

# *The Pack*

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

**Level: Upper intermediate, B2. 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](http://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](mailto: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. Staff sickness shock [track 01]

### Warm-up

Have a discussion about work in general. 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 you were off sick with a minor illness? What was wrong? How many days were you off sick? Why? How would you describe your current job? What were some of your first jobs? What have been some of your favourite jobs? Why did you like them? Have you ever done any overtime? When? Why? Have you ever had a part-time job? What did you do? Have you ever had a job in which you had to deal with clients and customers? What was it? What was it like? Have you ever had a job with an unusual timetable? What was it? Have you ever done any physical labour? What was it? Have you ever worked on a farm? What was it like? How have working conditions changed in recent years? What are some of the best or worst jobs in your country? Why are they so good or bad? What do (or did) your parents do? Why did you choose your job? What would you be doing if you weren't working where you are right now? What kind of volunteer work have you done? What are the pros and cons of working in an office? What are the best or worst things about your job?*

### 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 paragraph to each student (different ones if possible). Students have a minute or two to try to remember as much of the information as possible. When they're ready, students tell each other about their paragraphs, using as much of the language as possible. Or, ask for volunteers to report back on their information, using as much of the original language as possible (or even by heart if they can).

### Follow-up

In pairs, students write a dialogue between a boss and an employee, with the boss asking about the employee's recent absence from work. Tell your students to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to read or act out their stories or dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Or, students write an e-mail to an imaginary boss explaining why they can't come into work today. When they're ready, ask for volunteers to read out their e-mails (using notes, not word-for-word). Other students vote on the most convincing ones.

## 2. 5 popular dance moves! [track 02]

### Warm-up

Brainstorm as many types of dances as you can and write these on the board. Make sure you have these ones:

*Tap dance, hip hop, belly dance, Irish step dance, break dance, ballet, salsa, line dance, tango, Capoeira, break dance, Flamenco, waltz, fox trot, polka, swing, fandango, cancan, Cossack dance, Bollywood, ballroom dance, robot dance, the twist...*

Other?

Then, tell your students to think how to do three of the dances, or to write descriptions of three of them. Then, play a game. Ask for a volunteer to either demonstrate or define one of the dances. Other students have to identify it. The first one to do so gets a point for his/her team. For example:

Student 1: *Swan Lake* is a famous piece of music for this type of dance by Tchaikovsky.  
Student 2: Ballet!  
Etc.

### 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.

#### Dialogue

In pairs, students write a dialogue of an interview between a reporter and a dancer (who is an expert in any type of dance). 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.

### 3. London's changing skyline [track 03]

#### Warm-up

Bring in some pictures of famous buildings. Ask students to identify them, say where they are and to give an opinion of them. Typical buildings could include the following:



The Burj Khalifa



The Empire State Building



The Coliseum



The Taj Mahal



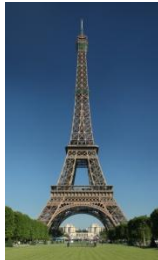
The Leaning Tower of Pisa



Big Ben



The White House



The Eiffel Tower



Buckingham Palace

### 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.

#### **Presentation**

Students write notes for a one- or two-minute presentation on a building of their choice. They should include information on what it is, where it is, why it's famous, what they like about it, 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 having skyscrapers in their city. The other half is against it. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against this. 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.



#### 4. Talking about hypocrisy [track 04]

##### Warm-up

Print off or write up the following hypocrisy 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: "People who have trust issues only need to look in the \_\_\_\_\_."

Student: "Mirror"!

Etc.

- "The only thing worse than a liar is a liar who's also a hypocrite!" Tennessee Williams
- "A hypocrite is the kind of politician who would cut down a redwood tree, then mount the stump and make a speech for conservation." Adlai E. Stevenson
- "Everybody is a hypocrite. You can't live on this planet without being a hypocrite." Paul Watson
- "Only crime and the criminal, it is true, confront us with the perplexity of radical evil; but only the hypocrite is really rotten to the core." Hannah Arendt
- "We are all hypocrites. We cannot see ourselves or judge ourselves the way we see and judge others." José Emilio Pacheco
- "I hope you have not been leading a double life, pretending to be wicked and being good all the time. That would be hypocrisy." Oscar Wilde
- "Often those that criticise others reveal what he himself lacks." Shannon L. Alder
- "People who have trust issues only need to look in the mirror. There they will meet the one person that will betray them the most." Shannon L. Alder
- "I was not a hypocrite, with one real face and several false ones. I had several faces because I was young and didn't know who I was or wanted to be." Milan Kundera
- "He wears a mask, and his face grows to fit it." George Orwell

##### Lesson activities

Go through the activities for the lesson on the sheet (the Pre-listening, Listening I and Listening II exercises). Remember not to let students read the script for these activities.

