

# *The Pack*

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

**Level: Intermediate, B1. 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](http://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](mailto: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.

# Strange things about the British!

[track 01]

## Warm-up

### The British

Write up or print off the following categories below. Then, in pairs or small groups, students say what they know about the British in relation to any of the things mentioned.

*Food, drink, clothing, housing, politics, the economy, alcohol, chocolate, driving, cars, jobs, sports, cricket, rugby, football, furniture, houses, custom, tradition, festivals, language, speaking, accents, money, class, cities, tea, the weather, pubs, film, TV, actors, shops, beer...*

**For example:** *Politics: The prime minister lives at 10 Downing Street.*

*Cars: The British drive on the left-hand side of the road.*



### 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.

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Check out our **blog** for more material: [www.learnhotenglish.com/blog](http://www.learnhotenglish.com/blog)

For the second listening, if your students' listening level is low, stop the recording after each paragraph, section or question to check their understanding. After finishing that, and if you've done this as a listening activity (not a reading), let your students read the text as you play the recording again. This is good for developing their listening skills as they can see the connection between the written and spoken language.

### **Follow-up activities**

#### **Retell it!**

Assign a paragraph (or two, etc.) to each student. Students have a minute or two to try to remember the text. When they're ready, students try to recount the information, using as much of the language as possible.

#### **Quiz**

Students use the internet to write up three quiz questions based on the UK or the British. When they're ready, students take turns reading out their quiz questions, and other students have to answer them. This could be played as a game. For example:

Student 1: What side of the road do the British drive on?

Student 2: The left!

Student 1: Correct!

#### **Investigation & presentation!**

Students find out about something typically British and make notes for a mini-presentation on it: a type of beer, a sport, a custom, a type of food such as Marmite, the Mini car, Harrods... They include information on what it is, why it's famous, who invented it, when it was invented, why it was invented, etc. When they're ready, they present the information to the class, using notes. Other students listen and ask questions.

#### **Dialogue**

In pairs, students write up notes for a dialogue between a reporter and a typical (or stereotypical) British person. Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

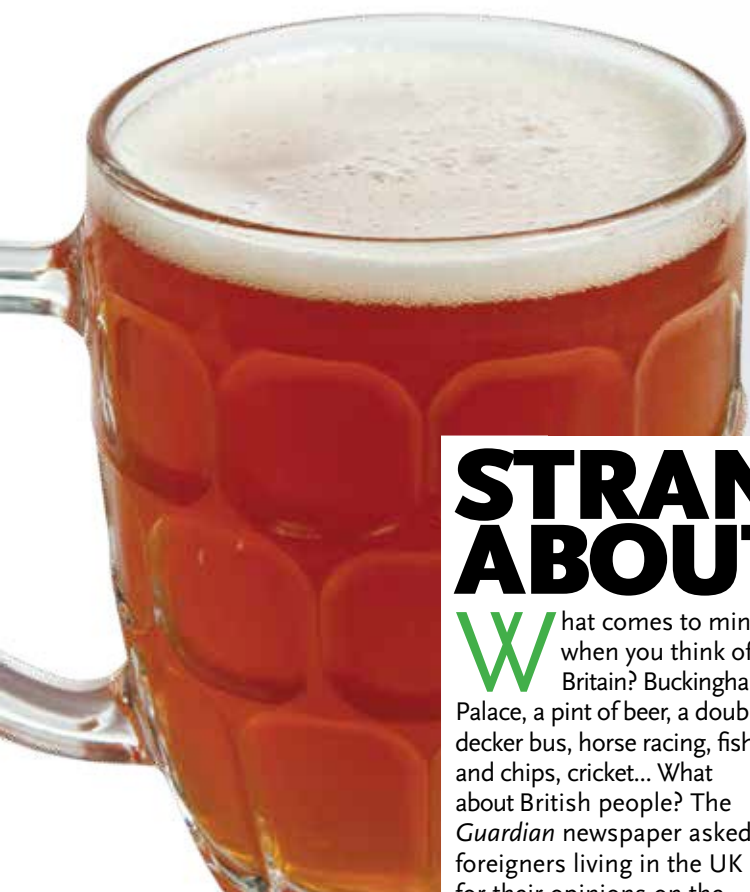


**Objective** To improve your reading and listening skills.

**Think about it** What things do you find strange about the British? What do you think people would find strange about the people or customs in your country? What are some of the strangest customs that you've come across in your travels? Would you like to live in a foreign country? Why? Why not? Which one?

