

The Pack

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

Level: Advanced, C1. 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.

Four places to enjoy great street food! [track 01]

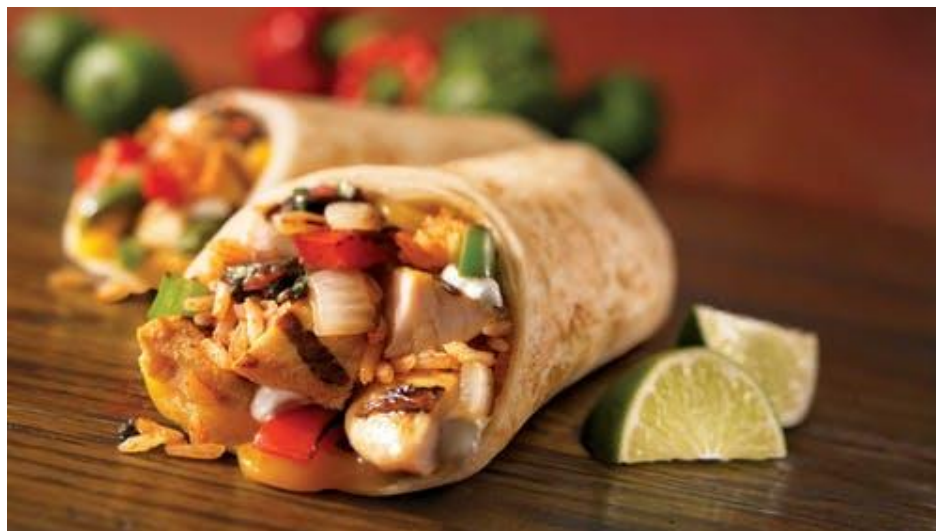
Warm-up

Street food

Write up the names of the typical street food below, or print them off. Students discuss them in pairs, or as a class, using these questions or any others.

- Which one have you tried?
- What did you think of it?
- What is this one?
- How do you make it?
- How much does it usually cost?
- Etc.

- Waffle
- Bratwurst
- Burrito
- Brochettes
- Burrito
- Calzone
- Ceviche
- Corndog
- Crêpe
- Currywurst
- Dim sum
- Doner kebab
- Jerk chicken
- Doughnut
- Falafel
- Fish and chips
- Focaccia
- French fries
- Wrap
- Fried chicken
- Hot dog
- Ice cream
- Kebab
- Pad Thai
- Panini
- Pizza
- Quesadilla
- Samosa
- Taco
- Hamburger



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 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.

Dialogue

In pairs, students write a dialogue between a reporter and the owner of a street food stall, stand or truck. 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. Or, they could write notes for a dialogue between a customer (who could be complaining about something) and a street food stall worker or owner.

Creation & presentation

Students invent an idea for an item of street food, or they think up an idea for a food truck. Then, they write notes for a one- or two-minute presentation on it, explaining what it is, what it's called, how it's made, why it's so good, how healthy it is, how to eat it, how much it costs, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

Objective To improve your reading and listening skills.

Think about it Do you ever eat any street food where you live? What's the best/worst street food you've ever had? What are some typical street food delicacies from your country?

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

FOUR PLACES TO ENJOY GREAT STREET FOOD!

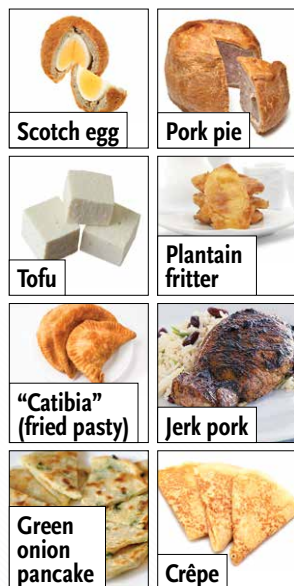
By Danielle Ott



Answers on page 44

1 Pre-reading

Look at the items of food below. What do you think they consist of? Where do you think they're from?



2 Reading I

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

3 Reading II

Read the article again. Where are the items mentioned in the Pre-reading activity from? Which ones would you like to try? Why?

What do you usually have for lunch? A quick sandwich? A meal in a restaurant? Street food is popular all over the world as it's cheap, fast and **tasty**. Here are four places to go for great street food.

Hong Kong

Street food is popular all over Hong Kong. Breakfast options include "bao", which are **steamed buns** filled with meat and vegetables, "cong you bing", which are pancakes made with green onions, and "lo mai gai", which is sticky rice and sausage **wrapped in a lotus leaf**. Other **delicacies** include **skewered** beef, curried fish balls, boiled eggs, and the extremely popular "chòu dòufu", or "stinky **tofu**" as it's also known, which is a type of **fermented** tofu.

