

# *The Pack*

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

**Level: Intermediate, B1. September to  
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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 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 **without stopping** for a general understanding (listening for gist).
2. Listen again to answer comprehension questions, this time pausing if/when necessary.
3. Listen a final time, but this time reading the script at the same time.

Also, remind students that any discussion questions are simply a means to get them speaking. Students are free to invent information if necessary, or if they think the question is too “personal”. The questions are simply there to get students speaking. The actual information is secondary!

## Think before you Tweet! [track 01]

### Warm-up

Tell your students to read over these Tweets. Ask them questions about them: Which one do you like? Which one is the funniest? Which one is the most ridiculous?

Then, play a game. Give your students a few minutes to try to remember them. Then, remove the Tweets. Read them out or write them up with gaps. Students have to remember the missing words. For example:

Teacher: "Is coral the stupidest animal or the smartest \_\_\_\_\_."

Student: "Rock"!

Etc.



- Is coral the stupidest animal or the smartest rock?
- Why is Rhode Island neither a road nor an island? (Justin Bieber)
- Searching for my glasses, a task that would be so much easier if I only had...my glasses (Taylor Swift)
- Maybe if we tell people their brain is an app, they'll start using it
- I wonder if caterpillars know they are going to fly one day
- FACT: Outer space is like, really, really big (NASA)
- If you are capable of napping in jeans, you are capable of anything! (Sophia Rossi)
- At what age does Ryan Gossling have to change his name to Ryan Goose? (Megan Amram)

### Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can't see the text as they do the exercises.

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

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

### **Follow-up activities**

#### **Retell it!**

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

#### **Dialogue**

In pairs, students write a dialogue of an interview between a reporter and someone involved in one of these stories. 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 act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

#### **Tweets**

In small groups, students write 3-6 Tweets on slips of paper then place them on the table. The Tweets should be about themselves – what they've done, what they're hoping to do, etc. They should not put their names on them. When they're ready, students take turns reading out the Tweets. They have to vote on the best/funniest ones, and guess who wrote them.

#### **Discussion**

Students discuss these questions in pairs, small groups or as a class.

- Which social media sites do you use the most? Why?
- How much time a day do you spend on social media?
- How has social media changed the way we interact with each other?
- What are some of the security risks involved with using social media?
- Why do celebrities use social media so much?
- How can social media be used to help in emergency situations?
- How many of your friends on social networks are your friends in real life?
- What do you think constitutes being “addicted” to social media?
- How can you tell if something you read on social media is true or not?

## Thieving animals! [track 02]

### Warm-up

Students match 3 of the animals with any of the characteristics below. Then, in pairs, groups or as a class, students discuss their choices.

### Animals

*Cow, dolphin, eagle, horse, gorilla, fox, monkey, wolf, deer, duck, rabbit, turkey, lion, tiger, dog, cat, snake, shark, bird, bear, fish, chicken, parrot, donkey...*

### Characteristics

*Clever, stupid, generous, loyal, devoted, loving, kind, peaceful, patient, determined, adventurous, cunning, cooperative, dishonest, disloyal, mean, rude, impatient, greedy, grumpy, cruel, petty, vain, selfish, unforgiving...*

For example: ***Dogs are loyal and devoted.***

### 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.

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

### Follow-up activities

#### Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

#### Presentation

Students write notes for a one-minute presentation on an animal of their choice. They could give information on it, or explain how to care for it if it's a pet. 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.

### Dialogue

In pairs, students write a dialogue of an interview between a reporter and someone involved in one of these stories. 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 act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

## How to be assertive! [track 03]

### Warm-up

Print off, write up or ask students these questions. Or, they discuss them in pairs or small groups. Remind students that this is the second conditional, so in their answers they have to use the past tense.

### *What would you say if...*

- ...a friend asked you to help them move house?
- ...a friend asked to borrow your car?
- ...your boss asked you to work at the weekend?
- ...your boss told you to dress more smartly?
- ...a stranger asked you to lend them some money?
- ...a good friend asked you to lend them some money?
- ...a police officer told you to empty your pockets?
- ...a police officer told you to accompany him/her to the police station?

