

The Pack

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

**Level: Pre-intermediate, A2. January to
April 2019**



Index

- 1. What type of food do you hate? [track 01]**
- 2. Not so common experiences! [track 02]**
- 3. Have you seen these photo memes?[track 03]**
- 4. The things we think it's OK to steal! [track 04]**
- 5. Most hated hand gestures!**

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.

What type of food do you hate? [track 01]

Warm-up

Food brainstorm

On the board, write up the table below, or make copies for students. In pairs or individually, students add more items of food to the lists. Go over this as a class. Then, in pairs or small groups, or as a class, ask and answer questions about the food. For example:

- What are some of your favourite vegetables? Why do you like them?
- When did you last have some fish for dinner?
- Do you ever cook? What dishes do you know how to prepare?
- What are some of your favourite dishes?
- What herbs or spices do you use?
- What meat do you eat? How often do you eat meat?
- Etc.



Food

Meat: pork, beef, bacon, sausages...

Fruit: banana, apple, pear...

Fish: cod, hake, haddock...

Vegetables: carrot, potato, lettuce...

Processed & canned food: baked beans, frozen peas, tinned tuna fish...

Herbs & spices: salt, pepper...

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. For the first listening, play it once through without stopping.

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

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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.

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 food item consists of.

Follow-up activities

Retell it!

Assign a paragraph (or paragraphs) 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. This works well in pairs, with you monitoring the language.

Game fun

Describe an item of food. Students have to guess what it is. This could be played as a game with two teams. For example:

Teacher: It's a long, orange vegetable that rabbits like to eat.

Student: A carrot.

Etc.

Presentation

Students write notes for a one-minute presentation on how to prepare a dish. Students should include information on what it is, the ingredients, how to make it, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones, or listen then ask or answer questions.

Objective To improve your reading and listening skills.

Think about it What type of food do you dislike or hate? Why? What food did you hate as a child but now quite like? What type of food do you like?

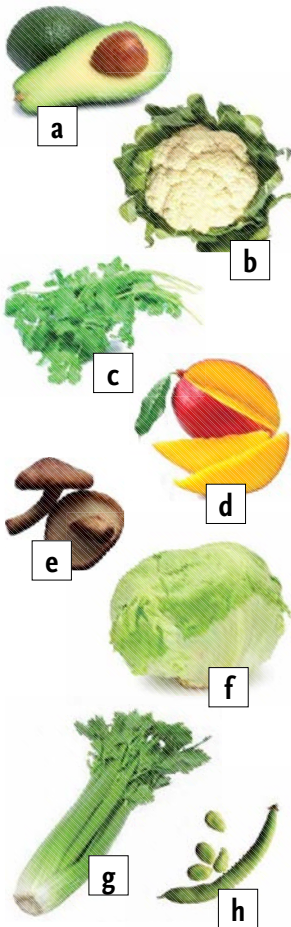
Exams This reading and listening activity will help prepare you for English exams such as KET and TOEFL.

Answers on page 44

1 Pre-reading

Match the food-words (1 to 8) to the pictures (a-h).

1. Mushroom
2. Coriander
3. Green beans
4. Avocado (pear)
5. Celery
6. Cabbage
7. Cauliflower
8. Mango



2 Reading I

Read the article once. Which comments do you agree with?

3 Reading II

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

1. It doesn't fill you up.
2. It tastes like medicine.
3. They're rubbery.
4. It's like eating cotton wool with needles.
5. It tastes like soap.
6. It produces a horrible smell when it's being cooked.

WHAT TYPE OF FOOD DO YOU HATE?

We asked several people about the food they don't like. Here's what they said.

I really hate mushrooms. They're just so **rubbery**.
Jack, 32

I **can't stand** coriander. It tastes like **soap** to me.
Kiera, 28

I can't stand **mushy** food, like overripe bananas or soft tomatoes.
Megan, 28

I hate any **stringy** vegetables like green beans, **over-ripe** avocados or celery, which also has this really nasty bitter taste.
Morgan, 26

I can't bear the smell or taste of whisky. I got drunk on it once when I was young, and now even the smell is enough to make me feel sick again.
Bradley, 31

I was forced to eat a lot of soup at school, and my parents gave it to me for dinner almost every evening at home, so I'm not a big fan. Apart from that, it doesn't **fill you up**, so you end up **pigging out** on bread

and cheese!
Amelia, 33

I can't stand **overcooked**, **soggy** cabbage or cauliflower, and the smell they produce when you're cooking them just makes me want to **retch**. However, I do like **sauerkraut**, which is made from cabbage. Strange!
Nicole, 29

The only vegetable I like is the potato – I can't stand the rest. If I have to eat vegetables in a restaurant or at someone's house, I put lots of mayonnaise or ketchup on to hide the taste. It's the only way I can eat them!
Diane, 24

I'm not that **keen on** mango. It's got this strange metallic aftertaste which is a bit like medicine, and I hate the soft, firm texture. However, I do like mango juice.
Ben, 35

I hate fish, especially fish with lots of bones in it – it's like eating **cotton wool** with **needles**. Once, I went to stay with my uncle in northern Norway. I remember that I was really hungry when I arrived, but he didn't have

anything in the fridge. So, we went out on his **rowing boat** and caught some fish. Later, he boiled it up and we ate it plain without even any salt or anything. It was horrible.