If your students' listening level is low, stop the recording after each paragraph and check their understanding.

However, once you've finished, let your students read over the text. Ask if they have any questions about the words. Finally, 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.

## **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.

### **Dialogue**

In pairs, students write a dialogue between two people, one of whom is being a hypocrite or who is being accused of hypocrisy. 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.

## 5. Monty Python: The Argument Clinic [video 05]

### Warm-up

Brainstorm as many things that you can have an argument about and write these on the board. For example:

*money, politics, religion, the television, noise, work, mistakes, faulty goods, bad food, poor service, music, sport, marriage, video games, celebrities, referees, sports teams, food, drink, clothes, films, directors, prices, cars, singers, restaurants, politicians, waste, the environment...*

Then, tell your students to think of a sentence that someone might say in an argument on any of these topics, or that is in some way related to one of these topics. Students write down three of these. Then, when they're ready, ask for volunteers to read out their argument-related sentences. Other students have to guess the topic.

For example:

Teacher: They never should have elected him!

Student: Politics!

Teacher: It's the worst food I've ever tried.

Student: A restaurant / food!

Etc.

### Lesson activities

Go through the following lesson activities.

If you want, you could use the article on the following page which takes a more general look at Monty Python before looking at the video clip.

### First viewing

Tell your students that they're going to watch a clip from a Monty Python sketch called the Argument Clinic. Tell them to watch it once. What does the man argue about?

### Second viewing

Students listen again. Then, they answer these questions:

1. Has the man been to the clinic before?
2. How much is it for a five-minute argument?
3. How much is it for a course of 10 arguments?
4. Which room is Mr Barnard in?
5. What does Mr Barnard offer?
6. Which room does Mr Barnard send the client to?

### Answers

1. no; 2. one pound; 3. eight pounds; 4. room twelve; 5. abuse; 6. room 12a

### Third viewing

When you've finished, let your students read the dialogue. Ask if they have any questions about the words. Finally, let them read the script as you play the video clip

again. This is good for developing their listening skills as they see the connection between the written and spoken language.

### **Follow-up activities**

#### **Your turn!**

In pairs, students practise the dialogue. They try to do it from memory. When they're ready, ask for volunteers to act out their version of the dialogue, using as much of the language as possible (or even doing it by heart). Other students listen and vote on the most accurate versions.

#### **Presentation**

Students write notes for a one- or two-minute presentation on how to win an argument on a topic of their choice. They should include top tips on what to say in this particular argument. 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.

**Objective** To improve your reading and listening skills.

**Think about it**

When was the last time you were sick? What was wrong? Have you ever taken any days off work? What for? Do people get sick a lot in the company where you work? Why? Why not? Why do some people take off more days than others?

**Exams** This reading and listening activity will help prepare you for leading English-language exams.

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Answers on page 44

**1 Pre-reading**

Look at the list below. In what ways can these things affect our happiness at work?

- Travel distance to and from work. ☐
- Working hours. ☐
- Number of official holidays. ☐
- Work colleagues. ☐
- Pay / salary. ☐
- Opportunities for promotion. ☐
- Bonuses. ☐
- Staff amenities: a gym, a pool... ☐
- Company perks: a company car, medical insurance... ☐
- In-house training. ☐
- Further education. ☐
- Flexible timetables. ☐
- Opportunities for overtime. ☐
- Meaningful work. ☐
- Supportive bosses. ☐
- Profit sharing. ☐
- Paid sabbaticals. ☐
- Opportunities to bring your dog to work. ☐

Other?

**2 Reading I**

You're going to read an article about staff sickness. What factors do you think affect how often people take days off? Think of some positive and negative reasons. Then, read or listen to the article once to compare your ideas.

**3 Reading II**

Read the article again. Then, answer the questions.

1. How much does worker absenteeism cost British businesses a year?
2. What effect does strong employment protection and generous sick pay have?
3. What effect does profit-sharing have on staff sickness?
4. What else can reduce staff sickness?
5. What's the difference between the number of hours worked by the British and Germans?

**BUSINESS NEWS**

# STAFF SICKNESS SHOCK!



WHERE ARE ALL MY EMPLOYEES?

**H**ave you been off sick lately? Worker absenteeism is a big problem worldwide.

In Britain, it costs businesses £32bn a year. However, a study by Dr Wen Wang and Professor Roger Seifert of the Wolverhampton Business School has shown that the number of companies in the UK affected by high levels of employee sickness is down from 17% in 2004 to just 10% in recent years. But why?

