

The Pack

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

**Level: Upper intermediate, B2. 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.

Eight actors with distinctive voices!

[track 01]

Warm-up

Actor descriptions

Individually, or in pairs, students look at the list of actors and actresses below and choose 3 of them. Then, they select 1 or 2 adjectives from below to describe each actor or actress. Once they've done this, they get together with another student or pair and compare ideas. Did they think of the same adjectives?

Lauren Bacall, Tom Hanks, Clint Eastwood, Robert Downey, Jr., Marilyn Monroe, Johnny Depp, Tom Cruise, Leonardo DiCaprio, Robert De Niro, Jack Nicholson, Audrey Tautou, Matt Damon, Will Smith, Jennifer Lawrence, Sean Connery, Natalie Portman, Scarlett Johansson, Charlize Theron, Kate Winslet, Emma Stone, Meryl Streep, Angelina Jolie, Jennifer Aniston, Liam Neeson, Demi Moore

Adjectives to describe someone

Funny, angry, attractive, beautiful, rough, interesting, clever, charming, confident, aggressive, violent, smooth, cool, crazy, sultry, sexy, bossy, commanding, silly, stupid, tall, short, creative, cruel, cute, dangerous, easygoing, famous, friendly, good-looking, helpful, lucky, outgoing, popular, responsible, romantic, selfish, talkative, young, old... 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 and check their understanding.

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

Follow-up activities

Retell it!

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

Film descriptions

Students choose a film starring one of the actors or actresses from this lesson. Then, they write a short description of the movie without naming it. When they're ready, students take turns reading out their film descriptions. Other students have to guess the name of the film.

Mimicking

As a class, choose a famous line by one of the actors that you can find on YouTube. For example, the Liam Neeson "I will find you" scene (search YouTube for *Taken Phone Speech*.) Then, students practise saying it for a couple of minutes. When they're ready, have a competition to see who can say it the best.

Dialogue

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

Think about it!

Who are some of your favourite actors? Why do you like them? Is an actor's voice important? In what ways? Which foreign actors do you find easy / difficult to understand?

Answers on page 44

1 Pre-reading

Match the actors (1 to 8) to the photos (a-h).

1. Clint Eastwood ☐
2. Marilyn Monroe ☐
3. Jack Nicholson ☐
4. Audrey Tautou ☐
5. Liam Neeson ☐
6. Demi Moore ☐
7. Sean Connery ☐
8. Lauren Bacall ☐



2 Reading I

Which adjectives would you use to describe any of these actors or their voices? Think of at least three. Then, read the article once to compare your ideas.

3 Reading II

Write the name of an actor next to the descriptions of their voices (1 to 8).

1. A sultry, sweet voice =
2. A smooth Scottish accent =
3. A voice like cotton candy =
4. A low dusky voice =
5. A smooth, husky voice =
6. A raspy voice =
7. A warm, commanding voice =
8. A throaty, coarse voice =

by Laura Hockett

A recent survey lists the actors with the most **recognisable** voices. Here are some of them. Who else would you add to the list?

Clint Eastwood

American actor Clint Eastwood (1930) has directed and starred in numerous films, including *Million Dollar Baby*, *The Good, the Bad and the Ugly* and *Dirty Harry*. His calm, **raspy** voice **commands authority** and is instantly recognisable. This sound clip is from *Dirty Harry*: "You've got to ask yourself one question: 'Do I feel lucky?' Well, do you, **punk**?"

Marilyn Monroe

Born Norma Jeane Mortenson in 1926, Marilyn Monroe is famous for films such as *Some Like it Hot*, *Gentlemen Prefer Blondes* and *How to Marry a Millionaire*. Her voice has been described as "**cotton candy**, smoke, wind, **lollipops** and **velvet**". This sound clip is from *Gentlemen Prefer Blondes*: "Sometimes, Mr Esmond finds it very difficult to say 'no' to me."