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

TRACK 11: ENGLISHMEN



# STRANGE THINGS ABOUT THE BRITISH!

What comes to mind when you think of Britain? Buckingham Palace, a pint of beer, a double-decker bus, horse racing, fish and chips, cricket... What about British people? The *Guardian* newspaper asked foreigners living in the UK for their opinions on the British. Here are some of their answers. [Please note: as the speakers are non-natives, there are some examples of non-Standard English.]

"The strangest...well for me, can I say food? Like, for example, that you eat on the **couch** not on a table." (Irene, 23, a small business owner from Italy)

"When a British person has a problem with another person they don't actually come and tell that person directly in their face." (Felicia, 37, an **obstetrics** and **gynaecology** consultant from Romania)

"Here, if you've done something really good, they will say 'This is not bad.'" (Spela, 41, a graphic designer from Slovenia)

"I find it strange that British people are so much **into** beer and, you know, not into wine. But that's just me!" (Valeria, 32, a journalist from France)

"I find it strange seeing

that they still accept this so-called '**class system**', you know, in education, you know, in the modern world." (Dick, 75, a retired oil executive from the Netherlands)

"I really don't know, just drinking tea with milk but I had it myself and it's OK." (Janis, 25, a cook and psychology student from Latvia)

"Here in England I see so many people and it's 3 degrees Celsius, and they have **short sleeves** and I don't understand it. **Fingers crossed** to them, they are heroes for me." (Jakub, 36, a wine waiter from the Czech Republic)

"The strangest thing about British people is probably lunchtime **pints**. It always shocks me to go from a meeting to the bar to have a pint, back to the meeting..." (Hector, 26, an entrepreneur from Cyprus)

"The mixes they do with food, I would never understand why in a very English pub there's a Thai restaurant... why? Why do they put **sweet corn** in tuna... why?" (Helena, 27, a businessperson from Spain)

"People are very fond of **queuing**, that's a **stereotype** but it's true. I think I've

**gotten into the spirit** as well, so whenever I am in another country and people don't queue I get very angry, so I think I am slowly becoming more British." (Philipp, 23, a law student from Austria)

How strange! 🌱

## VIDEO

YouTube

Watch this video with some Americans saying what they think of the British. Search YouTube for "What do Americans think of the British?"

## GLOSSARY

**a couch** <sup>1</sup>  
a sofa; a long, soft chair that two or three people can sit on  
**obstetrics** <sup>2</sup>  
the branch of medicine that is concerned with pregnancy and giving birth  
**gynaecology** <sup>3</sup>  
the branch of medicine which deals with women's diseases and conditions  
**into** <sup>exp</sup>  
if you're "into" something, you like it  
**the class system** <sup>4</sup>  
the way that society is divided into different classes: working class, middle class, etc.  
**short sleeves** <sup>5</sup>  
if someone is in "short sleeves", they're wearing a T-shirt or a shirt with no "sleeves" (the part of the shirt that covers your arms)  
**fingers crossed** <sup>exp</sup>  
when people say "fingers crossed", they mean "good luck"  
**a pint** <sup>6</sup>  
a measurement of liquid that's about half a litre (500 ml)  
**sweet corn** <sup>7</sup>  
a long vegetable covered in small yellow seeds. The seeds can also be referred to as sweet corn  
**to queue** <sup>8</sup>  
if you "queue", you wait in a line so you can be served in a shop, etc.  
**a stereotype** <sup>9</sup>  
a very general and typical image of someone or a group of people  
**to get into the spirit** <sup>exp</sup>  
if you "get into the spirit" of something, you start doing the same things as everyone else (in this case, queuing)

Answers on page 44

## 1 Pre-reading

How would you describe the British? Use the following words to help you answer the question: food, honesty, anger, alcohol, class, tea, drinks, work, the pub, customs, habits... Other?

## 2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity. Which comments about the British do you agree with?

## 3 Reading II

Read the article again. Then, answer the questions. Who thinks it's strange that the British...

1. ...still accept the class system?
2. ...eat on the couch?
3. ...drink beer at lunchtime?
4. ...don't like wine?
5. ...have Asian restaurants in their pubs?
6. ...drink their tea with milk?