One reason is that Britain has weaker employment protection laws and lower sick pay. "Strong employment protection and generous sick pay was found to contribute to increased staff sickness in countries such as Germany and France,"

Dr Wang explained.

But there were several positive reasons too. Profit-sharing among staff and a good working atmosphere were also linked to lower staff sickness in the UK. "Our results also show that a friendly and supportive working environment can reduce sickness," Wang said.

In another report, it was found that the British work six hours less than their German counterparts. Britons were also most likely to include lunching, networking and answering e-mails out of hours in their definition of what constituted "work".

A British worker is a happy worker, or so it seems! ☺

**FAST FACT**

The British work an average of 37.6 hours per week. The Koreans work about 44.6 hours per week!

**GLOSSARY**

**off (sick)** *exp*  
if you're "off sick", you don't go to work because you don't feel well  
**absenteeism** *n*  
if there's a high level of "absenteeism", many people don't go to work, often because they're sick  
**down** *exp*  
if a number is "down", it has decreased / gone down  
**employment protection laws** *exp*  
laws that protect workers' rights  
**sick pay** *n*  
money you receive while you're sick/ill  
**profit-sharing** *n*  
a system in which the people who work for a company receive a share of the profits  
**linked to** *exp*  
connected to  
**supportive** *adj*  
someone who is "supportive" is kind and helpful to people who need help  
**a counterpart** *n*  
your "counterpart" is another person who has a similar job/position in a different place or another company  
**networking** *n*  
meeting and chatting to people at parties/conferences, etc. who might be useful to you in your job  
**to constitute** *vb*  
if A constitutes B, A is the same as B



**Objective** To improve your reading and listening skills.

**Think about it** When was the last time you danced? Where were you? What type of dancing was it? How often do you dance? Where do you dance? What do you like/dislike about dancing?

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

TRACK 12: ENGLISHMAN & US MAN



# 5 POPULAR DANCE MOVES!

Answers on page 44

## 1 Pre-reading

Look at the list of dances below. Which ones have you done? Which ones would you like to learn? Which ones do you like to watch? Which ones would you add to the list?

hip hop dancing, street dancing, the waltz, disco dancing, line dancing, jazz dancing, tap dancing, traditional/folk dances, ballroom dancing, robot dancing, ballet, Flamenco, the twist, belly dancing, swing dancing...

## 2 Reading I

Look at the paragraph titles in the article. What do you know about these dances? What do you think they involve? Make notes. Then, read or listen to the article once to compare your ideas.

## 3 Reading II

Read the article again. Then, write the name of a dance next to each statement.

1. It involves passing a hand through your hair.
2. They're both hip hop dance moves.
3. The dance appeared in an ad for a car.
4. A famous singer did it in an award show.
5. It's been banned in many schools.

**M**ichael Jackson gave us the moonwalk. Billy Ray Cyrus made **line dancing** popular with *Achy Breaky Heart* (1992). And more recently Psy showed us the horse dance in his song *Gangnam Style* (2013). Here are five more dances you might like to learn.

### 1 Shuffling

**Shuffling** consists of **dragging** your feet on the ground as if you're running, but without actually going anywhere. The dance was made famous with the song and viral video, *Everyday I'm Shuffling*. The song also appeared in a video ad for the Kia Soul car, complete with dancing hamsters.

### 2 The Dougie

The Dougie originated in Dallas (Texas), taking its name from **dance moves** by 1980s' rapper Doug E. Fresh. However, it really **took off** in 2007 with rapper Lil' Wil's **hit song** *My Dougie*. The dance mostly consists of passing a hand through your hair as you're dancing.

### 3 Grinding

**Grinding** is a type of close dance in which two partners **bump** and **rub** their bodies against each other. The dance became popular in night clubs, then moved onto high school and middle

school dances in the US and Canada. However, many school authorities have banned it because of its **explicit** nature.

### 4 Locking & popping

Locking and popping are two **hip hop** dance moves. Locking involves **performing** a quick movement then holding your body in a fixed position for a few seconds. Popping consists of quickly **contracting** then relaxing your muscles to cause a sudden movement, referred to as a pop or a hit. Locking and popping moves are done to the rhythm of the music.

### 5 Twerking

Twerking is a type of dancing in which the dancer (usually a woman) moves her **hips** up and down in a sort of **bouncing movement**. According to the Oxford Dictionary Online, to twerk is "to dance to popular music in a sexually **provocative** manner involving **thrusting** hip movements and a low, **squatting stance**". Miley Cyrus caused a controversy just recently when she twerked in a silver **spacesuit** to her hit song *We Can't Stop* at the opening to MTV's Europe Music Awards.

