

# *The Pack*

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

**Level: Advanced, C1. 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!

## 6 different types of anger! [track 01]

### Warm-up

Print off or write up the following anger 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: "Never go to bed mad. Stay up and \_\_\_\_\_."

Student: "Fight"!

Etc.

- "The best fighter is never angry." Lao Tzu
- "When angry, count to four; when very angry, swear." Mark Twain
- "A heart filled with anger has no room for love." Joan Lunden
- "Never go to bed mad. Stay up and fight." Phyllis Diller
- "How much more grievous are the consequences of anger than the causes of it."  
Marcus Aurelius
- "Speak when you are angry and you will make the best speech you will ever regret."  
Ambrose Bierce
- "Don't waste your time in anger, regrets, worries, and grudges. Life is too short to be unhappy." Roy T. Bennett
- "If you spend your time hoping someone will suffer the consequences for what they did to your heart, then you're allowing them to hurt you a second time in your mind."  
Shannon L. Alder
- "Most misunderstandings in the world could be avoided if people would simply take the time to ask, 'What else could this mean?'" Shannon L. Alder
- "Anybody can become angry – that's easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way – that is not within everybody's power and is not easy." Aristotle

### 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.

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

### **Follow-up activities**

#### **Retell it!**

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

#### **News report**

Students write a news report that involves anger in some way. The news report should include information that answers the following questions: *who, what, when, where, why, how*. When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. Other students listen then ask questions, or the person presenting the news could ask them questions.

#### **Dialogue**

In pairs, students write a dialogue between two people who are angry. 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- to two-minute presentation on dealing with anger. 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.

## Caught on camera! [track 02]

### Warm-up

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

- When was the last time something embarrassing happened to you? What was it? What were you doing at the time? How did you feel? How did the people around you react?
- When was the last time you saw something embarrassing happen to someone else? What happened? How was the situation resolved?
- Have you ever spilt or dropped something? When? Where? What is the most embarrassing thing that has ever happened to you?
- What do you usually do if you see something embarrassing happen to someone else?
- Has anything embarrassing happened to you while giving a presentation or speech? What?
- What embarrassing things have happened at work? What about at home or with your friends?
- What embarrassing things happened to you while you were little? Would you be embarrassed by them now?
- What are some examples of embarrassing things that you wouldn't want to happen to you? Why?

### Lesson activities

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## Follow-up activities

### Retell it!

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

### News report

Students write a news report based on an embarrassing incident involving someone famous. They can invent it or base it on a real story. The news report should include information that answers the following questions: *who, what, when, where, why, how*. When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. Other students listen then ask questions, or the person presenting the news could ask them questions.

### Dialogue

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

## Work contracts to watch out for! [track 03]

### Warm-up

Print off or write up the following work quotes. Give your students a few minutes to read over them and discuss them. Then, remove the quotes. Read them out or write them up with gaps. Students have to remember the missing words. For example:

Teacher: "Never go to a doctor whose office plants have \_\_\_\_\_."

Student: "Died!"

Etc.

- "Never go to a doctor whose office plants have died." Erma Bombeck
- "I like work; it fascinates me. I can sit and look at it for hours." Jerome K. Jerome
- "Hard work never killed anybody, but why take a chance?" Edgar Bergen
- "Oh, you hate your job? Why didn't you say so? There's a support group for that. It's called EVERYBODY, and they meet at the bar." Drew Carey
- "When a man tells you that he got rich through hard work, ask him: Whose?" Don Marquis
- "Doing nothing is very hard to do...you never know when you're finished." Leslie Nielsen
- "The best way to appreciate your job is to imagine yourself without one." Oscar Wilde
- "Many people quit looking for work when they find a job." Steve Wright
- "I always arrive late at the office, but I make up for it by leaving early." Charles Lamb
- "I used to sell furniture for a living. The trouble was, it was my own." Les Dawson
- "Luck is a dividend of sweat. The more you sweat, the luckier you get." Ray Kroc

### Lesson activities

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

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### **Follow-up activities**

#### **Retell it!**

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

#### **Contract invention**

In pairs or small groups, students draw up "the world's worst job contract". They add in as many horrible clauses as they can. When they're ready, students present their contracts to the class. Others vote on the "worst" one. See the following page for a very basic sample work contract that students could adapt.