Jack Nicholson

Jack Nicholson (1937) is an American actor, producer, screenwriter and director. He's starred in films such as *One Flew over the Cuckoo's Nest*, *The Shining* and *The Departed*. His low, smooth, **husky** voice is perfect for his **menacing sarcasm**. This sound clip is from *Anger Management*: "Dave, you have a disease. Would you **apologise** if you were a **diabetic**? Of course not."

Audrey Tautou

Frenchwoman Audrey Tautou (1976) is famous for her **sultry**, sweet voice. She's appeared in numerous films, including *Coco Before Chanel*, *Amélie* and *The Da Vinci Code*. This sound clip is from *The Da Vinci Code*: "Professor Langdon, you are in grave danger."

Liam Neeson

Irishman Liam Neeson (1952) has starred in films such as *Michael Collins*, *Gangs of New York*, and *Batman Begins*. His warm, commanding voice has seen him in a wide variety of roles, including a **voiceover** as Aslan, the lion from *The Chronicles of Narnia*. This sound clip is from *Taken*: "I will look for you. I will find you. And I will kill you!"

Demi Moore

American actress Demi Moore (1962) has a **throaty**, **coarse** voice that many find seductive. She's famous for her roles in films such as *A Few Good Men*, *Ghost* and *Indecent Proposal*. This sound clip is from *A Few Good Men*: "Because they stand on a wall, and they say, 'Nothing's going to hurt you tonight, not on my watch.'"

Sean Connery

This Scottish actor is famous for his role as agent 007 – James Bond. Born in 1930, Sean has starred in films such as *Dr No*, *Gold Finger* and *The Hunt for Red October*. This sound clip is from the James Bond film, *From Russia with Love*: "Er... just a drink. A martini, shaken, not stirred."

Lauren Bacall

Lauren Bacall was born Betty Joan Perske in September 1924. She's starred in several classic films, including *The Big Sleep*, *How to Marry a Millionaire* and *To Have and Have Not*. She's well known for her low, **dusky** voice. This sound clip is from *To Have and Have Not*: "You know how to **whistle**, don't you, Steve?" ☆

GLOSSARY

recognisable *adj*
if something is "recognisable", you can identify / see / notice it easily
raspy *adj*
if someone has a "raspy" voice, they make rough (not smooth) sounds as if they have a sore throat
to command authority *exp*
if A "commands authority", other people do what A says
punk *excl inform*
a word used to refer to a man in a bad way. It means "young man" more or less
cotton candy *n*
a type of light, sweet food made of coloured sugar that is in a circle on a stick
a lollipop *n*
a type of sweet that is in the shape of a circle or ball on the end of a stick
velvet *n*
soft material made from cotton, silk, or nylon
husky *adj*
if someone has a "husky" voice, their voice is low and rough (not smooth)
menacing *adj*
if something is "menacing", it seems to be dangerous
sarcasm *n*
saying the opposite to what you mean. It's often used to make fun of someone or to make them feel bad
to apologise *vb*
to say sorry
a diabetic *n*
someone with diabetes – a disease that is characterised by high glucose levels in the blood
sultry *adj*
erotic / passionate / provocative in a quiet way
a voiceover *n*
the voice of an actor who you cannot see, often because they're doing the voice of a cartoon character
throaty *adj*
a "throaty" voice is low and rough
coarse *adj*
a "coarse" voice is rough (not smooth)
dusky *adj*
low (not high)
to whistle *vb*
to make a series of musical notes by forcing air out between your lips

Is this science gone mad? [track 02]

Warm-up

Quotes

Print off or write up the following science 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, etc.). Then, remove the quotes. Read them out or write them up with gaps. Students have to remember the missing words. For example:

Teacher: "Without science, everything is a _____."

Student: "Miracle!"

Etc.

"Without science, everything is a miracle."

Lawrence Krauss

"Science is magic that works." Kurt Vonnegut

"Maybe this world is another planet's hell." Aldous Huxley

"Science has made us gods even before we are worthy of being men." Jean Rostand

"The good thing about science is that it's true whether or not you believe in it."

