

The Pack

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

**Level: Intermediate, B1. January to April
2019**



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Welcome to *The Pack!*

This material from *Learn Hot English* will provide you with ready-to-go lessons so your students can learn lots of useful 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/teachers 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 **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.

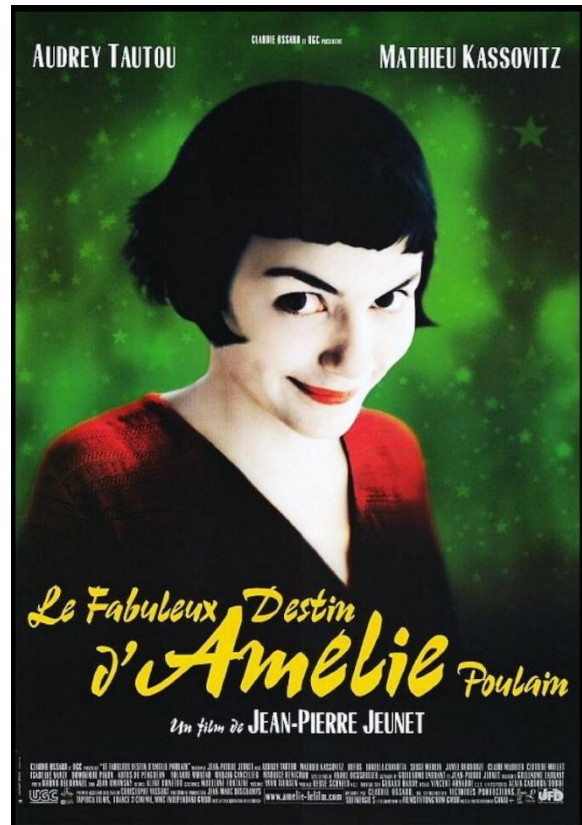
Film titles that get lost in translation! [track 01]

Warm-up

Film descriptions

Describe one of the films below. Students have to name it. Or, write the film titles on the board. Students take turns describing one of them. Other students listen and identify the film.

- Taxi Driver (1976)
- Seven (1995)
- The Big Lebowski (1998)
- Amelie (2001)
- Casablanca (1942)
- The Good, The Bad And The Ugly (1966)
- The Sound of Music (1966)
- Erin Brokovich (2000)
- Terminator 2: Judgment Day (1991)
- The Matrix (1999)
- The Lord Of The Rings: The Two Towers (2002)
- Apocalypse Now (1979)
- To Kill a Mockingbird (1962)
- 2001: A Space Odyssey (1968)
- Die Hard (1988)
- Life is Beautiful (1997)
- Jurassic Park (1993)
- Aliens (1986)
- Beauty and the Beast (2017)
- Blade Runner (1982)
- Gone with the Wind (1939)
- Back To The Future (1985)
- Jaws (1975)
- It's a Wonderful Life (1946)
- Raiders Of The Lost Ark (1981)
- GoodFellas (1990)
- Pulp Fiction (1994)
- Thelma and Louise (1991)
- The Shawshank Redemption (1994)
- The Dark Knight (2008)
- Star Wars: Episode V — The Empire Strikes Back (1980)
- The Godfather (1972)



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, section or question 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).

Film title translations

Using the films from the warmer activity (or any other films), students create a title for the same film in their own language. The translated film title should be more descriptive of the film rather than a literal one. When they're ready, students read out their translated film titles. Other students listen and then identify the film.

Dialogue

In pairs, students write a dialogue of an interview between a reporter and someone involved in one of the films from this lesson: an actor, the director, the producer, etc. 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.

Translation fun

Students choose a short paragraph in English from their book or any other source. Then, they write a quick translation of the text into their own language. When they're ready, they give the translation to another student, who translates it back into English. Finally, students compare their translated texts to the original English version.

Objective To improve your listening and reading skills.

Think about it How often do you watch films in English? What films have you seen lately? What did you think of them? Have you seen any unusual translations of foreign films in your country? What were they?

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

READ & LISTEN II

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& ENGLISHWOMAN

THESE TRANSLATIONS
ARE SCARY!

NON APRITE QUELLA PORTA



FILM TITLES THAT GET LOST IN TRANSLATION

Answers on page 44

1 Pre-reading

Look at the list of translated film titles below. What do you think the original film titles were in English?

- He's a Ghost
- Urban Neurotic
- Smiles and Tears
- The Great White Shark
- The Man Who Killed His Mother
- Young People Who Traverse Dimensions Wearing Sunglasses

2 Reading I

Read the article once to check your answers from the Pre-reading task.

3 Reading II

Read the article again. Then, complete the sentences with the words from below.