#### **The job interview**

As a follow-up to the previous activity, students hold a job interview based on the contract they drew up. Students practise this, and can make it as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their interviews (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

#### **Debate it!**

Hold a debate! Divide the class into two. Half the class is in favour of the idea of zero-hours contracts. The other half is against them. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against zero-hours contracts. (even if they don't agree with it personally). 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.



## Sample work contract to adapt

### Work contract

AGREEMENT made on \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, between  
\_\_\_\_\_ [name of employer] and \_\_\_\_\_ [name of employee].

#### 1. Employment

The Employee shall comply with all Employer policies, procedures, rules and regulations, both written and oral.

#### 2. Position Title

As a \_\_\_\_\_, the Employee is required to perform the following duties and undertake the following responsibilities in a professional manner:

\_\_\_\_\_

#### 3. Compensation

As full compensation for all services provided the employee shall be paid at the rate of \_\_\_\_\_. Such payments shall be subject to such normal statutory deductions by the Employer.

#### 4. Vacation

The Employee shall be entitled to \_\_\_\_\_ weeks' holiday per annum.

#### 5. Probation Period

It is understood and agreed that the first ninety days of employment shall constitute a probationary period during which period the Employer may, in its absolute discretion, terminate the Employee's employment, for any reason without notice or cause.

#### 6. Termination

The Employer may terminate this Agreement and the Employee's employment at any time, without notice or payment in lieu of notice, for sufficient cause.

[Signature of Employee] \_\_\_\_\_

[Signature of Employer Rep] \_\_\_\_\_

## 5 not-so-clever criminals! [track 04]

### Warm-up

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

- Do you know anyone who is a genius? Who? In what way?
- In what way do you think intelligence is related to academic success?
- Are people born intelligent or can they become intelligent? Explain.
- What can we do to become more intelligent?
- What food can make you intelligent?
- What do you think of IQ tests test? Have you ever taken one? How did you do?
- What's the difference, if any, between being "intelligent" and being “smart” or “clever”?
- What does it mean if someone is “street smart”?
- What’s more important, practical or academic intelligence?
- Do you know anyone you would consider especially intelligent? Why do you consider him/her "more" intelligent?
- Can you think of any examples of clever people doing stupid things? What are they?

What do you think of Howard Gardner’s Theory of Multiple Intelligences, which states that there are several forms of intelligence?

- Bodily-kinesthetic (bodily movement and psychology)
- Interpersonal (interaction with others)
- Verbal-linguistic (words, spoken or written)
- Logical-mathematical (logic, abstractions, reasoning, and numbers)
- Intrapersonal (introspective and self-reflective capacities)
- Visual-spatial (vision and spatial judgment)
- Musical (rhythm, music, and hearing)
- Naturalistic (nature and relating information to one's natural surroundings)

- What are some of the stupidest things you’ve ever done?
- What aspects of common sense do you sometimes lack?
- Which of your friends would you say had no (or very little) common sense?
- When was the last time someone asked you a really stupid question?
- Which celebrities would you describe as stupid?

### Lesson activities

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### **Follow-up activities**

#### **Retell it!**

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

#### **News report**

Students write a news report based on a story involving a stupid criminal. The news report should include information that answers the following questions: *who, what, when, where, why, how*. When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. Other students listen then ask questions, or the person presenting the news could ask them questions.

#### **Dialogue**

In pairs, students write up notes for 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 interviews (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

## Airline mysteries! [track 05]

### Warm-up

Have a discussion about mysteries in general. Either print off the following questions for students to ask in pairs, or ask them to students in general as part of a class activity. Remind students that they can answer any questions they like (and in any order), and that the objective of these questions is to get them talking.

### Discussion: mysteries

What do you know about any of the following mysteries? What are your theories regarding them?

- *Jack the Ripper*
- *The Bermuda Triangle*
- *The Loch Ness Monster*
- *The Taos Hum*
- *Voynich Manuscript*
- *Bigfoot*
- *Stonehenge*
- *The Shroud of Turin*
- *The Lost City of Atlantis*
- *Extraterrestrials*
- *The Nazca Geoglyphs*
- *The SS Ourang Medan*

- When was the last time something mysterious happened to you?
- What mysteries did you hear about as a kid?
- What famous mysteries are from your country?
- What mysteries intrigue you? What mystery would you really like to be solved?
- Which conspiracy theories have you heard about?
- Why do conspiracy theories appear to be becoming more and more popular?
- What do you think of ghosts? Do they exist?
- What are some of the greatest mysteries of all time?
- Do you like TV shows about unsolved mysteries? Why? Why not?
- In what way is life a mystery?

