8. Who broadcast the 12-hour programme on wood burning?

“There's more to life than increasing its speed.” Ghandi

You've probably heard of Slow Food, but now there's a new addition to the global “Slow Movement”: Slow TV. But what's it all about?

Journalist Carlo Petrini started the Slow Food movement in Rome in 1986. It was a form of protest against the proposed opening of a McDonald's restaurant in the Piazza di Spagna (the Spanish Steps) – a famous **tourist site** in the city.

The objective of the Slow Food movement is to promote the use of fresh, **local food** that's grown with **sustainable** farming techniques, and that you can enjoy in the company of friends and family. The movement has over 83,000 members in 50 countries, which are organised into 800 “convivial” [Italian for “local chapters”].

Slow Food soon became part of a more general Slow Movement. In his 2004

book *In Praise of Slowness*, Carl Honoré wrote, “The Slow Movement is a cultural revolution against the notion that faster is always better. The Slow philosophy is not about doing everything **at a snail's pace**. It's about seeking to do everything at the right speed. It's about quality over quantity in everything from work to food to **parenting**.”

There are lots of categories within the movement, including Slow Travel, Slow Gardening, Slow Work and Slow Education. “Slow Fashion” was invented by Kate Fletcher in 2007. It's seen as an alternative to mass-produced clothing (“fast-fashion”). Supporters buy **locally-made** or second-hand clothing, **donate** unwanted **garments** and make their own clothes with recycled fabrics.

But now, there's a new addition to the movement: Slow TV. Norway's NRK recently broadcast a TV programme on wood burning that lasted for 12 hours! The show **featured** specialists

who gave advice on how to **stack** and burn wood.

Other Slow TV shows from Norway include more than 8 hours of televised **knitting**, 18 hours of salmon **spawning** and 130 hours of a cruise ship sailing up the Norwegian coast.

Fascinating stuff! ✨

GLOSSARY

- a tourist site** *n*
a place that tourists like to visit because it's interesting
- local food** *n*
food from the area you're referring to
- sustainable** *adj*
“sustainable” farming techniques use the natural resources carefully without damaging the environment (the land, air, water, etc.)
- at a snail's pace** *exp*
very, very slowly. A “snail” is a little animal with a shell on its back
- parenting** *n*
the things that parents do: looking after children, educating them, feeding them, caring for them, etc.
- locally-made** *adj*
made in the area you're referring to (not in a factory many miles away)
- to donate** *vb*
if you “donate” money (for example) to a charity, you give it to the charity
- a garment** *n*
a piece of clothing
- to feature** *vb*
if a TV programme “features” something, it has that thing as part of the programme
- to stack** *vb*
if you “stack” objects, you arrange them into piles, with one on top of the other
- to knit** *vb*
if you “knit” a hat (for example), you make it from wool by using two needles (long, thin, metal objects) or a machine
- to spawn** *vb*
when fish “spawn”, they lay their eggs



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