1975 Japanese Spanish

The Shawshank Redemption

Sylvester Stallone 1971

- _____ starred in the film *The Expendables*.
- Jaws* came out in _____.
- Vanilla Sky* was originally a _____ film.
- Captain Supermarket* was a film title for the _____ market.
- The French Connection* was released in _____.
- The Ones Who Escaped* was the French title for the film _____.

Die *Slowly*. *Smiles and Tears*. *Six Naked Pigs** – they're all famous films, but you probably know them by their more **familiar** titles: *Die Hard*, *The Sound of Music* and *The Full Monty*. Many foreign movies end up with unusual titles. But why?

In most cases, the film title has little or no meaning in another language. A **literal translation** won't help, so the title has to be changed. Quite often, the new title is a logical translation of the original. For example, *The Expendables* (2010, starring Sylvester Stallone and Jet Li) became *The Mercenaries* (*Los Mercenarios*) in Spain, and *Jaws* (1975, starring Roy Scheider and Robert Shaw) was *The Great White Shark* (*Der weiße Hai*) in Germany.

But other changes are somewhat **random**. Spanish film *Abre los Ojos* (literally: Open Your Eyes, 1997) was given the title *Vanilla Sky* (2001) for US audiences. And the Italian title for *The Texas Chainsaw Massacre* (1974) was *Don't Open The Door!*

Other translations are simply ridiculous. Mel Brooks' film *The Producers* (1968) became *Please Do Not Touch the Old Women in Italy*. *The Naked Gun: From the Files of Police Squad!* (1988, starring Leslie Nielsen) is known as

The Gun Died Laughing in China, and *Army of Darkness* (1992, starring Bruce Campbell) was given the title *Captain Supermarket* for the Japanese market, apparently based on the fact that film character Ash (Campbell) once worked in a supermarket.

Sometimes, the title is used as a way of explaining the film. *The French Connection* (1971) was known as *Flashpoint: Brooklyn* in Germany, presumably because most of the film **takes place** in New York. And the Danes **opted for** *The Boy That Drowned in Chocolate Sauce* as a title for *Willy Wonka & The Chocolate Factory*, even though Augustus Gloop doesn't actually die when he falls into a river of chocolate early on in the movie.

Woody Allen's film *Annie Hall* (1977) is *Urban Neurotic* for the German market (which could really be the title for any Woody Allen film), and the **hit** 1999 movie *The Matrix* (starring Keanu Reeves) is known as *Young People Who Traverse Dimensions Wearing Sunglasses* in France.

But in some cases, the translators go one step further and even **give the ending away**. *Thelma & Louise* (1991, starring Geena Davis and Susan Sarandon)

is known as *An Unexpected End* for Mexican audiences. In France, *The Shawshank Redemption* (1994, starring Tim Robbins and Morgan Freeman) is *The Ones Who Escaped*. Hitchcock's *Psycho* (1960, starring Janet Leigh and Anthony Perkins) became *The Man Who Killed His Mother* in Portugal. And *The Sixth Sense* (1999, starring Bruce Willis and Haley Osment) is *He's a Ghost* for Chinese audiences.

Now what's the point of that? *

*FILM TITLES

Die Slowly was the German translation of *Die Hard*; *Smiles and Tears* was the Spanish translation of *The Sound of Music*; and *Six Naked Pigs* was the Chinese translation of *The Full Monty*.

GLOSSARY

a tear *n*
liquid that comes out of your eyes when you're sad
naked *adj*
with no clothes on
familiar *adj*
if something is "familiar" to you, you recognise it or know it well
a literal translation *exp*
a translation of each individual word, not the overall meaning of the original text
random *adj*
if you describe events as "random", they don't seem to follow a plan or pattern
to take place *exp*
if something "takes place" in an area, it happens there
to opt for *phr vb*
to choose
to drown *vb*
if someone "drowns", they die in water / a liquid
a neurotic *n*
someone who is frightened or worried about things that aren't really important
a hit *n*
if a film is a "hit", it's very popular
to give the ending away *exp*
to say what happens at the end of the film

Ridiculous emergency services calls! [track 02]

Warm-up

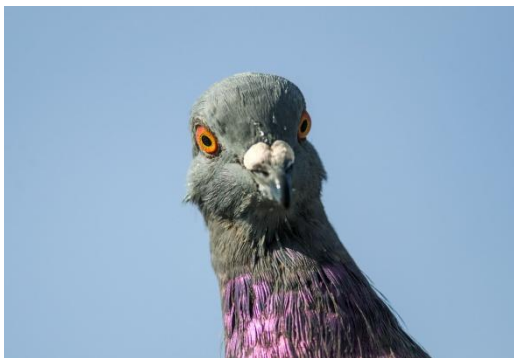
Students look at the objects below. They're all related to emergency calls. What kind of emergency could be associated with each item? Students think and make notes. Then, they discuss their ideas with a partner.



