

The Pack

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

**Level: Pre-intermediate, A2. April-June
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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. 9 incredible world food records [track 01]

Warm-up

Brainstorm as many food words as you can and write these on the board. Make sure students understand them all. Then, rub off the words. Define one of the words and see who can identify it. This could be played as a game. For example:

Teacher: It's a long yellow fruit.

Student: A banana.

Etc.

Later, students can do this in pairs.

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.

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 an interview between a reporter and someone involved in one of the food records. The reporter should ask questions using *who*, *what*, *where*, *why*, *when*, *how* to get as much information as possible. Tell your students to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

2. 20 things we can't live without [track 02]

Warm-up

Print out the following list of “essential things” on little slips of paper or write them up on the board. Students look over them and decide which three they couldn't live without, justifying their choices. They could do this individually or in pairs. Then, bring the class back together to discuss their ideas. Ask them to justify their choices. You could also ask further questions. For example: *Which three things could you live without? Why? Which things from the list have you had or experienced lately?* Etc. For some of the things, they could substitute it for another similar thing. For example, instead of iPhone, it could be an Android smartphone. Etc.

An internet connection

Television

A cuddle

A trustworthy best friend

A daily shower

Central heating

A cup of tea

An “I love you” every now and then

A solid marriage / relationship

A car

Spectacles (glasses)

Coffee

Chocolate

A night in on the sofa

A glass of wine

A good cry every now and then

A full English breakfast (eggs, bacon, sausages...)

A foreign holiday once a year

An iPhone

A pint at the pub

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

1. Retell

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

2. Presentation

Students write notes for a two-minute presentation on the three things they couldn't live without. 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 best ones.

3. Street music [track 03]

Warm-up

Brainstorm as many music words as you can and write these on the board. Make sure students understand them all. Then, rub off the words. Define one of the words and see who can identify it. This could be played as a game. For example:

Teacher: It's a brass instrument. Jazz musician Miles Davis is a famous player of this instrument.

Student: A trumpet.

Etc.

Later, students can practise this in pairs.

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

1. 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.

Debate it!

Hold a debate! Divide the class into two. Half the class is in favour of the idea of allowing street musicians to play in your town or 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. 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. Your boss and you! [track 04]

Warm-up

Print off or write up the following “boss” 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: “The person who knows _____ will always have a job.”

Student: “How”!

Etc.

Boss quotes

- “There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money somewhere else.” Sam Walton
- “More than half of people who leave their jobs do so because of their relationship with their boss.” Anonymous
- “By working 8 hours a day you may eventually get to be boss and work 12 hours a day.” Robert Frost
- “The person who knows how will always have a job. The person who knows WHY will always be his boss.” Diane Ravitch
- “Arguing with your boss is like wrestling with a pig in the mud. After some time you’ll realise that you’re getting dirty and the pig is enjoying it.” Anonymous
- “Old bosses never die, as much as you want them to.” Anonymous
- “When the bosses talk about improving productivity, they’re never talking about themselves.” Anonymous

Lesson activities

Pre-listening

Don’t allow your students to see the text yet. First, print off these sentence beginnings from the text. In pairs or individually, students try to think of an ending for them.

1. When you don’t do it, you’re lazy; when your boss doesn’t do it, she’s _____.
2. When you take a long time, you’re slow; when your boss takes a long time, he’s _____.
3. When you make a mistake, you’re an idiot; when your boss makes a mistake, he’s _____.

4. When you do something without being told, you're overstepping your authority; when your boss does the same thing, that's _____.
5. When you take a stand, you're being pig-headed; when your boss does it, she's being _____.
6. When you're out of the office, you're avoiding work; when your boss is out of the office, he's _____.
7. When you're off sick, it's because you're always sick; when your boss has a day off, she must be _____.
8. When you apply for leave, you must be going for an interview; when your boss applies for leave, it's because he's _____.

First listening

Students listen once (without reading the script) and compare their ideas from the Pre-listening activity.

Second listening

Students listen again. Stop after each point and allow students to complete the gaps.

Follow-up activities

Retell it!