Mike, 34

GLOSSARY

rubbery *adj*
"rubbery" food feels soft or elastic, just like rubber
can't stand *exp*
if you "can't stand" something, you don't like that thing
soap *n*
a substance you use with water to wash or clean yourself
mushy *adj*
"mushy" food is soft and has no shape
stringy *adj*
"stringy" food has long, thin pieces that are difficult to eat
over-ripe *adj*
"over-ripe" fruit is very soft and old
to fill up *phr vb*
if food "fills you up", you don't feel hungry after eating it – you feel full
to pig out *phr vb inform*
if you "pig out", you eat a lot of food very quickly
overcooked *adj*
if food is "overcooked", it has been cooked for too long
soggy *adj*
"soggy" food has a lot of water in it
to retch *vb*
if you "retch", your stomach moves and you feel as if you're going to vomit (when food comes up from your stomach and out of your mouth)
sauerkraut *n*
cabbage which has been cut into small pieces and pickled (preserved in vinegar)
keen on *phr vb*
if you're "keen on" something, you like that thing
cotton wool *n*
a soft mass of white cotton. It's often used to put cream on your face, etc.
a needle *n*
a small, very thin piece of metal which is used for sewing. It has a sharp point at one end and a hole in the other
a rowing boat *n*
a small boat that you move through water by using oars (long pieces of wood)

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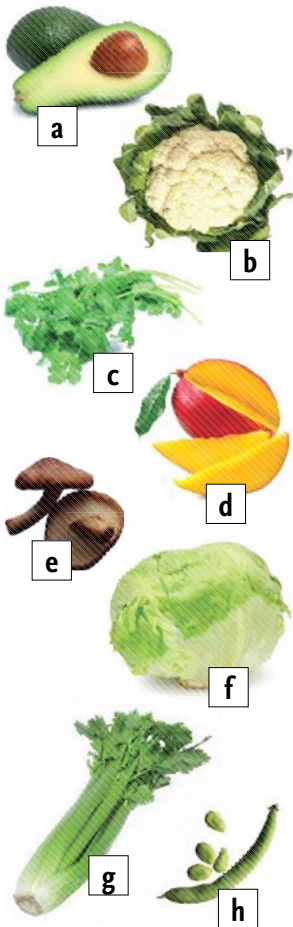
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 "soggy" food has a lot of water in it
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 if you "retch", your stomach moves and you feel as if you're going to vomit (when food comes up from your stomach and out of your mouth)
- sauerkraut** *n*
 cabbage which has been cut into small pieces and pickled (preserved in vinegar)
- keen on** *phr vb*
 if you're "keen on" something, you like that thing
- cotton wool** *n*
 a soft mass of white cotton. It's often used to put cream on your face, etc.
- a needle** *n*
 a small, very thin piece of metal which is used for sewing. It has a sharp point at one end and a hole in the other
- a rowing boat** *n*
 a small boat that you move through water by using oars (long pieces of wood)

Not so common experiences! [track 02]

Warm-up

Questions

Print off the following questions for students to ask and answer in pairs, or write them up on the board. When they've finished, ask students to report back with any interesting information they found out about other students.

My experiences!

- Have you ever been in a theatre play?
- Have you ever made any bread?
- Have you ever met a famous person?
- Have you ever given a speech?
- Have you ever been on TV?
- Have you ever been to the theatre?
- Have you ever broken a bone?
- Have you ever fed a wild animal?
- Have you ever cheated in an exam?
- Have you ever driven a sports car, van, lorry or tractor?
- Have you ever fallen asleep on a train or bus and missed your stop?
- Have you ever fallen in love at first sight?
- Have you ever been in a fight?
- Have you ever been skiing, snowboarding or surfing?
- Have you ever fired a gun?
- Have you ever tried any extreme or adventure sports?
- Have you ever been inside a police car?
- Have you ever cooked for more than 10 people?
- 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 paragraphs) 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. This works well in pairs, with you monitoring the language.

Percentage game

Play a game with the text. Read out a description, and students have to tell you the corresponding percentage. The first student who does so gets a point for his/her team.

For example:

Teacher: The percentage of people who have never been drunk.

Student: Fourteen!

Etc.

Survey

Students create a survey with 6 "*Have you ever...?*" questions to ask other students.

When they're ready, students ask and answer their survey questions. Finally, they report back to the whole class with any interesting information from the answers.

Dialogue

In pairs, students write a dialogue between someone carrying out a survey in the street and a member of the public. 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 When was the last time you went to the cinema? When did you last send an e-mail? Have you ever seen a James Bond film?

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

READ & LISTEN II

TRACK 3: US MAN & IRISHMAN



NOT SO COMMON EXPERIENCES

Answers on page 44

1 Pre-reading

When was the last time you...

- ...went skiing?
- ...ordered a takeaway coffee?
- ...bought a car?
- ...ate at a McDonald's restaurant?
- ...sent an e-mail?
- ...saw a James Bond film?
- ...went to the cinema?

2 Reading I

Read the article once. Which fact is the most surprising? Why?

3 Reading II

Read the article again. Then, answer the questions.

What percentage of those questioned had never...

- ...read a Shakespeare play?
- ...ordered a takeaway coffee?
- ...never flown in a plane?
- ...owned a car?
- ...sent an e-mail?
- ...seen a black and white film?

Have you ever been to McDonald's, sent an e-mail or used a mobile phone? You probably have. But according to a recent **survey** by the internet **search engine** Ask Jeeves, millions of Britons have never done several things that you'd consider normal. Here are some examples.

According to the survey...

...sixty-eight percent of the people questioned have never been skiing.

...thirty-seven percent have never read a Shakespeare play.

...thirty-six percent have never been to a football match.

...thirty percent have never ordered a **takeaway** coffee.

...twenty-three percent have never flown in a plane.

...nineteen percent have never eaten in a

McDonald's restaurant.

...eighteen percent have never **owned** a car.

...seventeen percent have never **wired** a **plug**.

...sixteen percent have never sent an e-mail.

...fourteen percent have never been **drunk**.

...nine percent have never seen a James Bond film.

...seven percent have never seen a black and white film.

...six percent have never made a call with a mobile phone.

...five percent have never used a **public toilet**.

...and four percent have never been to the cinema.

An Ask Jeeves spokesperson said, "It's surprising to find that **significant numbers** of people have never tried

things that others **take for granted** in their everyday lives... it seems some people are managing to **get on** perfectly well without modern day **distractions**." ☆

GLOSSARY

a survey *n*

if a company carries out a "survey", they ask people questions in order to find out information

a search engine *n*

a website such as Google or Yahoo! that you can use to find other websites

a play *n*

a piece of writing that's performed in a theatre

takeaway *adj*

"takeaway" food is food that you buy to eat outside the restaurant

to own *vb*

if you "own" something, it's yours

to wire *vb*

if you "wire" something (such as a piece of equipment), you put wires (long, thin pieces of metal) inside it so that electricity can pass into it or through it.

a plug *n*

a small plastic object with two or three metal pins which is used to connect the equipment to the electricity supply

drunk *adj*

if someone is "drunk", they've had too much alcohol. As a result, they can't walk or talk properly

a public toilet *n*

a toilet in a street that anyone can use

significant numbers *exp*

large numbers

to take for granted *exp*

if you "take something for granted", you often use it but don't really appreciate it

to get on *phr vb*

if you "get on" well in a situation, you live perfectly in that situation

a distraction *n*

an activity which entertains and amuses you, and which has nothing to do with work

Have you seen these photo memes! [track 03]

Warm-up

Photo captions

Print off some unusual or funny photo. Use the ones below or any others. Students describe what's happening, and also think of any funny comments to make about them, or they invent some text to put in a speech bubble. They could write the comments below the photos. You could also play a game with them. Read out a comment. Other students have to guess which photo it's referring to.