Neil Degrasse Tyson

"The greater the scientific advance, the more primitive the fear." Don DeLillo

"People keep saying 'science doesn't know everything!' Well, science 'knows' it doesn't know everything; otherwise it would stop." Dara Ó Briain

"Only two things are infinite, the universe and human stupidity, and I'm not sure about the universe." Albert Einstein

"We only have to look at ourselves to see how intelligent life might develop into something we wouldn't want to meet." Stephen Hawking

Lesson activities

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

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

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

Follow-up activities

Retell it!

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

Research & presentation

Students find out about some recent scientific research, or they invent a scientific experiment. Then, they give a one- or two-minute presentation on it, explaining what it is, how it was carried out, where it was conducted, why it was carried out, the results or any conclusions, 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 answer questions, or vote on the most interesting ones.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and scientist who has been carrying out some experiments (or one of the experiments from the article in this lesson). Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to read or act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones, or ask and answer questions.

THIS IS
MAD!

IS THIS SCIENCE GONE MAD?

Science is a serious subject, right? Wrong! At least not when it comes to the **Ig Nobels*** – the most **bizarre scientific award ceremony** in the world. The Ig Nobels are prizes for unusual scientific **research** – the kind of research that makes you laugh, then makes you think. The ceremony is organised by science magazine *The Annals of Improbable Research*, and takes place at Harvard University. Here are four of this year's winners.

1 Coffee

The fluid dynamics prize went to Rouslan Krechetnikov and Hans Mayer. They **looked into** the reasons why coffee **spills** when you're walking. They found that it's all **down to** a combination of the size of the cup, the properties of the coffee, and the way your body moves. Fascinating!

2 Chimpanzees

This year's anatomy prize went to Frans de Waal and Jennifer Pokorny for discovering that chimpanzees can identify other chimpanzees from photos of their **rear ends**. As part of the research, six adult chimpanzees were **rewarded** with food for **matching** images of **backsides** to faces.

3 Green hair

The chemistry prize went to Johan Pettersson for solving the puzzle of why people's hair turned green in certain houses in the town

of Anderslöv (Sweden). Convinced the municipal drinking water was to **blame**, researchers tested for levels of copper in the water as the metal is known to dye hair green. Disappointingly, they found that the levels were normal. However, further research showed that hot water **left overnight** in the pipes **peeled** copper from the pipes and water heaters, which then went into the water, leading to high levels of copper. The problems were most severe in new houses, where pipes didn't have any **protective coating**. Inhabitants in the area who wanted to avoid the hair dye were told to wash their hair in cold water or move to an older house.

4 Number theories

This year's psychology prize went to Anita Eerland, Rolf Zwaan and Tulio Guadalupe. Their study was titled "Leaning to the Left Makes the Eiffel Tower Seem Smaller". They found that **body posture** can influence people's estimation of quantities. Apparently, this is based on the "mental number-line theory", which suggests that people represent numbers along a line with smaller numbers on the *left* and larger numbers on the *right*. So, researchers **hypothesised** that making people **lean** to the left would make their estimates smaller; and leaning to the right would make them bigger. In order to **prove** this, participants

* Ig Nobels

The name of the competition (The Ig Nobels) forms an expression that sounds like the English word “ignoble”, which is basically the opposite of “noble” (a “noble person” has excellent qualities of character, including honesty, generosity and selflessness). For more information on Ig Nobels, visit: www.improbable.com/ig

answered questions such as “how tall do you think this building is?” while standing on a Wii Balance Board. While answering the questions, their posture was changed. So, participants answered some questions while they leaned slightly to the left, some while they leaned slightly to the right, and some while they **stood upright**.