Assign a section (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 the script for a dialogue between a boss and an employee. Tell your students to make it as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

5. The office bore [track 05]

Warm-up

Print off or write up the names of the office personalities below. First, ask students for a definition of each one. You may have to explain some of the words first. Then, ask if there are any examples of these office personalities in the office where they work, or if they've ever known anyone like this. Ask if they can think of any more office personalities.

- The worker – works really hard.
- The chatterbox – likes to chat and gossip.
- The joker – likes to tell jokes or play practical jokes.
- The bighead – likes to talk about how great he/she is.
- The delegator – passes work on to someone else whenever they can.
- The juggler – does multiple tasks all the time.
- The wallflower – is very shy and quiet, and hardly ever speaks.
- The micromanager – likes to control everything that everyone is doing.
- The charmer – is cool, charming and easy going.
- The bore – tells long, boring stories.
- The noisemaker – makes a lot of... noise!
- The messy one – leaves a mess wherever they go.
- The complainer – complains a lot!
- The e-mailer – sends lots of messages by e-mail, even if you sit close.

Lesson activities

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

First listening

Tell your students that they're going to listen to a conversation that takes place in an office with an office bore, Brian. Tell them to listen once and to make a note of anything annoying that he does.

Second listening

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

Students listen again. Then, they complete the information for these points.

1. Jim is trying to finish a _____.
2. He can't get rid of a _____.
3. The woman in the photo is his _____.
4. Sue is going to get _____.
5. Brian asks whether Jim saw _____.
6. Brian offers to put on some _____.
7. He unplugs Jim's _____.

Answers

1. report; 2. text box; 3. wife; 4. married; 5. *Big Brother*; 6. music; 7. computer

Third listening

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 recording 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.

E-mail

As a follow-up activity to the dialogue, students imagine that they're Jim from the dialogue. They write an e-mail to a friend or a boss describing what happened in the office 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 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.

Objective To improve your reading and listening skills.

Think about it Have you ever made a pizza? What did you put on it? What are your favourite cocktails? Why do you like them? When was the last time you had some champagne? What were you celebrating?

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

9 INCREDIBLE WORLD FOOD RECORDS!

Here are 9 amazing food records from around the world.



Pizza base

In 2006, Tony Gemignani (US) **spun** 500 grams of **dough** for two minutes to form a pizza base with a **width** of 84.33cm.



Chocolate egg

The most expensive chocolate egg to sell at **auction** was created by a team of six **Brits** and a Japanese woman. The **non-jewelled** egg sold for £7,000.



Big Macs

On 11th October 2012, Donald Gorske of the United States ate his 26,000th McDonald's Big Mac after eating the burgers every day for a period of 40 years! Surprisingly, he's quite **slim**.



Chocolate coin

The largest chocolate coin was presented at the Cioccoshow Exhibition (in Bologna, Italy) on 15th November 2012 to celebrate Guinness World Records

Day. It weighed an incredible 658kg.



Cocktail

The world's most expensive cocktail was created by Salvatore Calabrese at Salvatore's Bar in London on 11th October 2012. It was made from (among other things) a liqueur from 1770 and a Cognac that **dates back to** 1788. It sold for an amazing £5,500.



Whisky

The most expensive bottle of whisky ever was sold at auction in Sotheby's (New York) on 15th November 2010. The rare bottle of 64-year-old Macallan **single malt** whisky went for a **staggering** £291,125.



Coffee bean mosaic

Saimir Strati from Albania created the world's largest coffee bean **mosaic** at the Rogner Europa Park Hotel in Tirana on 12th December 2011. The mosaic **measured** 25.18 square metres.



Champagne fountain

created the world's biggest **champagne fountain** at the Shopping Center Wijnegem in Belgium on 25th January 2008. The fountain consisted of 43,680 glasses, and was 63 **storeys** high.



Sandwich

The world's longest sandwich was created by members of three teams in Hazmieh village (Beirut, Lebanon) on 22nd May 2011. The sandwich measured 735 metres in length.