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,

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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 couple of minutes to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

Meme fun

In pairs, small groups or individually, students choose one of the memes from this lesson and think of a caption for it. When they're ready, they display the meme with their caption. Other students vote on the best one/s.

Meme creation

In pairs, small groups or individually, students create a new meme. Then, they should present it to the class, explaining what it is, who it is, what type of comments you can add to it, who it is making fun of, etc. They should also include a few examples of typical comments to add to the meme. Other students listen then ask questions, or vote on the best ones.

Objective To improve your reading and listening skills.

Think about it Have you ever received a joke or funny photo from someone? What did you think of it? What jokes or funny images have you sent on to friends? What memes are there from your country?

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

READ & LISTEN II

● **TRACK 3:** US WOMAN & NEW ZEALAND MAN



HAVE YOU SEEN THESE PHOTO MEMES?

By Georgina Kiely

A **meme** is an image, photo or video clip that people **adapt**, then send to their friends and colleagues. If the meme becomes popular, other people do their own versions of it, and then it gets even more popular. Here are five photo memes from 2012.



1 Grumpy cat

The "grumpy cat" meme is

a picture of an angry-looking cat. People write text under the picture that represents the cat's thoughts. Typical comments include, "The best part of waking up is going back to sleep!", "The world will end in 2012? Good!", and, "I had fun once. It was awful."

2 The Philosoraptor

This meme is a picture of a "velociraptor", a dinosaur from the *Jurassic Park* films. He's got his **claw** under his **chin** in a thoughtful **pose**. The text written around the picture is usually a philosophical question such as, "Is a fly without wings

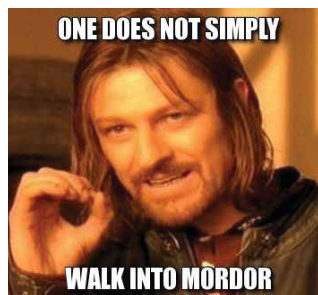


called a walk?", "What would happen if

said my nose is going to grow?", and, "If you try to **fail** and **succeed**, which have you done?"

3 Boromir

This meme shows a picture of the character Boromir from *The Lord of the Rings* films. The text on the image is based on a quote from the film in which Boromir



says, "One does not simply walk into Mordor." Variations of the meme include, "One does not simply check in to **Mordor**", "One does not simply get off the internet!", or "One does not simply look at only one meme!"



4 McKayla Is Not Impressed

This meme is created with a photo of American gymnast McKayla Maroney. McKayla won a silver medal at the 2012 Olympics, but was disappointed that she hadn't won a gold medal, which is why she **pulled the face**. A photo of her is usually **superimposed** onto a famous image, such as the moon landing or the Mona Lisa painting.



5 Condescending Wonka

This meme is based on an image of the character Willy Wonka from the film *Charlie and the Chocolate Factory*. The picture is taken from a scene in the

film in which Willy Wonka (played by Gene Wilder) shows the children one of his sweets, the "Everlasting Gobstopper". The text added to the picture usually consists of a **sarcastic** or **condescending** comment, such as, "Oh, you just **graduated**? You must know everything!", or "Oh, you **post quotes** from philosophers on Facebook? You must be so intellectual!", and "Oh, you're going as a vampire for Halloween? How original!"

Why don't you create a meme? *

GLOSSARY

a **meme** *n*

an image, photo, video, etc. that people send to one another. These images, photos, videos, etc. are often adapted: text is added, music is added, etc.

to **adapt** *vb*

if you "adapt" something, you change it in some way

grumpy *adj*

if someone is "grumpy", they're a bit angry

awful *adj*

bad / terrible

a **claw** *n*

an animal's "claw" is its hand/foot

a **chin** *n*

the part of your face that's under your mouth

a **pose** *n*

the way that you stand or sit when someone is taking your photo, etc.

to **fail** *vb*

if you "fail", you aren't successful – things go badly

to **succeed** *vb*

if you "succeed", you're successful – things go well

Mordor *n*

an imaginary land in the book *Lord of the Rings*

to **pull a face** *exp*

if you "pull a face", you show an emotion with your face. For example, if you "pull an angry face", you make yourself look angry

to **superimpose** *vb*

if image A is "superimposed" on image B, you put image A on image B

sarcastic *adj*

to say the opposite of what you mean in order to make fun of someone. For example, when you say, "that shirt is really nice", but you really mean that you don't like it

condescending *adj*

if A is being "condescending", A is talking to B in a superior way because A thinks he/she is more important than B

to **graduate** *vb*

to finish your studies at university/college

to **post** *vb*

to put an image / text on a website

a **quote** *n*

a phrase or sentence from a book / interview, etc.

Answers on page 44

1 Pre-reading

Look at the pictures of the photo memes. Which ones have you seen before? Why are they popular? Who's in the pictures?

2 Reading I

Read the article once. Which memes do you like / dislike? Why? Which comments on the memes are the funniest?

3 Reading II

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

1. It's a picture of a character from *The Lord of the Rings*.
2. The text represents the cat's thoughts.
3. It's based on an image of a character from the film *Charlie and the Chocolate Factory*.
4. It's a picture of a dinosaur from the film *Jurassic Park*.
5. A photo of her is often superimposed onto famous images.

The things we think it's OK to steal! [track 04]

Warm-up

Questions

Print off the following questions for students to ask and answer in pairs. When they've finished, ask students to report back with any interesting information they found out about other students.