Let's dance! 🎉

## VIDEO

YouTube

Watch some dancing hamsters. Search YouTube for "Kia Soul Hamster Commercial HD - Everyday I'm Shuffling"

## GLOSSARY

**line dancing** *n*  
a type of dancing to Country and Western music  
**to shuffle** *vb*  
if you "shuffle" somewhere, you walk there without lifting your feet  
**to drag** *vb*  
if you "drag" your feet on the ground, you pull them along the ground  
**a Kia Soul** *n*  
a small car manufactured by Kia Motors  
**a dance move** *n*  
a type of movement with your body that is part of a dance  
**to take off** *phr vb*  
if something "takes off", it becomes popular  
**a hit song** *n*  
a very popular and successful song  
**to bump** *vb*  
if you "bump" into someone, you hit your body against their body  
**to rub** *vb*  
if you "rub" your body against someone else's body, you push and move your body against their body  
**explicit** *adj*  
something that is "explicit" is sexual  
**hip hop** *n*  
a type of rap music with electronic drums, rapping, etc.  
**to perform** *vb*  
if you "perform" a dance, you do it  
**to contract** *vb*  
if you "contract" a part of your body, you make it smaller  
**hips** *n*  
your "hips" are the two areas at the sides of your body between the tops of your legs and your stomach  
**a bouncing movement** *exp*  
a movement that involves going up and down  
**provocative** *adj*  
something "provocative" is sexual in nature  
**thrusting** *adj*  
a "thrusting" movement is one that moves forward with a lot of force  
**a squatting stance** *exp*  
a low position of your body with your knees bent and close to the ground  
**a spacesuit** *n*  
a special protective suit (often silver in colour) that astronauts wear in space

**Objective** To improve your reading and listening skills.

**Think about it** Are there any famous buildings in your capital city? What are they? Are there many skyscrapers? What do you like/dislike about the skyline in your city? How could it be improved?

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

# LONDON'S CHANGING SKYLINE!



Answers on page 44

## 1 Pre-reading

Match the names of the buildings (1 to 4) to the buildings in the picture (a-d).

1. The Gherkin ☐
2. The Cheese grater ☐
3. The Shard ☐
4. The Walkie Talkie ☐

## 2 Reading I

Read or listen to the article once. Which building is the most impressive? Which one would you like to visit? Why? Which one do you like/dislike? Why?

## 3 Reading II

Read the article again. Then, write the name of a building next to each statement. Try to do it without referring back to the article.

1. It's got 41 floors.
2. It's 160 metres tall.
3. It was designed by an Italian architect.
4. It's in the shape of an item of food.
5. It's got 87 floors.
6. It's been destroying things.
7. It's 224 metres tall.
8. It was designed by the same architect who did the Lloyd's building.

## 4 Language focus Conditionals

Look at the extract from the article on this page, "... If it's sunny, this really intense..." The writer has used a Zero Conditional structure. Re-write the following sentences as First Conditionals.

1. If it's sunny, we go for a walk.
2. If they turn it on, it gets hot.
3. If you use this one, it's easier.

For centuries, London's skyline has been dominated by St Paul's Cathedral. But in recent years, **skyscrapers** have been slowly taking over. They come in all shapes and sizes and often have unusual **nicknames**. Here are four to look out for.

### 1 The Shard

London Bridge Tower is commonly known as The Shard (or the **Shard of Glass**). It's an 87-storey skyscraper in London that forms part of the London Bridge Quarter development. It was designed by the Italian architect Renzo Piano. At 310 metres, it's the tallest building in Western Europe. Construction began in March 2009, and it was **inaugurated** on 5th July 2012. The observation deck (known as the View from the Shard) is open to the public.

### 2 The Cheese grater

The Leadenhall Building on 122 Leadenhall Street has been **dubbed** the "Cheese grater" because of its **wedge**-like shape. At 224 metres, it became the second tallest building in the City of London. It was designed by Richard Rogers, who is probably most famous for his work on the Pompidou Centre in Paris. The base of the building features a 30-metre high **atrium**, which is open to the public. There are also exterior glass **lifts** on the building, similar to the ones in the **neighbouring** Lloyd's building, which was also designed by Rogers.

### 3 The Gherkin

30 St Mary Axe is known informally as "the **Gherkin**". It's a skyscraper in London's main financial district, the City of London. It was completed in December 2003 and opened in April 2004. With 41 **floors**, the tower is 180 metres tall and stands on a street called St Mary Axe. It was designed by Norman Foster and Arup engineers. The building is one of the city's most widely recognised examples of modern architecture.