### Lesson activities

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### **Follow-up activities**

#### **Retell it!**

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

#### **News report**

Students write a news report that gives the "true" story behind one of the mysteries from this lesson, or any other mystery. Students use their powers of invention and creativity to do this. The news report should effectively resolve the mystery, and include information that answers the following questions: *who, what, when, where, why, how*. And it should sound as convincing as possible, complete with "evidence" and comments by "experts". When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. Other students listen then ask questions, or the person presenting the news could ask them questions.

#### **Debate it!**

Hold a debate! Divide the class into two. First, get the class to decide on a mystery. Half the class believes in the theories about this mystery and is convinced they are true. The other half doesn't believe the stories. For example, half the class could argue that the Loch Ness Monster exists, and the other half could say that it doesn't. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against the mystery. (even if they don't agree with it personally). 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.



OH, NO. NOT ANOTHER CAR PARK!

# 6 different types of anger!

**W**hen was the last time you got angry? Here are six types of rage that you might have experienced.

## Road rage

**Definition:** violent aggressive behaviour while driving.

**Example:** In 2010, 27-year-old Dwayne Derks was arrested in Little Rock (Arkansas) after shooting at another driver with a **crossbow**. Derks had chased the driver for over 10 kilometres after being **cut up** in heavy traffic. The arrow went through the rear window and fortunately missed the driver.

## Car park rage

**Definition:** extreme anger caused by the stress of looking for a parking space.

**Example:** In 2011, Don Sharp was arrested after **stabbing** a driver in a fight over a parking space. The argument **escalated** after Colin Jackson (32) threatened Sharp with a **firearm**. Following that, Sharp (61), **grabbed** a knife and stabbed Jackson.

## Wrap rage

**Definition:** extreme anger caused by an inability to open a package.

**Example:** In 2009, the ambulance services were called out to deal with a 32-year-old man who had **severed an artery** with a large knife while he was trying to remove a light bulb from its **molded plastic** packaging.

## Vending machine rage

**Definition:** extreme anger directed at a vending machine.

**Example:** In 2004, Colin Snoop was arrested after smashing up a vending machine with a baseball bat. "I'd put in the money for a bar of chocolate but it just wouldn't drop, and no amount of shaking would make it come down. I hadn't eaten all day so I was really hungry," he told reporters as he was being led away by police.

## Sports rage

**Definition:** extreme anger caused while watching a sports game.

**Example:** On 15th June 2011, Canadian sports fans **went on the rampage** in downtown Vancouver after the **Vancouver Canucks** lost to the Boston Bruins during the 2011 Stanley Cup finals. In total, 140 people were injured, four people were stabbed, nine police officers were hurt and 101 people were arrested, with 16 further arrests following the event.

## Air rage

**Definition:** violent behaviour on a plane.

**Example:** In January 2014, Jenny Lauren (the niece of designer Ralph Lauren) was arrested in a drunken air rage incident on a plane on route to New York City from Barcelona (Spain). As a result of the incident, the plane was forced to

**divert** to Ireland, eventually landing in Shannon Airport. Lauren, 41, was arrested and later appeared in court charged with being drunk and abusive on a plane. During the incident, Lauren apparently told a female cabin crew member that she was "ugly"; when the pilot intervened, Lauren **turned on** him too. Jenny Lauren denies the charges.

Stay calm... if you can! ☆

## VIDEO

YouTube

Watch Larry David (star of the comedy show *Curb Your Enthusiasm*) experiencing wrap rage. Search YouTube for "Larry David Packaging Rage".

