

The Pack

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

Level: Pre-intermediate, A2. April to June 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.

Finally, although the articles are graded, you can easily use them for other levels. For example, you could use material from the Upper Intermediate Pack with Advance-level students; or material from the Pre-Intermediate Pack with Intermediate-level students, etc. In some cases, you may need to adjust how students work on the material (such as providing more or less support depending on the level), but these adjustments are easy to make.

PS! Please mention that these lessons are from Hot English! Thanks! We appreciate any help you can give us in this respect.

What's the UK's favourite sandwich?

[track 01]

Warm-up

Make a sandwich

On the board or on a piece of paper, write up the list of ingredients below. Students then think of a sandwich to make with as many of the ingredients as they like. Tell them to imagine that they can use any type of bread that they want. When students are ready, they can describe their sandwiches to the rest of the class.

Lettuce, tomato, bacon, sausage, ham, avocado, cheese, feta cheese, smoked salmon, cream cheese, apple, banana, peanut butter, butter, margarine, tuna fish, mayonnaise, pesto, egg, chicken, beef, mustard, pickles, prawns, crisps, chips...

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.

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.

Sandwich fun

In pairs or individually, students invent a new sandwich. They think of the ingredients, a name for it, a design for it, packaging for it, a target market, an advert, a poster for it... When they're ready, they present their sandwich to the class. Other students ask questions and then vote on the best one.

Investigation!

Students find out about a famous sandwich: who invented it, when it was invented, why it was invented, how it's made, etc. Then, they present the information to the class, using notes. Other students ask questions and then vote on the best one.

Bread!

Students find out how to make bread. Then, they give a short presentation on the process, using a recipe they could find online.

Objective To learn some words to talk about food.

Think about it What's your favourite type of sandwich? Which sandwiches are popular in your country? When do you eat sandwiches?

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 & ENGLISHWOMAN

IT'S DELICIOUS!

John Montagu

John Montagu, the 4th Earl of Sandwich, invented the sandwich in 1762. At the time, he was playing a game of cards and didn't want to leave the table. So, he asked a servant to bring him a piece of beef between two slices of bread.

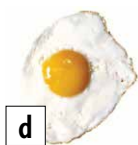
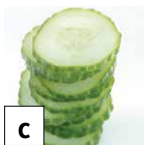


Answers on page 44

1 Pre-reading

Match the words (1 to 6) to the pictures (a-f).

1. Egg ☐
2. Cucumber ☐
3. Lettuce ☐
4. Tomato ☐
5. Prawn ☐
6. Crisps ☐



2 Reading I

This article is about sandwiches. Think of as many types as you can in just two minutes. Then, read the article once. Were any of your sandwich ideas mentioned?

3 Reading II

Read the article again. Then, answer the questions.

1. Who likes toasted cheese and ham sandwiches?
2. When does Gordon like to eat cucumber sandwiches?
3. What does Laura like for lunch?
4. What does Luke sometimes have for dinner?
5. What does Bailey really like?
6. What does Daniel often have as a mid-morning snack?

WHAT'S THE UK'S FAVOURITE SANDWICH?

The sandwich was invented 250 years ago, but it's still as popular today as it's ever been. A recent survey by the British Sandwich Association (BSA) found that the UK's most popular **filling** is chicken. We asked a few people about their favourite sandwiches.

"My favourites are toasted **ham** and cheese sandwiches, **tuna** and mayonnaise ones, or ones with tuna and egg."

Karl Waistley, 27

"I love chicken sandwiches with a bit of **pesto**. I sometimes get one for lunch."

Madion Tassel, 31

"I really like egg and mayonnaise, or cucumber sandwiches. They're great in the summer."

Gordon Baker, 48

"I love chicken curry sandwiches. You can get them from my local **delicatessen**."

Ellie Brown, 35

"For lunch, I often have a **beef** or ham and

mustard sandwich, or a **ploughman's lunch** with lettuce, mature cheese and **tangy pickle**. Mmm... delicious!"

Laura Bakewell, 26

"For me, there's nothing better than a **BLT**. I sometimes have one for dinner. Bacon **sarnies** are also great in the morning, especially with **brown sauce**."

Luke Smithers, 29

"I love **club sandwiches** or ones with prawn mayonnaise. I often get a sandwich for breakfast. I much prefer them to croissants or **muffins**."

Megan Bryers, 32

"If I'm feeling hungry during the day, I'll make a sandwich with peanut butter, tomato, lettuce and mayonnaise. Or peanut butter and jam. Or peanut butter with lots of butter. As you might have **guessed**, I love peanut butter!"