A pair of glasses



A battery



A pigeon



A spot



A hamster



A fire

Lesson activities

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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).

"Emergency" phone call

In pairs, students write a dialogue of a phone call between the emergency services and a member of the public. The person taking the call should find out as much about the emergency as possible, asking questions using *who, what, where, why, when, how*. Tell your students to make the interview as funny, silly or serious as they like. They can base it on a genuine emergency, or a more ridiculous one. 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.

Dialogue

In pairs, students write a dialogue of an interview between a reporter and someone involved in one of these emergency 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.

Discussion – Danger

Students ask and answer these questions in pairs. Or, you could write them up on the board.

- Have you been in danger? When? What happened?
- Have you ever seen a fire? Where was it? When? What happened?
- Have you ever had a minor fire at home? What happened? How did you put it out?
- Have you ever witnessed a natural disaster (a storm, wildfire, flood, earthquake...)? What happened?
- Have you ever been confronted by a dangerous wild animal? Where? When? What happened?
- What dangers are there in your town or city? How do you avoid them?
- Have you ever called the emergency services? Why? What happened?

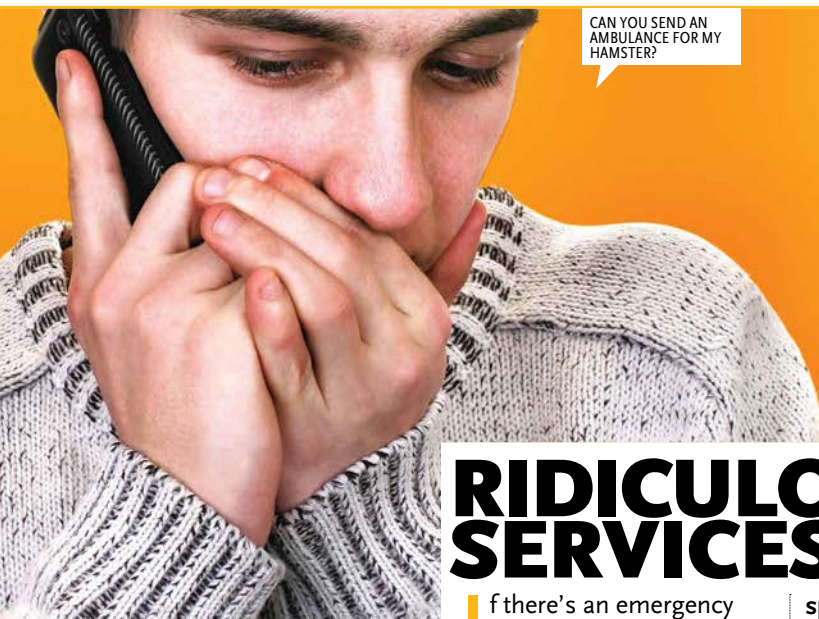
Objective To improve your reading and listening skills.

Think about it What's the emergency services number in your country? What do people use it for?

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

READ & LISTEN II

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CAN YOU SEND AN AMBULANCE FOR MY HAMSTER?



RIDICULOUS EMERGENCY SERVICES CALLS

If there's an emergency in the UK, you can dial 999. And within minutes, a police car, an ambulance or a fire engine will be on its way to help you. However, some people don't appear to understand the meaning of the word "emergency". Here are some examples of ridiculous and **hoax** emergency service calls.

An **elderly** man from Bridgeport phoned up the emergency services because he'd dropped his glasses in the street and couldn't find them.

Another called to ask for instructions on how to change a **battery** in a **remote control**.

One man in the East **Midlands** called the emergency services to say that his pet pigeon was having difficulties **breathing**.

And another caller rang police 23 times asking for a **lift** from Hartlepool to Stockton. He was eventually prosecuted.

One caller from Birmingham phoned up to say that he was feeling **drowsy** as he hadn't slept for two days.

And a young man from Manchester called up to ask what he could do about a

spot he had on his face.

In south Wales, a young man phoned for an ambulance, **complaining of** stomach pains. However, on arriving at University Hospital Cardiff, he ran off shouting, "Thanks for the lift, **mate**."

In Hampshire, a young man called police up to seven times a day about his pet hamster. He was eventually sentenced to 80 hours' unpaid work. During his trial, he agreed that he had "far too much **time on his hands**".

In north Staffordshire, the emergency services received 100 calls from a woman who **threatened to smash up** police cars. The calls were made over a period of six days. They were eventually **traced** to the home of an unemployed young woman who said she did it because she was bored. She was given a 24-month **community order**.