Would you ever...?

- Would you ever take shampoo home from a hotel room?
 - Would you ever take any sachets of ketchup home from a restaurant?
 - Would you ever take home any stationery from the office where you work?
 - Would you ever pick and take home any flowers from the park?
 - Would you ever put any extra fruit in your bag after weighing it in a supermarket?
 - Would you ever steal food if you were hungry?
 - Would you ever lie to your parents, boss or partner?
 - Would you ever feed the animals at the zoo when it's prohibited?
 - Would you ever smoke in a no smoking area?
 - Would you ever drive a car if you were a bit drunk?
 - Would you ever drive at night with only one headlight?
 - Would you ever drive a car if the brakes didn't work (but you could use the handbrake)?
 - Would you ever borrow money secretly (and later pay it back) from family or friends?
- Other?

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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, using as much of the original language as possible (or even by heart if they can).

Poster or video

In pairs, small groups or individually, students design a poster to stop people taking things from hotel rooms. They should think about an interesting way to get this message across. Instead of a poster, they could make a short video, getting people to stop taking things from hotels. They could film it on their smartphones.

Dialogue

In pairs, students write a dialogue between a journalist and someone who was arrested for "stealing" sheets and towels from a hotel room. Or, the conversation could be between a manager and a guest at a hotel, with the manager accusing the guest of stealing towels, etc. 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.

Debate it!

Hold a debate! Divide the class into two. Half the class thinks it's OK to take small items (such as shampoo) from a hotel room; the other half believes it's wrong to do this. 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 Have you ever taken home any shampoo or soap from a hotel? What other things would you take without feeling guilty? What would you take from the office without feeling bad?

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

READ & LISTEN II

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Answers on page 44

1 Pre-reading I

Look at the list of things below. Which ones would you take without feeling guilty?



Shampoo
(from a hotel bathroom)



Sachet of ketchup
(from a restaurant)



Stapler (from the office)

Coffee
(from a colleague at work)



Pencil (from IKEA)



Extra apple
(from the supermarket)



Flowers (from a park)



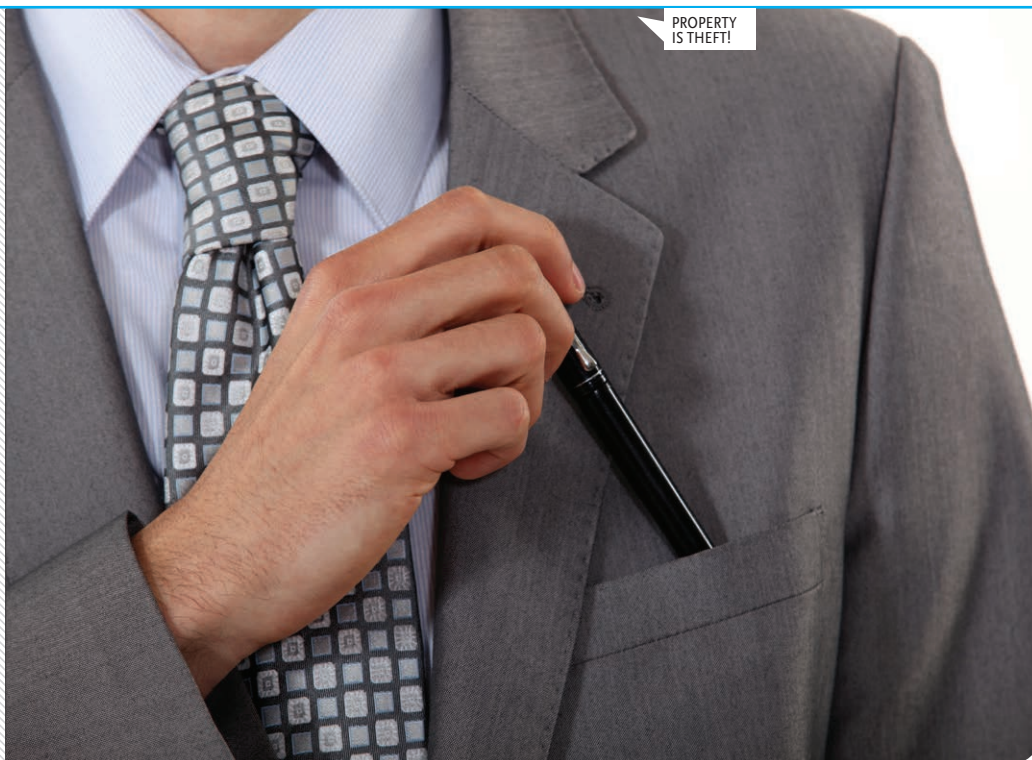
2 Reading I

Read the article once.
Which statistic is the most surprising? Why?

3 Reading II

Read the article again.
Then, answer the questions.
What percentage of people think it's OK to take...

1. ...unsecured internet?
2. ...restaurant condiments?
3. ...office stationery?
4. ...a colleague's tea or coffee?
5. ...an extra apple at the supermarket?
6. ...park flowers?



THE THINGS WE THINK IT'S OK TO STEAL!

Theft is a crime, isn't it? Well, not always. According to a recent survey carried out by paintballing.co.uk, there are some things that people think it's all right to take.

As part of the poll, 1,000 adults were asked what they felt was acceptable to steal without **feeling guilty**. Top of the list were hotel "**freebies**" such as shampoo, soap, towels, razors, hairbrushes and bathrobes, with 93% believing that it was "all part of staying at the hotel".

Next on the list was **unsecured internet**, with 88% saying they'd **have no qualms** about accessing a neighbour's network if it wasn't **password-protected**.

This is followed by restaurant condiments, with 55% feeling that it was perfectly acceptable to **walk off with** sachets of ketchup and mustard as they'd "already paid for them in the

price of the meal".

At work, 27% felt it was OK to take home office **stationery**, with 22% also thinking there was nothing wrong with **helping themselves to** a colleague's tea, coffee or biscuits.

Out shopping, 17% felt it was all right to eat **pick-and-mix sweets** as they were going to buy some anyway. Eleven percent saw nothing wrong with taking the odd extra apple at the supermarket fruit counter **after** weighing their fruit. Ten percent thought it was OK to weigh expensive food items (such as avocados) as cheaper ones (like tomatoes). And 8% said they wouldn't feel guilty for walking off with pens or pencils from shops such as IKEA as it was a form of publicity for the company as the pens had their logos on.