Bailey Jones, 21

"I know this is really unhealthy, but I love crisp sandwiches, especially

vinegar-flavoured crisps. I often have one if I'm feeling hungry mid-morning or later in the afternoon."

Daniel Smith, 31

Feeling hungry? *

GLOSSARY

- a filling** *n*
food that goes inside other food: chicken in a sandwich, for example
- ham** *n*
cured (specially-treated) meat from a pig
- tuna** *n*
a type of fish. The meat from it is often sold in tins (small metal containers)
- pesto** *n*
a type of sauce for pasta made from basil (a green herb) and other ingredients
- a delicatessen** *n*
a shop that sells high quality cheese, cold meat, etc. from other countries
- beef** *n*
meat from a cow
- mustard** *n*
a strong yellow sauce
- a ploughman's lunch** *n*
a type of lunch that consists of cheese, tomato, lettuce and pickle (see other entry)
- tangy** *adj*
a "tangy" flavour is sharp (like lemon juice, for example)
- pickle** *n*
a cold spicy sauce with pieces of vegetables and fruit in it
- a BLT** *abbr*
a bacon, lettuce and tomato sandwich
- a sarnie** *n* *inform*
a sandwich
- brown sauce** *n*
a type of spicy, brown-coloured sauce
- a club sandwich** *n*
a sandwich with three slices of bread and two layers of meat with some lettuce, tomato and mayonnaise
- a muffin** *n*
a small, round, sweet cake
- to guess** *v*
if you "guess" the answer to something, you imagine what it is

Quiz: are you a snob? [track 02]

Warm-up

Quotes

Print off or write up the following “snob-posh” quotes. Give your students a few minutes to read over them and discuss them (ask them what they think of them, which ones they like, which ones they agree with, etc.). Then, remove the quotes. Read them out or write them up with gaps. Students have to remember the missing words. For example:

Teacher: “There's a difference between being posh and being _____.”

Student: “Rich!”

Etc.

Also, using the ideas from the quotes, students could try to write out a definition of a snob or posh person.



“I'm not a snob. Ask anybody. Well, anybody who matters.” Simon Le Bon

“I'm not a snob. I'm just better than everyone else.” Season Vining

“There's a difference between being posh and being rich.” Kate Reardon

“I often buy myself presents. Sometimes I will spend \$100,000 in one day in a posh boutique.” Celine Dion

“We don't have 'posh' in Canada. It's just not a thing that exists.” Katherine Ryan

“My mum's from Yorkshire and my parents aren't snotty or posh – they're very hard workers, both of them.” Sally Phillips

“I never know what defines you as being posh. I went to a posh school, definitely.” Jack Whitehall

“Having gone to a **public school***, I thought I knew about posh people. But I didn't know anything until I went to Oxford.” Rory Kinnear

***public school** – remind students that in the UK, the term “public school” is often used to refer to famous private schools such as Eton, Harrow, Rugby, etc.

Lesson activities

You could either get students to do the quiz individually or in pairs or small groups. Or, you could play the recording (without letting students see the text) and ask them to choose an option after each question.

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 question (or questions) 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.

A day in the life of... [diary extract]

Students create a diary extract to describe a day in the life of a snobby posh person. Tell them to think about what the snobby person would be doing at each hour of the day. Tell your students to make it as funny, silly or serious as they like. When they're ready, students read out their diary extracts. Other students listen and ask questions, or vote on the best ones.

Dialogue

In pairs, students write a dialogue between a snobby posh person and an “ordinary” person, or two snobby posh people. 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.

QUIZ ARE YOU A SNOB?

Quiz

Is the only way to celebrate in style with a glass of French champagne and caviar? Or are you a beer and pizza type of person? Do our quiz and find out whether you are a snob or not. **Quiz Analysis** on page 24

1. What type of music do you listen to?
 - a) Anything and everything – it depends on my **mood**.
 - b) Only Bach, Beethoven and Mozart.



2. What's your idea of the perfect night out?
 - a) The cinema, a nice meal in a cosy restaurant, a bit of dancing – I don't know, just about anything.
 - b) The theatre, the opera or a classical music concert.

3. Do you ever buy clothes in second-hand shops?
 - a) Yes, of course. Sometimes you can find a good **bargain**.
 - b) Never! I only shop at Armani, Gucci and Dolce & Gabbana.