One man called up to say that there was a fire in his neighbour's house. Three fire-engines, an ambulance and several police cars were **dispatched**, but it **turned out** to be a hoax. The man, who was later arrested by police, admitted that he'd done it because he "liked to see

ambulances, police cars and fire engines."

Some people! ☺

GLOSSARY

a hoax *n*

a trick; an action that's designed to make someone believe something which isn't really true

elderly *adj*

an "elderly" person is over the age of 65 (more or less)

a battery *n*

a small device that provides power for electrical devices such as radios, toys, mobile phones, etc.

a remote control *n*

a small device that you can use to control a television: change the channel, switch it on, etc.

the Midlands *n*

a region in the middle of England

to breathe *vb*

when you "breathe", you take air into your lungs (the two large "bags" in your body) and then let the air out again

a lift *exp*

if you give someone a "lift", you take them somewhere in your car

drowsy *adj*

if you're feeling "drowsy", you're feeling a bit tired

a spot *n*

a small mark on someone's face often caused by excess oil / grease

to complain of *exp*

if you "complain of" a stomach pain (for example), you tell someone that your stomach is hurting

mate *exp* *inform*

friend

time on your hands *exp*

if you've got "time on your hands", you've got a lot of free time

to threaten *vb*

if someone "threatens" to do something bad, they say that they will do that bad thing

to smash up *phr vb*

if you "smash up" a car (for example), you break it and destroy it

to trace *vb*

if you "trace" a telephone call, you discover who made the call

a community order *n*

a type of punishment for someone who has done something bad. As part of the punishment, the person can't leave home, has to clean the streets, etc.

to dispatch *vb*

if a police car (for example) is "dispatched" to an area, it is sent there

to turn out *phr vb*

the way that something "turns out", is the way that it is in the end

Answers on page 44

1 Pre-reading

Think of six reasons to call the emergency services.

2 Reading I

Read the article once. Were any of your ideas from the Pre-reading task mentioned?

3 Reading II

Read the article again. Then, write **T** (True) or **F** (False) next to each statement.

1. The elderly man from Bridgeport couldn't find his car. ☐
2. The man from the east Midlands wanted some advice on what to do about his dog. ☐
3. One caller from Birmingham phoned up to say that he was feeling sleepy. ☐
4. A young man from Manchester had a question about a spot on his face. ☐
5. The man who called up about his pet hamster was sentenced to 180 hours unpaid work. ☐
6. One woman made up to 200 calls threatening to smash up police cars. ☐
7. One man alerted the emergency services to a fire, but it turned out to be a false alarm. ☐

When chocolate becomes a work of art! [track 03]

Warm-up

“Chocolate” discussion

Students have a discussion about chocolate in general. Either print off the 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.



- What type of chocolate do you like: *milk chocolate, dark chocolate, white chocolate, chocolate biscuits, chocolate cake, a bar of chocolate, chocolate mints, orange chocolate, a box of chocolates, hot chocolate (the drink), chocolate liqueurs (alcoholic drinks that are chocolate flavoured), chocolate mousse, liqueur filled chocolates (small chocolates with alcohol in them)...*?

Other?

- Do you like chocolate? Why? Why not?
- Which country do you think makes the most best chocolate? Why?
- Do you like getting chocolate as a present? Why? Why not?
- How much chocolate should we eat a day or week?
- Which countries do you think consume the most chocolate?
- Why is chocolate so often associated with romance?
- What would the world be like without chocolate?
- How much chocolate do you eat?
- What's your favourite brand of chocolate? Why?
- What are your earliest memories of chocolate?

Other?

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.

Quiz

Students use the internet to write up three quiz questions based on chocolate. They should include three possible answers (including the correct one). When they're ready, students take turns reading out their quiz questions, and other students have to guess the answers. This could be played as a game. For example:

Student 1: Around how many cocoa beans are needed to make half a kilo of chocolate?

a) 100 b) 250 c) 400

Student 2: c – 400

Student 1: Correct!

Invention & presentation

In pairs or small groups, students create something with chocolate: a box of chocolates, a chocolate egg, a new type of chocolate, etc. When they're ready, they give a one-minute presentation on it, explaining what it is, what it's made of, the ingredients, its name, the target market, the packaging, why it's so good, 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. Or, they listen and then ask or answer questions.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and someone involved in the chocolate industry, a chocolate expert, or someone involved from one of the stories in the article in 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 dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Objective To improve your reading and listening skills.

Think about it What type of chocolate do you like? How often do you eat chocolate?
What other sweet things do you like?