Finally, three percent admitted to having taken

home park flowers to decorate the house or to give as **gifts** to friends or relatives.

What would you take without feeling guilty? *

GLOSSARY

to feel guilty *exp*

if you "feel guilty" about something you did in the past, you feel bad about it

a freebie *n*

something you're given for free. Often a product with the name and logo of a company on it

unsecured internet *exp*

if access to someone's internet is "unsecured", you don't need a password to use it

to have no qualms *exp*

if you "don't have any qualms" about something, you aren't worried about it being wrong or bad

password-protected *exp*

if access to someone's internet is "password-protected", you need a password to use it

to walk off with *phr vb*

if someone "walks off with" something, they take it without asking permission and with no intention of returning it

stationery *n*

equipment used in an office: paper, pens, pencils, rubbers, rulers, etc.

to help yourself to *exp*

if you "help yourself to" something, you take it without asking permission first

pick-and-mix sweets *n*

a selection of sweets that you can buy in a shop. You choose the sweets you want and put them in a little plastic bag

a gift *n*

a present; something that someone gives you

Most hated hand gestures!

Warm-up

Simon says

Play a game of *Simon says* to revise parts of the body. First, brainstorm parts of the body and write these on the board. Make sure there are lots of not-so-common ones such as *eyelid*, *earlobe*, *elbow*, *shoulder*... apart from the typical ones (*arm*, *leg*, *head*, etc.).

Then, play the game. Students touch their body in the right place if you say Simon says, but not if you don't say it. For example:

Teacher: *Simon says* touch your head!

[Students should touch their heads.]

Teacher: Touch your arm! [Students shouldn't touch their arms because you didn't say *Simon says*.]

Etc.



Lesson activities

Put your students into pairs. Then, give page 1 of the lesson to one student, and page 2 to the other student. Students read over their information. Then, they take turns doing a hand gesture and explaining what it means.

Follow-up activities

Memory game

Play a game with the information. Do one of the hand gestures and students have to identify it. The first student to do so gets a point for his/her team. Or they could write down the answers and you could check them afterwards. For example:

Teacher: [Doing the "I'm watching you!" gesture.]

Student: I'm watching you!

Etc.

Mime conversation

In pairs, students create a dialogue based entirely on mime or gesture. They should try to use as many of the hand gestures from this lesson as possible, but they can also use any others. When they're ready, ask for volunteers to perform their mimed dialogues (with no words at all). Other students watch and then have to describe what is happening.

Invent it

Students invent a new hand gesture. When they're ready, they present it to the class explaining what it means and why we need to have it. They could think about the following areas for their new hand gesture:

- In class for the teacher
- In class for the student
- At work for an employee
- At work for a manager
- In a restaurant
- During an army exercise
- At the gym
- In a hotel
- While driving

Other?

MOST HATED HAND GESTURES!

A recent survey lists the most hated hand gestures in the UK. What do you think of them? Are they popular in your country? This is the first of a two-part series. More next month!

1

Blah, blah, blah

Method: Make an imaginary mouth with your hand. Then, move your fingers and **thumb** to make the mouth look as if it's talking.

Meaning: "You're boring me!"

3

It's none of your business

Method: Touch your nose with your **index finger**.

Meaning: Stop asking me questions about something that's **none of your business**.

2

Talk to the hand

Method: Hold up a hand with the **palm** facing someone.

Meaning: "Talk to my hand, because I'm not going to listen to you anymore!"

4

The pistol

Method: Use two fingers and a thumb to form the shape of a gun.

Meaning: You're in trouble! / Watch it! / I'm going to kill you! / I'm going to shoot you!

5

Hand punch

Method: Make a **fist** and hit it into one of your palms.

Meaning: You're in trouble! / Watch it! / I'm going to hit you!

6

I'm watching you

Method: Touch the corner of your eye with your **index finger**. Or, touch the corner of both eyes with your **index** and **middle finger**.

Meaning: I'm watching you! / Be careful!

7

Call me

Method: Use your thumb and little finger to form the shape of a phone. Hold the thumb to your ear, and your little finger to your mouth.

Meaning: Call me! / I'll call you! / Let's call one another!

GLOSSARY

- a thumb** ^ʒ the thickest (and shortest) finger on your hand
- a palm** ^ʒ the inside part of your hand
- an index finger** ^ʒ the finger you use for pointing at things
- (it's) none of your business** ^{ɪz} it's private / it's got nothing to do with you / it isn't your problem
- a fist** ^ʒ a closed hand used for hitting
- a middle finger** ^ʒ the finger in the middle of your hand. It's your longest finger

Objective To learn about hand gestures from English-speaking countries.

Think about it

Do you ever use any of these hand gestures? Which ones have a different meaning in your country?

Part II

MOST HATED HAND GESTURES!

A recent survey lists the hand gestures people hate the most in the UK. This is the second part of a two-part series. Model: Danielle Ott

1

No!

How to do it: Move your **index finger** from right to left as a way of saying “no”.

Meaning: No! / You can't do that! / Don't do that!



2

Shush!

How to do it: Put your index finger to your **lips**. Make a shushing noise as you do it.

Meaning: Be quiet! / Stop talking! / Shut up!

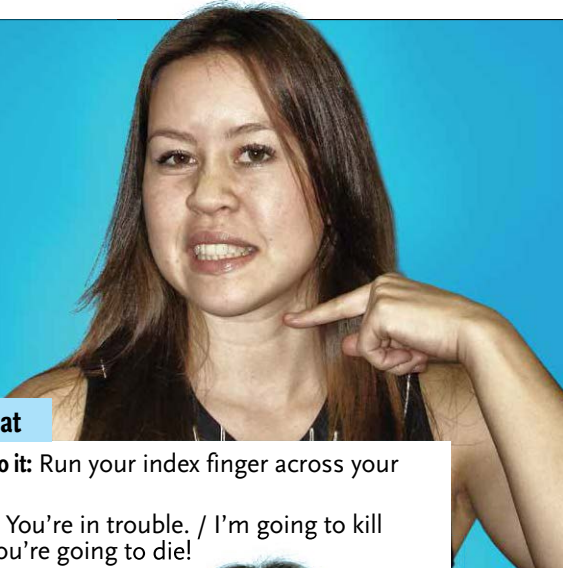


3

Cut throat

How to do it: Run your index finger across your **throat**.