4. What would your dream holiday be?
 - a) I don't know, lying on the beach, doing some sport, visiting a city – anything to get away from office life.
 - b) Shooting **grouse** and **wild fowl** in Scotland with members of the aristocracy.



5. Have you ever been on a bus?
 - a) Of course I have. They're cheap, efficient and good for the environment.
 - b) Never! They're just so dirty, and the people are **ghastly**.



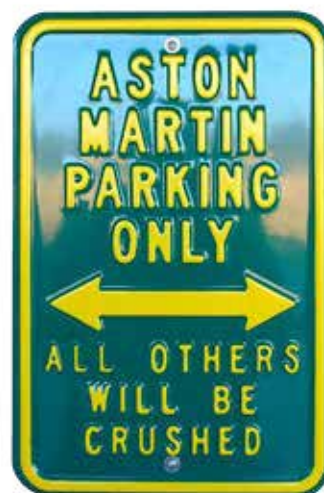
6. You notice that a friend is wearing a **fake** Rolex watch, a **phoney** Lacoste T-shirt, and is carrying an imitation Louis Vuitton bag. What do you say?
 - a) Hey, where did you get that stuff? I'd like one of those watches.



- b) I never knew you were so **tacky**. I'm sorry but I am going to have to terminate this friendship.
7. How many of your close acquaintances have **titles**?
 - a) No one, as far as I know, although I do have a friend who works in the BBC. Does that count?
 - b) Most of them: there's Lord Foolbury, Lady Leggit, the Earl of Simpleton, Baroness Shellsuit...



8. How do you judge someone when you meet them for the first time?
 - a) I don't really judge them, I just **sort of** try to **find out** what things they're **into**, and what we have in common – things like that.



- b) I judge them by their accent and their position in society.
9. A friend mispronounces the name of a French politician. What do you do?
 - a) Nothing. The pronunciation of foreign names is **largely subjective** anyway.
 - b) Mispronouncing names shows a lack of culture and sophistication that I **abhor**. I instruct them as to the correct way of pronouncing the name and insist on the correct pronunciation. ★

GLOSSARY

a mood *n*
if you are in a good "mood", you are happy

a bargain *n*
a very cheap offer

grouse *n*
a type of wild bird from northern Europe

wild fowl *n*
wild birds that people hunt and kill in order to eat

ghastly *adj*
terrible; horrible

fake *adj*
not real

phoney *adj*
not real

tacky *adj*
cheap and of an inferior quality

a title *n*
Lord, Lady, Sir, Marquis, Baroness...

sort of *exp*
more or less

to find out *phr vb*
to discover

into *prep*
if you are "into" something, you like doing that thing

largely *adv*
mostly

subjective *adj*
that is based on personal opinions

to abhor something *exp*
to hate something a lot

Celebrity graduates! [track 03]

Warm-up

University degrees

Write up or print off the list of university degrees below. In pairs or small groups, students say what each course might involve, and what students could learn from the degrees. They also think about which ones are most popular in their countries.

Business Studies, Natural Sciences, Engineering and Technology, Medicine, Law, Social Sciences, Anthropology, Foreign Languages (French, Russian, Chinese...), Ancient World Studies, Sports Science, Media and Communication, History of Art, History, Geography, Art, Teaching, Geology, Physics, Hospitality and Tourism, Economics, Finance, Electrical Engineering

Other?



Celebrity graduates

Then, write up or print off the following names of famous people. Students choose one or two and say what they know about these people. This could be played as a game. Students read out a sentence about one of the people. Other students have to guess who it is. For example:

Student 1: He sings in the band Cold Play.

Student 2: Chris Martin!

Etc.

Celebrities: *Gerard Butler, Rowan Atkinson, Sacha Baron Cohen, Chris Martin, Sting, Eric Clapton, John Cleese, Kate Beckinsale*

Lesson activities

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

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

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

Follow-up activities

Retell it!

Assign a paragraph (or two, etc.) to each student. Students have a 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.

Quiz

Students use the internet to write up three quiz questions based on any famous people. They should include three possible answers (including the correct one) for the quiz. When they're ready, students take turns reading out their quiz questions, and other students have to guess the answers. This could be played as a game. For example:
Student 1: Which famous actress grew up living in Greece and New York City?
a) Angelina Jolie b) Jennifer Aniston c) Michelle Pfeifer
Student: b
Student 1: Correct!
Etc.