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



WHEN CHOCOLATE BECOMES A WORK OF ART!

Chocolate is delicious, we all know that. But it isn't just for eating, as these chocolate works of art clearly show.



Chocolate wall

The World Chocolate Wonderland is a theme park in Beijing (China). One of its attractions is a 12-metre-long replica of the Great Wall of China made entirely out of chocolate. There's also a chocolate BMW, as well as chocolate replicas of more than 600 Terracotta Army warriors.



Chocolate couch

In 2009, chocolate company Galaxy used 250kg of their own chocolate to make a chocolate couch. The couch was part of their "Irresistible Reads" campaign, which was designed to promote reading. It was put on display in Victoria Embankment Gardens in London. Photos were taken of British TV actress Emilia Fox sitting on the couch reading a book.



Chocolate room

In 2011, seven artists from Lithuania used 300kg of

chocolate to build a chocolate room with a chocolate floor, ceiling and walls. The room, which was on display at a shopping centre, even had a chocolate table, chocolate books, chocolate pictures and chocolate candlesticks. The artists later broke up the chocolate and gave it to shoppers.

Chocolate hotel suite

In 2011, French chocolatier Patrick Roger worked with fashion icon Karl Lagerfeld. Together, they created a chocolate hotel suite as promotion for the ice cream company Magnum. The room, at the La Reserve hotel in Paris, had a chocolate carpet, chocolate bed and a chocolate nightstand full of chocolate books. Sitting on the bed was a chocolate man eating a Magnum ice cream.



Chocolate tree

In 2012, Patrick Roger made a five-metre tree from five tons of chocolate. The sculpture, which was at Roger's shop in Paris, even had chocolate monkeys hanging from chocolate branches. Roger wanted to raise awareness of the problems facing African wildlife.



Chocolate shoes

One of London's greatest chocolatiers, Phil Neal, once created a collection of high-heeled shoes made of chocolate. Neal used top-quality, Venezuelan chocolate, filled the shoes with ganache and decorated them with 22-carat gold. The shoes were on sale at

London's luxury chocolate shop Theobroma Cacao for £25 each or £45 a pair.



Chocolate mailbox

In 2011, chocolate company Godiva made a chocolate

mailbox with white truffle hearts to celebrate Valentine's Day. The mailbox was on display at its shop on Fifth Avenue in New York City. Customers could post their love letters there, and the company would stamp and mail them for free during the three weeks leading up to Valentine's Day. ♡

GLOSSARY

Terracotta Army ⁿ

"terracotta" is a type of clay used to make cups/plates, etc. "Clay" is a kind of earth that is soft when it's wet and hard when it's dry. The Terracotta Army is a collection of soldiers and horses that were buried with Qin Shi Huang, the first Emperor of China, in 210–209 BC. They were there to protect the emperor in his afterlife

a warrior ⁿ

an experienced / professional soldier

to put on display ^{exp}

if you "put something on display", you put it in a museum so everyone can see it

Victoria Embankment Gardens ⁿ

a series of gardens on the north side of the River Thames

a ceiling ⁿ

the top part of a room

a candlestick ⁿ

an object for holding a candle (a stick of hard wax that burns and provides light)

a suite ⁿ

a set of rooms in a hotel

a nightstand ⁿ

a small table next to your bed

a ton ⁿ

more or less 1,000 kilos

to hang ^{vb}

if a monkey is "hanging" from a branch

on a tree, it's holding onto the branch

a branch ⁿ

a part of a tree that grows from its trunk.

"Branches" often have leaves on them

to raise awareness ^{exp}

if you "raise awareness" of something, you help people understand that thing

high-heeled shoes ⁿ

shoes with a high part at the back of the shoe

ganache ⁿ

melted chocolate and cream that's often used for making truffles

a mailbox ⁿ US

when you want to post a letter, you put it in a "mailbox" (a "post box" in British English) so the post office can send it

to stamp ^{vb}

to put a stamp on. A "stamp" is a small square piece of paper that you put on an envelope as payment for sending a letter

to mail ^{vb}

to send a letter to its destination

Answers on page 44

1 Pre-reading

You're going to read an article about some unusual things made of chocolate. Look at the titles. What do you think the chocolate works of art consist of? Make notes.

2 Reading I

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

3 Reading II

Read the article again. Then, answer the questions.