### 4 The Walkie Talkie

20 Fenchurch Street has been nicknamed The **Walkie-Talkie**. It's 160 metres tall and was designed by Uruguayan architect Rafael Viñoly. It has a large **viewing deck** and **sky gardens** on the top three floors, which are open to the public. However, it's recently been given another nickname: the Walkie **Scorchie**. This is because the **concave** shape of the building creates a sun **ray** that can reach temperatures of up to 70°C. "If it's sunny, this really intense **beam of light** comes off the building and hits the opposite side of the street," said one city worker. The beam is so powerful that it has **melted** car **bodywork**, burnt carpets and started fires. In his defence, Rafael said, "When I first came to London years ago, it wasn't like this... Now you have all these sunny days. So, you should blame this thing on

global warming too, right?"

Has the skyline in your city changed much? ☺

## GLOSSARY

- a skyscraper** *n* a very tall building in a city
- a nickname** *n* an informal name for something
- a shard of glass** *n* a small piece of broken glass
- a storey** *n* one of the levels or floors in a building
- to inaugurate** *vb* when a new building is "inaugurated", it's opened in a formal ceremony
- to dub** *vb* if you "dub" a building a particular name, you give it that name
- a cheese grater** *n* a metal object for cutting cheese (for example) into very small pieces
- a wedge** *n* an object with a thin end and a thick end. You can put a "wedge" in a door to stop it closing
- an atrium** *n* the entrance to a building that is very high and goes up through several floors. It often has a glass roof
- a lift** *n* an electrical device that takes you up or down inside a tall building
- neighbouring** *adj* a "neighbouring" building is next to the building you're referring to
- a gherkin** *n* a green vegetable that is kept in vinegar. It's like a small cucumber
- a floor** *n* one of the levels in a building
- a walkie-talkie** *n* a small portable radio that you can use to communicate with someone
- a viewing deck** *n* a room or platform at a high point in a building with a view of the city
- a sky garden** *n* a garden on the roof of a building
- "scorchie"** *adj* this comes from the verb "to scorch": if something is "scorched", it's burnt by a very hot object
- concave** *adj* a surface that is "concave" curves (bends/turns) inwards in the middle
- a ray** *n* a "ray" of light is a thin line of it travelling in one direction
- a beam of light** *n* a "beam" of light is a thin line of it travelling in one direction
- to melt** *vb* if the sun "melts" an ice cream (for example), it makes the ice cream become liquid
- bodywork** *n* the "bodywork" of a car is the outside part of it
- global warming** *n* the increase in the earth's temperature caused by high levels of carbon dioxide



**Objective** To improve your listening skills.

**Think about it** Have you heard any examples of hypocrisy lately? What happened? Have there been any examples of famous people or public figures acting hypocritically? What happened? Do you know anyone who has acted hypocritically lately? Who? How? Have you ever been guilty of hypocrisy? In what way?

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

Answers on page 44

## 1 Pre-listening

Look at the list of people below. In what ways can they be hypocritical: when they say one thing but do the opposite; or when they tell you not to do something but they do it themselves, etc.?

*your boss, the government, your parents, a teacher, a work colleague, a government minister, the president, a celebrity, a musician, a film star, a sports person, a millionaire, a member of the royal family, a film critic, a restaurant critic, left-wing people / socialists, etc., right-wing people / conservatives, etc., strictly religious people...*

## 2 Listening I

You're going to listen to three people talking about hypocrisy. They mention the following types of people: those concerned about the environment, conservative types, televangelists, left-wing politicians, millionaire left-wing politicians. In what ways could these people be hypocritical? Make notes. Then, listen once to the recording to compare your ideas.

## 3 Listening II

Listen again. Then, write **T** (true) or **F** (false) next to each statement, according to what the speakers say in the recording.

- Al Gore got an Oscar for his film *An Inconvenient Truth*.
- The electric bill for his house is 20 times less than the national average.
- Ted Kennedy was in favour of the wind power project.
- The second speaker referred to a case about a minister from the 1980s.
- The minister was throwing away most of the letters he received.
- Tristram Hunt (the education secretary mentioned by the third speaker) will probably send his kids to a private school.
- Extremely rich left-wing politicians are referred to as "champagne socialists".

## 4 Language focus Word formation

Write the correct parts of speech as indicated in brackets.