Sales presentation

Students write notes for a one-minute presentation on a degree course at a university of their choice. They should try to convince other students to do this course at university. Students should answer the following questions: why the degree course is so good, what it involves, who it's aimed at, the syllabus, the professors-lecturers, how it can help you get a job, who else has studied it, what you'll learn, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students listen and then ask questions, or vote on the most interesting or persuasive ones.

Think about it!

What did you study at college or university? Do you know about any famous people who went to college or university? How important is it to go to university or college? Are there any famous actors / musicians, etc. in your country who studied at college or university?

READ & LISTEN II

©TRACK 3: ENGLISHMAN & US WOMAN

Answers on page 45

1 Pre-reading

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

1. Gerard Butler ☐
2. Rowan Atkinson ☐
3. Sacha Baron Cohen ☐
4. Chris Martin ☐
5. Sting ☐
6. Eric Clapton ☐
7. John Cleese ☐
8. Kate Beckinsale ☐



2 Reading I

Who are these people? What are they famous for? Think! Then, read the article once to compare your answers.

3 Reading II

Read the article again. Then, write the name of the correct person next to each subject.

1. Ancient World Studies _____
2. Law (Cambridge University) _____
3. Electrical engineering _____
4. French and Russian literature _____
5. Teaching _____
6. Art _____
7. History _____
8. Law (Glasgow University) _____



Famous people who studied at university.

CELEBRITY GRADUATES

As well as being artistically talented, some celebrities have an academic background. Here are a few examples of celebrities who have studied at college or university.

Actor Gerard Butler studied **law** at Glasgow University. He was also president of the school's law society.

Comedian and actor Rowan Atkinson (who's famous for his Mr Bean character), studied **electrical engineering** at Queen's College, Oxford.

Comedian Sacha Baron Cohen (who stars as Ali G and Borat in several films and TV shows) was a history student at Cambridge University. His **thesis** was on the role of Jewish people in the US **civil rights movement**.

The lead singer of Coldplay, Chris Martin, studied Ancient World Studies at University College London. It was there where he met future band-mates Will Champion (who studied **anthropology**), Jonny Buckland (mathematics) and Guy Berryman (engineering).

Gordon Matthew Sumner, otherwise known as Sting,

attended Northern Counties College of Education, (which later became part of Northumbria University) from 1971 to 1974 and **qualified as** a teacher. He then worked as a schoolteacher at St. Paul's First School in Cramlington for two years.

One of the world's greatest guitarists, Eric Clapton, studied at Kingston College of Art (now Kingston University). He was **dismissed** at the end of his first academic year because "his focus was on music and not art."

Monty Python star John Cleese got a **2:1** in law from Cambridge University. However, his knowledge of law didn't seem to have helped him when it came to **alimony payments**. After a **bitter divorce**, the **courts** ordered him to pay £12 million to his American ex-wife Alyce Faye Eichelberger.

Aviator star Kate Beckinsale studied French and Russian literature at New College, Oxford. While she was there, she starred in Kenneth Branagh's film adaptation of Shakespeare's *Much Ado About Nothing*. After spending her third year in

Paris, she decided not to return to university and to focus on her acting **career**. She added, "It was getting to the **point** where I wasn't enjoying either thing enough because both were very **high pressure**. I was **burning out** and I knew I had to make a decision." ✪

GLOSSARY

- law** ⁿ the study of systems of law (rules in society)
- electrical engineering** ⁿ the design, construction and maintenance of electrical devices
- a thesis** ⁿ a long piece of writing based on the investigation of a particular topic. It is often part of a qualification such as a PhD (a doctorate)
- the civil rights movement** ⁿ a popular movement for equal rights for African Americans in the US
- anthropology** ⁿ the study of people, society, and culture
- to qualify as** ^{exp} if you "qualify as" a teacher (for example), you pass the exams so you can work in that particular profession
- to dismiss** ^{vb} if someone is "dismissed" from a place, they are told to leave that place formally
- a 2:1** ⁿ the second-highest grade at university
- alimony payment** ⁿ money that must be paid regularly to a former wife or husband after a divorce
- bitter** ^{adj} if an argument is "bitter", both people are very angry
- a divorce** ⁿ a legal separation of married people
- the courts** ⁿ this refers to the place where legal matters are decided by a judge and jury (a group of 12 people)
- a career** ⁿ the job / profession you choose to do for the majority of your life
- the point** ⁿ the time
- high pressure** ^{exp} if a job is "high pressure", it is very stressful
- to burn out** ^{phr vb} if someone is "burnt out", they don't have any energy (because they've worked a lot)