## GLOSSARY

**a crossbow** *n*  
a type of gun that shoots arrows (long, thin sticks with sharp points at the end)  
**to cut up** *phr vb*  
if someone "cuts you up" while you're driving, they drive right in front of you, often changing from one lane to another. "Cut off" in US English  
**to stab** *vb*  
to push a knife into someone  
**to escalate** *vb*  
if a bad situation "escalates", it becomes more serious or worse  
**a firearm** *n*  
guns, rifles, pistols  
**to grab** *vb*  
if you "grab" something, you take it quickly and with force or violence  
**to sever** *vb*  
if you "sever" an artery, you cut it  
**an artery** *n*  
a tube in your body that carries blood from your heart to the rest of your body  
**molded plastic** *n*  
a very hard form of plastic that's often used as packaging to protect goods  
**to go on the rampage** *exp*  
when people "go on the rampage", they act violently, break things, cause damage, etc.  
**the Vancouver Canucks** *n*  
an ice hockey team from Vancouver, Canada  
**to divert** *vb*  
if a plane is "diverted", it goes a different way to the one planned  
**to turn on** *phr vb*  
if A "turns on" B, A starts to attack B

Answers on page 44

## 1 Pre-reading

When was the last time you got angry? Why did you get angry? Where were you? Who were you with? What happened in the end?

## 2 Reading I

Read or listen to the article once. Which types of rage have you experienced?

## 3 Reading II

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

1. It involved a 32-year-old man.
2. Several police officers were hurt.
3. A crossbow was fired at someone.
4. A relative of a famous person appeared in court.
5. Someone was threatened with a firearm.
6. Something was destroyed with a baseball bat.



**Objective** To improve your listening skills.

**Think about it** Have you seen any videos of public figures caught doing something funny or illegal on video? What were they? What funny videos have you seen online or on YouTube? Are there any controversial public figures in your country? Who are they?

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



# Caught on camera!

You have to be careful what you do in public these days, as someone could be filming it. Here are three cases of people who were caught on camera.

Answers on page 44

## 1 Pre-reading

What could you be caught doing on camera? Think of as many situations as possible. Which ones would be the most embarrassing? Why?

*shouting at someone, falling over, picking your nose, kissing someone, smoking, drinking, dancing, stealing something, hitting someone, fighting with someone, arguing with someone, being rude to someone, being drunk, acting in a silly manner, making someone cry, crying...*

## 2 Reading I

Read or listen to the article once. Which situation is the worst? Why?

## 3 Reading II

Read the article again. Then, write MP, Flowers or Ford next to each statement. Try to do it without referring back to the article.

1. He's being investigated by the police.
2. He seemed to be treating a serious topic as a joke.
3. In one video, he appeared to want to kill someone.
4. He was filmed paying for some drugs.
5. He's been stripped of most of his powers.
6. He was practising how to play a song.
7. He initially denied the allegations.

### 1 The politician



A Conservative MP was caught on camera playing **air guitar** during a serious parliamentary debate. At the time, Defence Secretary Liam Fox was defending his decision to **sack** 11,000 troops. However, while the minister was explaining how thousands of **service personnel** would soon find themselves **out of a job**, Tory MP Graham Evans was playing air guitar. **Footage** of the incident shows Evans using a rolled up piece of paper as a guitar. Michael Dugher, the **shadow** defence minister, accused the Conservatives of treating job losses among the military "like a joke". It isn't known which song Mr Evans was practising.

### 2 The bank manager



A former **chairman** of The Co-operative Bank was filmed handing over money for **crystal meth** and **cocaine**. The video shows Paul Flowers, who is also a **Methodist** minister, discussing the purchase of the class A drugs. Flowers, 63, can be seen counting out £300 in the car, then **handing** it to someone sitting in the passenger seat so he can buy the substances from a third person. "What's this then, crystal meth you're getting, yeah?"

says the passenger in the video. "Yeah," responds the driver, who is allegedly Mr Flowers. Flowers was suspended indefinitely by the church after news of the video **came to light**, and West Yorkshire Police have opened an investigation.

### 3 The mayor



The **Mayor** of Toronto (Canada) was filmed smoking crack cocaine. Rob Ford (1969), was elected mayor of Toronto in 2010, and took office in December of that year. In the video, a man who is allegedly Ford, can be seen holding a glass pipe in one hand and a lighter in the other. Ford initially denied the allegations, calling them "absolutely not true". But finally **came clean** on 5th November 2013. "Yes, I have smoked crack cocaine," he said in an interview. "But am I an addict? No. Have I tried it? Erm, probably in one of my **drunken stupors**, probably approximately about a year ago." Responding to why the admission took so long, Ford said, "I wasn't lying. You didn't ask the correct questions." On 7th November 2013, another video **surfaced** with Ford shouting, "I need 10 minutes to make sure he's dead!" It isn't clear who Ford was referring to. Since the incident, Ford has been **stripped** of most of his powers and been reduced to the role of a **figurehead**.