The Dominican Republic

The Dominican Republic is another great place for street food. "Catibias" are little fried **pasties** filled with meat, cheese and vegetables. **Plantain fritters** are fried plantains that are served with ketchup. And "yaniqueques" are fried, crunchy cornmeal **tortillas**. Most popular are "chulitos" and "chimichurris". Chulitos

are deep-fried mini-rolls with meat (usually beef) inside. "Chimichurri" (not to be confused with the "chimichurri" sauce in South America) is a hamburger topped with **shredded cabbage** and a delicious sauce.

Jamaica

One of the most popular food items in street stalls in Jamaica is **jerk** chicken or pork. Jerk is a spicy **marinade** made from onions, thyme, "allspice" (a regional **ground** pepper) and Scotch bonnet **peppers** (some of the hottest peppers in the world). The meat is barbecued and served with "festival bread" (which is made with sweet **dough**) or breadfruit (a tropical fruit). If you're looking for something sweeter, try some coco bread with a **Jamaican patty** (a yellow pastry filled with meat, vegetables and spices).

England

These days, there's a mini-food revolution going on in the UK. Traditionally, street **vans** have sold **greasy** hot dogs, hamburgers and chips. But these days, you can find all sorts of **gourmet food**. Anna Mae's Smokehouse serves **southern-style** delicacies. One of their most popular items is the **Notorious P I G** sandwich, which consists of smoked pork and a delicious barbecue sauce. You can find them on Tuesdays in Merchant Square, London. Eat My Pies serves traditional British food such as **scotch eggs**, **pork pies** and **custard tarts**. They're at London's Whitecross Street Market every Friday. And Crêperie Nicolas offers French crêpes with a variety of savoury or sweet fillings, such as brie, bacon and mushroom, or Nutella and

strawberry. You can find them in a blue van in the Real Food Market on South Bank on the southern side of the Thames in London.

Feeling hungry? 🍴

GLOSSARY

- tasty** *adj*
something that's "tasty" has a nice flavour and tastes good
- steamed** *adj*
"steamed" food has been cooked with the hot vapour from boiling water
- a bun** *n*
a soft type of bread in the shape of a circle
- wrapped in** *exp*
if food A is "wrapped in" food B, food B goes around food A
- a lotus leaf** *n*
the leaf from a lotus plant (a water plant)
- delicacies** *n*
rare or expensive food
- skewered** *n*
food that's "skewered" has a stick through it
- tofu** *n*
a soft food made from soybeans
- fermented** *adj*
"fermented" food has changed chemically and has become alcohol
- a pasty** *n*
a small pie made from pastry (flour, fat and water) with meat and/or vegetables inside
- a plantain** *n*
a fruit that looks like a large banana
- a fritter** *n*
food that is covered in batter (a mixture of flour, eggs and milk) and fried
- a tortilla** *n*
a very thin piece of bread. You place meat and vegetables inside it
- chimichurri (sauce)** *n*
an Argentinian sauce made with parsley, oregano, red chilies, lemon zest, vinegar and olive oil
- shredded** *adj*
something that is "shredded" is cut into many small pieces
- cabbage** *n*
a green or purple vegetable with thick leaves
- jerk** *adj*
the name for a spicy sauce that's popular in Jamaica
- ground** *adj*
"ground" pepper is pepper that is cut into very little pieces
- a pepper** *n*
a red, green or orange plant. The red ones are often hot / spicy
- dough** *n*
a mixture of flour and milk that is used to make bread
- a Jamaican patty** *n*
a yellow pastry (see previous entry) filled with meat, vegetables and spices
- a van** *n*
a large car for transporting goods
- greasy** *adj*
something with a lot of oil
- gourmet food** *exp*
nice, expensive, sophisticated food
- southern-style** *adj*
cooked in the style of the southern US states: Florida, Alabama, Louisiana, etc.
- a scotch egg** *n*
a hardboiled egg covered in sausage meat and breadcrumbs
- a pork pie** *n*
a pie filled with pork, vegetables and spices
- a custard tart** *n*
a small pie with a soft mixture inside made from eggs and sugar

Is the world about to end? [track 02]

Warm-up

Discussion: natural disasters

Students have a discussion about natural disasters. 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.



- How would you rank the following natural disasters in terms of deadliness? Why?

earthquake, famine, wildfire / bushfire, avalanche, landslide, blizzard, flood, heat wave, epidemic, tornado, tsunami, volcanic eruption

- How many types of natural disaster can you name?
- What natural disasters are common in your country?
- Have you ever experienced a natural disaster? What happened?
- Which natural disaster films you have seen? Which ones were the best or worst? What happened in them?
- What advice would you give to someone caught in a natural disaster (choose one to focus on)?
- What top tips have you heard about surviving a natural disaster?
- Which countries seem to have a lot of natural disasters?
- How should a country suffering from a natural disaster be helped?
- Would you ever volunteer to help in a natural disaster? Why? Why not?
- How can technology lessen the damage caused by natural disasters?
- What can be done to prevent natural disasters?
- Have you ever prepared for a natural disaster? Which one? When? Why?
- What's the worst natural disaster in your opinion? 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.