Isn't science marvellous? 🌟

GLOSSARY

bizarre *adj*
strange, unusual
an award ceremony *n*
a public event in which prizes (awards) are given to people
research *n*
scientific investigation
to look into *phr vb*
to investigate
to spill *vb*
if you "spill" liquid, the liquid comes out of a container
down to *exp*
if A is "down to" B, A happens as a result of B, or because of B
a rear end *n*
the part of your body that you sit on
to reward *vb*
to give someone a treat (something nice) because they've done a good job
to match *vb*
if you "match" an image to a word (for example), you connect those two things
a backside *n*
the part of your body that you sit on
to blame *exp*
if A is "to blame", A caused something to happen
to leave overnight *exp*
if you "leave something overnight", you leave it and don't touch it all night
to peel *vb*
if paint "peels", it comes off
protective coating *n*
a substance you put on an object in order to protect it
body posture *n*
the way you're standing or sitting
to hypothesize *vb*
to imagine why something has happened;
to offer a possible explanation for something
to lean *vb*
when you "lean" in a particular direction, you bend your body in that direction
to prove *vb*
to demonstrate / show that something is true
to stand upright *exp*
to stand in a vertical position with your body in a straight line

Answers on page 44

1 Pre-reading

You're going to read about some unusual scientific research. Look at the four paragraph titles. What type of research is involved in each case?

2 Reading I

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

3 Reading II

Read the article again. Then, answer the questions. *What did the winners of the...*

1. ... fluid dynamics prize
do their research on?
2. ... anatomy prize
discover?
3. ...chemistry prize find
out about copper levels
in the water in houses
from the town of
Anderslöv?
4. ...psychology prize
find?

How to get your revenge! [track 03]

Warm-up

Annoying things

Print off or write up the list of annoying things below. In pairs, small groups or as a class, students say what they would do or say in each situation.

Someone...

- ...takes a parking space you were about to park in.
- ...doesn't say thank you when you hold the door open for them.
- ...has put their feet on the only vacant seat on a train or bus.
- ...talks during a film at the cinema.
- ...sings loudly in public.
- ...has a loud phone call on public transport.
- ...spits.
- ...eats loudly.
- ...cycles on the pavement.
- ...tries to jump the queue.
- ...won't apologise for something that was their fault.
- ...leaves a mess and doesn't tidy up.
- ...throws rubbish on the street.
- ...laughs at you when you make a mistake.
- ...is always late for appointments with you.
- ...uses the express checkout lane in a supermarket and tries to pay for more than 10 items.

Other?



Lesson activities

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Follow-up activities

Retell it!

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

Revenge plan

In pairs or small groups, students choose one of the situations from the Warm-up activity (or any other). Then, they write up a detailed plan for getting their revenge on the person who annoyed them. Tell your students to keep it light-hearted (no murder or torture) and to be as creative as possible. When they're ready, ask for volunteers to present their revenge plan (from memory or by using notes, not reading it out word-for-word). Other students listen and ask questions or vote on the most imaginative ones.

Dialogue

In pairs, students write up notes for a dialogue between a reporter and someone involved in one of the stories from this lesson. The reporter should ask questions using *who, what, where, why, when, how* to get as much information as possible. Tell your students to make the dialogue as funny, silly or serious as they like. When they're ready, ask for volunteers to act out their dialogues (from memory or by using notes, not reading it out word-for-word). Other students listen and vote on the best ones.

Debate it!

Write the following debating question or statement on the board: ***Can revenge ever be justified?*** Then, hold a debate! Divide the class into two. Half the class thinks revenge can be justified in certain circumstances; the other half disagrees. 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), and think of examples to support

their ideas. Remind students to keep it light-hearted (no murder, torture, etc.). 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 to 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 When was the last time you felt like getting your revenge? Why did you want to get your revenge? Have you ever been angry with a bank, hotel, airline, travel agency or restaurant? Why? What happened? What are the pros and cons of getting your revenge? What films about revenge have you seen? What's the storyline?

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

🎧 **TRACK 10:** ENGLISHMAN & ENGLISHWOMAN

REVENGE IS
A DISH BEST
SERVED
COLD!

How to get your revenge!

When was the last time you got angry? Have you ever been so angry that you wanted to **get your revenge**? Here are three stories of people who got theirs.