### Lesson activities

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

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

### First listening

Tell your students that they're going to listen to a dialogue. Gary and his cousin Kiera are in a pub having a chat. Kiera doesn't want to stay for too long. Let them listen once without pausing. How would you describe Kiera?

- a) She's weak and defensive.
- b) She's extremely aggressive.
- c) She's strong and assertive.

### Second listening

Students listen again, pausing the audio if necessary. Then, they answer these questions:

1. What is Kiera drinking and why?
2. Why isn't she going to the party later?
3. How much does Gary owe Kiera?
4. How much does Gary have on him?
5. Where does Gary want a lift to?

**Answers:****First listening – c****Second listening**

1. She's drinking orange juice because she's driving.
2. She isn't going to the party later because she's got to study.
3. Gary owes Kiera £40.
4. He only has £50 on him.
5. Gary wants a lift to the party.

**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****Act it out!**

In pairs, students practise the dialogue. When they're ready, they act it out, using as much of the language as possible.

**E-mail / text message / WhatsApp message**

As a follow-up activity to the dialogue, students imagine they are one of the characters and 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.

**Presentation**

Students write notes for a one-minute presentation on how to be assertive, with some top tips, advice and examples. 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.



## 10 ways to improve your life! [track 04]

### Warm-up

Get your students to talk about how they might improve their lives. In pairs, small groups or as a class, students use the ideas below to think of ways that they could improve their lives.

*Food, drink, exercise, health, friends, work, house, family, mess, clutter, rubbish, stuff, broken things, writing, enjoyable things, regrets, hopes, proactive, learning, education, money, must-do things, time, time limits, organisation, cleaning...*  
Other?

For example: *I'm going to clear out any old things I haven't used for the past 5 years.*

### Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can't see the text as they do the exercises. Remember, for the first listening you should play the recording once without stopping so students get the gist of it.

For the second listening, if your students' listening level is low, stop the recording after each paragraph, section or question to check their understanding.

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

### Follow-up activities

#### Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

#### Dialogue

In pairs, students write up notes for a dialogue between a psychologist and a patient, with the psychologist giving the patient ideas on how to live a better life. 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.

#### Presentation

Students write notes for a one-minute presentation on how to improve your life. 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.

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## The growing popularity of food photography! [track 05]

### Warm-up

Either bring in photos of plates of food to comment on, or get students to discuss the following questions in pairs, small groups or as a class. 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:

### Discussion: photography

- What do you like to take photos of?
- What do you use to take photos?
- Have you got a camera or do you just use your phone?
- What type of camera have you got?
- What type of camera did you have in the past?
- How have smartphones changed the nature of photography?
- What do you do with your photos after you’ve taken them?
- What type of pictures do you keep in photo albums?
- When can taking pictures become an invasion of privacy?
- When was the last time you appeared in a really embarrassing photograph?
- Why do people say that photos are like memories?
- What’s the best photo you’ve ever taken?
- Is photography a form of art? In what way?
- How much of your life has been documented by photographs?
- What do you think cameras of the future will be like?
- What are your top tips for taking a good photograph?

### Lesson activities

Go through the activities for the lesson on the sheet: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can’t see the text as they do the exercises.

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

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

### Follow-up activities

#### Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they’re ready, students try to recount the information, using as much of the language as possible. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

### **Dialogue**

In pairs, students write up notes for a dialogue between an angry restaurant chef and a customer who has been taking photos of the food and Tweeting them to friends. 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.

### **Presentation**

Students write notes for a one-minute presentation on some of the best food they've eaten. They should include photos of the dish, and explain what it is and how to make 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.

**Objective** To improve your listening skills.

**Think about it** How do you generally communicate with friends? What about work colleagues? Have you got a Twitter account? What do you use it for? What other social networks do you use? Have there been any famous Tweets in your country? What were they? Do you think people should be charged for sending offensive Tweets? Why?

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

TRACK 15: ENGLISHMAN & ENGLISHWOMAN



# Think before you Tweet!

**T**witter is quick and easy to use. Just write a short message of up to 140 characters and press "send". But there are a few hidden dangers, as these Tweets clearly show.

## Ed Balls

On 28th April 2011, shadow chancellor Ed Balls accidentally tweeted his own name... and nothing else. As a result, the date has become known as Ed Balls Day. People mark the event by tweeting just "Ed Balls".