Dialogue

In pairs, students write notes for an interview between a reporter and someone involved in a natural disaster. 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.

News report

Students write a news report based on an end of the world prediction. 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. They should also present it as if they were two reporters in a news studio, sitting at a desk looking into the camera. Other students listen then ask questions, or the person presenting the news could ask them questions.

Presentation

Students write notes for a one- or two-minute presentation (or a public information video) on how to survive a natural disaster, or an end of the world prediction. Students should give detailed instructions on what to do, what to take, where to wait, how to get in touch with, how to protect yourself, 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, students could film the presentation (or public information video) on a smartphone and then show it to the class.

YOU'RE ALL
GOING TO
DIE!



Objective To improve your reading and listening skills.

Think about it Have you read about any predictions for the end of the world? What were they? Have you heard of any other unusual predictions? What are your predictions for the next ten years for the world, the economy, technology, etc.?

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

IS THE WORLD ABOUT TO END?

Asteroid attacks. Famine. Nuclear disaster. People have been making **predictions** about the end of the world for centuries. Here are a few of the most famous ones.

One of the earliest **prophecies** came from Christopher Columbus. He declared that the world would end in 1658. His calculations were based on the fact that the planet was going to **last** just 7,000 years and that it had been created in 5342 **BC**. Of course, that wouldn't be his only major mistake. In 1642, he thought he'd landed in India when it was actually America!

Herbert W. Armstrong, the founder of the Worldwide Church of God, told his **congregation** that the world was going to end in 1936, and that only *they* would be saved. After the prophecy failed, he changed the date three more times before finally **giving up**.

Jim Jones, the founder of the Peoples [sic] Temple Agricultural Project, claimed he had visions that a nuclear holocaust was going to take place in 1967. Later, on 18th November 1978, he convinced his followers to commit mass suicide in north-western Guyana. Known as the Jonestown Massacre, more than 900 people died from cyanide poisoning. After **overseeing** the deaths, Jones shot himself in the head.

In 1966, Jehovah's Witnesses declared that 1975 marked 6000 years since man's creation, and that this would be "the end

of our existence on earth". Later, they said it was only a "possibility", though some continued to **affirm** that 1975 would "probably" be the end.

Hon-Ming Chen, the leader of the Taiwanese cult God's Salvation Church, claimed that God would appear on Channel 18 on every TV set in the US on 25th March 1998. Then, at 10:00am on 31st March, God would come to Earth in a **flying saucer**. On top of that, God would have the same physical appearance as Chen himself. Chen chose to base his cult in Garland, Texas, because he thought "Garland" sounded like "God's Land".

Philip Berg, dean of the worldwide Kabbalah Centre, said that a ball of fire would **descend** on earth on 11th September 1999, destroying almost all forms of life.

The world-renowned linguist Charles Berlitz predicted that the world would end in 1999. He didn't specify how, but he said that it could involve nuclear devastation, asteroid impact, **pole shift** or other earth changes.

One of the most recent predictions came from the Mayans, an ancient civilization that ruled over areas of what is now southern Mexico, Guatemala and Belize between 1000 BC and 1519 AD. According to several interpretations of their calendar, the world was going to end on 21st December 2012. Many people around the world took the **warnings** seriously, and one man even built his

very own "Noah's Ark".

Beware of false **prophets!** ✪

NOSTRADAMUS

One of the most famous seers (someone who predicts the future) of all time was Michel de Nostredame, **aka** Nostradamus (1503-1566). A French author, translator and astrological consultant from the 16th century, Nostradamus is best known for his book *Les Propheties* (*The Prophecies*), the first edition of which appeared in 1555. This consisted of almost 1,000 four-line verses called quatrains. In one, he seems to have predicted the Great Fire of London, which took place in 1666 – about 100 years after Nostradamus died. He wrote:

The blood of the just will be demanded of London, burnt by the fire in the year '66.

There are also apparent references to Napoleon, Hitler and the September 11th (2001) attack on the Twin Towers in New York. Impressive? Not really, as the experts say that these predictions are largely the result of misinterpretations, mistranslations and the twisting of words.

