

The Pack

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

**Level: Upper intermediate, B2. 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 fad diets for losing weight! [track 01]

Warm-up

Discussion: weight loss

Students have a discussion about weight loss. 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. If a question appears a bit “personal”, they can just ignore it or invent the answer:



- What type of food do you eat on a regular basis?
 - How would you describe your diet?
 - How healthy is the food you eat?
 - What sweet treats do you allow yourself? How often do you have them?
 - Why do some people put on weight?
 - What's the best way of dealing with excess weight?
 - Which diets have you heard about?
 - Which diets do you think are the most effective? Why?
 - Have you ever been on a diet? What was it? How effective was it?
 - What is the best way to lose weight?
 - In what way can dieting be dangerous?
 - What's your definition of a balanced diet?
 - What do you eat if you're feeling hungry between meals?
 - What should the government do about the obesity crisis?
 - What junk food or fast food do you like? How often do you eat it?
 - What processed food do you eat? How often do you eat it?
- 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.

Important: for the first listening, play the recording once through without stopping so students get the gist of it.

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

After finishing that, and if you've done this as a listening activity (not a reading), let your students read the text as you play the recording again. This is good for developing

their listening skills as they can see the connection between the written and spoken language.

Follow-up activities

Retell it!

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

Debate it!

Hold a debate! Divide the class into two. Half the class believes dieting is the best way to lose weight; the other half thinks there are better alternatives. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against the proposal (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.

Invention & presentation

Students invent a new type of diet. Then, they give a one- or two-minute presentation on it, explaining what it is, what it's called, how it works, what it consists of, how it can help, how you should follow it, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and someone who is following a diet, or someone who has invented a diet. Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to read or 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, or ask and answer questions.

READ & LISTEN I

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Objective To learn to talk about diets and weight loss.

Think about it Have you ever been on a diet? What did it involve? What effects did it have? What are your top tips for losing weight?

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

Dr. Atkins Diet Revolution

YOU'LL LOSE POUNDS!

FOUR FAD DIETS FOR LOSING WEIGHT

Trying to lose weight? Easy! Try one of these **fad diets**.

1 The 7-day cabbage soup diet

This diet consists of... cabbage soup. Basically, you can eat as much of it as you like over a period of a week, and you're guaranteed to lose between four and five kilos. You lose weight quickly because the food is very low in **calories** and has nearly no fat content. The problem is that the soup is so **tasteless** that many people **struggle** to complete the week. And once the week is **up**, most people **put** the weight on again anyway.

2 The Warrior Diet

As part of this diet, you eat very little during the day, but then **pig out** at night. Apparently, it's based on primitive times when humans would **hunt** during the day and eat at night. Many experts claim that breakfast is the most important meal of the day. However, as part of the Warrior Diet, you shouldn't eat anything for breakfast. From morning till evening, you drink water, or have some raw fruit or vegetables (a bit of carrot or cucumber, etc.) if you're hungry. You can also have a little green salad for lunch, but without any **dressing**. However, in the evening, the fun starts and you can eat whatever you like.

3 The Banana Diet

As part of the banana diet you just have a banana for breakfast. If you're still hungry 15 or 30 minutes after

your banana, you can have a little **snack**, but not more than 200 calories worth. Then, you eat normally for lunch and dinner. However, dinner must be eaten by 8pm at the latest (6pm is better), and you shouldn't have a dessert with dinner or any of your meals. You should only drink water, you should chew your food thoroughly, and you should aim for a four-hour period between your last meal or snack and bedtime (which is why 8pm is the latest you should eat dinner). Apparently, the Banana Diet once caused a banana **shortage** in Japan.

4 The Atkins Diet

This diet was created by Dr Robert Atkins, and was described in his book *Dr Atkins' Diet Revolution* (1972). However, it wasn't until 2003 that the diet became really popular. That year, it was estimated that one in 11 North Americans was on the diet. There are few limits on the **amount** of food you eat, but there are restrictions on **what** you can eat. Basically, you can consume a lot of **protein**: meat (beef, pork, etc.), fish (salmon, plaice, etc.), cheese, eggs and poultry (chicken, turkey, etc.); but very little in the way of **carbohydrates**: not much rice, wheat, cereals, bread, flour, cakes, and things that are high in sugar, such as sweets, juice, fruit, potatoes or alcohol. Many people like it because you can eat things that are traditionally regarded as "rich", such as meat, eggs and cheese. You can

also cook with butter, have mayonnaise with your tuna, and put olive oil on your salads.