"Ed Balls."

## Aiden Burley

Conservative MP Aiden Burley sent the following tweet just after the London 2012 Olympic opening ceremony. Unfortunately for Aiden, not many people agreed with him, and Prime Minister David Cameron described the tweet as "idiotic".



"The most leftie opening ceremony I have ever seen – more than Beijing, the capital of a communist state!"

## David Cameron

In 2014, British Prime Minister David Cameron tweeted a picture of himself

looking extremely serious on the phone to Barack Obama. Within minutes, versions of the photo started appearing all over the internet, including one of British actor Sir Patrick Stewart (the star of *Star Trek* films) holding a tube of wet wipes to his ear.



"I've been speaking to @BarackObama about the situation in Ukraine. We are united in condemnation of Russia's actions."

## George Osborne

In June 2013, British chancellor George Osborne tweeted a picture of himself eating a hamburger the day before giving the budget speech. Osborne is one of several government ministers who are often accused of being "posh" because they went to England's exclusive private school Eton. So, many saw this Tweet as an attempt by Osborne to show that he was a "man of the people". However, it backfired as the *Sun* newspaper found out that the burger was from an expensive upmarket chain called Byron and that it cost £6.75 – far more than the 99p you'd pay for the lowest-priced burgers in McDonald's. The story even got onto the front page of the *Sun*.



"Putting final touches to the speech"

Be careful with those Twitter messages! \*

## VIDEO

YouTube

Watch prime Minister David Cameron commenting on Aiden Burley's "idiotic" tweet. Search YouTube for "David Cameron - Aiden Burley Tweet Idiotic".

## GLOSSARY

- a character** *n*  
any letter (ABC, etc.), punctuation mark or space. In a Twitter message, you can only use 140 characters in each message
- a Tweet** *n*  
a message you send by the social network Twitter
- the shadow chancellor** *n*  
the "Chancellor" (of the Exchequer) is the minister in the British government who is in charge of finance. The "shadow" chancellor, is the chancellor of the political party in opposition (the party not in power)
- to mark an event** *exp*  
to do something special to celebrate an event
- the opening ceremony** *n*  
the big event at the start of the Olympics when there's dancing, parades, etc.
- idiotic** *adj*  
stupid
- leftie** *adj informal*  
a left-wing person: someone who supports socialist ideas
- a tube of** *n*  
a long, thin container for something
- wet wipes** *n*  
little tissues (thin pieces of paper) that are wet and that you can use to clean a baby, etc.
- a budget speech** *n*  
an official speech (talk) by the chancellor in which he/she explains how much the government will spend, which taxes will go up or down, etc.
- a man of the people** *exp*  
someone who understands ordinary people; someone who represents ordinary people
- to backfire** *vb*  
if something "backfires", it has the opposite effect to the one you intended it to have
- upmarket** *adj*  
"upmarket" products are expensive and of good quality
- a chain** *n*  
a "chain" of restaurants is a number of them owned by the same company

Answers on page 44

## 1 Pre-reading

What are some of the most embarrassing or stupid things you've ever said or heard other people say?

## 2 Reading I

Read or listen to the article once. Which Tweet is the funniest? Why?

## 3 Reading II

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

1. He was ridiculed by a famous actor.
2. He tweeted his own name and nothing else.
3. News of his tweet appeared on the front page of a newspaper.
4. His tweet was sent on 28th April 2011.
5. He included a photo of himself on the phone to someone.
6. His tweet was described as "idiotic".



## QUIRKY NEWS

Unusual news stories from around the world.

## THIEVING ANIMALS!



It isn't only humans who steal. Some animals are expert **thieves**, as these three stories clearly show.

## The squirrel

For several months, **residents** of a quiet street in London noticed how their soap and shower gel **kept** disappearing. No one was sure who the **culprit** was until an elderly gentleman noticed a squirrel jumping from the branch of a nearby tree into an open bathroom window. "I saw this little grey squirrel **leap** into an open window," explained 72-year-old Mark Murphy. "Seconds later, he jumped out again with a bar of soap under his arms." Those living in the street have now complained to the local council about the trees being too close to their homes; and they're demanding they be cut down.