GLOSSARY

a prediction *n*
if you make a "prediction", you say what you think will happen in the future
a prophecy *n*
a prediction (see previous entry)
to last *v*
the time that something "lasts" is the time that it exists or is alive
BC *n*
Before Christ – the time before the birth of Jesus Christ – about 2,000 years ago
a congregation *n*
the people who regularly go to a church service
to give up *phr v*
if you "give up" trying to do something, you stop trying to do it
to oversee *v*
if someone in authority "oversees" a job or an activity, they make sure that others do it properly
to affirm *v*
if you "affirm" that something is true, you say firmly and publicly that it's true
a flying saucer *n*
an alien spaceship. From a distance, it looks like a flying plate
to descend *v*
if something "descends" to earth, it comes to earth
pole shift *n*
a theory that the poles (the South Pole / North Pole) could change position
a warning *n*
a written or spoken message that tells people about a possible danger
a prophet *n*
someone who predicts that something will happen in the future; also, a person who is believed to be chosen by God to say the things that God wants to tell people
aka *abbr*
also known as – often used to say that someone has another name

Answers on page 44

1 Pre-reading

Which predictions for the end of the world have you heard about before?

- Ball of fire
- Asteroid attack
- Alien attack
- Famine (no food)
- Floods (heavy rain)
- War
- Nuclear destruction

2 Reading I

Read the article once. Which prediction is the most ridiculous? Why?

3 Reading II

Read the article again. Then, answer the questions. Who...

1. ...said that the world would end in 1658?
2. ...told his followers that the world would end in 1936?
3. ...said there would be a nuclear holocaust in 1967?
4. ...thought the world would probably end in 1975?
5. ...said that God would come to Earth in a flying saucer?
6. ...predicted the world was going to end in 2012?

Truth and lies: how Hollywood films compare to real life! [track 03]

Hot 134

Warm-up

Discussion: Historical films

Students have a discussion about the historical films below. Either print off the film titles, or write them up on the board. Students can use the questions below or any others.

- Which of these films have you seen? What did you think of them?
- What were they about? Which historical characters or events were they based on?
- What do you know about the real events or people?
- What differences are there between the real events or people and the film?
- How important is it for historical movies to be as accurate as possible?

- 12 Years a Slave (2013)
- Agora (2009)
- The Alamo (2004)
- Apollo 13 (1995)
- Ben-Hur (1959)
- Black Hawk Down (2001)
- Bloody Sunday (2002)
- Braveheart (1995)
- The Bridge on the River Kwai (1957)
- Che (2008)
- Das Boot (1981)
- Elizabeth (1998)
- Enemy at the Gates (2001)
- Gandhi (1982)
- Gangs of New York (2002)
- Gladiator (2000)
- The Great Escape (1963)
- Henry V (1989)
- JFK (1991)
- King Arthur (2004)
- The King's Speech (2010)
- The Last Emperor (1987)
- The Last of the Mohicans (1992)
- Lawrence of Arabia (1962)
- Lincoln (2012)
- Malcolm X (1992)
- The Patriot (2000)
- Patton (1970)
- Pompeii (2014)
- Saving Private Ryan (1998)
- Schindler's List (1993)



- Selma (2014)
- Spartacus (1960)
- Troy (2004)
- The Young Victoria (2009)
- Zulu (1964)
- Valkyrie (2008)

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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.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and someone involved in a historical film (the director or actor, for example). 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.

Idea & presentation

Students think of an idea for a new historical film. Remind them it could be a very recent even from their country – it doesn't have to be from far back in history. Then, they write notes for a one- or two-minute presentation on it, explaining what it is, why they have chosen this person or event, what the film's called, who it's going to star, what's going to happen, the plot, a tagline, how it differs from the real story, etc. When

they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

Debate it!

Hold a debate! For the purpose of this, you could focus this debate on a particular film, or just make it more generally about historical films. Title: *When making a film, should the producers let the truth get in the way of a good story?*

Divide the class into two. Half the class believes that historical films should be as accurate as possible; the other half doesn't think it's necessary and that the truth shouldn't get in the way of a good story. 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.

Objective To improve your reading and listening skills.

Think about it Do movie directors have an obligation to make sure that films reflect the truth as accurately as possible? Why? Why not? Have you seen any historical films? How true to real life do you think they were?

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

READ & LISTEN II

● **TRACK 25:** NEW ZEALAND MAN & ENGLISHMAN

TRUTH AND LIES: HOW HOLLYWOOD FILMS COMPARE TO REAL LIFE

by John Michael Mulderig

Hollywood films are often based on real-life events. But how close are they to the truth? Here are two movies that were inspired by true stories.