As with many diets, the fact you've decided to go on a diet **tends** to make you more aware of what you're eating, how much of it you're consuming and how healthy it is. And in many cases, it works because it makes you eat less.

Happy dieting! ☆

[Warning: this is a very general overview. For more specific information on any of these diets, please consult your physician.]

GLOSSARY

- a fad** *n*: something that is popular for a short time
- a diet** *n*: a plan for eating less food (or special food) in order to lose weight
- calories** *n*: "calories" are used to measure the energy value of food. For example, a bar of chocolate has about 500 calories. The average person needs between 2,000 and 3,000 calories a day
- tasteless** *adj*: with no flavour or taste
- to struggle** *vb*: if you "struggle" to do something, you find it difficult to do
- up** *adj*: if a certain period of time is "up", it has finished
- to put on (weight)** *phr vb*: to become fatter / heavier
- to pig out** *phr vb*: to eat a lot of food in a short amount of time
- to hunt** *vb*: when people "hunt", they look for animals to eat or to kill as a sport
- dressing** *n*: a mixture of oil and vinegar (and other things) that you put on a salad
- a snack** *n*: a small amount of food that you eat between meals (between breakfast and lunch, for example)
- a shortage** *n*: if there's a "shortage" of something, there isn't enough of that thing
- protein** *n*: a substance found in food such as meat, fish and eggs. "Protein" helps you grow and be healthy
- carbohydrates** *n*: "carbohydrates" are substances found in certain kinds of food (bread, sugar, rice, pasta, etc.) that give you energy
- to tend** *vb*: if something "tends" to happen, it usually happens

Answers on page 44

1 Pre-reading

What diets have you heard of or tried? What do they involve? How effective were they?

2 Reading I

Read the article once. Which diet would you like to try? Why? Which diet do you think would be the most effective? Why?

3 Reading II

Read the article again. Then, write the name of a diet next to each statement. Use the following words: Cabbage, Warrior, Banana, Atkins.

1. You can eat whatever you like in the evening.
2. You should only drink water.
3. You're guaranteed to lose between four and five kilos.
4. You can eat as much protein as you like.
5. You shouldn't eat anything for breakfast.
6. If you're still hungry after breakfast, you can have a little snack.
7. It became really popular in 2003.
8. The food you eat has practically no fat content.

Is performance art really art? [track 02]

Warm-up

Works of art

Print off these paintings or any others for students to discuss. Students describe them, say what genre of art they belong to, say what they know about them or the artist and give their opinions on them.



Water Garden by Claude Monet 1900



Two Sisters by Pierre-Auguste Renoir 1881



The Triumph of Galatea by Raphael c.1511



Netherlandish Proverbs by Pieter Bruegel 1559



Napoleon Crossing the Alps by Jacques-Louis David 1803



Dance Class by Hilaire Germain Edgar Degas 1872



Death and Life by Gustav Klimt c.1910



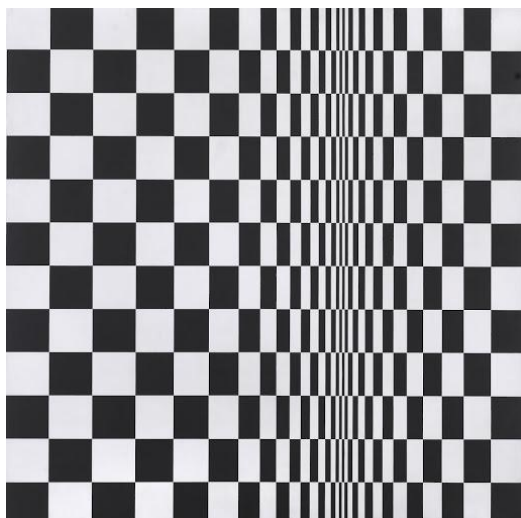
Starry Night by Vincent van Gogh 1889



The Lunch on the Grass by Edouard Manet 1863



Color Study by Wassily Kandinsky 1913



Movement in Squares by Bridget Riley 1961



Marilyn Monroe by Andy Warhol 1967

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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.

Debate it!

Hold a debate! Divide the class into two. Half the class believes that performance art is a valid form of art; the other half doesn't think it should be considered an art form. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against the proposal (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.