Watch out for those hidden cameras! ☘

## VIDEO

YouTube

Watch Mayor Rob Ford in action. Search YouTube for "Toronto Mayor Rob Ford Knocks Over Councillor".

## GLOSSARY

- a Conservative** *n* a member of the Conservative Party – a centre-right political party. Also known as the Tory party
- air guitar** *n* if you play "air guitar", you play an imaginary guitar, moving your fingers in the air
- to sack** *vb* if someone is "sacked", they lose their job
- service personnel** *n* people in the armed services: soldiers, sailors, etc.
- out of a job** *exp* if someone is "out of a job", they don't have a job
- footage** *n* "footage" of a particular event is a film or video clip of it
- shadow** *adj* the "shadow" cabinet in British politics is the opposition party. The "shadow" defence minister is the defence minister from the opposition party (the party not in power)
- a chairman/chairwoman** *n* the chairman of a bank (for example) is the head of it
- crystal meth** *n abbr* crystal methamphetamine: a powerful drug with strong side effects. Also called "ice"
- cocaine** *n* a powerful drug that people often take in through their nose
- a Methodist** *n* a Christian who follows the teachings of John Wesley
- to hand** *vb* if you "hand" something to someone, you give it to them
- to come to light** *exp* if news of something "comes to light", people learn about it
- a mayor** *n* the elected leader of a town or city
- to come clean** *exp* if someone "comes clean", they tell the truth
- a drunken stupor** *n* if someone is in a "drunken stupor", they're very drunk
- to surface** *vb* if something "surfaces", it appears
- to strip** *vb* if someone is "stripped" of their powers, their powers are taken away
- a figurehead** *n* the "figurehead" of an organisation is the leader of it, but they don't have any real power

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

**Think about it** When was the last time you had to read over a work contract? What type of information was there in the contract? Did you ask to change anything? What? Do zero-hours contracts exist in your country? What do you think of them?

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

# WORK CONTRACTS TO WATCH OUT FOR!

**W**hen was the last time you had to read over a work contract? Most consist of basic information on your timetable, salary, holiday entitlement, sickness pay and other benefits. However, not all contracts are that straightforward.

In 2013, a copy of a contract for employees at Amy's Baking Company was leaked to the website RadarOnline.com. Amy's Baking Company is an Italian pizzeria and bakery in Scottsdale, Arizona (USA). The owners of the restaurant, Samy and Amy Bouzaglo, once appeared on an episode of **Gordon Ramsay's Kitchen Nightmares\***, and became famous after a series of **confrontations** with the British chef. The four-page contract had a number of "interesting" clauses, including a \$250 penalty for not **showing up** to work on holidays and weekends, a rule against "unnecessary talking", and a **threat** to deduct a charge from salary payments for breaking things or burning food.

Other conditions in the contract included a ban on mobile phones while working, immediate **dismissal** for any type of "attitude", and "the legal right... to inspect any and all packages that you may have brought with you". There were also non-compete clauses, such as the one saying that employees can't work for any competitor within a 70-kilometre radius of the restaurant one year after leaving the company.

But that's nothing compared to the contract for the reality TV show **The Voice\*\***. Details of the 32-page

contract, which were also leaked to the press, say that broadcasting company **NBC** can **sue** contestants for \$1 million for revealing details of the show. Potential contestants must also agree to being shown in a "**disparaging, defamatory** and embarrassing" light.

These days, **zero-hours contracts** are becoming more and more popular. Zero-hours contracts (ZHC) are literally contracts with no guarantee of how many hours you'll work. A typical clause in the contract might read, "The company is **under no obligation** to provide work to you at any time, and you are under no obligation to accept any work offered by the company at any time." This means your salary will depend on when you work and how many hours you do, if you do any work at all.

Zero-hours contracts are common in the restaurant and building industries. There are clear advantages to employers: when they need extra staff, they can have them without having to hire them officially. And when there isn't so much work, they don't have to keep paying a salary. Obviously, zero-hours contracts aren't very popular with employees. "Zero-hours contracts form a **one-way street**, whereby employers **bear no risk**, avoiding sickness and holiday pay and **overtime**," said Len McCluskey, the General Secretary of the **trade union** UNITE. The union estimates up to 5.5 million people in the UK are on zero-hours contracts.