Incredible! ☘

GLOSSARY

to spin *vb past: spun/spun*

if you "spin" something, you turn it around many times

dough *n*

a mixture of flour and water (and possibly fat and sugar) that is used to make bread, pastry, biscuits, etc.

width *n*

the "width" of something is the distance it measures from one side to the other

at auction *exp*

at a public sale – the person who offers the most money can buy the object

a Brit *n informal*

a British person

non-jewelled *adj*

without any jewels (precious stones) on it

slim *adj*

attractively thin – the perfect size

to date back to *exp*

if A "dates back to" 1788 (for example), it was invented or made in 1788

single malt *adj*

a "single malt" whisky only has malted barley (a type of grain); a "malt" is a substance made from grain that has been kept in water, then dried in a hot oven

staggering *adj*

incredible / unbelievable / amazing

a mosaic *n*

a design which consists of lots of small pieces of something (coloured glass, for example)

to measure *vb*

if an object "measures" 6 metres (for example), it is 6 metres long

a square metre *n*

a square with sides that measure exactly one metre

a champagne fountain *n*

an object (often in the shape of a pyramid) formed by glasses, with one glass on top of the other. Champagne is poured onto the top glasses and it falls down through all the other glasses

a storey *n*

a "storey" in a building is one of its different levels or floors

Answers on page 44

1 Pre-reading

Look at the paragraph titles in the article. What do you think the world food records are for?

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity. Which world food record is the most impressive? Why?

3 Reading II

Read the article again. Then, answer the questions.

- Who won the pizza base record in 2006?
- How much did the world's most expensive chocolate egg sell for?
- What's surprising about Donald Gorske?
- Who created the world's most expensive cocktail?
- Where was the world's most expensive bottle of whisky sold?
- Where was the world's largest coffee bean mosaic displayed?
- When was the world's longest sandwich created?

Objective To improve your reading and listening skills.

Think about it When was the last time you went on a foreign holiday? Which drinks do you really like? When do you have them? What are some of your favourite dishes or meals? What type of car have you got? What type would you like? Why?

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

▶ **TRACK 3:** ENGLISHMAN & ENGLISHWOMAN

Answers on page 44

1 Pre-reading

Look at the list of people's "bare necessities" from a recent study. Which 5 things are important in your life? What would you add to the list?

Top 20 necessities

1. An internet connection
2. Television
3. A cuddle
4. A trustworthy best friend
5. A daily shower
6. Central heating
7. A cup of tea
8. An "I love you" every now and then
9. A solid marriage
10. A car
11. Spectacles (glasses)
12. Coffee
13. Chocolate
14. A night in on the sofa
15. A glass of wine
16. A good cry every now and then
17. A full English breakfast (eggs, bacon, sausages...)
18. A foreign holiday once a year
19. An iPhone
20. A pint at the pub

2 Reading I

Read or listen to the article once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions.

1. How many people took part in the poll?
2. Who commissioned the poll?
3. What does the writer list as "treats"?
4. According to the writer, what need does "a good cry" satisfy?
5. What percentage of people admit to overlooking the essential things in life such as love and friendship?
6. What have seven in 10 people found as they get older?



20 THINGS WE CAN'T LIVE WITHOUT!

What are the most important things in your life – the things you just couldn't **live without**?

A recent study has revealed the top 20 **necessities** of modern life. The **poll**, which was **carried out** among 2,000 adults between the ages of 18 and 65, was **commissioned** by Disney to mark the Blu-ray **release** of the movie *The Jungle Book*. Respondents were asked about their "**bare necessities**", to tie in with the famous song from the film.

Some of the things that Brits simply cannot do without include a television, a fast internet connection and an iPhone, as well as **essentials** such as a daily shower, a pair of glasses and central heating.

Treats include a car, a foreign holiday, a full English

breakfast and a pint at the pub. Other drinks that featured in the list were a glass of wine, a **mug** of tea and a cup of coffee or hot chocolate.

Things to satisfy our **emotional needs** also appeared on the list, including a **cuddle**, a **trustworthy** friend, a night on the sofa, a good cry, a solid marriage and an "I love you" every now and then.

Interestingly, 77% of those interviewed agreed that **material items** are **replaceable**. And 86% believe that people often **overlook** the essential things in life such as love and friendship in favour of material things. Seven in 10 also claim they have become less **materialistic** as they get older.