1 The Impossible

In December 2004, the Alvarez-Belon family were enjoying a holiday at their beach side hotel in Phuket (Thailand) when disaster struck. Early in the morning of the 26th, a 10-metre tsunami crashed into the resort, slamming Maria, the mother,



into some nearby trees. After the initial shock, she found her eldest son Lucas. Sometime later, villagers carried Maria to a hospital in Takua Pa so that medical staff could operate on her **life-threatening injuries**. Maria's husband and two younger boys were in the swimming pool at the time. Miraculously, they also survived, and the family was **reunited** a few days later. In total, the wave killed over 200,000 people.

The film version of the event captures the terror and destructive power of the tsunami, and was partially filmed at the resort where the family were staying. But despite the similarities, there's one major difference: while the real-life Alvarez-Belon family are Spanish, the family portrayed in the movie are British. In the film, Maria and Quique are played respectively by British actors Naomi Watts and Ewan McGregor, with Enrique's name becoming Henry and the family's surname changed to Bennett. Director Juan Antonio Bayona, who is actually Spanish, explained that they needed international actors in order to **raise funds** for the film. He added, "This is not a film of nationality, race or social class. All that was **swept away** by the wave."

2 Argo

On 4th November 1979, radical Iranian militants **took** more than sixty **hostages** from the United States Embassy in Teheran (Iran). Six US

diplomats managed to **evade capture** and were **sheltered** by Canadian Ambassadors Ken Taylor and John Sheardown.



With little chance of escape, Canadian and United States officials needed a plan to get them out. CIA operative Tony Mendez eventually came up with an idea: the six would pretend to be Canadian citizens working on a Hollywood film. Canadian Ambassador Ken Taylor said, "We thought the (Mendez) plan was OK... but we didn't think we really needed something that **intricate**." They had some other more straightforward schemes, but **ultimately** went with the Mendez plan. On 28th January 1980, the diplomats **passed themselves off as** Canadian **film crew** and left Iran safely. The remaining hostages weren't released until a year later on 21st January 1981.

So, how does the film compare to reality? In the film version, CIA operative Tony Mendez is presented as the hero, while the Canadians **take a back seat**, only providing housing for the diplomats. Director Ben Affleck said that this was to provide greater dramatic tension by making it seem as if everything was **resting on** Mendez's **shoulders**. On top of that, British diplomats are shown refusing to help the Americans, something which is **hotly disputed** by those who were actually there at the time. Defending the film, Affleck explained, "Because we say it's **based on** a true story, rather than **this is a true story**, we're allowed to **take some dramatic licence**." The late singer-songwriter

John Lennon once said, "Reality leaves a lot to the imagination." It's clear that the directors of the *Impossible* and *Argo* felt this way too. ★

THE IMPOSSIBLE (2012)



Starring Naomi Watts and Ewan McGregor. Directed by Juan Antonio Bayona.

ARGO (2012)



Starring Ben Affleck and John Goodman. Directed by Ben Affleck. *Argo* is the name of the film they invented as part of the plan to get the Americans out.

GLOSSARY

to strike *vb*
if a disaster "strikes", it happens suddenly
a tsunami *n*
a very large wave (a mass of water in the sea), often caused by an earthquake (a violent movement of the earth)
to slam into *phr vb*
if A "slams into" B, A crashes into B with great force
life-threatening injuries *exp*
an "injury" is damage to a person's body. "Life-threatening injuries" can kill you
to reunite *vb*
if two people are "reunited", they meet again after being separated
to raise funds *exp*
to collect money for something (a charity, etc.) by asking people for that money
to sweep away *phr vb*
if someone is "swept away" from an area, they're taken away from that area very quickly (in this case, by the tsunami)
to take hostage *exp*
if criminals "take hostages", they catch people and hold them until their demands are met
to evade capture *exp*
if you "evade capture", you escape from a place where people are trying to catch you
to shelter *vb*
if you "shelter" someone (particularly someone the police are looking for), you give them a place to hide or live
intricate *adj*
something that's "intricate" has many small parts or details
ultimately *exp*
in the end / eventually
to pass yourself off as *exp*
if you "pass yourself off as" a prince (for example), you act as if you're a prince, even though you aren't
film crew *n*
the "film crew" are the people who work on a film: the sound engineers, the camera operators, etc.
to take a back seat *exp*
if you "take a back seat" during an operation (for example), you don't do much and let others lead it
to rest on someone's shoulders *exp*
if responsibility for something "rests on your shoulders", it's your responsibility
hotly disputed *exp*
if something is "hotly disputed", people don't agree with it
to take dramatic licence *exp*
if a director "takes dramatic licence", they tell the story the way they want to, often ignoring the facts

Answers on page 44

1 Pre-reading

What changes can filmmakers make to real-life stories? Think of as many ideas as you can. They can... **change the dates, change the names of the people, set it in a different country, change the sequence of events...**

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, answer the questions.