Before starting a new job, make sure you read over the contract carefully. \*

## REALITY TV SHOWS

**\*Gordon Ramsay's Kitchen Nightmares**  
A reality TV show starring British chef Gordon Ramsay. Gordon visits failing restaurants and tries to help sort out the problems.

**\*\*The Voice**  
A reality TV show in which contestants sing a song in front of a live audience. If they do well, they're chosen to participate in a singing competition in teams with famous singers.

## VIDEO

YouTube

Watch an Al Jazeera news report about zero-hours contracts. Search YouTube for "**Britons rally against 'Zero Hour' contracts**".

## GLOSSARY

**entitlement** *n*  
if you have an "entitlement" to something, it's your right to have that thing  
**straightforward** *adj*  
something that is "straightforward" is simple, basic and easy to understand  
**to leak** *vb*  
if a secret document is "leaked", people learn about it or a journalist is informed about it  
**a confrontation** *n*  
an argument, fight or battle between two people or groups of people  
**to show up** *phr vb*  
to arrive  
**a threat** *n*  
a promise to do something bad to you  
**dismissal** *n*  
when there's a "dismissal", someone loses their job.  
**attitude** *n*  
someone with "attitude" acts aggressively and doesn't show respect to others  
**NBC** *abbr*  
The National Broadcasting Company – an American television and radio network  
**to sue** *vb*  
if you "sue" someone, you start a legal process against them in order to get compensation (money)  
**disparaging** *adj*  
if someone says something "disparaging" about A, they say bad things about A  
**defamatory** *adj*  
"defamatory" comments about A are bad things that people say about A  
**a light** *n*  
the "light" that you're shown in is the way that you appear. For example, if you're shown in a "bad light" on television, you look bad  
**zero-hours contracts** *n*  
work contracts that do not say how many hours you will work – you only work if there's something for you to do  
**under no obligation** *exp*  
if a company (for example) is "under no obligation" to do something, they don't have to do that thing  
**a one-way street** *n*  
if you describe a relationship as a "one-way street", you mean that only one of the sides in the relationship benefits or receives anything good  
**to bear no risk** *exp*  
if you "bear no risk" in a situation, there's no danger for you  
**overtime** *n*  
"overtime" is time that you spend working outside your normal working hours  
**a trade union** *n*  
an organisation that defends workers and tries to improve their conditions

Answers on page 44

### 1 Reading I

What would you expect to find in a typical work contract? Make notes. Then, read the article once. Which work contract is the worst or most unusual? Why?

### 2 Reading II

Read the article again. Then, write Pizzeria, Voice or Zero next to each statement.

1. You can get fired for being supposedly disrespectful.
2. You might not get any work at all.
3. A four-page copy of the contract was leaked to the press.
4. Millions of people have this type of contract.
5. There's a \$250 penalty for not showing up on certain days.
6. A 32-page copy of the contract was leaked to the press.
7. You can get sued for talking to the press.

### 4 Language focus Preposition review

Complete the phrases or expressions from the article with the correct prepositions.

1. ...was leaked \_\_\_\_\_ the website...
2. ...a series of confrontations \_\_\_\_\_ her boss...
3. ...conditions \_\_\_\_\_ the contract included...
4. ...a ban \_\_\_\_\_ mobile phones...
5. ...instant dismissal \_\_\_\_\_ any type of...
6. ...can't work \_\_\_\_\_ any competitor...



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

**Think about it** Have you heard any stories of dumb criminals lately? What happened? Do you like reading about crime? Do you ever watch any crimes series on TV? Why? Why not? Why are crime books/films, etc. so popular?

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



THIS IS JUST SO SILLY!

Answers on page 44

## 1 Pre-listening

You're going to listen to five stories about dumb criminals. Look at the objects/places, etc. below that appear in the stories. What do you think happened? How do you think the criminals were caught?

bathroom window    cucumber

chocolate wrapper

pawn shop    marijuana plant

## 2 Listening I

Listen to the five stories once to compare your ideas from the Pre-listening task.

## 3 Listening II

Listen again. Then, answer the questions without referring to the script.

1. Why was Finn Sparks desperate for the owner of the house to find him?
2. Why didn't it take police long to catch Kieran Bridges?
3. What word is used to describe the fact that Karl Hansbury was hungry?
4. Why did he avoid a custodial sentence?
5. What made Barry and Claire Holt think that Nigel might have stolen their possessions?
6. Why was it stupid of Benny Smith to report the burglary at his house?