Meaning: You're in trouble. / I'm going to kill you. / You're going to die!



4

Inverted commas

How to do it: Using your index fingers and middle fingers make some **inverted commas** in the air.

Meaning: This is often used to add emphasis to a word or to show that you're being **ironic**. For example, if you say, *I thought the film was really “good”!* (putting the inverted commas around the word “good”), you're saying you thought the film wasn't good (it was bad!).



5

Boring

How to do it: Hold the **palm** of a hand to your mouth and pretend to **yawn**. The action may be accompanied by an “ah” sound.

Meaning: You're boring. / You're boring me. / Boring!



6

Seal your lips!

How to do it: Move your index finger and thumb across your **lips**.

Meaning: It's a secret! / Keep your lips **sealed**! / Don't tell anyone about it! / Keep quiet about it!



GLOSSARY

an index finger *n*
the finger you use for pointing at things
lips *n*
the part of your mouth that you use for kissing
a throat *n*
the tube that goes from your mouth to your stomach
inverted commas *n*
punctuation marks that are used in writing to show where speech begins and ends: “*ironic*”
ironic *adj*
if you're being “ironic”, you say the opposite to what you mean, often as a way of being funny or as a type of humour
a palm *n*
the inside part of your hand
to yawn *vb*
when you “yawn”, you open your mouth very wide and breathe in more air than usual, often when you are tired or bored
to seal *vb*
if you keep your lips “sealed”, you don't talk. Literally, to “seal” something is to close it so that no air can enter

Objective To improve your reading and listening skills.

Think about it When was the last time you went to the cinema? When did you last send an e-mail? Have you ever seen a James Bond film?

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

READ & LISTEN II

● TRACK 3: US MAN & IRISHMAN



NOT SO COMMON EXPERIENCES

Answers on page 44

1 Pre-reading

When was the last time you...

- a) ...went skiing?
- b) ...ordered a takeaway coffee?
- c) ...bought a car?
- d) ...ate at a McDonald's restaurant?
- e) ...sent an e-mail?
- f) ...saw a James Bond film?
- g) ...went to the cinema?

2 Reading I

Read the article once. Which fact is the most surprising? Why?

3 Reading II

Read the article again. Then, answer the questions.

What percentage of those questioned had never...

- 1. ...read a Shakespeare play?
- 2. ...ordered a takeaway coffee?
- 3. ...never flown in a plane?
- 4. ...owned a car?
- 5. ...sent an e-mail?
- 6. ...seen a black and white film?

Have you ever been to McDonald's, sent an e-mail or used a mobile phone? You probably have. But according to a recent **survey** by the internet **search engine Ask Jeeves**, millions of Britons have never done several things that you'd consider normal. Here are some examples.

According to the survey...

...sixty-eight percent of the people questioned have never been skiing.

...thirty-seven percent have never read a Shakespeare play.

...thirty-six percent have never been to a football match.

...thirty percent have never ordered a **takeaway** coffee.

...twenty-three percent have never flown in a plane.

...nineteen percent have never eaten in a

McDonald's restaurant.

...eighteen percent have never **owned** a car.

...seventeen percent have never **wired** a **plug**.

...sixteen percent have never sent an e-mail.

...fourteen percent have never been **drunk**.

...nine percent have never seen a James Bond film.

...seven percent have never seen a black and white film.

...six percent have never made a call with a mobile phone.

...five percent have never used a **public toilet**.

...and four percent have never been to the cinema.

An Ask Jeeves spokesperson said, "It's surprising to find that **significant numbers** of people have never tried

things that others **take for granted** in their everyday lives... it seems some people are managing to **get on** perfectly well without modern day **distractions**." ☆

GLOSSARY

a survey *n*

if a company carries out a "survey", they ask people questions in order to find out information

a search engine *n*

a website such as Google or Yahoo! that you can use to find other websites

a play *n*

a piece of writing that's performed in a theatre

takeaway *adj*

"takeaway" food is food that you buy to eat outside the restaurant

to own *vb*

if you "own" something, it's yours

to wire *vb*

if you "wire" something (such as a piece of equipment), you put wires (long, thin pieces of metal) inside it so that electricity can pass into it or through it.

a plug *n*

a small plastic object with two or three metal pins which is used to connect the equipment to the electricity supply

drunk *adj*

if someone is "drunk", they've had too much alcohol. As a result, they can't walk or talk properly

a public toilet *n*

a toilet in a street that anyone can use

significant numbers *exp*

large numbers

to take for granted *exp*

if you "take something for granted", you often use it but don't really appreciate it

to get on *phr vb*

if you "get on" well in a situation, you live perfectly in that situation

a distraction *n*

an activity which entertains and amuses you, and which has nothing to do with work



HAVE YOU SEEN THESE PHOTO MEMES?

By Georgina Kiely

A **meme** is an image, photo or video clip that people **adapt**, then send to their friends and colleagues. If the meme becomes popular, other people do their own versions of it, and then it gets even more popular. Here are five photo memes from 2012.



1 Grumpy cat

The “grumpy cat” meme is a picture of an angry-looking cat. People write text under the picture that represents the cat’s thoughts. Typical comments include, “The best part of waking up is going back to sleep!”, “The world will end in 2012? Good!”, and, “I had fun once. It was **awful**.”

2 The Philosoraptor

This meme is a picture of a “**velociraptor**”, a dinosaur from the *Jurassic Park* films. He’s got his **claw** under his **chin** in a thoughtful **pose**. The text written around the picture is usually a philosophical question such as, “Is a fly without wings

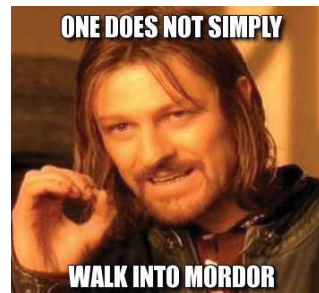


called a walk?”, “What would happen if

said my nose is going to grow?”, and, “If you try to **fail** and **succeed**, which have you done?”