1. Why was Maria taken to hospital?
2. Why was it a miracle that everyone in her family survived?
3. What was the major difference between the film and reality?
4. What was the film *Argo* based on?
5. How did the diplomats get out of the country?
6. In the film version, what is one of the major differences?

How to trick a new employee! [track 04]

Warm-up

Discussion: practical jokes

Students read over the following ideas for practical jokes and comment on them.

- Which practical jokes from below are the silliest? Why?
- What other practical jokes have you heard of?
- Which ones had you heard of?
- Which ones have you played on someone? What happened?
- Which one/s would you never use? Why?
- Are you a practical joker? In what way? Give details and examples.



Practical jokes

- Hide a toy snake around the house or office.
- Take a needle and poke a bunch of holes in the cups by the water cooler at work.
- Print out a horrifying image of a killer clown. Then, leave it in a co-worker's desk drawer so they get a shock when they open it.
- Paint a bar of soap with clear nail polish so it won't lather.
- Tape a small package of pasta beneath a toilet seat: When someone sits down, the crunching sound will make it sound like they've broken it.
- Write a co-worker's name on the waistband of a pair of underwear and then leave them somewhere at work (in the meeting room, for example).
- Glue a coin, note or credit card to the ground and watch as people try to pick it up.
- Use a piece of paper or some tape to block a mouse sensor so the victim's mouse won't work.
- Change the text shortcuts on someone's phone so they appear to be illiterate fools:
 - Are = our
 - Is = are
 - It's = its
 - Their = there
 - Then = than

- They're = there
- Where = wear
- Dear = deer
- By = buy
- To = two

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 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.

Dialogue

In pairs, students write up notes for a dialogue between a manager and an employee. The manager is reprimanding the employee because he/she has been playing a lot of practical jokes in the office. 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.

Scene re-enactment

In pairs or small groups, students write and perform a dialogue between a practical joker and the victim. This could be just at the moment when the victim has been pranked! Tell students to make the dialogue as funny, silly or serious as they like.

Invention & presentation

Individually or in pairs, students invent an idea for a practical joke. Then, they write notes for a one- or two-minute presentation on it, explaining what it is, what it's called, how it works, how to carry it out, top tips for ensuring it's successful, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

Objective To improve your reading and listening skills.

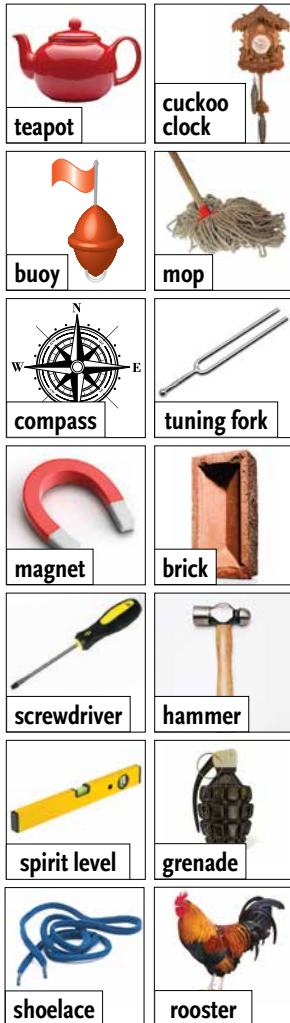
Think about it Have you ever played a joke on someone? What was it? What are the dangers associated with playing jokes on people?

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

Answers on page 44

1 Pre-reading

You're going to read an article about tricks that are played on new employees. Look at the list of objects. What tricks can you think of involving these objects? Think of as many as you can.



2 Reading I

Read the article once to compare your ideas from the Pre-reading activity. Which joke is the funniest / cruelest / best / worst? Why?

3 Reading II

Read the article again. Then, explain what the following jokes involve.

1. The mail buoy =
2. Sea-bats =
3. The captain's crank =
4. A hammer for =
5. A long weight =



HOW TO TRICK A NEW EMPLOYEE!

In many professions, it's common practice to play a joke on a new employee. One variety of these **practical jokes** is known as a **fool's errand**. This involves sending an employee to look for something that doesn't exist – a “chocolate teapot”, for example. **Newbies** are often too shy to question the request, or too young or inexperienced to realise it's a joke. Here are some more examples of fools' errands.

New cooks at restaurants are sometimes asked to go and find bacon **stretchers**, oven batteries, rooster eggs, or bird food for the cuckoo in the cuckoo clock.

In the **navy**, sailors are asked to stand at the **bow** of the ship to look out for the mail buoy that supposedly brings letters and parcels for people on board. Or, they're given a mop and told to find and kill a **plague of** “sea-bats”, which have allegedly **infested** some portion of the ship.