Invention & presentation

Students think of an idea for a work of performance art. Then, they give a one- or two-minute presentation on it, explaining what it is, what it's called, what it consists of, what it represents, 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.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and someone involved in one of the works of art 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 read or 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, or ask and answer questions.

Objective To improve your reading and listening skills.

Think about it What type of art do you like? Are there any styles you don't like? Why? Have you ever seen or heard of a work of performance art? What did it involve?

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



IS PERFORMANCE ART REALLY ART?

A work of art is something that can be admired forever. A work of **performance art** only lasts as long as... the performance. As Erik Hokanson (the **curator** of Grace Exhibition Space) once said, "It's the *action* that's the art, not so much the physical result." Documentation of the performance (such as a photo or a video) may survive, but that's all. Here are five examples of performance art.



1 I Like America and America Likes Me

For his 1974 work *I Like America and America Likes Me*, artist Joseph Beuys spent three days in a gallery **wrapped** in **felt** and accompanied by a wild **coyote**.



2 Shoot

As part of his 1971 performance piece, *Shoot*, US artist Chris Burden

asked a friend to shoot him in the arm. The following year, he performed *Deadman*. This involved lying under a **tarpaulin** on a **busy highway**. He was **illuminated** by **flares** as the night-time traffic **roared by**.

3 Still and Chew / Art and Culture in London

John Latham's performance *Still and Chew / Art and Culture* in London took place in 1966. Latham was a part-time



teacher at the time, and during one class, he invited his art students to **chew**

pages of a library copy of Clement Greenberg's book *Art and Culture*. The **pulp** was then dissolved and distilled and **sealed** in **glass vials**. When the library asked for their book back, Latham tried to give them one of the glass vials. The library rejected it. As a result of the exhibition, Latham became known as "The Man Who Ate Art and Culture".



4 I / I

As part of his 2011 performance piece *I / I*, artist Ryan McNamara and collaborator Sam Roeck **buried** themselves in the ground. With just their faces showing, they sang love **duets**, such as "Tonight" from *West Side Story* and Dolly Parton numbers. Fifteen minutes into the three-hour performance, a drunken visitor accidentally kicked one of the artists in the head, and **stumbled back** into the other one. The artists carried on, **undeterred**.

5 The Artist is Present

In 2010, the Museum of Modern Art (MOMA) in New York City presented artist Marina Abramović's performance piece *The Artist is Present*. As part of this, Marina sat in the museum's **atrium** every day from the opening of the museum to its closing. Onlookers could take turns sitting

opposite her for as long as they wanted, becoming part of the artwork themselves. The performance lasted 736 hours and 30 minutes, and attracted celebrities such as Björk and James Franco.

But the big question is, what's the significance of these works of performance art? ☆

GLOSSARY

- performance art** *n*
a theatrical work of art involving dance, music, acting, painting, etc.
- a curator** *n*
the person who is in charge of the objects or works of art in a museum
- to wrap** *vb*
if you "wrap" something around you, you put it around you
- felt** *n*
a soft material made from wool
- a coyote** *n*
a wild animal that lives in North America. It's like a small wolf
- a tarpaulin** *n*
a waterproof canvas fabric used to cover and protect things
- busy** *adj*
if a road (for example) is "busy", there are a lot of cars on it
- a highway** *n* US
a large road with lots of lanes (lines of traffic). "Motorway" in British English
- illuminated** *adj*
if something is "illuminated", it has lights shining on it
- a flare** *n*
a small portable device that produces a very bright flame (burning light). It's often used as a signal
- to roar by** *exp*
if traffic "roars by", it makes a lot of noise as it passes. Lions "roar" when they're angry, etc.
- to chew** *vb*
to use your teeth to break up food into smaller pieces so that it's easier to eat
- pulp** *n*
if something is reduced to a "pulp", it's crushed / smashed / beaten until it is smooth and wet
- to seal** *vb*
if you "seal" something, you put it in a container and stop any air going in or out of the container
- a glass vial** *n*
a small bottle made of glass often used for perfume
- to bury** *vb*
if something is "buried", it's in a hole in the ground
- a duet** *n*
a piece of music that's played or sung by two people
- to stumble back** *phr vb*
if you "stumble", you put one foot on the other and almost fall. If you "stumble back" you do this as you're walking backwards
- undeterred** *adj*
if a person is "undeterred", they continue doing something, even though it's difficult or others are trying to stop them
- an atrium** *n*
an open area of a building (usually in the entrance) which extends through several floors up to the roof. It often has glass panel in the ceiling so lots of light can enter

Answers on page 44

1 Pre-reading

Look at the titles of the works of performance art. What do you think they involve?