1 The farmer

A German farmer was walking on his land when he found a group of youngsters in one of his **fields**. They turned out to be about 40 **trance** fans who had organised a mini-festival on his property without permission. The farmer, from Mecklenburg-West Pomerania, tried to persuade them to leave, but they **refused**. So, he went back to his farmhouse, returning shortly afterwards with a **muck-spreader** which he used to cover his unwanted guests with **liquidised animal waste**.

2 The buyer

Edd Joseph was furious when the PS3 **console** he'd bought online failed to arrive. Foolishly, Edd had paid the \$80 to the seller by bank transfer *before* receiving the goods. A demand for a **refund** went unanswered, and as Edd had already paid the seller, he'd broken the website's terms of service, so the website couldn't help either. Furious, Edd decided to get his revenge by **bombarding** the seller with text messages in order to block up his mobile message **inbox**. He did this by copying and pasting entire versions of plays by

Shakespeare. *Macbeth* was divided into 600 messages, *All's Well That Ends Well* took up 861 messages, and *Hamlet* was split into an irritating 1,143 messages. Edd was able to send the messages at no expense as he was on a \$37-a-month unlimited contract with his **phone provider**. The contract allowed him to make as many calls or texts as he wanted without any additional costs.

3 The gamer

After losing an online game of *Call of Duty*, an angry gamer sent a 70-person **SWAT team** to his opponent's house. The gamer phoned police and told them that he'd shot members of his family. "I just killed my mother and I might shoot more people," he said, pretending to be Rafael Castillo. The police responded with helicopters, an ambulance and a fully-armed SWAT team. However, when they got to the house, they found Castillo still playing video games, and his 54-year-old mother making coffee in the kitchen. Police soon realised that it was an example of "Swatting" – the practice of **faking** emergency calls from a victim's house, often after losing an online game. "In this **bizarre** world of Swatting, you get points for the helicopter, for the police cars or for the SWAT team," Michael Tagney, Long Beach police commissioner, told CBS News. There have been a number of famous

"Swatting" incidents in the past, with police called to the homes of Miley Cyrus, Justin Bieber, Clint Eastwood and Tom Cruise. Authorities are currently looking for the caller, who could face criminal charges as well as having to pay for the police response.

How vengeful! 🌟

VIDEO

YouTube

Watch a news report on swatting. Search YouTube for "Swatting Pranks - Vengeful gamer calls SWAT team on kid who beat him".

GLOSSARY

to get your revenge *exp*

to do something bad to someone who does something bad to you

a field *n*

an area of grass, for example, in a park or on a farm

trance *n*

a type of electronic dance music with repetitive rhythms and sounds

to refuse *vb*

if you "refuse" to do something, you say that you won't do it

a muck-spreader *n*

a machine that's used to spread "muck" – animal waste that helps plants grow

liquidised *adj*

if something has been "liquidised", it's made into a liquid with a machine

animal waste *n*

the substance that comes out of an animal when it goes to the toilet

a console *n*

a little machine for playing video games

a refund *n*

if a shop gives you a "refund", they return your money because you don't want the thing you bought there

to bombard *vb*

if you "bombard" someone with messages, you send them many messages

an inbox *n*

an electronic folder where messages you receive are stored

a phone provider *n*

a company that you pay to give you an internet connection or to a phone network

a SWAT team *n*

a group of police officers who are trained to deal with dangerous situations. SWAT is an abbreviation of "Special Weapons and Tactics"

to fake *vb*

if you "fake" a phone call (for example), you make a call and act as if you're someone else

bizarre *adj*

strange, unusual

Answers on page 44

1 Pre-reading

Look at the paragraph titles. What do you think happened to these people to make them so angry? How do you think they got their revenge?

2 Reading I

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

3 Reading II

Read the article again. Then, write Farmer, Buyer or Gamer next to each statement.

1. He used some famous works of literature to get his revenge.
2. He found some people on his land.
3. He was angry because he'd lost a game.
4. He paid for something but never received it.
5. Clint Eastwood had also been a victim of this person's prank.
6. He covered the trespassers with animal waste.
7. He called the police and pretended to be someone else.