- Hypocrite = \_\_\_\_\_ (adjective)
- Private = \_\_\_\_\_ (noun)
- Globe = \_\_\_\_\_ (adjective)
- Marriage = \_\_\_\_\_ (verb)
- Illegitimate = \_\_\_\_\_ (affirmative adjective)
- Politician = \_\_\_\_\_ (noun: the topic)

## 5 Listening III

Complete the audio script with the correct words.

# Talking about... hypocrisy!

We asked three people to talk about hypocrisy.

### 1 The environment

I think it's funny when all these celebrities go on about saving the planet and being green, but then they fly all over the world (1) \_\_\_\_\_. And then there's Al Gore – he got an Oscar for his film *An Inconvenient Truth* which was all about global warming, but the electric bills (2) \_\_\_\_\_ are apparently more than 20 times the national average. And then there's Ted Kennedy – a senator who spent a lot of his political life promoting solar, hydrogen and wind power, but he opposed the Cape Wind Project (3) \_\_\_\_\_ building wind turbines in a place where his family likes to go sailing! What a bunch of hypocrites!

### 2 Money

I can't stand all those conservative types who go on about (4) \_\_\_\_\_ and all that, but then you read about how they've been having affairs and they've got illegitimate children. Oh, and those televangelists who preach on TV about living a good life, but it's just so obvious that (5) \_\_\_\_\_ they're interested in is money, and they're often not so perfect themselves. I read about this one minister from the 80s who got people to

send in cheques for \$1,000.

And in return, he promised to personally "lobby" God on their behalf. It turns out that he was throwing away (6) \_\_\_\_\_. I just can't understand how people could fall for that!

### 3 Health & education

It really annoys me the way all these politicians talk about protecting the state health care system, but (7) \_\_\_\_\_, they check into a private clinic. Or when they go on about government-funded schools but put their own kids in the private system! The Labour shadow education secretary Tristram Hunt is a prime example. He recently said (8) \_\_\_\_\_ his three children to private school, and he was educated at a private school himself. Then there are those multi-millionaire left-wing politicians – champagne socialists they call them – who go on about equality and all that, but they all (9) \_\_\_\_\_ and haven't got a clue what life is like for ordinary people – they're far more interested in building up their property portfolios and (10) \_\_\_\_\_. They're all such hypocrites!

### Note!

Don't read the audio script until you've completed the exercises and activities.



## RECIPE

# OLIVE, TOMATO & ROSEMARY FOCACCIA



Learn how to make focaccia bread with celebrity chef Gordon Ramsay.



## Ingredients

- 1 Olive oil
- 2 Black olives
- 3 Rosemary
- 4 Salt
- 5 Pepper
- 6 Flour
- 7 Dried cherry tomatoes
- Semolina
- Yeast
- Warm water



## Process

1. First of all, you need to make the **dough**. Put 500 grams of flour, 20 grams of semolina, 15 grams of dried yeast and a pinch of salt into a mixing bowl.
2. Mix 950ml of warm water with 50ml of olive oil. Then, make a hole in the middle of the dough mixture and pour in a bit of the oil and water. Mix together with your hands and keep adding the water. **Knead** it gently until it **hangs together** when you hold it up.
3. Sprinkle some flour onto a chopping board. Then, knead the dough into the shape of a ball until it's nice and smooth. Be careful not to add too much flour or the dough will become dry.
4. Put the dough into a glass bowl and cover with **clingfilm**. Leave it for about half an hour or until it's **doubled** in size.
5. Take a baking tray and **drizzle** some olive oil on the bottom. Also, add some salt. Then, place the dough mixture into the baking tray. Pour some olive oil on the top and gently massage the dough into the baking tray so it goes into all the corners.
6. Push the dried tomatoes and olives into the top of the bread, and season with salt, pepper and rosemary leaves. Then, drizzle some more olive oil on top.
7. Put the bread into the **oven** at 200°C and **bake** the bread for 30-35 minutes.

Now you're ready to eat your delicious focaccia bread! ☆

## VIDEO

YouTube

Watch Gordon Ramsay make this delicious bread. Search YouTube for "Gordon Ramsay Olive Tomato and Rosemary Focaccia".