2 Reading I

Read the article once to compare your ideas from the Pre-reading activity. Which work sounds the most interesting? What do they mean?

3 Reading II

Read the article again. Then, write the name of a work of art (just the abbreviated forms) next to each statement. This work of art involved...

- ...destroying a copy of a book.
- ...sitting in a museum for more than 700 hours.
- ...staying in a gallery with a wild animal.
- ...being buried in the ground for three hours.
- ...lying on a busy road at night.

Film subtitles or dubbing: What's best? [track 03]

Warm-up

Famous film quotes fun

Assign some of these famous film quotes to individual students. Students then translate the quotes into their own language. When they're ready, students take turns reading out a translated film quote. Other students have to identify the quote, say which film it's from, and say what the original English quote is (more or less). This could be played as a game, with points awarded for correct guesses / answers.

- "May the Force be with you." Star Wars, 1977
- "You talking to me?" Taxi Driver, 1976
- "A boy's best friend is his mother." Psycho, 1960
- "Greed, for lack of a better word, is good." Wall Street, 1987
- "Mrs. Robinson, you're trying to seduce me. Aren't you?" The Graduate, 1967
- "Frankly, my dear, I don't give a damn." Gone With the Wind, 1939
- "I'm going to make him an offer he can't refuse." The Godfather, 1972
- "Toto, I've got a feeling we're not in Kansas anymore." The Wizard of Oz, 1939
- "I love the smell of napalm in the morning." Apocalypse Now, 1979
- "Louis, I think this is the beginning of a beautiful friendship." Casablanca, 1942
- "You're gonna need a bigger boat." Jaws, 1975
- "I'll be back." The Terminator, 1984
- "Mama always said life was like a box of chocolates. You never know what you're gonna get." Forrest Gump, 1994
- "You've got to ask yourself one question: 'Do I feel lucky?' Well, do ya, punk?" Dirty Harry, 1971
- "Get your stinking paws off me, you damned dirty ape." Planet of the Apes, 1968



Lesson activities

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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.

Dubbing fun

In pairs or small groups, students choose a short scene from a film in their **own language**. Then, they translate the scene into English and perform it for the class. Other students watch the scene and then guess the film. After, the class comments on the translation and how "good" it is.

Debate it!

Hold a debate! Divide the class into two. Half the class thinks having film subtitles on foreign films is the best thing to do with foreign films shown in their country; the other half thinks it's better to dub films. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against the proposal (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 Which foreign films have you seen recently? How did you watch them: in your language, with subtitles, etc.? Why? Which foreign actors do you like? Why?

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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FILM SUBTITLES OR DUBBING: WHAT'S BEST?

When you watch a foreign film, there are usually two options: the original movie with **subtitles**, or a **dubbed** version. But what's best? Here are a few things to think about.

Character

Every actor's voice is a part of who they are. The way they speak – their **delivery**, their **tone**, their pitch – it's an important element of their personality. Actors such as Clint Eastwood, Woody Allen and Lauren Bacall all have **distinct** voices. With subtitles, you can follow the film *and* enjoy the actor's voices. With dubbing, you can't.

Emotion

Actors often use their voices to **convey** emotion, **transmitting** anger, sadness, **regret** and excitement (to name just a few). But when the original actor's voice is dubbed, these emotions can become lost, **misinterpreted** or **distorted** by the **voiceover actor**.

Translation

With dubbing, translated words have to be **synchronised** to the actor's **lip** movements. And in many cases, the original meaning may have to be altered or completely changed so the words can **fit in**. However, with subtitles, translators have more freedom as there's space for writing, and the words don't have to be synchronised. This

means that translators who are creating the subtitles can focus on communicating the message, not just translating the words.

Listening

Listening to films in another language can really help develop your listening skills. The more you listen to a language (regardless of whether you understand everything or not), the more you'll **pick up an ear for** it. In countries such as Holland, Norway and Sweden where subtitles are commonly used, the general level of English is extremely high. In fact, the Netherlands **ranked** second in a 2011 English Proficiency Index.