Others will be told to go and fetch the “captain's crank”, which can be used to **wind up** the compass. Or they're sent off in search of smoke **benders**, **sonar grease** (for when it sounds a bit **squeaky**), tuning forks for the **foghorn**, or rubber flags for rainy days.

Builders have great fun with their new apprentices, sending them off to find all sorts of non-existent things,

such as **brass magnets**, **steep learning curves**, electric bricks, and left-handed screwdrivers.

They may also be asked to look for tools made out of unlikely materials, such as glass hammers. Or they can be told to go and fetch a bucket of steam, a bubble for a spirit level, or a pot of **tartan** paint. A particular favourite is to tell them to find a “hammer for”. And when they ask, “What's a hammer for?” the **prankster** will answer, “For banging nails in the wall, **you fool!**”

Another trick is to send the new employee to a **hardware store** to ask for a “long weight”. Shopkeepers who are **in on the trick** will then go to the back of the shop, presumably looking for the “long weight”, but really just relaxing or having a cup of tea. Eventually, the shopkeeper will come back and ask the customer whether the “wait” was long enough.

In the army, an inexperienced soldier may be asked to get an “ID-ten T” (ID-10T), which spells “idiot”; a Bravo Alpha Eleven Hundred November (BA-1100N), which spells “balloon”; or a Sierra Tango One (an ST-1), which spells “stone”. **New recruits** are also sent on errands to find left-handed grenades, shoelace repair kits, **grid squares** and **sparks** for the fire.

What fun! ☆

APRIL FOOL'S DAY

April 1st is known as April Fool's Day in many English-speaking countries. It's a day to play jokes on people. There are also often fake stories in major newspapers. Previously, there have been articles on left-handed hamburgers and spaghetti trees, neither of which exist... of course!

GLOSSARY

- a **practical joke** *n*
a trick played on someone that's designed to make that person look stupid
- a **fool's errand** *n*
if you send someone on a “fool's errand”, you tell them to go and find something that doesn't exist
- a **newbie** *n*
a person who is new at a company, etc.
- a **stretcher** *n*
something that makes an object longer – it “stretches” the object
- the **navy** *n*
the section of the armed forces that sails in ships and fights battles at sea
- the **bow** *n*
the front section of a ship
- a **plague of** *exp*
a “plague of” something bad (such as insects) is a large group of those things
- to **infest** *vb*
if an animal “infests” an area, there are large numbers of them in that area
- to **wind up** *phr vb*
if you “wind up” a device, you turn a key on it to make it work
- a **bender** *n*
a device that bends something (makes it change shape and become circular)
- sonar** *n*
equipment on a ship that uses sound waves to calculate the depth of the sea or the position of something under the water
- grease** *n*
a thick oily substance which is used to lubricate machinery (to make it work more effectively and move smoothly)
- squeaky** *adj*
if something is “squeaky”, it makes high-pitched noises
- a **foghorn** *n*
a piece of equipment on a ship that makes a very loud noise. It's used as a warning sound or to communicate with other ships
- brass** *n*
a yellow-coloured metal made from copper (Cu) and zinc (Zn)
- steep** *adj*
if something is “steep”, it increases very quickly and at a large angle (80°, for example)
- a **learning curve** *n*
a process where people develop their skills by learning from their mistakes
- tartan** *adj*
a type of cloth from Scotland with lines and colours
- a **prankster** *n*
a person who plays practical jokes on people
- you fool** *exp*
you idiot
- a **hardware store** *n*
a shop that sells tools for the house / garden, etc.
- a **weight** *n*
an object with a specific weight (in kilos, etc.) that is used to measure other weights. It sounds like the word “wait”
- in on the trick** *exp*
if someone is “in on the trick”, they know about the joke
- a **new recruit** *n*
a person who has very recently joined the army, air force, navy, etc.
- a **grid square** *n*
the squares that divide up a map
- a **spark** *n*
a tiny piece of burning material that comes from a fire

When things go wrong: 3 stories

Warm-up

Quotes

Print off or write up the following “mistakes” quotes. Give your students a few minutes to read over them and discuss them. Ask them to choose their favourite one and explain why. Then, remove the quotes. Read them out or write them up with gaps. Students have to remember the missing words. For example:

Teacher: “We learn from failure, not from _____.”

Student: “Success!”

Etc.