# The amazing parrot! [track 02]

## Warm-up

### Animal naming & game

As a class see how many animals you can name in just two minutes. Write the names on the board. Then, play a game. Take turns describing one of the animals. Other students listen and name it. For example:

Student 1: It's got a long nose known as a trunk.

Student 2: Elephant!

Possible animals to include: *dog, cat, elephant, lion, bear, tiger...*



## Lesson activities

Go through the following activities for the lesson. Remind students not to look at the listening text as they do the exercises. You could do this lesson as a **listening** activity. In order to do this, tell your students to turn over the sheet so they can't see the text as they do the exercises. Remember, for the first listening you should play the recording once without stopping so students get the gist of it.

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

## Pre-reading

Ask students what words or phrases they imagine a parrot could say. How many words do they think the parrot could say at any one time? Which words might a parrot find hard to say? Why? Students make notes of their ideas.

**First reading**

Tell your students that they're going to read or listen to an article about a famous parrot with incredible communication skills. Students read or listen once (without reading the script) and compare their ideas from the Pre-reading task

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

**Second reading**

Students listen again. Then, they answer these questions:

1. How many words does N'kisi know?
2. What did he describe some aromatherapy oils as?
3. What did he think the past tense of the verb *to fly* was?
4. What did he say when he saw a parrot hanging upside down from its perch?
5. What did he say when he saw a picture of a man on the phone?
6. What did he say when he saw Dr Jane Goodall (a famous chimpanzee expert)?
7. How did Dr Goodall describe N'kisi's linguistic abilities?

**Answers**

1. N'kisi knows about 950 words.
2. He described the aromatherapy oils as "pretty smell medicine".
3. He thought the past tense of the verb *to fly* was "fled".
4. He said, "You got to put this bird on the camera!"
5. He said, "What ya doing on the phone?"
6. He said, "Got a chimp?"
7. She said they were an "outstanding example of interspecies communication".

**Third reading**

When you've finished, let your students read the dialogue (if you did it as a listening activity). Ask if they have any questions about the words. Finally, let them read the script as you play the recording again. This is good for developing their listening skills as they 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).

### **Dialogue**

In pairs, students write a dialogue of an interview between a reporter and Dr Goodall, talking about the parrot. The reporter should ask questions using *who*, *what*, *where*, *why*, *when*, *how* to get as much information as possible. Tell your students to just invent any information, and to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes, not reading it out word-for-word). Other students listen and then ask questions.

### **Presentation**

Students do some research on any famous clever animals and then write notes for a one- or two-minute presentation on it/them. Students should include information on what the animal is, where it lives/lived, what it can do, why it's famous... When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students listen and ask questions.



# Pretty Polly

## THE INCREDIBLE STORY OF A TALKING PARROT.

How many words in English do you know? 500? 1,000? 2,000? Incredibly, there's a parrot with a vocabulary of 950 words. His name is N'kisi and he's an African grey.

### An incredible bird

N'kisi is a truly amazing bird. He can create his own words, use words in context, and even make complete sentences. Plus, he's got an impressive knowledge of about six Congolese dialects. On one occasion N'kisi was shown some **aromatherapy oils**. He didn't know the word for "aromatherapy", but he took one **sniff** of them and said, "pretty smell medicine". N'kisi is also good at using his verb tenses, being able to use past, present and future tenses. And he's often very inventive. Once he said "fled" instead of "flew", which, although incorrect, is something that many English-speaking children do too.

### Descriptive powers

N'kisi has an incredible ability to describe things he sees. On observing a parrot **hanging upside down** from its **perch**, he once said, "You got to put this bird on the camera."

On being shown a picture of a man on the phone, he said, "What ya doing on the phone?" On seeing a couple holding one another, he said, "Can I give you a **hug**?" And when he first met Dr Jane Goodall, the famous chimpanzee expert, he said, "Got a **chimp**?" Apparently, N'kisi had seen Dr Goodall in a photo with apes.