Do any of your "bare necessities" appear on the list? ➡

VIDEO

YouTube

Read and sing along to the song *The Bare Necessities* from the film *The Jungle Book*. Search YouTube for "The Bare Necessities - The Jungle Book (with Lyrics)"

*Look for the bare necessities,
The simple bare necessities,
Forget about your worries
and your strife,
I mean the bare necessities,
Old Mother Nature's recipes,
That brings the bare necessities of life.*

GLOSSARY

live without *exp*
if you can't "live without" something, you must have that thing in your life
a necessity *n*
something you really need
a poll *n*
a "poll" is a series of questions that a company asks in order to get information
to carry out *phr vb*
if you "carry out" a poll, you ask people questions in order to get information
to commission *vb*
if you "commission" something, you pay someone to do it for you
a release *n*
if there's a "release" of a DVD (for example), the DVD appears in shops and you can buy it
a bare necessity *n*
a basic thing that you need in your life
essential *adj*
something "essential" is very important and necessary for you
a treat *n*
if you give yourself a "treat", you give yourself something nice
a mug *n*
a large, thick cup for drinking tea/coffee
emotional needs *n*
your "emotional needs" refers to your need for love, attention, affection, etc.
a cuddle *n*
if you give someone a "cuddle", you put your arms around them in a loving way
trustworthy *adj*
if someone is "trustworthy", they are honest and you can believe what they say
material items *exp*
possessions, objects, money, etc.
replaceable *adj*
something "replaceable" isn't really important and can be replaced with something else
to overlook *vb*
if you "overlook" something, you don't notice or see it
materialistic *adj*
someone who is "materialistic" thinks that money and possessions are really important
strife *n*
a general word to refer to your problems or difficulties in life

Think about it

What types of buskers are there in your city/town? Do you like listening to them? Why? Why not? Are people allowed to busk in your city? Do you ever give them any money? Why? Why not? What do you think of buskers in general? What songs do buskers typically sing in your country?

Answers on page 44

1 Pre-reading

Match the musicians or groups (1 to 7) to their songs (a-g). Have you heard any of these songs? Have you ever heard them played by street musicians? Where?



- Let It Be ☐
- Livin' on a Prayer ☐
- Wonderwall ☐
- I Shot the Sheriff ☐
- You Really Got Me ☐
- Bridge Over Troubled Water ☐
- Cocaine ☐

2 Reading I

What are the arguments for and against street musicians? Think of as many as you can. Then, read the article once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions.

- Which city is famous for its country music?
- Who used to busk in Covent Garden?
- How much did Billy Bragg raise for the charity Shelter?
- What is Robert Burck known as?
- Where's his pitch?
- How much do buskers have to pay to play in Camden?



MUSIC IN THE STREET? NOT IN MY TOWN!

Street musicians have been a part of city life for centuries. But more and more places are imposing **restrictions** on **buskers**. Is that fair?

You can find street musicians all over the world, but some cities are famous for them. For the best in blues, go to New Orleans (Louisiana). If you're into country music, **pop over to** Nashville (Tennessee). And for some **R&B** and rock 'n' roll, **head off to** Memphis (Tennessee).

Many famous musicians started out as buskers. Guitarist Eric Clapton left school in 1961 and busked around London. American singer Bon Jovi played in London's **Covent Garden**; and in the early 1960s, Simon and Garfunkel left the States, travelled to England and busked in **Leicester Square**. British musician Billy Bragg spent his early career busking, and still does every now and then. In late 2013, he **performed** in London's Kings Cross to raise money for the **homeless charity Shelter**. He collected over £1,200.

Some street musicians are internationally famous. The Naked Cowboy (real name, Robert John Burck, b. 1970) is

from New York City. Wearing just cowboy boots, a hat and some **underpants**, his **pitch** is on New York City's Times Square. **Tour guides** often **point him out** and tourists ask to have their photo taken with him. He's got three albums, he's starred in music videos and documentaries and he's written a book: *Determination: The Legend of the Naked Cowboy*. He owns the **trademark** to his Naked Cowboy character and operates it as a **franchise**, charging others \$500 a month to operate as a Naked Cowboy or Cowgirl.