## GLOSSARY

**semolina** *n*  
small hard grains of wheat that are used for making sweet things or pasta

**yeast** *n*  
a substance that makes bread rise (become taller) when you cook it

**dough** *n*  
a mixture of flour and water (and sometimes also fat and sugar) that can be used to make bread, cakes and biscuits

**to knead** *vb*  
to press and pull the dough (for example) with your hands so it's ready for cooking

**to hang together** *exp*  
if a mixture "hangs together", it maintains its shape and doesn't separate

**clingfilm** *n*  
a thin, clear plastic that you use to cover food in order to keep it fresh

**to double** *vb*  
if a substance "doubles" in size, it becomes twice its size

**to drizzle** *vb*  
if you "drizzle" oil over food, you put a small amount of the oil over the food

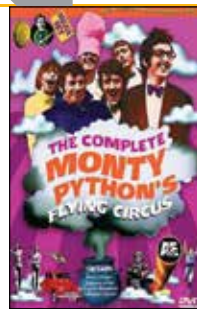
**an oven** *n*  
a device for cooking that is like a box with a door. You heat it and cook food inside it

**to bake** *vb*  
to cook in an oven (see previous entry)

## TV SCRIPTS

# MONTY PYTHON: THE ARGUMENT CLINIC

Real Language in action



Monty Python were a famous comedy group who starred in the television show *Monty Python's Flying Circus* from 1969 to 1974. Here's an extract from one of their famous sketches: *The Argument Clinic*. In this skit, a young man wants to pay to have an **argument**. [Please see our article on page 16 for more information on Monty Python.]

## The Script

R=Receptionist M=Man B= Mr Barnard C= Mr Chapman

R: Yes, sir.  
M: I'd like to have an argument, please.  
R: Certainly sir. Have you been here before?  
M: No, this is my first time.  
R: I see. Do you want to have the full argument, or were you thinking of taking a course?  
M: Well, erm, what would be the cost?  
R: Well, yes, it's one pound for a five-minute argument, but only eight pounds for a course of ten.  
M: Well, I think it's probably best if I start with the one and see how it goes from there, OK?  
R: Fine. I'll see who's free at the moment.  
R: Mr DeBakey's free, but he's a little bit **conciliatory**. Yes, erm, try Mr Barnard, room 12.  
M: Thank you. *[He walks down the hall and opens the door.]*  
C: WHAT DO YOU WANT?  
M: Well, I was told outside...  
C: Don't give me that, you **snotty-faced heap** of parrot droppings!  
M: What?  
C: Shut your festering gob, you tit! Your type makes me puke, you **vacuous, toffee-nosed, malodorous pervert!**  
M: Look, I CAME IN HERE FOR AN ARGUMENT!  
C: Oh, oh, oh I'm sorry, this is abuse.  
M: Oh, I see, well, that explains it.  
C: Oh, no, you want 12A next door.  
M: I see. Sorry.  
C: Not at all. That's all right. *[under his breath] Stupid git! [The man walks down the corridor and knocks on the door.]*  
B: Come in.  
M: Ah, is this the right room for an argument?  
B: I've told you once.  
M: No, you haven't.  
B: Yes, I have.  
M: When?  
B: Just now.  
M: No, you didn't.  
B: Yes, I did.  
M: You didn't *[The argument continues like this.]*

## VIDEO

YouTube

To watch and read along to the clip, search YouTube for "Argument Clinic".

## GLOSSARY

**an argument** *n*  
a conversation in which people shout at each other angrily

**conciliatory** *adj*  
if someone is being "conciliatory", they want to stop fighting or arguing

**snotty-faced** *exp inform*  
someone who is "snotty-faced" thinks they are superior or important

**a heap of** *exp*  
a "heap of" things is a quantity of them with one on top of the other

**droppings** *n*  
"droppings" are what a bird produces when it goes to the toilet

**shut your gob** *exp inform*  
shut up! / be quiet! / stop talking!

**festering** *adj*  
if a cut is "festering", it has bacteria on it

**you tit** *exp inform*  
you idiot!

**to puke** *vb inform*  
to vomit; when you "puke", liquid comes out of your mouth, often when you're sick

**vacuous** *adj*  
stupid; empty

**toffee-nosed** *adj*  
someone who is "toffee-nosed" thinks they are superior or very important

**malodorous** *adj*  
someone who is "malodorous" smells bad

**a pervert** *n*  
a "pervert" is someone who always thinks about sex, or who has unacceptable views on sex

**abuse** *n*  
if you suffer "abuse", someone is extremely rude and insulting to you

**stupid git** *exp inform*  
idiot!



**Objective** To improve your reading and listening skills.

**Think about it** What comedy shows do you like? Have you ever seen any Monty Python sketches? What did you think of them? Have you seen any of their films? What did you like/dislike about them?

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

TRACK 11: ENGLISHMAN & ENGLISHWOMAN

WE'RE JUST SO FUNNY!



# WAS MONTY PYTHON THE BEST COMEDY GROUP EVER?

Answers on page 44

## 1 Pre-reading

Look at the list of TV comedy shows. Which ones do you like? Which other ones would you add to the list?