## 4 Language focus Prepositions

Complete the following sentences with the correct prepositions.

1. He got his head wedged \_\_\_\_\_ the window.
2. He got \_\_\_\_\_ the house while the owner was sleeping.
3. She went \_\_\_\_\_ the toilet at around five in the morning.
4. He took a bite \_\_\_\_\_ of the cucumber.
5. She was arrested \_\_\_\_\_ the scene of the crime.

## 5 Listening III

Complete the audio script with the correct words.

### Note!

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



# 5 NOT-SO-CLEVER CRIMINALS!

### Audio script

Here are five stories of some pretty dumb criminals.

#### 1 Help!

Bungling burglar Finn Sparks had to ask for help after getting his head wedged in a window. Sparks, 48, had tried to get into the house (1) \_\_\_\_\_. However, he got stuck after trying to squeeze through the tiny window, and had to wait for more than an hour until the house owner went to use the toilet at around 5am. Sparks – who has since been arrested – then (2) \_\_\_\_\_ to dial 999.

#### 2 Hungry!

Hungry burglar Kieran Bridges was caught after he took a bite out of a cucumber and left it (3) \_\_\_\_\_. Bridges, 22, broke into a greenhouse in the village of Preston and stole some gardening equipment. He then burgled the adjacent home, stealing several possessions (4) \_\_\_\_\_. Armed with the DNA evidence, it didn't take police long to catch him.

#### 3 Chocolate!

In a similar incident, Karl Hansbury was caught after he left a chocolate wrapper covered with his fingerprints in a house that he'd burgled. The peckish 18-year-old's snack paper was discovered by police (5) \_\_\_\_\_. Hansbury was apprehended shortly afterwards, but avoided a custodial sentence because of his age.

#### 4 Newlyweds

Newlyweds Barry and Claire Holt returned from their holiday to find that several items from their home were missing. They'd left a friend, Nigel Gibbons, in charge of the house while they went away for their honeymoon. As there was no sign of a break-in, they asked Gibbons (6) \_\_\_\_\_. After initially denying that he had anything to do with it, he eventually admitted that he'd pawned the stolen items. According to a

statement from police, Gibbons, 26, took an X-Box, numerous games and £5,000 worth of jewellery to a pawn shop and (7) \_\_\_\_\_.

#### 5 Cannabis

Hapless crook Benny Smith was arrested for the possession of drugs after reporting a burglary at his home. Smith's television set and DVD player as well as a number of musical instruments (8) \_\_\_\_\_, so he called the police to report it. However, as officers were searching his house for evidence, they came across 200 marijuana plants in the basement. They promptly arrested him. Smith was branded "ridiculous" by his own solicitor, and called "daft" by magistrates. Smith admitted a charge of producing and possessing drugs. He said (9) \_\_\_\_\_ from the internet. "Google is a remarkable thing," he said during the trial. ☆

Answers on page 44

## 1 Pre-reading

Complete the definitions (1 to 9) with the following words:

drinks	ground	float	money
pilot	front	plane	route
air			

- Pilot** – the person who flies a \_\_\_\_\_.
- Co-pilot** – the person who assists the \_\_\_\_\_.
- To land** – to bring a plane to the \_\_\_\_\_ in a controlled manner.
- Take off** – if a plane does this, it leaves the ground and goes up into the \_\_\_\_\_.
- Hi-jack** – to take control of a plane illegally, and to demand \_\_\_\_\_ in exchange for the safe return of the passengers.
- Flight attendant** – a person whose job is to help passengers, serve food and \_\_\_\_\_, etc.
- Parachute** – an object you can use to jump from a plane and \_\_\_\_\_ in the air.
- Air traffic control** – the organisation that controls planes and tells them which \_\_\_\_\_ to take.
- Cockpit** – the area at the \_\_\_\_\_ of a plane where the pilot sits and flies the plane.

## 2 Reading I

Read or listen to the stories once. Which one is the most mysterious? Why?

## 3 Reading II

Read the article again. Then, answer the questions.

- When did Amelia set off on her round-the-world journey?
- When did she take off from Lae en route to Howland Island?
- When did researchers claim they'd found the remains of her plane?
- When did DB Cooper hijack the plane?
- How much money did he demand?
- What time did the plane eventually land at Reno Airport?

# Airline mysteries!

Air travel is one of the safest forms of transport. But when things go wrong, they usually end in tragedy... or mystery, as these two cases clearly show.