Buskers are seen as good for tourism, and as a way of bringing the streets to life. However, more and more cities are **cracking down on** them. Camden (an area in northern London) is one such example. Street musicians now need to pay a £19 annual licence fee, there's a 9pm **curfew**, and there are **fines** of up to £1,000 for not complying with the law. Jessica Tosh, who lives in Camden Town, told the *Guardian* newspaper, "Residents don't want to **banish** music from the **borough**; we just don't want buskers to force their choice of music on us at their choice of time."

A bit of street music, anyone? ➔

TYPICAL BUSKER SONGS

- Wonderwall (Oasis)
- I Wanna Hold your Hand (The Beatles)
- Hey Mr Tambourine Man (Bob Dylan)
- Layla (Eric Clapton)
- I'm A Believer (The Monkeys)
- Redemption Song (Bob Marley)
- The Boxer (Simon & Garfunkel)
- Always on my Mind (Willie Nelson)
- You've Got a Friend (James Taylor)
- Waterloo Sunset (The Kinks)

VIDEO

YouTube

Watch the Naked Cowboy in action. Search YouTube for "naked cowboy new york city".

GLOSSARY

- a restriction** *n* an official rule that says what you can or can't do and limits what you can do
- a busker** *n* someone who plays music in the street for money. They're also known as street performers, travelling musicians or street entertainers
- to pop over to** *exp* to go to
- R&B** *abbr* Rhythm and Blues – an early form of rock and roll music
- to head off to** *exp* to go to
- Covent Garden** *n* a shopping area in central London that's popular with tourists
- Leicester Square** *n* a square in central London – it's famous for its cinemas
- to perform** *vb* if a musician "performs", he/she plays in front of people
- homeless** *adj* a "homeless" person has no home and lives on the streets
- a charity** *n* an organisation that helps poor people, etc.
- underpants** *n* clothing a man wears under his trousers
- a pitch** *n* an area on the street where a busker plays music
- a tour guide** *n* a person whose job is to show tourists around a city, explaining things about it
- to point out** *phr vb* if you "point out" something, you show people where it is
- a trademark** *n* a name or symbol that a company uses on its products and that cannot legally be used by another company
- a franchise** *n* if a business operates as a "franchise", you can sell the goods or services of that business in return for a monthly fee
- to crack down on** *exp* if the government "cracks down on" a group of people, they force those people to obey the law
- a curfew** *n* a law that says you must be at home at a certain time (usually before it gets dark)
- a fine** *n* an amount of money you must pay if you have committed a crime
- to banish** *vb* if you "banish" someone from an area, you force them to leave that area
- a borough** *n* an area in a large town/city with its own council (government)



Your boss and you

Ten differences between you and your boss.

1. When you take a long time, you're slow; when your boss takes a long time, he's **thorough**.

2. When you don't do it, you're lazy; when your boss doesn't do it, she's **too busy**.

3. When you make a mistake, you're an idiot; when your boss makes a mistake, he's only human.

4. When you do something without being told, you're **overstepping your authority**; when your boss does the same thing, that's **initiative**.

5. When you **take a stand**, you're being **pig-headed**; when your boss does it, she's being firm.

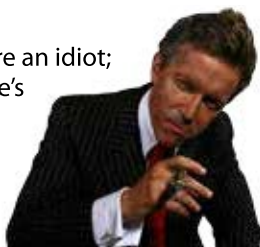
6. When you overlook a **rule of etiquette**, you're being rude; when your boss **skips** a few rules, he's being original.

7. When you do something to please your boss, you're being a **creep**; when your boss pleases her boss, she's being co-operative.