Mr Bean, South Park, The Simpsons, Friends, The Fresh Prince of Bel-Air, Monty Python's Flying Circus, Cheers, Seinfeld, Frasier, The Office, Extras, The Big Bang Theory, Family Guy, Sponge Bob Square Pants, Two and a Half Men, American Dad, 30 Rock, Beavis and Butthead, Jack Ass, Mork and Mindy, The Cosby Show, Blackadder, MASH...

## 2 Reading I

Read or listen to the article once. Which sketch sounds the funniest? Which one would you like to see? Why?

## 3 Reading II

Read the article again. Then, write the paragraph headings next to each statement.

1. Recruits are taught how to defend themselves against an attacker.
2. Four friends are having a chat.
3. One of the tasks includes waking up a sleeping neighbour.
4. Instead of sportspeople there are philosophers.

British comedy group Monty Python starred in the television show *Monty Python's Flying Circus*. The programme was broadcast by the BBC from 1969 to 1974, and it was famous for its **surreal** humour. However, there are now rumours that the **surviving** members are about to **reform**. Here are four of our favourite Monty Python sketches.

### 1 Twits

In this **skit**, **posh** English gentlemen compete against one another to become the Upper Class **Twit** of the Year. They have to complete a number of **tasks**, including walking along a straight line without falling over, insulting a waiter and waking up a sleeping neighbour.

### 2 Fruit

In this sketch, an army sergeant is training his troops in the art of defending themselves against an attacker who is **armed with** a piece of fresh fruit. Before the class starts, one of the soldiers reminds the sergeant that they've been doing fruit for the last nine weeks. To which the sergeant responds, "Well, I'll tell you something, **my lad**. When you're walking home tonight and some **homicidal maniac** comes after you with a bunch of **loganberries**, **don't come crying to me**."

### 3 Football

In this alternative version of football, the opposing teams consist of German and Ancient Greek philosophers. There isn't much ball play, but the **commentary** provides the humour. "Nietzsche accuses Confucius of having no **free will**," says the enthusiastic commentator. "There may be no score, but there's certainly no lack of excitement here," he adds later on.

### 4 Yorkshiremen

Four successful **Yorkshiremen** are chatting about what it was like before they became **wealthy**. They're also competing to see who had the **hardest life**. Here's an extract from the conversation:

**Man 4:** Who'd have thought 30 year ago we'd all be sitting here drinking Château de Chasselaïs, eh?

**Man 1:** In them days we was glad to have the price of a cup of tea.

**Man 2:** A cup of **cold** tea.

**Man 4:** Without milk or sugar.

**Man 3:** Or tea.

**Man 1:** In a **cracked** cup, an' all. ☺

[Note the non-standard examples of English in the dialogue:

30 year ago = 30 years ago

In them days = in those days.

We was glad = we were glad.]

## VIDEO

YouTube

Watch the *Four Yorkshiremen* sketch. Search YouTube for "**Monty Python - Four Yorkshiremen**".

## MONTY PYTHON

The members of Monty Python were Graham Chapman, John Cleese, Terry Gilliam, Eric Idle, Terry Jones and Michael Palin. Monty Python films include *Monty Python and the Holy Grail* (1974), *Life of Brian* (1979) and *The Meaning of Life* (1983).

## GLOSSARY

**surreal** *adj*  
strange and unusual, almost like a dream  
**surviving** *adj*  
the "surviving" members of a group are the ones who are still alive  
**to reform** *vb*  
if a group "reforms", the members form the group again  
**a sketch** *n*  
a short funny scene that is often part of a comedy show  
**a skit** *n*  
a short funny scene that is often part of a comedy show  
**posh** *adj*  
someone who is "posh" speaks and acts as if they were from the upper class  
**a twit** *n*  
an idiot  
**a task** *n*  
something you have to do as part of your job  
**armed with** *exp*  
if you're "armed with" a knife, for example, you have a knife in your hand  
**my lad** *exp*  
my boy  
**a homicidal maniac** *n*  
a crazy person who wants to kill someone  
**a loganberry** *n*  
a type of red/purple fruit  
**don't come crying to me** *exp*  
don't come to me for help  
**a commentary** *n*  
if a radio presenter (for example) gives a "commentary" of an event, he/she explains what is happening  
**free will** *exp*  
the ability to decide what to do  
**a Yorkshireman** *n*  
a man from the northern English county of Yorkshire  
**wealthy** *adj*  
someone who is "wealthy" is rich  
**a hard life** *exp*  
a difficult life with no money, etc.  
**cracked** *adj*  
if a cup is "cracked", it's a bit broken