### Animals and speech

So, is N'kisi a special case? There are many examples of animals being able to repeat sounds. Some owners claim their dogs can say words



when they are **barking**. And there's the example of a **seal** that could repeat common phrases, including his name. Many parrots and other species of bird are famous for their ability to mimic speech. But N'kisi is something special. Dr Goodall says N'kisi's linguistic abilities are "an **outstanding** example of interspecies communication". ☺

### Information Box – African Greys

African Greys are probably the most intelligent birds. Some Greys do not start speaking until 2 years old. However, there is no guarantee that a Grey will speak. Experts say that African Greys have the intellectual capacity of a 5-year-old child with the emotions of a 2-year-old. **Owners** compare keeping an African Grey to trying to raise a young child as they need constant care and attention, plus lots of interaction with humans or other animals. The birds need at least three hours out of the **cage** every day, and about 45 minutes chat with other humans in order to keep them in good mental health. They also need lots of stimulating toys as they get bored very easily. Would you like an African Grey?

### Information box – vocabulary

The average English speaker possesses a vocabulary of 10,000 to 20,000 words, but uses only a fraction of these – about 2,000 words (the rest being recognition or recall vocabulary). Incidentally, Shakespeare's active vocabulary was 30,000 words.



### GLOSSARY

#### aromatherapy oils *n*

different smelling oils used to treat minor illnesses or stress

#### a sniff *n*

if you have a sniff of something, you smell that thing

#### to hang upside down *exp*

to be in a position with your head towards the ground and your feet in the air

#### a perch *n*

a pole that birds sit on in their cage

#### a hug *n*

to hold someone in an emotional embrace

#### a chimp *n*

a chimpanzee – a type of intelligent monkey

#### to bark *vb*

when animals "bark", they make a sound from their mouth

#### a seal *n*

an animal that lives in the water and that has large eyes and soft fur

#### outstanding *adj*

unusual because it is so good/

superior, etc

#### an owner *n*

the person who possesses something

#### a cage *n*

a little room with metal bars for keeping an animal



MAKE SURE YOU PHOTOGRAPH MY GOOD SIDE.

YOU'D BETTER PRAY THAT I DON'T WORK OUT HOW TO USE YOUR MOBILE PHONE.



# Can music change the world? [track 03]

## Warm-up

### Protests

Write up or print off the list of issues below that people typically protest about. Individually, in pairs or small groups, students then decide what issues are involved in two of the topics. When they're ready, they read out their ideas. Other students listen and say whether they agree or not.

*War, peace, the environment, weapons, guns, the Earth, animal welfare, student fees, human rights, pollution, unemployment, pensions, education equal pay...*  
Other?

**For example:** *War: People often protest against wars their country is involved in.*



### Lesson activities

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

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

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

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

### **Follow-up activities**

#### **Retell it!**

Assign a paragraph (or two, etc.), or the song lyrics extract 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).

#### **New verse!**

Individually, in pairs or in small groups, students choose one of the song extracts from this lesson. Then, they write a new verse or chorus for it. When they're ready, students read out (or sing) their new verses. Other students vote on the best ones.

#### **Dialogue**

In pairs, students write a dialogue of an interview between a reporter and someone involved in one of the songs from this lesson. Tell your students to make the interview as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

#### **Song fun**

In pairs or small groups (or individually), students write a verse (plus a chorus if they want) for a new protest song about one of the issues from this lesson. When they're ready, students present their song (reading it out or singing it). Other students listen, then vote on the best one/s.



# CAN MUSIC CHANGE THE WORLD?

By Gabriele Vicyte

**T**he environment. War. Political repression. There's lots to protest about these days, but what better way to do it than through a song? Music can motivate, inspire and unite people to make a change. As American songwriter Joe Hill said, "A pamphlet, no matter how good, is never read more than once. But a song is learnt by heart and repeated over and over." Here are five artists and groups who've tried to make a difference through their music.



**1 Michael Jackson**  
Michael Jackson's "Earth Song" (1995, from the album

HIStory) is all about the environment and animal welfare. Here's an extract from the song:

*What have we done to the world, look what we've done;  
What about all the peace,  
that you pledge your only son,  
What about flowering fields,  
is there a time?  
What about all the dreams,  
that you said was yours and mine.*



**2 John Lennon**  
Released in 1971, John Lennon's song "Imagine" was the

best-selling single of his solo career. In the song, Lennon asks us to imagine a world at peace, without the barriers of religion and nationality. Here's an extract from the song:

*Imagine there's no countries,  
it isn't hard to do;  
Nothing to kill or die for, and  
no religion too,  
Imagine all the people living  
life in peace.*