8. When you're out of the office, you're **avoiding work**; when your boss is out of the office, he's on business.

9. When you're **off sick**, it's because you're always sick; when your boss **has a day off**, she must be very ill.

10. When you **apply for leave**, you must be going for an interview; when your boss applies for leave, it's because he's **overworked**. ☆



GLOSSARY

thorough *adj*
very careful and methodical
too busy *exp*
with too much work to do and not enough time
to overstep your authority *exp*
to do something that is not acceptable or permissible
initiative *n*
if you have "initiative", you have the ability to act and take decisions without having to ask other people
to take a stand *exp*
to show clearly what your attitude is or what you think of something
pig-headed *adj*
someone who is "pig-headed" always does things the way he/she wants to do them
a rule of etiquette *n*
an unofficial rule of good behaviour in society
to skip *vb*
if you "skip" a rule, you don't obey that rule
a creep *n*
a person who acts in an insincere way, often because he/she wants to please a person in authority
to avoid work *exp*
to try not to work
off sick *exp*
at home because you are ill
to have a day off *exp*
not to go to work because you are sick or you have something to do
to apply for leave *exp*
to ask for permission not to go to work because you are sick/stressed
overworked *adj*
if you are "overworked", you are very tired because you have been working too much



USEFUL ADVICE

HOW NOT TO BE BORED



Learn how to entertain yourself with these fun activities. This month: twelve things to say in an interview in order to create an "interesting" atmosphere.

- I never work in the afternoon, I'm too drunk.
- So, what do you do here, then?
- What's that awful smell?
- Where on earth did you get that tie?
- I'm only here because there's nothing good on TV.
- Is that your father in the photo or your husband?
- I hear nobody does much work around here.
- So, which route do the cashiers take to the bank?
- The voices in my head told me to come to this interview.
- Do you mind if I send a few e-mails on your computer?
- So, what sort of salary will I be on?
- How much do you earn then? ☆



WHAT DO YOU MEAN THIS TIE DOESN'T GO WITH THIS SHIRT?



GLOSSARY

awful *adj*
terrible; horrible
on earth *exp*
people use this expression for emphasis when they are angry, shocked, etc
a cashier *n*
a person who people pay money to in a shop or business



TYPICAL DIALOGUES THE OFFICE BORE

Listen to this dialogue and learn some useful vocabulary and expressions. **The Office Bore**

In this conversation, Jim is trying to do some work when he's disturbed by Brian, the office bore. Listen to the conversation and answer these two questions.

1. What does Brian want to talk about?
2. What happens in the end?

Answers on page 22

YOUR COMPANY
NEEDS AN
OFFICE BORE.



Brian: Hello. Working, are you?

Jim: Yes, I am, **actually**.

Brian: **Working hard on** the computer?

Jim: Yeah, I'm trying to **get this report finished**. Hey, you don't know how I can **get rid of** this **text box** here – it's just appeared in the middle of the **screen**.

Brian: No. So, who's that in the photo?

Jim: It's my wife.

Brian: Nice. How old is she?

Jim: Look, I've really got to finish this by lunchtime.

Brian: Is that your mobile phone?

Jim: Yes, it is.

Brian: Have you heard **the latest**?

Jim: No.

Brian: Sue is getting married.

Jim: Mmm... very interesting.

Brian: I heard a great joke.

Jim: Oh, really. Do you mind passing me that dictionary, please?

Brian: Did you see *Big Brother* last night? It was really funny, Sharpy got thrown out ...

Jim: Look, I hate to be rude, but would you mind... I really can't concentrate...

Brian: What's wrong?

Jim: Nothing. It's just I'm trying to get this finished.

Brian: Shall I put some music on. I've got a great new CD. Here, if I just **plug in** my i-Pod here... (*Brian pulls out a plug and there's a loud bang*).

Jim: What was that? What have you done to my computer?

Brian: Oh, don't worry. I'll plug it in here. This song is great.

Jim: Did you just **unplug** my computer? I've lost the file I was working on.

Brian: (*Brian plays the song.*) Isn't it a great song? ☆

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GLOSSARY

the office bore ⁿ

someone in the office who tells annoying jokes or stories that no one is interested in

actually ^{exp}

in fact; really

to work hard on something ^{exp}
to put a lot of effort into doing something

to get something finished ^{exp}

to manage to finish something

to get rid of something ^{exp}

to make something disappear

a text box ⁿ

a box that appears on a computer screen. You can write in the box

a screen ⁿ

the thing you look at as you are working on the computer. It is similar to a television

the latest ^{exp}

the most recent

to plug something in ^{exp}

to connect something to the electricity so it works

to unplug something ^{exp}

to disconnect something from the electricity so it stops working