## The cat

A 42-year-old man from Peterborough has written a letter to neighbours **apologising** for the behaviour of his cat. Norbert, a four-year-old **tabby**, has been stealing things from nearby houses and gardens. The list of stolen items includes **dishcloths**, **bras**, jumpers, T-shirts and boxer shorts. He's also been caught with half a pizza, an unopened

packet of pâté and a large German sausage. "At first we thought it was funny to see him bringing the stuff through the **cat flap**," the owner explained. "But he wouldn't stop, and now there's a big **pile** of things in the house belonging to our neighbours." In the letter, the owner wrote, "If you've lost anything recently, please let us know and I'll look through the items we have here. Apologies again for any inconvenience."

## The magpie

Three years ago, Jessica Boaler lost her diamond **engagement ring**. "I was **heartbroken**," she explained. "And my partner, Justin, wasn't too pleased either. I'd left the ring on the bathroom **window ledge** when I took a shower but it wasn't there when I returned. I thought it must have fallen out of the window but it was a complete mystery," she added. However, just recently, her partner, Jason, found it in a Magpie's **nest**. He'd climbed up a tree so he could cut off some of the **branches** when he **spotted** the ring. "The bird must have **swooped down** and taken it from the open window. It's amazing the ring was still there but I'm so glad to get it back." Still engaged, the pair have now **insured** the ring and are



planning to get married in the very near future. ✨

## VIDEO

YouTube

Watch a magpie stealing some candles. Search YouTube for "A magpie caught stealing our candles".

## GLOSSARY

- a thief** *n*  
someone who steals something
- a resident** *n*  
the "residents" of a house or street are the people who live there
- to keep + gerund** *exp*  
if something "keeps" happening, it happens many times, one after the other
- a culprit** *n*  
the person who committed a crime
- to leap** *vb*  
to jump
- to apologise** *vb*  
to say sorry
- a tabby (cat)** *n*  
a cat that has fur (hair) with dark stripes (lines) on a lighter background
- a dishcloth** *n*  
a small piece of material you use to dry plates after you've washed them
- a bra** *n*  
an item of clothing that women wear under their shirts/blouses
- a cat flap** *n*  
a small hole at the bottom of a door that a cat can use to enter or leave the kitchen
- a pile** *n*  
a "pile" of things is a mass of them with one thing on top of the other
- an engagement ring** *n*  
a piece of jewellery you wear on your finger to show that you're engaged (going to get married)
- heartbroken** *adj*  
very sad
- a window ledge** *n*  
a narrow area just below a window. People often put plants on it
- a nest** *n*  
a little bird house in a tree that a bird makes with little sticks
- a branch** *n*  
a part of a tree that grows out of its trunk (the main part of the tree)
- to spot** *vb*  
to see / to notice
- to swoop down** *phr vb*  
if a bird "swoops down", it flies down in a smooth, continuous movement
- to insure** *vb*  
if you "insure" an object, you pay money to an insurance company so that if you lose that object, they'll give you some money so you can get another one

Answers on page 44

## 1 Pre-reading

Match the animals (1 to 3) to the items that they stole (a-c). Use your imagination to guess.

- Squirrel
- Cat
- Magpie

- Clothing
- A diamond ring
- Soap and shower gel

## 2 Reading I

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

## 3 Reading II

Read the article again. Then, write Squirrel, Cat or Magpie next to each statement.

- His owner has had to apologise to neighbours.
- He stole it three years ago.
- He jumped in through an open window.
- An elderly gentleman discovered that he was the culprit.
- He took it off a window ledge.
- His crimes escalated and became unstoppable.



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**Objective** To learn some useful words and expressions for being assertive.

**Think about it** When was the last time you had to say “no” to someone? Who were you talking to? What were you talking about? Are you good at letting people know what you want? Give examples? Are you good at expressing your feelings? Give examples. What’s the best way to deal with people who are trying to pressurise you?

TRACK 8: ENGLISHMAN & ENGLISHWOMAN

## PRACTICAL ENGLISH

# HOW TO BE ASSERTIVE!

This month we’re looking at how to be assertive in English.  
Being assertive is all about saying clearly what you want, need or feel.