3 Boromir

This meme shows a picture of the character Boromir from *The Lord of the Rings* films. The text on the image is based on a quote from the film in which Boromir



says, “One does not simply walk into Mordor.” Variations of the meme include, “One does not simply check in to **Mordor**”, “One does not simply get off the internet!”, or “One does not simply look at only one meme!”



4 McKayla Is Not Impressed

This meme is created with a photo of American gymnast McKayla Maroney. McKayla won a silver medal at the 2012 Olympics, but was disappointed that she hadn’t won a gold medal, which is why she **pulled the face**. A photo of her is usually **superimposed** onto a famous image, such as the moon landing or the Mona Lisa painting.



5 Condescending Wonka

This meme is based on an image of the character Willy Wonka from the film *Charlie and the Chocolate Factory*. The picture is taken from a scene in the

film in which Willy Wonka (played by Gene Wilder) shows the children one of his sweets, the “Everlasting Gobstopper”. The text added to the picture usually consists of a **sarcastic** or **condescending** comment, such as, “Oh, you just **graduated**? You must know everything!”, or “Oh, you **post quotes** from philosophers on Facebook? You must be so intellectual!”, and “Oh, you’re going as a vampire for Halloween? How original!”

Why don’t you create a meme? *

GLOSSARY

a meme *n*

an image, photo, video, etc. that people send to one another. These images, photos, videos, etc. are often adapted: text is added, music is added, etc.

to adapt *vb*

if you “adapt” something, you change it in some way

grumpy *adj*

if someone is “grumpy”, they’re a bit angry

awful *adj*

bad / terrible

a claw *n*

an animal’s “claw” is its hand/foot

a chin *n*

the part of your face that’s under your mouth

a pose *n*

the way that you stand or sit when someone is taking your photo, etc.

to fail *vb*

if you “fail”, you aren’t successful – things go badly

to succeed *vb*

if you “succeed”, you’re successful – things go well

Mordor *n*

an imaginary land in the book *Lord of the Rings*

to pull a face *exp*

if you “pull a face”, you show an emotion with your face. For example, if you “pull an angry face”, you make yourself look angry

to superimpose *vb*

if image A is “superimposed” on image B, you put image A on image B

sarcastic *adj*

to say the opposite of what you mean in order to make fun of someone. For example, when you say, “that shirt is really nice”, but you really mean that you don’t like it

condescending *adj*

if A is being “condescending”, A is talking to B in a superior way because A thinks he/she is more important than B

to graduate *vb*

to finish your studies at university/college

to post *vb*

to put an image / text on a website

a quote *n*

a phrase or sentence from a book / interview, etc.

Answers on page 44

1 Pre-reading

Look at the pictures of the photo memes. Which ones have you seen before? Why are they popular? Who’s in the pictures?

2 Reading I

Read the article once. Which memes do you like / dislike? Why? Which comments on the memes are the funniest?

3 Reading II

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

1. It’s a picture of a character from *The Lord of the Rings*.
2. The text represents the cat’s thoughts.
3. It’s based on an image of a character from the film *Charlie and the Chocolate Factory*.
4. It’s a picture of a dinosaur from the film *Jurassic Park*.
5. A photo of her is often superimposed onto famous images.

Objective To improve your reading and listening skills.

Think about it Have you ever taken home any shampoo or soap from a hotel? What other things would you take without feeling guilty? What would you take from the office without feeling bad?

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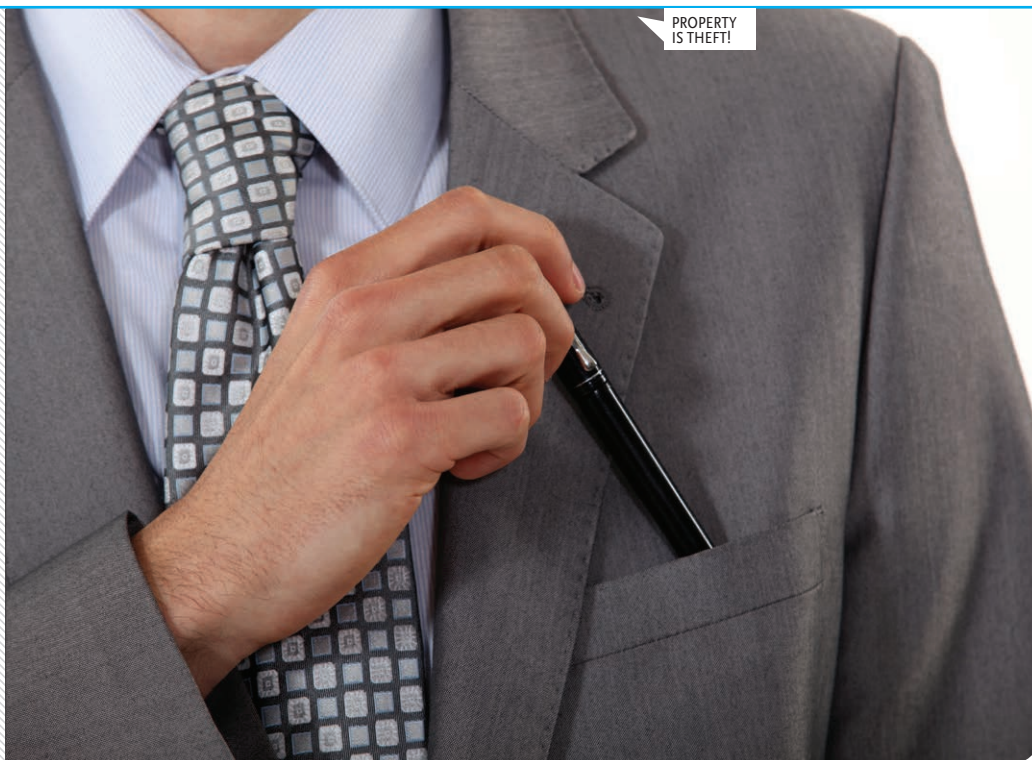
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home park flowers to decorate the house or to give as **gifts** to friends or relatives.