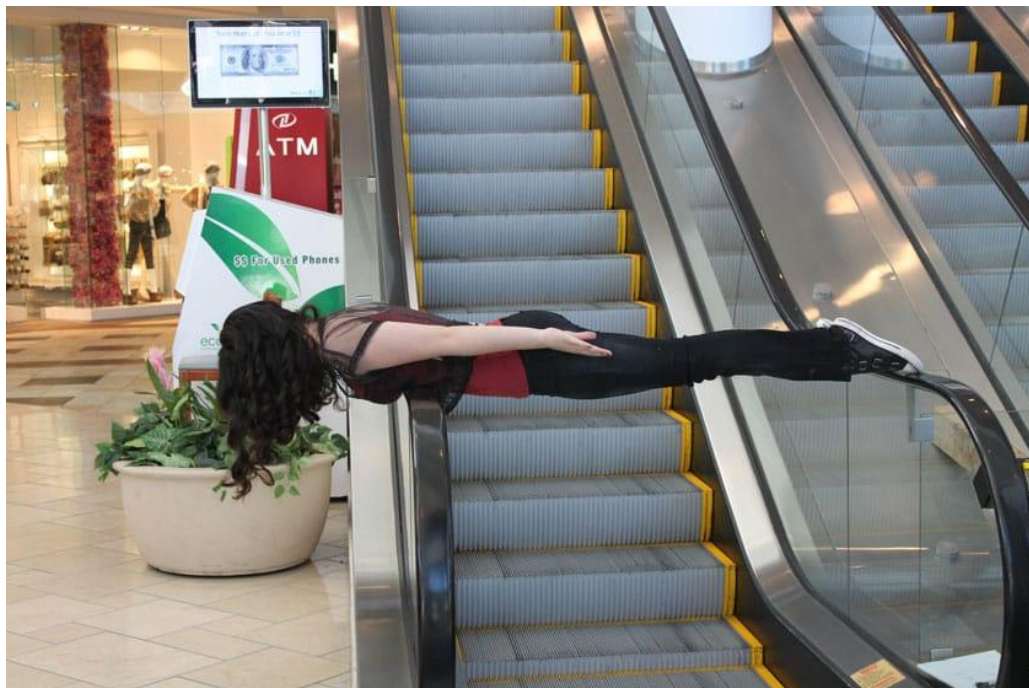
- How many chocolate Terracotta warriors are there in the World Chocolate Wonderland?
- How much chocolate was used to make the chocolate couch?
- Where were the artists from who made the chocolate room?
- When was the chocolate hotel suite made?
- How much chocolate was needed for the chocolate tree?
- What's the origin of the chocolate that was used for the chocolate shoes?
- Where was the chocolate mailbox on display?

7 crazy internet fads! [track 04]

Warm-up

“Crazy” discussion

Students discuss the following questions. 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.



“Crazy” questions

- What is the funniest name you’ve heard?
- What sport would be the funniest if the participants had to be drunk first?
- What movie would be improved if it was made into a musical?
- What is something that everyone looks stupid doing?
- What is something that is really popular now, but in 5 years everyone will be embarrassed by?
- If animals could talk, which would be the rudest, funniest, silliest...?
- What is the weirdest thing you’ve seen in someone else’s home?
- What is the most embarrassing thing you have ever worn?
- What’s the most ridiculous fact you know?
- What is the funniest joke you know by heart?
- What are the “unwritten rules” where you work?
- What’s the best type of cheese? Why?
- What kind of cult would you like to start?
- What are some of the nicknames you have for friends, work colleagues, family members, customers, etc.?
- What’s the weirdest thing a guest has done at your house?

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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. Or, ask for volunteers to retell the information, using as much of the original language as possible (or even by heart if they can).

Internet fad invention

In pairs or small groups, or individually, students invent a new internet fad. Then, they prepare a short presentation on it, giving as much information on it as possible. This should include its name, why people should do it, what it involves, how to do it, when to do it, etc. When they're ready, ask for volunteers to give their presentations, explaining everything about the internet fad. Other students listen then ask or answer questions.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and someone involved in one of the internet fads from this lesson. 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.

Objective To improve your reading and listening skills.

Think about it Have you ever shared a photo or video of yourself online? What was it of? Who did you share it with? Why do you think people like sharing photos and videos of themselves online?

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

READ & LISTEN II

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& NEW ZEALAND MAN

I'M A BIT OF
A PLANKER!

7 CRAZY INTERNET FADS!

Ever heard of milking, planking or Lion Kinging? They're just three of the many internet **fads** that have been **taking** the web **by storm**. Each fad involves being filmed or photographed doing a specific act, then uploading the video to YouTube or the photo to Facebook (or another social network). Other internet users share the video or photo and the best ones **go viral**. Here are six of the most popular (and most ridiculous) online fads.

Planking

"Planking" first appeared in 2011. It involves being filmed or photographed while you're lying on top of an object (such as a car) or between two objects (such as two chairs). Famous planking shots include a picture of two Wisconsin teens who planked on top of a police car (they were arrested), and a 14-year-old Norwegian boy who planked on top of a dead shark (his father is a fisherman).