**3 Bob Dylan**  
Bob Dylan's "Masters of War" appeared on the album

The Freewheelin' and was released in 1963. The song is a protest against the Cold War arms build-up of the early 1960s. Here's an extract from the song:

*You fasten all the triggers, for  
the others to fire,  
Then you sit back and watch,  
when the death count gets higher,  
You hide in your mansion,  
while young people's blood,  
Flows out of their bodies, and  
is buried in the mud.*



**4 Crosby, Stills, Nash & Young**  
On 4th May 1970, the Ohio National

Guard fired 67 rounds at a group of students in Kent State University (Ohio, USA). The students were protesting against the American invasion of Cambodia. Four students died and nine others were wounded, and the tragic event became known as the Kent State massacre. Crosby, Stills, Nash & Young wrote a song about it called "Ohio". Here's an extract from the song:

*Tin soldiers and Nixon's  
coming, we're finally on our  
own.  
This summer I hear the  
drumming, four dead in Ohio.*



**5 Public Enemy**  
Rap group Public Enemy's song "Burn Hollywood, Burn"

(1990) is about the negative portrayal of African-Americans in Hollywood movies. The song is taken from the album Fear of a Black Planet. Here's an extract from the song:

*Burn Hollywood burn, I smell  
a riot going on,  
First they're guilty now they're  
gone,  
Yeah, I'll check out a movie,  
but it'll take a Black one to  
move me.*

Next time you want to protest about something, why don't you write a song? 🌟

## Pussy Riot

Pussy Riot are a Russian, feminist, punk-rock group. They consist of approximately 12 members. They play concerts in unauthorised locations. These performances are filmed and edited into videos which are posted on the internet. On 21st February 2012, five members of the group staged an illegal performance in Moscow's Cathedral of Christ the Saviour. On 3rd March, two members of the group were arrested and charged with hooliganism. A third was arrested on 16th March. They were eventually sentenced to two years in prison.

## GLOSSARY

**repression** *n*  
the use of force to control a country, etc.  
**a pamphlet** *n*  
a thin book with information about something  
**by heart** *exp*  
if you know something "by heart", you can remember it without reading it  
**animal welfare** *n*  
the health, comfort and happiness of animals  
**to pledge** *vb*  
to promise to do something  
**a flowering field** *n*  
an area of land with flowers growing on it  
**a single** *n*  
a song that's sold separately (either from an online store or on a special CD) or with another song  
**a solo career** *n*  
if a member of a band starts a "solo career", they start singing / performing on their own  
**a barrier** *n*  
something that stops people from being together / going somewhere, etc.  
**hard** *adj*  
difficult  
**the Cold War** *n*  
a state of political tension between the West and the Soviet Union between 1947 and 1991 (more or less)  
**a build-up** *exp*  
a gradual increase of something  
**you fasten all the triggers** *exp*  
possible meaning: you prepare all the weapons (more or less). Literally, a "trigger" is a small lever which you pull to fire the gun  
**a death count** *n*  
the number of people killed in a war or battle  
**to flow out** *phr vb*  
to come out in a continuous movement  
**mud** *n*  
a mixture of water and earth  
**a round** *n*  
a piece of ammunition for a gun / weapon; a bullet (the small metal thing that comes out of a gun)  
**to wound** *vb*  
if someone is "wounded", they're hurt or cut  
**tin soldiers** *n*  
the national guard soldiers. "Tin" is a type of metal sometimes used for soldiers' helmets (their hats)  
**Nixon** (President Richard Nixon: 1969-1974) the 37th President of the United States  
**a portrayal** *n*  
the "portrayal" of someone in a film is the way that person is shown in the film  
**a riot** *n*  
when there's a "riot", a crowd of people act violently in a public place  
**guilty** *adj*  
if someone is "guilty" of a crime, they have committed that crime  
**to check out** *phr vb*  
if you "check out" a film, you see it  
**to move you** *exp*  
if something "moves you", it affects you emotionally

Answers on page 44

### 1 Pre-reading

What do songwriters write about? Think of three topics.

### 2 Reading I

Read and listen to the article once. Which song do you like the most? Why?

### 3 Reading II

Which song...

- ...is about the Cold War arms build-up?
- ...is about the environment?
- ...is by a rap group?
- ...was the artist's best-selling single?
- ...is about an event that took place during Nixon's presidency?