### Being assertive

- I’m afraid I can’t do that.
- I’d rather not do it.
- I don’t feel like going today.
- I’d prefer not to have that one.
- Thanks, but I’d rather not do that.
- I don’t want to be associated with that.
- I’m not prepared to support that idea.
- I can’t make that a priority right now.

### Being insistent

- I demand a refund.
- I insist that you get the manager.
- I know you’d like me to go, but I can’t.
- I’m sorry but 2pm won’t work for me.
- This one isn’t the one I was looking for.
- I won’t leave until I speak to the manager.
- I really need to change the time of the meeting.
- You’re going to have to respect my point of view.

### Saying no

- Thanks, but no thanks.
- No, not at the moment.
- I’m afraid I can’t do that.
- I’m sorry but I won’t do that.
- Thanks, but I’m not interested.
- I’m sorry but the answer is no.
- I’m driving so I don’t want to drink.
- I’m sorry but I’m not comfortable with that.
- Thanks for thinking of me, but I think I’ll pass this time.

### The broken record

This is a technique that involves repeating something over and over again. For example:

- A: Do you want the blue one?  
B: No, I want the red one.  
A: The blue one’s much better.  
B: Well, I want the red one.  
A: It’s much cheaper.  
B: I’m sorry but I want the red one.

THANKS, BUT  
NO THANKS!

### Expressing displeasure

- That was extremely offensive.
- I felt offended by your comment.
- I really don’t appreciate your tone of voice.
- It’s annoying when things like that happen.
- I’m sorry but I’m not comfortable with that.
- Please respect my wishes, even if you disagree with them.



### Dialogue: Under pressure!

Gary and his cousin Kiera are in a pub having a chat. Kiera doesn’t want to stay for too long.  
[Complete the text with the correct prepositions.] G=Gary K=Kiera

- G: A pint of lager?  
K: No, I think I’ll stick to orange juice. I’m driving, so I don’t want to drink.  
G: Oh, come on, one pint won’t hurt.  
K: No, I don’t want to drink.  
G: OK, then one pint of lager (1) \_\_\_\_\_ me, and an “orange juice” for you. [He brings the drinks back.] So, are you coming (2) \_\_\_\_\_ the party later?  
K: No, I’ve got to study (3) \_\_\_\_\_ the exam tomorrow.  
G: Oh, come on, it’ll be fun.  
K: No, I’ve got to get (4) \_\_\_\_\_ early tomorrow. Next time, maybe. [Silence] Hey, by the way, have you got that money you owe me?  
G: Erm, can I pay you (5) \_\_\_\_\_ next week?  
K: Well, I really need it now. You promised to pay it back this week, so I’d like you to pay it back now.  
G: I tell you what, I’ll bring it round (6) \_\_\_\_\_ your place first thing on Monday morning.  
K: Well, I really need it now.  
G: I’ve only got £50 (7) \_\_\_\_\_ me.  
K: Well, you owe me £40, so you’ll be all right.  
G: But that won’t leave me enough to get a taxi (8) \_\_\_\_\_ the party, unless you can drive me there.  
K: I really need that money back.  
G: Oh, all right. Here you are.  
K: So, the weather’s been pretty bad, hasn’t it?  
G: Yes.
- K: Well, then, I’d better get going. It was nice chatting (9) \_\_\_\_\_ you.  
G: So, are you going to give me a lift (10) \_\_\_\_\_ the party then?  
K: No, I’m going home. But you’re welcome to come and study with me.  
G: But I want to go to the party.  
K: And I want to go home and study. Catch you later. Bye!  
G: Goodbye! [He dials phone.] Mum, can you come and pick me up and take me to Jessica’s house – she’s having a party. I’m (11) \_\_\_\_\_ the pub on the corner of... [fades out]

### TOP TIP

When you’re being assertive, try to use “I” statements as much as possible: *I want...* / *I’d like...* / *I need...*, etc. And avoid using “you” as it’s **provocative**: *You always...* / *You never...*, etc.

### BEING POLITE

In some cases, you may want to **soften** the message. In order to do this, you can add the following expressions at the start: *I’m sorry but...* / *I’m afraid that...* / *Thanks, but...* And if you want to be more direct, simply omit these phrases.

### VIDEO

YouTube

Watch this short video on being assertive. Search YouTube for “How To Become Assertive”.