Milking

"Milking" was created in 2012 by students at Newcastle University in the UK. It involves standing in a public place and **pouring** an entire container of milk over your head. The students created a viral video of themselves "milking" in several public places, including a train station and the middle of a busy road.

Porting

"Porting" is just like "milking", but instead of milk you pour a bottle of **port** over

your head. It was invented by a group of students at Durham University (also in the UK) in December 2012. "What could be better than pouring fortified wine over **crisp**, white shirts?" one of the students said. They uploaded a video of themselves porting in several places in Durham and it quickly went viral.

Frosting

In November 2012, Colin Hickey from Montana (USA) created "frosting". This involves photographing yourself doing a summertime activity in the middle of winter. In one "frosting" photo that went viral, a mother and son are wearing their bathing suits while sitting on a beach towel in the snow. In another picture a man is lying on a **lilo** in the middle of a frozen lake.

Gallon Smashing

"Gallon smashing" is another milk fad. Gallon smashers go into a supermarket and **pick up** a container of milk. Then, when nobody is watching, they **smash** the milk carton on the ground and collapse into the **puddle** of milk. Of course, an accomplice films the whole **stunt**. It's called "gallon smashing" because milk is sold in one-gallon containers in the United States.

Lion Kinging

Remember the animated film the *Lion King*? There's a scene at the beginning when the lion Mufasa holds his new-born son Simba up in the air in order to present

him to the other animals. Well, this fad is all about being filmed while lifting your cat or dog into the air, just like Mufasa does in the movie.

Plumbking

This fad is rather disgusting. To do it, you need to be filmed putting your head down a **toilet bowl** and then **flushing** it. Fun, eh?

So, what do you think the next internet fad will be? Maybe you should invent one yourself! ✨

VIDEO

YouTube

Watch cat and dog owners re-enact the famous scene from *The Lion King*. Search YouTube for "lion kinging"

GLOSSARY

a fad *n*
an activity that's very popular for a short period of time
to take by storm *exp*
if something "takes the world by storm", it becomes very popular very quickly
to go viral *exp*
if a video (for example) "goes viral", it becomes popular on the internet because people share it or tell their friends about it
to pour *vb*
if you "pour" liquid out of a container, you let the liquid come out of the container, often by holding the container at an angle
port *n*
a type of strong, sweet red wine
crisp *adj*
"crisp" cloth, material or paper is clean and has no creases (lines) in it
a lilo *n*
a type of plastic bed that's filled with air. You can lie on it in the water
to pick up *phr vb*
if you "pick something up", you take it in your hands
to smash *vb*
to break into small pieces
a puddle *n*
a "puddle" of water (for example) is an area of it on the ground. "Puddles" often appear after it rains
a stunt *n*
an action that is designed to attract attention or publicity
a toilet bowl *n*
the part of the toilet that has water in it at the bottom
to flush *vb*
to press a button on a toilet so it fills with water and cleans the toilet

Answers on page 44

1 Pre-reading

Look at the titles of the internet fads. What do you think they involve? Make notes.

2 Reading I

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

3 Reading II

Read the article again. Then, write the name of an internet fad next to each statement.

1. In one photo, a man is in the middle of a frozen lake.
2. It was created by students at Newcastle University.
3. It was inspired by a Disney film.
4. It's similar to "milking".
5. It involves lying between two objects.
6. It's pretty revolting.
7. It takes place in a supermarket.

Four extreme experiences!

Warm-up

Discussion: adventure

Students have a discussion about adventure in general. Either print off the questions for students to ask and answer 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.

• What adventure sports have you done? Choose from the list below and explain what the experience was like and what you did.

- Zorbing
- Scuba diving
- Wakeboarding / water skiing
- Parasailing
- Parkour
- Skateboarding
- Surfing
- White water rafting
- Abseiling (rappelling)
- Hang gliding
- Paragliding
- BMX
- Mountain biking
- Skiing & snowboarding
- Kayaking
- Ice climbing
- Mountain biking
- Cliff diving
- Free climbing
- Skydiving
- Other?



- In what way are you adventurous?
- Are there any elements of danger in your life? What are they?
- What adventures would you like to go on in the future?
- What are some of the greatest adventures from history?
- Who are some of your adventure heroes?
- In what way is life like an adventure?
- Which adventure films do you like? Why?
- Where would you like to go for an adventure: a safari, the mountains, a jungle, a desert, an island, a city...?
- What adventurous experiences have you had in your life? In what way were they adventurous?
- What's your idea of the perfect adventure? Who would you like to have this adventure with?