### 1 Amelia Earhart

Amelia Earhart (born on 24th July 1897) was the first female aviator to **fly solo** across the Atlantic Ocean. In 1937, she set herself a new **challenge**: to be the first person to **circumnavigate** the globe by flying around the **equator**. The round-the-world trip started on 1st June 1937 when Amelia and navigator Fred Noonan **set off** from Miami (USA). After several stops in South America, Africa and Asia, they arrived at Lae (in New Guinea) on 29th June 1937. At this stage, they'd completed about 35,000 km of the journey, with just 11,000 km to do across the Pacific. On 2nd July, Earhart and Noonan took off from Lae **en route** to Howland Island, a small **strip** of land just 2,000 metres long and about 4,000 kilometres away. A radio message was received during the **approach** to the island, but the signal was lost and the plane disappeared. An extensive **search** was carried out that lasted for several weeks, but nothing was ever found.

So, what had happened? There are several theories. Some say that the plane **ran out of fuel** and that Earhart and Noonan **ditched** at sea. Others claim that Amelia was a spy, and that she had been **shot down** and captured by Japanese forces; some believe she faked her

own death; and a few even claimed she was abducted by aliens. In 2013, researchers from the organisation **TIGHAR** claimed they'd discovered the remains of her plane off the coast of Nikumaroro Island. In past expeditions, they'd found some unusual artefacts there, including some sun cream from the 1930s and buttons from a flight jacket. Has the mystery been solved? We'll have to wait and see.



### 2 DB Cooper

In 1971, an unidentified man hijacked a Boeing 727 and escaped by parachuting out of the back. The incident began on 24th November 1971 at Portland International Airport in Portland, Oregon (USA). A man who identified himself as "Dan Cooper" bought a one-way ticket to Seattle (Washington) – a 30-minute flight. Cooper boarded the aircraft and took his seat. Shortly after takeoff, he passed a note to a flight attendant. It said he had a bomb in his briefcase and that he was prepared to use it. His demands were simple: \$200,000, four parachutes, and a fuel truck to refuel the aircraft. The pilot was informed and he contacted Seattle-Tacoma Airport traffic control, who informed the local police and the FBI.

FBI agents got the money and handed it over, along with the parachutes. At approximately 7:40 pm, the plane took off again with just five people on board: the pilot, a co-pilot, a flight engineer, a flight attendant and Cooper. About half-an-

hour into the flight, and with everyone in the cockpit, Cooper lowered the rear **airstair** and parachuted out. The aircraft eventually landed at 10:15 pm at Reno Airport (in Nevada). Police and FBI agents **surrounded** the jet and searched it carefully, but Cooper was nowhere to be found. Over the years, police have followed hundreds of **leads**, but haven't been able to identify the mysterious Cooper. ✪

## VIDEO

YouTube

Watch a video on the supposed discovery of Amelia Earhart's plane. Search YouTube for "Amelia Earhart Plane Found" 76 Year Old Mystery Solved"

## GLOSSARY

- to fly solo** *exp*  
to fly alone (without anyone else in the plane helping you)
- a challenge** *n*  
something new and difficult for you
- to circumnavigate** *vb*  
to go all around something
- the equator** *n*  
an imaginary line around the middle of the earth at an equal distance from the North Pole and the South Pole
- to set off** *phr vb*  
the time you "set off" on a trip is the time you leave
- en route** *exp*  
if you're "en route to" a place, you're travelling to that place
- a strip** *n*  
a "strip" of land (for example) is a thin piece of land
- an approach** *n*  
if a plane is making an "approach" to an area, it's travelling towards that area
- a search** *n*  
if there's a "search" for someone, people are looking for that person
- to run out of** *exp*  
if you "run out of" fuel (for example), you have no more of fuel
- fuel** *n*  
a type of liquid that planes need in order to be flown
- to ditch** *vb*  
if a pilot "ditches" a plane, he/she lands the plane in an emergency landing
- to shoot down** *phr vb*  
if enemy forces "shoot down" a plane, they fire at it and make it crash
- TIGHAR** *abbr*  
The International Group for Historic Aircraft Recovery
- an airstair** *n*  
steps that go into a plane that you can use to go in or out of it
- to surround** *vb*  
if the police "surround" a plane (for example), they go all around it
- a lead** *n*  
a piece of information that helps you discover the truth about something