Price

Subtitles are relatively quick and cheap to produce – the main cost being the translators' **fees**. Dubbing is a lot more complex... and expensive. First, the text needs to be translated. Then, the dubbing artists need to record their voices over the original **soundtrack**. Dubbing actors need to be trained professionally and often are seen as minor celebrities in their countries. In Germany, they even have their own dubbing "Oscar" awards.

Enjoyment

Trying to follow subtitles can be a **distraction**. While you're reading the text, you might miss parts of the film. In some cases, subtitles can even interfere with the visual

experience as they obscure part of the picture. And it's hard to watch the action and read the script at the same time.

So, what will it be: subtitles or dubbing? 🎧

GLOSSARY

- subtitles** *n*
the translated words of a film. They're usually written along the bottom of the screen
- dubbed** *adj*
a "dubbed" film has translated audio over the original actors' voices
- delivery** *n*
your "delivery" is the way you speak: slowly, loudly, in a bored / excited tone, etc.
- tone** *n*
the "tone" of your voice shows how you're feeling or what you're thinking
- distinct** *adj*
unique and different
- to convey** *vb*
if you "convey" an emotion, other people understand that emotion
- to transmit** *vb*
if you "transmit" a message, you communicate it and others understand it
- regret** *n*
if you feel "regret", you feel bad about something you have or haven't done
- to misinterpret** *vb*
if something is "misinterpreted", it isn't understood correctly
- to distort** *vb*
if you "distort" something, you change it
- a voiceover actor** *n*
an actor who provides the voices for characters in a film without actually appearing in the film
- to synchronise** *vb*
if you "synchronise" two things, you make them work together at the same time, etc.
- lips** *n*
the outer parts of your mouth. You use them to speak, form words, kiss, etc.
- to fit in** *phr vb*
if something "fits in", it's the right shape, size or length for the space available
- to pick up** *phr vb*
if you "pick something up", you learn it gradually
- an ear for** *exp*
if you have an "ear for" something, you can understand it by hearing it
- to rank** *vb*
if something "ranks" first in a list (for example), it's first in the list
- a fee** *n*
an amount of money you pay for goods or a service
- a soundtrack** *n*
the speech, sound and music for a film
- a distraction** *n*
something that stops you concentrating, or stops you doing what you're supposed to be doing

Answers on page 44

1 Pre-reading

What are the pros and cons of either subtitles or dubbing for foreign films? What do you prefer? Why?

2 Reading I

Read the article once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions.

1. What does the writer say about every actor's voice?
2. What can happen when the original actor's voice is dubbed?
3. Why does text sometimes have to be changed when they dub films?
4. Why do countries such as Holland and Norway have such high levels of English?
5. What's more expensive: dubbing or adding subtitles?
6. What are some of the downsides of subtitles?

How to find the perfect partner! [track 04]

Warm-up

Cheesy chat-up lines

Students read over the **cheesy*** chat-up lines and decide which one is the worst. Then, they discuss them in pairs. Do they know any other chat-up lines? What sort of chat-up lines are there in their language? How effective are they? What alternatives are there to chat-up lines?

***Cheesy** = bad, poor quality, ridiculous, silly

- You're single? I'm single. Coincidence? I think not.
- Do you believe in love at first sight, or should I walk by again?
- If I could rearrange the alphabet, I'd put U and I together.
- My doctor says I'm lacking Vitamin U.
- I lost my number, can I have yours?
- I won't give you a cheesy pick up line, if you let me buy you a drink.
- Hi, I'm Mr/Mrs Right. Someone said you were looking for me?
- You must do interior design because you definitely made this room more beautiful.
- You look familiar. Did we take a class together? I could've sworn you and I had chemistry.



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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 two people on a blind date. The two people had originally met on one of the dating sites from the article in 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.

E-mail

Students write an e-mail to someone they met on a blind date. This could be a follow-up writing activity to the previous dialogue activity. Tell your students to make the e-mail as funny, silly or serious as they like. When they're ready, ask for volunteers to read out their e-mails (using notes, not reading it out word-for-word). Other students vote on the best ones. Or, students "send" the e-mail to a classmate, who reads it and then reports back on the information, or who responds to it.

Invention & presentation

Students invent a dating website for a new niche category of people: farmers, scientists, dark-haired people, left-handed people... Then, they write notes for a one- or two-minute presentation on it, explaining what it is, what it's called, how it works, what sort of people it's for, 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 What are the pros and cons of using a dating website? How do people in your country "date"? What options are there for meeting people? Are there any dating websites in your country? What for?