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).

News report

Students write a news report based on a story involving one of the adventures from this lesson. The news item could involve something going wrong during one of the adventures. 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 (as if they were in a news studio). 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 a dialogue between a reporter and someone who has done one of the things from this lesson. 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- or two-minute presentation on an adventure they're planning to go on. They should try to persuade other students to join them on the adventure. They could include photos to make the adventure appear more exciting or appealing. 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. Or, they listen then ask and answer questions.

Objective To improve your reading and listening skills.

Think about it What are some of the most dangerous things you've done? When were you last in danger? What happened? Which activity from this article would you try?

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

FOUR EXTREME EXPERIENCES!

By Danielle Ott

Looking for something exciting to do? You might like to try one of these 4 extreme experiences.



Crocodile watching

Fancy getting up close to some of the most terrifying animals on earth? Crocosaurus Cove, in Darwin (Australia) has the "Cage of Death". It's a plexiglass enclosure that's lowered into a pool. This gives you a 360 degree view of a 5-metre long, 800 kilogram saltwater crocodile as it's being fed. Apparently, the cable broke once and the cage sank to the bottom, but they've fixed it since then and visitors are assured it won't happen again.



Edge walking

How about walking along the edge of a building several hundred metres up in the air? If that sounds like fun, head off to the CN Tower in Toronto (Ontario, Canada). Built in 1976, the tower is 553.33 metres tall, and until 2010 it was the world's tallest building (now superseded by the Burj Khalifa in Dubai, the United Arab Emirates). The Edge Walk consists of

a 20-30 minute stroll along a 1.5 metre wide platform that runs around the tower's restaurant roof. During the 150m-long walk, you're encouraged to lean forwards as you look over Toronto's skyline, and backwards so you can see the people in the Sky Pod observation deck above. Not recommended for sufferers of vertigo!



Plastic ball rolling

Fancy rolling down a hill in a ball of plastic? Zorbing is popular all over the world, but the place to give it a go is in Rotorua (New Zealand) – home of the first zorbing site! Brothers David and Andrew Akers came up with the idea in 1994. A typical orb is about 3 metres in diameter, with an inner orb size of about 2 metres, leaving a 50–60 centimetre air cushion. There's no brake or steering mechanism, but the inner layer of plastic helps absorb the shock. Zorbing usually takes place in hilly areas, allowing zorbers to roll around as they spin down the slope.



Volcano bungee jump

If you're looking for the adventure of a lifetime, how about a bungee jump off a

helicopter into the crater of a live volcano? First done as a stunt on MTV, you can try it yourself for a mere \$12,500. The price includes transportation to and from the Chilean city of Pucón and three days at an adventure resort. As part of the jump, a helicopter ride takes you to the Villarrica volcano, one of the most active in Chile. Once you're at the drop zone, you leap off the helicopter and fall into the volcano, coming within 215 metres of the burning lava. Finally, you enjoy the ride back to the airport flying at 130kph and dangling from a rope 100 metres below the chopper.

What fun! ☺

GLOSSARY

- an enclosure** *n*
a type of container for animals or people. In this case, it's a glass box that you can go inside
- to lower** *vb*
if you "lower" something, you move it down to a lower level
- a cable** *n*
a thick, metal wire
- to sink** *vb*
if an object "sinks", it goes to the bottom of the water
- an observation deck** *n*
a platform (usually on a tall building) that gives you the best views
- vertigo** *n*
a fear of heights
- an air cushion** *n*
if an object has an "air cushion", it's got a layer of trapped air that absorbs the shock when the object goes over the ground
- a brake** *n*
a device we use to stop a machine
- steering** *n*
the "steering" in a car is the mechanical part of it which we use to steer – to turn to the right / left, etc.
- hilly** *adj*
a "hilly" area has many hills (little mountains)
- to spin** *vb*
to turn around and around
- a slope** *n*
a side of a mountain or hill
- a stunt** *n*
a dangerous and exciting act, often done to attract attention
- a drop zone** *n*
the place you jump into when you parachute out of a plane, etc.
- to leap** *vb*
to jump
- lava** *n*
the burning material in a volcano
- to dangle** *vb*
if you're "dangling", you're hanging in the air, attached by a rope, etc.

Answers on page 44

1 Pre-reading

Look at the names of the "extreme experiences". What do you think they involve?

2 Reading I

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

3 Reading II

Read the article again. Then, write the name of an activity next to each statement.

1. It gives you great views of a city.
2. It's quite expensive to do.
3. There was an accident once when a cable broke.
4. It was first invented in New Zealand.
5. It's also known as the "Cage of Death".
6. It was first done as a TV stunt.
7. It involves walking around a building.