### GLOSSARY

**to soften** *vb*  
if you “soften” a message, you make it sound less critical, aggressive, violent, etc.  
**provocative** *adj*  
something “provocative” can make other people angry



I'M FEELING  
BETTER  
ALREADY!

Answers on page 44

## 1 Pre-reading

What five things could you do to improve your life right now? Make notes.

## 2 Reading I

Read or listen to the article once. Which ideas do you like? Which ones could you incorporate into your life?

## 3 Reading II

Read or listen to the article again. Then, answer the questions without referring back to the article.

1. How does the writer suggest you get rid of any clutter?
2. What advice do psychologists have for motivating yourself?
3. What does the writer say you should do if you start having negative thoughts?
4. How does the writer suggest you can save money?
5. What does the writer say you should do with the things on your "must-do" list?
6. How much time does the writer suggest spending on web-related activities?

## 4 Language focus Reflecting on the past

Look at the extract from the article on this page, "...Stop thinking about all the things you should have done or could have done..." The writer has used some Perfect modal verbs (*should have done / could have done*). Write down three things you should have done yesterday or last week.

# 10 ways to improve your life!

**W**ant to earn more money, have more time for yourself and live a happier life? If so, why not try incorporating a few of these ideas into your daily routine?

Get rid of any **clutter**. Go through your drawers and cupboards and throw out any old magazines, keys and batteries that you've **accumulated** over the years.

Walk around your home and identify 10 things you need to fix: a broken light bulb, a missing button, a broken kitchen cupboard door. Then, try to repair them one by one for the next 10 weeks.

Psychologists say that one of the best ways to motivate yourself is to write down five things you're really grateful for. Try it!

Make a list of 10 to 20 things that you enjoy doing. For example: walking in the park, going to the cinema, chatting with friends. Then, try to do at least one of them every day.

Stop thinking about all the things you should have done or could have done and focus instead on the things that you can do and will do. As soon as any negative thoughts try to **creep in**, start thinking of something more positive.

Try to learn at least one new thing every day: the name of a tree that grows in the park near your house, an unusual word from the dictionary, the composer of a piece of music that you like...

**Track** every penny you spend for the next four weeks. Then, create a spending plan and try to stick to it. Also, look up any tips on how to save money. For example: go shopping with a list, turn off lights any time you leave the room, put on a sweater instead of turning on the heating...

Make a list of all the things you've got to do and put them into two columns: "must do" and "would like to do". Then, prioritise the ones on the "must-do" list and try to **cross off** at least one every week for the next few months.

Track how you spend your time for 30 days. Then, use the information to create a time plan. You can decide on the percentage of your time that you want to **devote** to each activity that you engage in on a regular basis. Also, **set** a time limit (one hour, for example) for the amount of time you spend checking your e-mails, visiting Facebook and surfing the internet. And try to watch a maximum of one hour of television a

day. Instead of watching TV, you could read a book or do something else creative.

Spend a few minutes at the end of each day organising your desk, **filing** papers, and making sure that your work area is clean and orderly, so that you can walk in to a neat desk the next day. Also, do the washing up and tidy up the living room before you go to bed. There's nothing worse than waking up to mess.

You're probably feeling a whole lot better already! ★

## VIDEO

YouTube

Watch this video on how to improve your life. Search YouTube for "How to Improve Your Life By Thinking Outside the Box".

## GLOSSARY

**clutter** *n*  
a lot of things (papers, books, magazines, notes, etc.) in your room, office, etc.  
**to accumulate** *vb*  
if you "accumulate" things, you collect them over a period of time  
**to creep in** *phr vb*  
to enter quietly and secretly without you noticing at first  
**to track** *vb*  
if you "track" something, you watch over it and investigate it so you can learn more about it  
**to cross off** *phr vb*  
if you "cross something off" a list, you delete it from the list because you've done it  
**to devote** *vb*  
the time you "devote" to something is the time you spend on it  
**to set** *vb*  
if you "set" a time limit of one hour (for example), you say that you have just one hour to do it  
**to file** *vb*  
if you "file" a piece of paper / document, etc., you put it in the correct file or place

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

**Think about it** Have you ever taken a photo of food? What food was it? Where were you? How often do you take photos? What do you do with the photos you take? Do you ever print the photos off or upload them somewhere? When was the last time you took a photo? What was it of?