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



HOW TO FIND THE PERFECT PARTNER!

By Danielle Ott

With online **dating sites**, finding a **partner** has never been easier. And these days, you can get exactly what you're looking for, as these websites will show.

Scientificmatch.com

Scientificmatch.com **matches** people based on their **DNA**. The theory is that people are attracted to those with different **immune systems**. The **sign-up fee** is \$2,000, which includes DNA testing. Once matched, members are shown the **profiles** and photos of their potential partners.

Darwindating.com

This site is exclusively for "beautiful" people. Members vote in potential **newbies** based on a photo. There's a long list of **banned features**, including "acne, rolls of fat and a **lack of personal hygiene**."

Theuglybugball.com

In contrast to Darwin Dating, this site **encourages** members of all shapes and sizes. The sign-up process is relatively simple, and only requires potential members to give details of their age and **gender**, and what type of person they're looking for.

Farmersonly.com

Farmersonly.com offers single people living in farms and ranches across America the chance to meet the man or woman **of their dreams**.

With over 100,000 members from the US and Canada, the site estimates that it's responsible for at least one wedding per week. The **tagline** on the website reads, "City folks just **don't get it!**"

Meet-an-inmate.com

Meet-an-inmate.com puts people in contact with prison inmates in the US. **Users** simply choose a gender and select an age range from 18-50+. All contact is done through **regular post** as prisoners don't have access to the internet. A notice on the site warns users that contact usually ends with a **request for money**.

Meetattheairport.com

This site **puts** air travellers **in touch with** one another. Users type in their personal details and flight departure information, and are then matched up to other people travelling at the same time. Founder Steve Pasternack thought of this after noticing people **gathered** at an airport bar one day while his flight was **delayed**. **Launched** in 2011, the site already has over 20,000 international members.

Of course, that's not all, and there are also sites for Apple fans (Cupidtino.com), vampire enthusiasts (Vampirepassions.com) and zombie fanatics (Zombieharmony.com), plus lots, lots more.

Get dating! ➡

GLOSSARY

- a dating (web)site** *n*
a website you can use to find a partner / girlfriend / boyfriend, etc.
- a partner** *n*
your boyfriend / girlfriend / husband / wife, etc.
- to match** *vb*
if you "match" things, you put them together because they're similar
- DNA** *abbr*
an acid that has information about living things
- an immune system** *n*
the organs and processes in your body that protect you from illness
- a sign-up fee** *n*
an amount of money you pay when you join a group or club
- a profile** *n*
a page on a website that has a photo of you and information such as your job, etc.
- a newbie** *n*
a person who is new in an organisation or company
- banned** *adj*
prohibited; something "banned" can't happen
- a feature** *n*
a part of your body or personality that's characteristic of you
- acne** *n*
a skin condition which causes red spots on the face
- a lack of** *exp*
if there's a "lack of" something, there isn't a lot of that thing
- personal hygiene** *n*
"personal hygiene" involves cleaning and taking care of your body and appearance
- to encourage** *vb*
if you "encourage" someone to do something, you motivate them to do it
- a gender** *n*
a person's "gender" is whether they're male or female
- of your dreams** *exp*
the man (for example) "of your dreams" is the perfect man for you
- a tagline** *n*
a slogan that describes a product / service / film, etc.
- don't get it** *exp*
don't understand it
- a user** *n*
a person who uses a website
- regular post** *n*
the normal postal system: sending letters in an envelope, etc.
- a request for** *exp*
if there's a "request for" something, someone asks for that thing
- to put in touch with** *exp*
if you "put A in touch with" B, you give A a mobile phone number (for example) so A can talk to B
- to gather** *vb*
if people are "gathered" in an area, they are in that area in a group
- delayed** *adj*
if something is "delayed", it happens later than expected
- to launch** *vb*
if a website (for example) is "launched", it becomes live and people can visit it

Answers on page 44

1 Pre-reading

Think of three ways to meet a partner. What are the pros and cons of each one?

2 Reading I

Look at the names of the dating websites in the article. What do you think each one involves? Make notes. Then, read the article once to compare your ideas.

3 Reading II

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

1. The sign-up process is fairly easy.
2. It's designed for people who are travelling by air.
3. The sign-up fee is high.
4. It's aimed at people living in remote areas of the USA and Canada.
5. It's only for physically attractive people.
6. It puts people in touch with prisoners.