- “Have no fear of perfection – you'll never reach it.” Salvador Dali
- “We learn from failure, not from success!” Bram Stoker
- “Anyone who has never made a mistake has never tried anything new.” Albert Einstein
- “Isn't it nice to think that tomorrow is a new day with no mistakes in it yet?” L.M. Montgomery
- “Freedom is not worth having if it does not include the freedom to make mistakes.” Mahatma Gandhi
- “Never interrupt your enemy when he is making a mistake.” Napoleon Bonaparte

- “To err is human, to forgive, divine.” Alexander Pope
- “Smart people learn from their mistakes. But the real sharp ones learn from the mistakes of others.” Brandon Mull
- “Good judgment comes from experience, and experience comes from bad judgment.” Rita Mae Brown
- “At an early age I learned that people make mistakes, and you have to decide if their mistakes are bigger than your love for them.” Angie Thomas
- “Success does not consist in never making mistakes but in never making the same one a second time.” George Bernard Shaw

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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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 based on one of the stories from the article in this lesson (or another similar story that they know about). 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. They should also present it as if they were two reporters in a news studio, sitting at a desk looking into the camera. Other students listen then ask questions, or the person presenting the news could ask them

questions. Alternatively, students could film their news report on a smartphone then show it to the class.

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.

When things go wrong: 3 stories

Answers on page 44

1 Pre-reading

You're going to read three stories about things that went wrong for a famous singer, a well-known basketball player and a council. What do you think could have happened? Make notes.

2 Reading I

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

3 Reading II

Read the article again. Then, write *Beyoncé*, *Argyll* or *James* next to each statement.

1. A young girl took some photos of food.
2. Some of the photos were turned into memes.
3. It happened during a basketball camp for young players.
4. Photos from a concert were at the centre of this controversy.
5. Someone filmed part of a sports game.
6. Some photos taken by a nine-year-old girl caused concern.

4 Language focus

To get

Look at the extract from the article on this page, "... But when web users got news of this..." The writer has used an expression with the verb "to get" ("get news of something"), which means "to find out about something". What do the expressions with get mean (more or less) in the following sentences?

1. The news soon **got out**. =
2. She **got lucky**! =
3. It **got** the event even more publicity. =

Trying to censor something can often backfire, as singer Beyoncé Knowles, basketball player LeBron James, and the council of Argyll and Bute in Scotland all found out.



Beyoncé Knowles

When pop star Beyoncé performed at the Super Bowl XLVII half-time show in February 2013, she received rave reviews. Within hours, the website BuzzFeed.com had posted photos of the singer in action. However, Beyoncé's publicist thought the pictures were unflattering and demanded their removal. But when web users got news of this, the photos went viral. Some were turned into **memes***, with Beyoncé photo-shopped green to look like the Incredible Hulk, and her face superimposed onto just about every cartoon and movie character imaginable. Now if only they'd just ignored it!



Argyll and Bute council

In 2012, nine-year-old Martha Payne started posting photos of her **school dinners*** on her blog, NeverSeconds, as part of a school writing project. Every

day, she asked the small number of visitors to rate the nutritional value of the food. However, the Scottish council of Argyll and Bute (who are responsible for the school) took offence. They were concerned about the possible negative effect that this could have on the catering staff. So, they told Martha to stop publishing the photos. But their attempts to bully a young girl backfired spectacularly and ended up generating attention from news stations, famous people (including celebrity chef Jamie Oliver) and millions of web users from around the world. Martha's blog now has over eight million followers, and has collected more than £115,000, which has been given to Mary's Meals, a charity that helps impoverished children.



LeBron James

In the summer of 2009, Nike and National Basketball Association (NBA) superstar LeBron James co-sponsored a basketball camp for young players. During one of the games, college sophomore, Jordan Crawford, out-manoeuvred, then **dunked*** on LeBron James. Immediately, there were attempts to confiscate video footage taken of this. Officials wanted to prevent it getting out and harming James' reputation. But as website www.rivals.com noted, "By censoring the tape, LeBron turn(ed)

the dunk into a legend." Eventually, the video was leaked and appeared all over the internet. Most saw the dunk as a young kid who got lucky against a basketball star who probably wasn't even trying that hard. However, the attempts to suppress it got the event more publicity than it would have received otherwise. Jordan Crawford currently plays for the NBA.

There are always some things that we'd like to keep private, but once they appear online, the best course of action seems to be to turn a blind eye... if you don't want a small problem to turn into a big deal. ☺

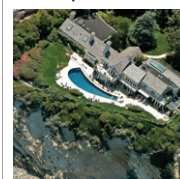
***Meme** = an adapted video or photo that becomes popular online.

***School dinner** = the food that children eat at lunchtime – around 1pm.

***Dunk** = if a basketball player "dunks", he/she jumps into the air and pushes the ball into the basket from above.

THE STREISAND EFFECT

The "Streisand effect" describes what happens when someone tries to suppress information and this ends up creating even more publicity for it. The term refers to an incident involving singer and actress Barbra Streisand. In 2003, photos of her beachfront



property appeared on a website. Streisand sued the owners of

the site, but wasn't successful. And as a result, public knowledge of the picture increased substantially, with more than 400,000 people visiting the site to see the photo of Barbra's house.