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

TRACK 2 ENGLISHMAN & US MAN

Answers on page 44

## 1 Pre-reading

When was the last time you ate the following food? Where were you? Who were you with?



Chicken



Pizza



Soup



Lentils



A hamburger



Spaghetti



A sandwich

## 2 Reading I

Why do you think some people like or dislike food photography? Make notes. Then, read the article once to compare your ideas.

## 3 Reading II

Read the article again. Then, answer the questions.

1. What kind of pictures do people upload to [www.saddesknlunch.com](http://www.saddesknlunch.com)?
2. Who created [www.saddesknlunch.com](http://www.saddesknlunch.com)?
3. Where is Gilles Goujon's restaurant?
4. Which news website did he talk to?
5. Who is the chef at the "Grenouillere" restaurant?
6. What has he included on his menus?

THIS LOOKS DELICIOUS!



# THE GROWING POPULARITY OF FOOD PHOTOGRAPHY!

Taking a photo of your food and **posting** it online is becoming more and more popular. However, not everyone thinks it's such a good idea.

Food photos are popular on **social networking sites**. People often post pictures of their meals on Facebook or photo sites such as **Tumblr** and **Instagram**. Many of the pictures are of delicious looking food from top-class restaurants. Some people even find it **addictive**. "I couldn't get enough of it. I had to IG (Instagram) every single meal," one food poster wrote.

However, not all food photos are so attractive. There are now sites where you can post pictures of horrible-looking food. One such website is [saddesknlunch.com](http://saddesknlunch.com). Users **submit** pictures of their depressing meals, which include things such as half-eaten bits of chicken, **leftover** pizza and **dodgy**-looking soup.

Sad Desk Lunch was created by office worker Kira Fisher in 2012. At the time, she was working as a video editor in New York. "I was **staring** at my rather **unappealing** lentil

soup, which I was eating at my desk, and just thought, I can't believe I eat this **gruel**, let alone eat it alone at my desk," she said. Other similar sites include [cooksuck.com](http://cooksuck.com), [foodporndaily.com](http://foodporndaily.com) and [dimlylitmealsforone.tumblr.com](http://dimlylitmealsforone.tumblr.com).

Some chefs are trying to **ban** food photography in their restaurants. Gilles Goujon runs the three-starred "L'Auberge du vieux puits" restaurant in Fontjoncouse in southern France. He told news website France TV Info that every time his creations appear on social networks it "takes away the surprise, and a little bit of my **intellectual property**."

Alexandre Gauthier is the chef at the "Grenouillere" restaurant in the northern French town of La Madelaine-sous-Montreuil. He has included a "no cameras" logo on his **menus**. "Before, people took pictures of their family in the restaurant, now we take pictures of food... We tweet, we **"like"**, we respond to comments, and the dish is cold," he explained.

Will you be taking your camera next time you eat out? ☆

## VIDEO

YouTube

Watch this video on how some restaurants are banning food photography. Search YouTube for "Food photography banned from restaurants".

## GLOSSARY

to post *vb*

if you "post" a photo on a website, you put it there

a social networking site *n*

a website where people can connect with friends and post messages, photos, videos, etc. to one another

Tumblr *n*

a social network where you can post messages or other content to friends, etc.

Instagram *n*

a social network for posting photos or videos

addictive *adj*

if something is "addictive", it's hard to stop doing it

to submit *vb*

if you "submit" a photo to a website, you send or put it there

leftover *adj*

"leftover" food is food that hasn't been eaten

dodgy *adj inform*

something "dodgy" looks bad or dangerous

to stare *vb*

if you "stare" at something, you look at it continuously and for a long period of time

unappealing *adj*

something (such as food) that is "unappealing" doesn't look nice

gruel *n*

a type of food made with oats (a type of cereal used for making biscuits) with milk or water

to ban *vb*

to prohibit; to say that you cannot do something

intellectual property *n*

music, stories, film scripts, poems that someone has created. The rights to the material belong to that person

a menu *n*

a list of the food you can buy in a restaurant

to "like" *vb*

if you "like" something on Facebook, you press a button (with a symbol of a hand with the thumb pointing upwards) to show that you like it