What would you take without feeling guilty? *

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if you "don't have any qualms" about something, you aren't worried about it being wrong or bad

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pick-and-mix sweets *n*

a selection of sweets that you can buy in a shop. You choose the sweets you want and put them in a little plastic bag

a gift *n*

a present; something that someone gives you

MOST HATED HAND GESTURES!

A recent survey lists the most hated hand gestures in the UK. What do you think of them? Are they popular in your country? This is the first of a two-part series. More next month!

1

Blah, blah, blah

Method: Make an imaginary mouth with your hand. Then, move your fingers and **thumb** to make the mouth look as if it's talking.

Meaning: "You're boring me!"

3

It's none of your business

Method: Touch your nose with your **index finger**.

Meaning: Stop asking me questions about something that's **none of your business**.

2

Talk to the hand

Method: Hold up a hand with the **palm** facing someone.

Meaning: "Talk to my hand, because I'm not going to listen to you anymore!"

4

The pistol

Method: Use two fingers and a thumb to form the shape of a gun.

Meaning: You're in trouble! / Watch it! / I'm going to kill you! / I'm going to shoot you!

5

Hand punch

Method: Make a **fist** and hit it into one of your palms.

Meaning: You're in trouble! / Watch it! / I'm going to hit you!

6

I'm watching you

Method: Touch the corner of your eye with your **index finger**. Or, touch the corner of both eyes with your **index** and **middle finger**.

Meaning: I'm watching you! / Be careful!

7

Call me

Method: Use your thumb and little finger to form the shape of a phone. Hold the thumb to your ear, and your little finger to your mouth.

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- a middle finger** ^ʒ the finger in the middle of your hand. It's your longest finger

Objective To learn about hand gestures from English-speaking countries.

Think about it

Do you ever use any of these hand gestures? Which ones have a different meaning in your country?

Part II

MOST HATED HAND GESTURES!

A recent survey lists the hand gestures people hate the most in the UK. This is the second part of a two-part series. Model: Danielle Ott

1

No!

How to do it: Move your **index finger** from right to left as a way of saying “no”.

Meaning: No! / You can't do that! / Don't do that!

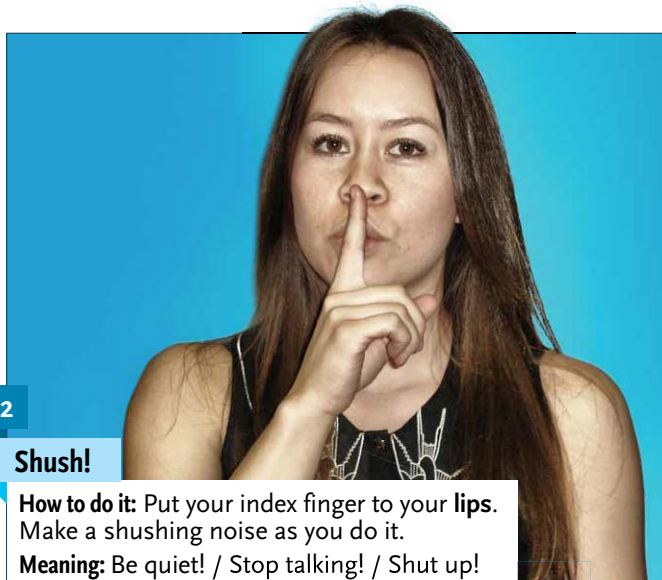


2

Shush!

How to do it: Put your index finger to your **lips**. Make a shushing noise as you do it.

Meaning: Be quiet! / Stop talking! / Shut up!

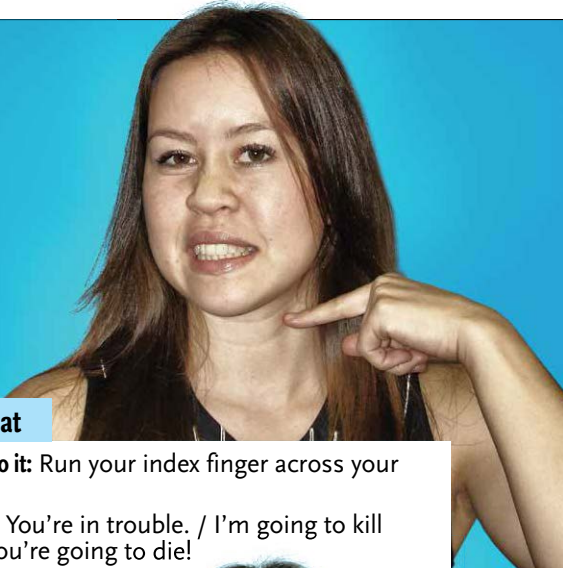


3

Cut throat

How to do it: Run your index finger across your **throat**.

Meaning: You're in trouble. / I'm going to kill you. / You're going to die!



4

Inverted commas

How to do it: Using your index fingers and middle fingers make some **inverted commas** in the air.

Meaning: This is often used to add emphasis to a word or to show that you're being **ironic**. For example, if you say, *I thought the film was really “good”!* (putting the inverted commas around the word “good”), you're saying you thought the film wasn't good (it was bad!).



5

Boring

How to do it: Hold the **palm** of a hand to your mouth and pretend to **yawn**. The action may be accompanied by an “ah” sound.

Meaning: You're boring. / You're boring me. / Boring!



6

Seal your lips!

How to do it: Move your index finger and thumb across your **lips**.

Meaning: It's a secret! / Keep your lips **sealed**! / Don't tell anyone about it! / Keep quiet about it!



GLOSSARY

an index finger *n*
the finger you use for pointing at things

lips *n*
the part of your mouth that you use for kissing

a throat *n*
the tube that goes from your mouth to your stomach

inverted commas *n*
punctuation marks that are used in writing to show where speech begins and ends: “ “

ironic *adj*
if you're being “ironic”, you say the opposite to what you mean, often as a way of being funny or as a type of humour

a palm *n*
the inside part of your hand

to yawn *vb*
when you “yawn”, you open your mouth very wide and breathe in more air than usual, often when you are tired or bored

to seal *vb*
if you keep your lips “sealed”, you don't talk. Literally, to “seal” something is to close it so that no air can enter